



## REPORT ON MULTIPLIER EVENT (E1-B2) IN RIGA, TURIBA UNIVERSITY

### The Aim of the Multiplier Event E1-B2

The second project multiplier event E1-B2 was held in Riga on September 24, 2015. It was titled “Workshop 2 on Smartphone Apps and *FrontDesk 2* program”.

It was planned to run a workshop as an extra day after the third partner meeting and it was planned that the workshop would be attended by 15 participants – local language-teachers of the country as well as industry representatives. In order to save the costs for presenters it was planned to have the workshop as a part of the third partner meeting.

The aim of the workshop was to present to language teachers from the local area both the project itself and the materials that had been produced so far.

### Agenda for the Multiplier Event E1-B2

- Date:** Thursday, 24 September, 2015  
**Time:** 15.00 – 18.30  
**Venue:** Turība University, Graudu 68, Riga, Latvia; Room A207  
**Participants:** Language teachers of Latvia and tourism stakeholders, project team

#### Panel 1

- 15.00 Opening of the event – Ineta Luka, Latvia  
15.05 Presentation of the project – Hilarija Lozančić Benić, Croatia  
15.20 Presentation of needs analysis and Curriculum – Ineta Luka, Latvia and Erna Vöröš, Slovenia  
15.40 Presentation of *FrontDesk* program and the apps and piloting results – David Sephton, UK and Simona Pellizzari, Italy  
16.15 Coffee break + discussion



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## Panel 2

- 16.45 Presentation of the Moodle platform and the tasks created – Erna Vöröš, Slovenia  
17.30 Presentation of the interactive maps – David Sephton, UK  
18.00 Introducing ideas for B2/C1 language course - Tünde Nagy and Pál Enikő, Romania  
18.15 Snacks + discussion

## Participants

33 participants attended the event: 22 language teachers, 7 industry representatives and 4 participants representing management of education institutions. 17 participants were invited local participants, 6 were Latvian project team members (also local) who also taught foreign languages at the University and adult education centres, ten were project members from other partner institutions.

**The profile of the industry representatives:** two were from the accommodation sector (4-star hotel and guest house), two from the catering sector (restaurants), a representative from Association of Hotels and Restaurants, a representative from Tourist Information centre, a representative from the agency offering accommodation for conference members, the principal of Tourism school. Top level management was targeted – one general manager, two board members, one expert, one principal, two tourism employees.

Their business has been located in different locations – in the historic part of the city, close to the city centre, at the sea, all over the country. Their enterprise has been operating from 3 to 5 years. One enterprise is big (160 employees), two medium sized but in the context of Latvia they can be considered as big tourism enterprises (43 and 50 employees), and 3 were small enterprises.

Two industry representatives have been working in tourism industry for 38 years, one for 5 years, one for 4 years and two for three years. Their target market is business people (3 enterprises),



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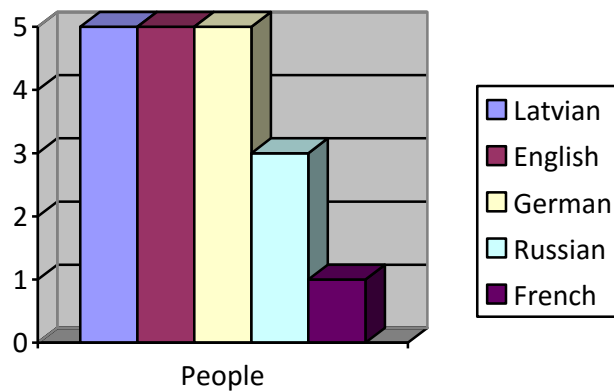


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tourist groups (2 enterprises), individual travellers (4 enterprises), families with children (3 enterprises). Their clients are from various countries – UK (4 enterprises), Italy (3 enterprises), Latvia (5 enterprises), Hungary (2 enterprises), France (5 enterprises), Germany (5 enterprises), Russia (4 enterprises), also from Sweden (2 enterprises), and one enterprise was having guests also from Norway, Estonia, Lithuania, Poland, Croatia, Slovenia, Romania. Their clients speak English, German and Russian.

All industry representatives – seminar participants speak even more languages (see *Figure 1*).



*Figure 1. The language skills of the industry representatives*

The language skills of their staff are depicted in *Table 1*.

