



REPORT ON MULTIPLIER EVENT (E2-B1) IN RIGA, TURIBA UNIVERSITY

The Aim of the Multiplier Event E2-B1

The second turn of Multiplier Events E2 was held in all project countries in the period from June to August 2016. One of them – the project multiplier event E2-B1 was held in Riga on June 2, 2016. It was titled “National Seminars”.

It was planned to run a one day event and it was planned that the event would be attended by 30 participants – local language-teachers of the country and industry representatives.

The aim of the seminar was to demonstrate the project outputs created and have hands-on experience in trying out the materials created in order to be familiar how to use them at teaching/learning process.

Agenda for the Multiplier Event E2-B1

Date: Thursday, 2 June, 2016

Time: 9.30 – 17.30

Venue: Turība University, Graudu 68, Riga, Latvia; Room A207 and A410

Participants: Language teachers, tourism teachers of Latvia and stakeholders of hospitality industry and tourism business

9.30 – 10.00 **Registration, Coffee and Snacks (Room A203)**

Panel 1 (Room A207)

10.00 Opening of the event (by Prof. Ineta Luka)

10.10 Project presentation (by Prof. Ineta Luka)

10.20 Needs analysis results and course curricula (by Prof. Ineta Luka)

10.40 Presentation of the Learning platform (by Sundars Vaidesvarans)



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- 11.20 The Learning program for A2/B1 language levels for 12 languages (by Sandra Smilga and Anita Emse)
- 11.30 The Learning program for B2/C1 English course (by Anda Komarovska)
- 11.45 – 12.45 **Lunch** (Cafe “Nike”)

Panel 2 (Room A207)

- 12.45 Pedagogical and technological guidelines (by Sundars Vaidesvarans)
- 13.00 Language tasks for A2/B1 level and digital maps (by Sandra Smilga)
- 13.20 Intercultural Guidelines (by Valerija Malavska)
- 13.30 FrontDesk program and mobile application for the industry (by Sundars Vaidesvarans)
- 13.45 B2/C1 English tasks (by Anda Komarovska)
- 14.00 Course piloting results (by Prof. Ineta Luka)

14.10 – 14.30 **Coffee Break (Room A2016)**

Panel 3 (Room A410)

14.30 – 16.30 Workshop in the computer room (by Sundars Vaidesvarans)

16.30 – 17.30 **Closure (Room A216)**

Issuing certificates, informal discussions, coffee, snacks

Participants

34 external participants attended the Multiplier event: 18 language teachers and 16 industry stakeholders. Additionally, 7 teachers from Turība University teaching different tourism and hospitality management courses and foreign languages attended the event. 9 project team members participated in the Multiplier event as well.



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The profile of the industry representatives: seven were from the accommodation sector (4-star and 5-star hotels, guest house and campsite), three representatives were from travel agencies, two tour guides, several representatives were the representatives of associations who represented a group of accommodation and catering institutions and others – the head of Association of Latvian tourist information organisations, the head of “Food and Beverages” Ltd, a representative of Latvian Hotel and Restaurant Association, a representative of Association of Latvian Guides.

Their business is located mostly in the historic part of the city (46%), in a business district of the city (1 respondent), on the outskirts of the city (1 respondent), in a small town (1 respondent), close to the city centre (1 respondent), in a rural area (1 respondent). Their business has been operating for a longer period: from 3 to 5 years (3 respondents), from 6 to 10 years (2 respondents), from 11 to 20 years (4 respondents), but the business of other stakeholders has been operating for more than 21 year. All the industry representatives were top level managers, directors and board members, etc. All of them are experienced in accommodation/catering/tourism sector (see *Figure 1*).

