Entrepreneurship education is a growing field of interest in university business schools, community colleges, and public schools. Curriculum for entrepreneurship education is being developed, refined and debated at numerous institutions across the world. There is little doubt that increased knowledge in foreign languages, especially English, will benefit both nascent and established businesses.

We were interested in students’ opinion about entrepreneurship education and wanted to compare it with entrepreneurs’ opinions.

The research was carried out among the students who have been attending the 3rd and the 4th year of our Faculty- branch tourism and entrepreneurs who are working in the field of tourism in Pula.

Their attitudes were collected on basis of the questionnaire that contained mix of question types. Regarding to the results of research we may conclude that both, entrepreneurs and students (future entrepreneurs) are conscious about the benefits of foreign language education.

Key words: Foreign languages, education, entrepreneurship, students, tourism

INTRODUCTION

With the increasing scarcity of employment in the corporate world, entrepreneurship has been touted as the solution to the economic malaise of the 1990's. Noll (1993) says that the decade of the nineties is called the decade of the entrepreneur. This sudden interest in entrepreneurship has been felt in the educational field, and many people are now advocating the incorporation of entrepreneurship not only in postsecondary curricula, but into many elementary and secondary schools as well.

To begin a discussion on entrepreneurial education, it is useful to define an entrepreneur education. While “a concise universally accepted definition of entrepreneur or entrepreneurship does not exist… there is agreement that entrepreneurs have common personality traits” Noll (1993, p.3). He goes on to say that entrepreneurship needs to be defined more broadly than business management in that it includes creativity, risk taking, and innovation, traits not normally nurtured in a standard business environment. Kourilsky defines entrepreneurship education as "opportunity recognition, marshalling of resources in the presence of risk, and building a business venture" (Kourilsky 1995, p.12). Bechar and Toulouse define entrepreneurial education as "a collection of formalised teachings that informs, trains, and educates anyone interested in participating in socio-economic development through a project to promote entrepreneurship awareness, business creation, or small business development (1998, p. 320). They point out that entrepreneurial
education focuses on combining and carrying out a new combination of business elements while education for small business ownership focuses on the skills needed to reproduce or acquire an existing business. Gottlieb and Ross (1997) define entrepreneurship education in terms of creativity and innovation applied to social, governmental and business arenas.

Entrepreneurship education, then, should be viewed broadly in terms of the skills that can be taught and characteristics that can be engendered in students that can help them develop new and innovative plans.

New approaches and perspectives on personnel management have charged to meet the demand for effective ways to manage people in organizations. New approaches use analysis of human behaviour to help organizations improve existing working environments and plan those of the future. These approaches did not just happen. As Mariotti (1994) mentions they are the products of 25 years of development. In the last ten years dramatic developments in the field have altered its traditional image. Educating people for the effective management of enterprises is a more and more important activity. Thirty years ago management training centres focussed on developing management capabilities, while universities, if they taught business and management at all, taught the principles of economics and psychology using the traditional methodologies of lectures, books and written, unseen examinations. But now, skills and knowledge are both seen to be important to management education in management education establishments of all kind: the traditional education methods have been superseded by student-centred learning- a move from sage-on the stage to guide-at the side; new kind of assessment methods have been increasingly employed- to be formative as well as summative; and information technology is making many new learning methods possible.

Due to the recent increase in trade, travel and political and social co-operation, language competence has become a key skill in modern world. Great efforts have been made to improve language training at all education levels.

Today, communicative aspects in everyday international contact situations, both for personal and for professional reasons, have become more and more important and language teaching has become interwoven with subject teaching.

The importance of English literacy for non-native speakers within the business world is immense. Whether someone is an immigrant in English speaking country or a businessperson looking to compete in the global economy, knowledge of English can be a tremendous asset.

1. THE PROCESS OF RESEARCH

The research was carried out among the 35 students who have been attending the 3rd and the 4th year of our school - branch tourism and 35 entrepreneurs who are working in the field of tourism in Pula.

The students’ and entrepreneurs’ opinions were collected on basis of the questionnaire that contained a mix of question types.

The questionnaire was written in English language (see enclosure). It consisted of 10 items with multiple choice answers. The respondents were asked to choose only one of given answers which suits them the best.

To estimate the difference in answers between students and entrepreneurs we used the chi-square test of significance. According to the results of before mentioned test we found that there were statistically significant differences between the student’s and entrepreneur’s opinions regarding item no. 4 and 6 so we presented them separately.
2. **THE RESULTS OF RESEARCH**

The results of research are presented in the following tables and graphs.