*Table 1. Language skills of the staff (n=6)*

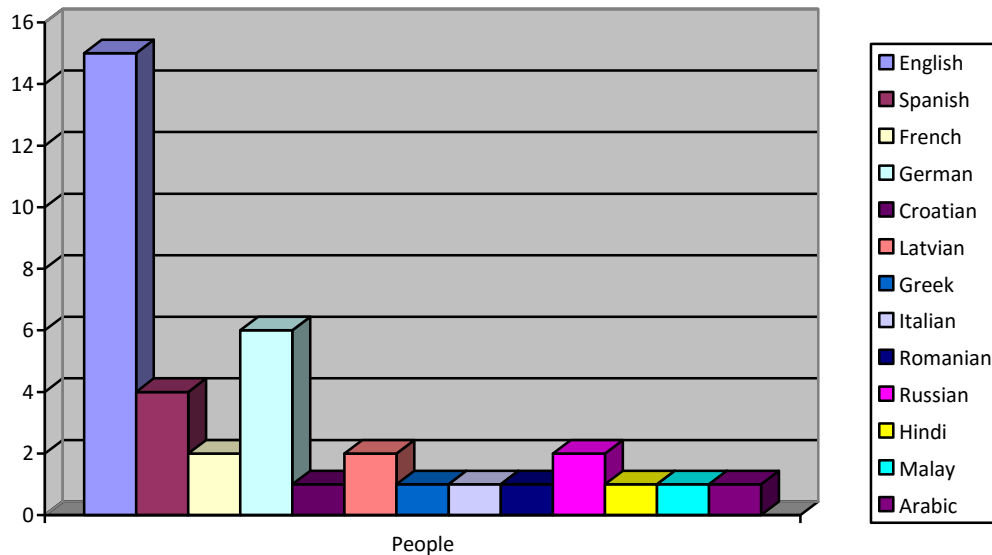
Language	Very good	Good	Average	Bad	Very bad
English	2	3	1	0	0
German	2	0	2	1	1
Russian	2	3	0	0	0
French	0	0	0	0	2
Spanish	0	0	0	0	2



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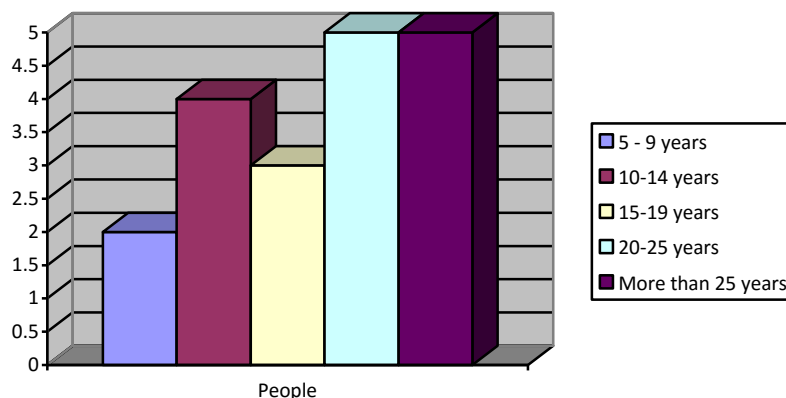
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**The profile of language teachers:** nine teachers taught only one foreign language, whereas others – several languages. A wide spectrum of languages taught (13 languages) was represented (see *Figure 2*).



*Figure 2. The languages taught by the language teachers – seminar participants*

All the language teachers were experienced; none of them has work experience of fewer than 5 years. Their work experience is depicted in *Figure 3*.



*Figure 3. Teaching experience of language teachers*



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All language teachers are professionals in their field – four have a Doctor’s degree (EQF Level 8), 13 teachers have a Master’s degree (EQF Level 7). 16 teachers have a university degree either in philology (linguistics) or in language teaching (pedagogy). They teach adult learners. Only one teacher teaches students younger than 15. 9 teachers teach students aged 15-19, 17 teachers teach students aged 20-25, 15 teachers teach students older than 25. All teachers teach Language for Special Purposes and 11 teachers teach General English as well.

