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## BE MULTILINGUAL



**Appendix 1**  
**Analysis of the questionnaires**  
**within confines of**  
**“Analysis and conceptual framework**  
**Work package PR EP 1”**

**Partner countries:**

**AUSTRIA**  
**FRANCE**  
**GERMANY**  
**LITHUANIA**  
**ROMANIA**  
**SPAIN (IMFE)**  
**SPAIN (FGUVA)**  
**POLAND**  
**SWEDEN**  
**PORTUGAL**



Education and Culture DG

Lifelong Learning Programme

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### Introduction

The analysis focused on the learners (people working in tourist sector). The aim of the analysis was to give an overview of the current situation of languages learning in our target group, what foreign languages are spoken, what are the reasons for learning or not learning foreign languages, how our target group is motivated to learn foreign languages. The analysis of the current situation of languages learning makes a basis for tailor made products developed by our partnership.

For this reason, the questionnaire survey was conducted. The real survey was preceded by a short pilot test of questionnaire. Within the pilot test each partner country was supposed to conduct min. 5 interviews with own target group. The results of the pilot test are included in “Analysis and conceptual framework” available on the project website [www.be-multilingual.com](http://www.be-multilingual.com)

The next step was to conduct totally 50 interviews in each partner countries.

At the phase of preparing the project application, on the basis of information collected from all project partners the list of targeted foreign languages was proposed. Our aim to conduct additional interviews was to receive more detailed picture of knowledge of foreign languages among our target group - people working in the tourist sector, including their motivation to learn foreign languages, preferred ways of languages learning or what factors discourage languages learning.

Our questionnaire consisted of questions concerning general situation of languages learning and opinion of the respondents about usefulness of knowing foreign languages. The next part of the questionnaire concerned the level of language skills of our respondents, language learning activity, and then ways of languages learning, the most effective way of learning, discouraging factors of languages learning

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### Countries' analysis and their target groups

Our survey was conducted by all project partners in the first half of year 2008. The interviews were conducted among 531 respondents which are representing tourist sector as workers employed in hotels, small pensions, agro tourist pensions, and also as representatives of "small family business".

The interviews mostly were limited to the region of the partner institutions. It is worth to mention that our aim is not to give the overall representative statistical data including the whole country but to provide some information which can be used in products' development. The results of the interviews in some cases were not surprising e.g. the most known foreign language or the most useful one.

The interviews only confirmed our expectations and assumptions.

According to the data receiving from partner institutions the following numbers of interviews were conducted:

Austria	BEST	50 interviews
France	IRFA SUD	50 interviews
Germany	VHS Cham	55 interviews
Lithuania	VMU	51 interviews
Poland	WSHE	53 interviews
Portugal	CFAS	55 interviews
Romania	REPERE	45 interviews
Spain	FGUVa	50 interviews
Spain	IMFE	50 interviews
Sweden	FOLK	72 interviews

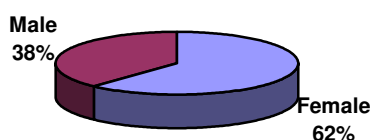
In the questionnaire only short information in metrics was included: gender, age, place of work, profession.

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### Characteristic of the target group

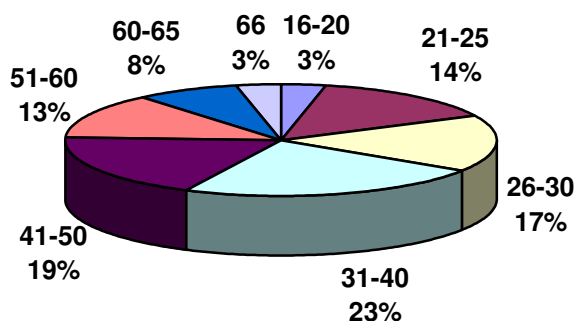
#### Gender of the target group

In relation to the characteristics of target group, in all partner countries the target group was represented mostly by women than men.



#### Age of the target group

The age of target group was various, but mostly representing by persons in age 31 – 40 years old (122 respondents), 41-50 years old (99 respondents) and 26 – 30 years old (88 respondents).



#### Profession

Respondents represented various professions beginning from self-employed, qualified employees, receptionists, and house keeper ending.

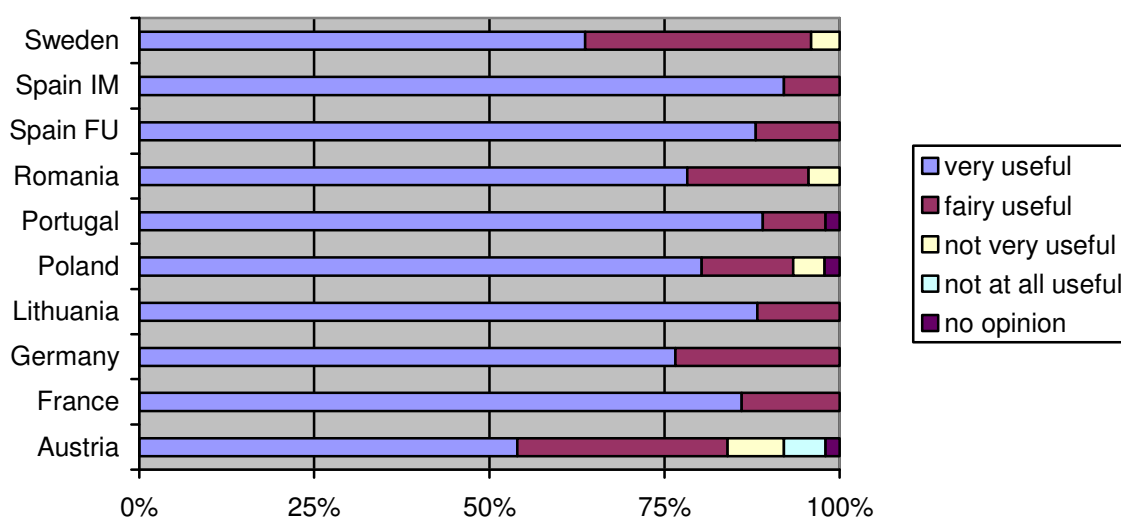
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### Level of knowing foreign languages

The first two questions concerned general aspect of knowing of foreign languages like usefulness of knowing foreign languages and which languages are the most useful in the tourist sector.