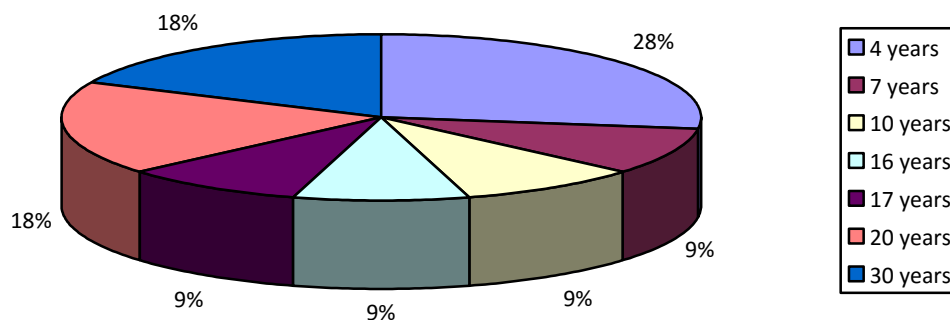


Figure 1. Employers' Work Experience



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All the industry stakeholders speak Latvian, English and Russian, which are the dominant languages spoken in tourism in Latvia. Additionally, 4 respondents speak German, one – Finnish, one – Danish and one – Norwegian, which is positive as Germany, Russia and the Nordic countries are the tourism target market of Latvia.

Concerning their target market, it is business people (73%), tourist groups (73%), individual travellers (82%), families with children (27%), students (18%), and one respondent has indicated business groups. As it can be seen, all the enterprises cater for various kind of clients. Their clients come from all the countries whose languages are dealt with in the project, as well as from China, Japan, Estonia, Denmark, Norway, Uzbekistan, Kazakhstan, India, Shrilanka and 40 other countries as mentioned by one of the managers. All the clients speak English and Russian, many of them speak German, some – French, and part of them also a Scandinavian language.

As to the number of employees in the institutions, in 2 enterprises there was just one employee, in one enterprise – two employees, in one enterprise – four employees, in one enterprise – 7 employees, in one enterprise – 12 employees, all the other enterprises were large, with the number of employees ranging from 25 to 70.

The language skills of their staff are depicted in *Table 1*. It has to be added that only 11 stakeholders have answered this question. The employees of some enterprises speak 5 languages, but in some cases only some of the languages have been marked.

Table 1. Language skills of the staff (n=11 out of 16 external stakeholders)

Language	Very good	Good	Average	Bad	Very bad
English	6	3	1	1	0
German	2	2	1	n/a	3
Russian	5	3	2	n/a	n/a
French	n/a	n/a	n/a	n/a	3
Spanish	n/a	n/a	n/a	n/a	3



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The profile of language teachers: 25 teachers attended the event, 18 out of them were external language teachers and 3 language teachers of Turība University (not participating in the project). One teacher taught French, one – Spanish, one – Latvian, all the others were English teachers, which is explained by the fact that English is the first foreign language taught in Latvia and the main language spoken in catering and hospitality industry. Majority of them are highly experienced (see *Figure 2*).

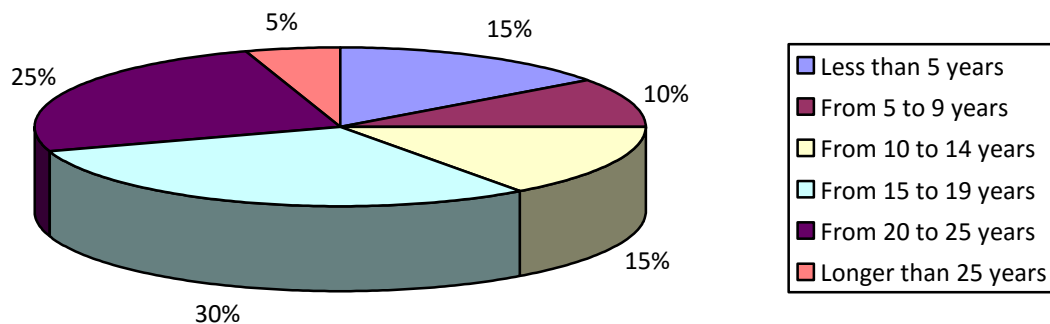


Figure 2. Teachers' Work Experience

Concerning their education, 6 teachers have got Doctor's degree, 11 have Master's degree, 4 have Bachelor's degree. All teachers have a degree in philology and/or language teaching/pedagogy. They teach different age groups: young learners – 5 teachers, from 15 to 19 year old students – 11 teachers, from 20 to 25 year old ones – 14 teachers and older students – 10 students. Their students are from different fields of specialisation (see *Figure 3*).



