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Project Joint Report on A2/B1 Language Course

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Introduction

Over the past twenty years global socio-economic and political changes have made an impact on Languages for Special Purposes (LSP) – globalization, internationalization of higher education, requirements of the labour market, multiculturalism, technology development have favoured its development. This trend has been observed at universities and vocational education institutions all over the world. With the introduction of ubiquitous learning opportunities language learners may engage in communication with other learners and not only develop their language competence but also enhance intercultural competence and collaboration skills. The Internet has brought significant changes to language teaching/learning. “Blogs, Wikis, Skype, Facebook, Twitter, chat and text messaging by means of mobile communication devices and videoconferencing programs” are just some of the examples (Grosse, Voght, 2012). Various Internet resources are widely used as authentic teaching/learning tools nowadays. As summarized by Arnó-Maciá (2012) the changes brought to language learning by the Internet are associated with authenticity, literacy, interaction, vitality, and empowerment.

The current project is one among many contributions to novel ways of language teaching/learning opportunities using specially designed learning platform for all learners, *FrontDesk* program and mobile application targeted at hospitality industry needs.

This report summarises theory aspects and problems the project partners faced when designing the course syllabus, creating a learning platform, elaborating language

teaching/learning materials in 12 languages in order to help other potential course designers to escape the same and/or similar kind of problems.

1. Creating the course syllabus

Designing of any language learning course starts with a curriculum design based on the analysis of pedagogical, linguistic, field professional literature and conducted needs analysis comprising all stakeholders. Curriculum may be implemented in several forms. Evaluating the needs of the target audience, a choice has to be made between traditional learning, e-learning and blended learning. As tourism industry is a dynamic industry, therefore the course has to be flexible. Thus, the best option is an open education course – e-learning or blended learning.

Several terms are used to denote the same phenomenon: hybrid learning, mixed learning, b-learning, blended learning; and it can be applied to a broad range of teaching/learning situations (Olejarczuk, 2014). However, the most popular term is blended learning. Although both e-learning and blended learning comprise online learning, it is not exactly the same (see *Table 1*).

Table 1. Similarities and Differences between Traditional Learning, E-learning and Blended Learning

	Traditional learning	E-learning	Blended learning
Place	classroom	e-learning platform, Web 2.0 tools	classroom, e-learning platform, Web 2.0 tools
Communicating with students	direct and limited by time	not limited	indirect, direct, not limited
Time	limited by the timetable of classroom meetings	unlimited online meetings	limited classroom meetings and unlimited online meetings
Materials and resources	traditional coursebook	e-learning resources	traditional coursebook and e-learning resources
Participation in classes	face-to-face	online	face-to-face and online
Feedback	direct, immediate, oral, real time	written, real time, or delayed	direct, oral, immediate, real time, written, delayed

Source: Olejarczuk, 2014, 60

Blended learning has certain advantages over traditional and e-learning. The advantages over e-learning are as follows: better catering for individual needs, more student guidance. The advantages over traditional learning are greater flexibility, the extension of materials and learning scenarios outside the classroom, it does not have the problems encountered in classes with high numbers of students, different language proficiency levels and communication problems caused with using mother tongue in a language class (Bueno-Alastuey & López Pérez, 2014).

Although nowadays blended learning has become an integral part of the learning process, there still remains a question of how to better design such a course. As pointed out by Wong and others (2013, 252) “Designing a blended learning course involves much more than converting the content of an existing face-to-face course or activity into a selected online learning platform” (Wong et al., 2013, 252). Another issue to consider is the option selected for the course blending. As argued by Bueno-Alastuey & López Pérez (2014) there is a wide spectrum of blending opportunities – from the courses where online learning is used only for homework to the courses providing full integration of computer assisted language learning with online activities and technologies complementing face-to-face tasks.

Next, when designing an online and/or blended learning course it is important to choose appropriate tools to foster learners’ motivation and develop language competence.

Project partners faced this issue as well. If everyone agreed on the course format, the discussions were raised about what kind of methods should be used and how to reach the teaching/learning goal the best. A workable solution was made – to create the course syllabus considering the main document for language teaching/learning in Europe, i.e., the Common European Framework of Reference for Languages (CEFR, 2001).