**Table 1: The results of questionnaire in % - entrepreneurs’ view**

<table>
<thead>
<tr>
<th>Answers</th>
<th>a</th>
<th>b</th>
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</tr>
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<tbody>
<tr>
<td>No. of questions</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1.</td>
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<tr>
<td>4.</td>
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<td>0</td>
<td>40</td>
<td></td>
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<tr>
<td>5.</td>
<td>91.43</td>
<td>2.86</td>
<td>2.86</td>
<td>2.86</td>
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<tr>
<td>6.</td>
<td>28.57</td>
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<td>60</td>
<td>5.71</td>
<td></td>
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<tr>
<td>7.</td>
<td>51.43</td>
<td>28.57</td>
<td>11.43</td>
<td>8.57</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>42.86</td>
<td>17.14</td>
<td>8.57</td>
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<tr>
<td>9.</td>
<td>77.14</td>
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<td>2.86</td>
<td>5.71</td>
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<td>71.43</td>
</tr>
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</table>

**Graph 1: Graphically presented results of questionnaire - entrepreneurs’ view**

According to the results represented in the Table 1 and the Graph 1 we may conclude the following:

the most common answer to the question no. 1. *How many foreign languages successful entrepreneur should speak* is more than two. 68.57 % of entrepreneurs think that if they want to perform their job successfully they need to speak more than two foreign languages. *To be a successful entrepreneur the knowledge of foreign languages* is for 68.57 % entrepreneurs necessary and for 25.71 % of them required. Almost all of our respondents (94.29 %) answer that they need to know English language it *they want to perform successfully their job.*
The most frequent answer (51.43%) to the question no. 4. *How often do you use foreign language in your work* is every day.
Almost all respondents (91.43%) think that *to do entrepreneur’s activities the most important is* conversation in foreign language.
More than half of entrepreneurs (60%) answer that they *mostly use foreign language in their job while communicating with business partners.*
The most common answer (51.43%) to the question no. 7. *When using foreign language the hardest for you is to understand the speech.*
42.86% of respondents think that *learning foreign language in elementary and high schools as well as at colleges* is represented sufficiently on all mentioned levels of education. But, we have to point out, that a great number of above mentioned respondents (31.43%) think that foreign languages are learned insufficiently at all mentioned levels of education.
The majority of entrepreneurs (77.14%) believe that *number of hours scheduled for learning foreign languages should be increased.*
The most frequent answer (71.43%) to the question no. 10. *What is the easiest way to improve foreign language* is by staying among authentic speakers. It is very interesting that for 17.14% of entrepreneurs the easiest way to improve foreign language is by attending the foreign language courses.

**Table 2: The results of questionnaire in % - students’ view**

<table>
<thead>
<tr>
<th>Answers</th>
<th>a</th>
<th>b</th>
<th>c</th>
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<td>No. of questions</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>4.</td>
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<td>5.71</td>
<td>8.57</td>
<td></td>
</tr>
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<td>5.</td>
<td>88.57</td>
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<td>0</td>
<td>8.57</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>2.86</td>
<td>20</td>
<td>54.29</td>
<td>22.86</td>
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</tr>
<tr>
<td>7.</td>
<td>14.29</td>
<td>54.29</td>
<td>20</td>
<td>11.43</td>
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<tr>
<td>8.</td>
<td>34.29</td>
<td>11.43</td>
<td>17.14</td>
<td>37.14</td>
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<tr>
<td>9.</td>
<td>71.43</td>
<td>28.57</td>
<td>0</td>
<td></td>
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<tr>
<td>10.</td>
<td>2.86</td>
<td>5.71</td>
<td>11.43</td>
<td>14.29</td>
<td>65.71</td>
</tr>
</tbody>
</table>

**Graph 2: Graphically presented results of questionnaire - students’ view**
Analysing the results represented in the Table 2 and the Graph 2 we may conclude the following:

the majority of our students (82.86 %) believe that if they want to be good in their future job they need to speak more than two foreign languages.

Our students know that English language is a global language. We were not surprised that the answer to the question no. 2. Which foreign language is the most important in performing successfully the entrepreneur’s job is English. All of our respondents (100%) believe that they need to speak English language if they want to perform their job successfully.

Majority of our respondents (68.57 %) consider that the knowledge of foreign languages is necessary for their future job.

