

Handbook



2017-1-TR01-KA202-045781

TOURENG
ERASMUS+ KA202 PROJECT

IO 3 – Training Handbook for Multipliers Facilitating Self Learning of Language Competencies in Tourism



Interactive and Mobile Adapted Learning Tool to Improve the Level of Technical English for Employees in Tourism " TourENG" (2017-1-TR01-KA 202-045781)



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Introduction

Training Handbook for Multipliers Facilitating Self Learning of Language Competences in Tourism

This handbook contains a package of methodological guidelines and a set of modules for consultants/coaches/mentors of training providers working with managers and employees of tourism SMEs to use modern media to support language learning in tourism SMEs.



Chapter 1: Integration of language learning in a wider program of key competency development, curricula development and monitoring and evaluation of learning

1.1 Workplace learning: definition of work process and necessary skills: who needs to know what? How can it be learned?

In a business environment in continuous change and with a high fluctuation in the working force, workplace learning is a condition for business competitiveness and sustainability.

In most contemporary work environments, “**learning is a new way of working**” (Zuboff).

Despite various ways of learning, it can be said that learning in the workplace comes from individual learning, including formal, informal and incidental learning (Matthews, 1999), but most of the learning it comes from on-the-job experience.



Adulthood and life experiences bring specific characteristics of learning in the case of adults compared to pupils, characteristics that should be taken into consideration when planning learning programmes for them.

Some characteristics of adults learning, revealed by the studies done until now, are:



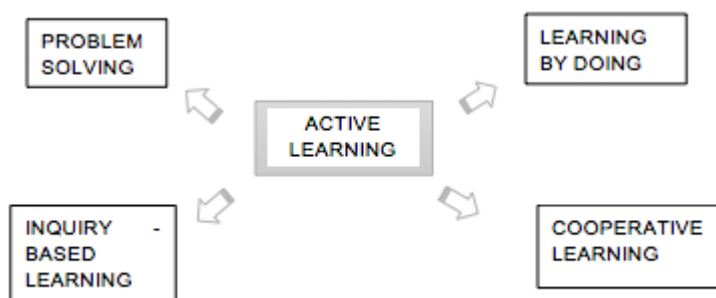
- adult learners bring knowledge and life experience; each adult accumulates a reservoir of experience growing day by day, which is a rich resource for learning; **real life examples** motivate them and encourage them to interact during the learning process
- there is a change in time perspective as people mature, from possible future application of knowledge to immediacy of application. Considering those facts, adults are more **problem centered** and **results oriented** - they prefer practical and relevant information that could be used for simplifying their work, reaching their goals and improving their skills
- adults prefer to learn by **experiencing** rather than by listening to presentations; they need to be **actively involved** in the training, most of them need to share their experience or to solve working problems/ make decisions
- adults learners are more **internally motivated** to learn, most of them have made this decision by themselves and assume the responsibility for learning
- adults learners **need time to reflect** and **practice** new skills because they have a lot of other responsibilities besides learning (family, work, social obligations, etc.) and sometimes busy schedules
- adults like to have **alternatives** and to choose from them because in real life they are supposed to be making decisions
- adults have **different learning styles** according to their personality; some of them learn by observing, others by watching learning videos, others by practicing, others by solving difficult tasks, etc.
- adults need **feedback** about their work and **recognition** for their achievements; in this way the usefulness of learning is proven
- adults do their best in an environment where they feel **safe, accepted** and **respected**



When designing adult learning programmes, the MOTIVATION FOR LEARNING in cases of adults must be considered:

- knowledge is a power contributing to an increase in the possibilities for developing in one's professional life and to be more *successful*; professional development is possible only by using the knowledge assimilated
- through learning they expect to get *solutions/ assistance for work/business problems*
- the need for *networking*—interacting with other people in order to exchange information is very useful for professional development

Workplace learning is an active learning, workers being involved in the learning process by solving working problems, discussing, debating, brainstorming, questioning (formulating/ answering questions) and working in teams.



Main AIMS of workplace learning should be focused on:

- updating and improving the employees' competences



- developing a range of aptitudes in order to increase the efficiency of work
- stimulating the employees to find new solutions at workplaces and to assume responsibility for them
- harmonising employers' needs with employees' skills

In order to ensure a learning environment in the workplace, the following significant factors pointed out by Ellström (2001), the first researcher who lead the Nordic investigation in the field of learning in the workplace, have to be considered:

- a work environment culture and an organizational structure that is conducive to learning
- the co-responsibility for setting objectives and planning the work process
- the high potential for learning in the workplace
- access to information and theoretical knowledge
- possibility to test different types of actions in problem solving;
- possibility to exchange experiences and reflections.

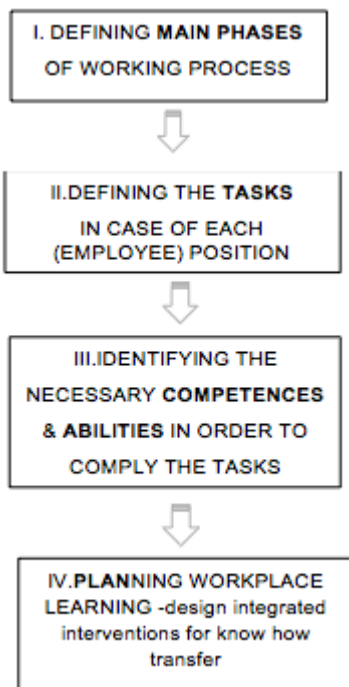
Promoting workplace learning helps small companies to become more competitive, to face continuous challenges on the market and to have other benefits, such as:

- improving the chances of business survival, productivity and innovation (European Commission, 2010)
- increasing job satisfaction and enhancing workers' employability
- contributing to professional and personal growth and increasing confidence in one's own abilities (Lester&Costely, 2010)



In order to have efficient workplace learning, every business has to define the relevant work processes required to deliver its goods and services. Often this is informal and only available in the mind of the manager and the experienced workers. Writing the process and the necessary skills down can help one better think about what exactly needs to be done and what is important to follow.

Defining relevant work processes / main phases of working process helps to define the tasks in case of each position and, as a consequence, identifying the necessary competences and abilities in order to comply those tasks. So, the main steps necessary for planning workplace learning are as follows:



INTERVENTIONS for workplace learning could include:

- LEARNING BY DOING – confront the employee with a new task and challenge him to figure out how to do it;
- MENTORING—place the employee near a “model” worker who shows him how a specific activity is performed and offers explanations regarding the sequences of phases, use of resources, documents, etc.;
- TEAMWORK—working in teams with experienced workers, taking advantage of their experience in solving job-related problems;
- continuous VOCATIONAL PROGRAMMES for developing necessary competences;
- COACHING—supporting learners in achieving specific professional goals;
- JOB SHADOWING—backing one experienced worker with a less experienced one, who will observe other the employee performing a specific job in the natural job environment;
- JOB ROTATION—rotation of the employees through the different workplaces in order to achieve more flexibility inside the company and to understand better the tasks of each position;
- KAISEN—creating learning situations and reflecting on them;
- QUALITY CIRCLES—workgroups of employees aiming to improve working processes, using creativity and problem-solving methodologies;
- WEB-BASED TRAINING—learning materials available on web (e.g., educational videos related to relevant working processes, best practices)



<https://www.youtube.com/watch?v=VmUGXKpH264>

<http://study.com/academy/lesson/what-is-sensitivity-training-for-managers-exercises-importance-in-the-workplace.html>, <https://www.youtube.com/watch?v=SpK1owmRemQ>

<https://www.youtube.com/watch?v=O96fE1E-rf8>

- CASE STUDIES—present a problem to solve and discuss the solution with the group (ex. problems with clients);
- GAMES-BASED TRAINING—decision-making tasks which allow exploring a variety of strategic alternatives for working issues (ex. satisfied clients)

Bibliography

Coach your Staff – Building your Employees Key Competences by Stimulating Self-Learning, TouriSMEComp project

Per-Erik Ellström, Henrik Kock, Competence Development in the Workplace: Concepts, Strategies and Effects, Linköping University Sweden, <https://files.eric.ed.gov/fulltext/EJ811091.pdf>

1.2 Becoming flexible: key competences as key to high performance

In tourism as in all other industries, the manager expects employees to perform and to be productive.

From the point of view of competences, to be productive means using all the competences you have at the workplace in order to complete your work in due time and at the highest level of quality.

In tourism, to be productive means to have satisfied customers who will recommend your premises and services and will gladly return.



From the manager's point of view, the following competences could be important for all jobs in the company:

- communication in the native language
- communication in the foreign language
- social and civil skills
- sense of initiative and entrepreneurship
- cultural awareness and expression
- learning to learn

Due to the different responsibilities and work processes, other competences such as “counting and calculating skills and science” and “using the computer at work” may be specific to certain jobs.

As was revealed in the study regarding the need for competences in the tourism sector done in the project **“TourISMEComp--Self-Responsible Learning of Key Competences in Tourism SME as Mean to improve Competitiveness and Employment”** implemented through the contract number 2014-1-RO01-kA200-2766, financed by ERASMUS+:

“According to the findings of the initial research main learning needs for SME employees are covered by the eight key competencies of lifelong learning. Among those, competences of general attitude, communication and entrepreneurship stand out”.

Also, the managers who were involved in the study considered the following skills “very significant”:

- *Communication in the native language*—reading, writing and communication with customers
- *Communication in foreign language*—talking to customers in foreign language



- *Learning to learn*—to have ambition and willingness to learn more, methods of self-regulated learning (learning with colleagues, reading job-related literature etc.), to have the capacity to establish and follow learning objectives
- *Social and Civic Skills*—general dexterity (ability to cope with new and unexpected situations), general “soft skills” such as good manners and the ability to show a positive attitude
- *Sense of Initiative and Entrepreneurship*: general “proactive” attitude, acting “entrepreneurial” i.e., treating every customer as if it was the employee’s own business
- *Cultural awareness and expression*—ability to interact with and address the needs of customers from different cultural backgrounds
- *Counting, calculating and Science*—basic (calculating and checking bills, supplies etc.)
- *Using computer at work*—basic (reading, printing, Email, retrieving information, input information to templates)

Also, for tourism management, the attitude of the employees is important, taking into consideration that attitude influences behaviour.

The “proactive” attitude and “customer-oriented” attitude guarantee a high quality of services provided. The “proactive” attitude has to be used not only with customers, but also with colleagues, because the team has to be productive in order to provide services that will increase the customer’s satisfaction, and the work is done by the whole team.

In tourism, more than in other industries, emotional intelligence (which plays a huge role in dealing with emotions) is important, due to the fact that in direct face-to-face contact with customers, communication involves the feelings of the persons.



The communication and the factors that are involved or influence communication are the subject of study of a lot of research.

The general linear model of communication:



For example, in 1963, David Berlo expanded Deanand Faustine's 1949 linear model of communication and created the Sender-Message-Channel-Receiver (SMCR) Model of Communication [Berlo, D. K. (1960). *The process of communication*. New York, New York: Holt, Rinehart, & Winston.]. The SMCR Model of Communication separated the model into clear parts and has been expanded upon by other scholars.