Taking into consideration the scope, the target audience and the language level of the course (A2/B1), all teams contributed to the creation of the course syllabus by working on the objectives, tasks, learning outcomes to be attained, course content and methods to be used. The national cultural peculiarities were also studied as they are relevant for the creation of the materials and answers as well for the understanding what kind of materials are useful for each context. The Common European Framework of Reference for Languages (CEFR) was also useful in defining the A2 and B1 levels for different aspects of language activities to be designed: speaking, writing, listening and reading. In this line, Sapientia helped in creating the content of the course in Romanian and Hungarian. TUSDU also prepared a list of additional literature and online links for all project languages to be used during the lessons and therefore had enrolment in creating the course syllabus especially for two languages, Croatian and French. The Course syllabus has been translated into these two languages for the levels A2

and B1 for different aspects of language activities. Creating the course syllabus for A2/B1 was successful as all partners in the project prepared their suggestions and ideas for the objectives for language and intercultural competence, the learning outcomes and the methods applied. The needs analysis of the project partner countries' prepared at an earlier stage of the project was also helpful because it provides all the needs, suggestions and ideas for the language course made by teachers and industry stakeholders. In order to select the appropriate teaching material on which the tasks should be based we took into consideration our students' specific needs and requests as well as our personal teaching experience over the years. Therefore, we decided to retrieve part of the material online, adjusting the resources to the teaching objectives we had previously planned. The rest of the material was produced autonomously by the people working in the project. Therefore, the involvement of Primrose Publishing LTD has to be mentioned that helped in designing the course syllabus itself as with providing content by way of study material, tasks and exercises: partly English and partly in Spanish and Greek. We were supported in checking and correcting texts and polishing the English. The problem faced by Turiba University team was finding the approved translations of the CEFR in Latvian and Russian as these translations were not found on the Council of Europe official webpage for language policy in which the CEFR has been officially translated in 39 languages (Education and languages, Language Policy, 2014). As a result, Turiba University team could access the Latvian translation of the CEFR as a brochure published by a local publishing house which was then used for translating the syllabus for A2/B1 level course (Valodu apguves pamatnostādnes, 2006). Concerning the Russian language, Turiba University team found a scientific journal in which the professors of Moscow State University have translated and published the CEFR into Russian (Bolshakova, Terehova, 2012) and this journal was used for the project needs.

2. Developing and maintaining the learning platform

According to Kaya (2015), another advantage of blended learning is the integration of virtual learning platforms and applying other technology in language learning which corresponds to constructivism learning theory and creates optimum learning conditions and fosters student-centred learning.

A special role in language learning for occupational purposes should be given to the interactive e-learning environment. The main principles and components of an interactive e-learning environment are conversation, participation, a sense of experiences, and sharing in the community (Stephens and Collins 2007). These principles are in line with systemic-constructivist learning (Reich 2005) which also emphasises participation, experience and collaboration.

According to Chu et al. (2009) conversation means discussion and feedback, participation is collaboration in acquiring new information, experience means networking with peers, and sharing is experience exchange. These principles outline the necessity of team working and cooperative and collaborative learning to succeed in attaining learning outcomes. Cooperation and collaboration is one of the advantages of online learning environments. A computer supported learning environment provides “students the opportunity to work together and to practice critical reflection, conflict, negotiation and consensus building” (Durán, Amandi 2011, 143) in such a way developing skills necessary for their future work in tourism and hospitality industry.

Another advantage of online learning environments is the fact that students are provided open and equal discussion opportunities (Calongne 2002) which means that even less active and shy students are given an opportunity to discuss the problem, participate in its solution and enrich their experience and well-being.

The e-learning platform Moodle was presented to and chosen by all project partners as the most popular and common learning management system (LMS), especially because of its accessibility. It has a lot of advantages, such as open source, multiple forms of data retention, communications and course delivery; it enables designers to use a whole array of learning models that overcome the classic training routines and obstacles. It also features a completely customizable wiki system, forums, resource indexes, and multimedia course models that can be completely reshaped depending on the style and materials the instructor wishes to use. It has a modern, easy to use interface which is easy to navigate on both desktop and mobile devices. A more detailed description can be found in the Technical report on choice of platform that is uploaded on the Public part of the project webpage on: <http://language4hotel.eu/index.php/public-documents>