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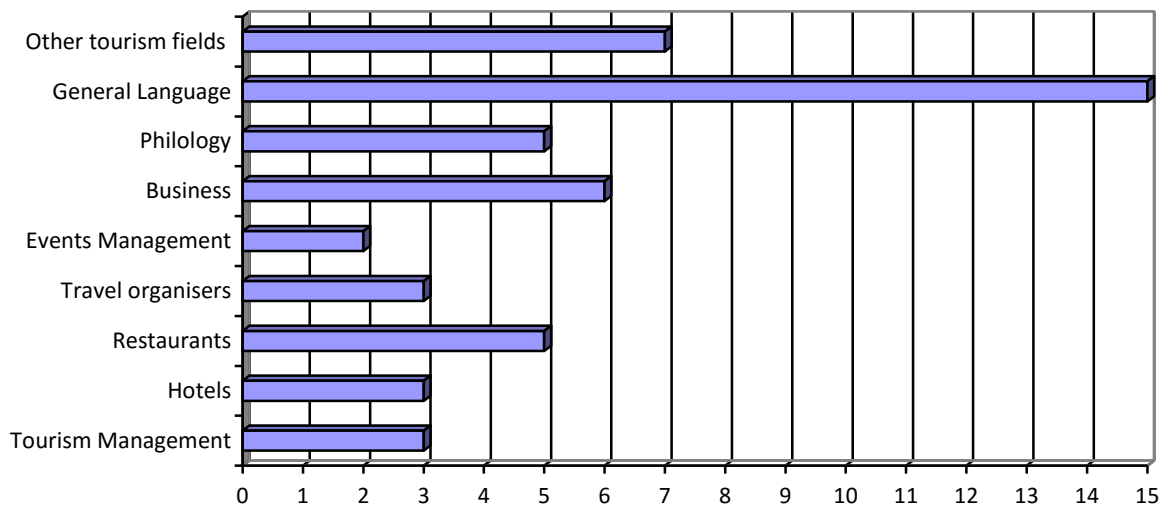


Figure 3. Students' Specialisation Field

According to the data, nearly all teachers teach General language, in most cases for adults, as well as Language for Special Purposes, 23 cases connected with catering, hospitality and tourism sectors.

Feedback on the Seminar

The subsequent part provides the summary of the participants' answers (32 questionnaires filled in) concerning the Multiplier Event and the project outputs presented.

All participants admitted having received useful information on the project.

Table 2. Evaluation of the project presentation

Participants	very useful	useful	50/50	useless	absolutely useless
Industry (n=11)	7	3	1	0	0
Teachers (n=21)	10	11	0	0	0
Total (%)	53.13	43.75	3.12	0	0



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All participants admitted having received useful information on the project needs analysis.

Table 3. Evaluation of the project needs analysis

Participants	very useful	useful	50/50	useless	absolutely useless
Industry (n=11)	5	4	2	0	0
Teachers (n=21)	8	12	1	0	0
Total (%)	40.63	50	9.37	0	0

All participants admitted having received useful information on the curriculum created.

Table 4. Evaluation of the curricula presentation

Participants	very useful	useful	50/50	useless	absolutely useless
Industry (n=11)	6	5	0	0	0
Teachers (n=21)	8	12	1	0	0
Total (%)	43.75	53.13	3.12	0	0

The majority of participants admitted having received useful information on the *FrontDesk* program. Two respondents have not answered this question.

Table 5. Evaluation of the *FrontDesk* program

Participants	very useful	useful	50/50	useless	absolutely useless
Industry (n=10)	5	3	2	0	0
Teachers (n=20)	10	9	1	0	0
Total (%)	50	40	10	0	0

7 industry members indicated that they would use the *FrontDesk* program. They would use it for improving their language skills (5 industry stakeholders) and suggesting their staff for learning (4 industry stakeholders). 18 teachers indicated that they would use the *FrontDesk* program. They



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would use it for teaching a language (13 teachers), suggesting students for learning (10 teachers), improving language skills (11 teachers), for learning another language (1 teacher).

All industry participants and 18 teachers admitted having received useful information on smartphone apps.

Table 6. Evaluation of the smartphone apps

Participants	very useful	useful	50/50	useless	absolutely useless
Industry (n=11)	6	4	1	0	0
Teachers (n=21)	6	12	3	0	0
Total (%)	37.5	50	12.5	0	0

8 industry members indicated that they would use the smartphone apps. They would use them for improving their language skills (7 participants) and suggesting their staff for learning (3 participants). 13 teachers indicated that they would use the smartphone apps. They would use them for teaching a language (6 teachers), suggesting students for learning (9 teachers), improving language skills (6 teachers), one would use it for business and one for travelling.