In case of the first question **“Do you think knowing other languages than your mother tongue is, or could be”** more than 75% of respondents in 8 project partners answered *“very useful”*, only more than 50% respondents from Sweden and Austria answered *“very useful”*.

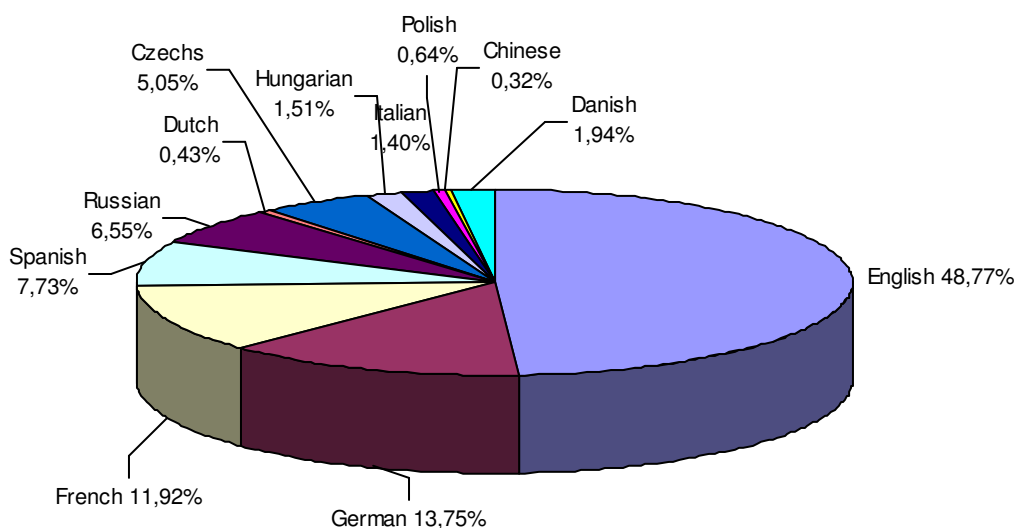
Totally 20% of respondents (Sweden, Romania, Poland and mostly Austria) indicated knowing foreign languages as a *“not very useful”*. Only respondents from Austria 6% answered *“not at all useful”*.



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The answers given in second question: “**Which two languages, apart from your mother tongue do you think are the most useful to know for your work in tourism sector?**” were not surprising.

All respondents as the most useful language in the tourist sector mentioned: **English**. Popularity of English is not surprising; English is the current *lingua franca* of international business, science, technology and communication between nations. In case of the second useful language the answers according to the countries were various, mostly influenced by neighbourhood of another country. As a second the most useful language was mentioned “**German**”.



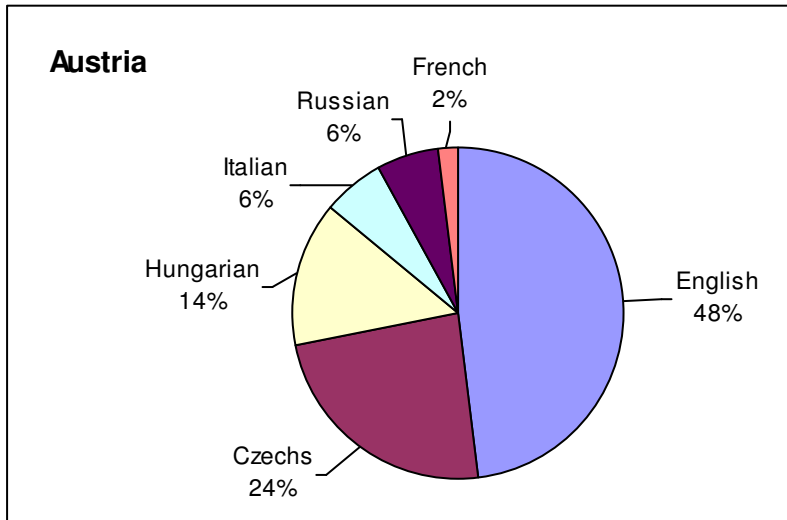
Answer indicating “German” as the most useful language in tourist sector does not concern respondents from Austria or Germany. In case those two countries; respondents answered at the first place: **English** and at the second place: **Czechs**. The importance of the knowing Czechs for employees of tourist sector is the result of the neighbourhood of Czech Republic with Austria and Germany, surprisingly respondents from Austria, exactly from region surrounding Vienna did not indicated at all Slovak language as a useful one.

For the countries from South of Europe: Spain, Portugal and France, the most useful languages are: English, French, German, and Spanish (in case of France and Portugal),

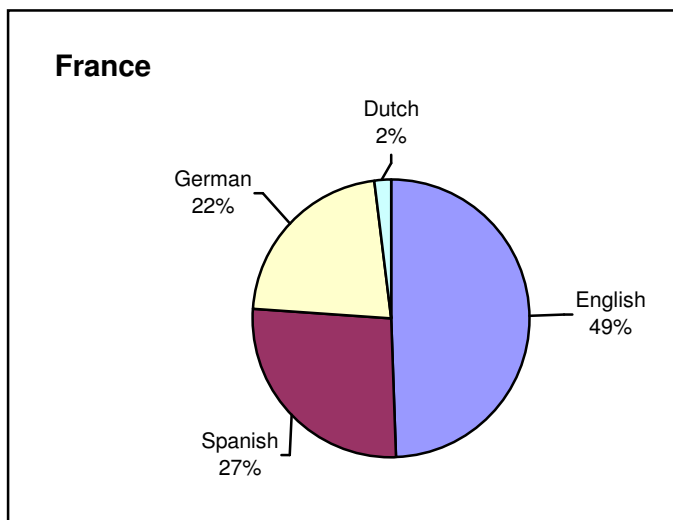
For the countries like: Poland, Lithuania and Sweden, the most useful languages are again English, German, Russian, and Danish but only in case of Sweden.

