
BE MULTILINGUAL

HANDBOOK

Be multilingual!! – Raising motivation of foreign language learners by implementing modern ways of learning in the tourist sector



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Preface

The main objective of the project is to develop and promote methodologies to motivate language learners (people working in the tourist sector) and to enhance their capacity for language learning.

In order to achieve this, the specific objectives are:

- To develop a foreign language training concept by employing learning contents that reflects the businesses needs and the interests of the target group. The language training concept will include the concept of self-directed and family learning for foreign languages for people working in the tourist sector in rural areas as well.
- To demonstrate the project contents and results through a variety of demonstration events as well as to organize dissemination actions including a Multiplier seminar for all EU countries

The output of the project:

- A Handbook with the toolbox "Be multilingual - raising motivation of foreign languages learners by implementing modern ways of learning in the tourist sector".
- The language learning platform focuses on the tourist sector. The project's impact is of considerable importance in both short term and long term aspects to make lifelong learning available for specialized target groups.

This is achieved by the implementation of an innovative method that has been constructed to meet the target groups' needs. Furthermore, the project provides training and awareness for teachers and trainers by creating a new methodological and pedagogical concept that includes: self-directed, content related and family learning and how these can be incorporated into their system and practice.

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Chapter 1: Background information



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1. Tourism global trends

2006 saw a worldwide consolidation of tourism, with 842 million foreign tourists, 4.9% more than 2005, generating revenue of 586 billion Euros. Europe is still the most visited continent, with 457 million tourists, 4.3% more than in 2005, with a market share of 54.3%.

The most attractive part of Europe is the Mediterranean region, with 165 million arrivals and 117 billion Euros in revenue, followed closely by Western Europe with 150 million arrivals and 107 billion Euros in revenue.

Third place is CEE, with 89 million arrivals, and revenue of 30 billion Euros. Last place is Northern Europe, with 56 million arrivals and 48 billion Euros.

For the future, the World Tourist Organization expects that in 2020 there will be 1.6 billion arrivals of foreign tourists, to generate 1,600 billion Euros, excepting international transport.

2. Analysis of country reports

According to the results of the interviews, the most dominating foreign and needed languages in the tourist sector are: English, French, German and Spanish.

Our language products should cover those above languages plus those indicated by our partnership: Italian, Russian, Czech, Danish, Swedish, Polish, Portuguese and Romanian.

2.1. Most effective methods to learn at work

It seems that self-directed/individual learning methods were not so often used or considered as very effective ones (except for French respondents).

Group/one to one language lessons with a teacher, conversations with native speakers or visits to countries where the languages are spoken were chosen as the most effective methods and most adaptable in the working place.

The main factor that discourages people from learning a foreign language is that the localization of nearest school or educational institution **is too far** (25%). The **lack of time** plays a huge role as well (46%) on why some of respondents do not choose to learn a foreign language.

Learners would like to have good possibilities to learn individually at home or in a working place to **save time and to avoid long distances**.

2.2. Factors to motivate learning

The courses (material, toolbox, etc.) should be organized more for individual studies at home, at the working place or anywhere else. This would solve a problem of time and place. The prices of such courses should be reasonable or even for free.

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3. Tourism entrepreneurs and pedagogical aspects

It is paramount that the approach to learning is **learner oriented** (not teacher oriented) with the emphasis on developing communicative competences.

Language courses for small tourist entrepreneurs should be designed to meet the learners' specific needs.

Courses for small tourist entrepreneurs should be related in content, in its themes and topics to small tourist establishments discipline and their particular activities. Courses in contrast to General language courses should be designed to fulfill special vocational needs of small tourist entrepreneurs in the most flexible way.

In order to fulfill the expectations and needs of the small tourist entrepreneurs, the partnership "Be Multilingual" has developed the handbook "Be multilingual!! – Raising motivation of foreign language learners by implementing modern ways of learning in the tourist sector". The handbook comprises theory and explains the model of three concepts: self directed learning, content related learning and family learning. In each concept the aspects of gender mainstreaming and management diversity are included.

The first part of the handbook describes the concept of self – directed learning in the context of our target group (persons working in the tourist sector). Here there are concrete tips about how to become a self-directed learner and how teachers and trainers can facilitate the self directed learning concept among their learners.

The second part is related to content related learning, which is the basis for two concepts: self-directed learning and family learning. The part of content related learning gives examples of how to implement languages learning in the context of the subject.

The third part describes family learning, and its implications in the tourist settings. The results of the project researches show that a lot of small tourist enterprises (pensions, small hotels) are run by whole families including grandparents, parents, children and other co-workers. Most of them do not have time to participate in general courses, but the conditions of working together allow them to find time together and try to learn a foreign language, knowledge which is necessary in the tourist sector.

The complementary products to the handbook are:

- a toolbox which includes examples of exercises for the three concepts in digital version
- and a learning area www.be-multilingual.com , which comprises various exercises for self-directed learning, family learning and content related learning. The learning area is designed for language teachers and trainers and also for learners.



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Chapter 2: Self – directed learning



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1. Introduction

As this project is focused on language competencies in the tourist sector, in particular small units in rural areas, SELF DIRECTED LEARNING is crucial for the ones who are far from big cities and language learning centres and for people who have a shift work which is common in the tourist sector. As self-directed learners can learn according to their own learning rhythm and to their time availability, it seems the most adequate learning methodology for workers in the tourist sector. For this target group the ability to use foreign languages is an essential factor to raise competitiveness and entrepreneurship.

Learning foreign languages makes people more open and understanding of new cultures and different points of view, so learning on their own is advantageous for developing cultural awareness and it is the basis for lifelong learning processes; it is even better if this learning is carried out according to our own schedules and rhythms and it can also avoid travelling long distances to the learning centres.

Self-directed learning tools and methodologies are also, in formal educational environments, very useful for teachers to help them to either prepare their own lessons or also for learners to provide them with further practice, which is essential for learning a foreign language. They seek their own autonomy when they organize and self-regulate their learning process.

Fun and responsibility can also be ingredients for this type of learning; learners can select the materials which are interesting to them and, this way, they become entirely responsible for their own learning experience. Thus, learners can increase their own confidence aiming at objectives they have previously set, and they can also develop their language skills because they can select the best strategies to attain their goals.

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2. Definitions

"Learner autonomy is characterized by a readiness to take charge of one's own learning in the service of one's needs and purposes. This entails a capacity and willingness to act independently and in cooperation with others, as a socially responsible person" (Dam 1995, 1).

"The self-directed learning is a teaching method in which the student takes the initiative in diagnosing their learning needs, formulating objectives, the election and finding human and material resources for learning, select strategies for better learning and evaluate the results. The teacher acts as a facilitator and a resource is more than self-directed learning." (Miguel Rebollo, February, 2002)

Another definition

Autonomy in foreign languages is considered an important component for creative development in communication, moving away from conventional and restrictive contexts and moving towards self-direction and self-regulation where the individuals reorganize, restructure and evaluate their learning experience. The introduction of these new contexts encourages them "to become authors of their own worlds" (Benson & Voller, 1997, p. 53).

The concept of autonomy in the field of language learning has been understood from the outset as self-learning and, in the classroom, as the gradual transfer of the learning process from the teacher to the students. Self-learning centers attention on the individual and on independence. Nevertheless, developed independence through autonomy is conditioned to interdependence; this being one of the characteristics of social beings. Autonomy, therefore, may be understood as freedom of control, not only of the teacher, but also of the curriculum; the preconceived ideas of learning a new language and the students' weaknesses. Then, the process of transfer presupposes the development of an active relationship among the learner, the process and the content of learning in the way in which he/she learns and the way in which he/she transfers this learning to contexts outside the classroom (Little, 1991), thus, "empowering" the learner to be confident in new surroundings.

Interpretations of autonomy presented by different authors and researchers, Leguthke & Thomas (1991), Little (1991), Holec (1992), Dickinson (1992), Nunan (1997) Benson y Voller (1997), Pennycook (1997), Cotterall & Crabbe (1999), Zimmerman (2000), Benson (2001), consider that the existence of tendencies, procedures and behaviours evidence a series of characteristics that help us to identify autonomous individuals.

The following list states the characteristics that define the autonomous learner:

- Regularly participates in the definition of the objectives, understands the purpose of the task and influences the content and structure of the program
- Shows responsibility and initiative in the development of pre-planned actions.
- Collaborates in the orientation of work and with those who form a collective with learning preferences.
- Systematically reviews the agenda, reflects on what has already been learnt, evaluates effect, develops and uses self-evaluative criteria.

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- Self- regulates his/her interaction with other participants and the proper employment of resources.
- Maintains a positive attitude and behavior despite possible learning difficulties and manages to generate high levels of motivation.
- Uses a series of strategies through which he/she achieves a more spontaneous and effective degree of communication. Easily handles different roles in discussion and enjoys a high level of social autonomy in his/her learning.
- Successfully transfers what has been learnt to new contexts.
- Is conscious of challenges and reflects upon his/her own contributions.
- Has a positive image of him / herself, is creative and disciplined.
- Undertakes and develops investigative processes.
- Enjoys activities that favor social interaction.
- Regards the teacher as a guide; prefers individual tasks, tutorials and distance/ off-campus learning.

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3. Method of implementation

3.1. Self-directed learning in teaching - facilitation of self – directed learning by language teachers, trainers

The following list summarizes points made by several writers (Ash 1985; Bauer 1985; Brockett and Hiemstra 1985; Brookfield 1985; Cross 1978; Hiemstra 1982, 1985; and Reisser 1973) regarding how adult educators can best facilitate self-directed learning:

- Help the learner identify the starting point for a learning project and discern relevant modes of examination and reporting.
- Encourage adult learners to view knowledge and truth as contextual, to see value frameworks as cultural constructs, and to appreciate that they can act on their world individually or collectively to transform it.
- Create a partnership with the learner by negotiating a learning contract for goals, strategies, and evaluation criteria.
- Be a manager of the learning experience rather than an information provider.
- Help learners acquire the assessment techniques necessary to discover what objectives they should set.
- Encourage the setting of objectives that can be met in several ways and offer a variety of options for evidence of successful performance.
- Provide examples of previously acceptable work.
- Make sure that learners are aware of the objectives, learning strategies, resources, and evaluation criteria once they have decided upon.
- Teach inquiry skills, decision making, personal development, and self-evaluation of work.
- Act as advocates for educationally underserved populations to facilitate their access to resources.
- Help match resources to the needs of learners.
- Help learners locate resources.
- Help learners develop positive attitudes and feelings of independence relative to learning.
- Recognize learner personality types and learning styles.
- Use techniques such as field experience and problem solving that take advantage of adults' rich experience base.
- Develop high-quality learning guides, including programmed learning kits.
- Encourage critical thinking skills by incorporating such activities as seminars.
- Create an atmosphere of openness and trust to promote better performance.
- Help protect learners against manipulation by promoting a code of ethics.
- Behave ethically, which includes not recommending a self-directed learning approach if it is not congruent with the learners' needs.

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3.2. Becoming a self-directed learner

3.2.1. Factors discouraging learning

As a starting point of this capital we would like to pay attention to the factors which can discourage language learning and which can influence negatively on becoming a self- directed learner.

The most discouraging factors of language learning are:

1. Lack of time and motivation¹
2. Boring lessons concerning grammar
3. Being afraid of speaking
4. Learning new words
5. Difficulties to understand people speaking in foreign languages
6. Lack of company to learn together

What can we do to eliminate or reduce the factor of” **lack of time” and” lack of motivation”**?

At first, it is important to create some opportunities to immerse yourself in language learning by developing good habits e.g.:

- listening to the radio or TV programmes while doing other things. You will accustom your ears to the foreign language. And repeating sentences will help you to develop speaking skills (e.g. intonation and rhythm);
- listening to audio books (e.g. CD, tapes, online stories)
- reading magazines and newspapers, reading internet website of some magazines in the foreign language (all those magazines can be related to tourist issues)
- also reading short stories (it can be simple stories also for children) or a couple of pages every night before falling asleep
- trying to combine your hobby with language learning: if you like cooking, buy some books for cooking in the language you want to learn, use Internet websites in the foreign language related to your hobby, listen to songs and read the text of songs
- trying to make short notes in the foreign language in your work: e.g. list of to do, recipes etc.
- involving your family and or co-workers who would like to learn a foreign language, all the above- mentioned activities can be done together . Together is always easier and nicer!

IMPORTANT! Do not forget that it is not important if you, at the beginning can't understand the whole situation presented e.g. on the radio or TV, you do not have to understand each word but the general meaning of the information.

Other discouraging factors of learning are:

Boring lessons concerning grammar:

- “Grammar can be learned implicitly, by gradually acquiring it from what you hear and read. You can develop grammatical knowledge which you are not aware of, just like children

¹ Europeans and their languages

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acquiring their first language learn to distinguish between correct and incorrect structures even if they have no names for them.

- Choose a short text with the grammatical structures you want to memorise. Cut them up, jumble the pieces and then reconstruct the text. It will make you think about what goes where and why.
- Make a grammar book of your own or cover a wall with grammar! Illustrate it with pictures or tables if you are a visual learner. Write down phrases including the grammatical structures or forms you are learning.
- Take advantage of your former learning experiences. Compare the structure of the new language with the languages you already know.
- Brochures and web pages of tourist catalogues and magazines are a great way to learn a language. Pay attention to word order and think how the same sentence could be written in a less formal way.
- Lyrics of songs often repeat structures. Sing along!
- Don't be impatient – learning a new language takes time! Don't be afraid of making mistakes!

Afraid of speaking:

- Allow yourself to make mistakes – it's an essential part of learning! Relax – there are always many different ways of saying the same thing. Be brave and open your mouth!
- Radio, TV and videos offer a variety of spoken material as well as a chance to hear different accents and dialects. It is easy to find topics you are interested in. You can repeat the lines after speakers to develop your speaking skills, especially your intonation and rhythm.
- Collect a beginners' "mini-vocabulary" of your own. Learn some useful and polite phrases (i.e. greetings, question words and expressions like these: *Sorry, but I don't speak very much English/Spanish; Could you speak more slowly/repeat that, please?* People are often delighted when they note that you take an interest in their language.
- Learn a few useful expressions which will keep a conversation going and tell the speaker that you are listening, for example *That's nice to hear; What a pity; How interesting; Yes/No; I understand; Really?* It gives you the opportunity to continue listening to the language while learning more. Such phrases can be picked up by listening to the radio, TV etc.
- If you have a guest from abroad, you can rehearse the situation first by doing role plays. Practise telephone conversations with a friend, family or co-workers. Learning materials often have models for such dialogues.
- Observe native speakers (your clients – guests) of a language, in person, on TV or in films and pay attention to the way they interact with each other (speech, gestures, voice...). Try to copy and apply what you have seen when you use the language. Listen carefully to how people from different age groups talk:
 - o can you notice differences between males and females or people in different positions?
 - o pay attention to how people express their feelings (anger, love, delight).

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- Learning pronunciation can be fun if you use (children's) rhymes.
- Learn new words by reading any kind of texts e.g. related to the subject of tourist issues in any foreign language: professional magazines, brochures, catalogues, instructions, labels.
- Find signs and announcements in a foreign language related to your work and note down the words you want to learn. For example in hotels, pensions:
 - o the opening hours, reception, contact information, etc.;
 - o study symbols and their explanations;
 - o try to guess the meaning of headings in the menus of web pages using the context (e.g. what kind of offers there are), pictures and other illustrations to help you.
- Study web pages of other hotels and pensions or anything you are interested in.
 - o learn vocabulary related to a specific area. Make mind maps etc. and write a text in which you use the new vocabulary;
 - o if there is a translated version of the text, compare that with the original one or use it to support your understanding.
- Collect keywords which are important in your everyday also working life, for example words which you need at work.

Difficulties to understand people speaking in a foreign language:

- For you what should be important is to understand the general meaning of a message, not necessarily each word. Try to observe the speaker's face, gestures and tone of voice. Your guests from abroad and additionally films provide great opportunities for this. Use your intuition: Can you guess what he or she means? Does the context of the conversation give you a clue?
- Enjoy listening to a language even if you cannot understand very much yet. Get used to hearing the new language and its rhythm little by little. You can use for example songs and their lyrics which provide an authentic and meaningful way to practise listening comprehension and rhythm. The translation of some lyrics can be found on the Internet, so you can check your understanding.
- Listen to music, radio and watch TV programmes in the foreign language. Try to recognise familiar words and expressions and to understand the main points. Afterwards, set yourself a few questions and try to reconstruct some of what you heard. Then listen to it again (if possible). Commercials and weather forecasts provide a good start. Here are some ideas:
 - o make a habit of having the radio or TV on when doing other things to get used to the rhythm of the speech and extend your passive knowledge of the language and vocabulary.
 - o choose topics you are familiar with and try to figure out familiar words, for example, listen to the same news story in your mother tongue and in the foreign language.
 - o listen carefully to how people from different age groups talk.
 - o pay attention to the way native speakers react in different situations.
- If you have a friend in another country, you can ask him or her to record greetings for you. You will have a motivating and interesting listening comprehension exercise. You can also arrange

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an on-line conference with your friend or collect a group of learners from around the world to meet on-line.

