

		1	2	3	4
TYPE:		Ex-ante Evaluation	Ex-post Evaluation	Ex-post Evaluation	Ex-post Evaluation
GOAL:		diagnosis+needs+expectations	Semester Evaluation / Mid-term	Course Evaluation / Final	Course provider's self-assessment
FILLED BY:		students	students	students	school staff
QUESTION BANK					
Metrics	Full/part time study: Full Time / Part Time				
Metrics	Do you consider yourself to be disabled: Yes / No /				
Metrics	Domicile:...				
Metrics	Gender: Male / Female				
Metrics	Age Group: less than 22 / 22-29 / over 29 /				
Metrics	Campus: Distance Learning/ Collaborative				
Metrics	Department:				
Metrics	Faculty:				
Metrics	Course Code:				
Metrics	Course Title:				
Metrics	Session:				
Metrics	Semester: Winter / Summer / Other				
Metrics	Course Type: Regular Course / Holiday intensive course				
Metrics	Credit Value:				
Metrics	Level:				
Metrics	Prerequisites:				
Metrics	Name of Course Instructor:				
Metrics	No. of Students				
Metrics	Contact				
Metrics	Hours				
Metrics	Lectures				
Metrics	Other (Please State)				
Metrics	Seminars				
Metrics	Assessment Methods give precise details (no & length of assignments, exams, weightings etc)				
Metrics	Type of course: regular course / holiday intensive course				
Metrics	Academic rank: A: Professor B: Associate Professor C: Assistant Professor D: Lecturer E: Other				
Metrics	Years of service:				
Metrics	(Planned) Delivery mode: f2f / distance / blended				
Metrics	Approximate number of students attending all courses: below 20, 21-50, more than 50				
Metrics	The year of learning in the school: 1-2 / 3-5/ 6 and more				
Online learning					
Online lear	I have experienced online classes: yes / no				
Online lear	I used following learning platform: zoom / teams / others				
Online lear	I have following IT equipment: computer with camera / stable Internet connection / headphones / none of those				
Online lear	All teachers have access to following IT equipment computer with camera / stable Internet connection / headphones / learning platform /none of those				
Online lear	Our customers/students were informed on changing the course delivery at least one week before: yes / no				
Online lear	We have prepared the action plan in case of transferring courses from f2f to distance learning: yes / no				

Needs

Needs My language goals.....
My goals are (check all that apply): get a job get a better job get a high school diploma get a GED speaking reading writing other
Needs Did you change your language goals while attending the course?: yes / no
Needs By the end of the course I want to be able to.....
The skills that are more important for me to develop to reach my goals are: 1- highest priority 4- lowest priority
Needs SKILL PRIORITY RATING 1. Listening 2. Reading 3. Writing 4.Speaking
Needs Where I am now (insert a cross on a language level scale) Beginner Elementary Preintermediate Intermediate Upper intermediate Advanced Proficiency
Needs Where I would like to be when I finish the course (insert a cross on a language level scale) Beginner Elementary Preintermediate Intermediate Upper intermediate Advanced Proficiency
Needs What do I need this foreign language for? I do not use it I use it for: work life (What for?...). other specific purposes (What?..)
Needs I need the foreign language to: speak/listen write mails write reports travel make presentations at work read for pleasure read work related articles do other things What?
Needs I want to learn English for the following reasons (check 3 most important): Finding job on the job community (bank, post office, library) shopping for food and clothes housing transportation health other
Needs What do you plan to achieve over the next 6 months?

Devotion				
Devotion	I can spend about hours each week on self-study to achieve these goals.			
	I took part in ...% of the classes			
	How much time can I spend taking part in this course? I can take part in more than 80% of classes I can take part in around 60-80% of classes I will attend around 40-60% of classes I am very busy, I will probably be take part in 40% of classes or less			
Devotion	I spent learning between the classes (homework, writing, revising...)			
	How much time can I spend learning between the classes (homework, writing, revising etc.)? over 2 hours a week around 2 hours a week 1 hour a week 0,5 to 1 hour a week less than 0,5 hour a week			
Devotion				
Expectations				
Expectations	In class I like best (5 I like it a lot, 1 I do not like it much): checking exercises with the teacher a lot of homework systematic course book work pair work group discussions listening activities reading and learning new vocabulary other activities			
Expectatio	Preferred ways of learning: a lot of individual work at home (I revise at home, in class we work faster, topics change quickly)			
Expectatio	I like revising in class, it makes me remember better			
	I like when the teacher revises in class regularly, I will probably miss some classes and it would help me progress			
Expectatio	I like it when: the teacher only speaks the foreign language I am learning, the teacher sometimes explains language points in my own, language.the teacher explains grammar points in my own language.			
	Approximate level of your own attendance during the whole Course <20% 21-40% 41-60% 61- 80% >81%			
Expectatio	I participated actively in the Course Strongly Agree Agree Expectatio uncertain Disagree Strongly Disagree			
Expectatio	For my language learning, I worked a lot on ...			
Expectations				
Current level				
Current lev	Jak oceniasz swój poziom wiedzy z zakresu komunikowania się w języku obcym zawodowym przed odbytym szkoleniem?			
	I have problem with (check all that apply): Pronunciation writing grammar American culture reading conversation other			
	Self-assessment of my own skills at present (1 my language weakness, 6 my language strength): Reading Writing Speaking Listening Grammar Vocabulary			