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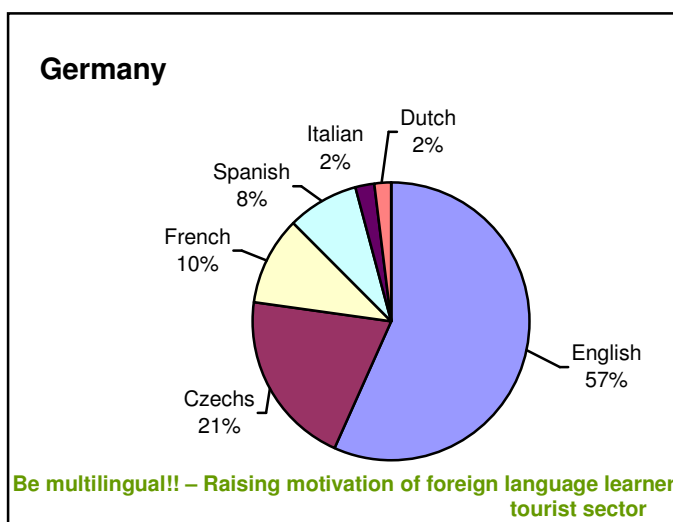
Below you will find the languages that each partner's country finds as the most useful in tourist sector:



The most useful foreign language is **English**; the second useful language is **Czechs**. According to the statistics data presented in "Languages and tourist sector" language used in tourist sector is German.



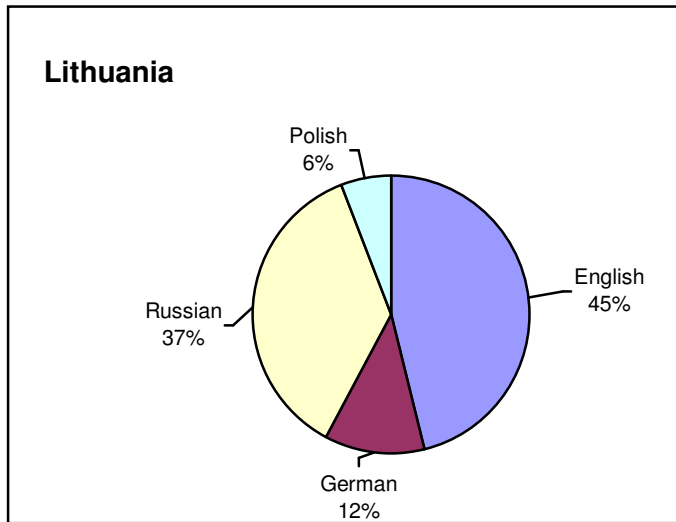
In France, the most useful language in tourist sector according to our respondents is **English**; the second important language is **Spanish**.



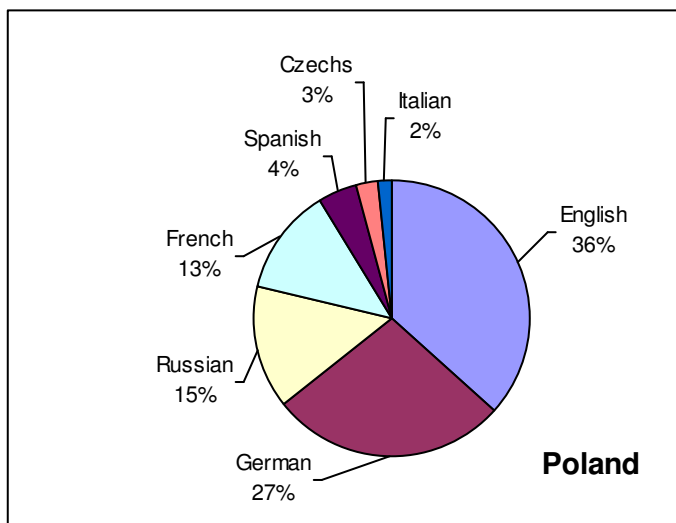
In Germany, the most useful language is **English**, on the second place **Czechs**.



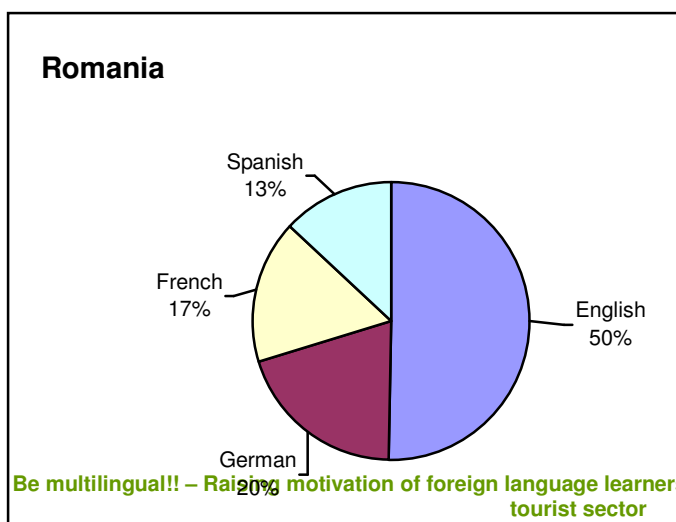
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In Lithuania, the most useful language in tourist sector is **English**, on the second place just behind English is **Russian**.

