



Erasmus+ project „Key Skills for European Union Hotel Staff”

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Project Course Piloting Report

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Introduction

The course piloting is essential for introducing any kind of new materials in order to see what works, what does not work, and what improvements have to be made. Before the course piloting partners, under the guidance of the lead partner, TUSDU, worked on a feedback questionnaire that should comprise both quantitative and qualitative questions so that they could be later analysed for the report and for scientific purposes, including project exploitation purposes as well. The data were meant to be comparable. Course piloting was done in all education institutions as additional material to their regular study programmes or as an extra material for special groups. The course piloting included both parts of the course-A2/B1-the created materials in 12 languages and B2/C1the designed English modules. Depending on their target groups, each institution selected the languages for piloting. Additionally, the course was piloted with the industry representatives as well.

1. Preparatory work

Before piloting, Turība University project manager Dr. paed. Ineta Luka, professor, in cooperation with other project partners and a lead partner (TUSDU) worked out the questionnaire for piloting. The form was created to enable gathering as detailed feedback as possible, as well as creating a comparative analysis among the partner countries. The aim of this activity was to see how the Learning programme performs in practice with learners of different languages and different language levels, and suggest any improvements or additions to the content that may be considered useful or necessary.

Another preparatory work involved a short formal meeting with the teachers in all partner organizations involved in the project and longer informal meetings with each of them. The purpose of the short formal meeting was to introduce the colleagues with the platform, its technical operation and the tasks created. The purpose of the individual meetings was to define the classes, the topics and

the lessons. 27 teachers took part in piloting the e-platform and there were 14 English teachers, 3 German teachers, 3 Slovenian teachers, 2 French teachers, 1 Romanian teacher, 1 Croatian teacher, 1 Spanish teacher, 1 Russian teacher and 1 Hotel management teacher. During the piloting process, they were provided an opportunity to address their language teacher whenever necessary and get the help they required

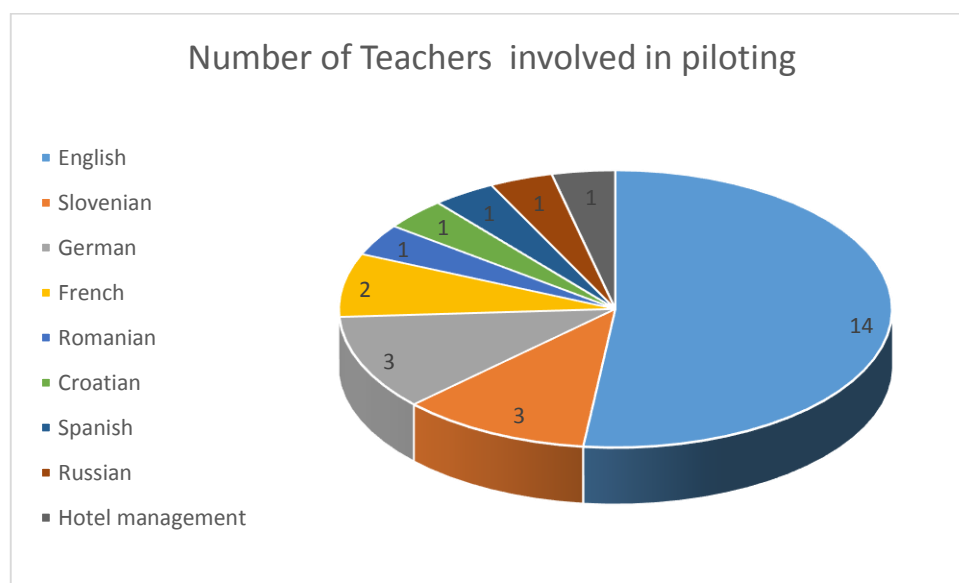


Figure 1. Teachers involved in Piloting

2. The main results of the meetings

2.1. A2/B1 level

All teachers pointed out that the modules developed for A2/B1 level – “Hotel reception”, “Restaurant”, “Hotel Business centre”, “Restaurant kitchen”, “City”, “Management offices” – will help students to independently develop their reading and listening skills of the foreign language chosen. The materials will also be used as a supplementary material for the following language courses: EN, RO, DE, SI, HR, FR, IT, ES, LV and RU to enhance students’ reading, listening and speaking skills. They will be especially useful for the secondary



school students of the economics and logistics program but also for part-time students in the Economist program and tourism curricula. It may also be applied for teaching students of other curricula – International Communication, Public Relations, whose students also study the second foreign language by choice. They will be especially useful for the first and second year students in philology but also for students in the engineering specialization.