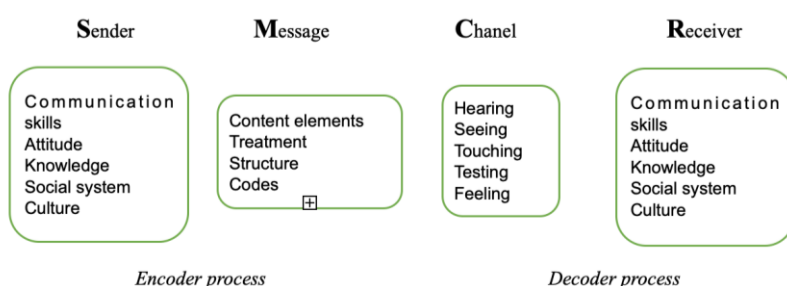
Berlo's communication process is a simple application for person-to-person communication, which includes the communication source, encoder, message, channel, decoder, and communication receiver [Ann, Bette. Berlo's Communication Process Model as Applied to the Behavioral Theories of Maslow, Herzberg, and McGreg. Stead Source: *The Academy of Management Journal*, Vol. 15, No. 3 (Sep., 1972), pp. 389-394 Published by: Academy of Management Stable URL: <https://www.jstor.org/stable/25486>].

Berlo's model of communication process starts at the source which determines the communication skills, attitude, knowledge, social system and culture of the people involved in the communication. After the message, which is made of elements in a set of symbols, is developed, the encoder step then begins. In the encoder process, motor skills take place by speaking or writing [Ann, Bette. Berlo's Communication Process Model as Applied to the Behavioral Theories of Maslow, Herzberg,



and McGrego. Stead Source: The Academy of Management Journal, Vol. 15, No. 3 (Sep., 1972), pp. 389-394 Published by: Academy of Management Stable URL: <https://www.jstor.org/stable/25486>].

The message goes through the channel which carries the message by hearing, seeing, touching, smelling or tasting. Then the decoder process takes place, and the receiver interprets the message with her or his sensory skills. (<https://www.jstor.org/stable/25486>)



In communication, the culture of the sender and of the receiver is also important. In tourism, the employees often communicate with guests from the other culture.

The factors that are important for good communication between different cultures are the following, according to (<https://toughnickel.com/business/Factors-that-Impact-Cross-Cultural-Communication>):

1. *Cultural identity*: Culture can be defined as the values, attitudes and ways of doing things that a person brings with them from the particular place where they were brought up as a child. These values and attitudes can have an impact on communication across cultures because each person's



norms and practices will often be different and may possibly clash with those of coworkers or clients brought up in different parts of the world.

2..*Ethnic identity*: Ethnic identity highlights the role ethnicity plays in how two people from different cultures interact with one another.

3.*Gender roles*: Another factor that impacts intercultural communication is gender. This means that communication between members of different cultures is affected by how different societies view the roles of men and women.

4. *Individual personalities*: How a person communicates with others from other cultures depends on their own unique personality traits and how they esteem themselves. Just as a culture can be described in broad terms as "open" or "traditional," an individual from a culture can also be observed to be "open-minded" or "conservative." These differences will have an effect on the way that multiple individuals from the same culture communicate with other individuals

5.*Social class*: The social identity factor refers to the level of society that person was born into or references when determining who they want to be and how they will act accordingly.

According to professors Judith N. Martin and Thomas K. Nakayama, authors of *Intercultural Communication in Contexts* (McGraw-Hill), "scholars have shown that class often plays an important role in shaping our reactions to and interpretations of culture. For example, French sociologist Pierre Bourdieu (1987) studied the various responses to art, sports, and other cultural activities of people in different French social classes. According to Bourdieu, working-class people prefer to watch soccer whereas upper-class individuals like tennis, and middle-class people prefer photographic art whereas upper-class individuals favor less representational art. As these findings reveal, class distinctions are real and can be linked to actual behavioral practices and preferences."

6.*Age*: The age identity factor refers to how members of different age groups interact with one another. This might be thought of in terms of the "generation gap." More hierarchical cultures like China, Thailand, and Cambodia pay great deference and respect to their elders and take their elders'



opinions into account when making life-changing decisions. Cultures like the United States are less mindful of their elders and less likely to take their advice into account when making important decisions. Such attitudes towards age cause the age identity factor to impact intercultural communication in the workplace.

7.Roles identity: The roles identity factor refers to the different roles a person plays in his or her life including their roles as a husband or wife, father, mother or child, employer or employee, and so forth. How two members of a workforce from two different cultures view these various roles influences how they will interact with their fellow colleague or counterpart.

Regarding cross-cultural communication, the following website provides some advice:
<https://www.mindtools.com/CommSkll/Cross-Cultural-communication.htm>

Understanding Cultural Diversity

Given different cultural contexts, this brings new communication challenges to the workplace.

Without getting into cultures and subcultures, it is perhaps most important for people to realize that a basic understanding of cultural diversity is the key to effective cross-cultural communication. Without necessarily studying individual cultures and languages in detail, we must all learn how to better communicate with individuals and groups whose first language, or language of choice, does not match our own.

Developing Awareness of Individual Cultures

It is important that employees communicating across cultures practice patience and work to increase their knowledge and understanding of these cultures. This requires the ability to see that a person's own behaviors and reactions are often times culturally driven and that while they may not match our own, they are culturally appropriate.



Generally speaking, patience, courtesy and a bit of curiosity go a long way. And, if you are unsure of any differences that may exist, simply ask team members. Again, this may best be done in a one-on-one setting so that no one feels "put on the spot" or self-conscious, perhaps even embarrassed, about discussing their own needs or differences or needs.

Demand Mutual Acceptance

Next, cultivate and demand **mutual acceptance** and understanding. In doing this, a little education will usually do the trick. When dealing with people in a different culture, courtesy and goodwill can also go a long way in ensuring successful communication. Again, this should be insisted on.

If your starting point in solving problems is to assume that communication has failed, you'll find that many problems are quickly resolved.

Keep It Simple

When you communicate, keep in mind that even though English is considered the international language of business, it is a mistake to assume that every person speaks good English. When you communicate cross-culturally, make particular efforts to keeping your communication clear, simple and unambiguous.

And (sadly) avoid humor until you know that the person you're communicating with "gets it" and isn't offended by it. Humor is notoriously culture-specific: Many things that pass for humor in one culture can be seen as grossly offensive in another.



And Get Help If You Need It

Finally, if language barriers present themselves, it may be in everyone's best interest to use different methods to develop the knowledge of foreign languages:

- discuss with your coworkers about the vocabulary you want to understand
- use the online platforms for improving the skills
- attend seminars or short trainings
- discuss with a reliable, experienced translator.

You can find more information and tips regarding cross-cultural communication here:

Intercultural communication in the workplace:

<https://www.youtube.com/watch?v=IUjaNLnWl6o>

Valerie Hoeks – business women from Amsterdam

<https://www.youtube.com/watch?v=VMwjscSCcf0>

Pellegrino Ricardi

<https://www.youtube.com/watch?v=YMyoREc5Jk>

Julien S. Bourrelle

<https://www.youtube.com/watch?v=l-Yy6poJ2zs>



1.3 Curricula for all – curricula for individuals

Worldwide international tourist arrivals grew by 3% in 2017 to 1.3 billion travellers and are expected to increase by 3.3% per year between 2010 and 2030 to reach 1.8 billion by 2030 (UNWTO). Therefore, knowing a foreign language is probably the biggest element in the tourism sector for communication and customer satisfaction. “The main thing is to be able to hold a conversation and understand guest/ customer’s needs” (Leslie and Russel, 2006).

English, as a common language of the world, plays a crucial role in bringing different cultures closer together. This view is affirmed by the UK Secretary of State for Education and Employment, emphasizing the importance of foreign language learning: “There is no doubt that, despite the dominance of English as a world language, the ability to speak another language—or several languages—is increasingly important in our competitive and global economy.” (Blunkett, 1998, p. 1). Bottery (2000) and Chang (2006) closely associate the development of globalization with the power and dominance of the English language (Kırkgöz, 2009). English is considered the main tool to be used in various commerce and business situations. In order to develop a sustainable tourism industry, it is important to promote using English in places of tourism, including with the personnel concerned in the tourism sector. English is used as a means to transfer thoughts and cultures and to create good relationships between people in different countries. As a result, English has become an international language and is widely used as a medium for understanding and exchanging ideas among people all over the world (Prachanant, 2012).

Tourism businesses need to do everything possible to ensure their international competitiveness and maximize their traditional markets, which is all the more vital given the highly competitive global market in which destinations are increasingly vying with each other for a share of the market (Tetik, 2016).

In the tourism industry, the employees’ job is answering the questions and requests of guests, helping the customer with their choices, making recommendations, guiding, selling or making



reservations and collecting data, all of which need to be communicated with foreign colleagues, including understandings mails or messages, etc.

English for tourism is considered to be one of the most attractive topics since many people will be a tourist at least once in their lifetime. Moreover, learning English for tourism purposes is crucial for those who are working in a guest-host relation sector, such as hotels, travel agencies, restaurants, information centers and tourist attractions. The employees in the tourism industry work to make customers feel comfortable (Zahedpisheh, et. al. 2017).

Communication in foreign languages broadly shares the main skill dimension of communication in the mother tongue: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts (in education and training, work, home and leisure) according to one's wants or needs. Communication in foreign languages also calls for skills such as mediation and intercultural understanding. An individual's level of proficiency will vary between the four dimensions (listening, speaking, reading and writing) and between the different languages, and according to that individual's social and cultural background, environment, needs and/or interests (www.ec.europa.eu).

According to the results of the survey in the tourism SME, the following was revealed regarding the learning needs as seen by the managers who answered to the questionnaires are (TourisME, 2017):

- 17.6% found writing in a foreign language very significant
- 71.4 % found talking to customers in a foreign language very significant

As can be seen, a lot of managers consider that communicating with the customers in their mother tongue is very important, and it is mandatory for certain positions, such as a receptionist, bartender or waiter, in order to fully understand the customer needs and to be able to give information or solutions.



Nowadays training is the most important factor in the business world because training increases the efficiency and the effectiveness of both employees and organizations. The employee performance depends on various factors. But the most important factor of employee performance is training. Training is important to enhance the capabilities of employees (Khan et al., 2011).

Training is provided within a program. In an organization, needs assessments are conducted to analyze problem areas and to identify potential solution strategies. If the identified need is training, then a training program is developed, which begins with recognition of training needs and methods, leads to training, and subsequently, evaluation (to examine the extent to which the identified needs are met and the problems are resolved (Martin, et. al. 2014).

What is curriculum?

The term *curriculum* refers to the lessons and academic content taught in a school or in a specific course or program. In dictionaries, *curriculum* is often defined as the courses offered by a school, but it is rarely used in such a general sense in schools. Depending on how broadly educators define or employ the term, curriculum typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments and other methods used to evaluate student learning. An individual teacher's curriculum, for example, would be the specific learning standards, lessons, assignments, and materials used to organize and teach a particular course (<https://www.edglossary.org/curriculum/>).

The concept "curriculum" has different meanings for different educational researches because there are different types of curricula. According to Doll (1982) the following phrases are accepted in defining the term "curriculum" (Niekerk, 2003):

- what is taught?



- how is it taught?
- teachers' material,
- students' material,
- school experiences,
- all experiences and,
- a combination of phrases from this list.