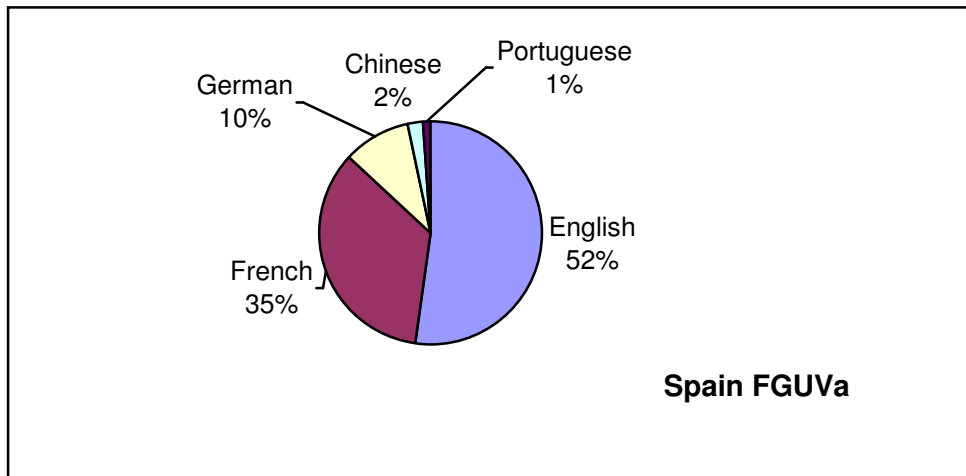


In Poland the most useful foreign language is **English**, then **German**.

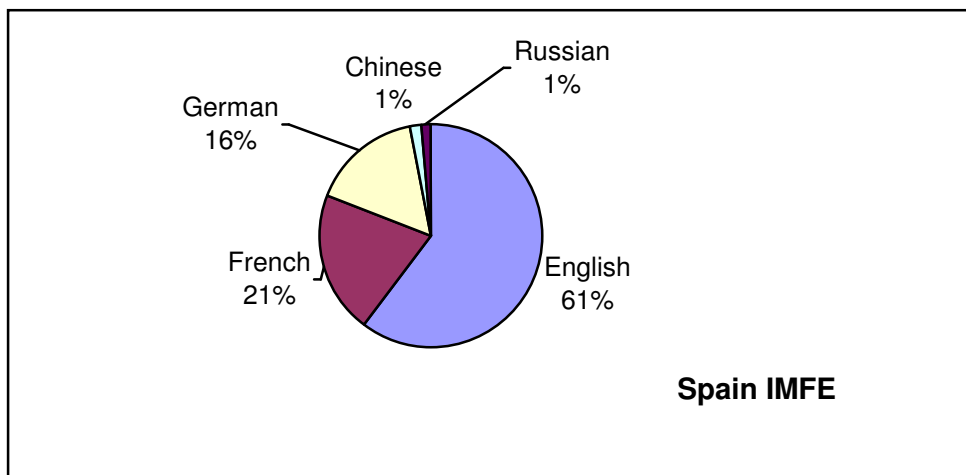


In Romania, the most important foreign language is **English**, on the second place is **German**.

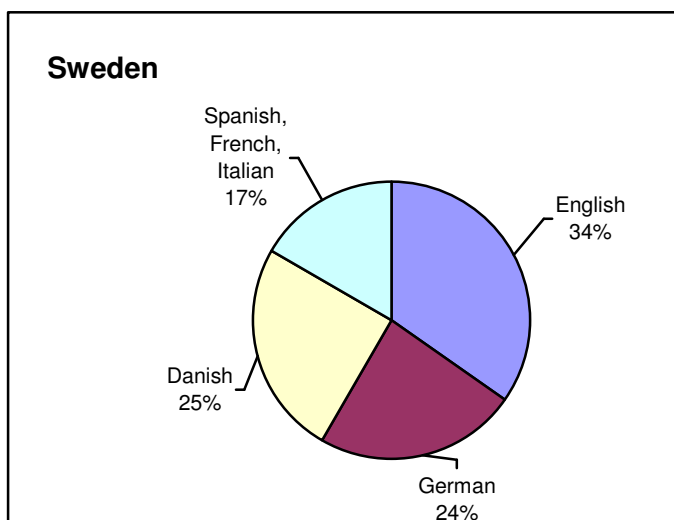
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Respondents considered that the most useful foreign language is **English**, as a second one is **French**.

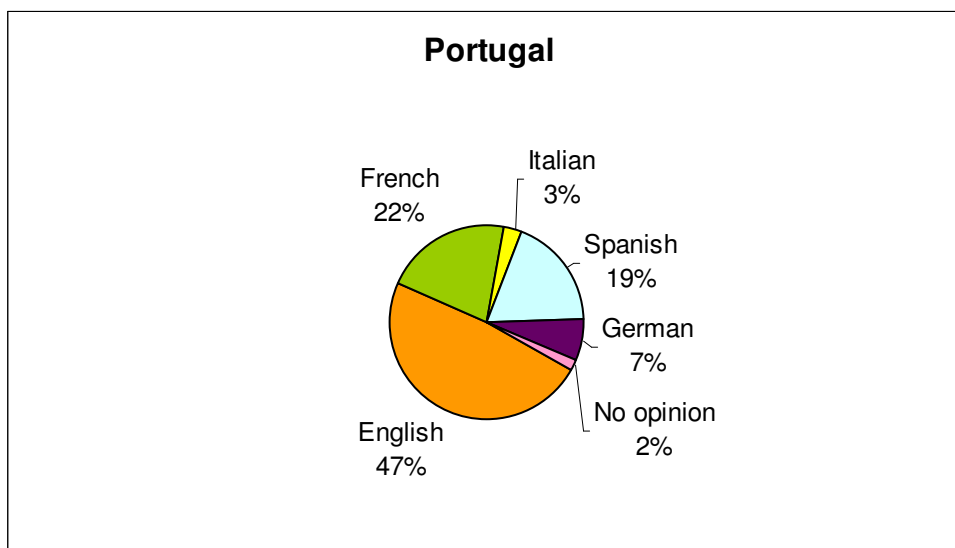


The most useful foreign language in the tourist sector is **English**, on the second place is **French**.