There had been some problems with certain types of exercises and tasks. It was not possible to create them on the platform as we prepared them on paper and in a Word file. For example: a typical matching exercise had to be replaced by using a drop-down menu as the classical variant where you draw lines from one side to the other or from box A to box B is not possible on the Moodle learning platform. Those problems could be solved. Sapientia contributed to the development of the learning platform by expressing their specifications and providing an analysis of the options available. E-learning platform called Moodle was chosen as one of the most popular and easily accessible learning management systems. The Slovenian team was supported in expressing our needs regarding language specifics and technical specifications. Turiba University contributed in analysing the alternative learning platforms as well. TUSDU contributed for developing the learning platform in preparing different tasks easy

for learning certain languages TUSDU was responsible for. The e-learning platform Moodle has many advantages; it enables students to use it quite easy for overcoming classical routines and obstacles. Nino Bergese contributed to the development of the learning platform by giving advice on various details. Considering the theoretical premises, Moodle platform is the best choice for the course. Turiba University team does not have any problems with the selected learning platform as the technical provisions of the university support it. However, a problem remains how to design tasks more creative and interactive.

3. Creating the Modules

According to the theory (Laborda, 2011) certain factors have to be considered when creating teaching/learning modules for LSP courses: 1) topic and specialty, 2) learners' situation, 3) general and specific proficiency in the language of study at entry and exit levels, 4) students' previous educational and cultural experiences, 5) types and skills to be developed (whether reading or writing or speaking or listening), 6) expected outcomes of learning goals (Laborda, 2011). Moreover, "LSP materials should have rich input and include the language structures and content information to make tasks as realistic for the learners' language goals as possible" (Laborda, 103). Those issues are discovered in needs analysis.

3.1. Linguistic problems and their solution

In creating a text it is important not only to choose the lexis and grammar constructions in accordance with the text difficulty level, but also pay attention to the text design, such as "how information is structured in realizing the various macrofunctions (description, narrative, exposition, etc.), how stories are told, how written texts are laid out, signposted and sequenced" (CEFR, 2001, 123).

The CEFR recommends using two ways of texts in language teaching/learning: authentic texts produced for communicative purposes with no language teaching intent and specially composed texts for use in language learning. In the current project both types of texts have been used.

Purposefully composed texts might be created so that they resemble authentic texts, composed to give contextualized examples of the linguistic content to be taught, isolated sentences for exercise purposes (CEFR, 2001, 146). In order for a text to suit the learning purposes its linguistic complexity, type, discourse structure, physical presentation, length, and relevance to the learners' needs have to be evaluated (CEFR, 2001, 165).

Furthermore, the following issues have to be considered when creating the texts for the teaching/learning materials of the current project:

- *Linguistic complexity*: it is not recommended to use complex syntax (for example, long sentences with many subordinate clauses, multiple negation, etc.) which prevents from understanding the main content;
- *Text type*: it is recommended to use texts providing well explained detailed background and socio-cultural context;
- *Discourse structure*: the text should be coherent and must have clear organization, it must demonstrate explicit rather than implicit nature of the information presented;
- *Physical presentation*: graphical representation of letters is important, their size and shrift;
- *Length of text*: although short texts are more frequently used, they tend to be more complicated as they are dense, contains lots of information, so they have to be carefully presented;
- *Relevance to the learner*: it has to be taken into consideration that a text containing specific vocabulary on a familiar and relevant topic is likely to be less demanding for a specialist in the field than a text containing wide range of vocabulary on more general topics. (CEFR, 2001, 165-166).

Moreover, language tasks created in the current project serve for various purposes. A2/B1 language course is targeted at developing learners' communicative competence, speaking and listening skills needed for daily interaction in the industry. Therefore, simple structures, both questions and answers have to be included in the course. According to Laborda (2011, 103-104) „the most relevant linguistic aspects to LSP are lexical items, language forms, and a topic for conversations while trying to integrate all four skills with authentic texts and audiovisual media. Indeed, authentic materials need to introduce information in shape of accessible input that is not specifically aimed to EFL learners but current specialists on apprentices of certain fields (such as medicine, engineering or others). [...] These aspects should relate to the students' experience and background, and include non linguistic aspects and background information considering the students' capacity for analysis and synthesis both for the topic and the language. The challenge resides in accounting for these aspects while making materials appropriate for communication, adequate to the students, and, whenever possible; include tasks that can be useful for the students' professional careers“.