Lack of company to learn together:

Self-directed learning does not exclude learning in a team. You can engage your family members, friends and your colleagues at work to learn together or you can find another language learner via:

- websites for e-learning, chats, discussion forums, websites for learning foreign languages (they have chats, forums etc, where learners also from other countries learn foreign languages)

3.2.2. Steps to become self – directed learner

Most potential learners say that learning a new language is very often hard. Before starting to learn a foreign language it is essential to think about some questions:

1. Why do you want to learn a new language? In other words what is your motivation to learn a foreign language?

<http://agelesslearner.com/assess/motivationstyle.html>

2. Why are you learning this language?

3. What is your level?

- What are your strengths?

- What are your weaknesses?

Currently there are many Internet pages or writing tests where you can check your level on-line, but remember those tests will not give you a 100 % correct answer but only a general idea about your level.

4. What is your preferred way of learning?

Each of us has own style and way of learning, sometimes we do not realise it. Some of us prefer writing, some listening or speaking. To find out what is your style of learning you can use existing questionnaires on the Internet which can help you to have an idea of what the best way of learning for you is.

<http://agelesslearner.com/assess/learningstyle.html>

<http://www.engr.ncsu.edu/learningstyles/ilsweb.html>

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/vark.htm> - in this website you can choose your language to assess your style.

If you know what your style of learning is, do not forget to vary your learning materials, e.g. various exercises, sources: TV programmes, video, radio, internet website, magazines etc.

5. How will you organise and plan your own way of learning: when do you want to learn? What is your aim? How do you want to learn?

- What resources will you need?

- What kind of support will you need?

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In order to answer the questions above, you can use Need Analysis and Action Plan²

Need Analysis

1. Why do you want to learn/continue to learn this language?
2. Describe in your own words your current knowledge of the language
3. Which aspects of the language (if any) do you feel entirely confident about? (e.g. reading, writing, listening, speaking, grammar knowledge/accuracy, vocabulary knowledge etc)
4. Which aspects of the language do you feel nervous about?
5. Why do you feel nervous about them?
6. What do you think can be done to make you feel more confident about them?
7. What do you plan to do for yourself?
8. What facilities and support do you need to do this?
9. What facilities and support do you think are available to you? Visit the language school to find out if you are right about the resources available to you. Look at the websites to familiarise yourself with resources you may not have known existed. Ask tutors and fellow students about facilities available.
10. What do you now think are the most important facilities available to you?
11. Who can help you ensure that your language learning needs are being met?
12. What practical steps are you going to take over the coming week?
13. What practical steps are you going to take over the coming month?

Place this in your language learning folder. Remember to go back to questions 12 and 13 and fill in the dates as you complete the tasks you have set yourself. Fill in a Reflective Questionnaire after a few weeks. This will help you to look back on how you are learning and readjust your action plan.

14. At the end of the semester, look back at questions 4 and 5. Would you still give the same answer?

Action Plan³

1. Language skills
What languages other than your mother tongue do you know? How would you describe your level?
2. Motivation
Why are you learning this language? (Focus on both course-related reasons and personal motivation)
3. Where are you now?
Describe how confident you are at each of the following:

	Strengths	Weaknesses
Speaking		
Listening		

² The University of Manchester

³ The University of Manchester

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Reading		
Writing		
Grammar		

4. Where would you like to be?

Describe what you would like to be able to do in the language (e.g. Reading: I would like to be able to read literature and newspapers without having to look up every other word. Writing: I would like to be able to write essays easily in the language.)

a) long term (target date:)

	Goals
Speaking	
Listening	
Reading	
Writing	
Grammar	

b) short term (e.g. by the end of this summer)

	Goals
Speaking	
Listening	
Reading	
Writing	
Grammar	

5. How are you going to achieve these goals?

Write a brief description of your study plan for the current period (e.g. Speaking: I will use cassettes to improve my speaking skills and record my own voice. I will find a Face-to-Face partner to practise with).

	Study Plan	Time per week
Speaking		
Listening		
Reading		
Writing		
Grammar		

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6. What resources and materials are you going to use?

Spend some time looking at the language schools catalogues and websites. Discuss resources with your tutors and with friends. Include useful internet sources, TV/video sources, Computer Aided Learning packages etc. N.B. Resources can also be human!

	Recources/Materials
Speaking	
Listening	
Reading	
Writing	
Grammar	

You should reflect regularly on your learning and review your goals and how you will achieve them.

7. How will you assess your progress?

- Set yourself achievable, specific goals and sub-goals so that you can 'tick' them off as you progress
- Maintain a language learning journal - you can track your progress
- After each learning activity: note what you have learnt and achieved
- After each activity: note what you still need to work on further and make yourself a commitment to do so
- Every few weeks, reflect on your learning and review your strategies. To do this, you may find our Reflective Questionnaire useful.

Reflective Questionnaire⁴

A WHAT HAVE YOU DONE?

Briefly describe the independent language learning activities you have undertaken over the past month/semester/year (delete as appropriate).

1. Reading
2. Writing
3. Listening
4. Speaking
5. Grammar work
6. Vocabulary work

B. WHAT WENT WELL?

Think about one of these activities which worked particularly well for you and/or which you enjoyed.

1. Briefly describe the activity.
2. What did you enjoy most about it?

⁴ Adapted from the University of Manchester



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3. Which aspect of it do you think you gained most from, for your language learning?

C. WHAT DIDN'T GO SO WELL?

Think about one of the activities (listed in A above) which didn't seem to work for you and/or which you didn't enjoy.

1. Briefly describe the activity.
2. What was it you didn't enjoy about it?
3. Why do you think you got little/nothing out of it for your language learning?
4. What have you learnt from this?

D ACTION PLAN - What practical steps are you going to take in order to build on what went well (B above) and to turn around what went less well (C above)?

Practical steps/tasks	Date completed
a)	
b)	
c)	
d)	
e)	
f)	
g)	
h)	

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4. Methodological approaches

4.1. Cyclical didactic model sequence for the integration of self-directed learning

Olga Esteve, Marta and María Dolores Cañana (Faculty of Translation of the Pompeu Fabra University of Barcelona) "Towards the autonomy of learning foreign languages at university level: the focus on areas such as bridge between classroom learning and work in self-learning "(2004)

Introduction of custom work (communicative ultimate goal of the didactic sequence): ***For example, produce a brochure / flyer with information about their business in tourist sector.***

Working in classroom I

1. Introduction of text consistent with the type of text that should be produced by students: Presentation of written materials and / or oral, predominantly narrative and belonging to different textual typologies (stories, tourist guide, etc.). Comprehensive approach to texts from activities of comprehensive understanding of both written and oral (activation of comprehension strategies).
2. Beginning with work on code language, in line with the objective of the sequence and from the incorporation of linguistic practices awareness: implementing inference strategies, the approach of assumptions and of cooperative work (gradual discovery of how the language system works: inference strategies)
3. Shared by the teacher of the linguistic aspects (both grammatical themselves as pragmatic and discursive) discovered by students themselves; Explicit introduction of other aspects by the teacher (dialogue set of grammatical construction of explicit knowledge).
4. Introduction of self-learning materials available for work content (both linguistic, textual semantic) needed to achieve the goal of the sequence (parallel texts, grammar, vocabulary, comprehension strategies, etc.). At this time, trainees develop an individual or collective work plan (small groups) which aims to encourage the students for:
 - a) Carrying out a survey on the goal of the task and to what extent it will help to improve on what skills.
 - b) Reflecting on the difficulty of the task faced.
 - c) Reflecting on their needs regarding the task and what it necessarily implies
 - d) Conducting a survey on the current stage of their knowledge at the time to deal with homework and to take "small" decisions on what they need / want to work, both in content as a strategic level.

(Awareness on the current stage of knowledge, needs analysis, decision making, planning)

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Working with autonomous self-learning materials + tutoring

Students work with materials depending on their specific needs but with a common goal which is specified in the commissioning of work. An agreement must be reached about hours of self-directed work and it could be useful to fill in a meta-cognitive questionnaire where students analyze their self-directed work from the following prism:

- a) Awareness of the problems and difficulties that they have faced;
- b) Analysis of the value of strategies and resources they have used to solve problems: to what extent they have been useful or not and why;
- c) Overall rating of work in self-directed
- d) Expression of needs that have emerged during the self-directed work (both content and strategic)

Before turning to a new phase of work in the group class, and during the self-directed work, it takes place individually or in small group activities of tutoring.

Working in classroom II

5. The teacher repeats in the group of class issues raised by pupils in the meta-cognitive questionnaire and responds to them explicitly or presenting options or alternative ways (constructive dialogue).
6. In small groups in the classroom or as individual work, the trainees continue with the next phase of the sequence: the elaboration of the text (brochure / prospectus) from the goal of commissioning work. The trainees continue with the same process initiated at self-directed work: prospecting of verbal resources worked in the classroom or by self-learning materials that they consider appropriate to achieve the goal established. This time, however, the process isn't so explicit but emerges in a more natural interaction of the group (and Meta-cognitive meta-language reflection from the interaction in the group)
7. Each group gives the trainer and all the trainees their production: co-evaluation or joint assessment and awareness of errors. Reflection on the joint group of class on both linguistic problem areas (content) and learning (process): tutoring final group (assessment of the product, joint assessment of processes).

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4.2 Strengthening teaching and learning – combining Content and Language Integrated Learning concept into self – directed learning⁵

The concept of self –directed learning can be assisted by *Content and Language Integrated Learning CLIL*. The acronym CLIL is used as a generic term to describe all types of provision in which a second language (a foreign, regional or minority language and/or another official state language) is used to teach certain subjects in the curriculum other than the language lessons themselves. (Eurydice 2006: 8). More about Content and Language Integrated Learning CLIL see page 54

CLIL offers the opportunity to apply different methods of teaching and learning, in this case self-directed learning. The aim of all teaching should be to make learners independent of the teacher. Autonomy results from a conscious strategy to guide the students towards being free to determine their own actions and ways of performing them. Some learners may be unused to self-directed ways of learning and need to be trained for autonomy.⁵

Effective learning means teacher's support but mostly active involvement of the learner. CLIL in self – directed learning sets more demands on the learner than in traditional forms of teaching.

Students have to cope with new material - the task is more difficult than working with material in the mother tongue. Students have to search for information, check the necessary vocabulary; learning becomes an autonomous process for which the learner must assume responsibility. Students acquire the ability to search for information in other than the mother tongue.

Students should be given projects to complete when they can work at their own pace with only little help from the tutor. This will develop their creativity and ability to deal with certain problems without help. CLIL develops an individual's own activeness and initiative.

In the concept of CLIL there are five dimensions which can be implemented by the teacher in relation to the tourist sector. They are based on issues relating to culture, environment, language, content and learning. Each of these includes a number of focus points realized differently according to 3 major factors: age-range of learners, socio-linguistic environment, and degree of exposure to CLIL.

*CLIL Dimensions and Focuses*⁶

1. The Culture Dimension - CULTIX
 - Build intercultural knowledge & understanding
 - Develop intercultural communication skills
 - Learn about specific neighbouring countries/regions and/or minority groups
 - Introduce the wider cultural context
2. The Environment Dimension - ENTIX
 - Prepare for internationalisation, specifically EU integration
 - Access International Certification

⁵ CLIL Cross Cultural Dimensions, Larisa Malinovska, Anda Zeidmane; Lativa Univeristy of Agriculture

⁶ <http://www.cilcompendium.com/cilcompendium.htm>

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- Enhance school profile
3. The Language Dimension - LANTIX
 - Improve overall target language competence
 - Develop oral communication skills
 - Deepen awareness of both mother tongue and target language
 - Develop plurilingual interests and attitudes
 - Introduce a target language
 4. The Content Dimension -CONTIX
 - Provide opportunities to study content through different perspectives
 - Access subject-specific target language terminology
 - Prepare for future studies and/or working life
 5. The Learning Dimension - LEARNTIX
 - Complement individual learning strategies
 - Diversify methods & forms of classroom practice
 - Increase learner motivation

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4.3. Example Unit: European wines

The following example course describes the learning sequences of a unit focusing on learners that have contact with customers / guests by serving meals and dishes, selling wines or/and maintain restaurants, pubs and souvenir shops. This course is content-driven, designed to develop knowledge and appreciation of wines from around the world and consisting of 7 modules. This module can be used in self –directed learning with assistance of a teacher. Each module focuses on the intensive and individual work e.g. at home.

Module 1 – Introduction & Brainstorming

Some Portuguese wines are famous in the world.

A. How much do you know about Portuguese wines? (Single work)

1. Is Portugal a country that imports or exports wine?
2. Do you know any demarcated regions?
3. Have you heard of any Portuguese grape varieties?
4. Name two Portuguese famous wines.

B. True or False Activity – Are these statements TRUE or FALSE? Then, if possible, correct the false ones.

1. Madeira wine can be consumed either as an aperitif or along with a dessert.
2. Vineyards in Vinho Verde Demarcated Region are in the Alentejo, Portugal.
3. Both Romans Seneca and Pliny made references to vines in the area between the rivers Douro and Minho.
4. Madeira Vintage style must be aged at least 30 years.
5. Wines were mostly for domestic use, although Vinho Verde may have been exported in the 12th century.
6. There are four major types of Madeira wine, according to the grape variety used (Malmsey, Boal, Verdelho and Sercial).
7. There are references to Port wine in the Shakespearean plays.
8. Madeira is not very robust, so it cannot be quite long lived even after opening it.
9. The countries that bought Vinho Verde in the 12th century were France, Spain and Canada.
10. In the 16th century, the arrival of maize banished vines of Vinho Verde to the field margins.
11. White and tawny ports are rarely served as an aperitif.
12. Madeira is connected with the Early American History.

1	2	3	4	5	6	7	8	9	10	11	12

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Correction:

After doing this exercise, learners can compare their own answers to the other learners', maybe in a forum of discussion on the Internet or later in a plenary session (and the teacher could help them with the correct answers).

Self-correction:

1	2	3	4	5	6	7	8	9	10	11	12
T	F	T	F	T	T	T	F	F	T	F	T

Correction:

2. Vineyards in Vinho Verde Demarcated Region are in **Minho**, Portugal.
4. Madeira Vintage style must be aged at least **20** years.
8. Madeira **is** very robust, so it **can** be quite long lived even after opening it.
9. The countries that bought Vinho Verde in the 12th century were **England**, **Germany** and **Flanders**.
11. White and tawny ports are **often** served as an aperitif.

Module 2 – Focus on Vocabulary & Aspects of CULTIX

Madeira Wine is a worldwide famous Portuguese wine.

- I. How much do you know about the History of Madeira wine? (Single work)

Match the two columns so that you can find out how much you know about the topic.

- | | |
|---|--|
| 1. Madeira wine | a. which were used to transport canes.
b. began to produce wine by heating it, and thus, ageing it. |
| 2. Madeira Island | c. became a regular customer of Madeira wine. |
| 3. In the 16th century | d. a strong wine industry was established. |
| 4. At first a small amount of distilled alcohol | e. began to be well-known worldwide five centuries ago. |
| 5. The Dutch East India Company | f. was a regular port for ships travelling to the New World and West Indies. |
| 6. Pipes were casks of wood | g. was taken from cane sugar.
h. was found to be a better process by producers. |
| 7. Ageing the wine on long sea voyages | i. became famous in the 19th century. |
| 8. Madeireans | j. that were used to transport wine. |

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1	2	3	4	5	6	7	8

- After doing this exercise, learners can compare their own answers to the other people maybe in a forum of discussion on the Internet or later in plenary (and the teacher could help them with the correct answers).

Self- correction:

1	2	3	4	5	6	7	8
e	f	d	g	c	j	h	b

- Learners do an exercise (odd word out type)

II. Cross the “odd” words/phrases out (Single work)

1. Madeira wine “noble” varieties are:
 a. sercial b. Verdelho c. tinta negra mole d. Bual e. malvasia
2. “Hybrid” grapes
 a. are officially accepted b. were officially banned c. stopped in 1979
 d. are still produced e. are not a quality product
3. In the current days, Madeira` s primary markets are:
 a. Benelux b. the United Kingdom c. France d. Germany e. China
4. Today, Madeira’s emerging markets are located in:
 a. the U.S.A. b. Canada c. the U.K. d. Arabian Emirates e. Japan

- While doing this exercise, learners can discuss it on the Internet (forum of discussion).
 In a formal learning context, the teacher could tutor self directed learning by giving pupils a small text so that they could correct their exercise easily.