The most useful foreign language is **English**, on the second place is **Danish**.

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In Portugal the most useful foreign language is **English**, as the second language is **French**.

In the most of partners countries the results of the interviews were consistent with statistic data concerning the structure of tourist guests presented by partners countries in ‘Languages and tourist sector’ WP PR EP 1.

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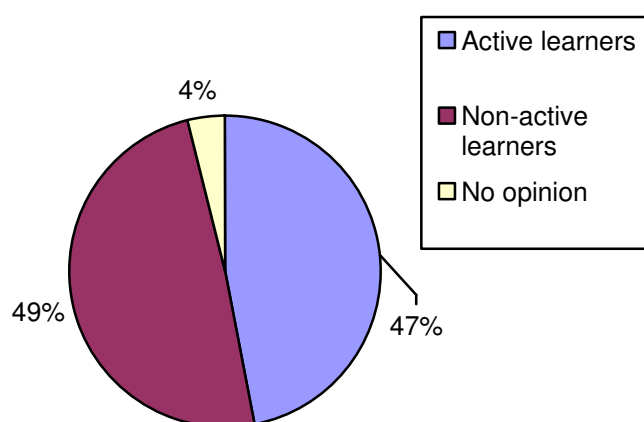
The next question in our interview concerned if person working in the tourist sector **has started learning a new language or improved command of another language during the last two years**. Unfortunately it was not possible to provide exact results, because of lack of precise results from some partners. In some cases the number of answers indicating a chosen language doesn't sum up to all answers "yes". *Partners from Austria, Romania and Poland did not indicate at all what languages have our respondents started to learn or improve.*

Generally from all 531 respondents, about **47 %** gave answer "**yes**", indicating mostly the following languages:

- **English, French, German, Italian, Spanish and also Portuguese, Czechs (in Germany), Danish (in Sweden), Russian (in Lithuania).**

About **49%** answered "**no**" and about 3 % did not answer. In the group of **49% of non-active learners** were respondents coming from France (82 % of respondents answered "no"), Sweden (70% of respondents) and Germany (about 65%).

On the country level **the most active learners** were in: Lithuania 70 % of respondents in Lithuania answered "yes". According to the results from Spanish partner (IMFE Granada) 84% of respondents answered "yes", Austria about 50 %. In case of other countries the answers were fifty – fifty.



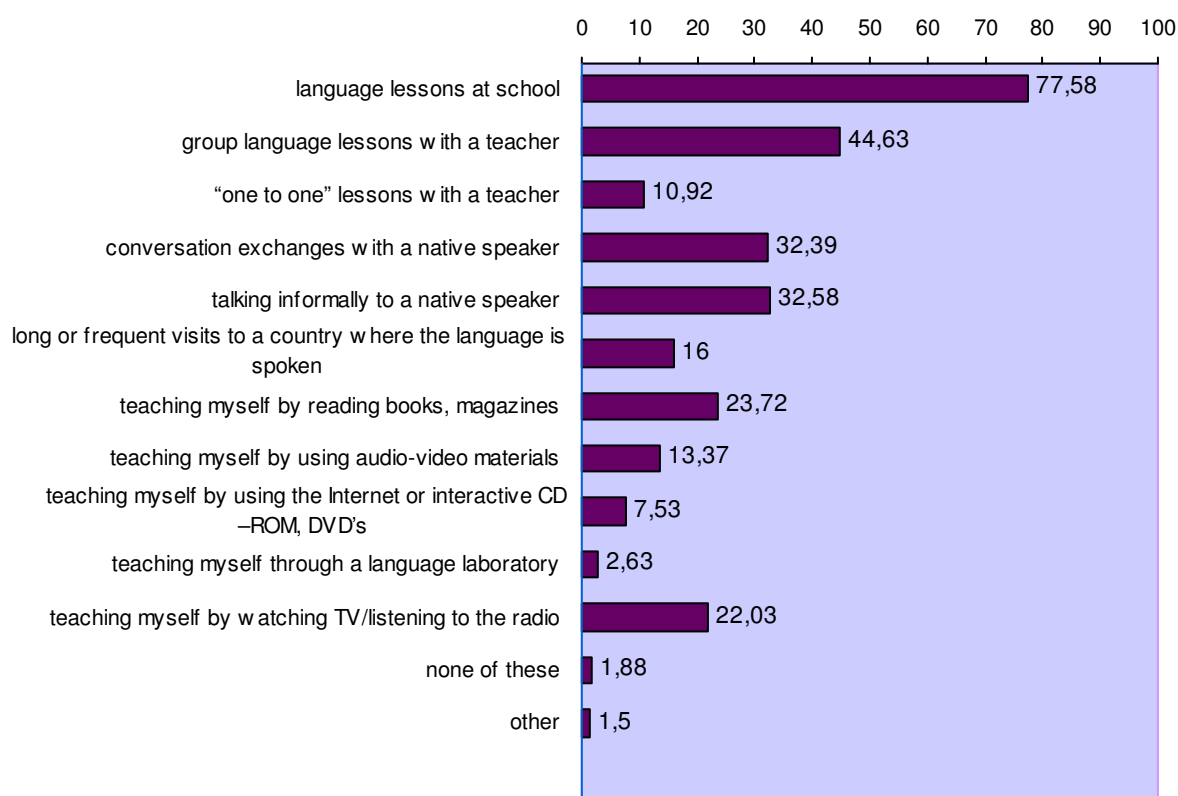
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### Ways of languages' learning

In our interview we have asked our respondents about their experiences and preferences concerning learning a foreign language.

Respondents by the question related to the ways of learning a foreign language, indicated the following ways which they used:

#### Which of the following ways of learning a foreign language have you ever used?



The most popular way of learning used by respondents is “**language lessons at school**”, about **77%** of respondents, other popular ways were: “**group language lessons with a teacher**” – about **44%** of respondents also indicated, “**conversation exchange with a native speaker**” and “**talking informally to a native speaker**” were also mentioned by about 32% respondents.