Huang (2008) constructed a complete and comprehensive model for the English for Specific Purposes curriculum which is applicable for hospitality and tourism English (Zahedpisheh et. al. 2017):

In the tourism industry, employees have to demonstrate reading, listening, speaking and writing skills in foreign languages as required by the industry in order to be able to explain the concepts about tourism vocabulary in the English language. When working in the tourism industry, the employee repeats several phrases many times during the working day, and tourism English is more formal and polite than regular English. In all departments, a huge part of the job is answering questions about things like the establishment, environment, etc.

In the Vocational Qualification in the Tourism Industry (2009), the following vocational skills are required to employees in tourism, who:

- helps the customer in his/her choice
- recommends and guides the planning and purchasing of tourism services,
- sells and makes reservations,
- utilizes sector-specific language skills in the customer service,
- acquires information for the customer, using the data systems in the tourism enterprise or organization,



- cooperates with the producers of tourism services
- settles the method of payment and, when necessary, charges the sum in different methods of payment,
- ensures customer satisfaction,
- takes part in drawing up guidance and information materials,
- assesses his/her own work and actions.

The main purpose of the curriculum is to help the consultants, managers and trainers to facilitate the learning in the tourism businesses and the managers in tourism to develop a learning system in order to develop a didactical concept for the learning tool and a curriculum for the video based learning. When writing curriculum, it's crucial that "it's not about writing the best plans or developing the perfect instead, it's about meeting the needs."

A curriculum should have a clear topic and objective. The topic should be appropriate for the participants/employees. If you are asked to design training, ask yourself questions about the general objectives of the training:

- What does the company/establishment do?
- What do they want?

The most significant question for a new curriculum design is "*what am I preparing participants /learners/ employees to do?*" Making a curriculum always has to begin with the end in mind and asking "*what do I want my participants /learners/ employees to be able to do?*"

There are some factors that might play into businesses' current needs and shaping goals and outcomes for the training program. These have to be discussed with the managers about the business to understand the needs and wants of the managers. Also including the employees in the process and understanding the needs and wants of them is important. The objectives are overall



results that are hoped to be achieved by implementing the training so the objectives have to be realistic.

Listed below are the five steps to developing an effective training plan, based on the *ADDIE Model*. The ADDIE steps represent a dynamic, flexible guideline for building any effective training and performance support tools. When creating a training plan, it will be available to assist with resources and provide guidance to help you achieve your training goals (Kilmartin, 2015):

1. Analyze: The stage of the determining what the company/establishment/business does. The stage of the business; is it a growing business that's adding multiple employees or a business with low turnover? This is important because these are different situations and there are not any training programs that cover or fit in all situations.

Conduct the training needs analysis by answering the following questions:

- What are the business goals?
- Who is the audience and what are their learning characteristics?
- What tasks do trainees need to accomplish and what workflows do they need to know how to use?
- What are the training activities that will help the employees learn the tasks, and what delivery options are available?
- What is the timeline for training completion?

During the analyzing stage, conducting a SWOT analysis by getting information from all shareholders like supervisors, employees, academics, etc. to identify the strengths, weaknesses, opportunities and threats on the way to reach the desired goals and for every certain role and position using the list of competencies, job descriptions or job analysis would be helpful. A job description describes the



general duties and tasks and responsibilities of a position where the job analysis is the process of having data and analyzing the information. In the tourism industry most of the businesses have the job descriptions so it can be used for this analysis. If not, preparing some descriptions is the first thing that must be done.

2. Design: To achieve the trainings goals there is a need to understand everyone's responsibilities. For example, to communicate in foreign language in tourism, the answers to the following questions should be gathered from the managers:

- In which situations do my employees communicate in foreign languages?
- In which departments do my employees need foreign languages more?
- What do they need to understand?
- What do they have to say?
- Is there any vocational vocabulary do they have to use during the communication?

This is where you take your output from the analysis phase and create a training blueprint following these steps:

- A critical first step is defining the learning objectives for your training: Your objectives should always be measurable so that learners can be assessed for competency.
- Then, map each learning objective and training group to the most appropriate training method.
- Consider assessments.
- Consider who will conduct and/or deliver the training.



The learners' characteristics have crucial role during the design of the plan and keeping the adult learning principles in mind. Some of the principles are below (<https://www.convergencetraining.com>): Adult learners:

- were self-directed
- come to training with a lifetime of existing knowledge, experience and opinions
- are goal-oriented
- want training that is relevant
- want training that is task-oriented
- learn when they see "what's in"

3. Develop: The stage of the revision of the training program according to the needs, technological and environmental changes. During training, participant progress should be monitored to ensure that the program is effective. Generally, the design and development phases are overlapping and training activities must be selected and include selecting the material, media, etc.

4. Implement: The implementation phase is where the training program comes to life. Organizations need to decide whether training will be delivered in-house or externally coordinated. Program implementation includes the scheduling of training activities and organization of any related resources (facilities, equipment, etc.). The training program is then officially launched, promoted and conducted. During training, participant progress should be monitored to ensure that the program is effective.



5. Evaluate: As mentioned in the last segment, the training program should be continually monitored. At the end, the entire program should be evaluated to determine if it was successful and met training objectives. Feedback should be obtained from all stakeholders to determine program and instructor effectiveness and also knowledge or skill acquisition. Analyzing this feedback will allow the organization to identify any weaknesses in the program. At this point, the training program or action plan can be revised if objectives or expectations are not being met (www.explorance.com).

Kirkpatrick's (1976, 1994) training evaluation model delineates four levels of training outcomes (Bates, 2004, McNamara, 2018):

- Reaction: What does the learner feel about the training?
- Learning: What facts, knowledge, etc. did learner gain?
- Behaviors: What skills did the learner develop, that is what new information is the learner using on the job?
- Results and effectiveness: What results occurred, that is, did the learner apply the new skills to the necessary tasks in the organizations and if so what results were achieved)?

1.4 Monitoring the learning: matrix of learning goals. Monitoring of achievement

The following definitions explain the two separate but integrated functions of monitoring and evaluation. Program monitoring is the systematic documentation of aspects of program performance that are indicative of whether the program is functioning as intended or according to some appropriate standard. Monitoring generally involves program performance related to program process, program outcomes or both. Evaluation is a process of looking closely at a program and determining its merit, worth and value. Evaluation also enables decision makers to make judgements about the program, improve program effectiveness, and/or inform decisions about future



programming (www.health.nsw.gov.au). Evaluation is the assessment in order to find out whether you achieved the objectives or not. Also it is not only for the results but also the activities of implementation.

Monitoring and evaluation can help improve performance and achieve results and should be an integral part of the overall performance monitoring for an organization. The outcome of monitoring and evaluation informs the needs of the organization going forward, and ensures that the aims and intended outcomes of the learning and development opportunity are clear from the outset (www.essexsab.org.uk).

McCormick and James (1983) regard evaluation as important because of the following reasons (Niekerk, 2003):

- it provides a mode of accountability,
- it promotes professional development and institutional improvement, and
- it facilitates curriculum review.



Tool 1: Matrix Example for Business Level

		Level of Complexity	Level of Vocabulary Required	Level of Grammar Required	Video No
Front Office Department	Reception	High	Advanced	Advanced	
	Reservation	High	Advanced	Advanced	
	Concierge	High	Advanced	Intermediate	
	Doorman	Low	Basic	Basic	
	Bellboy	Moderate	Intermediate	Intermediate	
Food & Beverage	Maitre D'Hotel	High	Advanced	Advanced	
	Head Waiter/Waitress	High	Advanced	Advanced	
	Waiter/Waitress	High	Basic	Intermediate	
	Asst. Waiter/Waitress	Low	Basic	Basic	
	Bar Server	Moderate	Intermediate	Intermediate	
	Bar Tender	High	Advanced	Advanced	
Housekeeping		Low	Basic	Basic	
Security		Low	Basic	Basic	
Technical		Low	Basic	Basic	
Guest Relations		High	Advanced	Advanced	
Entertainment		High	High	Intermediate	
Travel Agency	Travel Agent	High	Advanced	Advanced	
.....					



Tool 2: Matrix Example for Individual Level

	Reception Clerk	Reservation Clerk	Concierge	Doorman	Bellboy	Maitre D'Hotel	Head Waiter/ Waitress	Waiter/ Waitress	Asst. Waiter/ Waitress	Bar Server	Bar Tender	Housekeeping	Security	Technic	Guest Relations	Entertainment	Travel Agent	...
Understanding the guests	3	3	3	2	2	3	3	3	1	2	3	1	2	1	3	3	3	
Talking to guests	3	3	3	2	2	3	3	3	1	2	3	1	2	1	3	3	3	
Getting knowledge of professional terminology	3	3	3	1	2	3	3	3	1	2	3	1	1	1	3	3	3	
Answering questions	3	3	3	2	2	3	3	3	1	2	3	1	2	1	3	3	3	
Recommending and guides to guests	3	3	3	2	2	3	3	3	1	2	3	1	1	1	3	3	3	
Introducing themselves	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Describing the services	3	3	3	1	2	3	3	3	1	2	3	1	1	1	3	3	3	
Writing e-mails	3	3	3	1	1	3	3	1	1	1	3	1	1	1	3	3	3	
Answering the calls	3	3	3	1	2	3	3	3	1	2	3	1	1	1	3	3	3	
...																		

1: Slightly Important, 2: Important, 3: Very Important



Tool 3: Matrix of Language Skills in the Business

		Speaking	Reading	Writing	Listening
Front Office Department	Reception	3	3	3	3
	Reservation	3	3	3	3
	Concierge	3	2	2	3
	Doorman	1	1	1	1
	Bellboy	2	1	1	2
Food & Beverage	Maitre D'Hotel	3	3	3	3
	Head Waiter/Waitress	3	3	2	3
	Waiter/Waitress	2	1	1	2
	Asst. Waiter/Waitress	1	1	1	1
	Bar Server	2	3	3	2
	Bar Tender	3	2	2	3
Housekeeping		1	1	1	1
Security		1	1	1	1
Technical		1	1	1	1
Guest Relations		3	3	3	3
Entertainment		3	3	2	3
Travel Agency	Travel Agent	3	3	3	3
.....					

1: Slightly Important, 2: Important, 3: Very Important



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Chapter 2: language learning facilitation skills

Two guests come to a bar. One looks grumpy, goes to the bar and asks the bartender with an angry and serious voice: Do you think you could possibly make me a cup of coffee? The other one enters with a big smile on her face, comes to the bar and says with a very kind voice but a strong accent: Coffee?

Who did better? The second one, of course, although she does not speak much English.

Never forget that a SMILE is universal, used in all languages. With the right attitude you can also accomplish a great deal with a limited knowledge of the language. Smile, be polite and kind and you will be able to communicate a lot.

Another thing that should be kept in mind: You will never be laughed at because you made a mistake when speaking English. People appreciate the effort you are making and both parties (not only you as an employee in tourism) are trying their best to be able to understand each other. Forget the question: Is it correct? If people understand you, it is correct, if they don't, they will ask you again. Speaking English is not about correct grammar – it is about getting your message across. Don't worry about the use of correct tenses or endings – by speaking you will get better and better. Use every opportunity to speak to people and don't think that everybody else speaks better than you because they don't. Be confident, you can do it!

Good luck with learning some of the phrases used in the context of tourism and have fun!