Learning style				
Jak oceniasz swoją aktywność podczas zajęć? b. wysoko c. średnio d. nisko				
Learning st I'm really proud of ...				
I try to make (English) a part of my routine by doing the things I enjoy (e.g. listening to music, watching TV, reading).				
Learning st I participate in class as much as I can.				
I like experimenting different ways to learn that serve me.				
Learning st When I read or listen to (English), I pay attention to new words or structures.				
I seek opportunities to speak the language outside class				
Learning st (e.g. looking for language exchanges, using mobile apps).				
When I hear people speak the language (e.g. when on holiday), I make an effort to see what I can understand.				
Learning st I revise what we have done in class and I test myself on my own (e.g. checking vocabulary, or doing grammar exercises).				
Learning st I hate it when I make mistakes.				
I got in touch with a person who speaks the language and we write / talk to each other.				
Before I start writing, I first make a draft with the ideas I am going to include and how I am going to organise them (e.g. ideas divided into paragraphs, use of connectors).				
Learning st I pay attention to the grammar and vocabulary I use, making sure the structures are correct and appropriate for the ideas I want to express.				
Learning st When appropriate, I try to use vocabulary and grammar I have learnt recently.				
I prefer to use the vocabulary and grammar I am sure is correct to avoid making mistakes.				
Learning st I re-read what I have written from time to time before I go on writing.				
Before I start reading, I first look at what the text is about.				
Learning st I try to understand the text word by word.				
I rarely try to figure out the meaning of new words, I prefer to look them up in a dictionary.				
Learning st				

When I come across sentences or parts of a text that I
 Learning st understand, I ignore them and keep on reading.
 Learning st I try hard to understand every word I hear.
 I get stuck when I understand well, I try to make up the
 Learning st meaning with the information that I can get.
 When I take a listening test, I read through the questions
 first and try to predict what kind of information I need to
 Learning st listen out for.
 After reading the test questions, I listen trying to look for
 Learning st key words related to the questions.
 Learning st I wish I had more time to think before I speak.
 Language correctness is very important for me, I pay
 Learning st careful attention to the grammar and vocabulary I use.
 If a get stuck in conversation, I try to say things in a
 Learning st different way.
 In conversation, I pay attention to body language and
 Learning st intonation.
 I learn and improve pronunciation by reading aloud and
 Learning st recording myself.
 Learning st I do not practice the language between the classes at all

Organization

Organizati The Instructor arrives on time / the classes start on time
 Customers received signed contracts beofore the classess
 Organizati began: yes / no
 Contract included regulations on blending two delivery
 Organizati modes of courses: yes / no
 Rules of attending online language classess were
 Organizati distributed among students
 How many classess were cnceled or postponed due to
 Organizati organizational reasons: up to 5% / more than 5%
 Following quality assessment methods were used: needs
 Organizati and expectaions survey / mid-term evaluation survey / end
 There is a possiblity to contact teaching staff for
 Organizati consultation purposes outside the classes: yes / no
 Organizati The Instructor leaves on time
 The Instructor is available for the consultations either
 online or f2f.
 The Instructor was available during the specified office
 Organizati hours and for after class consultations
 The syllabus clearly states course objectives requirements,
 Organizati procedures and grading criteria
 Organizati The Infrastructure of the department was good
 Organizati Environment was conducive for learning
 The program administration is effective in supporting
 Organizati learning.
 Organizati Czy odpowiadało Ci tempo zajęć?
 Co sądzisz o czasie trwania całego szkolenia z zakresu
 Organizati języka angielskiego?
 Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia
 Organizati Pani/Pan szkolenie od strony organizacyjnej?
 Organizati Was adequate time provided for the class?
 Organizati Routines and procedures are clear to students.
 I maximize the organization of the physical environment to
 Organizati support the performance objectives.
 The learning space is arranged to facilitate student-to-
 Organizati student communication.

The physical environment is organized to provide easy access to available resources, smooth transitions throughout the lesson and is free of clutter.

The school provides technical support, if needed, while online classes

The transition from f2f to online went smoothly

School administration informs me regularly on organizational issues.

The physical environment accommodates students with special needs.

I ensure there is a space where the daily learning targets and the sequence of learning activities are always posted.

I display current samples of student work and accompanying grading rubrics .

The seating configuration provides for easy teacher access to students.

The course objectives were clear

The Course workload was manageable

The Course was well organized (e.g. timely, access to materials, notification of changes, etc.)

Classrooms were satisfactory

The overall environment in the class was conducive to learning.

I think the Course was well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical etc.)

The pace of the Course was appropriate

Ideas and concepts were presented clearly

Whether scholarships/ grants were available to students in case of hardship

Students can easily find free resources for self-study to each lesson subject: yes /no

Students have access to online space where all data on learning process is put (lesson subjects, worksheets, resources): yes / no

In case of problems with equipmpent there are mechanisms allowing students to borrow the necessary equipment

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Communication				
Communic	<p>Were the goals and objectives for the class clearly stated?</p> <p>Student expectations are posted and visible.</p> <p>Students know what the behavioral expectations are in the classroom.</p> <p>Students know that they are to communicate in the target language as much as possible.</p> <p>I clearly communicate my grading system.</p> <p>The Instructor communicates the subject matter effectively</p>			
Assessmen	<p>Grades are based on what students can do with the language as well what they know about the language.</p> <p>Grading percentages are fair and reflect expectations.</p> <p>Students are aware of their grades and progress.</p> <p>Expectations are clearly known to students.</p> <p>Students know how they are assessed.</p> <p>The method of assessment were reasonable</p> <p>Feedback on assessment was timely</p> <p>Feedback on assessment was helpful</p> <p>The Instructor is fair in examination</p> <p>The Instructor returns the graded scripts etc. in a reasonable amount of time</p> <p>The assessment was part of the teaching routine (formative assessment)</p> <p>Different tools and methods of assessment were used (polls, quizzes, tests etc.)</p> <p>The assignments and exams covered the materials presented in the course</p>			
Course atmosphere				
Course atn	<p>The Instructor shows respect towards students and encourages class participation</p> <p>The Instructor maintains an environment that is conducive to learning</p> <p>The work in the program is adequate and does not induce undue pressure.</p>			
Course atn	<p>Proszę powiedzieć posługując się pięciostopniową skalą, jak ocenia Pani/Pan ogólną atmosferę odbytego szkolenia?</p>			
Course atn	<p>Was the class provided in a relaxed and positive manner?</p> <p>Appropriate action is taken when student behavior does not meet expectations.</p> <p>I build appropriate relationships with my students to promote a safe and positive learning environment.</p> <p>I use official information about my students' backgrounds to inform my approach to learning.</p> <p>I use information about the language abilities and cultural knowledge of my students to tailor learning.</p> <p>I tailor learning experiences to the unique needs and interests of my students.</p> <p>My students and I create a safe and positive learning environment by respectful interaction with each other.</p> <p>I collaborate with my students to promote a safe and supportive learning environment.</p> <p>My students and I develop and use rules, routines and procedures that maintain a safe and supportive environment.</p>			

