

**PARTICIPANTS' EVALUATION
OF THE “ENGLISH FOR THE WORLD OF WORK” PROJECT**

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Introduction

The “English for the World of Work” project aims at bridging the gap between the education that vocational students obtain in school and the practical employment requirements that they are going to face after graduation, particularly in terms of English language training.

The objectives of the project are:

- To promote wider and more efficient learning of English for Specific Purposes (ESP) in vocational schools;
- To increase the relevance of English language learning to the technical vocational English curriculum;
- To develop teachers' and students' basic research skills in relation to identifying the student's own needs;
- To train teachers and students to develop appropriate materials for their particular vocational sector;
- To create closer relations between English language teachers, vocational subject teachers and local industry representatives.

The project involves 19 vocational schools from different regions in Romania (located in Arad, Braşov, Brăila, Bucharest, Constanţa, Galaţi, Timişoara), covering a wide range of vocational areas such as electrical engineering, IT, ship building, telecommunications, environmental protection , tourism, accounting, etc.

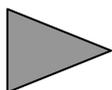
During the first year of the project the students became familiar with research related issues such as: introduction to research, quantitative and qualitative approaches to research, types of research, identifying the area for research, research instruments, sampling of informants, diaries, questionnaire design, interviews, ethical issues. The students produced their own research instruments, mainly questionnaires and interviews and administered them in order to identify linguistic data relevant for their future employment needs. They administered the instruments to several categories of respondents, such as fellow students, graduates from their own vocational domain, employees working in the same vocational area, vocational teachers and employers. In order to gather the necessary data, they went to companies and factories and collected the data in the field.

After processing and interpreting the data obtained, the students presented the results of their research in June 2004, as the final activity of the first year of the project.

Each school team displayed their work in special stands and made a presentation in front of a large audience, consisting mainly of fellow students and teachers from their own school and from other schools involved in the project, parents and employers. After the presentations, the students and the teachers involved in the project were asked to fill in a questionnaire designed by Gabriela Matei, one of the trainers in the project (see Appendix 1). The questionnaire has 15 questions – the students were asked to answer all of them, while their teachers were asked to answer the first 13 ones.

The questionnaire tried to identify the following information:

- what participants perceived as being interesting, useful and enjoyable about the project (questions 1, 2, 3, 10)
- what participants found difficult and less relevant/ attractive (questions 4, 5, 9)
- lessons learnt from the project (questions 6, 7)
- participants' perception of the current and future development of the project, and suggestions for its improvement (questions 8, 11, 12, 13, 15)
- students' suggestions for the teachers involved in the project (question 14).



Presentation and interpretation of results

The questionnaire was answered by 201 respondents, out of which 194 students and 7 teachers. The answers were processed in two stages - per school and next collapsed (see Appendix 2).

The answers provided are analysed below.

Question 1: What did you find the most interesting thing in the project?

The answers to this question indicate that students found *data collection* (22.68%), *the final presentation* (19.07%) and *team work* (17.52%) as the most interesting aspects. They also mention other aspects pertaining to the practical side of the project, such as *interviewing* (interaction with other people/meeting new people) and *field work*. The teachers, on the other hand, considered *the idea of the project itself* the most interesting (28.57%), followed in equal percentages by *data processing*, *working method*, *presentation*, *team work*, *training materials* and *support given by companies* (14.29%).

Question 2: What do you think you have earned or obtained in the project?

Obtained similar answers from both students and teachers, with nearly half the respondents (90) indicating *experience*, and fairly large numbers mentioning *research knowledge and skills* (57) and *personal development* (self-confidence, more responsibility, self-knowledge, competitiveness, higher status) 36), *improved knowledge of English* (33) and *communication skills* 27). The teachers' responses differed in terms of their perception of teacher-students cooperation, which could be interpreted as similar to the one given by students in *team work*, as teams consisted both of students and teachers.