The most common answer (65.71 %) to the question no. 4. How often will you use foreign language in your future job is every day.

A great number of our students (88.56 %) consider the foreign language conversation the most important for performing entrepreneur’s activities successfully.

More than half of respondents (54.29 %) believe that they will mostly use foreign language while communicating with business partners.

The most frequent answer (54.29 %) to the question no. 7. When using foreign language the hardest for you is to remember the right word during conversation when using foreign language.

37.14 % of respondents think that foreign languages are learned insufficiently in elementary and high schools as well as at colleges. A great number of above mentioned respondents (34.29 %) believe that foreign language is represented sufficiently on all mentioned levels of education.

The majority of students (71.43%) believe that number of hours scheduled for learning foreign languages should be increased.

For 65.71 % of our respondents the easiest way to improve foreign language is by staying among authentic speakers.

The results of the chi-square test show that there are statistically significant differences between the students’ and entrepreneurs’ opinion regarding item no. 4. How often do you use/will you use foreign language in your job/future job (every day; once per week; once per month; during summer) and 6. I mostly use / will mostly use foreign language in my job/future job (telephoning; reading professional literature; communicating with business partners; writing) so we are going to present them separately.

Table 3: The frequency of usage of foreign language in one’s job in %

<table>
<thead>
<tr>
<th>Answers</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>65.71</td>
<td>20</td>
<td>5.71</td>
<td>8.57</td>
</tr>
<tr>
<td>Entrepreneurs</td>
<td>51.43</td>
<td>8.57</td>
<td>0</td>
<td>40</td>
</tr>
</tbody>
</table>
Graph 3: Graphically presented frequency of usage foreign language in one’s job

On the basis of the result of the chi-square test ($\chi^2 = 11.32; p < 0.05$) presented in the Graph no. 3 we can see that there are statistically significant differences between the students’ and entrepreneurs’ opinion regarding item no. 4. How often do you use/will you use foreign language in your job/future job (every day; once per week; once per month; during summer). 65.71 % of our students believe that they are going to use foreign language in their future job every day. These results correspond to the practice. As a fact, 51.43 % of entrepreneurs use foreign language in their job every day.

There is a great difference in the estimation of the usage of foreign languages during summer months. It is very interesting that 40 % of entrepreneurs use foreign language during summer. We think that our entrepreneurs who are working in field of tourism use very often foreign language during summer because we are living in Istria which is a tourist region. Our students believe that they are mostly going to use foreign languages daily and once per week. There is intention to prolong the tourist season during the whole year and we believe that they will need to use foreign language very often.

Table 4: The usage of foreign language while performing a job of entrepreneur

<table>
<thead>
<tr>
<th>Answers</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>2.86</td>
<td>20</td>
<td>54.29</td>
<td>22.86</td>
</tr>
<tr>
<td>Entrepreneurs</td>
<td>28.57</td>
<td>5.71</td>
<td>60</td>
<td>5.71</td>
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</tbody>
</table>
Graph 4: Graphically presented the usage of foreign language while performing a job of entrepreneur

According to the results of the chi-square test ($\chi^2 = 13.84; p < 0.005$) there are statistically significant differences between the students’ and entrepreneurs’ opinion regarding item no. 6. *I mostly use / will mostly use foreign language in my job/future job* (telephoning; reading professional literature; communicating with business partners; writing).

The majority of our students and entrepreneurs agree that they will mostly use foreign language in their communication with business partners. Communication plays a mayor role in creating favourable or unfavourable impressions. Someone's skill or lack of it, in communicating helped to create that impression. Interaction with others to get things done is the heart of organizational work. As a member of an organization, a part of entrepreneurs’ responsibility is to communicate with those who depend on their work and on whose work they depend in an efficient and effective manner. Both, students and entrepreneurs are conscious that they will be expected to use strong business communication skills in any job they hold. Communication skills (written, oral, and non-verbal), are among those that employers find most attractive in potential employees.