2.2. B2/C1 level

The 6 in-depth modules developed for the English language (B2/C1 level) – “Hotel Front Office”, “Catering Service”, “Conference and Business Services”, “Off site Services”, “Financial Management” and “Hotel Management”. They were piloted as a component of the regular language course with the last year students with fourth year secondary school students of the economics and logistics program and the economics grammar school as their level of English is expected to be higher. They were piloted by Informatics students as a component of the regular language course – the general part, as a component of the regular language course both with the first year and the second year students studying Tourism Management and Events Management. Otherwise, they may also be applied for teaching students of other curricula – International Communication, Public Relations and Business Administration, with third year philology students as their level of English is expected to be higher. They might also be piloted by 2nd year students of economics, who have B2/C1 language competence, as a component of their general language course.

2.3. Gathering general information

After piloting, there was a survey for lecturers and students (a written questionnaire) in order to receive a feedback on the Learning platform and study materials, discover mistakes and get recommendations for improvement. The questionnaire included general information about the



respondents as well as questions regarding the learning platform and A2/B1 and B2/C1 modules. The respondents were encouraged to fill in the general information about themselves and about the learning platform and general evaluation of A2/B1 and/or B2/C1 modules. Then they filled in detailed questions on the modules they had done. In such a way, it was possible to get valid results as respondents had evaluated only those parts that they had really done. This would help making reliable summary of the piloting results as well as see the benefits and drawbacks of the materials created and improve them at a later stage.

Altogether 505 respondents participated in piloting which was carried out at all partners' organizations. There were 27 teachers involved in piloting. During the piloting process, they were provided an opportunity to address their language teacher whenever necessary and get the help they required.

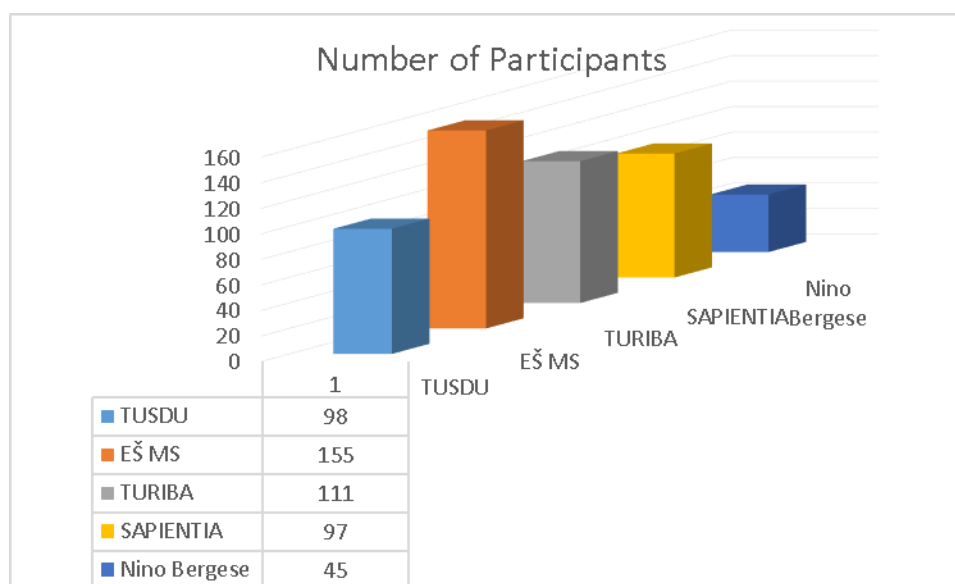


Figure 2. Number of participants by partner organizations

Concerning the length of studying English, the answers varied from two years to 39 years. Regarding French, the answers varied from one to 25 years. Some of them even more because they were born in Germany or Austria but returned to Slovenia for good, from one to 40 years. Otherwise, we have Greek only 1 year, Hungarian from 1 to 20 years, Italian from 1 to 30 years, Latvian from 1 to 12 years as second language, Romanian from 8 to 43 years, Russian from one to 20 years, Spanish from one to 30 years.

As to the age group of respondents, 227 (44, 95%) of them were aged from 15 to 19, 184 students (36,43%) were aged from 20 to 25 and 43 students (8,5%) were older than 25.

Concerning the number of respondents piloting A2/B1 course in 11 languages (EN, DE, SI, GR, FR, HR, RO, HU, IT, ES, RU) and B2/C1 English course, it can be seen that most respondents (64%) did at least one module of A2/B1 English course and 198 respondents (34%) had done B2/C1 English course (see Figure 3).