**23 – 22 %** answered indicating **methods related to self directed learning** e.g. teaching myself by reading books, magazines, by watching TV or listening to the radio, but still choosing traditional methods of learning. Teaching with use of internet or interactive CD- ROM or DVD's was very low rated – 7,53% of respondents. On the level of each country mostly respondents from France and Spain (FGUVa) chose internet and interactive tools (CDs, DVDs)

Summarizing answers indicated in question 4, most of respondents indicated as popular ways of learning those more traditional and well - known like learning at school, learning with teacher, conversations or lessons with native speakers.

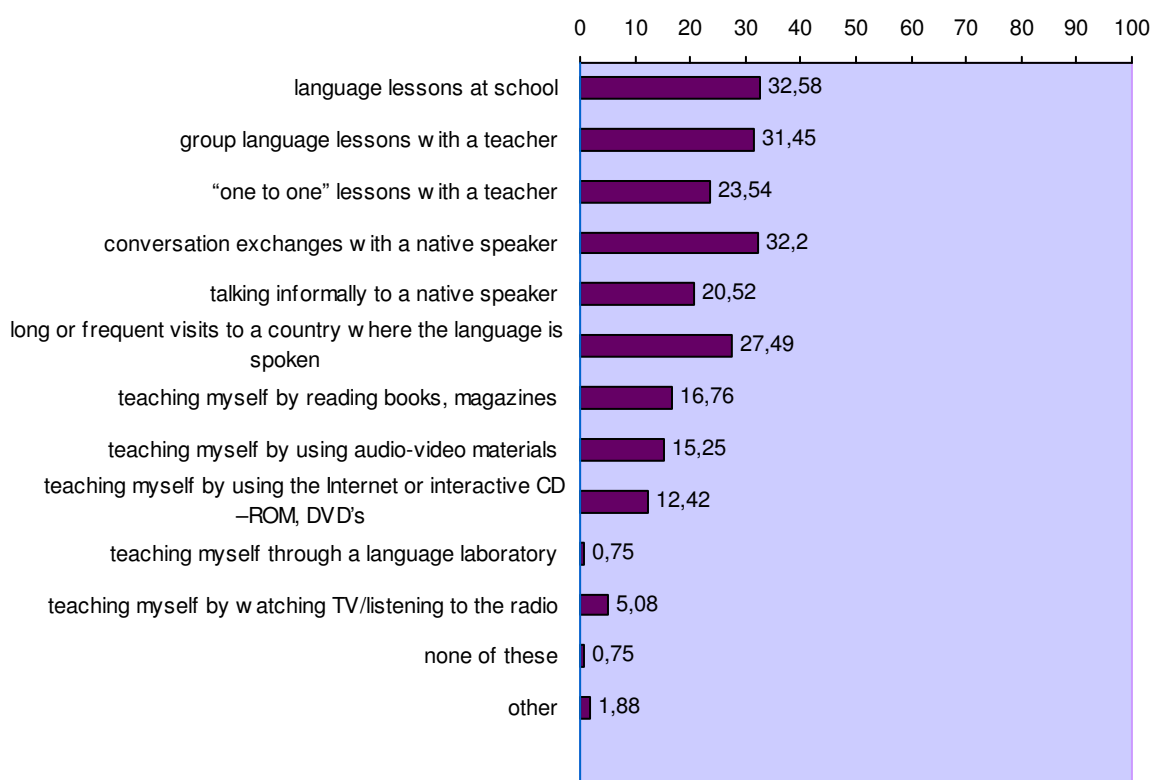
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The question: **Which did you find the most effective?**

Within this question respondents had possibility to choose answers – most effective ways of learning among these same like in the previous question.

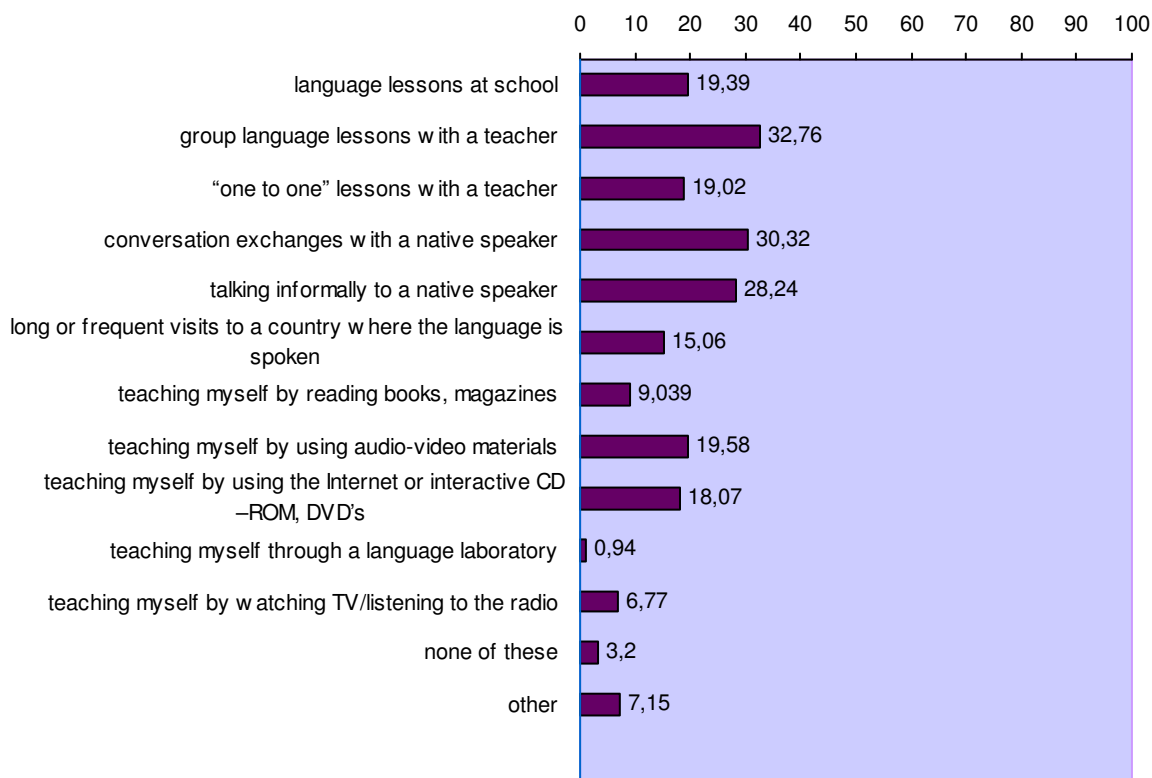
The answers of respondents are divided equally, but still **traditional ways of learning** are perceived as effective ones. The reason for choosing those traditional ways is the experience of the respondents. Conversation with native speaker is rated very high; also visit to another country is rated by about 27% respondents as also effective way of language learning.

