



## REPORT ON MULTIPLIER EVENT (E2-B1)

Sapientia Hungarian University of Transylvania, Miercurea Ciuc, Romania

June 8, 2016

### Aim of the multiplier event E2-B1

The second multiplier event within the **Erasmus+ project „Key Skills for European Union Hotel Staff”** (*Project No: 2014-1-HR01-KA2014-007224*) was held in Miercurea Ciuc on 8<sup>th</sup> June 2016, entitled “National Seminar”.

This project ending event was organized as part of the series of seminars in each of the partner countries for 30-35 key people in the hospitality sector and tourism education sector in order to show-case the project. They have been conducted on similar lines in each country.

### The Agenda for the Multiplier Event E2-B1

- Date:** 8 June, 2016, Wednesday
- Time:** 15.00-19.00
- Venue:** Sapientia Hungarian University of Transylvania, Faculty of Miercurea Ciuc, nr. 1 Piata Libertatii, Miercurea Ciuc, Romania; Room 15
- Participants:** language teachers from the region and tourism stakeholders, project team
- 15.00 Opening of the event – Zsuzsanna Ajtony
- 15.05 Presentation of the project – Zsuzsanna Ajtony
- 15.10 Presentation of the “Front Desk” computer programmes - Zsuzsanna Dégi
- 15.40 Discussion
- 15.50 Presentation of the Smartphone apps - Tünde Nagy
- 16.30 Coffee break
- 16.45 Presentation of the digital maps - Enikő Tankó
- 17.05 Discussion



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17.10 Presentation of the e-learning platform – Enikő Pál

18.30 Discussion & Snacks (invited participants)

The aim of this seminar at Sapientia University was to show what project partners have achieved to do in the project. Its additional aim was to gauge reactions and to help identify any weaknesses or problems in the materials. Publicity material about the project and its results have been handed out before the multiplier event, and also sent to participants in advance via e-mail. Refreshments have been provided. The “products” of the project have been presented in English but the material demonstrated has covered the full range of twelve languages, in our case, especially Hungarian and Romanian.

With a Power Point presentation Dr. Zsuzsanna Ajtony, coordinator of the Sapientia team, introduced each of the partners and their institutions, and explained the different parts of the project in which each partner has taken responsibility. She has outlined the structure of the project, highlighted the work carried out and briefly presented each of the modules that has been created. (The PPT presentation can be found in the Dropbox.)

In order to offer a practical demonstration of the different “products” of the project, the Internet has been used to display the project web-site and the learning program, also showing how the digital maps can be used to get information requested by guests and how the apps can be integrated into the process to help the front-desk clerk know how to provide answers in the guest’s own language. In this line, the Front Desk computer programmes were presented by Zsuzsanna Dégi, who also explained why these can be helpful not only for those working in the tourism industry, but also for language teachers or anyone interested because the displaying screen allows sentences with the same meaning but in different languages to be compared for linguistic purpose. The smarphone apps were presented by Dr. Tünde Nagy who also urged participants to try out the application on their own phones on the spot. The digital maps were presented in detail by Dr. Enikő Tankó and they were much enjoyed by the invited guests due to their colourful look and available information that can be accessed by clicking on the respective hotpoints. Finally, the learning platform was presented by Dr. Enikő Pál in three languages



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(English, Hungarian and Romanian), who demonstrated the wide range of topics and types of exercises both in the A2/B1 and the B2/C1 modules of the course material.

Both after each presentation and at the end of the event, the invited stakeholders asked questions and were encouraged to try and later use the various materials. The meeting ended with an open discussion.

### Participants

In all, 44 participants attended the event and signed the attendance sheet. Out these participants, 30 stakeholders took part: **18 teachers** from the schools and universities of the region and **12 industry representatives**. They filled in the questionnaires as well.

### Feedback on the Seminar

The subsequent part provides a summary of the participants' answers concerning the multiplier event and the project outputs presented.

In the first part of the report, the teachers' questionnaires will be evaluated, which will be followed by the evaluation of the industry representatives' questionnaires.

### Teachers

The profile of language teachers: Out of the 18 language teachers (stakeholders) 10 teachers teach only one foreign language (English, Romanian or German ), whereas others teach two languages: English and Romanian (4 teachers), English and Hungarian (1 teacher), French and Romanian (1 teacher), English and German (1 teacher). There was even one teacher who teaches 3 languages: English, Romanian and Latin.

All language teachers were experienced. Their work experience is depicted in *Table 1*.

*Table 1. Teaching experience of the teachers*

< 5 years	5-9 years	10-14 years	15-19 years	20-25 years	> 25 years
2	1	6	7	1	1



Only two teachers had less than 5 years work experience. 1 teacher has been teaching for 5-9 years, 6 for 10-14 years, 7 for 15-19 years, 1 for 20-25 years, and 1 for more than 25 years.