2.1 What the facilitator should know in order to organise learning

- **how to use attractive methods for learning**

The facilitator must know that learning a foreign language is not boring. On the contrary, using different techniques, imagination, association and joking (if appropriate) can make it fun. Learning without rules can be more natural. Facilitators can create funny stories from real life scenes. Once included in the scenes on the TourENG platform, they can bring end users a lot of fun and they will be more interested in learning new scenes. The more attractive the scenes are, the more willing the end users are to learn something new.

- **how to present a program that looks attractive to users**

First the facilitators must know the program and how to use it. The modern way of teaching/learning is no longer like it traditionally was at school. If they present TourENG platform as a modern tool for learning English in the group and also on their own, they will trigger interest in the end users. It is important to present the TourENG program as a simple one to learn basic needs in tourism without learning language rules. It is important to explain that the TourENG program is not only for learning English, but also for different skills like how to use mobile phones and computers. The TourENG program also includes different games that make this application more friendly and entertaining. When the end users have free time, they can play these games on their phones. When they learn to play the games, they will gain more confidence to try different games on the phone in the English language. This will also improve their level of their knowledge of the foreign language.



- **why should people use this program for learning**

There are many advantages of the TourENG program. It is important that the facilitators know that the end users don't need to learn language rules. They can start to learn situations they are interested in, and from those scenes already prepared and filmed for people working in tourism. They don't need to start from the first lecture and end with the last one. They can freely choose the scene they need. The end users can also check their knowledge through different games in the English language and improve their skills on the computer and smartphones. It is important to understand that the use of TourENG programs will teach skills including how to create and use passwords, how to choose different scenes, how to play games...and also that knowledge is less important than being friendly and giving a big smile and trying to help in the best possible way. Learning all these skills will make end users more self confident and more open to new challenges.

- **presentation of the difference between classical learning and snap learning**

When in contact with the end users, the facilitators will introduce the TourENG program as a snap learning system. People don't need to follow specific rules and an exact time schedule for learning. They don't need someone to teach them. They don't need to pay to learn new lessons.

In the beginning, they can learn in groups and have fun together. The end users can drink coffee and watch a TourENG video scene. Later through the day when they meet each other or call by phone they can repeat the sentences for fun. There is no need to understand the exact meaning of the sentences. From the video they will recognise the meaning and use it in the correct way. It is important to know that they will first learn the sentences and after a while they will slowly recognise the real meaning of the words. For the beginning it is



important to repeat words as many times as possible. Because of that is very important to cooperate as a team at the working place and to help each other in the beginning.

- **presentation of different programmes to continue with learning**

The learning with the TourENG program will not end with the last scene. It is just the basis to learn basic skills how to use computers, smartphones, how to connect to Wi-Fi, how to enter the password and how to use different games for learning. The facilitators will also introduce other programmes so that the end users will know exactly where to find them on other platforms. They will slowly learn basic words and be able to also use them for other interesting things on the internet.

2.2 The aim of the programme

The aim of the programme is to encourage people to learn some of the most common English phrases used in travel industry. It is for people with limited knowledge of the language and limited time to learn. However, it only provides examples from tourism scenes. General knowledge should be gained in other ways – either attending an English language courses or learning online by different apps like DuoLingo <https://en.duolingo.com/>, the best known commercial Rosetta Stone <https://www.rosettastone.eu/>, Babbel https://uk.babbel.com/?locale=en_GB or Book2 <https://www.goethe-verlag.com/book2/>... (the list is not exhaustive, there are more).

One of the problems of learning by yourself is that learners are usually enthusiastic when they start but then slowly motivation drops and very often they simply forget about learning. That is why it is difficult to learn by yourself, and attending a course sometimes provides more motivation. Also, if you have to pay for something, you are more likely to finish it.



However, being able to work with tourists and guests is a very strong motivation because it will give people more confidence and they will feel successful at work and also in private life. No money can buy that. A prerequisite is an attractive method of learning.

This programme takes all of the above into account. The language taught is taken from very typical situations, the videos show the situations in an attractive way and the emphasis is on listening and repeating. This means that it is possible to learn the most essential phrases in a very short period of time. It is divided into topics (bar, reception, hotel, checking-in and checking-out) so learners can choose those which are relevant for them. This means that they will gain the knowledge much faster than by classical learning in schools or language courses.

When the learners have acquired basic knowledge, they will be more self confident and they will be able to attend various traditional as well as online courses.

2.3 Most important media

Here there should be an overview of media which can be used, i.e., computers, smartphones etc., and facilitators should be aware how to use these.

But also traditional media like worksheets, post-it notes, books, etc. should be considered.

The facilitator should have the basic knowledge of how to use the computer as well as the smartphone. This basic knowledge includes how to connect to the internet, also via a wireless connection, how to use the passwords and access the portal with the learning content.

In addition, the facilitators should know the portal very well, how it is organised, and how the learners can access the topics relevant to them.



However, some of the more traditional media should not be overlooked. There is limitless material available online that the learners can use – from YouTube videos, to exercises and practice for listening, speaking, and also for reading and writing. There are a lot of printable worksheets available. It is important that the additional material that the learners use includes answers so that the learners are able to check whether their answers are correct. Last, but not least, numerous textbooks can be used for self-learning as well – a lot of them also in the area of tourism.

The facilitator should inform the learner about all of these and be able to explain how to use them.

A facilitator must know:

- **how to use a computer**

There is no need to know all computer secrets and keys. The most important thing is to introduce how to use the computer in a simple and friendly way. The facilitator must introduce it as simply as possible. There is no need to learn all keys on the keyboard. End users will be using the computer in a similar way as the facilitator.

- **how to use a smartphone**

It is important to know how to generally use a smartphone. There is no need to know all of the programmes and icons on the phone. The application must be introduced as a simple one. The facilitator is here the person to show the end users that the application is easy to use and simple. Once introduced in a friendly way, it will be easier to overcome the fear of a new beginning on an unknown site. If the use of the application is presented as complicated, the end users won't welcome the TourENG application.



- **how to connect to a wireless connection**

The facilitator must know how to connect to a wireless connection on the smartphone or on the computer. This is a basic skill for the facilitators. They also have to introduce this knowledge to the end users as the basic skill for using the application. If the facilitator introduces this skill as a very simple one, the end users will be more eager to start with the new application TourENG. The use of the Wi-Fi may seem very complicated in the beginning and not easy find on smartphones. Once they have mastered this skill, their self -confidence will be much higher.

- **passwords**

The password is very important part for TourENG entering the application and one of the basic skills for using it. Some people are afraid of using passwords. If the facilitator explains why it is important to use the password and how to use it, the end users will be more willing to start with the new challenge. This skill is also very important to enter other applications. Once this skill has been learned, the end users will start more easily with some new applications which require passwords.

- **different learning programmes**

The facilitator must know also other programmes for learning English (Duo Lingo, YouTube...). It is important to introduce these programmes to the end users because after finishing with the TourENG application they can start with something completely new. With TourENG application the end users will gain general knowledge about connecting to Wi-Fi, how to enter a password, how to use a smartphone and computer and basic English for tourism purposes. It is good to tell the end users that they can use also different online



courses or real life courses. Post-it notes can facilitate remembering new words. They can also check-up simple books in English from the library and thus revise what they have learnt.

- **the importance of recognizing why this media will be the biggest support for end users.**

The aim of the facilitator is to introduce the TourENG application as a simple and friendly way to learn English without rules. The end users will learn not only English but also the basic use of smartphones and computers, how to connect to Wi-Fi and how to enter the application with the password. This is the basic knowledge to enter also other applications on the internet, which will result in more confidence and self-esteem using digital technology.

2.4 Typical work situations

The facilitator should be aware about the communication situations in typical hotels/restaurants and what kind/level of English is really required here.

This will depend much on the client. So here you should place more emphasis on the client rather than the prior experience of the facilitator.

It is very important that the facilitator is aware of the needs of the client and what level of English is required. In some situations it is enough that the staff can only understand the guests while others require responding to them (and using appropriate language).

What the facilitator must know about working situations:



- **The facilitator must know what kind of different problems workers in tourism have**

The facilitators must know the difference between speaking a little or no English. They have to understand the frustration caused by not understanding a foreign language. If the facilitator understands the situation, they can better introduce the advantages of learning new skills and a foreign language.

- **Each facilitator knows the situation and problems in restaurants and bars**

Each facilitator understands the problems in different situations in bars, restaurants and hotels because of their past experiences. They can imagine the stress caused by not understanding their order or customer wishes. When they understand the problem, they can help end users to put more effort in learning from the application. It is important that the end users know that the skill of fluent English is not required in the beginning. More important is to understand the “non-verbal” language. Usually when people explain their problems, they use also hands and facial expressions. Therefore it is not as important to understand the words. It is more important to understand feelings such as anger or disappointment. Once you understand the non-verbal language you don’t need to speak perfectly. It is enough to respond with a simple smile, and this will change the situation. The guest will immediately understand that the employee wants to help them and will calm down quickly.

- **Each facilitator will choose which fields will be covered (hotels, bars, restaurants, rural accommodation...)**

The facilitators are from different working fields and have connections with different tourism organisation. It is easier for each person to decide what kind of working situations they want



to cover and where. Some of them will work in cities with bars, restaurants, hotels, shops, hairdressers. Others will work in rural areas with rural hotels, local restaurants, local bars and local rental homes. In rural area it is very important to understand basic English because there is nobody to call for help. It is also important if you want to rent a house or apartment. Most foreign tourists speak at least a little English. In rural areas it is very difficult to go to the city and join a course. At the start of the tourist season workers have to be present all the time and receive guests. It is much easier to learn through modern media and save time and money.

- **Typical working situations in restaurants, bars, hotels, pools, rural accommodations**

The facilitator must know how to take an order for food or drinks, words for different food products, how to inform guests to wait or to bring another person with better English. This is the basic politeness for how to work with guests. First, workers in tourism must be polite and wear a smile. Secondly, it is important to speak the foreign language. If you speak perfect English but not smiling it does not come across as friendly as someone who doesn't speak English but has a smile on their face.

It is good to know expressions for drinks and small snacks, how to make reservations for a table, how to deal with an order if something is not available and how to handle complaints. The facilitator has to know where on the platform they will find similar situations and introduce them to the end users. They also have to introduce ways how to be polite, which body gestures to use or not and what brings a smile on someone's face.

2.5 Experience in language learning / teaching



Previous experience in language learning is essential so that facilitators are aware of the difficulties the learners have. Experience in language teaching is also an advantage.

Typically, adults are of the opinion that they are not good at learning languages and they say things like: I am not talented enough, English has always been my weak point, I am too old to learn...

It is important for facilitators to tell potential learners that everybody can acquire basic knowledge, that there is no such thing as just hearing something once and being able to use it. It is true that some people can remember quicker than others but language learning is a long process and nobody should expect to learn and remember it quickly. It takes a lot of learning and practice. And it is never too late to start learning. Some people say that their memory is not as good as it used to be. This is not true; people have just forgotten how to learn. The facilitator should tell people how to learn (repeat, revise, copy...) and always concentrate on what they know and not on what they don't know. People should learn to be able to guess the meaning of unknown words and expressions from the context. They can just pretend those words are not there and try to understand. If they concentrate too much on what they don't understand, they miss all the rest as well.

Adult learners are afraid that people will laugh at them if they do not speak very well or if they make mistakes. The facilitator should ask them how many times they have been laughed at and when thinking about that, they will realise that this does not happen.