**Ways of self directed learning** were rated by most of countries **very low or even not at all** indicated, the higher results are consequence of high numbers of respondents from Sweden (72 respondents) where more than half of them indicated those ways as effective.



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Question: **Taking your professional situation (job commitments) which two of these ways would best suit you?**



As the best ways suiting to the job situation of respondents are: **“group language lessons with a teacher”** about **32 %** of our target group, then **“conversation exchange with a native speaker”** **30 %** of respondents and **“talking informally to a native speaker”** about **28 %**.

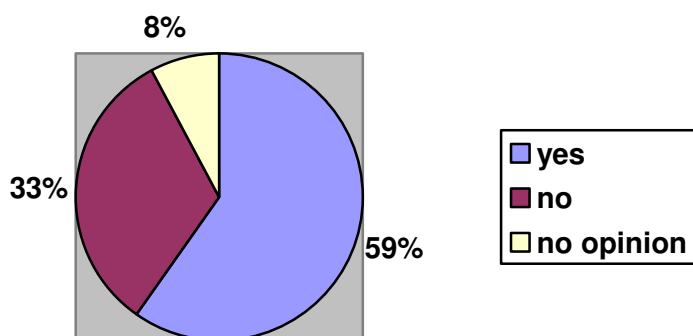
As the next ways rated by about **19%** of respondents are **traditional ways of learning** and **self-directed learning with using new technologies**: “language lessons at school”, “one to one lessons with a teacher”, “teaching myself by reading books, magazines” and “teaching myself by using the internet or interactive CDs, DVDs”. Ways of learning related to self-directed learning as suiting to the job situation were positively rated by 19% of respondents, but in the previous question only respondents between 12-15% rated as effective methods of learning.

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### Do you intent to start learning or improve your language skills over the next coming year?

More than **50%** of respondents have declared **intention to learn or improve language skills over the next coming year**. On the other side more than **30%** respondents have declared **no intention** to start to learn foreign language. Taking into account analysis of other questions the reasons can be: lack of time, high costs of learning or faraway training centre with offer of languages learning.



Looking to the results of each country, most of respondents declared willingness to learn foreign language in the next coming year, except Germany (37% said “yes”, 39% said “no” and 24 % had “no opinion”), Sweden (50% said “no”, 35 % said “yes” and 19% had “no opinion”) and France (only 4 % declared “yes” and 96% said “no”!).



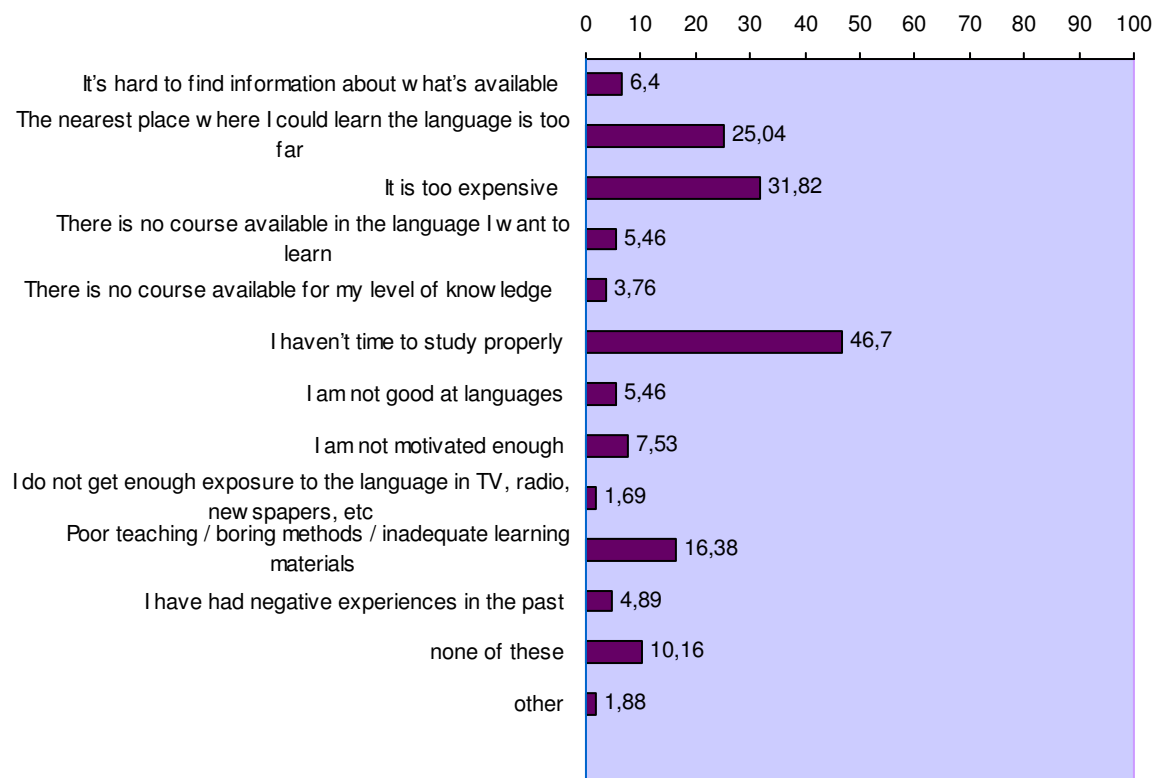
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### Reasons discouraging learning