In contrast, B2/C1 English course is more demanding and contains occupational and academic language which has certain requirements. „Language use in academic contexts is

viewed as a vehicle for communicating and learning within sociocultural contexts; the interaction between different situations and people in the learning environment“ (The WIDA Standards Framework and Its Theoretical Foundations, 2014, 4).

The main issue what the partners encountered was connected with translating names, such as person's names, place names, names of institutions, etc. Linguistic problems, especially concerning translations of names, were solved according to national legislation and requirements. For example, Slovenian and Croatian linguistic rules regarding the spelling are the same. Another problem was gender which was faced by many partners. For example, Slovenian and Latvian languages use endings for feminine and masculine as well as cases with their different endings. As all translations were checked by language teachers-native speakers they came up with the right solutions. Mainly Croatian texts were provided using masculine in the texts. Similarly it was done for Latvian as according to the regulations in such cases masculine gender has to be used. Problems concerning translations of regalia, i.e. culture-specific items from English into Romanian and Hungarian were solved according to both countries' linguistic rules. According to these, commonplace names (streets, churches, etc.) were translated, but proper names (toponyms) were kept in the original, having been taken over from English (the strategy of direct transfer from the source language (English) into the target language (in our case, Hungarian and Romanian). Nino Bergese did not face lexical problems but they had problems on the level of the exercises designed in keeping with the A2/B1 Common European Framework finalities.

Similarly, Turiba University stress the fact that their main problems were connected with translations. As it was decided not to translate the street names, other place names, names of restaurants, etc. and use the original English setting, the proper nouns had to be transliterated. Here the problems started, as various options are considered as acceptable in different languages and countries.

There were practically no problems with German, as Germans simply adopt the English word and use it in the German text.

Concerning Russian, place names and persons' names were transliterated but as transliteration was done by using Cyrillic for English words, it was clear and acceptable.

The problems were faced when creating translations from English into Latvian. First of all, in Latvian there are 2 distinct genders and 7 cases. This means, simple transliteration could not be applied. The next issue was that the State Language Law in Latvia stipulates certain regulations that are abiding when doing translations. For example, there is an officially approved list of names of the countries, regions, cities, persons' names, etc. So, the information provided on the website of the Latvian Language Agency and the website of the State Language Centre

was taken into account. Moreover, the project manager of Turība University organized a tele-conference with the specialists of the State Language Centre and discussed the possible approach to transliteration of the given place names and persons' names. It was decided to use the options approved on the list and in other cases transliterate the words, for example street names, in accordance with the Latvian language rules. The names of cafes, pubs and hotels preserved the English variant. However, it is not natural for the Latvian language. Another problem was that in some cases the English texts were created in such a way that the place names bore a significant meaning, for example, *Blizzard Mountain*. In these cases the proper nouns were translated into Latvian to preserve the contextual meaning, since transliteration would not mean anything in this case.

3.2. Pedagogical problems and their solution

Presuming that with the invention of new technologies ubiquitous learning opportunities will increase in the future, special attention shall be paid to the tasks design and maintaining communication between language learners as well as learners and the teacher. As pointed out by Arnó-Maciá (2012) tasks have to be authentic and ecologically valid, reflect activities performed in learners' professional fields and develop their collaboration and problem solving skills. It is especially important in LSP, as in LSP we are dealing with students for whom language learning "is auxiliary to some other primary professional or academic purpose. It is clearly a means for achieving something else and is not an end in itself" (Widdowson, 1983, 122) as the focus is on students' future profession and language is a means to successfully operate in it. To increase students' motivation and diversify modes of learning, classroom learning should be supplemented with online learning, i.e., LSP courses may be delivered in a blended-learning format.

Since Primrose Publishing is not an educational institution pedagogical problems were not immediately relevant although the company has been creating teaching materials for many years. The one area that caused concern was how far to favour British English over American English. This has still not been resolved.

For Ekonomska šola Murska Sobota there were no special pedagogical problems noticed except that students accepted the tasks and exercises differently when they were trying to solve them. For some students they were too difficult, for others too easy but most of them found them interesting. However, this is nothing unusual as the level of language differs from student to student. Nevertheless, all of them liked doing the interactive maps exercises. On the

other hand teachers of mother tongue (in their case Slovenian) mentioned that the modules in Slovenian could be used for native students who are weak at their mother tongue to improve it.