### Feedback on the Seminar

The subsequent part provides a summary of the participants’ answers (28 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 project presentation*

Participants	very useful	useful	50/50	useless	absolutely useless
Industry (n=7)	2	5	0	0	0
Teachers (n=21)	14	5	2	0	0
Total (%)	57.14	35.71	7.14	0	0

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

*Table 3. Evaluation of project needs analysis presentation*

Participants	very useful	useful	50/50	useless	absolutely useless
Industry (n=7)	3	4	0	0	0
Teachers (n=21)	14	6	1	0	0
Total (%)	60.71	35.71	3.57	0	0



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

**Table 4. Evaluation of curriculum presentation**

<b>Participants</b>	<b>very useful</b>	<b>useful</b>	<b>50/50</b>	<b>useless</b>	<b>absolutely useless</b>
Industry (n=7)	3	4	0	0	0
Teachers (n=21)	12	5	4	0	0
Total (%)	64.29	32.14	14.29	0	0

All participants admitted having received useful information on the *FrontDesk* program.

**Table 5. Evaluation of the *FrontDesk* program**

<b>Participants</b>	<b>very useful</b>	<b>useful</b>	<b>50/50</b>	<b>useless</b>	<b>absolutely useless</b>
Industry (n=7)	2	5	0	0	0
Teachers (n=21)	11	6	4	0	0
Total (%)	46.43	39.29	14.29	0	0

6 industry members indicated that they would use the *FrontDesk* program. They would use it for improving their language skills and suggesting their staff for learning. 18 teachers indicated that they would use the *FrontDesk* program. They would use it for teaching language (14 teachers), suggesting students for learning (14 teachers), improving language skills (12 teachers).

All industry participants and 19 teachers admitted having received useful information on smartphone apps.

**Table 6. Evaluation of the smartphone apps presentation**

<b>Participants</b>	<b>very useful</b>	<b>useful</b>	<b>50/50</b>	<b>useless</b>	<b>absolutely useless</b>
Industry (n=7)	2	4	1	0	0
Teachers (n=21)	11	7	3	0	0
Total (%)	46.43	39.29	14.29	0	0



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All industry members indicated that they would use the smartphone apps. They would use them for improving their language skills (4 participants) and suggesting their staff for learning (4 participants). 18 teachers indicated that they would use the smartphone apps. They would use them for teaching language (11 teachers), suggesting students for learning (12 teachers), improving language skills (11 teachers).

All industry participants and 20 teachers admitted having received useful information on the moodle platform.

*Table 7. Evaluation of the presentation of the moodle learning platform*

<b>Participants</b>	<b>very useful</b>	<b>useful</b>	<b>50/50</b>	<b>useless</b>	<b>absolutely useless</b>
Industry (n=7)	4	3	0	0	0
Teachers (n=21)	12	7	2	0	0
Total (%)	57.14	35.71	7.14	0	0

6 industry members indicated that they would use the moodle learning platform. They would use it for improving their language skills (4 participants) and suggesting their staff for learning (5 participants). 20 teachers indicated that they would use the moodle learning platform. They would use it for teaching language (16 teachers), suggesting students for learning (14 teachers), improving language skills (10 teachers).

All industry participants and teachers admitted having received useful information on interactive maps.



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**Table 8. Evaluation of the interactive maps presentation**

<b>Participants</b>	<b>very useful</b>	<b>useful</b>	<b>50/50</b>	<b>useless</b>	<b>absolutely useless</b>
Industry (n=7)	2	4	1	0	0
Teachers (n=21)	9	8	4	0	0
Total (%)	29.29	42.86	17.86	0	0

6 industry members indicated that they would use the interactive maps. They would use them for improving their language skills (3 participants) and suggesting their staff for learning (5 participants). 20 teachers indicated that they would use the interactive maps. They would use them for teaching language (15 teachers), suggesting students for learning (13 teachers), improving language skills (12 teachers).

All industry participants and all teachers admitted having received useful information on B2/C1 English language course.