What is very interesting for our research is that there is a great difference between students’ and entrepreneurs’ opinions about the usage of foreign language while telephoning, reading professional literature and writing. Analysing results we can see that a significant number of our students think that they will need to use foreign language while reading professional literature (20%) and writing e-mails, reports, documents (22.86%). In practice it is different; only 5.71% of entrepreneurs use foreign language while reading professional literature and the same percentage while writing.
CONCLUSION

World’s diversity is nowhere clearer than in its languages. But if it is to benefit from that diversity, its citizens have to be able to communicate with each other. Knowledge of languages is part of the basic skills that the world of the knowledge society requires; everyone should, as a general rule, be able to speak more than one foreign language. Foreign language learning, including where appropriate at an early age, must be improved; and this means improving the ways in which foreign languages are taught, and increasing contact between teachers and learners and the foreign languages they are working on. Lynn (2000) indicates in her research that employees with improved language skills have more confidence, an increased ability to interact with co-workers and customers, fewer errors, reduced overtime, and better comprehension of safety-related warnings.

It is a fact that for entrepreneurs on the global level, foreign language skill, especially English has become necessary. We may confirm the above mentioned with the results of our research. If the entrepreneurs want to be successful in doing their job, no matter what business field they work in, they need to know a broad general foreign language vocabulary and the knowledge of the specialist language of their field.

REFERENCES

ENCLOSURE

QUESTIONNAIRE FOR ENTREPRENEURS

1. In your opinion, successful entrepreneur should speak:
   a) one foreign language
   b) two foreign languages
   c) more than two languages
   d) should not speak foreign languages

2. Which foreign language is the most important if you want to perform successfully your job:
   a) English language
   b) Italian language
   c) German language
   d) other

3. To perform successfully your job the knowledge of foreign languages is:
   a) necessary
   b) required
   c) desirable
   d) unnecessary

4. How often do you use foreign language in your work:
   a) daily
   b) once per week
   c) once per month
   d) during summer months

5. In your opinion, to do entrepreneur’s activities the most important is:
   a) conversation
   b) comprehension while listening and reading
   c) business correspondence
   d) grammar

6. You mostly use foreign language in your job while:
   a) telephoning
   b) reading professional literature
   c) communicating with business partners
   d) writing (e-mails, reports, documents)

7. When using foreign language the hardest for you is to:
   a) understand the speech
   b) remember correct word during conversation
   c) use correct grammar structure
   d) properly pronounce the words

8. In your opinion, foreign languages are learned in elementary and high schools as well as at colleges:
   a) sufficiently in all mentioned levels of education
b) sufficiently in elementary and high schools, but insufficiently at colleges
c) sufficiently at colleges, but insufficiently in elementary and high schools
d) insufficiently in all mentioned levels of education

9. Do you think that number of hours scheduled for learning foreign language:
a) should be increased
b) shouldn’t be changed
c) should be reduced

d) insufficiently in all mentioned levels of education

d) insufficiently in all mentioned levels of education

d) insufficiently in all mentioned levels of education

10. What is the easiest way to improve foreign language:
a) by listening lectures on foreign language
b) by talking and writing on foreign language
c) by reading professional literature
d) by attending the courses of foreign language
e) by staying among authentic speakers

QUESTIONNAIRE FOR STUDENTS

1. In your opinion, successful entrepreneur should speak:
a) one foreign language
b) two foreign languages
c) more than two languages
d) should not speak foreign languages

2. Which foreign language is the most important in performing successfully the entrepreneur’s job:
a) English language
b) Italian language
c) German language
d) other

3. To perform successfully your future job the knowledge of foreign languages will be:
a) necessary
b) required
c) desirable
d) unnecessary

4. How often will you use foreign language in your future job:
a) daily
b) once per week
c) once per month
d) during summer months

5. In your opinion, to do entrepreneur’s activities the most important is:
a) conversation
b) comprehension while listening and reading
c) business correspondence
d) grammar
6. You will mostly use foreign language in your future job:
   a) telephoning
   b) reading professional literature
   c) communicating with business partners
   d) writing (e-mails, reports, documents)

7. When using foreign language the hardest for you is to:
   a) understand the speech
   b) remember correct word during conversation
   c) use correct grammar structure
   d) properly pronounce the words

8. In your opinion, foreign languages are learned in elementary and high schools as well as at colleges:
   a) sufficiently in all mentioned levels of education
   b) sufficiently in elementary and high schools, but insufficiently at colleges
   c) sufficiently at colleges, but insufficiently in elementary and high schools
   d) insufficiently in all mentioned levels of education

9. Do you think that number of hours scheduled for learning foreign language:
   a) should be increased
   b) shouldn’t be changed
   c) should be reduced

10. What is the easiest way to improve foreign language:
    a) by listening lectures on foreign language
    b) by talking and writing on foreign language
    c) by reading professional literature
    d) by attending the courses of foreign language
    e) by staying among authentic speakers