III. Check your answers by reading the following text:

Part of the 20th century saw a downturn for Madeira, both in sales and reputation, as low quality "cooking wine" was associated with the island. However, towards the end of the century, some producers started a renewed focus on quality - ripping out the hybrid and American vines and replanting with the "noble grape" varieties of *Sercial*, *Verdelho*, *Bual* and *Malvasia*. The "workhorse" varieties of *Tinta Negra Mole* and *Complexa* are still present and in high use but hybrid grapes were officially banned from wine production in 1979. Today, Madeira's primary markets are in the Benelux countries, France and Germany with emerging markets growing in Japan, the United Kingdom and the United States.

Slightly adapted from: *Wikipedia*

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Just to **confirm your answers** they should be as follows:

1. c. tinta negra mole
2. a. are officially accepted
3. b. the United Kingdom e. China
4. b. Canada d. Arabian Emirates

- In a classroom context, the teacher asks pupils to complete a Cloze test by inserting the most appropriate word.

IV. Choose the most appropriate word for the blanks from the ones given:

The 18th century was the -----1----- for Madeira with the wine` s -----2----- extending from the -----3----- colonies and -----4----- in the New World to Great Britain, -----5----- and -----6----- Africa. The colonies, in -----7-----, were -----8----- customers consuming as much as -----9----- of all wine produced on the ----
-10----- each year.

- | | | |
|---------------------|---------------|-----------------|
| 1. a) silver | b) golden | c) bronze |
| 2. a) production | b) popularity | c) chance |
| 3. a) American | b) Indian | c) Russian |
| 4. a) Argentina | b) Peru | c) Brazil |
| 5. a) France | b) Russia | c) Spain |
| 6. a) Eastern | b) Northern | c) Southern |
| 7. a) in particular | b) in summary | c) in detail |
| 8. a) thrilled | b) powerful | c) enthusiastic |
| 9. a) a third | b) a quarter | c) half |
| 10. a) place | b) region | c) island |

After having done the exercise, learners might talk about the possible solutions in a forum of discussion, find them on the Internet. At a later stage, the teacher can give them some feedback about their answers in a classroom context or over the Internet.

Self- correction:

- | | | |
|---------------------|--------------------|-----------------|
| 1. b) golden | 2. b) popularity | 3. a) American |
| 4. c) Brazil | 5. b) Russia | 6. b) Northern |
| 7. a) in particular | 8. c) enthusiastic | 9. b) a quarter |
| 10. c) island | | |

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V. Fill in the blanks with some of the words given:

return - production - epidemic - 18th century - 19th century - sales
American - Russian - British - plagued - uprooted - wine - normal

The mid 19th century ushered an end to the wine industry's prosperity, also because the phylloxera 1. _____ that had 2. _____ France and other European 3. _____ regions reached the island. By the end of the 4. _____ century, most of the island's vineyards had been 5. _____ and many were converted to sugar cane 6. _____.

By the turn of the 20th century 7. _____ started to slowly return to 8. _____ until the wine industry was again affected by the 9. _____ Revolution and by the 10. _____ Prohibition which closed off two of Madeira's biggest markets.

Learners can discuss their answers on the Internet (forum of discussion). At a later stage, the teacher can give them some feedback about their answers in a classroom context or over the Internet.

Self-correction:

1. epidemic	2. plagued	3. wine	4. 19th century	5. uprooted
6. production	7. sales	8. normal	9. Russian	10. American

Module 3 – Focus on Vocabulary & Aspects of LANTIX

I - Read the following text and do the tasks that follow:

Madeira was an important wine in the history of the United States of America. No wine quality grapes could be grown among the thirteen colonies so imports were needed with a great focus on Madeira. One of the major events on the road to revolution in which Madeira played a key role was the British seizure of [John Hancock's sloop the Liberty on May 9, 1768](#). Hancock's boat was seized after he had unloaded a cargo of 25 pipes (3,150 gallons) of Madeira and a dispute over import duties arose. The seizure of the *Liberty* caused riots to erupt among the people of Boston.

Madeira was also a favorite of [Thomas Jefferson](#), and it was used to toast the [Declaration of Independence](#). [George Washington](#) and [Benjamin Franklin](#) are also said to have appreciated the qualities of Madeira. John Adams wrote to his wife, Abigail, of the great quantities of Madeira he consumed while being a Massachusetts delegate to the Continental Congress. Chief Justice [John Marshall](#) was also known to appreciate Madeira, as were his cohorts on the U.S. Supreme Court at

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the time. A bottle of Madeira was also used by visiting Captain James Server to christen the US Constitution in 1797.

Adapted from *Wikipedia*

A Choose the best title for the text:

1. A dispute over wine
2. The origins of Madeira wine
3. Early American History

B Complete the sentences according to the text:

1. People from the US imported Madeira wine because ...
2. John Hancock's ship had got ...
3. The cargo of *Liberty* provoked ..
4. People of Boston ...

C Find synonyms in the first paragraph of the text for the following:

1. planted
2. emphasis
3. biggest
4. important
5. ship
6. arrested
7. appeared

D Give antonyms for these words in the context.

1. hated
2. didn't drink
3. dislike
4. become a pagan

E Answer these questions in a complete way:

1. What did the "fathers of the American nation" use to toast? Why?
2. Was Madeira wine also important to John Adams? Justify your answer.
3. Who else was really interested in *Madeira*?
4. How was the US Constitution christened in 1797?

II A) Complete the sentences with words formed from the ones given in brackets:

1. Madeira wine is well- _____ (know) worldwide.
2. *Liberty* was _____ (seizure) on May 9th.
3. A cargo of 25 pipes was _____ (load) in the port.
4. Riots _____ (eruption) among the people of Boston.
5. A _____ (toast) to the *Declaration of Independence* was made.
6. One of the most _____ (succeed) Portuguese wines is *Madeira*.

B) Insert the right verb tense of the verb in brackets.

1. Madeira _____ (become) a regular port of call for ships traveling to the New World and East Indies by the 16th century.
2. Madeira wine _____ (be) famous since the 16th century.
3. The name *Vinho Verde* literally _____ (mean) "green wine".
4. We can predict that *Madeira* _____ (always / have) fame.
5. My plan is I _____ (buy) a bottle of this wine for my grand-father.
6. A dispute over import duties of the wine arose when _____ (reach) the port.

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Module 4 / 5 – Focus on LEARNTIX and SDL*

I – Summarize in 60-80 words (each) what you have learnt about:

- A) Portuguese wines (in general)
- B) Madeira wine (in particular)

II - In about 90 – 110 words write on the following topic:

Do you know any other famous wine worldwide? Could you tell us briefly its story? If you don't, make a little research on a famous wine.

III – Write around 100 words on the topic:

“My favourite wine”

* Note: All the exercises contained in this unit are focused on SELF DIRECTED LEARNING

Module 6 – Focus on ORAL COMMUNICATION SKILLS

I – Prepare a brief presentation (through power point, video tape, poster, etc.) on what you have learnt about:

- A) European wines (in general)
- B) Portuguese wines (in general)
- C) Madeira wine (in particular)

Note: As it is an oral communication exercise and you are in a self directed learning setting, you can record your presentation in video and/or audio tape and then analyze it from a critical point of view, checking errors and trying to improve your skills. You can repeat this process till you think you have done your best. You can also ask for the help of a teacher or another more experienced colleague.

II – Prepare a power point presentation on the following topic:

My research work on a famous wine worldwide.

Note: In this exercise type, you can also register your presentation in video and/or audio tape and analyze it from a critical point of view, checking errors and trying to improve your skills. Similarly to the previous exercise, you can repeat this process till you think you have done your best. You can also ask for the advice of a teacher or another more experienced colleague.

III – Prepare a debate on the theme: “My favourite wine”. Each presenter tries to show the best qualities of his/her chosen wine and gives reasons why people should try it on a forum of discussion. At the end, one of the learners publishes online the summary of the most relevant items.

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Module 7 – Closure, assessment and evaluation

Matrix Portuguese Wines

	Kinds & Qualities	Production	My favourite wine	Sayings, quotations	Songs
Learner 1					
Learner 2					
Learner 3					
...					

- A) Learners present the final results defined by the matrix (Plenary).
- B) They discuss about the other learners` results.
- C) They collect the most meaningful vocabulary through a brainstorming exercise (on the board)
- D) They fill in crossword puzzles made by the others
- E) At the end, learners analyze their portfolio (E-Portfolio or other type) and fill in an evaluation form about the whole process (set of objectives, realization of various exercises and final results)

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Example of framework for training program:

Madeira Wine is a worldwide famous Portuguese wine

Duration: 3- 4 hours

Objective: Development knowledge and appreciation of wines from around the world. Learners will work individually with assistance of trainer. The participants should get more information about Madeira wine and its history. Most of the exercises are focused on the individual work of learners. The training can be also conducted via internet, communication between learners and teacher via discussion forum.

Description of the method:

Step 1: The teacher asks the questions to participants about their knowledge about Portuguese wine. The task of teacher is to introduce a brainstorming discussion among participants.

Step 2: The learners work individually, they receive simple exercises on the history of Madeira wine, after the end of exercise, the learners compare the results, and they can discuss their answers on internet. At the end of this part teacher can give also a feedback.

Step 3: The learners work again individually. The learners receive the same text about Madeira wine. This part of the exercises focuses on the vocabulary and Lantix dimension. After the end learners can ask the teacher about correct answers.

Step 4: The learners prepare individually short summaries what they have learnt about Madeira and Portuguese wine, about other famous wine (learners can make researches in internet) and about “my favourite wine”.

Step 5: On the basis of own reflections, researches, learners prepare power points, video, poster or comics about three main topics: European wine especially Portuguese wine, famous wine worldwide and “my favourite wine”.

Step 6: All presentations are e.g. available online or presented during the meeting in the classroom.

Step 7: After presentations learners can discuss about the other learners’ results, learners analyze their portfolio and evaluate the whole process of learning.

Variables to take into account: previous level of English and knowledge about wine

Material required: paper, handouts, multimedia/computer for watching the video, internet connection.

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5. Diversity management

Diversity generates alternative perceptions, thoughts and ideas which contribute to the enrichment of everyone's lives, and is a strong basis for real change. Human beings differ in age, social and national background, gender, sexual orientation, physical and mental ability as well as religious belief and worldview.

There are many definitions of diversity management, and numerous terms are used to describe essentially the same thing. For instance, there are various definitions of 'diversity', 'productive diversity', 'diversity management' and 'workplace diversity'. In a pragmatic sense, the common ground in these definitions includes:

- they acknowledge the reality that people differ in many ways.
- they identify implications for the workplace, or society in general, that arise because of the diversity.
- they suggest or imply strategies to ensure that these issues are addressed, in the interest of the workplace, or society in general.

Diversity management is generally put forward as ways of ensuring that the positive benefits of a diverse workforce are both promoted and facilitated, through making equal opportunities central to policy and practice.

Managing diversity involves:

- Identifying the issues that arise from this diversity;
- Developing ways to address these issues.

Thus, the diversity approach involves in context of the "Be Multilingual" project:

- Recognizing that people are not all the same in terms of their social situation.
- Recognizing that individuals have different needs, which arise partly from their social situation.
- Valuing all individuals equally.
- Giving all people opportunities to reach their full potential.
- Tailoring provision of these opportunities to take account of diverse needs.

Examples of groups considered 'diverse' include:

- Women;
- People living in rural areas;
- Shift workers who are unable to commit to or attend regular classes;
- Older people;
- Lesbian, gay, bisexual and transgendered people;
- Refugees and immigrants;

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- People from disadvantaged socio-economic backgrounds;
- Long-term unemployed people
- In the context of education, different learning styles.

Three important points to note:

1. Some individuals face multiple disadvantages;
2. Some individuals from social groups regarded as disadvantaged may have no difficulties
3. Some individuals have extremely low self-esteem and may believe that 'learning is not for them'.

Learners should not be stereotyped according to the social group to which they appear to belong. Provision of learning should focus on individual needs – but with due consideration for issues that may arise from their social situation.

5.1 Practical approaches to diversity management

Online tutors need to develop diversity competences, but also to be able to help learners to develop these diversity competences:

1. Be self-aware:
 - a) identify factors in their upbringing that might create difficulties
 - b) recognize times when their own biases are affecting their judgment or behavior.
2. Treat everyone with respect and as unique individuals:
 - a) state personal names correctly
 - b) learn which words are offensive and which are acceptable to describe diverse groups
 - c) learn what kind of behavior might be – unintentionally - offensive.
3. Carry on learning, for example:
 - a) feedback from colleagues
 - b) exploration of diverse viewpoints
 - c) study of other cultures and views
 - d) learning from mistakes.
4. Develop good communication:
 - a) understand cultural difference in communication
 - b) adapt speech for non-native speakers of their language
 - c) listen carefully
 - d) check that their messages have been understood.

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5. Be inclusive:
 - a) make sure no-one is being left out
 - b) create an atmosphere in which learners feel safe to speak freely
 - c) welcome new points of view.

6. Be assertive:
 - a) challenge discrimination in others
 - b) encourage victims of harassment or discrimination to speak out.

7. Extend their networks:
 - a) develop personal and professional contacts with people from diverse backgrounds.

In order to implement diversity management, there has to be an understanding that we may share similar values, such as respect or need for recognition, but how we show those values through behavior may be different for different cultures. How do we know what different cultures need? Perhaps instead of using the golden rule, we could use the platinum rule which states: "treat others as they want to be treated." Moving our frame of reference from an ethnocentric view ("our way is the best way") to a culturally relative perspective ("let's take the best of a variety of ways") will help us to manage more effectively in a diverse work environment. Being in charge with training, tutoring and counseling, one has a key role in transforming the organizational service so that it more closely reflects the values of our diverse workforce.

Some of the skills needed are:

- an understanding and acceptance of managing diversity concepts
- recognition that diversity is threaded through every aspect of management
- self-awareness, in terms of understanding your own culture, identity, biases, prejudices, and stereotypes
- willingness to challenge and change institutional practices that present barriers to different groups

It's natural to want a cookbook approach to diversity issues so that one knows exactly what to do. Unfortunately, given the many dimensions of diversity, there is no easy recipe to follow. Advice and strategies given for one situation may not work in the same situation in another context.

Managing diversity means acknowledging the clients' differences and recognizing these differences as valuable; it enhances good tutoring and counseling practices by preventing discrimination and promoting inclusiveness. It is often difficult to see what part diversity plays in a specific area.

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5.2 Diversity management and self – directed learning

Diversity management and self-directed learning are concepts closely related to each other. We only need to have a look at the above-mentioned ‘diverse’ groups. People living in rural areas, for instance, could use a course that adapts to their geographic difficulties. Shift workers who are unable to commit to or attend regular classes would welcome the opportunity to fix the time for their lessons. In addition, this type of course it is much cheaper, and one does not have to waste time and money in transports. Of course, each person has his/her learning style and a general statement can not be made, but self-directed learning might be the perfect solution for many people belonging to the above-mentioned ‘diverse’ groups.

5.3. Self – directed learning and cross – cultural adaptability

The increased number of cross-cultural interactions in the world in different spheres has led to special interest in research on cross-cultural issues in general. Nowadays, the abilities to adapt and to learn are considered valuable international qualities. A strong relationship between self-directed learning readiness and cross-cultural adaptability in people who worked overseas suggests that educators can facilitate the development of cross-cultural adaptability by enhancing self-directed learning skills in students. New strategies for developing desired qualifications within the curriculum are suggested that go beyond classroom situation. Some approaches that enhance cross-cultural adaptability while working with other cultures domestically or internationally are discussed.

Changes in the world economy such as globalization, free trade in services, and advances in technology have increased the need for transferred qualifications, with self-directed learning skills and adaptability being among them. There is also a great demand for international transferable skills that include cross-cultural adaptability.

1. Understanding one's own worldview is a way to understanding others' views. Different instruments can be used to help students in exploring self. Some of them (e.g. The Cross Cultural Adaptability Inventory by Kelley and Meyers, 1992 and Self-directed Learning Readiness Scale by Lucy Guglielmino, 1977) include factors measuring the understanding of personal learning styles, preferences, values, beliefs, and attitudes.
2. Educators and students need to understand that self-directed learning and cross-cultural adaptability take place in a social context and not in isolation. New methods including the activities outside the classroom are preferable: community service, international internship, etc.
3. Cross-cultural awareness and adaptability take place through personal experience that involves cognitive and affective domains. It means that intercultural encounters enhance thinking and learning skills (cognitive domain), as well as develop emotional intelligence (affective domain). Emotions are as important in a learning process as thinking skills, as they usually connect the learning process to the life situation.