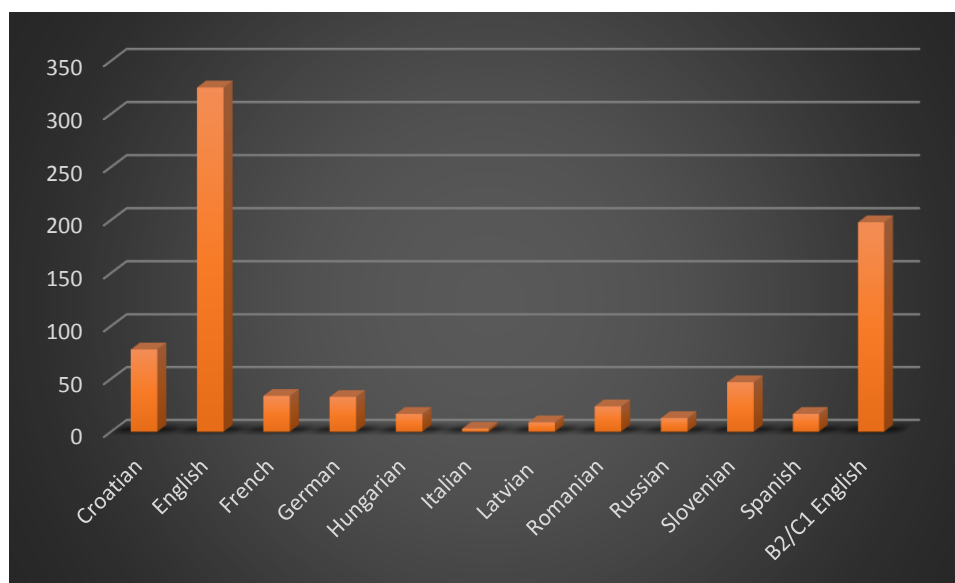


Figure 3. A2/B1 Piloting course in 11 languages and B2/C1 English course

Some students had piloted the course in several languages or different levels, thus the total number of students piloting the courses created is 505.

Overall, respondents' feedback on the Learning platform was positive (see *Figure 4.*).

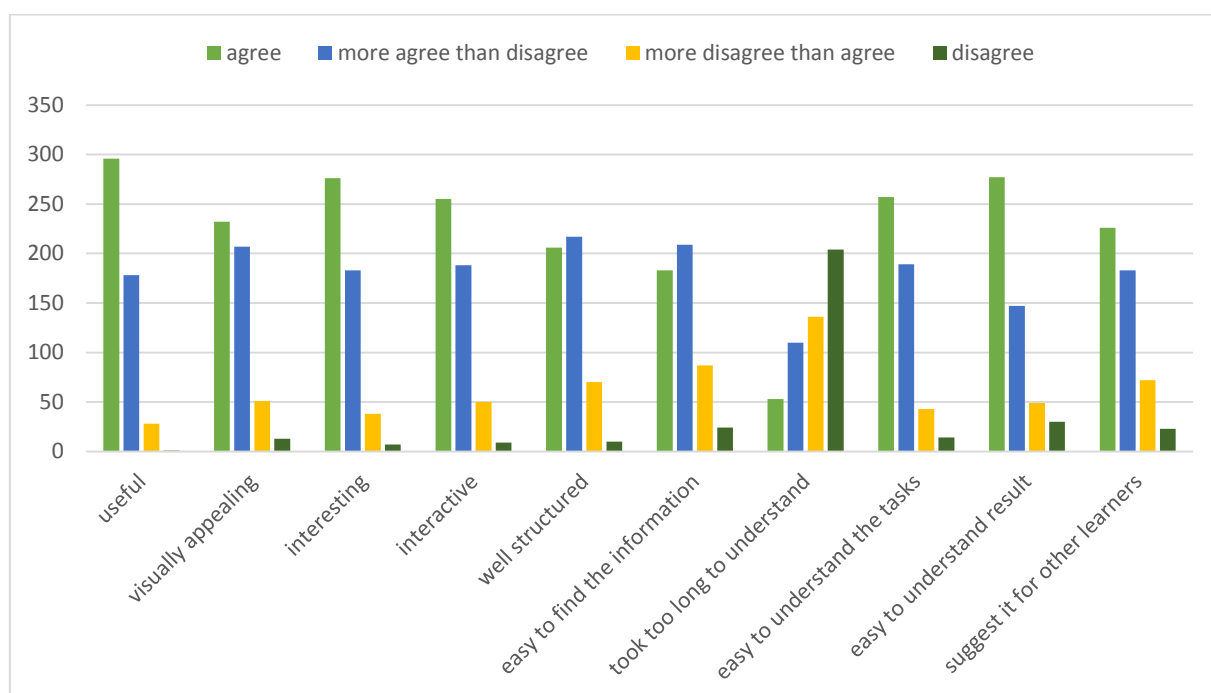


Figure 4. Overall Evaluation of the Learning Platform

As *Figure 4.* shows, we have mostly positive feedback from the respondents:

- most students find the Learning Platform useful: 296 agree and 178 more agree than disagree,
- most students find it visually appealing: 232 agree and 207 more agree than disagree,
- most students find it interesting: 276 agree and 183 more agree than disagree,

- most students consider that it was easy to understand to do the tasks: 257 agree and 189 more agree than disagree,
- most students also consider that it was easy to understand their result: 277 agree and 147 more agree than disagree.

Positively, respondents would also suggest the Learning platform for other learners.