My students and I reference classroom rules, procedures and instructional aids to ensure learning efficiency. My students and I plan ways to recognize and validate exemplary student behavior. My students and I plan appropriate actions that should be taken when student behavior does not meet expectations. I work with my students' parents and school administrators to communicate and clarify the expectations for the learning environment. I clearly communicate my classroom management plan. I create a classroom environment that is culture-rich and encourages the use of the target language. I create a stimulating and inviting physical environment that reflects the target language and culture(s). I ensure the physical environment supports the unit's language and cultural goals. My students and I select and participate in routines that reflect practices of the target culture (s). My students and I create a physical environment that includes classroom-learning aids to facilitate the classroom target language use. The Course stimulated my interest and thought on the subject area				
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Educational materials				
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education: Jak oceniasz materiały dydaktyczne prezentowane i udostępniane przez osoby szkolące? education: Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan przydatność zdobytych informacji pod względem podnoszenia własnych kompetencji i umiejętności? education: Proszę ocenić na pięciostopniowej skali, w jakim stopniu zyskane informacje pogłębiły Pani/Pana wiedzę teoretyczną z omawianego na szkoleniu obszaru? education: Proszę odpowiedzieć na pięciostopniowej skali, czy nabyte na szkoleniu kompetencje wykorzysta Pani/Pan w życiu zawodowym? education: Proszę odpowiedzieć posługując się trzystopniową skalą, jak ocenia Pan/Pani zakres prezentowanego materiału? education: Jakie treści merytoryczne Pani/Pana zdaniem powinny być uwzględnione w kolejnych szkoleniach tego typu?: education: Was the information provided relevant to the topic? education: Was the class material interesting? education: Were supporting documents and materials appropriate (if applicable)? education: A variety of materials and activities are used to engage students. education: Materials are clean and well organized. education: The course material is modern and updated The course material is: mode / interesting / out of date / etc / useful / relevant education: Learning materials (Lesson Plans, Course Notes etc.) were relevant and useful. education: Recommended reading Books etc. were relevant and appropriate education: The provision of learning resources in the library was adequate and appropriate				
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education:	The provision of learning resources on the Web was adequate and appropriate (if relevant)				
education:	The material in the tutorials was useful				
education:	I was happy with the amount of work needed for tutorials				
education:	The tutor dealt effectively with my problems				
education:	The material in the practicals was useful				
education:	The demonstrators dealt effectively with my problems.				
education:	The Instructor provides additional material apart from the textbook				
educational materials					
Teachers					
Teachers	The program is effective in enhancing team-working abilities.				
Teachers	Jak oceniasz sposób prowadzenia zajęć? a. bardzo dobrze				
Teachers	b. dobrze c. średnio				
Teachers	Czy tematyka i sposób prowadzenia zajęć był ciekawy? a. zdecydowanie tak b. raczej tak c. ani tak, ani nie				
Teachers	Czy treści szkolenia przekazywane były w sposób przystępny i zrozumiały? a. zdecydowanie tak b. raczej tak				
Teachers	Proszę ocenić posługując się pięciostopniową skalą, wiedzę prowadzącego i jego przygotowanie merytoryczne.				
Teachers	Proszę ocenić na pięciostopniowej skali, sposób przekazywania informacji przez prowadzącego szkolenia.				
Teachers	Was the instructor prepared for the class?				
Teachers	Was the instructor knowledgeable about the material?				
Teachers	Was the instructor effective in delivering the information in an engaging manner?				
Teachers	Our language classes consist of many elements such as: speaking, listening, writing, reading and grammar.				
Teachers	Teacher has advanced proficiency in target language.				
Teachers	Teacher seeks out opportunities to practice language and engage in cultural experiences.				
Teachers	Teacher participates in activities to enhance teaching practice.				
Teachers	Teacher collaborates with colleagues.				
Teachers	The learning and teaching methods encouraged participation.				
Teachers	I understood the lectures				
Teachers	The material was well organized and presented				
Teachers	The instructor was responsive to student needs and problems				
Teachers	Had the instructor been regular throughout the course?				
Teachers	Whether the program was comprised of Co-curricular and extra-curricular activities				
Teachers	The Instructor is prepared for each class				
Teachers	The teacher uses a variety of non-verbal strategies to check for understanding.				
Teachers	The teacher uses a variety of verbal strategies to check for understanding.				
Teachers	The teacher checks for understanding of all students.				
Teachers	The teacher checks for understanding in an on-going manner.				
Teachers	The language that students use to demonstrate comprehension is aligned to the speaking proficiency target for the grade level.				
Teachers	The Instructor demonstrates knowledge of the subject				