The category *experience* could probably have been enlarged to include other answers such as *research knowledge and skills*, as well as *knowledge of English*, *communication skills* and *team work* but, as the respondents were not very specific about what they meant by experience it was kept as a separate category.

Question 3: What did you like best as part of your work in the project?

Team work and *interviewing /field work* rank highest among the answers to this question. *The final presentation*, as well as *designing questionnaires and structured interviews* were also greatly appreciated by a fair number of participants, but other aspects were also mentioned, such as *working style/ atmosphere, data processing and interpretation, visiting the stands*, etc., with similar answers from both teachers and students.

The answers to the first three questions already make it obvious that participants appeared to have enjoyed field work and team work most. As far as data collection is concerned, students had to leave school and interview employers, an experience which they found both challenging and useful. They often mention the interviews as such, or refer to them by using other forms such as 'meeting new people', 'listening to employees', 'collecting data'. Team work stands out as a method of working that seems to be highly favoured by students and teachers alike. Actually, by team work, students refer not only to their colleagues, but also to the interviewees and the teachers. The project is considered to have been interesting and relevant because of the experience acquired through team work and field work.

Question 4: What did you find more difficult?

The feedback to this question indicated that nearly one fifth of the students found *preparing/doing the presentation* most difficult, probably because it meant a new experience for them. Various aspects of the research work done are also mentioned: *interviewing*, associated at times with the unpleasant experience of being rejected by some of the companies approached or having to wait for a long time; *data processing/statistics* and *data interpretation*; *devising good questionnaires*; *keeping a research diary*. Teachers also mentioned as difficult aspects lack of timing between training and actual field work.

However, it is interesting to note that 24 respondents (over 12%) did not find anything difficult.

Question 5: What did you not like during the project? is closely related to the previous one, with the difference that while question 4 looks at difficulties, question 5 focuses on dislikes. The answers indicate other aspects, although at times they contradict each other. Thus, there is a discrepancy in the answers referring to the time allotted to the optional – 18 respondents said there was *too*

little time, while 7 complained that *too much time* was allotted. This could be interpreted as students perceiving that the activities carried out during the optional were very time consuming and consequently, students did not have enough time to do them properly.

Another answer ranking quite high (22 respondents) is *students' different levels of involvement* in the optional, indicating either that the tasks were unequally assigned or that the individual contribution to the project varied a lot, which was felt as unfair by those who devoted a lot time and effort to its success. Under the heading 'dislikes' some students also mention the *theoretical character* of the teaching materials, and the stress they experienced during the *data collecting* and *data presenting* stages.

It is interesting to note that, although many students liked the final presentation (see Question 3 above), there were a few participants who disliked several aspects related to this event: everybody got certificates (although not everyone contributed to the same extent), the presentations were not ranked, some had to learn them by heart.

The feedback to this question also indicated that, although difficult, the optional course was appreciated by many students, as almost a quarter of the respondents (23%) answered they liked everything.

We should note that 28 respondents gave no answer to Question 5. It is not certain, however, whether this meant they liked everything or they simply ignored the question, so about 14% of the total number of answers to this question did not reveal any information.

Question 6: *If you were a presenter at the final presentation what did you learn from this experience?* was addressed only to the students who presented the research results at the end of the first year of the project (96 respondents). The answers reveal that speaking to a large audience was a challenging experience for the students, as indicated by the high number of answers of the type *self control*, *self confidence*, *to make a better presentation*, *to be better prepared*, *to speak in public*. Students became aware of what making a good presentation involves – concentration, rehearsals, practising one's English in order to speak fluently and confidently.

The importance of *team-work* is mentioned again, as most of the presentations were made by a small group of the students involved in the project in each school. Answers such as *to behave, to respect and be respected, to give your best* show that the presentations were an opportunity for the students to develop social skills essential both for working in a team and for relating to an audience.

Question 7: What did you learn by watching and listening to the presenters in the final presentation? yielded similar answers, this time from all respondents: *self-confidence* (22), *to be good you have to work a lot* (19), *team work* (19), various aspects concerning *presentation skills* (18) (e.g. to smile, to organise the presentation, to look at the audience, how to introduce oneself, to use the OHP / the video-projector, to control one's emotions).