The found relationship between the ability to learn and the ability to adapt can be a departure point in preparing curriculum for students who are expected to work in a constantly changing world.

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6. Gender mainstreaming

In order to comprehend gender mainstreaming it is important to understand the definition of the terms;

- Gender does not refer to the biological differences between men and women; instead gender identifies the social relationships between men and women bound by cultural and societal structures. This means that gender roles is a dynamic process that changes over time, which consequently also means that gender roles are much varied across our globe. This is due to the fact that gender in itself is a learned behavior based upon the specific cultural and social milieu an individual lives in.
- Gender mainstreaming is the process of ensuring that women and men have equal access and control over resources, development benefits and decision-making, at all stages of the development process.

It aims at equal treatment of men and women, it is a strategy targeting at equal representation and participation in the wide range of our societies activities, such as decision making processes, the management of companies, the labour market, education and training etc. The Council of Europe defines it as “the (re)organisation, improvement, development and evaluation of policy processes, so that a gender equality perspective is incorporated in all policies at all levels and at all stages, by the actors normally involved in policy-making.”

Research from around the world has shown that gender inequality tends to slow economic growth and make the rise from poverty more difficult. Gender mainstreaming also aims at overcoming gender inequality concerning the resources of our society, such as the high level of the gender pay gap, the gender segregation in the labour market, the imbalance of time at disposal and care responsibilities.

Gender mainstreaming aspects are to be considered from the planning stage of a measure, a project or a program to implementation, from research to evaluation, by addressing the persistence of gender roles and providing the right combination of instruments which would ensure equal opportunities.

Gender mainstreaming rests on a foundation of equal treatment and positive action. It is essential to realize that the typical 'male model' (for example, men as main breadwinners with careers uninterrupted by caring responsibilities) being assumed to be the norm into which women, whatever their circumstances, are required to fit. Instead we should recognize that there are many models, of equal value. Furthermore, there are men who do not fit into the 'male model' (for example, the long-term unemployed) and there are women who do. So this is an issue for both men and women, and they cannot and should not be pigeonholed or stereotyped.

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6.1 Practical approaches for gender mainstreaming

Some of the practical ways in which gender mainstreaming can be put in place include the following actions:

1. Involve both men and women in decision-making.
2. Consider if the impact of your decisions impacts differently on women and men in the particular sector for which the course is aimed. For example, if more women than men work part time, the course almost certainly needs to be part time too.
3. Think about stereotyped notions of 'women's work' and 'men's work' –women in the West are not associated with carrying out manual labour but in the past and elsewhere in the world today it is women who carry out much of the manual labour. Nor are Western women thought of as potential plumbers or electricians or computer technicians, but there is no reason they should not enter these lucrative trades. So widen your recruitment policies and re-focus your publicity to attract both sexes.
4. Check policies to see if they might impact differently on men and women. For example:
 - a) If classes are held only at night, or if they are in places which cannot be reached by public transport, can women attend as easily as men?
 - b) If classes are held in the daytime, can men who are employed full-time access them as easily as women who work part-time or who are occupied in the house?
 - c) If the timetable is inflexible, can men fit classes into their existing timetable more easily than women?
 - d) Is there any provision for childcare, where women are more likely than men to care for children?
 - e) Do prevailing norms and values inhibit the participation of men or women in the educational programme being evaluated?
5. Look at the ratio between men and women on the course. Does the learning environment facilitate both sexes?
6. Consider carefully the language to be used: is it gender-neutral or does it imply that one sex is inferior to the other or is allegedly innately more suited to the occupation or the learning task than the other?
7. When the course is in progress, ensure that:
 - a) Women and men receive equal treatment and equal amounts of the tutor's attention.
 - b) Generalisations about men and women are challenged and sexist jokes are not accepted.

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6.2 Gender mainstreaming and self – directed learning

Our experience has shown that SDL proves its value.

Especially concerning a wide range of gender related aspects of training processes.

Our understanding of SDL guides the participants to take biographical insights as the basis for their learning process and further development. This individualized approach mobilises female interests and strengths in particular. A social and interactive form of learning focuses on gender roles and increases individual competences.

Supported by respective guidance and a selected variety of methods, SDL contains individual learning strategies and metacognitions. It reduces gender based barriers and promotes the individual potentials of taking responsibility for the learning process (for both, women and men).

Women still do the majority work in the home and for the family*. – Inequality of work-life-balance
Educational offers and training provision have not sufficiently reacted to this fact. Thus, women's educational chances and opportunities to take up occupations that are comparable to average occupations of men are still limited.

SDL facilitates the access to learning and training offers. SDL is open for flexible time frames and a variety of learning places.

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Chapter 3: Content related learning



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1. Introduction

Family-run businesses in the tourist sector often involve several generations living and working together in one hotel, B&B, restaurant etc. In particular during peak season, family members and prospective employees are usually confronted with long working hours and heavy work loads. In many cases, there is little spare time left in order to engage in leisure activities or continuing education.

At the same time, however, it is obvious that foreign language skills are a crucial competence in the tourist sector, also for small businesses which rely on guests, often regular guests, from abroad. Multilingual skills in this context not only facilitate every-day business interactions but also represent an indispensable factor for remaining competitive among other tourist enterprises.

In most cases the family members or employees have learnt at least one foreign language at school, to varying degrees of success. Many have made the experience that conventional language classes have not produced expected results, and that their language skills, thus, do not meet the demands of communicating successfully in daily work practice. Moreover, common language courses usually focus on language structures and grammar, and convey only general contents such as literature, culture, history and geography of the respective countries. These contents, obviously, are of secondary importance when employees in the tourist sector are communicating with their guests.

Considering the daily working routines and the educational context of workers in small tourist enterprises, it thus becomes evident that these individuals will often find it hard to integrate conventional ways of language learning into their working life. Even more, it is likely that they are also unwilling to do so due to prior unsuccessful learning experiences.

If we want to motivate workers in the tourism sector to learn languages, we consequently need both flexible and innovative methodologies. Since learners can be motivated best if their personal interests and their daily environment are continuously taken into consideration, language training concepts for workers in the tourist sector will naturally integrate contents that reflect the business needs and interests of the target group. Language learning in the tourist sector therefore needs to integrate content-related and language-related learning, whereby the learner ideally does not experience the foreign language as another obstacle that he or she has to overcome in her working life, but as a useful means of communication. Content-related learning is thus likely to help small entrepreneurs in the tourist sector and their family and employees overcome barriers to language acquisition and by doing so facilitate interactions with international guests and render the enterprise more competitive.

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2. Definitions

2.1 Basic hypothesis

The primary function of language is communication. By allowing the bridging of language barriers, it serves to improve the services provided by the tourism sector. Therefore, according to Krashen and Terrell⁷, the **acquisition/learning hypothesis** describes two different ways of developing vocational skills in a second or foreign language.

Acquisition is a “natural” way of developing knowledge of a second language. This happens in much the same way that a child picks up his first language – with no conscious attention to language form. Acquisition is an unconscious process. “Acquisition can take place only when people understand messages in the target language”.

Learning, on the other hand, is a conscious process where conscious rules about a language are developed.

Acquisition is the most important process according to Krashen, and learning can not turn into acquisition. As evidence for this, he points out that many speakers of a second/foreign language are fluent without having learned rules as such, while other speakers fail to use them when they are focusing on *what* they want to say more than *how* they are saying it.

2.1.1. The natural order hypothesis

Like first language learners, second language learners seem to acquire grammatical structures in a predictable order. Certain grammar structures are acquired before others in first language acquisition. Structures easiest to be learned are not necessarily the first to be acquired. A similar natural order is found in second language acquisition.

2.1.2. The monitor hypothesis

According to Krashen, acquisition and learning perform two different functions. Acquisition is unconscious, whereas learning takes place on a conscious level. During communicative language use, acquisition is used to create spontaneous expression. The learned system acts only as a ‘monitor’ to improve the formal correctness of the language. There has to be, however, sufficient time. Thus, the monitor hypothesis claims that we may call upon learning to correct ourselves. Therefore, learning is most often made use of when we write and have enough time to reflect. On the other hand, learning might disturb our spontaneous expression, if we have to consider words and forms while talking.

Three conditions limit the successful use of the monitor:

- there must be sufficient time to choose and apply a rule we have learnt,
- there must be focus on form,
- there must be appropriate knowledge of the rules.

⁷ Krashen and Terrell 1983

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2.1.3. The input hypothesis

The input hypothesis consists of four parts:

- The input hypothesis relates to acquisition, not learning.
- We acquire by understanding language that contains structures somewhat beyond our current level of competence (i+1). This is done with the help of context or extra-linguistic information.
- When input is understood and when there is enough of it, i+1 will be provided automatically. Thus, communication is successful.
- Production ability emerges, it is not taught directly.

2.1.4. The affective filter hypothesis

The “affective filter” prevents or blocks input necessary to acquisition. A low affective filter is desirable. Acquirers, who are motivated, relaxed and have a good self-image and self-confidence, are more receptive to the input they receive. Anxious, tense, angry or bored learners have a high affective filter, which prevents the acquisition of a second/foreign language

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3. Method of implementation

3.1. Basic implications

These hypotheses have obvious implications for teachers aiming at raising motivation of foreign language learners in the tourist sector.

BEMULTILINGUAL! language teachers should attach great importance to ...

- presenting as much comprehensible input as possible
- helping the student to understand by using pictures, mime, gestures, occasional words in the student's native language and by being as expressive as possible

BEMULTILINGUAL! teachers should ...

- use the target language from the beginning of an instruction
- introduce communicative activities to the group
- centre the learners' work on meaningful communication
- provide a clear structure by e.g. telling the students what they can expect from a course and what they should not expect
- aim at providing a positive classroom atmosphere
- aim at improving the self-image and self-confidence of the learners.

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3.1.1. Values of the didactical approach

Content related language learning means both learning another subject through a second/foreign language and learning a second/foreign language by studying a content-based subject.

The general assumption is that the study of a second language will be more interesting and rewarding if the focus of instruction is not so much on the language itself but on interesting and meaningful contents. In this way, the second language is understood as a means or a tool to explore meaningful and cognitively challenging content⁸.

Content related learning of foreign languages in the tourism sector

- can offer learners a more meaningful way for language development, which builds on other forms of learning
- will motivate learners when studying a natural language integrated in a content-based subject
- will help learners to overcome barriers to language acquisition since many learners forget that they are learning a language if the main focus is on the subject
- will serve to build a “can do” attitude
- will provide learners with short term experiences of success if the vocational life allows to bring learning outcomes into practice immediately
- will therefore especially serve to improve the professional skills in every day work situations
- offers methods to develop a more holistic understanding and command of the target language
- opens doors for an even wider range of learners, particularly to those who have not responded well to formal language instruction in general education before
- can improve the personal development of learners by providing new forms of self-confidence improves the employability of learners

⁸ Eskey, 1992

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3.2. Why content – related learning

Too many people today leave school or vocational education unable to use foreign languages they have spent so many hours studying. The language classroom is important and essential for most learners to understand the structure of a language and its grammar. However, there is hardly ever enough time in the classroom for the language teacher to go beyond this learning process.

- Learners need time to acquire a new language.
- Learners need an according environment to acquire a new language.
- Remember: The primary function of language is communication! Learners need to realize and experience the use of language skills.

This is where content related language learning can be of interest. There is a general push in second language education to include more and more thematic or academic content in the teaching of second languages⁹. Traditionally, these contents have often been related to the literature, culture, geography, or history of the country or countries where the second language is spoken.

3.2.1. Increasing the students' motivation by building a "can do" attitude

Contents can also be related to the immediate environment of the learners, their personal interests and preoccupations, the natural environment, the world of imagination, the arts and the media. In some instances, content is taken from academic content-areas, such as social studies, mathematics or science.

Focusing on the tourism sector, content related language learning offers multifaceted possibilities to integrate contents from the professional area such as

- Take bookings and fill in booking forms
- Change a booking
- Read correspondence
- Exchange personal details
- Describe the weather
- Organise leisure activities
- Explain a bill
- Give holiday information
- Read a brochure
- Describe monuments and sights
- Describe a touristic place
- Compare touristic places
- Describe dishes and typical cuisine
- Recommend sights and tours
- Give directions
- Reply to an enquiry
- Make and answer a phone call

⁹ Snow & Brinton, 1997; Crandall, 1994; Snow, 1998; Stryker & Leaver, 1997

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- Take messages
- Give information on car hire
- Prepare a menu
- Take an order
- Recommend something to eat or drink
- Deal with complaints
- Design a program of excursions
- Give health advice
- Sell an optional extra
- Send text messages
- Write a fax
- Write and answer an e-mail
- Write and answer a formal letter
- Write a letter of apology
- Write a letter of confirmation
- Write a notice
- Translate a webpage

By integrating such contents into their lessons, BEMULTILINGUAL! language teachers will provide their students with a method to overcome barriers to language acquisition, since many learners are more likely to forget that they are learning a language if the main focus is on the subject.

By designing role plays, pair work and discussions within the group BEMULTILINGUAL! language teachers also provide learners with short term experiences of success, and therefore will serve to build self-confidence and a “can do” attitude amongst the group of learners. Increasing the students’ motivation is preferably obtained by programmes in vocational education curricula which are focused on content and prefer interactional methodology.

The positive impact of short term experiences of success could be further improved if the vocational activities also allow learners to actively engage themselves in the language learning process by continuously bringing outcomes into practice: *Never underestimate the improvement in communication skills that emerge from practical and authentic work situations!*

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3.3. Principles and challenges of content based language teaching

When you have been asked to develop and implement such content-based units of work in your own teaching and adapt the didactic approach of content integrated learning as a BEMULTILINGUAL! language teacher, see this as a challenge, as a real opportunity to develop professionally and to try something new.

A content-based unit of work regroups a number of language learning activities designed around thematic or academic content. In these activities, language learning is totally integrated in content learning.

Units exploring topics such as: “Dishes and typical cuisine”, “Special days and celebrations”, “Guiding tours”, “Bridging time: Starting a small talk” are generally called theme-based units. Such and similar units could be used extensively by BEMULTILINGUAL! language teachers.

Units regrouping activities exploring topics related to academic content-areas (or key learning areas) such as mathematics, visual and performing arts or science are simply called content-based units. Such units are more to be used by content teachers in bilingual education, immersion programs or by university professors at the tertiary level.

In a way, both types of units are content-based units (in a theme-based unit, the content is the theme). They both contain learning activities that integrate language- and content-related learning outcomes. The language learning outcomes are related to the vocabulary, expressions, language functions and structures, and discourse features necessary to deal appropriately with the content-related learning outcomes.

3.3.1 Organisation

Where units differ is in the role played by content or language as the organisational principle. Particular courses could be designed along a continuum between content-driven syllabus and language-driven syllabus:

- In some units, content itself is the organisational principle (as in content-driven syllabus). The language, rather than being the immediate object of study, is seen as a means to explore thematic or academic content. The content is interesting, meaningful, even cognitively demanding. It is treated in some depth and the content learning outcomes have a high degree of internal coherence. In such units, both content and language learning outcomes are likely to be evaluated.
- In other units, the language itself is the organisational principle (as in language-driven syllabus). The content is selected and exploited in terms of the language learning outcomes. The content is seen more as a support for language practice and communication. It is sometimes varied but often fragmented and somehow artificial. The content may already be known to the learners. In such units, only language learning outcomes are likely to be evaluated.

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3.3.2 Essential Characteristics

The activities found in content-based units possess essential characteristics. One of the starting-points of content integrated learning is that the learner takes an active role in the learning process, generating ideas and providing her/himself with learning opportunities, rather than simply reacting to various stimuli from the teacher. She/He is not a passive subject to whom things merely happen; she/he is one who causes things to happen. Learning is understood as the result of her/his own self-initiated interaction with the world.

It may be useful to BEMULTILINGUAL! language teachers to suggest that they, best of all, before they start the course, try to make a mapping of the learners to get realistic profiles of them and their competences. Teachers need to know who they are dealing with, what their expectations are and what are their aims within the course.

Mapping interests/ analysis of needs

In groups, the learners brainstorm a list of what they need to be able to do in the foreign language concerned in each of the four skills: listen, speak, read, write (e.g. speak and understand reasonably fluently, make and answer a phone call, introduce the menu etc.). The teacher then draws a list of what all the participants have identified and what they need to be able to do in each of the four skills.