**Table 9. Evaluation of the presentation of the ideas for B2/C1 English language course**

<b>Participants</b>	<b>very useful</b>	<b>useful</b>	<b>50/50</b>	<b>useless</b>	<b>absolutely useless</b>
Industry (n=7)	5	2	0	0	0
Teachers (n=21)	12	6	3	0	0
Total (%)	60.71	28.57	10.71	0	0

**Table 10. The usefulness of the project in general**

<b>Participants</b>	<b>very useful</b>	<b>useful</b>	<b>50/50</b>	<b>useless</b>	<b>absolutely useless</b>
Industry (n=7)	3	4	0	0	0
Teachers (n=21)	13	6	2	0	0
Total (%)	57.14	35.71	7.14	0	0



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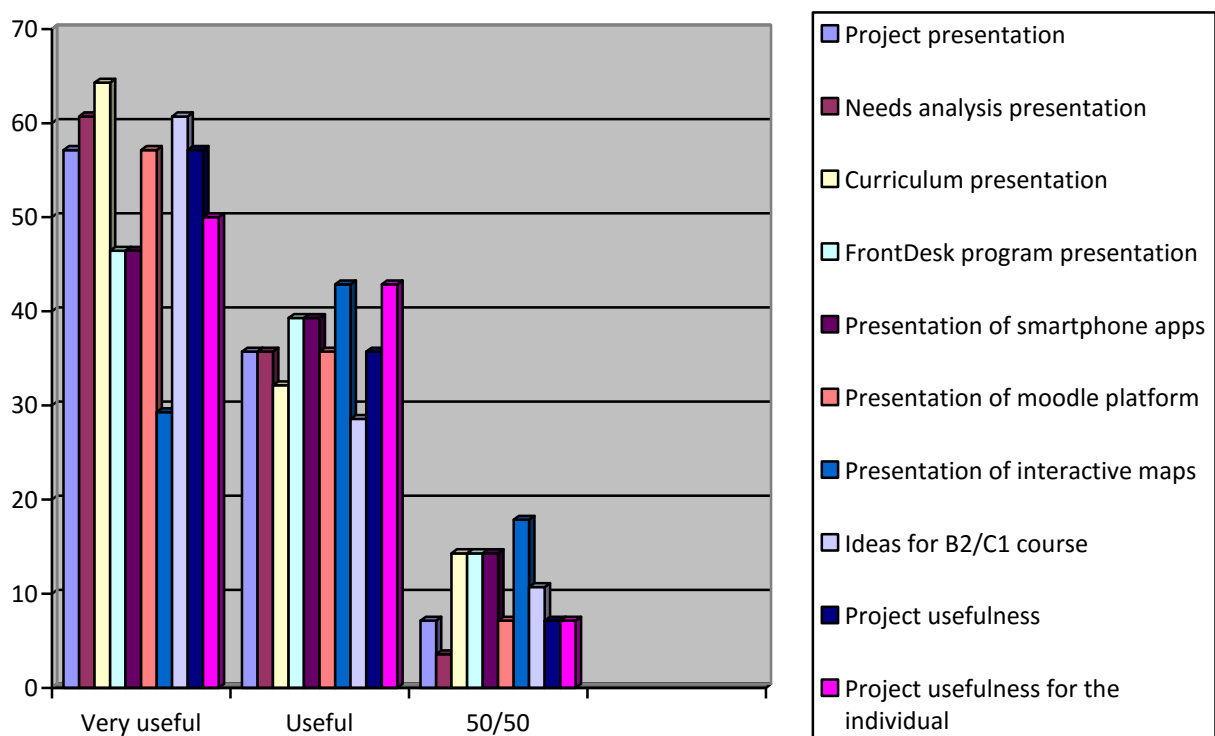
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**Table 11. The usefulness of the project for the seminar participant personally (as an industry representative / a teacher)**

Participants	very useful	useful	50/50	useless	absolutely useless
Industry (n=7)	2	5	0	0	0
Teachers (n=21)	12	7	2	0	0
Total (%)	50.00	42.86	7.14	0	0

Figure 4 shows the participants' overall satisfaction with the information received at the seminar.



**Figure 4. Participants' overall satisfaction with the seminar (%)**



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## 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.

During informal discussions at the seminar, industry representatives asked detailed questions about the smartphone apps and expressed some suggestions on how they should be improved to be more suitable for their specific needs. Similarly, they found the phrases of other less widely used languages in Latvia more useful than those in English, which is explained with relatively high English language skills of their staff.

Language teachers told that they would use A2/B1 course for teaching second foreign language to tourism students, namely, Russian, German, French and Spanish – the languages that are the most popular foreign languages after English. They found that B2/C1 English course will be more applicable in the teaching/learning process in Latvia than A2/B1 language course, as the secondary school graduates' English language competence should correspond to B2 level.

Overall, the seminar gave useful information both for the local participants and for the project team to attain a more positive result.

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Manager of Turība University project team

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