Although the number of students who gave no answer to this question is quite high (24.7%), the other responses indicate strongly that *self-confidence* and *self-control* rank very high. Like the answers to Question 6, the feedback to Question 7 reveals that students have become aware of what makes a good presentation, as a result of experiencing the presentation themselves. Thus, they mention careful preparation for the presentation, interacting with the audience, use of special equipment, way of dressing. Because the presentation was a more official moment, students seemed to have appreciated more *the importance of the project*, mentioned as such by 9 of the respondents, while 22 students state they have learnt about *the importance of English and English knowledge*.

Students also seem to have found the experience of meeting their colleagues from other schools useful and pleasant – *I learnt by meeting and listening to the others*'.

Teachers were favourably impressed by the students' presentation and the team's professionalism and enthusiasm, as indicated by their answers: *students are capable of great things*.

Question 8: Please give a few suggestions in case such a presentation be organised in the future

The answers to this question indicate that students liked the presentation (29 answered *it was good*), and that *more schools should come together* (20 respondents). The suggestions include *more teamwork, improved organisation of*

presentation (from the point of view of timing, equipment, certification, the audience's attitude). Similar issues are present in the teachers' answers.

Question 9: *If you were to do this year of project again what would you change?* tried to investigate participants' suggestions for improving the project.

The answers are quite similar to those given to **Question 5 (What did you not like during the project?)**, indicating that on the whole students liked the optional class: 77 respondents answered they would change *nothing*, while 19 mentioned that they would devote *more classes* to the optional, and 9 would adopt a different attitude and become *more involved*. Other answers suggest changes concerning *the organisation of the final presentation* (6 answers), *getting more students involved* (6), *different organisation of the optional* (in terms of working mode and time of class), and then a few different answers that cover further aspects – materials, attendance, various parts of the course.

The teachers' answers to the same question suggest changes in organising the optional in terms of balance between theory and practice (2 teachers out of 7), and number of classes (2 respondents would introduce more classes for this course).

Question 10: *Which is the most important thing you learnt during the project?*

The answers to this question indicate that the most important lesson learnt during the first year of the project was *team work* (mentioned by 62 respondents), followed by *research skills* – devising instruments, collecting data – (34 answers), *English* (23) and the *ability to communicate* (20). This is also confirmed by the teachers, who state that English motivates students. It is interesting to note that students seem to have become more aware of the importance of English for their future career. Other things considered by participants as worth mentioning are personal development areas, such as *hard work*, *self-confidence*, *how to behave*, *to observe deadlines*, *understanding what a project is*. The teachers mention different things: good presentation, cross-curricular character of the optional.

Question 11: *What do you think you will do in the next year of the project?* was meant to explore the participants' expectations about the second year of the project, based on their experience of the first year.

Students apparently did not know what the second year of the project would consist of (54 *I don't know* answers) but, based on their previous experience in the project, many respondents expected the course to continue in a similar way and to include *something useful /beautiful/ interesting* (24), and to involve *more work* (20). They also expected to do *something related to English* (12) during the next year, and maybe *something different* (11). 19 answers, however, indicated that some knew that the second year of the project would focus on producing teaching materials based on the findings of the first year.

Question 12: What do you think of the support given by the British Council? was intended to elicit feedback from the participants concerning their perception of the kind of support that the British Council provided, as the initiator and manager of the project.

The answers indicate that the majority of participants (135) welcomed the support received, which they regarded as *very good/ welcome/ essential for the existence of the project*, and appreciated for the *good organisation* and the opportunity *to move forward* and to *learn more English*. However, 21 participants considered that there *could have been more support*, and others suggested ways of improvement – such as an early finishing date, and more equipment. Although mentioned by only 3 respondents, the issue of individual certificates is raised, indicating an area of dissatisfaction, as students would have liked to receive individual certificates, so that their work should be clearly acknowledged.