Language portfolio

<http://www.eelp.org/eportfolio/index.html>

Self-assessment - The learners then take time to fill in their self-assessment sheets individually: Map out your language biography. What languages do you speak? How did you learn them? What use do you have for them in the workplace, with customers / guests from abroad? What is your sense of identity in relation to the languages that you speak? In what language do you have the most intimate sense of identity?

The learners then take time to fill in their self-assessment sheets individually and they discuss their answers individually with the BEMULTILINGUAL! language teacher.

Participants can in this way realise where their own strengths and weaknesses lie, and take responsibility for working on any problem. The self-assessment may very well be completed with the learner's language biography. The activities found in content-based units implement teaching methods of self-directed learning and strategies characteristic of the communicative approach. In particular, they exploit authentic resources in the target language and promote realistic communicative tasks using authentic language. From a pedagogical perspective, activities are adapted to the interests of the learners and responsive to their various needs¹⁰.

¹⁰ Stryker & Leaver, 1997

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Content-based activities:

- respond to the personal interests of students
- provide for their various needs
- allow learners to generate their own tasks
- include content and language learning outcomes
- use authentic resources in the target language
- promote realistic communicative tasks

Methodological approaches and motivation drivers

- make the instruction goals clear to learners
- encourage learners to play an active role in the choice of contents
- encourage learners to use their second language outside the classroom
- raise awareness of the learning process and help learners to identify their own preferred styles and strategies
- promote a “pedagogical partnership” between teachers and learners.

Call on methods and strategies used

- content-area methodologies
- cooperative learning
- project-based learning
- experiential learning
- self-directed learning

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3.4 Strengthening teaching and learning

The challenge of learning languages is to be able to face various situations in the real working life of the tourism sector. In order to empower the full potential of the didactic approach of content integrated learning, a research report, published in 2001¹¹, emphasizes five dimensions or reasons for introducing content-based teaching in order to strengthen the teaching and learning.

BEMULTILINGUAL! Language teachers would therefore introduce contents related to the tourism sector by making use of the following five dimensions, which are based on issues related to culture, environment, language, content and learning.

Each of these includes a number of focus points. They should be realized differently and introduced by the BEMULTILINGUAL! language teachers according to three major facts: the age-range of learners, the vocational-linguistic environment and the degree of exposure to the didactic approach of content integrated learning.

1. The Culture Dimension – CULTIX
 - Build intercultural knowledge & understanding
 - Develop intercultural communication skills
 - Learn about specific neighbouring countries/regions and/or minority groups
 - Introduce the wider cultural context
2. The Environment Dimension – ENTIX
 - Prepare for internationalisation, specifically EU-integration
 - Access International Certification
 - Enhance vocational profile
3. The Language Dimension – LANTIX
 - Improve overall target language competence
 - Develop oral communication skills
 - Develop multilingual interests and attitudes
 - Introduce a target language
4. The Content Dimension – CONTIX
 - Provide opportunities to study content through different perspectives
 - Access subject-specific target language terminology
 - Prepare for the working life in the tourism sector
5. The Learning Dimension – LEARNTIX
 - Complement individual learning strategies
 - Diversify methods and forms of classroom practice
 - Increase learner motivation

The degree of exposure to the didactic approach of content integrated learning and the opportunities to allow for integrating all five dimensions mentioned above will depend on the framework conditions

¹¹ Marsh, Majlers and Hartiala: Profiling European CLIL Classrooms – Languages Open Doors

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and flexibility offered by the training provider, as well as on the experience of the BEMULTILINGUAL! Language teachers.

Tutors could be teachers of special subjects as well as language teachers. They can work “alone” in their classes, where they integrate both the subject matter and the target language. However, strengths of teamwork and advantages of working with other professionals in an integrated way are obvious.

Adopting the didactic approach of content integrated learning as a BEMULTILINGUAL! Language teacher, one would organise teaching around units of work integrating language and thematic or academic content. For various reasons, these units need to be developed locally by the teachers themselves, since a number of factors need to be considered.

- The language objectives need to match the learners’ second language proficiency, and at the same time, should be in line with the according curriculum guides.
- The contents must correspond to the learning outcomes of the state/local curriculum guides for the tourism sector.
- The themes selected need to be related to the specific professional areas of the tourism employees and be of interest to learners.
- The contents also have to be developed at the students’ cognitive and language skills level.

Multifaceted examples from the Learning Dimension – *Increase learner motivation* described above - introducing elements focusing on content and allowing for interactional methodology aimed at building self-confidence and a ‘can do’ attitude amongst a broad range of learners.

The introduction of the Culture Dimension – *Build intercultural knowledge & understanding* could include some researches and exchange of vocational experiences from dealing with customers from different countries by - for example - raising the topic of cultural varieties of saying “hello”, international habits of writing and structuring letters or answering calls.

The Language Dimension – *Develop oral communication skills* should be integrated by interactional methodology, exercises of self-presentation and language use in authentic situations etc. Content-based teaching therefore borrows from content-area methodologies and also incorporates those methods and strategies used in cooperative learning, project-based learning, apprenticeship learning, experiential learning and resource-based learning¹².

¹² Grabe & Stoller, 1997

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3.5 Example Unit: European wines

The following example course describes the teaching sequences of a unit focusing on learners that have contact with customers / guests by serving meals and dishes, selling wines or/and maintain restaurants, pubs and souvenir shops. This course is content-driven, designed to develop knowledge and appreciation of wines from around the world and consisting of 7 modules.

Module 1 - Introduction & Brainstorming

The BEMULTILINGUAL! language teacher introduces the topic and gives a short presentation about the programme. Then he/she tries to find out what the students already know about the topic:

Single work / pair work (mother's tongue): Every learner writes some sentences about what she/he knows about wines. If learners do not know much they just develop questions and write them down.

Plenary: Mapping (target language), the learners, with help of the BEMULTILINGUAL! language teacher, collect and visualise the individual outcomes and find out what they jointly know about wines. At the same time the teacher introduces the according vocabulary (wine producer, wine area, taste, smell, colour, good quality wine, dry wine, semi-dry wine, adulterated wine, pure wine, wine from the barrel, young wine, choice wine, ...).

Module 2 - Focus on Vocabulary & Aspects of CULTIX

Single work: The students work with a text (teacher produced text from the student's brainstorming / mapping) and make a list of useful words and expressions from the text, explain the meaning of the words and expressions, try to find the corresponding verbs to the following nouns: knowledge, producer, name, origin, taste, smell, age, gift.

Plenary: The learners with help of the BEMULTILINGUAL! language teacher collect and visualize important wine growing countries/ areas on a map of Europe and try to collect the according translations on how to say "cheers".

Module 3 - Focus on Language Dimension – LANTIX

Single work: The students work with a text (teacher produced text of wine facts concerning serving wine / selling wine), identify the special vocabulary of the subject and answer questions (teacher produced questions according text chosen).

Plenary: Joint collection of answers, discussion, explanation of the related special content vocabulary

Pair work: Role plays on serving / selling wine.

Plenary: The BeMultilingual! language teacher introduces the matrix, which defines the individual tasks. The learners develop individual work plans and decide on developing individually, in pair work or group wise.

Module 4 - Focus on LEARN TIX

Single work / pair work: Working on the tasks defined by the matrix

The BEMULTILINGUAL! language teacher inputs / tutorials including a variety of group and individual activities.

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Excursion to / organization of a wine tasting: Learners who avoid drinking any alcohol would get different kinds of grape juice. The BeMultilingual! language teacher focuses on communicative activities in the target language, the learners individually define “my favourite wine”.

Module 5 - Focus on Content Related Learning

Plenary: Each group presents its first matrix text/presentation. Discussion, collection of the special vocabulary of the subject

Single work / pair work: Working on the matrix

The BEMULTILINGUAL! language teacher inputs / tutorials including a variety of group and individual activities.

Module 6 - Focus on Oral Communication Skills

Plenary: Each group presents further results defined by the matrix. Discussion, collection of the special vocabulary of the subject

Single work / pair work: Working on the matrix by creating short stories. The BeMultilingual! language teacher assists by providing inputs.

Pair work: Developing a cross word puzzle by including wine related vocabulary

Module 7 - Closure, Assessment & Evaluation

Plenary: Each group presents final results defined by the matrix. Discussion, collection of the special vocabulary of the subject

Competition: Filling in cross word puzzles developed by other groups

Self assessment, Evaluation

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Matrix European Wines

	Kinds & qualities	Production & areas	Serving wine	My favourite wine	Sayings, quotations, songs
Name (learner 1)					
Name (learner 2)					
Name (learner 3)					
....					

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Example of framework for training program: Wine tasting

Duration 1-2 hours

Objective: You and your team are going to produce a tasting wine note for the next exhibition of “*European wines*” in your town or in your restaurant to select afterwards the winner of the exhibition.

Description of the method:

Step 1: The teacher asks the learners to close their eyes and to imagine themselves tasting wine. The learners should write down different words to feel the situation (words related to colour, smell, and taste).

Step 2: The learners work in small groups. They express what is more important for each one: the smell, the colour, or the taste.

Step 3: The learners work in small groups. The teacher asks them to list the different steps of the tasting. Each group presents the results.

Step 4: The teacher can present, for example, the video www.videojug.com/film/how-to-taste-wine and confirm together if the steps they have proposed are OK.

Step 5: The teacher provides particular content related vocabulary for the learners, for example, “*Wine testing note aid*” and gives the text “*Wine Tasting: What to look for in wines*” to read to introduce new vocabulary and descriptions of tasting wine. The texts can be prepared in handouts by the teacher. These new/additional words the learners will use in their own notes.

Step 6: The learners write and present in groups their notes (with learnt tips/vocabulary) to other groups. They can select the best one and choose the winner for the exhibition.

Step 7: After the class the learners could test wine using the “winner” note to find out if it is useful. For the evaluation they could use the wine tasting score card. (http://www.bettertastingwine.com/wine_tasting_score_card.html)

Variables to take into account: previous level of English and knowledge

Material required: paper, handouts, multimedia/computer for watching the video.

Further info/links:

<http://www.videojug.com/film/how-to-taste-wine>

www.bettertastingwine.com

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Wine Tasting: What to look for in wines

There are three elements to wine tasting and appreciation. Let's begin with the external layer

(1) Wine Colour:

What to look for:

- What is the colour of the wine? For red, is it cherry, maroon, ruby, or brownish?
- For white, is it light-green, pale-yellow, buttercup, golden, or amber?
- Is the wine clear or cloudy?

How: Tilting the glass against a white surface will give you an unbiased look at the colour.

Implications: The colour of the wine indicates its age. Red wines lose colour as they age, while white wines gain colour as they age. For example, an older red will be clearer and have brownish tints. A very old white (or an oxidated one) will have a bronze-gold colour or even amberish. It is important to consider grape variety when judging colour intensity. Syrah, for instance, is darker in colour and more opaque than Gamay.

(2) Wine Aromas:

Smell is the most important contributing element to wine tasting. Our nose can pick up thousands of varying smells.

What to look for:

- Is the wine fruity – like blackberries, plums, grapefruits, and melons?
- Is the wine floral – perfumes of violets, lily, rose?
- Is the wine herbal – hints of mint, hay, tarragon, and rosemary?
- Is the wine earthy – reminds you of mushrooms and dry leaves?
- Is the wine spicy – sharp like clove, cinnamon, pepper, spices?

- Wine's legs – the "tears" that flow down on wine glass when you swirl – are no indication of quality. It can however imply the full-bodiedness of the wine. Fuller-bodied wines generally have slower dripping legs.
- Many people cannot differentiate tannic from acidic. Tannic is the taste of a highly concentrated tea – bitter and puckering. Acidic is the salivating taste that comes from a sour lemon.
- Tannin is the wine's natural preservative and complexity cultivator. Wines shed tannins as they age, becoming softer in texture and more complex in flavour. This is why a highly tannic bottle of Bordeaux tastes better with aging.

Lastly, don't smell the cork. It does not reveal much about the wine and it is not that pleasant. Focus on the wine itself!

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How: Swirl the wine glass to aerate the wine. Take a good first sniff at the wine. Pause, and take a longer second sniff.

Implications: The above questions will help you describe the aroma of the wine. Grape variety provides a general attribute for the wine's aroma. The additional layers of aromas come from its fermentation and aging process. For example, a wine that has been long aged in a barrel will have a rich oaky or vanilla-like aroma.

Wine Terminology: "Bouquet" and "nose" are often used to describe wine's aromas. Bouquet is used to indicate rich and complex aromas.

(3) Taste:

What to look for:

- Body: the volume and weight of the wine. Milk is generally used as a hyperbole. For example, cream is full-bodied; regular milk is medium bodied; and skim-milk is light-bodied.
- Flavour: Is it sweet or acidic? Is it spicy or tasteless? Is it tannic – dry and bitter?

Finish: does it have a long aftertaste?

How: Take a solid sip of wine; let it flow through your tongue. Note if it is sweet, acidic, or tannic. Take a second solid sip of wine, suck in some air to feel how the wine opens up in your mouth. Spitting out the wine is unnecessary; though some people do that to stay sober.

Terminologies and Implications: A "dry" wine is not sweet and an "off-dry" wine is sweet. A wine is "crisp" when it is acidic and not overly sweet. There is "balance" in the wine when all the components work together (acidity, sweetness, tannin, fruitiness). For example, balancing sweetness, fruitiness, and acidity will ensure the wine is not cloying, flabby, or sour. The taste in a wine can be "complex" – multi-layers of flavours and changes with aeration time. "Palate" is often referred to the taste and feel of the wine in the mouth. "Tannic" is used to describe red wines; and "astringent" is generally used to describe white wines.

A great wine is balanced, complex, and offers a long aftertaste.

BetterTastingWine Tips and Tasting Note Aid: VOCABULARY

Tips:

Tasting Note Aid

A good wine tasting note can help you visualize and relive your wine tasting experience. It is not just descriptive, but precise on the characteristics and aromas of the wine. Our tasting note aid is designed to help you achieve this.

How to use our tasting note aid: Take several good sniffs of your wine to identify the types of aroma present: fruity, floral, nutty, earthy, herby, spicy, or bad. Our tasting note aid, categorized by aroma type, will help you find a more concrete description. We have also included useful adjectives to help you better remember the strengths and impressions of the wine.

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BetterTastingWine Tasting Note Aid

Fruity		Floral	Nutty / Earthy	Herby / Spicy
<p>Berry-like (mostly red):</p> <ul style="list-style-type: none"> ▪ Blackberry ▪ Blackcurrant ▪ Blueberry ▪ Raspberry ▪ Strawberry ▪ Cherry (black/red) ▪ Plum ▪ Prune (dried) ▪ Gooseberries (white wines only) 	<p>Citrus (White):</p> <ul style="list-style-type: none"> ▪ Grapefruit ▪ Lemon, Lime <p>Stone & Tropical Fruits:</p> <ul style="list-style-type: none"> ▪ Apple ▪ Apricot ▪ Melon ▪ Peach ▪ Pear ▪ Pineapple 	<ul style="list-style-type: none"> ▪ Violet ▪ Rose ▪ Orange Blossom ▪ Jasmine ▪ Lily ▪ Geranium ▪ Orchid 	<p>Nutty:</p> <ul style="list-style-type: none"> ▪ Almond ▪ Coffee ▪ Hazelnut ▪ Walnut <p>Earthy:</p> <ul style="list-style-type: none"> ▪ Dry leaves ▪ Dusty ▪ Moldy ▪ Mushroom 	<p>Herby:</p> <ul style="list-style-type: none"> ▪ Hay ▪ Mint ▪ Rosemary ▪ Thyme <p>Spicy:</p> <ul style="list-style-type: none"> ▪ Black pepper ▪ Licorice ▪ Cinnamon ▪ Clove
Other Favorites	Signs of Bad Wine?	Useful Adjectives		
<ul style="list-style-type: none"> ▪ Vanilla ▪ Cedar ▪ Tobacco ▪ Chocolate ▪ Petrol ▪ Leather ▪ Butterscotch ▪ Olive 	<ul style="list-style-type: none"> ▪ "Barnyard" ▪ Boiled egg ▪ Gas ▪ Nail polish remover ▪ Sulfites ▪ Vinegar 	<ul style="list-style-type: none"> ▪ Aggressive ▪ Attractive ▪ Balanced ▪ Big ▪ Bold ▪ Complex ▪ Concentrated ▪ Crispy 	<ul style="list-style-type: none"> ▪ Deep ▪ Delicate ▪ Dull ▪ Firm ▪ Flat ▪ Intense ▪ Intriguing ▪ Piercing 	<ul style="list-style-type: none"> ▪ Powerful ▪ Rich ▪ Ripe ▪ Rounded ▪ Simple ▪ Soft ▪ Structured ▪ Thin

*Refer to www.bettertastingwine.com/winetasting.html for more information.