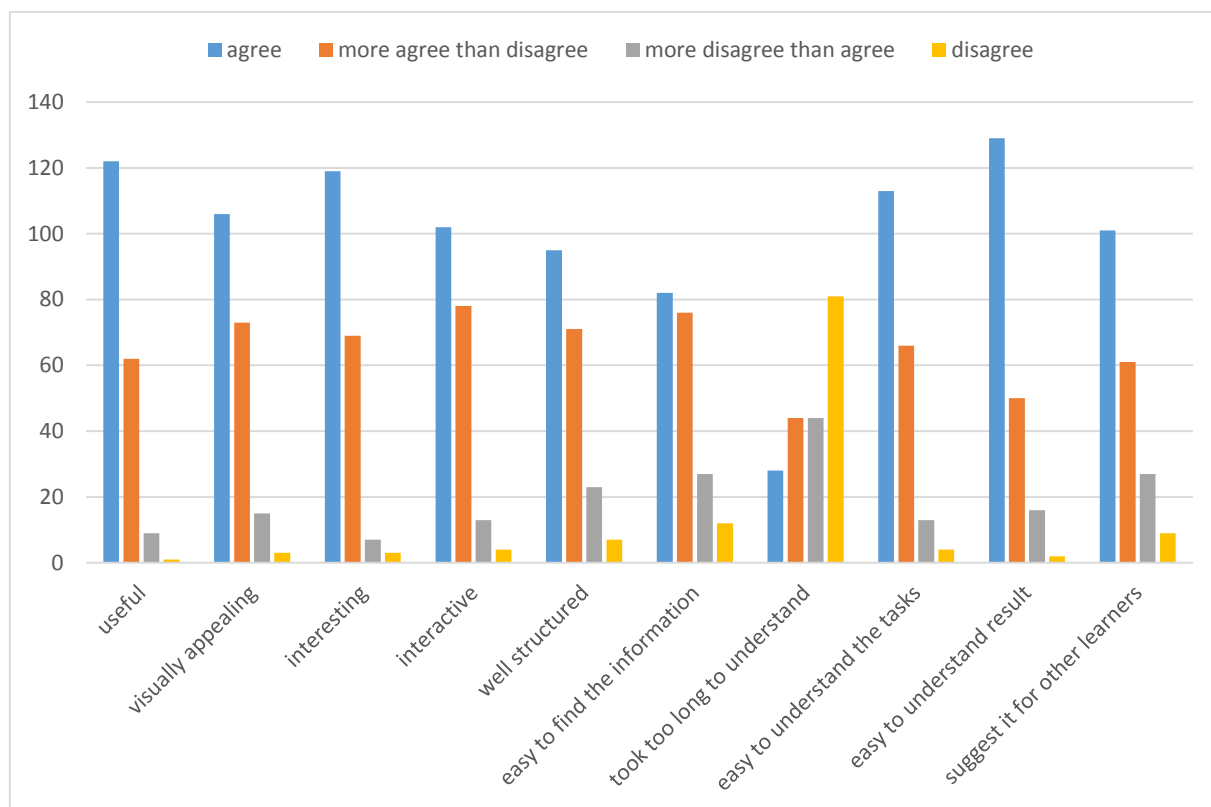


Figure 5. Evaluation of the Learning platform by the students who had piloted B2/C1 English course

Comparing the feedback received by the learners doing A2/B1 course and B2/C1 English course, it can be said that the students who had done B2/C1 English



course evaluated the Learning platform slightly higher compared to the average evaluation. (See Figure 5).

Next, it is interesting to see which modules the students have done. Table 1. provides the summary of the A2/B1 level modules done per each language piloted. It can be see that English is the most selected language for piloting. Since we can assume that all students can speak it from the analysis provided during the piloting, and Module Hotel reception is the most piloted Module as well.

A2/B1 Modules Piloted

Table 1.

Modules	Hotel Reception	Restaurant	Hotel Business Centre	Restaurant Kitchen	City	Management Offices
English	178	133	77	133	154	84
Croatian	62	43	26	35	34	25
Slovenian	46	47	47	46	46	47
French	28	20	17	21	29	17
German	27	29	24	24	22	29
Romanian	12	6	4	6	9	18
Hungarian	10	9	0	0	0	0
Latvian	8	8	7	9	8	7
Russian	7	2	3	2	8	5
Spanish	6	5	14	7	5	4
Italian	2	0	1	1	0	0

As to B2/C1 English course, the students piloted the following modules:

- Hotel Front Office – 119 respondents,
- Catering Service – 77 respondents,
- Conferences and Business Services – 23 respondents,
- Off-site Services – 19 respondents,
- Financial management – 21 respondents,
- Hotel Management – 44 respondents.