#### Which, if any, reasons would discourage you from learning foreign language?

The most discouraging reasons according to the respondents are:

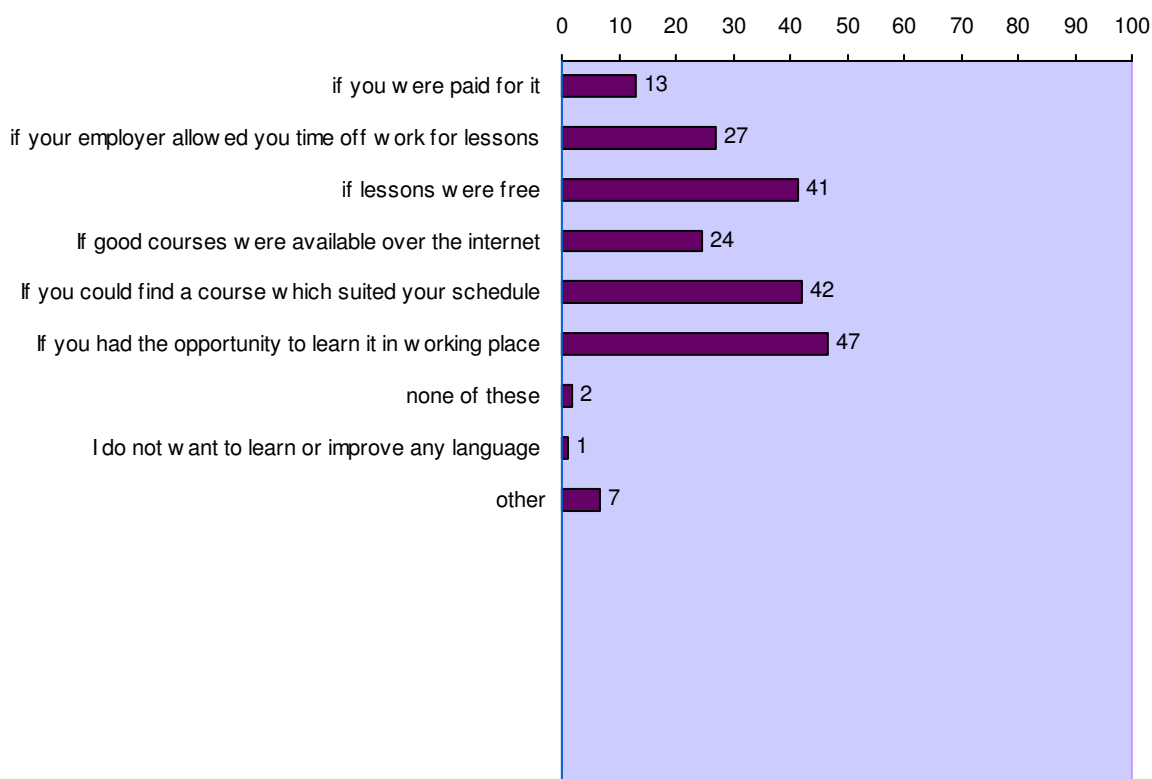
- Lack of time – about 46 % of respondents
- High costs – about 31 % of respondents
- Too far distance to the learning centre – about 25 % of respondents



Surprisingly “poor teaching / boring methods/ inadequate learning materials” were by 16 % of respondents also mentioned, but this result is effect of high voting by respondents in Romania (73% of respondents in Romania) indicated it as a main factor, at the same time not more than 18 % respondents in other countries indicated this factor.

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Which of the following would make you significantly more likely to learn a language or improve your skills in it?



A very important factor to choose learning or improving language skills by many respondents was a **suitable time schedule** (42%) and **language courses in working place** (47%). Money factor (41%) has also a fair impact on motivation for studying. If lessons were free, more respondents would choose to learn a foreign language.

Good courses on Internet are also required (24%)

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### Summary

According to the results of the interviews the most dominating foreign and needed languages in the tourist sector are English, French, German and Spanish.

Our language products should also cover those above languages plus those indicated by our partnership: Italian, Russian, Czechs, Danish, Swedish, Polish, Portuguese and Romanian.

The most of respondents indicated as the most effective ways of learning those most traditional like: language lessons at school, language lessons in small group. Ways related to self directed learning with using new ICT were rated rather low, but this results from low knowledge or experience of learning in self – directed way (only about 22 % of respondents indicated ways of self directed learning, and about 7% - ways of self directed learning with using ICT).

Taking into account professional situation of respondents about 19 % indicated also self-directed ways of learning as a suitable to their situation. But still the most dominating were: group lessons and speaking informally with native speakers.

The willingness of respondents to learn foreign language is not very high, 59 % confirmed intention to learn or improve knowledge of foreign language in the next year, but 33 % of respondents have no intention and 8 % of respondents have no opinion.

The low willingness can be resulted from the lack of time (46 % of respondents), high costs of language lessons (31 % of respondents) and far distance to the learning centers offering language courses (25 % of respondents).

The factors which could raise willingness of languages learning are free lessons, suitable time schedule of the course, and at the first place the opportunity to learn in working place.

The learning materials (exercises, tools, language courses) including those with using ICT courses should be organized more for individual studies at home, at working place or anywhere else. This would solve a problem of time and place. The prices of such courses or learning materials should be reasonable or even for free.