All industry participants and 19 teachers admitted having received useful information on the Moodle Learning platform. 2 teachers have not answered this question.

Table 7. Evaluation of the presentation of the Moodle Learning platform

Participants	very useful	useful	50/50	useless	absolutely useless
Industry (n=11)	6	3	2	0	0
Teachers (n=19)	9	11	0	0	0
Total (%)	48.39	45.16	6.45	0	0



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9 industry members indicated that they would use the Moodle Learning platform. They would use it for improving their language skills (7 participants) and suggesting their staff for learning (7 participants). 19 teachers indicated that they would use the Moodle Learning platform. 2 teachers have not answered this question. They would use it for teaching a language (12 teachers), suggesting students for learning (13 teachers), improving language skills (9 teachers).

All industry participants and 19 teachers admitted having received useful information on interactive maps. One teacher has not answered this question.

Table 8. Evaluation of the interactive maps

Participants	very useful	useful	50/50	useless	absolutely useless
Industry (n=11)	6	3	2	0	0
Teachers (n=20)	11	8	1	0	0
Total (%)	54.84	35.48	9.68	0	0

9 industry members indicated that they would use the interactive maps. They would use them for improving their language skills (9 participants) and suggesting their staff for learning (4 participants). 18 teachers indicated that they would use the interactive maps. They would use them for teaching a language (9 teachers), suggesting students for learning (14 teachers), improving language skills (8 teachers), one teacher would use them for the research and one would use them in business.

11 industry representatives and 20 teachers (one has not answered this question) found the A2/B1 language course in 12 languages useful.



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Table 9. Evaluation of the course created in 12 languages for A2/B1 learners

Participants	very useful	useful	50/50	useless	absolutely useless
Industry (n=11)	7	3	1	0	0
Teachers (n=20)	9	11	0	0	0
Total (%)	51.61	45.16	3.32	0	0

All industry participants and all teachers found the B2/C1 English language course useful.

Table 10. Evaluation of the B2/C1 English language course

Participants	very useful	useful	50/50	useless	absolutely useless
Industry (n=11)	8	3	0	0	0
Teachers (n=21)	8	13	0	0	0
Total (%)	50	50	0	0	0

Table 11. The usefulness of the project in general

Participants	very useful	useful	50/50	useless	absolutely useless
Industry (n=11)	10	1	0	0	0
Teachers (n=21)	14	7	0	0	0
Total (%)	75	25	0	0	0

Table 12. The usefulness of the project for the seminar participant personally (as an industry representative / a teacher)

Participants	very useful	useful	50/50	useless	absolutely useless
Industry (n=11)	7	3	1	0	0
Teachers (n=21)	10	9	2	0	0
Total (%)	53.13	37.5	9.37	0	0



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We also received certain suggestions for the further project. The language teachers suggested:

- To continue with another project expanding both the scope of topics and the number of languages, including (at least at the basic level) expressions in Japanese, Chinese and Arabic as Europeans have to serve tourists from these countries.
- The project outputs are very impressive and both language and skills-based which is very important for students. Looking forward to the moment when the courses will be available for all language teachers.
- The instruction language now is English. Maybe there could be other options - for example - if Russian would like to study German, maybe it would be more convenient to have those instructions in Russian. However it is a good challenge to learn instructions in English, if that is a side purpose.
- Thank You! The project outcomes are definitely to contribute to the elaboration/ development of innovative language teaching methodology!

And we also got a thank you from the industry stakeholders in the comments part.

Figure 4 shows the participants' overall evaluation of the project outputs and the Multiplier Event.