Adults tend to be perfectionists. No need for that in speaking a foreign language. A lot of guests will not speak English very well – the point is to try your best to help guests so that they will leave feeling welcome and helped and will want to come again.

Learners have to be encouraged to practice as much as possible and always try to communicate, not hide or ask somebody else to talk to the guest. Practice makes perfect!

Another problem is lack of time. A lot of adults will say that they don't have time to learn. If they dedicate 15 minutes a day to learning, it is perfectly okay. Actually, it is much better than doing it once a week for two hours. On average, a person can remember 6 to 8 sequences at a time. The



same holds true for foreign words. So if the goal of learning 6 new words a day is set, this means 40 new words a week and about 2000 words a year, which is more than enough for basic communication. Learn 6 words a day and review all the words you have learned so far; you don't need more than 15 minutes a day for that.

When speaking a foreign language, you have to know everything all the time. It is not like history in which you can know a lot about the Middle Ages even if you don't know anything about Ancient Rome. This is the reason why it takes such a long time to learn, and revision is extremely important. On average, you have to use a word 8 times to remember it – so it is important to tell people that they should not be discouraged when they see a word, they know that they have seen or heard it, but they still cannot remember what it means.

Finally, if you don't use the language, you start forgetting it so it is very important to stay in touch with the language – use every opportunity to speak, read (online, books, magazines...), watch videos and films in English (with subtitles in English if you want). However, it is important that you read, watch and listen to something you find interesting and not something boring.

2.6 Experience

- **Each facilitator has his or her own experience in learning/teaching foreign language**

Each of the facilitators attended school in the past and they have their own experience with formal learning. It is good to know the difference between formal and informal learning. If you approach the end users with this knowledge and explain the advantages of informal learning, they will have a higher interest to learn. The facilitator will remind learners that they don't need to sit at a desk and repeat words. Because of this, it takes less time. Even in



one hour of school, many things have to be learned. But here you can choose just one scene and repeat it until you know it well.

- **The facilitator knows what kind of barriers they experienced when learning a foreign language**

Each of facilitators still remembers what was easy for them in the learning process and what was not useful. The informal process is much easier because there is no grading, you don't need extra time and it is never too demanding. The experience is very important and the facilitators can transmit their knowledge in a much more simple and friendly way.

- **facilitators have their own knowledge about how to learn and what is useful**

The facilitator must know how to use informal and formal programmes for learning. Also their knowledge is limited and it is very important to point that out. They also remember that they quickly lost their interest in learning in the past and that sometimes little tricks helped. They can use post-it stickers with words and put them on different things at the workplace to learn vocabulary, also even on a co-worker's back to makes things more interesting and lively. It is important to use words as many times as possible. Because of that it is good to choose among coworkers one sentence and repeat it all the day when meeting each other. At the end of the day they will all know the meaning of the sentence. There is no need to know the language perfectly. It is more important is to be friendly and try to understand what the customers want. Sometimes body language is more important than spoken words.

- **why contact with foreigners is important for learning a foreign language**



The end users will learn English because of better communication and because of the need in the tourism field. Constantly using a foreign language leads to better communication and better understanding and knowledge is deeper. If you learn the language from experience with foreign customers, you will never forget it. It is also important because of self-esteem and self-confidence. If you understand a few words you will start to believe in yourself and be willing to continue with learning.

- **the importance of self experience with self-learning programmes**

Self-learning programs require discipline. Discipline is the basis of our life. If people can discipline themselves to learn and take time for themselves, they will slowly recognise the value of knowledge and they trust themselves more. They not only learn the language but also how to use of smartphones, how to connect via Wi-Fi, how to use passwords, and all these things are small victories for personal growth.

- **experience in studying different articles for self education**

In the beginning, learning might be just another skill. But after a while people start to recognise what the learning brings them. They slowly recognise the self worth gained by being able to learn by themselves and having success, even if they are slower than other people, but they recognise that the result is present. And they recognise that the result is strictly the product of their own effort and hard work.

What is useful for users:



- **how to remember: what works**

The end users must remember a few things about what works well for learning. First and most important is to repeat words or sentences. The end users must repeat as much as possible, especially in the beginning. They have to know that the biggest help here is to learn in groups. When meeting someone, they can practice. Slowly they will recognise the real meaning of the words. Secondly, they can find some associations of the word. When they have associations, they will quickly remember the real meaning and they will know what they should say. They can also write the words on paper and post the paper to things. They will slowly recognise the real meaning and start to use the words properly.

- **how long can you concentrate**

Concentration for learning does not last long. A maximum 10 minutes or less if learning alone is enough. Because of that it is important to know that English cannot be learned in a few hours or a month. It is important to start slowly and learn a few words or one sentence per week. It is important not to want too much from yourself. The knowledge which you learn slowly is more permanent than the knowledge learned in a quick course.

- **what is useful and what is unnecessary**

For beginners it is important to know that this basic knowledge is enough for basic conversation. It is also good to know that sometimes less knowledge is an advantage and not something to be ashamed of. It is better to give a big smile sincerely than speak perfect English. If you communicate sincerely and if you really want to help, tourists will feel that and forget your lack of English.



- **how long the knowledge lasts**

If you try to learn quickly, the knowledge is usually not permanent. If you learn slowly and repeat and repeat many times, the knowledge will be deeper and more permanent. It is important that you take time, not push yourself and be satisfied with slow progress and knowledge. This knowledge will be permanent and deep.

- **the importance of consolidating of knowledge (repeating)**

Once you have learned words or sentences in a foreign language, you have to use it. Try to use it in practice and try not to avoid foreign guests. When you break the speech barrier, you will be free and you will start to learn words automatically and without effort. Repeating and constant contact with the language, spoken and written, is essential. The TourENG platform is perfect for revising.

- **the importance of lifelong learning**

People must be aware that it is not important just to speak a foreign language. Body language and other skills are also very important. Sometimes it is more important to just smile and say a clear welcome, to feel the words and not just say them. It is also nice to say welcome in a foreign language and in your mother tongue. Guests can feel the difference and also learn the local language.

- **the importance to keep knowledge on the achieved level**

However, you will not remember the words you learn for life. If you don't use them, you will quickly forget them. That is why it is important to keep the language alive and use every



opportunity to speak it. It is also important to keep a connection with TourENG application to check continuously if the basic skills for basic learning English language are still fresh.

2.7 Knowledge about self-learning programs

There are several advantages of self-learning programmes: they are free (or reasonably priced), you can choose when and where to learn, you don't have to travel to attend a course, you can learn with friends and repeat the programme as many times as you wish.

Some of the online self-learning programmes have been mentioned above. Duolingo is a free app which can be of great support to learning the language. Babbel is similar but with a fee, while Rosetta Stone is convenient as you do not have to be online. There are several others available.

However, there is a disadvantage – you need to understand the language of instruction (e.g., if you want to learn Spanish, you choose English as the language of instruction). German is covered well while Slovenian, Turkish and Romanian are not.

Another disadvantage is motivation. At first, people are very motivated but then they often give up if there is no monitoring. Facilitators should therefore encourage setting goals, creating competitiveness in a group, monitoring progress, giving small awards for best achievers, etc.

And last but not least – it is extremely important to tell learners (and facilitators) that Google Translate is a machine not capable of thinking. It is very useful when you comprehend something in a language you do not understand and you can get the basic idea what it is about but it should in NO way be used for translating something. Dictionaries should be used for checking words (a lot of them available online for free – like PONS, Onelook.com). If people don't believe this, ask them to copy a paragraph in English and translate it into their language by Google Translate and see what they get. It is amazing how many people are sure that Google Translate does a perfect job and use it even for translating brochures and leaflets for their facilities.



To sum up, self-learning is extremely useful, it can save a lot of money and time, but the above should be taken into account. In summary one should know:

- Why to use self learning programmes : no need to pay, you can choose where to learn and when, you can learn with friends, you can repeat as many times as you wish,
- Which different self learning programmes can we use (Duo Lingo...) and which program is suitable for users
- What the result of using self learning programmes is: higher self confidence, more knowledge about language, different programmes, knowledge to find programmes by themselves, start to be interesting in new methods, to be more confident what is suitable for them and what not, user can be also facilitator later

2.8 Knowledge about encouraging learning in groups

As it has already been mentioned, a problem of self-learning can be motivation, which can be solved by learning in a group, creating competitiveness or creating games which can be played online or in the group. One of the main advantages of learning in a group is that people see that others have the same problems, make the same mistakes and also cannot remember things immediately.... This is a great factor of motivation and they can learn from somebody else's mistakes.

Repeating can be done together, also in the form of different games (e.g., memory, hangman, sequences, guessing words, matching, categories...), which is fun and contributes to learning. In addition, it helps to create a group atmosphere, the feeling of belonging to a team, problem solvingWhen playing a game people concentrate on the game and they "forget" that they are shy and start speaking.



Learning in groups allows for role-play, which is extremely important in language learning. It is also much easier to speak in groups than when somebody is learning by themselves as it is difficult to talk to oneself.

Why it is important to learn in groups:

- **Learning in groups is more interesting and fun**

People without skills are afraid of starting something new. They are afraid that they will do something wrong. They don't trust themselves and they quickly lose interest in learning. If they are alone, it is not fun and interesting.

But when in the group they are more confident especially amongst their working friends. They can have fun and try many times. They can make jokes from the scenes and fill their working day with "the story."

- **They can use only one mobile application in the group**

If you have to learn by yourself, it is not as interesting. Sometimes it is boring. But when using the application in a group, people can use only one mobile phone. If you use only one mobile phone, there is no danger of doing something wrong. The group members can encourage each other and learn from common mistakes. Slowly they will lose their fears and start to enter the application from their own mobile phones.



- **They can encourage themselves**

Learning in the group gives each person in the group more courage to start by themselves; because nobody is evaluated in the group, there is no fear of making a mistake. If they use only one mobile phone in the beginning, they slowly encourage each other to use their own application. This support is very important for the beginning.

- **Common learning is also good for team building**

Learning together and using only one application is very good for creating a spirit of community. People start to build strong connections among each other and when checking their progress each step is made for everybody. Learning in the group is the same as building a team. They encourage themselves and learn from common mistakes. Mistakes in the team are not mistakes but something to learn from

What will be gained from group learning:

- **repeating**

Group learning is perfect for repeating. Each day learners can use only one sentence and repeat it through all the day. They can use a few words in English each time when they meet their team. At the end of the day they will all know the meaning of the sentence. They will learn quickly that learning this way is more fun than learning alone at home.



- **fun**

Learning alone is not as interesting and fun. In the group, however, learners can find fun even in a little word or gesture. If they choose only one sentence each day, the result at the end of the month will be more than all expectations. It is good to encourage them to find fun in learning.

- **trying to find similar words together**

In the group it is easier to find similar words together. Each person can add personal imagination and through this they can built their own vocabulary for association words. First they can find similar words in the mother tongue and then English. The association words will help them to learn English easier.

- **belonging to the team**

The facilitator must encourage people to learn together. When they learn together, they build a team and develop a strong connection. This bond is very important also for better work atmosphere. We usually spend more time at work than at home and therefore this connection is very important.

- **connecting with co-workers**

In our modern era people are not connected. They often don't talk to each other. Because of this, it is very important to encourage people to learn together. When they learn together, they create a very strong bond with each other and the learning team is also more effective at work.