Question 13: What suggestions do you have for the support to be given by the British Council next year? enquires about the participants' views in terms of the support needed in the second year of the project.

While 34 respondents state that the level of support should be *the same* and 6 more suggest that *the project should continue*, most answers indicate a wide range of participants' expectations: 17 would like *more materials* (though it is not clear what kind of materials are required), while 2 other respondents clearly specify, *English learning materials for the schools*; the issue of *individual certificates* is raised again now by 16 of the participants, while 13 indicate that they would appreciate *more involvement* from the British Council. Specific aspects such as *prizes, school exchanges, visits to the UK, more schools in Romania involved in the project, equipment*, etc. are also suggested. It is interesting to note that this is a

question that obtained very few *I don't know* (8) and *No* answers (5). Participants seem to appreciate the project and the support provided by the British Council and would like it to extend to other areas too, not necessarily within the scope of the project.

Question 14: What suggestions do you have for your teachers involved in the project? was addressed only to the students, as it tried to capture their perception of the support provided by the teachers.

Out of the 119 answers, 59 (almost 50%) indicate that the students value the support provided by the teachers. Students appreciate supportive / calm / understanding teachers; some also expressed the views that teachers should be closer to their students and that they would have liked more time to carry out the project activities. It is worth noticing that some students did not answer the question in terms of what they would have liked to receive from their teachers, but described the teacher's attitude: *the teachers were pleased* (7 respondents). The remaining answers are again widely spread ranging from strictness desired of teachers to not keeping their hands in their pockets during the group photograph.

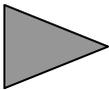
Q15. Is there anything you would like to add? The answers to this question indicate that, on the whole, both students and teachers found the project interesting and useful but also demanding in terms of new knowledge, work load and number of tasks. As the project combines research skills and English, participants had to become familiar with methods of data collection on one hand and ways of collecting, analysing and interpreting data on the other. They enjoyed the research carried out outside schools - in companies, as well as meeting new people and talking with them, although this proved to be a demanding experience in terms of effort and time, as companies were not always highly encouraging to the students. Besides the work outside schools, participants also appreciated the final presentations, which were made in front of a large audience consisting of colleagues from various, teachers, parents, mass media representatives. Although they liked it, they found it a demanding experience. However, the mixture of apprehensions and success is clearly presented in their answers, as final presentations are often mentioned in the questionnaire.

Finally, another area which participants found most interesting was team work and group work, which they seem to have discovered during this year. Although not each and every participant seemed to have liked it, most of them came to

understand its value and understand what team work means - observing deadline, respecting your colleagues, doing your share of the work, taking on different responsibilities and assuming different roles in the group. Team work is very often mentioned in students' answers, under the gains and the things that they have found most interesting in the project.

Teachers' answers present a slightly different point of view - the respondents appreciated the students' richness of ideas, the working method and a different relation between teachers and students.

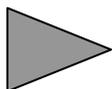
In conclusion, the project brought not only new types of information and skills but also assisted students in being better prepared for their future world of work.



Appendix 1

Questionnaire

- Q.1. What did you find the most interesting thing in the project?
- Q.2 What do you think you have earned or obtained in the project?
- Q.3 What did you like best as part of your work in the project?
- Q.4 What did you find more difficult?
- Q.5 What did you not like during the project?
- Q.6 If you were a presenter at the final presentation what did you learn from this experience?
- Q.7 The final presentation: what did you learn by watching and listening to the presenters?
- Q.8 The final presentation: Please give a few suggestions in case such a presentation be organised in the future
- Q.9 If you were to do again this year of project what would you change?
- Q.10 Which is the most important thing you learnt during the project?
- Q.11 What do you think you will do in the next year of the project?
- Q.12 What do you think of the support given by the British Council?
- Q.13 What suggestions do you have for the support to be given by the British Council next year?
- Q.14 What suggestions do you have for your teachers involved in the project?
- Q.15 Is there anything you would like to add?