All language teachers are professionals in their field – 1 has a Doctor's degree (EQF Level 8), 7 teachers have a Master's degree (EQF Level 7). 10 teachers have a university degree (BA, (EQF Level 6) either in philology (linguistics) or in language teaching (pedagogy).

6 teachers teach students younger than 15. 8 teachers teach students aged 15-19, 2 teachers teach students older than 25. There were 2 teachers who teach two or more age groups. Most of the teachers teach General English (10), 2 teachers teach students having their main field as philology. 6 teachers teach English for Specific Purposes, among which tourism management, constructions and other business fields.

All teachers admitted having received useful information on the project.

*Table 2. Evaluation of project presentation*

<b>Participants</b>	<b>very useful</b>	<b>useful</b>	<b>50/50</b>	<b>useless</b>	<b>absolutely useless</b>
Teachers (n=18)	16	2	0	0	0
(%)	88,9	11.1	0	0	0

All teachers admitted having received useful information on the project needs analysis.

*Table 3. Evaluation of project needs analysis presentation*

<b>Participants</b>	<b>very useful</b>	<b>useful</b>	<b>50/50</b>	<b>useless</b>	<b>absolutely useless</b>
Teachers (n=18)	14	3	1	0	0
(%)	77.8	16.7	5.5	0	0

All teachers admitted having received useful information on the curricula created.





**Table 4. Evaluation of curricula presentation**

<b>Participants</b>	<b>very useful</b>	<b>useful</b>	<b>50/50</b>	<b>useless</b>	<b>absolutely useless</b>
Teachers (n=18)	15	2	1	0	0
(%)	83.4	11.1	5.5	0	0

All teachers admitted having received useful information on the *FrontDesk* program.

**Table 5. Evaluation of the *FrontDesk* program**

<b>Participants</b>	<b>very useful</b>	<b>useful</b>	<b>50/50</b>	<b>useless</b>	<b>absolutely useless</b>
Teachers (n=18)	15	2	1	0	0
(%)	83.4	11.1	5.5	0	0

5 teachers indicated that they would use the *FrontDesk* program for teaching language. 5 teachers indicated that they would use it for three purposes: teaching language, suggesting students for learning, for improving language skills.

All teachers admitted having received useful information on smartphone apps.

**Table 6. Evaluation of the smartphone apps presentation**

<b>Participants</b>	<b>very useful</b>	<b>useful</b>	<b>50/50</b>	<b>useless</b>	<b>absolutely useless</b>
Teachers (n=18)	12	5	1	0	0
(%)	66.7	27.8	5.5	0	0

In spite of the above results, 2 teachers indicated that they would not use the smartphone apps, but the majority of the participants (16) indicated that they would use them for one (7 participants) or several (9 participants) purposes: for language teaching, they would suggest their students for learning and to improve language skills.

All participants admitted having received useful information on the moodle platform.





*Table 7. Evaluation of the presentation of the moodle learning platform*

<b>Participants</b>	<b>very useful</b>	<b>useful</b>	<b>50/50</b>	<b>useless</b>	<b>absolutely useless</b>
Teachers (n=18)	15	2	1	0	0
(%)	83.4	11.1	5.5	0	0

All teachers indicated that they would use the learning platform for teaching language, out of which 15 teachers indicated that they would use it for teaching language. Beside this, they would also suggest their students to learn with it (2 teachers), and 1 teacher indicated that she would also use it to improve language skills. Most participants would use the moodle for more than one purpose: for language teaching, they would suggest their students for learning and to improve language skills.

All teachers admitted having received useful information on interactive maps.

*Table 8. Evaluation of the interactive maps*

<b>Participants</b>	<b>very useful</b>	<b>useful</b>	<b>50/50</b>	<b>useless</b>	<b>absolutely useless</b>
Teachers (n=18)	14	4	0	0	0
(%)	77.8	22.2	0	0	0

Out of the 18 answers, 6 teachers indicated that they would use the interactive maps only for one purpose: for teaching language (4 teachers), suggesting students for learning (1 teacher) or to improve language skills (1 teacher). However, the majority of the teachers (12 participants) would use the interactive maps for two or three purposes mentioned above.

All teachers admitted having received useful information on the A2/B1 course created in 12 languages.

*Table 9. Evaluation of the A2/B1 course*

<b>Participants</b>	<b>very</b>	<b>useful</b>	<b>50/50</b>	<b>useless</b>	<b>absolutely</b>
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	<b>useful</b>				<b>useless</b>
Teachers (n=18)	14	3	1	0	0
(%)	77.8	16.7	5.5	0	0

All teachers admitted having received useful information on the B1/C2 course in English.