Teachers	The instructor is effective in delivering the information in an engaging manner, both f2f and online.				
Teachers					
Teachers	The Instructor has completed the whole course				
Teachers	The contents of curriculum are advanced and meet program objectives				
Teachers	Faculty was able to meet the program objectives				
Teachers	The objectives of the program have been fully achieved.				
Teachers	The program is effective in developing analytical and problem solving skills.				
Teachers	The program is effective in developing independent thinking.				
Teachers	The program is effective in developing written communication skills				
Teachers	The program is effective in developing planning abilities.				
Teachers	Proszę odpowiedzieć na pięciostopniowej skali, w jakim stopniu obyte szkolenie spełniło Pani/Pana oczekiwania?				
Teachers	Overall, the class was effective in meeting stated goals and objectives.				
Teachers	I will utilize this training during my job/work projects.				
Teachers	I would recommend this class to someone else.				
Teachers	The best features of the Course were:...				
Teachers	The Course could have been improved by:.....				
Teachers	What are the best aspects of your program?				
Teachers	What aspects of your program could be improved				
	The internship experience is effective in enhancing: (a) Ability to work in teams (b) Independent thinking (c) Appreciation of ethical Values (d) Professional development (e) Time management skills (f) Judgment (g) Discipline (h) The link between theory and practice				
Teachers	The Subject matter presented in the course has increased your knowledge of the subject				
Teachers	The course integrates theoretical course concepts with real-world applications				
ONLINE LEARNING ENVIRONMENT					
ONLINE	Online learning is well organized				
ONLINE	I can find there all necessary information on the classes (subject, book page, worksheets, etc)				
ONLINE	I find online additional materials for self-study				
ONLINE	I can easily contact instructor or school administration using online tools				
ONLINE	I can give feedback on classes to school by online tools				
ONLINE	There is no online learning environment in the school				



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TYPE:		Ex-ante Evaluation	Ex-post Evaluation	Ex-post Evaluation	Ex-post Evaluation
GOAL:		diagnosis+needs+expectations	Semester Evaluation / Mid-term	Course Evaluation / Final	Course provider's self-assessment
FILLED BY:		students	students	students	school staff
QUESTION BANK					
Metrics	Full/part time study: Full Time / Part Time	0			
Metrics	Do you consider yourself to be disabled: Yes / No /	0			
Metrics	Domicile:...	0			
Metrics	Gender: Male / Female	0			
Metrics	Age Group: less than 22 / 22-29 / over 29 /	0			
Metrics	Campus: Distance Learning/ Collaborative	0			
Metrics	Department:	0			
Metrics	Faculty:	0			
Metrics	Course Code:	0			
Metrics	Course Title:	Course Title:	Course Title:		
Metrics	Session:	0			
Metrics	Semester: Winter / Summer / Other	Semester: Winter / Summer / Other	Semester: Winter / Summer / Other		Semester: Winter / Summer / Other
Metrics	Course Type: Regular Course / Holiday intensive course				
Metrics	Credit Value:	0			
Metrics	Level:	0	0		
Metrics	Prerequisites:	0			
Metrics	Name of Course Instructor:	0	0		
Metrics	No. of Students	0			
Metrics	Contact	0			
Metrics	Hours	0			
Metrics	Lectures	0			
Metrics	Other (Please State)	0			
Metrics	Seminars	0			
Metrics	Assessment Methods give precise details (no & length of assignments, exams, weightings etc)	0			
Metrics	Type of course: regular course / holiday intensive course	Type of course: regular course / holiday intensive course	Type of course: regular course / holiday intensive course		
Metrics	Academic rank: A: Professor B: Associate Professor C: Assistant Professor D: Lecturer E: Other	0			
Metrics	Years of service:	0			
Metrics	(Planned) Delivery mode: f2f / distance / blended	(Planned) Delivery mode: f2f / distance / blended	(Planned) Delivery mode: f2f / distance / blended		
Metrics	Approximate number of students attending all courses: below 20, 21-50, more than 50				Approximate number of students attending all courses: below 20, 21-50, more than 50
Metrics	The year of learning in the school: 1-2 / 3-5/ 6 and more	The year of learning in the school: 1-2 / 3-5/ 6 and more	The year of learning in the school: 1-2 / 3-5/ 6 and more		
Online learning					
Online lear	I have experienced online classes: yes / no	I have experienced online classes: yes / no			
Online lear	I used following learning platform: zoom / teams / others	I used following learning platform: zoom / teams / others			
Online lear	I have following IT equipment: computer with camera / stable Internet connection / headphones / none of those	I have following IT equipment: computer with camera / stable Internet connection / headphones / none of those			
Online lear	All teachers have access to following IT equipment computer with camera / stable Internet connection / headphones / learning platform /none of those				All teachers have access to following IT equipment computer with camera / stable Internet connection / headphones / learning platform /none of those
Online lear	Our customers/students were informed on changing the course delivery at least one week before: yes / no				Our customers/students were informed on changing the course delivery at least one week before: yes / no
Online lear	We have prepared the action plan in case of transferring courses from f2f to distance learning: yes / no				We have prepared the action plan in case of transferring courses from f2f to distance learning: yes / no

Needs				
Needs	My language goals.....	0		
	My goals are (check all that apply): get a job get a better job get a high school diploma get a GED speaking reading writing other	My goals are (check all that apply): get a job get a better job get a high school diploma get a GED speaking reading writing other	My goals are (check all that apply): get a job get a better job get a high school diploma get a GED speaking reading writing other	
Needs	Did you change your language goals while attending the course?: yes / no		Did you change your language goals while attending the course?: yes / no	
Needs	By the end of the course I want to be able to....	0		
	The skills that are more important for me to develop to reach my goals are: 1- highest priority 4- lowest priority	The skills that are more important for me to develop to reach my goals are: 1- highest priority 4- lowest priority	The skills that are more important for me to develop to reach my goals are: 1- highest priority 4- lowest priority	
Needs	SKILL PRIORITY RATING 1. Listening 2. Reading 3. Writing 4.Speaking	SKILL PRIORITY RATING 1. Listening 2. Reading 3. Writing 4.Speaking		
Needs		0		
	Where I am now (insert a cross on a language level scale) Beginner Elementary Preintermediate Intermediate Upper intermediate Advanced Proficiency	Where I am now (insert a cross on a language level scale) Beginner Elementary Preintermediate Intermediate Upper intermediate Advanced Proficiency	Where I am now (insert a cross on a language level scale) Beginner Elementary Preintermediate Intermediate Upper intermediate Advanced Proficiency	
Needs	Where I would like to be when I finish the course (insert a cross on a language level scale) Beginner Elementary Preintermediate Intermediate Upper intermediate Advanced Proficiency			
Needs	What do I need this foreign language for? I do not use it I use it for: work life (What for?...). other specific purposes (What?..)	0		
Needs	I need the foreign language to: speak/listen write mails write reports travel make presentations at work read for pleasure read work related articles do other things What?	0		
Needs	I want to learn English for the following reasons (check 3 most important): Finding job on the job community (bank, post office, library) shopping for food and clothes housing transportation health other	I want to learn English for the following reasons (check 3 most important): Finding job on the job community (bank, post office, library) shopping for food and clothes housing transportation health other		
Needs	What do you plan to achieve over the next 6 months?	0		
Devotion				
Devotion	I can spend about hours each week on self-study to achieve these goals.		I took part in ...% of the classes	
	I took part in ...% of the classes			
	How much time can I spend taking part in this course? I can take part in more than 80% of classes I can take part in around 60-80% of classes I will attend around 40-60% of classes I am very busy, I will probably be take part in 40% of classes or less	0		
Devotion	I spent learning between the classes (homework, writing, revising...)		I spent learning between the classes (homework, writing, revising...)	
	How much time can I spend learning between the classes (homework, writing, revising etc.)? over 2 hours a week around 2 hours a week 1 hour a week 0,5 to 1 hour a week less than 0,5 hour a week	How much time can I spend learning between the classes (homework, writing, revising etc.)? over 2 hours a week around 2 hours a week 1 hour a week 0,5 to 1 hour a week less than 0,5 hour a week	How much time can I spend learning between the classes (homework, writing, revising etc.)? over 2 hours a week around 2 hours a week 1 hour a week 0,5 to 1 hour a week less than 0,5 hour a week	
Devotion				