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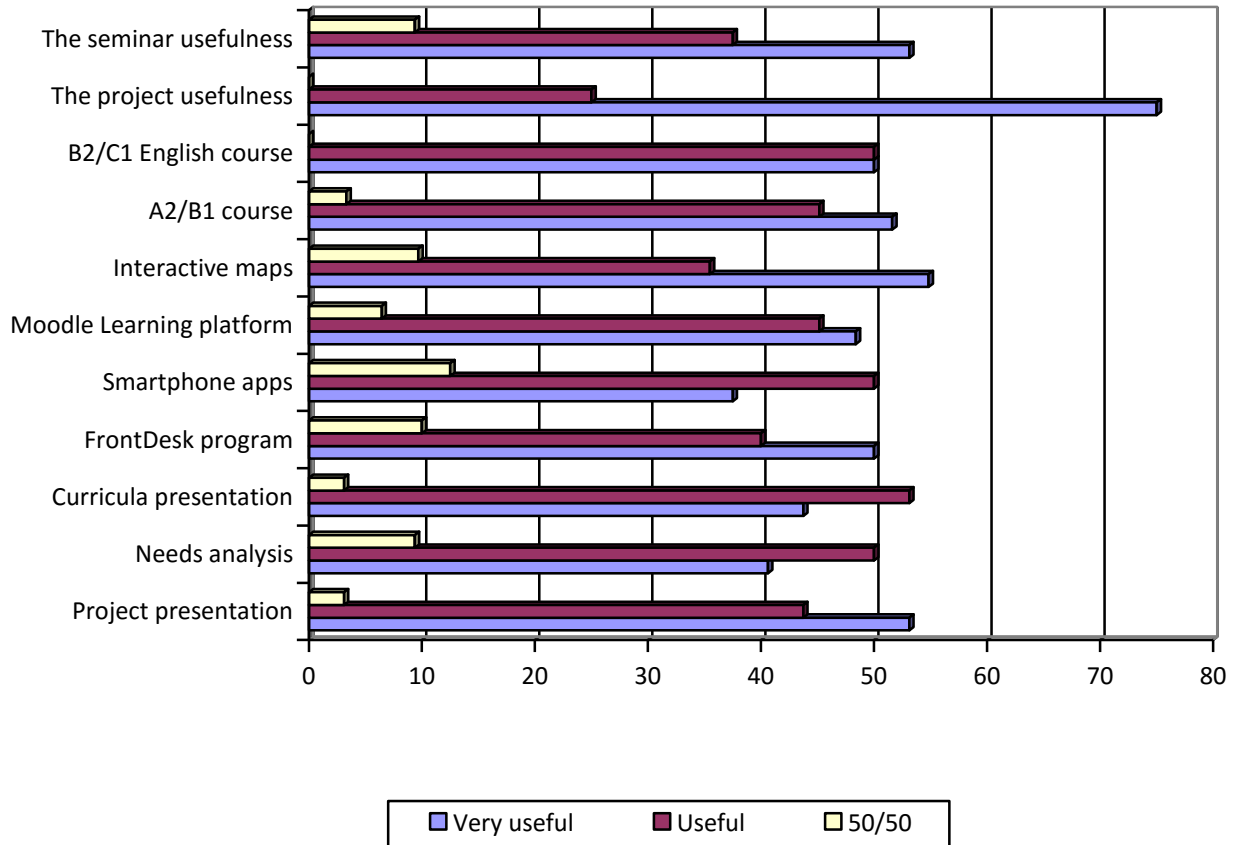


Figure 4. Participants' overall satisfaction with the project outputs and the seminar (%)

Conclusion

As seen from the information above, the seminar participants highly evaluated the project and its outcomes and they found them very useful and applicable. The seminar participants were satisfied with the information gained. We especially liked that all participants are ready to use the product outputs both at teaching students, suggesting them learning and at motivating industry representatives to learn.



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The suggestions expressed by the language teachers show that the project has been really significant and they are ready to use the outputs at everyday teaching at their institutions. They told that B2/C1 English course is exactly what is needed at tertiary education institutions of Latvia providing higher education in tourism, catering, hospitality, business and other. A2/B1 language courses are suitable for using them directly at the industry and at adult language learning courses to refresh learners' professional lexis and to improve the language competence in L3, L4 and so on.

It was decided to create the passwords for the seminar participants so that they can study the platform in detail and prepare for its use in the autumn semester.

Overall, the seminar was very fruitful and we got lots of positive feedback and we see that we have done huge work that will be used not only by the project partner institutions but also by the institutions external to the direct beneficiaries, which is positive as it is the project added value and it increases the project scope.

Dr.paed. Ineta Luka

Professor

Manager of Turība University project team

June 30, 2016



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