*Table 10. Evaluation of the B1/C2 course*

<b>Participants</b>	<b>very useful</b>	<b>useful</b>	<b>50/50</b>	<b>useless</b>	<b>absolutely useless</b>
Teachers (n=18)	14	3	1	0	0
(%)	77.8	16.7	5.5	0	0

All teachers evaluated the project in general.

*Table 11. Usefulness of the project in general*

<b>Participants</b>	<b>very useful</b>	<b>useful</b>	<b>50/50</b>	<b>useless</b>	<b>absolutely useless</b>
Teachers (n=18)	15	2	1	0	0
(%)	83.4	11.1	5.5	0	0

*Table 12. The usefulness of the project for the teachers personally*

<b>Participants</b>	<b>very useful</b>	<b>useful</b>	<b>50/50</b>	<b>useless</b>	<b>absolutely useless</b>
Teachers (n=18)	14	2	2	0	0
(%)	77.8	11.1	11.1	0	0

Only one teacher gave suggestions regarding the project. Here it is: “It would be useful to include some examples of letters/emails both from the perspective of the guest and the receptionist and some examples of complaint and handling complaints.”





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## Industry Representatives

Out of the 12 industry representative who took part in the Multiplier event, 3 guest house businesses were present, 1 Bed & Breakfast, 1 hostel, but the majority represented other businesses: volunteer accommodation (Rented flats, homestays), Pension and restaurant, horse-riding chalet, tourism development consulting, etc.

1 industry representative indicated that their business is situated in the historic part of the city, 3 indicated that it was situated in the business district of the city, 3 indicated that it was close to the city center, 1 that it was on the outskirts of the city, 1 that it was in a small town, 3 that it was situated in a rural area.

All industry representatives have 5, or more than 5 years experience. Their work experience is depicted in *Table 13*.

*Table 13. Operating experience of the industry representatives*

< 5 years	3-5 years	6-10 years	11-20 years	21-30 years	> 30 years
4	0	5	3	0	0

4 industry representatives had less than 5 years work experience. Their majority had experience between 6-10 years (5 representatives), and 3 of them had a work experience between 11-20 years.

Among the positions indicated by the industry representatives, we can find owners, co-founders, managers in tourism, travel agents and consultants, marketing specialists and chief executing officer (CEO). Their work experience in the domain of accommodation, catering and tourism establishment ranges between 3 to 10 years, so we speak of quite young generation of industry representatives. Most of them speak three languages: Romanian, Hungarian and English, but some of them also speak German or Italian.

Regarding the target markets, most of the industry representatives indicated business people, tourist groups individual travellers and families with children. 2 participants indicated other target groups as well: volunteers and people working in local administration.



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Among the countries of origin of the industry representatives' clients, the most frequently mentioned was Romania and Hungary (10 out of 12 industry representatives indicated these two countries). However, other countries of origin were also mentioned: Germany (7 representatives), but also the UK, Australia, USA, China and Dubai.

The languages spoken by industry representatives' clients range from English as indicated by all participants, German (indicated by 6 participants), Spanish (2 participants), French (3 participants), as well as Hungarian and Romanian, the two mainly spoken languages of the region.

Regarding the number of the industry representatives' employees, participants indicated numbers ranging from 0 to 28 employees. The languages spoken by these employees and their language level is shown in *Table 14*.

*Table 14. Languages spoken and language level of employees*

Language	Very good	Good	Average	Bad	Very bad
English	2	4	1	1	0
German	0	1	4	2	0
Russian	0	0	0	0	4
French	1	0	0	0	4
Spanish	0	0	1	1	3
Other - Dutch	0	0	0	1	0

As the table above shows, the language level of the industry representatives' employees is quite low, the language spoken at the highest level is English (spoken by 2 employees on a very good level and by 4 employees spoken on a good level) and German as spoken on a good level (spoken by 4 employees). It can also be mentioned that industry representatives indicated their employees' French and Russian language level as being very bad (4 employees for each language).



In the following part of the report, we will present the feedback received from the industry representatives.

All industry representatives (I.r.) admitted having received useful information on the project.

*Table 15. Evaluation of project presentation*

Participants	very useful	useful	50/50	useless	absolutely useless
I.r. (n=12)	3	9	0	0	0
(%)	25	75	0	0	0

All industry representatives admitted having received useful information on the project needs analysis.

*Table 16. Evaluation of project needs analysis presentation*

Participants	very useful	useful	50/50	useless	absolutely useless
I.r. (n=12)	3	9	0	0	0
(%)	25	75	0	0	0

All industry representatives admitted having received useful information on the curricula created.