Expectations				
Expectations	In class I like best (5 I like it a lot, 1 I do not like it much): checking exercises with the teacher a lot of homework systematic course book work pair work group discussions listening activities reading and learning new vocabulary other activities	In class I like best (5 I like it a lot, 1 I do not like it much): checking exercises with the teacher a lot of homework systematic course book work pair work group discussions listening activities reading and learning new vocabulary other activities	In class I like best (5 I like it a lot, 1 I do not like it much): checking exercises with the teacher a lot of homework systematic course book work pair work group discussions listening activities reading and learning new vocabulary other activities	
Expectatio	Preferred ways of learning: a lot of individual work at home (I revise at home, in class we work faster, topics change			
Expectatio quickly)	0			
Expectatio I like revising in class, it makes me remember better	0			
Expectatio	I like when the teacher revises in class regularly, I will probably miss some classes and it would help me progress			
Expectatio	I like it when: the teacher only speaks the foreign language I am learning, the teacher sometimes explains language points in my own, language.the teacher explains grammar points in my own language.	I like it when: the teacher only speaks the foreign language I am learning, the teacher sometimes explains language points in my own, language.the teacher explains grammar points in my own language.		
Expectatio	Approximate level of your own attendance during the whole Course <20% 21-40% 41-60% 61- 80% >81%	Approximate level of your own attendance during the whole Course <20% 21-40% 41-60% 61- 80% >81%		
Expectatio	0		0	
Expectatio	I participated actively in the Course Strongly Agree Agree uncertain Disagree Strongly Disagree	I participated actively in the Course Strongly Agree Agree uncertain Disagree Strongly Disagree		0
Expectatio	0			
Expectatio For my language learning, I worked a lot on ...	0	For my language learning, I worked a lot on ...		
Expectations				
Current level				
Current level	Jak oceniasz swój poziom wiedzy z zakresu komunikowania się w języku obcym zawodowym przed odbytym kurszkoleniem?			
Current level	0			
Current level	I have problem with (check all that apply): Pronunciation writing grammar American culture reading conversation other			
Current level	0			
Current level	Self-assessment of my own skills at present (1 my language weakness, 6 my language strength): Reading Writing Speaking Listening Grammar Vocabulary	Self-assessment of my own skills at present (1 my language weakness, 6 my language strength): Reading Writing Speaking Listening Grammar Vocabulary		
Current level				
Learning style				
Learning style	Jak oceniasz swoją aktywność podczas zajęć? b. wysoko c.			
Learning style	0			
Learning style	I'm really proud of ...	I'm really proud of ...		0
Learning style	I try to make (English) a part of my routine by doing the things I enjoy (e.g. listening to music, watching TV, Learning style reading).	I try to make (English) a part of my routine by doing the things I enjoy (e.g. listening to music, watching TV, reading).		
Learning style	0			
Learning style	I participate in class as much as I can.	I participate in class as much as I can.		
Learning style	0			
Learning style	I like experimenting different ways to learn that serve me.			
Learning style	0			
Learning style	When I read or listen to (English), I pay attention to new words or structures.	When I read or listen to (English), I pay attention to new words or structures.		0
Learning style	0			
Learning style	I seek opportunities to speak the language outside class (e.g. looking for language exchanges, using mobile apps).	I seek opportunities to speak the language outside class (e.g. looking for language exchanges, using mobile apps).		0
Learning style	0			
Learning style	When I hear people speak the language (e.g. when on holiday), I make an effort to see what I can understand.	When I hear people speak the language (e.g. when on holiday), I make an effort to see what I can understand.		0
Learning style	0			

