



REPORT ON MULTIPLIER EVENT (E1-B1)

Sapientia Hungarian University of Transylvania, Miercurea Ciuc, Romania

April 23, 2015

Aim of the multiplier event E1-B1

The first 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 23rd April 2015, entitled “Workshop 1 on Smartphone Apps and Front Desk 2 program”.

Originally this multiplier event was planned as an extra day after the partner meeting in Miercurea Ciuc, and expected to be attended by 15 local language teachers as well as industry representatives of the country where the partner meeting was held. The period of the workshop was chosen deliberately to be connected with a transnational meeting in order to save travel costs for presenters, therefore no additional finances were necessary.

The aim of the workshop was to present to language teachers from the local area both the project itself and the materials that it had produced up to the point of the meeting. Its additional aim was to gauge reactions and to help identify any weaknesses or problems in the materials.

The computer software and the smartphone apps were presented by participants of the project to an audience made up of mainly foreign-language teachers, at the campus of Sapientia University in Miercurea Ciuc (Romania). These teachers were personally interested in the project, while many of them also teach secondary school pupils, who will be future employees in the tourism and catering sectors. Several teachers were present from Kájoni János Technological Vocational School, which offers specialized courses for tourism students. Others came from Márton Áron



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Secondary School, from Venczel József Vocational School, and from Soros Educational Center. Colleagues from Odorhei were also interested in our project.

At the beginning of the meeting, Dr. Zsuzsanna Ajtony, lecturer, the co-ordinator of the Sapientia team, greeted the participants and introduced the representatives of the partner countries. This was followed by a presentation of the project by Hilarija Lozančić BeniĆ, the representative from Croatia. Dr. Ineta Luka, professor at Turiba University from Latvia, presented the results of a needs analysis carried out prior to the start of the project, which was prepared on the basis of the partners' surveys. After this the Slovenian partners, Erna Vöröš and Dejan Petje, presented the learning material using the Moodle software. It will be open to anyone interested, as a teaching and learning aid both for language teachers and language learners. Finally, the English partner, David Sephton from Primrose Publishing, showed the participants the computer software, the interactive maps and the smartphone apps under construction. The invited teachers put questions to the presenters and were encouraged to try and later use the various materials. The meeting ended with an open discussion.

The Agenda for the Multiplier Event E1-B1

- Date:** 23 April, 2015, Thursday
- Time:** 14.00-17.30
- 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

Panel 1

- 14.00 Opening of the event – Zsuzsanna Ajtony (SAPIENTIA University, Romania)
- 14.05 Presentation of the project – Hilarija Lozančić BeniĆ (TUSDU, Croatia)
- 14.20 Presentation of needs analysis – Ineta Luka (TURIBA, Latvia)
- 14.40 Discussion
- 14.50 Presentation of the curriculum + moodle – Erna Voros (Ekonomaska šola Murska Sobota, Slovenia)



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15.30 Coffee break + discussion

Panel 2

16.00 Presentation of Front Desk programme (in 12 languages) – David Sephton (Primrose Publishing, UK)

16.45 Discussion

17.00 Presentation of interactive maps – David Sephton

17.45 Discussion

18.00 Presentation of smartphone apps – David Sephton

18.30 Snacks + Discussion (invited teachers + project partners)

Participants

In all, 32 participants attended the event, they signed the attendance sheet, but only 25 filled in the feedback questionnaire, which can be evaluated in the following: 19 teachers (out of which 1 teacher was not a language teacher), 1 IT specialist, 2 executive directors, 1 administrative, 1 principal, 1 teacher trainer and management trainer.

The profile of language teachers: Out of the 19 language teachers 11 teachers taught only one foreign language (English), whereas others taught two languages (English and Hungarian, English and German, English and Hindi).

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
1	1	6	6	3	2

Only one teacher had less than 5 years work experience. 1 teacher has been teaching for 5-9 years, 6 for 10-14 years, 6 for 15-19 years, 3 for 20-25 years, and 2 for more than 25 years.

All language teachers are professionals in their field – 3 have a Doctor’s degree (EQF Level 8), 10 teachers have a Master’s degree (EQF Level 7). 6 teachers have a university degree (BA, (EQF Level 6) either in philology (linguistics) or in language teaching (pedagogy).



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Three teachers teach students younger than 15. 15 teachers teach students aged 15-19, 8 teachers teach students aged 20-25, 7 teachers teach students older than 25. Most of the teachers teach General English (10), 12 teachers teach English for Specific Purposes, among which tourism management (5), but also forestry and food industry (1), and other business fields.

Feedback on the Seminar

The subsequent part provides a summary of the participants' answers (25 questionnaires filled in) concerning the multiplier event and the project outputs presented.

All participants admitted having received useful information on the project.