Below the students' evaluation of A2/B1 modules in different languages is provided. Table 2. reveals the evaluation of A2/B1 English course, Table 3. – the evaluation of A2/B1 Croatian course, Table 4. – the evaluation of A2/B1 French course then Table 5. - the evaluation of A2/B1 German course, Table 6. – the evaluation of A2/B1 Italian course, Table 7. – the evaluation of A2/B1 Spanish course, Table 8.– the evaluation of A2/B1 Hungarian course. There are 4 more tables showing the following: Table 9. – the evaluation of A2/B1 Slovenian course, Table 10. – the evaluation of A2/B1 Romanian course, Table 11. – the evaluation of A2/B1 Latvian course and Table 12. – the evaluation of A2/B1 of Russian course.

Evaluation of A2/B1 English course (n=326; %)

Table 2.

No	Variables for evaluation	agree		more agree than disagree		more disagree than agree		disagree	
		N	%	N	%	N	%	N	%
1	I found the tasks useful	179	54,9	105	32,2	24	7	3	0,9
2	I found the tasks easy to understand	156	47,8	122	37,4	25	7,6	9	2,7
3	I found the tasks interesting	155	47,5	125	38,3	31	9,5	3	0,9
4	I found the tasks interactive, creative	23	7	292	89,6	7	2	2	0,6
5	The tasks took too long to answer	66	20,2	104	31,9	75	23	66	20,2



6	I had to go back to the text to find the answer	101	30,9	103	31,5	64	19,6	45	1,5
7	The information learnt increased my knowledge on the topic	100	30,6	127	38,9	57	17,5	28	8,6
8	I learnt some vocabulary on the topic	149	45,7	120	36,8	35	10,7	8	2,4
9	I developed my listening skills	70	21,4	80	24,5	74	22,6	85	26
10	I developed my reading skills	120	36,8	110	33,7	58	17,8	25	7,6
11	I developed my grammar habits	107	32,8	108	33,1	58	17,8	39	11,9

From the table it is evident that the students highly evaluated the usefulness of tasks. They also found the tasks easy to understand, interesting, creative and interactive.

Some of the remarks and suggestions made by the students on **A2/B1** language courses:

- The basic idea is good, but there are some things to improve. You could add more basic info about new words. In addition, make questions more difficult.
- It was creative - interesting way to spend our class. I noticed some things that need to be fixed but otherwise it was a great way to learn.
- More pictures (there was no pictures). You should have course for that (at least 2 months).
- I liked the reading and listening exercises but I don't like the speaking exercise
- It was difficult to find the buildings on the map. The program changed our answers.
- It was difficult to find things on the map.



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- I marked one answer, but the computer marked another. Some questions were already answered.
- The site didn't work properly, we couldn't see the result.
- It was hard to find the information. The program didn't accept some correct answers.
- In the word doc that data wasn't organised, the program always dropped me out.
- It's a new way to learn some useful stuff. I like it.
- It was really useful and creative. I will integrate some parts into my lessons.
- I liked everything that makes our classroom work easier and more useful to both students and teachers.
- I like the website, it is useful and I will use it again.
- I think I gained some new knowledge. The tasks are educating and interesting but with some spelling mistakes.
- I liked the choice of many different topics.
- I liked the choice of different tasks but I found some of them difficult.
- The website could be working faster.
- A great tool to learn and improve a foreign language.
- It was very interesting. I would not change anything. I will recommend it.
- I think the course is useful. Some exercises are easier others are more difficult. I will recommend it.

Evaluation of A2/B1 Croatian course (n=78; %)

Table 3.

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Table 3	Variables for evaluation	agree		more agree than disagree		more disagree than agree		disagree	
		N	%	N	%	N	%	N	%
1	I found the tasks useful	45	57,6	23	29,4	8	10,2	2	2,6
2	I found the tasks easy to understand	49	62,8	25	32	4	5,1	0	0
3	I found the tasks interesting	38	48,7	36	46,1	3	3,8	1	1,2
4	I found the tasks interactive, creative	0	0	78	100	0	0	0	0
5	The tasks took too long to answer	17	21,7	27	34,6	13	16,6	21	26,9
6	I had to go back to the text to find the answer	19	24,3	30	38,4	17	21,8	12	15,4
7	The information learnt increased my knowledge on the topic	21	26,9	38	48,7	15	19,2	4	5,1
8	I learnt some vocabulary on the topic	40	51,3	28	35,9	8	10,2	2	2,6
9	I developed my listening skills	26	33,3	27	34,6	10	12,8	15	19,2
10	I developed my reading skills	41	52,6	22	28,2	12	15,4	3	3,8
11	I developed my grammar habits	37	47,3	21	26,9	15	19,2	5	6,4

- It is easy to understand, but I did not like that, it is very hard to find other tasks, for me it was hard.
- Learning platform looks really good, but need to work on vocabulary. Idea of making this platform is really necessary.
- I liked that it was easy to understand how the questionnaire works. Not sure if the descriptions were good enough.
- It is interesting to do it. You can learn new words and vocabulary.
- In "Restaurant kitchen" was quite specific National Dishes. It was interesting even to do Latvian cuisine topic as for local (Latvian).
- This is a very interesting way to learn language. I do not think that many improvements are needed. I liked that there were different types of exercises, the answers were easy shown (which are correct and which not).
- It was interesting and helpful to know some food from another country.