- **break through speech mind blocks (to have fun to speak in a foreign language among themselves)**

If people are encouraged to learn in a group, they lose their speech anxiety. Only a few people are willing to be exposed in the beginning. But after awhile they all lose the fear because they start to have fun with the words. It is good to encourage them to speak in English during work and use only a few new words or one sentence.

- **common repeating of foreign words**

If you encourage people to repeat words together, it is more fun. They don't feel exposed and start to slowly repeat by themselves. It is good to teach them not to lose courage to repeat words. Repeating is very important for language learning. The more time spent repeating, the greater the possibility to remember words. This is very important in the beginning.

- **to act out real scenes with guests in a foreign language**

The facilitator can introduce the possibility of how to learn the English language with real scene role playing. The employees can imagine real scenes and act them out. People can learn with fun and use English words when working. This is a fun way to learn quickly.

- **quicker learning**



If you learn spontaneously and choose only what you like, there is no pressure to learn. People choose the time when to learn and how much time spent for learning. Because there is no assessment, learners have more freedom and slowly lose the fear of speaking.

- **spending free time for learning**

Facilitators will explain to people how to learn English in their free time and not spend too much time learning. It is enough to take only five minutes a day to learn new words. In their free time when they drink coffee, they can use smartphones and watch one scene. They can do this with others, like children and friends, and discuss it with them afterwards.

- **to recognise the ability for learning from each other**

It is very encouraging when people recognise that they understand more than other people. This is the opportunity to also start to help other people in the group with English. This will give them more self esteem and they can slowly recognise that to acquire knowledge just a few minutes per day of thinking in English will result in notable progress.

- **not to be afraid to say something wrong**

Facilitators will explain that learning in the group will give them more courage They will recognise that a mistake in the group is not a big deal and that the group has to push each other to speak in English throughout the working day. They can simply say “good afternoon” or “good morning” when they meet each other. At the beginning two words are enough.



2.9 Awareness of relevance of related key competences

Here are the key competencies:

- **communication ability**

Facilitators must know how to communicate in the group. They have to talk to people and point out the advantages of learning and cooperating in the group. If they explain this part in understandable way, the learners will have a clear picture, they will recognise the importance of self discipline and success will be bigger and end users happier.

- **positive approach**

It is important for facilitators that they approach end users with empathy and a positive attitude. If the facilitator knows the program well and knows how to work with the end users, they will transfer the knowledge to them more easily and they will also provide motivation to learn English as a part of self discipline. If the facilitator has a positive approach and a smile, the end users will lose their fear of self learning.

- **knowledge about different programmes**

The facilitator will know how to use different programmes for learning English and will present them to the end users. This knowledge is important because people will understand that they can start to learn with language rules when they are prepared for that. This is also



important so that people can understand that there is always a possibility for self improvement if they are willing to do something.

- **knowledge about work situations**

The facilitators have to know the situation in tourism and general working problems. They can also acquire this knowledge when talking with the end users. Once they know the situation, they can direct the end users to suitable scenes and show them how it works and how to learn from program.

- **discipline and self discipline**

For the facilitator it is important to understand why we need discipline and why self discipline is important. If they understand that discipline can bring progress, they can suggest this to learners, such as even repeating just one word a day means 360 words or sentences at the end of the year, which is enough for basic conversation.

- **motivation**

In the beginning, the facilitator must use motivation. Without motivation it won't function. If they approach the lesson with smile and speak a little English at the beginning, the end users will have greater motivation and will be prepared to acquire the knowledge in an easier way. They can motivate end users with different stories and examples from practice.

- **ability to work in the group**



The facilitator must know the advantage of learning in a group and transfer this knowledge to the end users. In the group, end users lose the fear of speaking in a foreign language, they can correct each other, they can try to use the program on their smartphones and they can be the first listener.

- **ability to use different media**

The facilitator must know different media and how to use them at least basically: the computer, the smartphone, the TourENG application, different programs for learning English (Rosetta, Duo Lingo..), how to use passwords, how to connect to Wi-Fi.

- **knowledge about modern technology**

The facilitator should know at least the basics of modern technology to learn English in a completely different way.

2.10 General knowledge about communication

In this context, good communication is not perfect English but to communicate that you care, are welcoming, friendly, hospitable, there to help, etc.

This can be done with basic language skills, but most importantly by an authentic smile, readiness to be helpful, etc. It is important that facilitators or managers teach employees to think more holistically about communication.

The relationship level is very important.



It is wrong if someone thinks, e.g., I cannot communicate because I cannot speak English. Not saying anything and shying away from the customer is the worst thing. So smile, try to find a colleague who can speak better. Even speaking friendly in Turkish or with "hands and feet" can give a very good relationship message.

It is important to know on which levels communication is going on:

- **facilitator-facilitator**

Facilitators can help each other so it is important to communicate with each other. They can exchange examples of good practices, stories, etc. Sometimes it is also good if two facilitators spend time with the end users. They can complement each other and help each other.

- **facilitator-end user**

If the facilitator communicates with the end users it is very important that the conversation is simple, clear and friendly. Information must be delivered in short way. The facilitator must encourage people to start to use the program and later give them support and check the progress.

- **facilitator-manager**

The facilitator will first communicate with the manager of the restaurant or the hotel. They will introduce the self-learning TourENG program and advantages for the company and end users. They have to first motivate and introduce the program to the manager and later also



to the end users. It is important that the information is delivered clearly and short so that they can introduce the program to the end users in the same way.

- **manager-user**

The manager will first introduce the program and the advantages to the end users. If the manager receives clear and short information, he or she can deliver it in the same way. Later end users work only with the facilitator.

- **user-guest**

End users can check the level of their new knowledge with English-speaking guests. Later they can share their experience with the manager and the facilitator.

Why communication is important:

- **to support users**

Communication is important to clear up misunderstandings at the beginning. Because of that, communication must be clear, short and friendly.

- **to give the end users more self confidence**

If the facilitator uses simple words and gives short information the end users can understand clearly and use the knowledge in practice. If they understand well and start to use the knowledge, their self confidence will increase and they can freely use the program.



- **to encourage them to start with self learning**

People's nature is not to push themselves to be active and take self-initiative. Because of this is important to communicate with the facilitator to give the end users courage to push themselves to start with self learning and self discipline.

- **to clear up inconveniences**

At the beginning there are a lot of inconveniences. Older users are usually afraid of using new programs and they don't trust themselves that they can do it. Because of this is important at the beginning to call or visit them more often and clear all problems immediately.

- **to lighten up problems**

If the facilitator is constantly in contact with the end users they can discuss all the problems which they think are impossible to resolve.

- **to express wishes to change something**

If the facilitator and the end user are in contact at all times, they can slowly change habits and old learning patterns. Learning by themselves is a special skill that demands the skill of self discipline, which may be new to some people.

- **to acquire greater knowledge about yourself and the behaviour of others**



Communication between the facilitator and end user is important to get greater knowledge about yourself and your own hidden skills. For the facilitator, it is important to encourage the end users to be proud of themselves when they reach the new level of knowledge. The end users will learn quickly that the new knowledge will give them more self confidence and they will be more eager to learn.

- **to get information about new developments**

If the communication between facilitators is running well, people will gain more information about how to use the program more easily. Because of this, it is important that facilitators are in contact and share their experiences with each other.

- **to raise the awareness of individuals and groups**

Communication between the facilitator and the end users is important to give them awareness that learning in groups is more fun and people can learn quicker. When the workers communicate with each other it creates a strong bond. Once created, the learning group will be more successful and the new knowledge will raise their awareness about how important they are as individuals in the groups and how important the group is for self development.

- **to build motivation for work and acceptance of different new information**

The end users when learning together in the groups are later more motivated to work and also to help each other at work. Once in the group, it is easier to accept different new information because they want to do the same as others. When just one person starts to use different programmes, games and tools, others are prepared to follow this example.



2.11 Encouragement and a positive attitude

- Positive attitude: do not focus on what you cannot do (not good English) but on what you can do (I know some useful phrases) and can do with that (I can express myself by using these phrases and giving a big smile that lets the customer feel very welcome) but I will always develop and love to learn new things. This is the positive attitude needed in tourism.
- This is also what managers and colleagues and teachers need to understand: do not put people down by pointing out what they cannot do/how many mistakes they make, but by being encouraging and seeing it as your responsibility to teach and support and be a good role model.

Why to encourage people:

- **help to improve self discipline**

Self discipline is very difficult to obtain especially at the beginning. People must first see the result which brings them contentment. Afterwards everything is easier. Because of this, it is important to encourage them at the beginning or to push them gently with words. When the first result is obtained, people are satisfied with themselves, which also brings them strength for self discipline.



- **people work better if somebody supports them**

The first approach is very important. People, when starting to learn something new, quickly lose their interest and interrupt the process because they couldn't see the result or they are impatient. Because of this is very important that the facilitator gives them support and attention. It is enough to encourage them that it is enough to learn just one word per day and that they must be gentle with themselves. If they learn only one word each day, that is 365 words pro year, which is suitable and enough for basic conversation. Even just a few words are enough. Sometimes it is enough to say just "please wait a moment" or just smile and have a friendly approach.

- **part of social communication and connecting**

When facilitators encourage people, they feel more connected with society and other people. They feel that they are not alone and that somebody cares for them. Because of this, it is important for facilitators that they sometimes call the end users just to ask how things are going and how much they have already learned or just simply how they are. When you feel that somebody cares for you, you put more effort in learning because you feel supported and you feel free to ask anything.

- **the tasks are performed better and more quickly**

When facilitators communicate with the end users they feel more important because they know that the facilitator cares about them and that they are not alone. The support they feel makes them stronger and is good for self esteem, and the new knowledge makes them important in their own eyes.



- **increase self importance and knowledge**

When facilitators encourage people they slowly recognise that their knowledge is growing with each meeting. It is good to show them the differences between before and after and encourage them to see their self improvement. Even when people know and can say just a few words, it is progress for the end users, and the facilitator must give exposure to the progress. The facilitator must encourage them to see self improvement.

- **important for both sides**

To encourage end users is also important for facilitators. They spread their positive attitude and learn how to work with the group, discovering what is useful and what is not. When the facilitators are in contact with each other, they can share their knowledge and exchange examples of good practices.

- **it is most important at the beginning**

Encouraging people is most important at the beginning. At the beginning if something goes wrong the end users quit with the effort and are not interested in learning any more. First they have to learn together how to use computer or smartphones and how to connect to Wi-Fi and enter the password. Once they can enter the program by themselves everything is much easier. Later it is enough just to call them and check the progress by phone.

- **the results are better, quicker and lasting**



When people are encouraged they can appreciate their own effort. It is a difference to assess your own effort or the effort of somebody else. If the facilitator shows the progress of the end users and encourages them to appreciate it, they can recognise their own success. If the facilitator also provides methods how to remember quickly (to write things on the lists and paste it or choose one word to practice all day) the result is better and they remember quicker. Because they remember scenes with words and jokes, the knowledge is lasting.

Why a positive attitude is important:

- **people feel better if we approach them with positive attitude**

People prefer to take part in conversations with a positive approach and smile. Otherwise they feel rejected and less important. Because of this, it is very important for the facilitator to make the first step with a smile and positive attitude. If the communication barrier is broken with the positivity, everything is easier. People will talk more openly and they will express their needs more freely.