	I revise what we have done in class and I test myself on my own (e.g. checking vocabulary, or doing grammar exercises).	0	I revise what we have done in class and I test myself on my own (e.g. checking vocabulary, or doing grammar exercises).	0	
Learning st	I hate it when I make mistakes.	0		0	
	I got in touch with a person who speaks the language and we write / talk to each other.			0	
	Before I start writing, I first make a draft with the ideas I am going to include and how I am going to organise them (e.g. ideas divided into paragraphs, use of connectors).	0		0	
Learning st	I pay attention to the grammar and vocabulary I use, making sure the structures are correct and appropriate for the ideas I want to express.	0		0	
Learning st	When appropriate, I try to use vocabulary and grammar I have learnt recently.	0		0	
Learning st	I prefer to use the vocabulary and grammar I am sure is correct to avoid making mistakes.	0		0	
Learning st	I re-read what I have written from time to time before I go on writing.	0		0	
Learning st	Before I start reading, I first look at what the text is about.	0	Before I start reading, I first look at what the text is about.		0
Learning st	I try to understand the text word by word.	0	I try to understand the text word by word.		
Learning st	I rarely try to figure out the meaning of new words, I prefer to look them up in a dictionary.	0		0	
Learning st	When I come across sentences or parts of a text that I understand, I ignore them and keep on reading.	0		0	
Learning st	I try hard to understand every word I hear.	0		0	
Learning st	I get stuck when I understand well, I try to make up the meaning with the information that I can get.	0		0	
Learning st	When I take a listening test, I read through the questions first and try to predict what kind of information I need to listen out for.	0		0	
Learning st	After reading the test questions, I listen trying to look for key words related to the questions.	0		0	
Learning st	I wish I had more time to think before I speak.	0		0	
Learning st	Language correctness is very important for me, I pay careful attention to the grammar and vocabulary I use.	0		0	
Learning st	If I get stuck in conversation, I try to say things in a different way.	0	If I get stuck in conversation, I try to say things in a different way.		0
Learning st	In conversation, I pay attention to body language and intonation.	0		0	
Learning st	I learn and improve pronunciation by reading aloud and recording myself.	0	I learn and improve pronunciation by reading aloud and recording myself.		
Learning st	I do not practice the language between the classes at all	0	I do not practice the language between the classes at all		
Organization					
Organization	The Instructor arrives on time / the classes start on time	0	The Instructor arrives on time / the classes start on time		0
Organization	Customers received signed contracts before the classess began: yes / no				Customers received signed contracts before the classess began: yes / no
Organization	Contract included regulations on blending two delivery modes of courses: yes / no				Contract included regulations on blending two delivery modes of courses: yes / no
Organization	Rules of attending online language classess were distributed among students				Rules of attending online language classess were distributed among students
Organization	How many classess were canceled or postponed due to organizational reasons: up to 5% / more than 5%				How many classess were canceled or postponed due to organizational reasons: up to 5% / more than 5%
Organization	Following quality assessment methods were used: needs and expectations survey / mid-term evaluation survey / end				Following quality assessment methods were used: needs and expectations survey / mid-term evaluation survey / end

There is a possibility to contact teaching staff for consultation purposes outside the classes: yes / no				There is a possibility to contact teaching staff for consultation purposes outside the classes: yes / no
Organizati The Instructor leaves on time	0			
The Instructor is available for the consultations either online or f2f.		The Instructor is available for the consultations either online or f2f.		
The Instructor was available during the specified office hours and for after class consultations	0	The Instructor was available during the specified office hours and for after class consultations		
Organizati The syllabus clearly states course objectives requirements, procedures and grading criteria	0	The syllabus clearly states course objectives requirements, procedures and grading criteria		
Organizati The Infrastructure of the department was good	0	The Infrastructure of the department was good		
Organizati Environment was conducive for learning	0			
The program administration is effective in supporting learning.	0			
Organizati Czy odpowiadało Ci tempo zajęć?	0			
Co sądzisz o czasie trwania całego szkolenia z zakresu języka angielskiego?	0			
Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan szkolenie od strony organizacyjnej?	0			
Organizati Was adequate time provided for the class?	0			
Organizati Routines and procedures are clear to students.	0	Routines and procedures are clear to students.		Routines and procedures are clear to students.
I maximize the organization of the physical environment to support the performance objectives.	0			
The learning space is arranged to facilitate student-to-student communication.	0	The learning space is arranged to facilitate student-to-student communication.		The learning space is arranged to facilitate student-to-student communication.
The physical environment is organized to provide easy access to available resources, smooth transitions throughout the lesson and is free of clutter.	0			The physical environment is organized to provide easy access to available resources, smooth transitions throughout the lesson and is free of clutter.
Organizati The school provides technical support, if needed, while online classes		The school provides technical support, if needed, while online classes		
The transition from f2f to online went smoothly		The transition from f2f to online went smoothly		
School administration informs me regularly on organizational issues.		School administration informs me regularly on organizational issues.		
Organizati The physical environment accommodates students with special needs.	0			
I ensure there is a space where the daily learning targets and the sequence of learning activities are always posted.	0			I ensure there is a space where the daily learning targets and the sequence of learning activities are always posted.
Organizati I display current samples of student work and accompanying grading rubrics .	0			
The seating configuration provides for easy teacher access to students.	0	The seating configuration provides for easy teacher access to students.		
Organizati The course objectives were clear	0			
Organizati The Course workload was manageable	0	The Course workload was manageable		
The Course was well organized (e.g. timely, access to materials, notification of changes, etc.)	0	The Course was well organized (e.g. timely, access to materials, notification of changes, etc.)		
Organizati Classrooms were satisfactory	0			Classrooms were satisfactory
The overall environment in the class was conducive to learning.	0			The overall environment in the class was conducive to learning.
I think the Course was well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical etc.)	0	I think the Course was well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical etc.)		
Organizati The pace of the Course was appropriate	0			
Organizati Ideas and concepts were presented clearly	0	Ideas and concepts were presented clearly		
Whether scholarships/ grants were available to students in case of hardship	0			Whether scholarships/ grants were available to students in case of hardship