Appendix 2

FEEDBACK FROM STUDENTS AND TEACHERS – YEAR 1

Collapsed data

Q.1 What did you find the most interesting thing in the project?	
- Data collection (44)	- Interpreting the results (9)
- The final presentation (37)	- Importance of English /ESP (7)
- Team work (34)	- New ways of learning /materials (5)
- We have learnt useful/new/challenging things (22)	- I have learnt English (3)
- Interview (interaction with other people/meeting new people) (20)	- We've made ourselves noticed (2)
- Field work (13)	- Others : the beginning (2), chance for Romania's future (1), hard work (1)
- The topic/project itself (11)	- No answer (2)
- Designing the questionnaire (9)	
Q.2 What do you think you have earned or obtained in the project?	
- Experience (90)	- Communication skills (27)
- Research knowledge and skill (57)	- Team work (13)
- Personal development (self-confidence, more responsibility, self-knowledge, competitive, higher status) (36)	- Importance of English (2)
- English knowledge (33)	- Others: a free film (1), certificates (1)
	- I don't know (1)
Q.3 What part of your work in the project did you like best?	
- Team work (63)	- It was easy (4)
- Interviewing /field work (50)	- English knowledge (3)
- The final presentation (24)	- Others: the theoretical part (2), courses delivered by BC representative (1), new information (1), research diary (1), materials (1), time for the project (1), topic (1), the conclusions (1), missing classes (1), designing the project (1), student's coordination (1), focusing on objectives (1)
- Designing questionnaires and interviews (23)	- No answer (3)
- Working style/atmosphere (13)	
- Data processing and interpretation (13)	
- Visiting the stands (10)	
- Everything (8)	
- My colleagues' enthusiasm (6)	

Q.4 What did you find more difficult?

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| - Preparing/doing the presentation (36) | - The time of the class (11) |
| - The interviews/rejected by companies/waited for a long time (27) | - Report writing (3) |
| - Nothing (24) | - The graphs (3) |
| - Data processing/statistics (20) | - I did not know what the project meant (2) |
| - Data interpretation (19) | - The theory (2) |
| - The beginning (16) | - Other : team work (2), the topic (1), weather conditions (1), the project (1), making up your mind (1), involving students in final year (1), some students gave up (1) |
| - Devising good questionnaires (15) | - No answer (7) |
| - Diary writing (12) | |
| - English (8) | |

Q.5 What did you not like during the project?

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| - I liked everything (45) | - translating the data (2) |
| - Different levels of involvement (22) | - Questionnaires and interviews (3) |
| - Too little time (18) | - stressful (3) |
| - Data processing (18) | - graphs (2) |
| - The presentation (everybody got certificates, the presentations were not ranked, some had to learn them by heart) (9) | - statistics (2) |
| - Too much time (7) | - attendance (2) |
| - The theoretical part (7) | - Other: different tasks (1), team spirit (1), doing the stand (1), teachers did not understand us (1), team work (1), to analyse our working style (1), some students did not know English (1), people turned us down (1), competition between teams (2), conclusion of the analysis (1), actually students did thorough research (1) |
| - The research diary (7) | - I don't know (2) |
| - The materials: not clear (2), too much information (3) | - No answer (28) |
| - The organization (5) | |
| - Time (3) | |
| - Not enough interviews (3) | |

Q.6 If you were a presenter at the final presentation what did you learn from this experience?

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| - Self-control (34) | - Others: to behave (1), no difference between presenters and audience (1), a pleasant experience (1), you don't get always what you deserve (1), certificates (1), give your best (1), ours were the best (1), the importance of the project (1), more rehearsals to reduce the emotions (1), more time for presentations (1), exchange of materials among teams (1), interviews of video |
| - Self confidence (10) | |
| - Team work is important (9) | |
| - To make a better presentation (8) | |
| - Be better prepared (7) | |
| - To respect and be respected (5) | |
| - To speak English better/more fluently (5) | |
| - To speak in public (4) | |
| - The importance of English (3) | |

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| - I was not a presenter (29) | tape (1), concentrate (1), I met many people (1) |
| | - I did not attend (30) |
| | - No answer (79) |

Q.7 The final presentation: what did you learn by watching and listening to the presenters?