It is important for the facilitator and for the end users to be positive. If facilitators feel that the task is impossible and that people won't learn, they will encounter obstacles all the time. The same is valid if the end users feel that everything is too much and impossible to learn; then they can't be successful. Because of this, a positive attitude is very important and it is the task of the facilitator to bring it to the learning group.

- **we perform tasks better and quicker**



If the attitude is positive the end users will learn quicker and easier. They won't feel difficulties but they will concentrate on the end result. If our awareness is not on how bad we are but what we can achieve, we can solve tasks easier and quickly.

- **increasing of self awareness**

If the facilitator supports the positive attitude of the end users they will observe that self awareness increased and that they value themselves more in their own eyes. If people are positive they will see the small progress as their biggest step in their life. That will encourage them to put more effort in their learning and that is the first step to self discipline. Self discipline without a positive approach is difficult to obtain.

- **the results are better**

We all like a positive attitude. If we are positively oriented everything is easy. A positive attitude is important to the facilitator and to the end users. If we are positively oriented the results are better in both ways.

- **gives people the feeling that they are valuable and important**

If the facilitator encourages people with positive approach, it is much easier for end users to observe their progress. Once end users recognise their progress by themselves, they start to be proud of themselves and they feel that everything is achievable if some effort is made. The more knowledge they gain, the more valuable and important they feel.



2.12 Facilitating and teaching in various situations: the difference between general learning a language (in-depth learning) and snap learning to master particular situations

- **no need to learn rules, learning is easier.**

It is very important to know that the end users don't need to learn rules. They can start with scenes in the TourENG program usable for them. They can choose the situation they need and just repeat the words. At the beginning they don't need to understand the meaning of the words. It is enough just to repeat sentences. After a while they will slowly understand the meaning and they will learn in practice, in real life and in real conversation. At the beginning it is enough just to talk to lose the uncomfortable feelings and get more self confidence. Once practice is started, with just a simple "good morning" and a big smile, barriers will be broken. The first step is always difficult. But once started, the barrier is broken forever.

- **to save time**

General learning of the language takes time because we have to first learn all the rules, including how to write and how to spell correctly. If we don't have to start from the beginning, learning is easier and quicker. The end users don't need to spend time visiting courses and driving there. They don't need to reorganise their work schedule to be free when their course takes place. The end users just need a little bit of self discipline and they can dedicate just a few minutes each day to refresh the knowledge and get into the habit of learning.

- **we get knowledge with repetition**



It is important that facilitators remind the end users that they acquire knowledge with repetition. Repetition is very important. Even they don't understand everything, they understand in general and that is important. The easiest way to repeat is by working in the group. They can start to say to each other "good day" in English and this is the easiest way how to break the ice to start to talk. If you continue with repetition the knowledge goes deeper and the words become known.

- **one of the important things how to learn English is how to use media for learning and how to continue with other programmes**

The facilitator's task is also to introduce how to use media for snap learning. This is the most important task. Once introduced, the end users gain general knowledge about how to start the program. If they master this basic knowledge everything will be easier. It is general knowledge how to connect to Wi-Fi with a computer or a smartphone, how to find a program on Google and how to enter with a password. This is general. Secondly, they have to introduce the TourENG program, watch the scenes and play different word games. Third, when all this knowledge has been conquered, it is time to introduce the different programs for learning. And not only learning English. It is good to show them how to use all knowledge in the internet and why the English language is usable. And it is also very important to introduce books.

- **how to transfer the knowledge in the right way**

It is important for the facilitator to transfer knowledge in the right way so that people can understand. The message of the facilitator is not how to speak perfect English but that you can use your own knowledge also in practice. The message is that a friendly approach and smile are more important than perfect knowledge of the language.



Chapter 3: media competency (selection of appropriate media for learning, knowledge of available resources, technical skills of handling media).

3.1 Media competence

What is media (digital) competence?

The 2006 European Recommendation defines 8 key competences for lifelong learning: communication in the mother tongue, communication in foreign languages, mathematical competence and basic skills in science and technology, digital competence, learning to learn, social and civic skills, entrepreneurship and entrepreneurship and cultural sensitivity and expression (European Parliament and Council, 2006). Digital competence has recently been defined as the set of knowledge, skills, attitudes, capacities and strategies required to use information and communication technologies (ICT) and digital media to perform tasks, solve problems, communicate, manage information, collaborate, create and share content and build knowledge effectively, efficiently, appropriately, critically, creatively, autonomously, flexibly, ethically and reflectively, for work, leisure, participation, learning and socialization (Ferrari, 2012) .

Areas of competence and competences

1. Information: identify, locate, retrieve, store, organize and analyze digital information, assessing its relevance and purpose.
2. Communication: communicate in digital environments, share resources through online tools, connect with others and collaborate through digital tools, interact and participate in communities and networks, have intercultural awareness.
3. Creation of content: create and edit new content (texts, images, video ...), integrate and re-elaborate content and prior knowledge, produce creative expressions, multimedia content and programming, deal with and apply intellectual property rights and use.



4. Security: personal protection, data protection, digital identity protection, security measures, safe and sustainable use.

5. Problem solving: Identify digital needs and resources, make informed decisions about the most appropriate digital tools according to the purposes / needs of use, solve conceptual problems through digital means, solve technical problems, use technologies in a creative way, update their digital skills and that of others.

3.2 Potential media for learning in businesses

Write-ups

A write-up is an article in a newspaper or magazine, in which someone gives their opinion of something such as a film, restaurant, or new product. One who reads write-ups can acquire new knowledge about the content exposed.

Books

Although we can learn a great deal of information from books, we naturally forget a lot of it. Create a system to regularly remind you of lessons you've already learned. Here are three simple ways you can do that: *Take Notes As You Read* (You will organize your book's contents and your notes with an idea index); *Review the Information* (While the act of taking notes is great for active reading and processing information, these notes become exponentially more useful when we actually go back and review them.); *Trigger Lessons with Mementos* (Objects can trigger ideas and memories. Use this to your advantage and remind yourself of valuable lessons and experiences.).

Collection of worksheets (workbook)

It is the primary document that you use to retrieve, manipulate and store data. The workbook can also be viewed as a collection of worksheets, whereas a worksheet is in turn defined as a collection



of cells organized in rows and columns. Each workbook contains, at least, one worksheet and often holds several sheets with related information.

The workbook is designed to hold together multiple worksheets in order to allow efficient organization and consolidation of data. Typically, a workbook has a single theme and contains worksheets with related data. For example, an annual budget workbook may comprise four worksheets that break down the budget in quarters.

You can create a workbook from scratch or import an existing document.

Flip Chart

Flip charts give your learners a place to collect information, which ultimately helps them connect better with content.

Because they are portable, you can bring them out at any time to reference over the course of your training. (Remember, you need to revisit content six times for it to transfer.)

They also provide a summary of the course content. You can put the flip charts up around the room to create a journey of your training for your learners to review.

Flip charts make your training interactive. By allowing your learners to write on the sheets, they become more engaged and focused.

Poster

Posters are tools that enable visualization with the purpose of learning. It benefits both verbal and non-verbal processes for key components of cognition. Posters provide an opportunity to pair visual learning with textbook reading, lectures and homework assignments. As such, posters are often created to visually display a significant course project, developing research, or a particular perspective to consider. They can be highly effective in humanities courses and have been shown to improve metacognitive practice too.



Online courses (e-Learning)

Online courses and degree programs are more convenient and cheaper than their counterparts in traditional education. Those are the two main advantages of online learning that lead many students to opt for online platforms when they want to earn a degree or certificate.

The best thing about online learning is that you can learn in a relaxed manner even if you don't want to get certified. You only need passion for learning and a quick online search that will take you to the right course. From that point on, you will be the master of your own education.

Language apps (e.g., Duolingo)

Language learning apps allow anyone to learn a language from start to finish or help to sharpen language skills that they may already have.

Learning a new language with apps is particularly helpful because you'll always have them at your fingertips. Even a few minutes waiting for an appointment, or 15 minutes in the back of an Uber, gives you time to complete a lesson.

Whether you're learning a language to be able to order a meal on your next vacation, communicate with a friend in his native language, or simply want to add a skill set to your resume, these free language learning apps are a great way to reach your goal.

Many of apps also have language learning websites that offer even more options to help you learn a new language. You can also use a language exchange website to get even more practice.

Video

Video has the potential to create a real impact on education. Video can: change the way students learn; boost attendance; create stronger alumni relations; increase the chances for success; influence learning outcomes and the overall student experience.

On the student side of things, video may be the best way to improve learning styles, especially when it comes to remembering key facts and figures. It is estimated that one minute of online video



equates to approximately 1.8 million written words. In addition, 90 percent of information transmitted to the brain is visual, and visuals are processed 60,000 times faster in the brain than text. This indicates visual education aids like video can improve learning styles and increase the rate at which we retain information.

If you want to improve the way students learn, retain, and eventually practice what you preach, alternative teaching styles should be considered. This is especially important to examine as students continue to change the way they consume information.

Videos on YouTube

YouTube is not only the kingdom of digital entertainment but it can also be a great environment for learning.

The video-sharing website YouTube can provide unlimited opportunities to enhance your eLearning course by not only using the countless videos you can find there, but also by creating your own to help your audience achieve their learning goals and objectives.

Advantages: It is really easy to integrate; it can be used to create an eLearning community; it generates and promotes online discussion; it is ideal for mobile learning; it allows for micro learning; it encourages the development of note-taking skills; it enhances comprehension of complex concepts; it allows learners to make their own YouTube videos.

3.3 Making Media

Various media can support the learning experience in different ways. Media can detach learners from a fixed location and make the learning experience more flexible. Individualized media can focus on certain needs of the learner. Language learning videos can be effective because of the combination between audio and video. The viewer can see lip movement and hear pronunciation. The viewer can



also learn from the context of the acted out dialog. However, videos must follow a certain quality standard to be effective.

In order to be viable in a SME or even micro business environment, such as small hotels and restaurants, the production of video must be low or non-budget and also feasible for non-specialist staff. Only this way, the border between those making media and using media can be taken down. Only this way, using video as a means of workplace learning can be as natural as the use of a worksheet, a whiteboard or a tablet computer is today. Millions of tutorials, many of them hugely popular, on YouTube show what can be done. Now it is time to use these opportunities in the specific context of small tourism businesses.

The following part describes the technical creation of a training video from start (idea) to end (publishing).

Preparation/ Pre-production

Depending on its desired quality outcome, video production needs a certain amount of preparation in advance. The more preparation is put into, the better will the video be. The part of preparation in film and video making is called pre-production.

Draft

In order to save time and money, it makes sense to start with a draft, which later develops into a script. The draft includes everything that comes to mind first. In the next step those points can be arranged into a useful order.

The draft is the starting point of the production and can be scribbled down in a minute.



Helpful questions:

What do I want to show?

Why do I want to show it?

Who is going to see it?

Script

The script is more organized than the draft. Because this instruction focuses on non-budget video production, the script should already include all considerations from content to external circumstances. The previous points from the draft will be taken up and organized into the different parts of the production. The script can be written down on a piece of paper or in a digital document. In this part some important considerations regarding different parts of video production will be examined.