	Students can easily find free resources for self-study to each lesson subject: yes /no Students have access to online space where all data on learning process is put (lesson subjects, worksheets, resources): yes / no In case of problems with equipmment there are mechanisms allowing students to borrow the necessary equipment	0			Students can easily find free resources for self-study to each lesson subject: yes /no Students have access to online space where all data on learning process is put (lesson subjects, worksheets, resources): yes / no In case of problems with equipmment there are mechanisms allowing students to borrow the necessary equipment
Communication					
Communic	Were the goals and objectives for the class clearly stated?	0			
	Student expectations are posted and visible.	0			
	Students know what the behavioral expectations are in the classroom.	0	Students know what the behavioral expectations are in the classroom.		
	Students know that they are to communicate in the target language as much as possible.	0	Students know that they are to communicate in the target language as much as possible.		
	I clearly communicate my grading system.	0			
	The Instructor communicates the subject matter effectively	0			
		0			
Assessmen	Grades are based on what students can do with the language as well what they know about the language.	0	Grades are based on what students can do with the language as well what they know about the language.		
	Grading percentages are fair and reflect expectations.	0			
	Students are aware of their grades and progress.	0			
	Expectations are clearly known to students.	0	Expectations are clearly known to students.		
	Students know how they are assessed.	0			
	The method of assessment were reasonable	0			
	Feedback on assessment was timely	0	Feedback on assessment was timely		
	Feedback on assessment was helpful	0	Feedback on assessment was helpful		
	The Instructor is fair in examination	0			
	The Instructor returns the graded scripts etc. in a reasonable amount of time	0			
	The assessment was part of the teaching routine (formative assessment)		The assessment was part of the teaching routine (formative assessment)		
	Different tools and methods of assessment were used (polls, quizzes, tests etc.)		Different tools and methods of assessment were used (polls, quizzes, tests etc.)		
	The assignments and exams covered the materials presented in the course	0	The assignments and exams covered the materials presented in the course		
Course atmoshere					
Course atn	The Instructor shows respect towards students and encourages class participation	0	The Instructor shows respect towards students and encourages class participation		
Course atn	The Instructor maintains an environment that is conducive to learning	0			
Course atn	The work in the program is adequate and does not induce undue pressure.	0			
Course atn	Proszę powiedzieć posługując się pięciostopniową skalą, jak ocenia Pani/Pan ogólną atmosferę odbytego szkolenia?	0			
Course atn	Was the class provided in a relaxed and positive manner?	0	Was the class provided in a relaxed and positive manner?		
Course atn	Appropriate action is taken when student behavior does not meet expectations.	0	Appropriate action is taken when student behavior does not meet expectations.		
Course atn	I build appropriate relationships with my students to promote a safe and positive learning environment.	0			
Course atn	I use official information about my students' backgrounds to inform my approach to learning.	0			

Course atn	I use information about the language abilities and cultural knowledge of my students to tailor learning.	0	I use information about the language abilities and cultural knowledge of my students to tailor learning.		
Course atn	I tailor learning experiences to the unique needs and interests of my students.	0	I tailor learning experiences to the unique needs and interests of my students.		
Course atn	My students and I create a safe and positive learning environment by respectful interaction with each other.	0			
Course atn	I collaborate with my students to promote a safe and supportive learning environment.	0	I collaborate with my students to promote a safe and supportive learning environment.		
Course atn	My students and I develop and use rules, routines and procedures that maintain a safe and supportive environment.	0			
Course atn	My students and I reference classroom rules, procedures and instructional aids to ensure learning efficiency.	0			
Course atn	My students and I plan ways to recognize and validate exemplary student behavior.	0			
Course atn	My students and I plan appropriate actions that should be taken when student behavior does not meet expectations.	0			
Course atn	I work with my students' parents and school administrators to communicate and clarify the expectations for the learning environment.	0			
Course atn	I clearly communicate my classroom management plan.	0			
Course atn	I create a classroom environment that is culture-rich and encourages the use of the target language.	0	I create a classroom environment that is culture-rich and encourages the use of the target language.		
Course atn	I create a stimulating and inviting physical environment that reflects the target language and culture(s).	0			
Course atn	I ensure the physical environment supports the unit's language and cultural goals.	0			
Course atn	My students and I select and participate in routines that reflect practices of the target culture (s).	0			
Course atn	My students and I create a physical environment that includes classroom-learning aids to facilitate the classroom target language use.	0			
Course atn	The Course stimulated my interest and thought on the subject area	0	The Course stimulated my interest and thought on the subject area		
		0			
Educational materials					
education:	Jak oceniasz materiały dydaktyczne prezentowane i udostępniane przez osoby szkolące?	0			
education:	Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan przydatność zdobytych informacji pod względem podnoszenia własnych kompetencji i umiejętności?	0			
education:	Proszę ocenić na pięciostopniowej skali, w jakim stopniu zyskane informacje pogłębiły Pani/Pana wiedzę teoretyczną z omawianego na szkoleniu obszaru?	0			
education:	Proszę odpowiedzieć na pięciostopniowej skali, czy nabyte na szkoleniu kompetencje wykorzysta Pani/Pan w życiu zawodowym?	0			
education:	Proszę odpowiedzieć posługując się trzystopniową skalą, jak ocenia Pan/Pani zakres prezentowanego materiału?	0			
education:	Jakie treści merytoryczne Pani/Pana zdaniem powinny być uwzględnione w kolejnych szkoleniach tego typu?:	0			
education:	Was the information provided relevant to the topic?	0			
education:	Was the class material interesting?	0	Was the class material interesting?		