Table 2. Evaluation of project presentation

Participants	very useful	useful	50/50	useless	absolutely useless
Teachers (n=18)	14	3	1	0	0
Others (n=7)	6	1	0	0	0
Total (%)	68	28	4	0	0

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

Table 3. Evaluation of project needs analysis presentation

Participants	very useful	useful	50/50	useless	absolutely useless
Teachers (n=17)*	8	7	2	0	0
Others (n=7)	6	1	0	0	0
Total (%)	58.3	33.3	8.33	0	0

*The participant who presented the need analysis did not evaluate the presentation, for obvious reasons.

All participants admitted having received useful information on the curriculum created.



Table 4. Evaluation of curriculum presentation

Participants	very useful	useful	50/50	useless	absolutely useless
Teachers (n=17)*	10	7	0	0	0
Others (n=7)	7	0	0	0	0
Total (%)	70.83	29.17	0	0	0

*The participant who presented the curriculum did not evaluate the presentation, for obvious reasons.

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

Table 5. Evaluation of the presentation of the moodle learning platform

Participants	very useful	useful	50/50	useless	absolutely useless
Teachers (n=17)*	14	2	1	0	0
Others (n=7)	6	1	0	0	0
Total (%)	83.34	12.5	4.16	0	0

*The participant who presented the moodle did not evaluate the presentation, for obvious reasons.

15 teachers indicated that they would use the learning platform for teaching language, and 8 teachers indicated that they would also suggest their students to learn with it, and 6 teachers indicated that they would also use it to improve language skills. The other participants would all use the moodle for different reasons: to improve language skills, motivate teachers to use it, suggest students for learning and teaching language as well.

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





Table 6. Evaluation of the *FrontDesk* program

Participants	very useful	useful	50/50	useless	absolutely useless
Teachers (n=16)*	10	6	0	0	0
Others (n=7)	7	0	0	0	0
Total (%)	73.91	26.09	0	0	0

*The participant who presented the *FrontDesk* program did not evaluate the presentation, for obvious reasons. One participant had to leave at this point.

All of the participants indicated that they would use the *FrontDesk* program to improve language skills, for teaching language and suggest students for learning. 14 teachers indicated that they would use it for teaching language, 9 would suggest their students to use in language learning, 8 would use it to improve language skills. One teacher suggested it for industry partners to use it for learning a language and active use.

All participants, including teachers admitted having received useful information on interactive maps.

Table 7. Evaluation of the interactive maps

Participants	very useful	useful	50/50	useless	absolutely useless
Teachers (n=16)*	11	5	0	0	0
Others (n=7)	7	0	0	0	0
Total (%)	78.26	21.74	0	0	0

*The participant who presented the interactive maps did not evaluate the presentation, for obvious reasons.

Out of the 23 answers, three participant indicated that they would use the interactive maps only for language learning, one teacher would only suggest it to students for learning, and two teachers would use it only to improve language skills. Out of the other 18 participants, 12 teachers indicated that they would use the interactive maps for all three reasons mentioned above.



All participants, including teachers admitted having received useful information on smartphone apps.

Table 8. Evaluation of the smartphone apps presentation

Participants	very useful	useful	50/50	useless	absolutely useless
Teachers (n=16)*	10	6	0	0	0
Others (n=7)	7	0	0	0	0
Total (%)	73.91	26.09	0	0	0

*The participant who presented the smartphone apps did not evaluate the presentation, for obvious reasons.

In spite of the above results, 2 teachers indicated that they would not use the smartphone apps, but the majority of the participants indicated that they would use them for several purposes: all participants, out of which 7 teachers would use it for language teaching, and quite a high number of teachers would suggest students for learning and to improve language skills. There was one teacher who suggested the smartphone apps would be useful while travelling, and another teacher would suggest it for industry partners.

All participants admitted having received useful information on the project in general.

Table 9. Usefulness of the project in general

Participants	very useful	useful	50/50	useless	absolutely useless
Teachers (n=18)	9	9	0	0	0
Others (n=7)	7	0	0	0	0
Total (%)	64	36	0	0	0



Table 10. The usefulness of the project for the teachers personally

Participants	very useful	useful	50/50	useless	absolutely useless
Teachers (n=18)	8	6	4	0	0
Total (%)	44.45	33.33	22.22	0	0

Conclusion

As seen from the information above, the seminar participants 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 all participants are ready to use the product outputs both at teaching students, suggesting them learning and at motivating industry representatives to learn. One two participants indicated that they would not use the smartphone apps in the future, but even these teachers indicated the other outputs to be highly useful.

After the formal part of the seminar, during informal discussions, teachers asked more specific questions about the smartphone apps 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 local participants and for the project team to attain very good results.

Dr. Zsuzsanna Ajtony

lecturer

Manager of Sapientia University project team

May 20, 2015