- I really liked that program and I think it is useful for students. It should be used by the university to check students' knowledge. Everything works well.
- I liked the idea of learning language and the way of developing it skills. I do not think that it requires improvements just keep on working!

Evaluation of A2/B1 French course (n=34; %)

Table 4.

No	Variables for evaluation	agree		more agree than disagree		more disagree than agree		disagree	
		N	%	N	%	N	%	N	%
1	I found the tasks useful	12	35,2	18	52,9	4	11,7	0	2,9
2	I found the tasks easy to understand	14	11,7	17	50	2	5,8	1	2,9
3	I found the tasks interesting	12	35,2	13	38,2	8	23,5	1	2,9
4	I found the tasks interactive, creative	5	14,7	26	76,4	2	5,8	1	2,9
5	The tasks took too long to answer	5	14,7	13	38,2	10	29,4	6	17,6
6	I had to go back to the text to find the answer	9	26,4	10	39,4	11	32,3	4	11,8
7	The information learnt increased my knowledge on the topic	7	20,6	12	35,2	6	17,6	9	26,4
8	I learnt some vocabulary on the topic	15	44,1	14	41,1	5	14,7	0	0
9	I developed my listening skills	11	32,3	11	32,3	7	20,6	5	14,7
10	I developed my reading skills	12	35,2	15	44,1	5	14,7	2	5,8
11	I developed my grammar habits	15	44,1	10	29,4	4	11,8	5	14,7

- It was a little bit hard to understand how to open text and tasks.
- I liked practical studies and presentations.
- It has to be easier to use, because switching between pages was quite time consuming.
- This topic was interesting and informative. About improvements nothing to add.
- I think this program is good and interesting, because there students can get new knowledge in their English. There I liked that I can do a lot of grammar and other interesting exercises.

Evaluation of A2/B1 German course (n=33; %)

Table 5.

No	Variables for evaluation	agree		more agree than disagree		more disagree than agree		disagree	
		N	%	N	%	N	%	N	%
1	I found the tasks useful	20	60,6	10	30,3	3	9	0	0
2	I found the tasks easy to understand	18	54,5	13	39,3	1	1	1	1
3	I found the tasks interesting	19	57,5	11	33,3	3	9	0	0
4	I found the tasks interactive, creative	0	0	33	100	0	0	0	0
5	The tasks took too long to answer	4	12,1	12	36,3	14	42,4	3	9
6	I had to go back to the text to find the answer	10	30,3	14	42,4	5	15,1	4	12,1
7	The information learnt increased my knowledge on the topic	8	24,2	18	54,5	6	18,1	1	1
8	I learnt some vocabulary on the topic	10	30,3	17	51,5	5	15,1	1	1
9	I developed my listening skills	7	21,2	9	27,2	7	21,2	9	27,2
10	I developed my reading skills	13	39,3	13	39,3	3	9	3	9
11	I developed my grammar habits	11	33,3	17	51,5	3	9	1	1

Evaluation of A2/B1 Italian course (n=3; %)

Table 6.

No	Variables for evaluation	agree		more agree than disagree		more disagree than agree		disagree	
		N	%	N	%	N	%	N	%
1	I found the tasks useful	3	100	0	0	0	0	0	0
2	I found the tasks easy to understand	2	66,7	1	33,3	0	0	0	0
3	I found the tasks interesting	3	100	0	0	0	0	0	0
4	I found the tasks interactive, creative	0	0	3	100	0	0	0	0
5	The tasks took too long to answer	1	33,3	0	0	1	33,3	1	33,3



6	I had to go back to the text to find the answer	0	0	0	0	0	0	3	100
7	The information learnt increased my knowledge on the topic	1	33,3	1	33,3	0	0	1	33,3
8	I learnt some vocabulary on the topic	3	100	0	0	0	0	0	0
9	I developed my listening skills	2	66,7	0	0	0	0	1	33,3
10	I developed my reading skills	3	100	0	0	0	0	0	0
11	I developed my grammar habits	2	66,7	1	33,3	0	0	0	0

Evaluation of A2/B1 Spanish course (n=17; %)

Table 7.