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<http://www.bettertastingwine.com/winetasting.html>

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4. Diversity management in content related learning lessons

Be-Multilingual students can come from very different backgrounds, from family-run businesses, small hotel and pensions to bigger establishments and there can also be differences among them in terms of age, sex, family situation and position in society that can influence students' motivation and their level of accomplishment.

There is not such an ideal class where all the students have the same level or interests and therefore a teacher involved in a Be-Multilingual content related class has to try to find the strategies to ensure that these possible or real differences are addressed, in the best interest of the students and ultimately their businesses.

Thus the diversity approach in a content related class involves:

- Recognizing that the people that work in the world of tourism are not the same and don't have the same interests and needs
- Recognizing that the students in a given class, who are supposed to have more or less the same level of proficiency in all four skills of the language they are learning, have in fact sometimes very different levels
- Valuing all individual interactions and contributions equally
- Giving all the learners the opportunity to reach their full potential
- Tailoring activities taking into consideration each and every student's level and needs
- Taking into account any possible differences in literacy, numeracy and social skills to develop activities that all the students can benefit from.

Be Multilingual teachers and trainers need to develop diversity competencies:

- 1) Being self-aware and identifying all the factors that might prevent BM students from learning.
- 2) Treating everyone as unique individuals.
- 3) Carrying on learning from colleagues or students and their own mistakes.
- 4) Developing good communication with learners
- 5) Being inclusive in the class:
 - a) making sure no-one feels not good enough
 - b) creating an atmosphere in which learners feel safe to speak freely
 - c) welcoming student's suggestions for new activities
- 6) Being assertive, showing self-confidence and being able to transmit this to his/her students.

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5. Gender mainstreaming in content related learning lessons

Gender mainstreaming aspects for the *Content Related* part have been considered from the planning stage to implementation, from research to evaluation, by addressing the persistence of gender roles and providing the right combination of instruments which would ensure equal opportunities. The project was planned and drawn up by both men and women, involving partners from different countries. Course content was developed taking into account the needs of both sexes starting from the research in all participating countries going through material design and finally dissemination activities and demonstration events.

Gender mainstreaming in a content related class involves:

- challenging negative stereotyping and advancing and maximising the potential of both sexes,
- recognizing that the people that work in the world of tourism are of different sex and may hold different job positions,
- valuing all individual interactions and contributions equally,
- ensuring that both men and women have equal access to the course contents,
- giving all the learners the opportunity to reach their full potential,
- tailoring activities taking into consideration each and every student's needs; all exercises in Content Related part have been designed for both genders,
- taking on different professional roles in designed exercises, may they be against stereotypical division between typically male and female,
- equal participation in class activities; online format with no time restrictions ensures equal access to examples and exercises – the learning environment facilitates both sexes,
- using gender neutral language in instructions, examples and exercises to be carried out,
- avoiding any expressions or instructions which might imply that one sex is inferior to the other.

Be Multilingual teachers and trainers need to develop gender mainstreaming competences, to be used either in teacher training or during the particular language course.

It should be highlighted that in the CLIL training programme:

1. Raising awareness of and training to gender mainstreaming for all educational staff is really important in educational process
2. Both teachers and teacher trainers should be able to define a global strategy for promoting gender mainstreaming at all levels
3. It's important to be able to develop tools and skills to identify inequalities and to deal with them
4. Women and men should receive equal amounts of the tutor's attention
5. Generalisations about men and women are challenged and sexist jokes are not accepted
6. When planning the course specific needs of each gender should be taken into account

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7. It's the trainer's / teacher's responsibility that none of the participants of the course should feel inferior, the students should feel safe to speak freely and all suggestions made by representatives of both genders should be treated with due respect

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Chapter 4: Family learning



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1. Introduction

Family learning and homeschooling

Most often family learning refers to a training concept describing children learning inside the family environment. In this case, schooling has moved from school to home, which is legally possible in the US with some differences depending on state decisions. In Canada, family literacy takes a very important place. Education and learning starts very early and is carried out life long. Parents are their children's first educators. Trainers who are developing family literacy programmes address parents, who want to develop literacy activities with their children regarding reading and writing in a specific way.

This approach can also be found in the United Kingdom, thanks to promotion campaigns for family learning, and to some extent in Italy, France, Spain and Germany. Also in Scandinavian countries some children are schooled at home, in particular regarding alphabetisation.

Every year, a promotion campaign is being developed during one week in England in order to sensitize families about their role in their children's education and schooling (Campaign for Learning CfL).

This campaign has been launched for the first time in 1998 and has involved about 300 000 families over the last years. During this campaign, training tools and material are provided, experts can be consulted on specific topics and online resources are available for promoters, trainers and families under control of the National campaign.

The National network for family learning in the UK is focusing on identifying and structuring informal learning situations, as well as on designing, creating and adapting training tools and materials. In Spain, the Hispanic Family Learning Institute offers information and education resources for learning English. It is related to the National Centre for Family Literacy located in US. These programmes and materials are dedicated to professionals (trainers, educators, teachers) but also to parents in order to help and support them in their learning process and/or in their educational role towards their children.

In these particular situations we would talk about « homeschooling ».

Motivations for this kind of learning or teaching are quite different: moral or religious, philosophical and pedagogical, or born from bad schooling experiences. However, the number of children learning through this process has kept rising in the US and New Zealand. Homeschooling is currently developing in some European countries. (cf Alan Thomas "informal learning, home education and homeschooling")

From these different experiences we can observe that transferring schooling from school to the home environment is not so easy. However, one of the most positive factors is that it reinforces positive attitudes towards learning in particular for individuals who have made negative schooling experiences. This approach can be an answer for families or communities generally excluded from the schooling system (families who live in remote areas, ethnic minorities, Romanies, etc...). Family learning breaks existing barriers between different learning contexts and between generations.

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On a wider scale, the main objective of family learning programmes is to encourage parents and grand parents, housewives, and children in learning all together. The key objective is to imply and involve parents in learning with the aim of improving their children's and their own competences .These situations imply that families are learning together in an informal context and environment using activities to develop new skills and acquire new knowledge.

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2. Definition

What is a 'family'?

The modern concept of family includes many different forms. The family unit can be made up of children with the parenting role being taken up by parents, grandparents, carers, civil partnerships, friends, lone parents etc.

Family Learning is about families enjoying learning together and from each other.

Family Learning has key distinctive features and can include:

- Encouraging family members to learn together
- Parents / carers and children learning together
- Parents / carers learning separately in order to engage in learning with children or other family members
- Children learning separately in order to share learning with other family members

Why is Family Learning Important?

- It encourages children and adults to feel good about learning
- It improves literacy and numeracy skills
- It helps parents understand how their children learn
- It enables parents to better support their children's learning
- It increases parenting skills
- It enables parents to re-engage with their own learning and personal development
- It provides opportunities for further study
- It supports the Every Child Matters agenda
- It supports the extended services agenda

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3. Method of implementation

3.1. Why family learning should be encouraged

Formal learning is always defined as settled learning (planned) that is being developed through and in a specific place, for a specific and planned time, with previously selected content and topic (learning at school). As a contrast, informal learning can be considered and qualified as «accidental», that is not planned and without any unity (co-existing rules) regarding time, place nor action and contents.

Some studies agree and point out that we only remember 10% of what we hear, 20% of what we read, 80% of what we do concretely by acting and 90% of what we can explain by feedback.

These figures correspond to Roland Meighan's point of view when he underlines that the rate of average memorization is only of 5% in formal learning and can reach 50% in discussion groups, 75% in case of putting into practice and 95% when the person who has been taught teaches somebody else or when the knowledge is immediately used.

However, it seems that learning can take place in a set place (a room inside the house that will be used for this purpose), with a pre-fixed duration. The selection of the learning location can also meet practical requirements.

As for time units, they could be very different from one family to another. They can be school-like (formal learning) but also quite informal.

Our family and friends have a positive influence on our learning. The values, attitudes and culture that we learn from our family or circle of friends will probably remain for the rest of our lives. Family learning consists of activities that bring along parents, children, "housewives", neighbours etc. in order to learn all together. Grand-parents can also be involved and thereby take part in an intergenerational learning (learn and teach).

It is widely recognised that family plays a huge role in children's education and in their apprenticeship. Family learning can be designed as learning inside the family but the word "family" covers a wide range of situations created by contemporary society.

Among adults, this kind of experience increases the feeling of being involved in their children's education, and will develop self-confidence and the desire to learn ourselves. Family represents the main learning place for most people. Knowledge acquired within the family will last longer and be of more influence than any other acquired knowledge. The bases and framework for any learning are fixed within the family context. (NIACE National Institute of Adult Continuing Education 1995).

Family learning is life changing and it creates personal growth for both the parent and the child. Family learning can be focused on literacy, numeracy, IT, courses for parents in order to support them with their teenager's education, ideas about how to play with children, helping them with schooling, or drugs and addiction problems.

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3.1.1. From homeschooling to language learning in the family context

Learning a language, including the mother language, in a family context can be described as an intergenerational exchange of experiences based on a wide range of activities linked to the cultural and professional context, where all participants are learners and teachers at the same time.

Family literacy programmes could be described as "learning communities" where all family members and children become teachers and learners in the sense that we all have something to share and something to learn irrespective of our age.

The added value of family training is important because:

- It represents a means of increasing lifelong learning
- It contributes to parents' personal development as the best way for learning is teaching
- It encourages adults in updating and increasing their knowledge and to go back to studies
- It can provide unique opportunities to create inter-generational learning.
- It is not only a means of creating learning opportunities inside the family but also on a wider scale among living communities
- By being involved in learning processes, parents get to know their children better and are able to identify a suitable learning approach.
- For adults, it also raises self esteem and self confidence and increases the possibility of communication situations with their children

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3.2. How to use the approaches in tourist settings

In rural areas, it is still common to find several generations living in the same house, together taking part in professional activities such as running a restaurant, B&B, Gasthaus, “Farm-inn” or any kind of small tourism activity.

In addition to family members (parents, grand-parents, children), employees can be involved and any person that takes part in the activity also becomes a part of Family Learning.

Many learning situations appear in an informal way at home, for example watching TV together, playing a computer game, playing music etc. These situations facilitate learning and apprenticeship especially because persons are relaxed in a friendly and natural atmosphere and environment.

These situations can also be used for language learning inside the family circle. Learning situations are quite numerous as for example answering the phone, giving information or taking a reservation, describing the farm accommodations and surroundings, places of interest, talking about leisure, local products, local restaurants but also welcoming foreigners and providing good information about products, cooking recipes, local specialities etc.

It is very important to identify learning conditions as for example when and where learning will take place, which material and tools will be used, which method is suitable etc. It is also important to make these conditions as interesting as possible to be sure that the learning process really has the desired impact.

3.2.1. Learning situations

Formal and informal learning situations will be identified inside the family, in working situations or outside, they may sometimes involve several persons at the same time or separate learners but with a common objective and the same materials.

It could also be possible to use reverse learning situations. For example younger children learning a foreign language at school may help and support their parents when learning the same foreign language.

With the same logic, seasonal workers who are mainly students during the year can encourage their employers to learn a language they speak fluently and thus help them to acquire new skills. All transfer of competence situations; in particular in an intergenerational dimension, take place in the framework of tourism activity. If we refer to what has already been pointed out it appears that we remember 80% of what we do in action and even memorize more than 75% if the learning is directly linked to practice. Therefore, it is obviously a priority to identify learning situations that could be directly linked to welcoming and tourism activity and as often as possible rely on “put in situations“ for foreign language learning. These situations perfectly satisfy the requirements of persons who are working in this sector and who find it hard to find the time to attend a language course. It is not

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unusual that it takes more time to travel to the training centre than the course itself lasts, in particular in remote rural areas. Workers in the tourist sector also insist on their need to learn vocabulary and sentences for everyday life directly linked with their activity in order to communicate with clients or visitors. This is much more important than learning an academic language that they will never manage to speak fluently and which will therefore be absolutely useless for them.

As a consequence, in family learning we must keep in mind to avoid any classical and traditional learning situation, and find a learning approach that involves several persons who work together. Learning duration can be reduced to one or two hours a day according to availability and to the participants' learning rhythm and memory capacities. We are all more or less receptive according to our mood, our state of mind and health, our problems and it is thus necessary to take these aspects into account and decide how much time will be dedicated to training. It is better to cancel a learning sequence than to insist, knowing that nothing will be memorized. It is also true the other way round, so if participants are really motivated by the topic it could be interesting to continue in order to benefit from this real motivation.

Learning together is also a means of reinforcing interactivity in learning, to correct mistakes immediately without waiting for any kind of evaluation which is often compared to marks obtained at school. It also provides the opportunity of taking part in one's own learning process as well as that of other participants. Difficulties are identified immediately and solutions are searched by all participants together with no need to wait for the "famous exercise" that will say if the lesson has been understood or not.

At last, another important aspect of this kind of learning is the opportunity to put into practice what has been learnt through everyday activities.

All family members can take advantage of each professional situation to check their knowledge and start speaking the foreign language when ever it is possible, with other family members, associated participants or foreigners (clients or visitors).

3.2.2. Selection of tools and material

Some training materials could be pedagogic tools designed and disseminated by specialized editors in language learning. It will then be necessary to identify how these tools meet family training requirements and how to use them together, which does not necessarily mean at the same time.

A training CD Rom could be a common tool for the whole family, each member individually learning from the same lesson, before experimenting together and discussing learning and apprenticeship. The next step could be putting new knowledge into practice through discussions, in a real situation or as a role play and follow up with a conversation on the subject

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It would be suitable for all family members to agree and study similar subjects to be able to consider the content over a conversation. Subjects should be selected in accordance with professional activity and sector such as:

- Welcoming
- Culture
- Food and gastronomy
- Cooking
- Wine areas and vineyards
- Interesting sites to visit

The family could also decide to use on line training via Internet.

Training tools and material should be accessible for everyone who participates in the process of Family Learning (books, CD, tapes, newspapers etc).

The family can also decide from time to time to watch a movie in the original language and in that way check the improvement of understanding the language when spoken by natives. To follow a soap opera shown once a week could be a good exercise to get continuity in the learning process.

Other material and tools could be used for family learning

- Newspapers or magazines in foreign languages
- Specialized magazines about tourism, brochures and flyers presenting different areas
- Web sites, home pages of tourism offices
- Bed and breakfast providers, rural areas and villages are interesting materials to work with in order to enlarge one's vocabulary and acquire idiomatic expressions.

These resources will also be helpful in order to present one's activity in a foreign language for instance by designing a bilingual website. The whole family can work together and decide on what to present on the website and how to present it. They could also create a multilingual flyer to promote their activity. In that way they will develop all required competences and produce a relevant and efficient document or tool to market their activity and improve their income.

Given some thought, Family Learning can be an efficient and interesting way to knowledge and competence in both specific and general terms. With comparably small means and a structure that differs from traditional education the benefit of this kind of learning will probably be better and of more direct use to those involved.

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3.3 Strengthening teaching and learning

Family Learning emphasises the use of family resources by building and strengthening the families' own basic starting point and competences.

The parents' motivation can, for instance, be based on their desire to take active part in training their children. Family Learning can also inspire the adults to learn more for their own sake.

Home arenas can also contribute with valuable cultural and language competences, an important element in the education of pupils from minority language backgrounds.

The concept of focusing on the whole family has been emphasised in connection with language courses for the tourist sector and have proved to be very useful.

Family Learning can lead to the following:

The family becomes more actively engaged in community life

Parents/guardians become more conscious of how they can give support to children's learning

Children and parents become more skilful at learning

Parents and children increase their self confidence

Parents and children increase their skills and heighten expectations of themselves

Members of the family become closer to one another

Parents/guardians/foster parents become more involved in increasing the language skills for work in the tourist sector.

BEMULTILINGUAL! language teachers can introduce contents related to the tourism sector by making use of the following five dimensions, which are based on issues related to culture, environment, language, content and learning.

Each of these includes a number of focus points. They should be realized differently and introduced by the BEMULTILINGUAL! language teachers according to three major facts: the age-range of the learners, the vocational-linguistic environment and the degree of exposure to the didactic approach of family learning.