For Nino Bergese no particular pedagogical problems emerged and most of the students involved in the piloting found the level of the tasks proposed corresponding to their actual linguistic skills.

During the piloting process of Sapiientia team no special pedagogical problems were encountered. All students enjoyed doing the exercises related to the interactive maps in the languages they could speak (Hungarian, Romanian, English, some of them also tried the exercises in German, Spanish and Italian). A special issue was raised: the exercises in Romanian within the e-learning programme can be used effectively with students whose native language is Hungarian, Romanian being a foreign language (second language) to them. On the other hand, the Hungarian exercises can also be employed with students who have problems in their mother tongue.

No special pedagogical problems were noticed for TUSDU, except that students accepted the tasks and exercises differently when they were trying to solve them. For some students they were too difficult, for others too easy but most of them found them interesting. All of them liked doing the interactive maps exercises and found it quite an interesting and new way of learning a new language.

The only pedagogical problems Turiba University team faced in designing the modules was how to make them more creative and interactive. We added questions for group discussion (B2/C1 course) – either in chat room or during face-to-face stage of learning, so that learners can exchange their ideas. It is possible to add some more creative tasks of a different kind but this is time-consuming work and is beyond the scope of the current project.

3.3. Technological problems and their solution

Turiba University faced technical problems connected with uploaded tasks on the platform. In some cases the tasks did not work or some mistakes were noticed either in the task or in the answers. The only way of solving such problems is checking the tasks, and doing them, several times. This will be also done during the piloting phase.

In creating the apps, much time was spent overcoming problems created by the considerable difference between the various makes and models of smartphones, especially the different uses of buttons. These were overcome by using icons inserted into the apps instead of the buttons.

When technological problems occurred on the platform they were usually solved as soon as possible.

Another problem was connected with the course content. When creating the tasks, based on Front Desk program, we discovered that the phrases offered were so similar that in most situations, it was possible to use more than one answer in each situation. The solution – we checked all the tasks, doing them, and substituted the similar answers with such ones, which could not be taken as a possible correct answer.

3.4. Management problems and their solution

The only management problems that Turiba University faced were connected with time management. When writing the project application it was difficult to predict how much time would be needed for each activity. As a result, in several cases we were short of time.

Moreover, timing was a problem for all partners. And, if during some stage any partner was lagging behind the schedule, it affected others' work as well. The solution – it was necessary to prolong the period for doing some activities.

Other partners reported they had no management problems so far.

4. Developing the Front Desk programme

The basis of the Front Desk programs was the Tick-Tack language software which Primrose has been selling world-wide for many years. The Front Desk software has been constantly developed and updated whenever a need has arisen. The 12 flags were added representing the 12 languages that we have been working on in the project. Because of uncertainty over which flags were for which countries Primrose decided to add the 2-letter country code beneath each.

In the software itself the languages have a 3-letter designation, following the way it was originally constructed. This has the advantage that students (or teachers) who are not familiar with HR as the code for Croatia are quickly reminded because in the programs Croatian appears as CRO. However, it has to be added that internationally accepted abbreviations should be known by the language learners.

The existing Demo screen was modified to show the 12 maps and added to the programs. Arrows were inserted into the Demo screen to highlight the two ways of selecting source and destination languages in addition to scrolling through the language names at the foot of the screen.

A green banner screen was added allowing the user to select which of the 4 programs they wish to open. With permission from the hotel manager, a photo was added to the banner

screen, of the reception desk at the hotel in Bucharest where most of the group stayed on our way to our second project meeting.

Another problem faced referred to letters used. The Front Desk program worked fine except for some problems with displaying the letters č, š and ž correctly. The letters used in Slovenian, Croatian, Latvian. Moreover, Sapientia team encountered problems with displaying the letters ó, ú, ő and ũ correctly, but with cooperation with the English partner, this problem was soon solved. Apart from this, no other obstacles were encountered.

Representatives of industry stakeholders also suggested to display translations in different colours, for example English in green and Slovenian in blue so that it would be easier to distinguish between them.

Nino Bergese did not experience any technical problems with the Front desk program.

5. Developing the mobile application

These have been developed on the basis of the Tick-Tack apps which Primrose have been selling for some time in many parts of the world including Japan. Originally displayed with white text on a black background, it was decided to change to green text because complaints were made that the white text was not visible on phones using a white background.