education:	Were supporting documents and materials appropriate (if applicable)?	0			
education:	A variety of materials and activities are used to engage students.	0	A variety of materials and activities are used to engage students.		
education:	Materials are clean and well organized.	0			
education:	The course material is modern and updated	0	The course material is modern and updated		
	The course material is: mode / interesting / out of date / etc / useful / relevant		The course material is: mode / interesting / out of date / etc / useful / relevant		
education:	Learning materials (Lesson Plans, Course Notes etc.) were relevant and useful.	0	Learning materials (Lesson Plans, Course Notes etc.) were relevant and useful.		
education:	Recommended reading Books etc. were relevant and appropriate	0			
education:	The provision of learning resources in the library was adequate and appropriate	0	The provision of learning resources in the library was adequate and appropriate		
education:	The provision of learning resources on the Web was adequate and appropriate (if relevant)	0	The provision of learning resources on the Web was adequate and appropriate (if relevant)		
education:	The material in the tutorials was useful	0			
education:	I was happy with the amount of work needed for tutorials	0			
education:	The tutor dealt effectively with my problems	0	The tutor dealt effectively with my problems		
education:	The material in the practicals was useful	0			
education:	The demonstrators dealt effectively with my problems.	0			
education:	The Instructor provides additional material apart from the textbook	0	The Instructor provides additional material apart from the textbook		
educational materials		0			
Teachers					
Teachers	The program is effective in enhancing team-working abilities.	0	The program is effective in enhancing team-working abilities.		
Teachers	Jak oceniasz sposób prowadzenia zajęć? a. bardzo dobrze b. dobrze c. średnio	0			
Teachers	Czy tematyka i sposób prowadzenia zajęć był ciekawy? a. zdecydowanie tak b. raczej tak c. ani tak, ani nie	0			
Teachers	Czy treści szkolenia przekazywane były w sposób przystępny i zrozumiały? a. zdecydowanie tak b. raczej tak	0			
Teachers	Proszę ocenić posługując się pięciostopniową skalą, wiedzę prowadzącego i jego przygotowanie merytoryczne.	0			
Teachers	Proszę ocenić na pięciostopniowej skali, sposób przekazywania informacji przez prowadzącego szkolenia.	0			
Teachers	Was the instructor prepared for the class?	0	Was the instructor prepared for the class?		
Teachers	Was the instructor knowledgeable about the material?	0			
Teachers	Was the instructor effective in delivering the information in an engaging manner?	0	Was the instructor effective in delivering the information in an engaging manner?		
Teachers	Our language classes consist of many elements such as: speaking, listening, writing, reading and grammar.	0	Our language classes consist of many elements such as: speaking, listening, writing, reading and grammar.		
Teachers	Teacher has advanced proficiency in target language.	0	Teacher has advanced proficiency in target language.		
Teachers	Teacher seeks out opportunities to practice language and engage in cultural experiences.	0	Teacher seeks out opportunities to practice language and engage in cultural experiences.		
Teachers	Teacher participates in activities to enhance teaching practice.	0			
Teachers	Teacher collaborates with colleagues.	0			
Teachers	The learning and teaching methods encouraged participation.	0	The learning and teaching methods encouraged participation.		
Teachers	I understood the lectures	0			
Teachers	The material was well organized and presented	0	The material was well organized and presented		

Teachers	The instructor was responsive to student needs and problems	0	The instructor was responsive to student needs and problems		
Teachers	Had the instructor been regular throughout the course?	0			
Teachers	Whether the program was comprised of Co-curricular and extra-curricular activities	0			
Teachers	The Instructor is prepared for each class	0	The Instructor is prepared for each class		
Teachers	The teacher uses a variety of non-verbal strategies to check for understanding.	0	The teacher uses a variety of non-verbal strategies to check for understanding.		
Teachers	The teacher uses a variety of verbal strategies to check for understanding.	0	The teacher uses a variety of verbal strategies to check for understanding.		
Teachers	The teacher checks for understanding of all students.	0	The teacher checks for understanding of all students.		
Teachers	The teacher checks for understanding in an on-going manner.	0	The teacher checks for understanding in an on-going manner.		
Teachers	The language that students use to demonstrate comprehension is aligned to the speaking proficiency target for the grade level.	0			
Teachers	The Instructor demonstrates knowledge of the subject	0	The Instructor demonstrates knowledge of the subject		
Teachers	The instructor is effective in delivering the information in an engaging manner, both f2f and online.	0	The instructor is effective in delivering the information in an engaging manner, both f2f and online.		
Teachers	The Instructor has completed the whole course	0		The Instructor has completed the whole course	
Teachers	The contents of curriculum are advanced and meet program objectives	0			
Teachers	Faculty was able to meet the program objectives	0			
Teachers	The objectives of the program have been fully achieved.	0		The objectives of the program have been fully achieved.	
Teachers	The program is effective in developing analytical and problem solving skills.	0		The program is effective in developing analytical and problem solving skills.	
Teachers	The program is effective in developing independent thinking.	0			
Teachers	The program is effective in developing written communication skills	0	The program is effective in developing written communication skills		
Teachers	The program is effective in developing planning abilities.	0			
Teachers	Proszę odpowiedzieć na pięciostopniowej skali, w jakim stopniu obyte szkolenie spełniło Pani/Pana oczekiwania?	0			
Teachers	Overall, the class was effective in meeting stated goals and objectives.	0		Overall, the class was effective in meeting stated goals and objectives.	
Teachers	I will utilize this training during my job/work projects.	0		I will utilize this training during my job/work projects.	
Teachers	I would recommend this class to someone else.	0		I would recommend this class to someone else.	
Teachers	The best features of the Course were:...	0		The best features of the Course were:...	
Teachers	The Course could have been improved by:.....	0		The Course could have been improved by:.....	
Teachers	What are the best aspects of your program?	0		What are the best aspects of your program?	
Teachers	What aspects of your program could be improved	0		What aspects of your program could be improved	
Teachers	The internship experience is effective in enhancing: (a) Ability to work in teams (b) Independent thinking (c) Appreciation of ethical Values (d) Professional development (e) Time management skills (f) Judgment (g) Discipline (h) The link between theory and practice	0			
Teachers	The Subject matter presented in the course has increased your knowledge of the subject	0		The Subject matter presented in the course has increased your knowledge of the subject	
Teachers	The course integrates theoretical course concepts with real-world applications	0			

		ONLINE LEARNING ENVIRONMENT		
ONLINE	Online learning is well organized		Online learning is well organized	
ONLINE	I can find there all necessary information on the classes (subject, book page, worksheets, etc)		I can find there all necessary information on the classes (subject, book page, worksheets, etc)	
ONLINE	I find online additional materials for self-study		I find online additional materials for self-study	
ONLINE	I can easily contact instructor or school administration using online tools		I can easily contact instructor or school administration using online tools	
ONLINE	I can give feedback on classes to school by online tools		I can give feedback on classes to school by online tools	
ONLINE	There is no online learning environment in the school		There is no online learning environment in the school	



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