1. The Culture Dimension – CULTIX
 - Create intercultural knowledge & understanding of the different family member's history and cultural background.
 - Learn about specific neighbouring countries/regions and/or minority groups
 - Introduce the wider cultural context
2. The Environment Dimension – ENTIX
 - Prepare for internationalisation, specifically EU-integration
 - Access International Certification
 - Enhance vocational profile
3. The Language Dimension – LANTIX
 - Improve overall target language competence
 - Develop oral communication skills of all family members
 - Develop multilingual interests and attitudes

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- Introduce a target language
- 4. The Content Dimension – CONTIX
 - Provide opportunities to study content through different perspectives
 - Access subject-specific target language terminology
 - Prepare for working life in the tourism sector
- 5. The Learning Dimension – LEARNITIX
 - Complement individual learning strategies
 - Increase learner motivation

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3.4 Example Unit: European wines

The following example course describes the teaching sequences of a unit focusing on learners that have contact with customers / guests by serving meals and dishes, selling wines or/and maintain restaurants, pubs and souvenir shops. The topic could be changed if children are doing this course. Wine is just an example.

Module 1 - Introduction & Brainstorming

One family member introduces the topic and gives a short presentation about the programme. Then he/she tries to find out what the family members already know about the topic:

Single work / pair work (mother's tongue): Every one writes some sentences about what she/he knows about wines. If learners do not know much they just develop questions and write them down.

Plenary: Mapping (target language), One family member collects and visualises the individual outcomes and summarises the collective knowledge about wines.

Module 2 - Focus on Vocabulary & Aspects of CULTIX

Single work: The Family members work with a text (produced from the brainstorming / mapping or a text from the internet about wine) and make a list of useful words and expressions from the text, explain the meaning of the words and expressions, try to find the corresponding verbs to the following nouns: Knowledge, producer, name, origin, taste, smell, age, gift ...

Plenary: All together collect and visualize important wine growing countries/ areas on a map of Europe and try to collect the according translations on how to say "cheers".

Module 3 - Focus on Language Dimension – LANTIX

Single work: The family members work with a text (on wine facts concerning serving wine / selling wine), identify the special vocabulary of the subject and answer questions (one family member can produce questions according to the text).

Plenary: Joint collection of answers, discussion, explanation of the according special content vocabulary

Pair work: Role plays on serving / selling wine.

Plenary: One family member introduces the matrix, which defines the individual tasks. The learners develop individual work plans and decide on developing individually, in pair work our group wise.

Module 4 - Focus on LEARNTIX

Single work / pair work: Working on the tasks defined by the matrix

Excursion to / organization of a wine tasting: Those who do not drink any alcohol would get different kinds of grape juice. The family members individually decide on their favourite wine.

Module 5 - Focus on Family Learning

Plenary: Each Family member presents his or her first matrix text/presentation. Discussion, collection of the special vocabulary of the subject

Single work / pair work: Working on the matrix

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Module 6 - Focus on Oral Communication Skills

Plenary: Each group presents further results defined by the matrix. Discussion, collection of the special vocabulary of the subject

Single work / pair work: Working on the matrix by creating short stories.

Pair work: Developing a cross word puzzle by including wine related vocabulary

Module 7 - Closure, Assessment & Evaluation

Plenary: Each family member presents final results defined by the matrix. Discussion, collection of the special vocabulary of the subject

Matrix European Wines

	Kinds & qualities	Production & areas	Serving wine	My favourite wine	Sayings, quotations, songs
Name (Family member 1)					
Name (family member 2)					
Name (family member 3)					
....					

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Example of framework for training program:

To advice the choice of wine

The goal of this exercise is to involve people working in tourism to increase the vocabulary dependent on the wine and the service.

That concerns all the people working in a small pension or a bed and breakfast, in particular the parents, grandfather and mother, teenagers and all other people working together. We assume that children are not concerned with this exercise; however, we can associate them regarding the dishes description, food vocabulary and knowledge about geographic origin of different wines in the world.

Duration: 2 h (depending on number of participants and language level)

Description of the method:

We use a set of cards which will have been manufactured before this exercise.

It is made up of about ten cards representing photographs of traditional dishes. The dishes shall be sweet and salty, hot and cold, with meat, fish, entries and desserts, etc.

First part:

- revision and introduction of new vocabulary related to the topic with glossary, internet document, etc.

Second part:

Play:

- The first selected participant chooses a card without seeing the image and presents it to the second person.

This participant must choose a wine in the list which goes with the shown dish and describe the wine by using the vocabulary of the glossary.

Variables to take into account:

Chose the dishes depending on the country and local specialities

Required material:

Cards with photos of different dishes (starters, fish, meat, desserts etc.)

Glossary with wine vocabulary

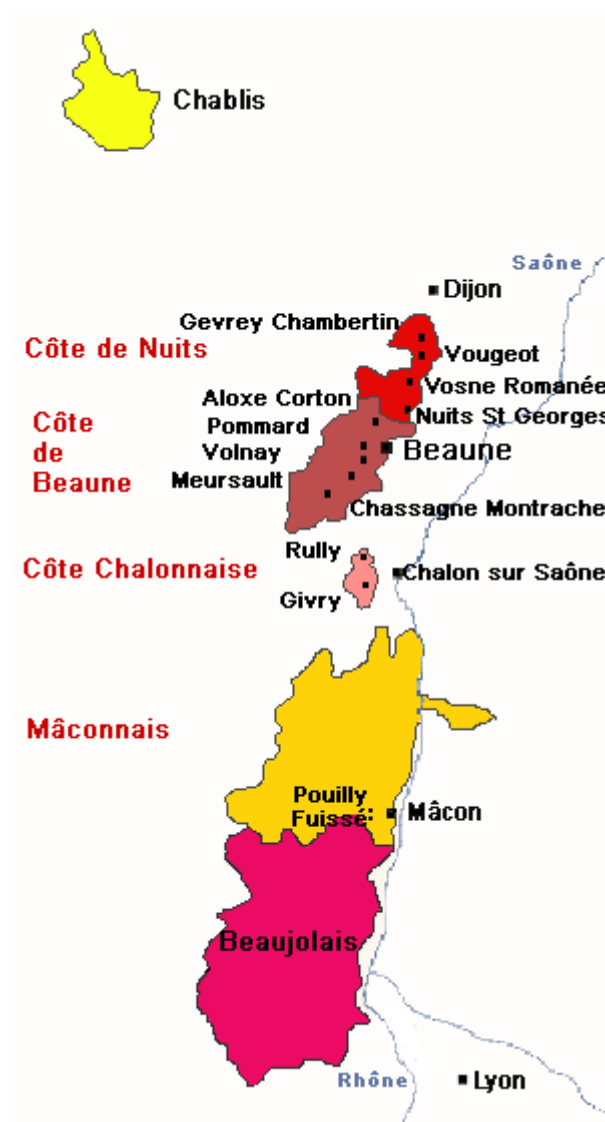
Geographical map of wine origin

Further info/ links ;

“Déguster et vendre le vin en anglais”. Guide d'anglais professionnel de [Laétitia Perraut](#) (Auteur)

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Example: wine from Bourgogne



You can look for another region on the Internet <http://www.terroir-france.com/index.html> and find information and vocabulary linked to wine production.

You can also look for images of dishes on the Internet and print out your cards.

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4. Diversity management and family learning

In supporting family learning, it is essential to bear in mind the rich diversity of family forms and patterns now found in the United Kingdom. Members of families, of whatever shape and size, need their own experience of family life to be both validated and enriched. Increased support for family learning can do this, at the same time as enabling families themselves to develop.

The idea of bringing a family together to learn, interact, and share their diverse experiences and points of view, almost represents a mirror concept of diversity management. But this is not just about the families which work in the tourist sector. Recognizing their own individuality, while respecting the input of others, will without a doubt result in a stronger, more successful and more efficient unit dynamic, which will in turn improve the learning process. However, the ultimate beneficiaries of this approach are the customers who interact with the respective families. The project itself and the simple act of learning other languages is a loud and clear recognition of the diversity that surrounds us all. Breaking down the language and cultural barriers as well as providing equal service to all potential customers is a great step towards accepting, respecting and embracing the diversity of the surrounding world.

Family learning can also contribute in understanding personal development at each stage of one's life from birth through childhood and adolescence to old age. Family learning can help understand relationships within families, amongst friends and in wider social networks. Family learning is also about responding to diversity and equality in relation to race, gender, disability, class and sexual orientation. Finally, family learning can enhance the enjoyment of family life and shared activities and reinforce skills and knowledge acquired elsewhere.

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5. Gender mainstreaming and family learning

Gender equality is an issue to be addressed at all levels of society. The target group of our project is no exception. The unfortunate truth is that the tourist sector, just like any other economic sector, faces many gender biased problems. Overall, women tend to have the lower paid, unskilled jobs and when they do occupy the same positions as men their salaries are generally lower. The problem is particularly intense among immigrant women, who are working for very little with no job security and sometimes no possibility of either training and gaining higher skills or even leaving.

While gender inequality may be an unavoidable issue at the higher levels of the tourist sector, we believe that for that very reason it makes perfect sense to focus on the development of smaller, family run pensions, where, through the judicious and inspired use of learning materials and an unbiased teaching method, headway can be made towards gender mainstreaming. Family Learning focuses on all family members equally and gives women a chance to acquire skills and knowledge which they might otherwise not be able to. Education and the learning of useful skills have constantly been two issues closely linked to gender mainstreaming and this is what our project addresses. Family run pensions and hostels tend to have more women in managerial roles, a fact which can further improve with the additional learning resources intended to ultimately bring prosperity and better understanding and acceptance of new ideas. Ultimately, the development of this part of the tourist sector will lead to an increasing number of women to take on more managerial and leadership roles, jobs traditionally occupied by men.

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Chapter 5: Case description from the pilot phase

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1. Pilot test results

The development of the main products, the handbook and toolbox, was accompanied by a pilot test provided in each partner country. The concept of raising motivation for language learning developed by the project was evaluated by the pilot test. In this sense, we assessed the practicability of this new approach with the target groups (teachers, trainers, educational staff). This evaluation concerned two aspects:

- methodologies retained by the project and developed in the handbook
- handbook training tools corresponding to the tool box.

The pilot tests of products have been developed and conducted between September 2008 and February 2009.

1.1. Pilot test organisation

The test phase was divided into the following sequences:

1. First time presentation of the project, aim and expected results, handbook and toolbox, choice of some exercises (5 minimum) for the group.
2. Use the questionnaire sent to all participants, assess the practicability of this new approach within the target groups (teachers, trainers, educational staff), evaluation of main methodology and tools.
3. Design a framework for the training program linked to the methodology (which takes into account the two others). This framework will be developed from the topic “European wine “
4. Each partner has also developed a list of recommendations, listing all necessary infrastructural and organisational modifications which will have to be added in the handbook and toolbox. All partners have sent a synthesis of the results to Irfa.

As we organized the project, the tests were divided among three different partner groups:

- Pilot test focusing on self-directed learning: VHS Cham (DE), IMFE (ES), CFAS (PT)
- Pilot test focusing on content related learning: BEST (AT), GFUVA (ES); WSHE (PL), VMU (LT)
- Pilot test focusing on family learning: FOLK (SV), IRFA (FR), REPERE (RO).

270 tests have been implemented corresponding to 71 different tools selected in the toolbox and on the platform.

Feedback was given through group work or individually (answers document, emails etc...) according to the time that could be dedicated and according to the participant's availability. Most participants were language teachers but also trainers developing tourism and communication courses. Sometimes tools were tested on students or in training situations in Bed and Breakfasts or « Family pensions ».

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1.2. Results regarding methodologies

1.2.1. Self – directed learning

- 12/14 persons had heard of or known the method but had never tried it and only 2 had never heard about it.
All confirm that in most language courses the applied methodology is very close to self directed learning.
- The method seems to be adequate but difficult to put into practice due to a lack of time and “energy”. However, the method seems suitable for the public. Easy ways of applying it would be On Line and Distance Learning Training Courses.
- Most participants describe self directed learning as an attractive method which can be used thanks to the internet and new technologies, where students also have the possibility to ask a teacher via e-mail and phone. Besides, learners can choose both the time and frequency of learning.
- It is a helpful method because after learning, learners are motivated enough to adapt their menus, web sites, brochures

Some possible difficulties:

For example, absolute beginners or basic users (A1level) are probably not autonomous enough to follow this methodology and they might risk losing motivation due to a lack of external assessment. Particularly in the rural tourism sector, workers can find it difficult to learn, because they are not used to studying anymore. The majority of people working in the rural tourism sector have not studied up to a degree level and often lack the necessary skills and the confidence to be successful self-directed learners.

1.2.2. Content related learning

- 16/25 persons stated that they had already heard of this method and only 9 did not know it at all. They referred to « *task based exercise* ».
- All found this method suitable and relevant for language courses in the tourist sector because it takes into account the learners’ needs and can increase their motivation. Indeed, the method demonstrates the learners that contents and topics are directly linked to their job. It is thus less stressful and they can learn vocabulary and grammar without always being conscious of it.
- Regarding the adaptability, it seems that all participants agree on the transferability of the method except for those who are working with clients who do not belong to those sectors that have been addressed in the developed activities.

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Some possible difficulties:

for example the lack of time to prepare the training sessions, the evaluation of real needs before starting the course and the teachers' lack of motivation. Most of them state that you should not only be experienced as a teacher, but also have some knowledge on the topics, i. e. menus and wine etc.

1.2.3. Family learning

- Only 1 person among 19 had already heard of this method. It was considered being suitable for the tourism sector and even more so for small family structures.
- Partners say they are ready to use it when possible as this approach is very different from school approaches and more adapted to adult clients. They evaluate the method suitable for their own activity.

Some possible difficulties:

Limits pointed out are the motivation of all members, the lack of time and organisational problems, as well as limited access to the Internet (e.g. in rural areas).

This method needs to give more information on the access to international TV channels, books, CDs. However, intergenerational learning also increases the risk of feeling ridiculed, especially for older people, as children often learn more quickly than adults and learning styles are very different. One family member would probably have to take the lead for the initiative to be successful, holding extra responsibility. Tests in Bed and Breakfasts have shown that the learning context is particularly friendly when the opportunity to focus on a particular situation of the group or to personalise the training is offered.

1.3. Results regarding handbook and toolbox

- All partners have answered and evaluated the product as clear and easy to understand, well structured, but with some repetitions.
- The guide could be better structured (headlines, paragraphs) and some illustrations would also make it more attractive. Some exercises on good manners in the various origin countries of the customers / clients could be useful. Additionally, further explanation about evaluation, diagnostic, formative and self evaluation were suggested, as well as the addition of learning strategies, to make it easier for the learner to "build his/her learning".

Partners have tested 71 different tools.

The majority of exercises are clear, comprehensible and easy to use.
Most exercises are directly connected to tourism and are thus really practical.
The usage of the Internet and New Technologies adds interest and increases the learners' motivation.

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Some miss a list of vocabulary or they consider the given vocabulary not related to rural tourism, but each trainer can adapt and improve the exercise.

A minority of exercises lack precise details.

As for the duration indicator, results vary from one partner to the other. Some exercises will be longer if students have to search the Internet or they depend on the students' level of knowledge. The approximate duration is only an indication and can vary according to the learning situation. The duration of the exercises is very flexible, and this is a key factor in family learning since you cannot know in advance what level the learners are at.

Generally speaking, exercises are evaluated as little innovative, what can be explained by the fact that they are rather an adaptation of classical tools than a new creation. Innovation, however, lies in the use of the Internet or the suggested method. Sometimes the same exercise is evaluated as very innovative by one partner and as not innovative at all by another.

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2. Framework for training program

All partners have suggested a training program linked to the methodology (self-directed learning, content related learning in the tourism sector or family learning) and focused on vocabulary about “European wine”. During the validation meeting in Sweden, we have selected the most interesting tools for adding them in the handbook as an illustration of the three methodologies. The examples of frameworks for training program are on pages: 26 - for self-directed learning, 59- for content related learning, and 77 - for family learning.

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Conclusion



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As the reader can clearly observe the *Be multilingua!!!* handbook's and the whole project's main goal was to present the ideas about promoting methodologies that can easily motivate language learners who work in the tourist sector to learn foreign languages.

The project is based on three major pedagogical aspects. Firstly, it focuses on the concept of *Self directed learning* designed especially for people who live away from big cities and language learning centres and for people who have a shift work which is common in the tourist sector. This group learns according to their own rhythm and to their time availability, it seems the most adequate learning focus. The handbook connects the concept of self –directed learning with *Content and Language Integrated Learning CLIL*, and shows how CLIL can develop an individual's own activeness and initiative.

Secondly, the handbook discusses *Content related learning*. The idea behind this concept is that learners are highly motivated if their personal life, interests and environment are continuously present in the learning process. Language training concepts for tourist sector workers naturally integrate contents and the needs and interests of the target group. By integrating content and language the learner treats the foreign language not as an obstacle but as a tool for communication.