Other colours were tried for highlighting various features, but the final version (so far) just uses a shade of blue/turquoise for marking the source-language question, and for lightly framing certain screens. Constant testing and fresh trials have improved the handling of text, while the initial Help text has more recently been replaced by a longer “Guide” text. Until recently this was accessed by a link at the foot of the Search screen but as there have been objections to this it is now accessed from a link at the top-right of the Search screen.

As reactions came in from colleagues it was evident that different models of smartphone had features that made certain actions difficult or impossible. Many compromises had to be made to ensure that all features could be used on all the models we tried. The apps have been developed solely for Android models, as no funding was available to develop the apps for use on Apple devices.

Two special programs have been created to allow users to download the Front Desk program and the 4 smartphone apps from the web by simply clicking on two coloured links.

The problems faced by Turiba University were connected with the layout of the information on the front page. At the beginning the text and buttons were not visible on all smartphones. This was because the background was black and in many phones, the letters for selecting an option are black, too. Moreover, the application could not be run on all

smartphones. We suggested Primrose Ltd to replace the colour from black to green, which was done and the visual look improved. We also suggested adding extra buttons for selecting the language. This was partially solved; as such, buttons do not appear on all smartphones.

Students who took part in the piloting of the programme also suggested a user-friendlier display that would mark the different languages in separate colours or with different little flags. The mobile applications worked very well on tablets but they turned out to be a bit slow on mobile phones. Participants who had mobile with other operating system could not install the apps.

6. Developing interactive maps

The three digital maps were originally created on a web-site called Spacechimp, but this was replaced early-on by a much more effective web-site. The project's access to this is www.2clix.eu

The main drawback of the site is that copies cannot be made of the electronic hot spots. Each of the 3 maps has over a hundred such hotspots and everyone has had to be recreated on every map. With 36 maps (3 maps, each in 12 languages), the intricate work of creating the hotspots has involved a great deal of time, especially as each had to be tested and many had to be even-slightly repositioned.

Much discussion took place about how the names of places should be spelt in different languages – whether the local name should be kept or whether they should be transliterated.

Many changes were made as the maps were constantly being refined and improved, often necessitating changing their associated link-texts.

Photographs and voice-recordings were added to some of the hotspots on a trial basis. Although these added greatly to the impact of the maps, it was decided not to retain them in the final version but to use the idea in a future project. One problem is that these can only be displayed using a mouse, so that people using the maps on a smartphone or tablet could not access them unless they connected a mouse.

Turiba University team find interactive maps the most creative task of all. In practice, the problems were connected only when doing translation for additional bubbles, as they were not visible. Only when clicking on the item, it was possible to detect it and see how the given building looked like and to choose the correct translation variant.

Italian team reported few linguistic problems. In technical terms, they found the localization of places on the maps not very user-friendly.

There were no special problems when translating the names and descriptions reported by other partners.

7. Problems with piloting the front Desk program and the apps

Primrose was the first partner to do piloting (in Genoa in May 2015) so it was especially interesting and valuable to get reactions. One surprising thing was the effect of screen resolution when demonstrating Front Desk on a large screen.

The banner area at the top of the Front Desk screen contains a lot of information, so there is not much spare space. On the extreme right of the screen, at that time, was the box for selecting the source and destination languages. What it was not known, and which it was vital to learn, was that if the screen resolution is not 1280 x 1024 the extreme right of the Front Desk banner area may be hidden. This is what happened with the first piloting demonstration. The result was that the language boxes were invisible. They were beyond the right edge of the screen. The maps could be used for selecting the languages, though these at the time did not work very fast.

As a result, the layout of the banner area of the Front Desk programs has been changed, putting the language-selection boxes next to the maps and pushing the History box (which records the code-numbers chosen) to the right-hand end. That box is not of great importance as people are unlikely to use it very often. Partners should make a note to check the screen resolution before using a different computer for demonstrating Front Page.

The problems were connected with the limited number of students available in the piloting period. Additionally, as the app was designed later than planned, it also affected the selection of students a bit. However, we managed to do piloting and get useful feedback.

Another problem was that the app could not be run on all mobile phones. Therefore the suggestion was to continue working and improving the app so that it would be more user friendly and could be run on as many type of phones as possible.