No	Variables for evaluation	agree		more agree than disagree		more disagree than agree		disagree	
		N	%	N	%	N	%	N	%
1	I found the tasks useful	10	58,8	7	41,1	0	0	0	0
2	I found the tasks easy to understand	9	52,9	6	35,2	2	11,7	0	0
3	I found the tasks interesting	10	58,8	7	41,1	0	0	0	0
4	I found the tasks interactive, creative	0	0	17	100	0	0	0	0
5	The tasks took too long to answer	2	11,7	4	23,5	6	35,2	5	29,4
6	I had to go back to the text to find the answer	2	11,7	3	17,6	7	41,1	5	29,4
7	The information learnt increased my knowledge on the topic	9	52,9	8	47	0	0	0	0
8	I learnt some vocabulary on the topic	11	64,7	5	29,4	1	5,8	0	0
9	I developed my listening skills	5	29,4	8	47	1	5,8	3	17,6
10	I developed my reading skills	7	41,1	8	47	1	5,8	1	5,8
11	I developed my grammar habits	7	41,1	6	35,2	3	17,6	1	5,8

Evaluation of A2/B1 Hungarian course (n=17; %)

Table 8.

No	Variables for evaluation	agree		more agree than disagree		more disagree than agree		disagree	
		N	%	N	%	N	%	N	%
1	I found the tasks useful	4	23,5	11	64,7	1	5,9	0	0
2	I found the tasks easy to understand	6	35,2	9	52,9	0	0	1	5,9
3	I found the tasks interesting	5	29,4	5	29,4	6	35,2	0	0



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4	I found the tasks interactive, creative	0	0	17	100	0	0	0	0
5	The tasks took too long to answer	2	11,7	6	35,2	7	41,1	1	5,9
6	I had to go back to the text to find the answer	1	5,9	9	52,9	3	17,6	3	17,6
7	The information learnt increased my knowledge on the topic	1	5,9	8	47	4	23,5	1	5,9
8	I learnt some vocabulary on the topic	0	0	9	35,2	3	17,6	1	5,9
9	I developed my listening skills	0	0	2	11,7	5	29,4	0	0
10	I developed my reading skills	1	5,9	3	17,6	3	17,6	0	0
11	I developed my grammar habits	1	5,9	3	17,6	3	17,6	0	0

Evaluation of A2/B1 Slovenian course (n=47; %)

Table 9.

No	Variables for evaluation	agree		more agree than disagree		more disagree than agree		disagree	
		N	%	N	%	N	%	N	%
1	I found the tasks useful	28	59,6	18	38,3	1	2	0	0
2	I found the tasks easy to understand	31	65,9	12	25,5	3	6,3	1	2
3	I found the tasks interesting	23	48,9	18	38,3	6	12,8	0	0
4	I found the tasks interactive, creative	0	0	47	100	0	0	0	0
5	The tasks took too long to answer	10	21,2	18	38,3	10	21,2	9	19
6	I had to go back to the text to find the answer	19	40,4	16	34	8	17	4	8,5
7	The information learnt increased my knowledge on the topic	12	25,5	18	38,3	15	31,9	2	4,2
8	I learnt some vocabulary on the topic	15	31,9	15	31,9	12	25,5	5	10,6
9	I developed my listening skills	10	21,2	14	29,8	15	31,9	8	17
10	I developed my reading skills	13	27,6	21	44,7	10	21,2	3	6,3
11	I developed my grammar habits	17	36,1	15	31,9	11	23,4	4	8,5

Evaluation of A2/B1 Romanian course (n=24; %)

Table 10.

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No	Variables for evaluation	agree		more agree than disagree		more disagree than agree		disagree	
		N	%	N	%	N	%	N	%
1	I found the tasks useful	11	45,8	10	41,6	2	8,3	0	0
2	I found the tasks easy to understand	11	45,8	12	50	0	0	0	0
3	I found the tasks interesting	15	62,5	7	29,1	1	4,1	0	0
4	I found the tasks interactive, creative	0	0	24	100	0	0	0	0
5	The tasks took too long to answer	1	4,1	8	33,3	8	33,3	7	29,1
6	I had to go back to the text to find the answer	5	20,8	6	25	3	12,5	0	0
7	The information learnt increased my knowledge on the topic	11	45,8	6	25	6	25	0	0
8	I learnt some vocabulary on the topic	10	41,6	10	41,6	1	4,1	2	8,3
9	I developed my listening skills	5	20,8	12	50	3	12,5	3	12,5
10	I developed my reading skills	8	33,3	9	37,5	5	20,8	1	4,1
11	I developed my grammar habits	6	25	8	33,3	7	29,1	2	8,3

Evaluation of A2/B1 Latvian course (n=9; %)

Table 11.

No	Variables for evaluation	agree		more agree than disagree		more disagree than agree		disagree	
		N	%	N	%	N	%	N	%
1	I found the tasks useful	5	55.6	3	33.3	1	11.1	0	0
2	I found the tasks easy to understand	1	11.1	7	77.8	1	11.1	0	0
3	I found the tasks interesting	3	33.3	2	22.2	4	44.4	0	0
4	I found the tasks interactive, creative	0	0	9	100	0	0	0	0
5	The tasks took too long to answer	1	11.1	1	11.1	4	44.4	3	33.3
6	I had to go back to the text to find the answer	2	22.2	4	44.4	2	22.2	1	11.1
7	The information learnt increased my knowledge on the topic	2	22.2	3	33.3	4	44.4	0	0
8	I learnt some vocabulary on the topic	4	44.4	5	55.6	0	0	0	0
9	I developed my listening skills	2	22.2	3	33.3	4	44.4	0	0
10	I developed my reading skills	4	44.4	4	44.4	1	11.1	0	0
11	I developed my grammar habits	6	66.7	3	33.3	0	0	0	0


Evaluation of A2/B1 Russian course (n=13; %)
Table 12.