Goal

The answered questions from the “draft” part should be rephrased to a sentence, which will be the guideline through production. It should reflect the purpose of the video. All decisions following should take up on this purpose.

Content

The main part of the script should focus the content of you video. Dialogs and activity are written down. Dialog or monolog is written as direct speech.

Location

When filming we depend on our technical equipment, and the equipment depends on the environment. Camera sensors are not as sensitive as the human eye, which requires an observation



on lightning conditions on set. A microphone is only to a certain extent able to focus on a sound, which demands observation of noise conditions.

In conclusion, a certain knowledge of the filming location and the equipment is required. In a non-budget production, the accessible equipment is mostly not highly professional. This means surroundings and equipment must be adjusted. The most important divisions are *noise*, *light* and *space*. All three are highly uncontrollable and need special attention.

Outside noise

Built-in microphones are in general not perfectly directed. This means, it collects all sound that is happening while filming. A helicopter or truck passing by the window while filming a dialog scene can heavily disturb the sound. Sometimes these things are not noticed until the first screening. Before filming, windows should be checked and closed. In doubt the shot should be repeated. After filming a first preview on set it recommended. Headphones are helpful for judging the sound.

Inside noise

Inside noise is more controllable than outside noise. It's what happens around the set while filming. Everybody's phone should be on mute. It should be made sure people on set know that filming is in action, by saying "action" or something similar loudly. This is the sign for people around to be quiet and for the actors to perform their dialog.

Light

There are two unfavorable circumstances regarding light. Not enough light and too much light. Too much light also means light from a wrong angle. Both situations can lead to unrecognizable pictures and must be integrated in the preparation for a clear picture that viewers can easily watch and learn from.

Dim area

Generally, it is easier to bring more light into a set than the other way around. It is necessary to have enough light for a good picture. A good picture means that all people are recognizable. For the



purpose of language learning, lip movement and facial expression should be visible too. In some cases, it is enough to switch on the internal flash light of the camera (possible on smartphones and tablets, only on some digital cameras). Other solutions can be extra floor lamps, ceiling light or special spot lights, but always mind the casting shadows. The easiest way to have control over the light situation is to darken the room completely and only work with artificial light.

If you want to learn more about light, you should also learn about white balance. You will notice that sometimes video material filmed on different locations look more yellow or blue. That can be handled by white balance. Also there is more to learn about how to put up light to present the protagonist better in the picture.

Bright area/back-light

Too much light can cause overexposed areas on photos and videos. These areas also lead to poor recognition of objects and people. Overexposure outside mostly occurs when it is highly sunny. Holding the camera with the sun is unfortunate for actors who cannot gaze into the camera without blinking and for bright clothes, which will likely overexpose. Holding the camera against the sun leads to a backlight situation and the actress will be shown as a silhouette.

Another unfortunate light situation is bright lights and dark shadows in one picture. The camera sensor balances either the bright or the dark spots in the picture, which leads to over or under exposed spots in the scene.

Space

Cameras have only a limited range of filming angle. When planning the location, enough space for the camera angle should be counted in. In small spaces, rehearsing before filming is favorable to see if all actors fit into the frame. In reverse it should be considered where the camera will be while filming and if there is no obstacle in that spot.

If you use a tripod [LP1] for filming, take a look at the ground and its texture.



Length of Footage

Before shooting, the length of the finished video should roughly be considered. For viewers it is easier to follow short videos that focus on one topic. Rehearsing dialog and stopping the time helps to get a feeling for duration.

Depending on the target group, explaining the topic is necessary. This also affects the length of the video. Between 15 sec and 60 sec is a good starting point.

Another aspect for consideration would be the time the viewer has for watching. Will they watch it in their free time or will they have time during work?

Storyboard

Storyboarding can be helpful in organizing the video production. Filming is time consuming and creating a storyboard in advance can help to decrease expenditure of time and eventually of costs too.

Essential to a storyboard is putting the video into single frames to visualize your video goal. Basically, visualize your script with dialog and technical instructions, like camera movements. There are different ways of creating storyboards, either by photos that stand for each scene or by pictures drawn on paper. It can be useful to draw each scene on a post-it note and put them in the order your scenes are going to be in the video. The down side to this technique is that a post-it doesn't leave room for additional comments and is not practical for further transportation if it should be used as a shot list on set. Post-its can be used to find the right order of the scenes. After that the scenes should be drawn on a paper for camera movements and dialog. It is not necessary to be an artist to draw a storyboard; simple stick figures are sufficient.

Learn more:

<https://www.youtube.com/watch?v=NcCAzs2kCFw>



Equipment

The choice of equipment is crucial for the production of the training video. Some time should be taken to become familiar with the equipment and the circumstances already identified during sighting of the setting kept in mind.

This instruction focuses on non-budget productions and why the use of smartphones and tablets is prioritized.

Smartphone/Tablet

Smartphones and tablets are omnipresent and with a little bit of training it is possible to create a video with a professional look. Both smartphones and tablets have their pros and cons. Smartphones are easier to film with, while tablets have a bigger display, which benefits the editing.

The following section will focus on filming with smart devices.

Video

Obligatory for filming with a smartphone is a working integrated camera in your device. Most devices have a back camera with a higher definition and a front camera with a lower definition. The camera on the back is intended for taking pictures and recording videos in front of you. The front camera is also called selfie camera, because it was originally intended for video calls. Before filming make sure you know how to activate your camera. If you have activated it, you should see whatever is in front of you on your display. There should also be a red button to start and end recording. When you press the red button your video starts recording. A time code will start running. This is the length of your video material. It makes sense to create one to two seconds of cache at the beginning and the end of filming. You can shorten your video in the editing.



To switch between front and back camera, you must find the button with two arrows either drawn in a circle or showing in opposite directions.

The smartphone camera will automatically focus the object in the middle of your display. If you want the focus on something else, you can click on it. Most smartphones have the possibility to change the light setting in a narrow range. Simply leave your finger on the display until a sun symbol appears. Now slide your finger up or down and the picture should become brighter or darker. Remember to adjust your settings before you start filming.

After recording find your material. It should be saved in your camera roll on your smartphone.

Have a preview of your material before taking it to the editing.

Audio

Smartphones have at least one microphone. Most smartphone microphones can be extend by an external microphone, for better and directed sound recording. If you only want to record an audio, you can use a headset, as those mostly make a clearer sound.

While filming, sound is automatically recorded. If you record an audio, you can use any voice recording app. Beware that voice recordings are not saved in your camera roll like videos and pictures are.

Audios can be listened over the internal speakers.

You can use your audio later for your video and merge them together. Merging separately recorded audios and videos requires some training.

Internal Editing

Your smartphone has limited possibilities to edit your video directly in the camera roll. If you only need the one shot, you can cut the edges and correct color and brightness directly. If you need more editing, like merging videos together, you should look out for an editing app. Some smartphones



come with an editing app, but if you don't like the usability you can also look for an open source app in you AppStore or PlayStore. Beware of In-App purchases and read reviews first.

Digital Camera

Working with a digital camera gives you more possibilities to control exposure, focus and color balance of your picture. It's easier to film in complex surroundings. However, you need more time to become familiar with your equipment and you need software and at least another device for editing. It can be tricky to edit video material from a camera on a tablet, because material from a camera tends to have larger file sizes. Another problem that can occur are incompatibilities regarding frame rates, file formats, etc.

Previews of your material are also possible on your internal display.

Light

As described earlier, light is one of the biggest challenges when filming.

The most affordable light is daylight, but it is highly uncontrollable. If you film a scene in the morning and one at the evening, it is hard to put them together without putting a lot of work into color balance.

More controllable is electric light. Most cameras have an internal flash light, which is also working while filming. Indirect light makes softer shadows. You can accomplish this by pointing bright light against white walls. Avoid neon lamps. They flicker, which will be seen later in the video.

If you work over several days, take notes of your light setting and recreate it for the next day of shooting.

Learn more: https://www.youtube.com/watch?v=bG1PX_TP_RQ

Keyword for training videos: *lighting, film [or] video, introduction [or] basics*



Tripod

A tripod is helpful against wiggly pictures. It is not possible to hold a camera completely still while filming.

Editing Software

As mentioned earlier, open source editing software is available in your App Store or Play Store. If you work with a laptop for editing, simple editing software usually has been preinstalled. If you don't like the usability, you can search for more open source software online.

Important for your editing software is the possibility to merge different videos, to insert text and subtitles and to edit the sound. Not important are different filters and presets.

Most editing software have tutorials on YouTube for a first training.

Apple's operating system iOS comes with the editing software iMovie preinstalled. Newer versions of Windows do not come with editing software, but older versions of MovieMaker can still be downloaded.

Other open source editing software can be found from Lightworks, Blender and Open Shot.

Keywords for your search engine to find software: *editing software*, [*your operating system*], open source (optional)

Keywords to find training videos: [*name of editing software*], *tutorial*, *introduction*

Learn more:

<https://www.youtube.com/watch?v=t7OHvkQtaME>

<https://www.youtube.com/watch?v=cFT2FwYsfeQ>



Filming/ Production

After writing your concept and dialog, organizing your location and actors and getting familiar with your equipment, you can start filming. While filming there are a few rules you have to follow so that your video will become a success.

Action

The person who is filming or the person who is appointed as director should mark the beginning of the sequence. This prevents interrupted dialog. The person who says *action* or another word that marks the beginning of the dialog makes sure the camera is rolling. For every other person on the set, this is the signal to be quiet and for the actors it is the signal to start the dialog. The rolling of the camera ends with the word “cut” or just “thank you” by the person who is directing or filming.

After filming a scene, you should make a note of it, or mark it on your script as successfully filmed. If you need more than one attempt, make a note which one you preferred while filming. It’s going to be easier in the process of editing, and you don’t have to view through all your clips again.

Filming with Smartphone or Tablet

When filming with a smartphone or tablet hold your device with the camera in the top corner. Keep your fingers away from the lens and microphone. Don’t film against backlight. If it is inconvenient to use the record button on your screen, the “louder” button on the side of your device usually works as “start recording” button too.

Set

It can be helpful to have markers on the ground for the actors, especially when you use a tripod. That way, you only have to find the perfect frame once. Also if you put extra light into your set, this is the spot where you aligned your light on.



Editing/ Post-production

The process of editing starts with importing your material into your editing software. The next step is organizing your clips into right order. Now the clips can be cut at the ends to delete unwanted parts and shorten the breaks in between. Crucial is checking the sound for an even volume level. At the end intro, title and subtitle can be added. After checking the finished film, it must be exported. Check in advance which settings you need for you publishing choice. When using YouTube, you can check their support website which file formats are compatible. If you use another publishing system, make sure you know the needed file format. You can normally find it on the support page of the provider.

Export your file and name it in a way you remember.

Publishing

Publishing is the process of making your video accessible for your learners. This means you need to choose a platform that is open for your target group. Before publishing make sure you don't violate any copyrights. Open access platforms are YouTube (unlimited space), Vimeo (500mb per week, up to 5GB free). You can also use you own intranet. Make sure your viewers know how to access your videos.

3.4 Learn more

Video tutorials on making training videos can be found on YouTube:

<https://www.youtube.com/watch?v=nAAkkexZ9xA>

https://www.youtube.com/watch?v=BDliEq_0qeQ

<https://www.youtube.com/watch?v=qKC1xxl5CmA>

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