Piloting the FrontDesk program and the apps worked fine except for the short period of piloting. The participants of the piloting and we as providers were concerned about the short time available for testing the Front desk program and the apps. In spite of this, a proper time was found when all the participants in the piloting found both the Front Desk programme and the apps very useful. On this occasion a questionnaire was also filled in by the participants in which they evaluated both of the programs and made suggestions to improve them. Nevertheless, the participants of the piloting found they were useful accessories and prepared some ideas and suggestions for the Front Desk program and the apps to improve, such as using different colours for different languages to distinguish them easier in both mobile apps and FrontDesk programs, the sound record of the translations, especially for languages where

spelling and pronunciation is quite different, for example, French, Russian or Greek Cyrillic and the upgrade of the FrontDesk programs and mobile apps in the future.

All the partners have paid a lot of importance to the piloting sessions and have done their best to involve as many people as possible paying particular attention to the way in which the project was presented. There has been a lot of preparatory work that turned out to be a fundamental and challenging stage of the project.

It is worth noting, however, that the period in which the piloting sessions were carried out (from the end of May 2015 to the end of August 2015) was not probably the best one due to the fact that most people working for the project are teachers and were therefore busy with final grading meetings and examinations. On the other hand, the hotel managers' lack of free time in the summer period made it quite hard for us to get in touch with them and to arrange an appointment aimed at the project's presentation and programs' piloting. Since it has been organized in the summer time, many hotels and restaurants were busy. TUSDU has decided to organize our visit to them. It was time consuming for them. However, the participants of the piloting found they were useful accessories. We were explained that the staff is not allowed to use their mobile during the work and the only solution for using them would be a tablet at the FrontDesk.

Nevertheless, all of us kept working hard and managed to advertise the project and the programs to which it is connected in the best way.

All partners devoted a lot of time and attention to the design of the questionnaires to hand out to the participants trying to select the most effective and useful questions to obtain an objective feedback on both the project's aims and the program's and app's usefulness. Fundamentally, the survey concerned the extent to which the project's aims were clear and well explained, as well as the usefulness of the smart-phone apps and front desk programs, their comfortable use and likeliness to be recommended to others. We also included a section at the bottom of each questionnaire where the participants could feel free to write down their comments and suggestions for improvement. The target audience for the survey was extremely varied and included university and secondary school students, school and university staff, teachers, tourists and people working in the hospitality industry. Most of the presentations and piloting sessions were hosted by the institutions the partners are working for and some of them were held in hotels or tourist accommodation, which gave us the opportunity to test the front desk program and smart-phone app "on the spot". The sessions were introduced by a brief power point presentation pointing out the contents and the aims of the project and its "story so far". The people who took part in the survey asked us many questions and appeared to be very impressed and interested in the project's future developments.

Conclusion and Suggestions

Globalization has changed the life as we have known it; consequently the learning paradigm is changing. There is a shift from traditional scheduled teaching/learning at education institutions to ubiquitous learning which is emerging as a significant contributing factor to lifelong learning. This means that learning occurs anywhere and at any time and from anything.

The integration of a range of learning technologies in education requires a different kind of thinking and learners' readiness to apply new learning options

Regarding the modules for A2/B1 on the Moodle learning platform they can be used not only for students, learners or people employed in the tourism industry who want to learn or improve a foreign language but also for native speakers, native students or learners who want to improve their knowledge of mother tongue.

So far all the activities related to the O2 work package have been carried out as planned. As we can see from the results of the piloting, the A2/B1 language learning course on the Moodle learning platform can be used not only by the target group they are intended to, i.e. students and employees of the tourism industry who would like to learn a foreign language, but also by anybody interested in "brushing up" their language skills. Moreover, foreign language teachers from our institution are already using the program and the platform as a teaching tool. For example, in the case of Sapientia, it is especially useful in improving the Romanian language skills of the students who are Hungarian native speakers. In the case of Turība University, it is beneficial for numerous international students to learn Latvian and Russian and improve their English language skills. However, in order to fully use the Learning program, it would be essential to have a lower level (A1) course, which is beyond the scope of this project.

To conclude, in order to ensure real U-learning opportunities the following features of U-learning pointed out by Watson and Plymale (2011) have to be taken into an account: 1) urgency of learning need; 2) initiative of knowledge acquisition; 3) interactivity of learning process; 4) situated interaction; 5) context-awareness; 6) personalized services; 7) self-regulated learning; 8) seamless learning; 9) adaptation of subject contents; 10) interaction between learners and teachers.

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