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| - Self-confidence (22) | - Importance of project (9) |
| - To be good you have to work a lot (19) | - Meeting and listening to the others (9) |
| - Team work (19) | - English knowledge (8) |
| - Presentation skills (17): smile (2), organisation (1), compared myself with others (1), look at the audience (3), how to introduce myself (1), preparation (4), various techniques (1), speak and watch the video-projector (1), make a speech (1), keep the audience's attention (1), use of OHP (1), dress properly (1), | - To behave (6) |
| - They were good (16) | - Others: the presenters were not prepared (1), to do research (1), useful for the future (1), how to do next time (1), many things (2) all materials should be displayed (1), two stages for the project products (1), another date for the presentation (1) |
| - Control your emotions (14) | - I was not a presenter (2) |
| - English is important (14) | - I did not attend (2) |
| | - I don't know (1) |
| | - No answer (48) |

Q.8 The final presentation: Please give a few suggestions in case such a presentation is organized in the future

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| - It was good (29) | - Others: more discussion with the people in the British Council (1), a portfolio with all lessons (1), do it during regular classes (2), presentation without computer (1), time oral presentation with equipment use (1), a trip before the presentation (1), not to listen to other schools (1), British Council should cover all expenses (1), more topics (1), students should not learn by heart (1), presenters should learn what they have to say (1), more practice (1), give prizes (1), presentation in the UK (2), mass media (1), originality (1), presenters must be serious (1), free time (1), films (1), presenters should be relaxed (2), more time for questionnaires (1) new topics (1), Connex and Orange (1), deductive approach to theory (1), better organizing when collecting data (1) |
| - More schools (20) | |
| - More team work (13) | |
| - Better organised (11) | |
| - Use modern equipment (9) | |
| - To have it in our school (7) | |
| - Students should get genuine certificates (7) | |
| - Decide on a time limit (5) | |
| - To dress properly (4) | |
| - More time for presentations (4) | |
| - Our work should be given more importance (3) | |
| - Teacher should have a different attitude (3) | |
| - More field work (3) | |
| - Nominate the best presenters (2) | |
| - The other students should listen (2) | |
| - No suggestion (6) | |
| - I did not attend (2) | |
| | - I did not present (1) |
| | - No answer (48) |

Q.9 If you were to do this year of project again what would you change?

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| - Nothing (77) | - The theoretical part (3) |
| - More classes (19) | - English (2) |
| - More respondents (11) | - Clearer materials (2) |
| - More involved on our behalf (9) | - Attendance (2) |
| - The final presentation (8) | - Other: analysing the questionnaires (1), percentages (1), less handouts (1), data collection and processing (1), students can organize themselves (1), students want to work in teams (1), students should be made to believe they did everything by themselves (1), when motivated, students work amazingly (1), the groups were divided and the work unequal (1) |
| - Time of class (7) | - I don't know (6) |
| - Better organisation for final presentation (6) | - No answer (17) |
| - More students involved (6) | |
| - Working mode (6) | |
| - More information at the beginning (5) | |
| - Differently devised instruments (5) | |
| - More practice (3) | |
| - The colleagues (3) | |

Q.10 Which is the most important thing you learnt during the project?

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|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| - Team work (62) | - A lot (3) |
| - Research skills: devising instruments, collecting data (34) | - What a project is (2) |
| - I learnt English (23) | - Personal development: self confidence (1) appreciate effort (1), be yourself (1), self control (2), keep calm (2) observe deadlines (2), cross-curricular project (1), good (1), a model (2), very important (2), the presentation (1) |
| - To communicate (20) | - Nothing (1) |
| - Importance of English (18) | - No answer (15) |
| - Hard work (15) | |
| - Self-confidence (5) | |
| - How to behave (3) | |
| - Experience (3) | |

Q.11 What do you think you will do in the next year of the project?