*Table 17. Evaluation of curricula presentation*

Participants	very useful	useful	50/50	useless	absolutely useless
I.r. (n=12)	4	8	0	0	0
(%)	33.4	66.6	0	0	0

All industry representatives admitted having received useful information on the *FrontDesk* program.





**Table 18. Evaluation of the *FrontDesk* program**

<b>Participants</b>	<b>very useful</b>	<b>useful</b>	<b>50/50</b>	<b>useless</b>	<b>absolutely useless</b>
I.r. (n=12)	2	8	2	0	0
(%)	16.7	66.6	16.7	0	0

In spite of this evaluation, 2 industry representatives indicated that they would not use the *FrontDesk* programme. However, 4 of them indicated that they would use the *FrontDesk* program for improving language skills, 3 would suggest their staff for learning, and 1 indicated that they would use it in rural tourism.

All industry representatives admitted having received useful information on smartphone apps.

**Table 19. Evaluation of the smartphone apps presentation**

<b>Participants</b>	<b>very useful</b>	<b>useful</b>	<b>50/50</b>	<b>useless</b>	<b>absolutely useless</b>
I.r. (n=12)	5	4	3	0	0
(%)	41.6	33.4	25	0	0

2 industry representatives indicated that they would not use the smartphone apps, but 3 participants indicated that they would use them for improving language skills and 5 participants would suggest their staff for learning.

11 participants admitted having received useful information on the moodle platform.

**Table 20. Evaluation of the presentation of the moodle learning platform**

<b>Participants</b>	<b>very useful</b>	<b>useful</b>	<b>50/50</b>	<b>useless</b>	<b>absolutely useless</b>
I.r. (n=12)	2	9	1	0	0
(%)	16.7	75	8.3	0	0





Several industry representatives (5 participants) indicated that they would use the learning platform for improving language skills, and 4 participants would also suggest their staff for learning. 1 participant indicated that they would use the moodle for intercultural learning.

All industry representatives admitted having received useful information on interactive maps.

*Table 21. Evaluation of the interactive maps*

<b>Participants</b>	<b>very useful</b>	<b>useful</b>	<b>50/50</b>	<b>useless</b>	<b>absolutely useless</b>
I.r. (n=12)	3	7	2	0	0
(%)	25	58.3	16.7	0	0

Out of the 12 answers, 2 industry representatives indicated that they would not use the maps. However, 2 participants indicated that they would use the interactive maps to improve language skills and 6 participants indicated that they would suggest their staff for learning. 1 participant indicated that they would suggest the maps for their students.

All industry representatives admitted having received useful information on the A2/B1 course created in 12 languages.

*Table 22. Evaluation of the A2/B1 course*

<b>Participants</b>	<b>very useful</b>	<b>useful</b>	<b>50/50</b>	<b>useless</b>	<b>absolutely useless</b>
I.r. (n=12)	3	6	3	0	0
(%)	25	50	25	0	0

All industry representatives admitted having received useful information on the B1/C2 course in English.

*Table 23. Evaluation of the B1/C2 course*

<b>Participants</b>	<b>very useful</b>	<b>useful</b>	<b>50/50</b>	<b>useless</b>	<b>absolutely useless</b>





I.r. (n=12)	4	6	2	0	0
(%)	53.3	50	16.7	0	0

All industry representatives evaluated the project in general.

*Table 24. Usefulness of the project in general*

<b>Participants</b>	<b>very useful</b>	<b>useful</b>	<b>50/50</b>	<b>useless</b>	<b>absolutely useless</b>
I.r. (n=12)	6	6	0	0	0
(%)	50	50	0	0	0

*Table 25. The usefulness of the project for the industry representatives personally*

<b>Participants</b>	<b>very useful</b>	<b>useful</b>	<b>50/50</b>	<b>useless</b>	<b>absolutely useless</b>
I.r. (n=12)	4	7	1	0	0
(%)	33.4	58.3	8.3	0	0

Only one industry representative gave suggestions regarding the project. Here it is: “Dissemination has to be made carefully very target oriented. I am referring to my sector: rural tourism. Thank you!”

## Conclusions

As seen from the information above, the teachers and industry representatives taking part in the Multiplier event E2 highly evaluated the project and its outcomes and they found them very useful and applicable. The invited participants were pleased with the information gained during the seminar.

It can be observed that most participants are ready to use the product outputs both at teaching students, suggesting them for learning both for their students or their staff. Only a few participants indicated that they would not use the smartphone apps in the future, but even these stakeholders indicated the other outputs to be highly useful.





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After the formal part of the national seminar, during informal discussions, teachers and industry representatives asked more specific questions about the “products” of the project and expressed some suggestions on how they should be improved to be more suitable for their needs.

Overall, the seminar gave useful information both for the stakeholders from the region and for the project team.

Dr. Zsuzsanna Ajtony

lecturer

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June 24, 2016



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