No	Variables for evaluation	agree		more agree than disagree		more disagree than agree		disagree	
		N	%	N	%	N	%	N	%
1	I found the tasks useful	7	53,8	6	46,1	0	0	0	0
2	I found the tasks easy to understand	3	23	8	61,5	2	15,3	0	0
3	I found the tasks interesting	7	53,8	4	30,8	2	15,3	0	0
4	I found the tasks interactive, creative	0	0	13	100	0	0	0	0
5	The tasks took too long to answer	2	15,3	3	23	7	53,8	1	7,6
6	I had to go back to the text to find the answer	3	23	4	30,8	5	38,4	1	7,6
7	The information learnt increased my knowledge on the topic	4	30,8	8	61,5	0	0	1	7,6
8	I learnt some vocabulary on the topic	3	23	5	38,4	3	23	2	15,3
9	I developed my listening skills	3	23	3	23	6	46,1	1	7,6
10	I developed my reading skills	5	38,4	6	46,1	2	15,3	0	0
11	I developed my grammar habits	2	15,3	6	46,1	4	30,8	1	7,6

Evaluation of B2/C1 English course (n=198; %)
Table 13.

No	Variables for evaluation	agree		more agree than disagree		more disagree than agree		disagree	
		N	%	N	%	N	%	N	%
1	I found the tasks useful	103	52	75	37,9	17	8	2	1
2	I found the tasks easy to understand	110	55,5	65	32,8	21	10,6	1	0,5
3	I found the tasks interesting	104	52,5	74	37,3	20	10,1	0	0
4	I found the tasks interactive, creative	37	18,7	57	28,7	54	27,2	49	24,7
5	The tasks took too long to answer	47	23,7	47	23,7	60	30,3	43	21,7
6	I had to go back to the text to find the answer	67	33,8	103	52	22	11,1	6	3
7	The information learnt increased my knowledge on the topic	96	48,5	81	40,9	17	8	3	1,5
8	I learnt some vocabulary on the topic	67	33,8	61	30,8	38	19,1	29	14,6
9	I developed my listening skills	82	41,4	81	40,9	25	12,6	10	5
10	I developed my reading skills	71	35,8	84	42,4	32	16,1	9	4,5
11	I developed my grammar habits	70	35,3	84	42,4	36	18,1	8	4



As it can be seen from *Table 13*, the majority of students found the tasks useful, interesting and easy to understand. They acknowledged having learnt professional vocabulary and developed their language skills. The majority also found it took too long to answer the tasks due to the long texts they would have to read and what they found was very time-consuming. On the other hand, exactly those texts provided them with additional professional knowledge in the chosen fields.

Comments on **B2/C1** English course:

- I would like to learn more in more lectures.
- It also has to be more interactive and easier to use.
- Design of questions should be more creative, modern.
- I liked how was arranged the tasks.
- This program is very good, because there students can get new knowledge in English. I liked that I can do grammar tasks and other exercises.
- I would like to do the listening task too. Because it seems very interesting to me.
- I liked design; graphic and I liked the main idea of program.
- All the website could be more creative (appearance). Also are some grammar mistakes in the tasks.
- No big improvements are needed. I enjoyed doing these quizzes.
- I like that in the catering service you improve to put in some photos, videos, it makes it more interesting.
- I have learnt some new vocabulary and other words, which helps me in my faculty. I think it was helpful for me.
- It is interesting and useful to do. You can study new vocabulary.



- The tasks took too long to answer for me, but they look interesting
- The program changed my answers. Interesting story. I developed my vocabulary
- It was difficult to find the information the orientations are not precise
- I liked the exercises , I enjoyed doing them
- I liked the design of the page. The reading parts were interesting but some of them were too long so I had to read it twice.
- I liked the design and creativity of the page.
- The quiz was great but it is confusing to give an answer.
- I like everything, found it very useful.
- I do not like it at all.
- The platform is well made apart from some spelling mistakes and some grammar mistakes.
- Shorten some tasks.
- The project is useful because it improves the skills

Conclusion

In brief, the respondents found the Learning program useful, interesting and attractive. Most of them would use it for self-studies and improving their language competence as well as recommend it to others. The students pointed to certain issues that still have to be improved in the course. Their feedback is very significant for improving the course. The piloting results are also helpful in other future projects in the language teaching/learning field.