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| - Something useful /beautiful/interesting as this (24) | - Other: whatever we'll be asked (1), data interpretation (1), something related to the environment (1) the teacher decides (1), presentations (1), I'll graduate (2), we'll work together (1), training before the 15 th of September (1), centralized meeting (1), no hesitation (1), |
| - The same (21) | - I don't know (54) |
| - More work (20) | - No answer (21) |
| - A textbook/we'll collect materials (19) | |
| - Something related to English (12) | |
| - Something different (11) | |
| - Interviews (10) | |
| - I'll be more involved (8) | |

Q.12 What do you think of the support given by the British Council?

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|---------------------------------------|-------------------------------------------------------|
| - Very good/ welcome/ good (135) | - Other; more materials (2), good |
| - Could have been more (21) | organisation (3), more equipment (1), |
| - Essential for the existence of the | they gave us time to move forward (1), I |
| project (16) | learned more English (1), the project |
| - Thank you (7) | should finish before the 1 st of June (1), |
| - Individual certificates should have | weak (1), I haven't felt it (1) |
| been given (3) | - I don't know (6) |
| - It should continue (2) | - Nothing (1) |
| | - No answer (19) |

Q.13 What suggestions do you have for the support to be given by the British Council next year?

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|----------------------------------------|---------------------------------------------|
| - The same (34) | - meeting English people (1), |
| - To give more materials (17) | scholarships (2), exchange with other |
| - Individual certificates (16) | students in the project (1), send us to the |
| - More involvement (13) | UK (1), support more places (1), good |
| - Continue the project (6) | questions (1), English learning materials |
| - Financial support (2) | for schools (2), to be good for us too |
| - Other: a month's subscription at BC | (2), more field work (1), they trust us |
| library (1), teach us things for the | (1), another venue (1), a video camera |
| future (1), it depends on BC (1), | (1), more highschoools (1), feedback |
| more prizes (4), a textbook (1), to be | during the year (1), publish a textbook |
| close to students (1), more | (1), |
| information(1), additional materials | - No suggestion (11) |
| (1), materials to arrive in time (1), | - I don't know (8) |
| more objective materials (1), | - No answer (5) |

Q.14 What suggestions do you have for your teachers involved in the project?

- | | |
|----------------------------------------|--------------------------------------------|
| - Stay the same (59) | - heart (2), less strict (1), involve all |
| - Be | students (2), to cooperate more with one |
| supportive/nice/understanding/calm | another (1), not to keep their hand in the |
| (27) | pocket during the group photo(1), |
| - Give us more time (10) | select students using higher standards |
| - To be closer to students (9) | (1). Give individual not team marks (1), |
| - They were pleased (7) | more authority(1), more practice, less |
| - Other: teach us things important for | theory (1) |
| our future (1), more involvement (1), | - I don't know (1) |
| more interested in English (1) to be | - No suggestion (23) |
| stricter (1), more fieldwork (1),team | - No answer (51) |
| teach (2), give better marks (2), | |
| communicate with students (1), not | |
| to make us learn the speech by | |

Q.15 If there is anything you would like to add:

- | | |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| - Thank you (23) | - Other: a trip (4), to dress properly (2), the name of the school is Costin Kiritescu (2), I'm disappointed (1), make a hierarchy (2), continue the support (1), I felt I have a future with English (1), maybe for the next project (1), to meet British people (1), I met high status people (1) bigger prizes (1), trip to UK (1), I hope next year will be better (1), ESP (1) |
| - It was great/good/useful (21) | - Nothing (16) |
| - Looking forward to the next year (12) | - No answer (67) |
| - Individual certificates (11) | |
| - Good luck (10) | |
| - It was the first time I felt important and appreciated (8) | |
| - Good bye (7) | |

Total number of respondents: 201

Out of which: 194 students and 7 teachers

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