Finally, *Family learning and homeschooling* is discussed. It has been showed how family learning programmes encourage whole families to learn all together. Parents get involved in learning with the aim of improving their children's and their own competences. Therefore, such approach of informality helps develop language skills and competence.

Above all, the major aim of the handbook is to help both learners and teachers overcome the problems that are inevitable in everyday pedagogical process of learning (and teaching) a foreign language, be it boring grammar lessons, the fear of speaking, difficulties with understanding people speaking a foreign language or the lack of company to learn together. This is all done with the help of invaluable tools which are many tailored examples, designed and constructed to deal with the above mentioned problems, especially among the tourist industry learners of foreign language, successfully.

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Further reading

Internet links to the topic: self-directed learning

www.oneness.vu.lt - Online courses for lesser-used and lesser-taught languages

<http://www.selfdirectedlearning.com/>

<http://independentlearning.org/ILA/>

<http://www-distance.syr.edu/sdlhome.html>

<http://elc.polyu.edu.hk/CILL/whatsILL.htm>

<http://www.langcent.manchester.ac.uk/resources/online/support-advice/learning-guide/independent/>

<http://www.sprachenzentrum.fu-berlin.de/slz/index.html>

<http://www.sil.org/lglearning/Links.htm>

Internet links to the topic: content related learning

<http://www.oneness.vu.lt/> - Online courses for lesser-used and lesser-taught languages

<http://www.languageswork.org.uk/>

<http://www.clilconsortium.jyu.fi/>

<http://www.ecml.at/mtp2/CLILmatrix/index.htm>

Internet links to the topic: family learning

<http://www.languageswork.org.uk/family/index.htm#>

http://www.statvoks.no/falcon/index_se.htm

<http://www.familylearning.org.uk/> network and tools for parents

<http://www.niace.org.uk/Research/Family/Default.htm#Projects> research and projects on family learning process

<http://www.familylearning.org/links.html> homeschooling links

<http://www.family-learning.org.uk/familylearning/usp.nsf/pws/Family+Learning+In+County+Durham+-+Home+Page> network and resource for parents

http://www.leics.gov.uk/index/education/community_activities/adult_education/family_learning.htm

<http://www.clarefamilylearning.org/resources> pedagogic resources for parents

<http://www.salford.gov.uk/learning/lifelonglearning/family-learning.htm>

http://www.niace.org.uk/Information/Briefing_sheets/Familylearningjan99.html

<http://archive.basic-skills.co.uk/sharingpractice/> tools for parents

<http://printables.familyeducation.com/> family education activity for children

Internet links for learning English

<http://searchenglish.britishcouncil.org>

<http://www.eslcafe.com>

<http://www.efl.net>

<http://www.english-to-go.com>

<http://www.onestopenglish.com>

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<http://education.guardian.co.uk/netclass/tefl/links>

<http://englishforum.com/oo/books>

<http://teachingenglish.org.uk>

<http://english-hilfen.de>

<http://esl.fis.edu/grammar/index.htm>

E-Portfolio Methodology

<http://electronicportfolios.org/portfolios/BCEDOnline.pdf>

http://www.coe.int/t/dg4/portfolio/Default.asp?L=E&M=/main_pages/welcome.html

The British Council promotes wider knowledge of UK and English abroad and bring together other countries, in particular we have selected the following activities:

<http://www.britishcouncil.org/languageassistant-teacher-battleships.htm>

<http://www.britishcouncil.org/languageassistant-teacher-the-press-conference.htm>

<http://www.britishcouncil.org/languageassistant-games-ruckzuck.htm>

<http://www.britishcouncil.org/languageassistant-teacher-mastermind.htm>

<http://www.britishcouncil.org/languageassistant-arc-weblinks.htm>

"Generalitat de Catalunya" <http://www.esl-lab.com> - in particular we have selected the following activities:

<http://www.esl-lab.com/plane1/pln1.htm>

<http://www.esl-lab.com/dating/datingrd1.htm>

<http://www.esl-lab.com/clothing/clothingrd1.htm>

<http://www.esl-lab.com/fastfood/fastfoodrd1.htm>

<http://www.thewclc.ca/edge/issue3/>

Example of good practises – European projects

CASTNET <http://www.castsite.net/> - Competencies and skills in tourism

ONENESS <http://www.oneness.vu.lt> - Online courses for lesser-used and lesser-taught languages

FEEL <http://www.feel.vdu.lt> - Funny, easy and effective learning about countries, cultures and languages

Fasten Seat Belts to the World <http://www.fastenseatbelts.eu/>

Mission Europe <http://www.mission europe.eu/>

Mum, Dad & Me — Toddlers' clubs' get the whole family involved in language learning

<http://www.elc.sk/en/mumdad.php/> ‘

JOYFLL — Join your grandchildren in foreign language learning <http://www.znanie-bg.org/>

EU&I — We know more than we think! <http://www.eu-intercomprehension.eu/>

Team teaching – transferability and boundary zones in content and language integrated learning
www.clil-axis.net

BAB-E-L-I-A, training the e-learning language trainers www.babelia.info

Advanced vocational training models in tourism www.avant-tour.gr

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AGROTURISM – thematic English and German language course for public administration employees in rural regions <http://agrolang.wshe.lodz.pl/index.html>

Project „Learn Foreign language Anytime Anywhere by LinguaNet“ Leonardo da Vinci <http://linguanet.ecs.ru.acad.bg/>

DIALANG provides flexible support to anyone learning a language – project Lingua <http://www.dialang.org/german/index.htm>

Internet links for learning language and the tourist sector (divided according countries):

Austrian internet links:

Tourist sector

www.austriatourism.com - Austrian National Tourist Office (Österreich Werbung), national tourism marketing organization for the country of Austria;

www.bmukk.gv.at - Bundesministerium für Unterricht, Kunst und Kultur;

www.bmwa.gv.at/tourismus - Bundesministerium für Wirtschaft und Arbeit;

French internet links:

Tourist sector

www.nimes.cci.fr Chamber of Commerce training programme

www.afrat.com training centre and programme for rural tourism activity

www.ruralinfos.org network information in rural activity

slhs.univ-fcomte.fr/ens/lea/lea.htm University Language training module

www.univ-nantes.fr University Language training module

www.tourismes.info/ Information about training in Tourism sector

www.cndp.fr/archivage/valid/brochadmin/bouton/c054.htm

www.univ-tlse2.fr/ Toulouse University programme

www.afpa.fr/formations/Agent%20daccueil%20touristique-7064.html AFPA

www.fftst.org/pdf/formations/AFLR.pdf training programme in tourism sector région Languedoc Roussillon

www.infa-formation.com Training Language in tourism sector activity

German internet links:

Language links:

German language:

<http://www.deutsch-lernen.com/>

<http://www.mein-deutschbuch.de/index.php?site=home>

<http://www.grammatiktraining.de/grammatiktests.html> - Grammatiktests online mit Auswertung der einzelnen Bereich

<http://www.learn-german-online.net/> Resources for German learners

<http://www.canoo.net/> canoonet – Dictionary and grammar for German language

<http://www.deutsch-perfekt.com/> Deutsch perfekt – Helpful tools to learn German online (the Concept from Spotlight-Verlags)

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<http://german.about.com/> Learn German - German Language Lessons - Speak German

<http://www.dw-world.de/deutschkurse> Deutschlehrer-Info (newsletter) from Deutsche Welle and goethe.de

<http://www.univie.ac.at/Romanistik/Sprwst4/menu/> Sprachwerkstatt der Uni Wien (Romanistik)
Language workshops in German, English, French, Italian

<http://www.goethe.de/> language portal

English language:

<http://www.wagner-juergen.de/englisch/> WebUnits von Jürgen Wagner für den Englischunterricht – learning English

<http://www.ego4u.de/> English Grammar Online For You- ego4u zum Lernen und Üben

<http://www.learnenglish.org.uk/> Learn English - Teach English British Council

<http://www.englisch-lernen-im-internet.de/> Englisch lernen im Internet – English learning online, includes exercises

<http://www.english-portal.de/> English Portal: Learn English online with free exercises, idioms, common abbreviations, slang, proverbs and more

<http://www.englisch-hilfen.de/> for learners, teachers and parents

Materials for teachers:

<http://www.macmillanenglish.com/> MacmillanEnglish - free online resources, for teachers and students

<http://www.onestopenglish.com/> Onestopenglish Free Resources, Grammar & Vocab, Exams

<http://www.macmillan.com>

<http://www.univie.ac.at/Romanistik/Sprwst4/menu/> Sprachwerkstatt der Uni Wien (Romanistik)
Language workshops in German, English, French, Italian

<http://www.sester-online.de> language portal for teachers (Kurt Sester)

<http://www.schouler.de/school.htm> Schouler's Maze... links for English teachers

<http://www.4teachers.de>

French language (language learning online)

<http://www.wagner-juergen.de/franz/> WebUnits von Jürgen Wagner für den Französischunterricht

<http://www.polarfle.com/> Apprendre le français avec l'inspecteur Roger Duflair

<http://lexiquefle.free.fr/lien.htm> Lexique FLE - Mehr von den "Machern" des Monsieur Duflair

<http://www.ciel.fr/apprendre-francais/sepresenter.html> Gut gemachte Hörverstehensübung: Se presenter

<http://eduscol.education.fr/> ÉduSCOL - Le site pédagogique du ministère de l'Éducation nationale

<http://www.tv5.org/> TV5 der französische Fernsehsender zum Lesen und Lernen

<http://www.rfi.fr/> RFI (RadioFranceInternationale) - Les dernières 24 heures, aussi comme journal français facile

Materials for teachers:

<http://www.lepointdufle.net/> Le point du FLE

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<http://www.univie.ac.at/Romanistik/Sprwst4/menu/> Sprachwerkstatt der Uni Wien (Romanistik) für Deutsch, Englisch, Französisch, Italienisch - sehr schöne Anleitungen und Unterrichtsmaterialien!

<http://www.wolfgangsteveker.de/> Materialien für den Französischunterricht von Wolfgang Steveker

<http://www.schule-bw.de/unterricht/faecher/franz/links/unterricht> Landesbildungsserver Baden-Württemberg: Linksammlung

http://users.skynet.be/commissionalphaverviers/conversation/a_menu.htm Les tables de conversation - plein d'idées pour des "tables" de conversation

<http://emilie.en-savoie.com/> Idées d'activités orales pour la classe de français langue étrangère (FLE)

<http://www.research.att.com/~ttsweb/tts/demo.php> Un logiciel qui prononce le texte que vous tapez en français, la prononciation n'est pas si mauvaise!

Italian language (language learning online):

<http://www.ribeca.de/e-aufgaben.html> Italienisch online lernen von Carlo Ribeca

<http://willms.dk-online.de/toscana/index.html> Das Toskana-Quest des Gymnasiums in Delmenhorst

<http://www.univie.ac.at/Romanistik/Sprwst4/menu/> Sprachwerkstatt der Uni Wien (Romanistik) für Deutsch, Englisch, Französisch, Italienisch - sehr schöne Anleitungen und Unterrichtsmaterialien!

<http://culturitalia.uibk.ac.at/> culturitalia - unterstützt vom Institut für Romanistik der Universität Innsbruck

<http://www.kiza.de/Web-Site/Podcaffe/Podcaffe.html> Podcast zum Italienisch lernen - hören Sie mal rein!

http://www.iicstoccarda.esteri.it/IIC_Stoccarda/Menu/Imparare_Italiano/Studiare_Italiano_on_line/

Und viele weitere Links und noch mehr beim Italienischen Kulturinstitut Stuttgart

<http://www.italienisch.net/> italienisch. net sehr viele Übungen zu den Niveaustufen A1 bis B2 - sorgfältig dem Gemeinsamen Europäischen Referenzrahmen angepasst

<http://www.italienisch-test.de/> Italienisch-Einstufungstest online

Spanish language (language learning online):

<http://www.wolfgangsteveker.de/> Materialien für den Spanischunterricht von Wolfgang Steveker

http://www.cervantes.es/portada_b.htm Instituto Cervantes Lengua y enseñanza

<http://www.spanisch-live.de/freizeitkurs/index.php> Onlinetraining und mehr

<http://www.spanisch-live.de/freizeitkurs/index.php> Lernen mit Spass Schweizer Seite nicht nur für das Fach Spanisch

<http://www.spaleon.de/> SPAnisch LErnen ONline Grammatik, Vokabular, Textaufgaben ...

<http://culturitalia.uibk.ac.at/> hispanoteca - unterstützt vom Institut für Romanistik der Universität Innsbruck

<http://www.zum.de/Faecher/Sp/NI/viaje/viaje.htm> Un viaje interactivo a España en Hispanorama 47, Nov 1987 (!!)

<http://www.estudiando.de/index.htm> Curso de español - Online Spanisch lernen mit Übungen und Tonbeispielen

<http://www.todo-claro.com/index.php> Todo Claro - kostenlos Spanisch online lernen

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Czechs (language learning online):

<http://www.mindpicnic.de/course/tschechisch-fuer-anfaenger/>

Chinese (language learning online)

www.xuexizhongwen.de

www.hantrainerpro.de

Dänisch (language learning online)

<http://www.radwahn.de/daen.htm> Die ersten Vokabeln in Dänisch mit Lautschrift und Übersetzung

<http://irsam.dk/default.htm> Deutsch-dänisch als Fremdsprache mit einer Menge weiterer Links zu Wörterbüchern, kulturellen Themen usw.

<http://www.dendanskesalmebogonline.dk/biografi/496/118> På Den Danske Salmebog Online kan du høre melodierne og finde teksterne til salmerne i Den Danske Salmebog. Du kan finde forslag til salmer til forskellige ...

Zugang zu allen Infos rund um Behörden in DK auf Kommunale, regionaler und staatlicher Ebene. sehr praktisch weil man nicht lange rumrätseln muss wo man was mit wem klären muss

<http://borger.dk/forside/emne>

Portuguese (language learning online)

<http://navquest.tripod.com/> [Navegar é preciso](#). WebQuest

Russian (language learning online)

<http://www.radwahn.de/russ.htm> Die ersten Vokabeln in Russisch mit Lautschrift und Übersetzung

<http://www.russisch.com/> Materialien wie Musterbriefe, Kochrezepte

For various languages (language learning online):

<http://www.dw-world.de/> Deutsche Welle Nachrichten und Themen in 30 Sprachen

<http://www.bbc.co.uk/> BBC World Service

<http://www.research.att.com/~ttsweb/tts/demo.php> Geben Sie einen Satz in Englisch, Französisch, Spanisch oder Deutsch ein und hören Sie die Aussprache!

<http://www.babelland.de/> - languages learning online

Dictionaries:

<http://dict.leo.org/> LEO (link everything online) D/E und D/F und D/S

<http://www.pons.de/> Wörterbuch von Pons D/E, D/F, D/I, D/S, D/Pol

<http://www.elmundo.es/diccionarios/> Spanisch - Englisch – Französisch von elmundo

<http://www.myjmk.com/> myjmk: Deutsch - Spanisch

<http://dix.osola.com/> DIX: Deutsch - Spanisch auch E/S und D/E

<http://www.cleverlearn.com/de/dictionary/free.jsp> Clicktionary Übersetzungssoftware

<http://it.lingostudy.de/exec> Italienisches Wörterbuch (italdict) - *schön die zufällige Auswahl am Anfang*

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Tourist sector:

(<http://www.dsft-berlin.de/index.php>) - Qualification centre providing training courses in sector of the tourist.

<http://www.wissen.dsft-berlin.de/> - various articles, publications, materials for marketing, management and language learning in the tourist sector.

(<http://www.btg-service.de/>) - BTG Bayern Tourist GmbH; official institution for classification of hotels, pensions in Bavaria.

(<http://www.tourismusakademie-ostbayern.de/>) - Tourismusakademie Ostbayern, organisation promoting the tourism in Bavaria, training courses for the tourist sector.

<http://www.deutschertourismusverband.de/> - the German association of the tourism

<http://www.deutschland-tourismus.de/> - the German National Tourist Board

<http://www.qualitaetsmonitor-deutschland-tourismus.de/> - monitoring of quality in the tourist sector in Germany

Lithuanian internet links:

www.anglu-lietuviu.com - English-Lithuanian, Lithuanian-English dictionary online;

<http://dictionaries.vnvsoft.com> - German-Lithuanian, Lithuanian-German dictionary online;

<http://www.vikc.lt/> - The Public Service Language Centre (provides face to face and online English and German language courses);

<http://www.goethe.de/ne/vil/ltindex.htm> - Goethe Institute (provides face to face and online German language courses);

<http://www.sih.lt> – Soros International House (English, German, Spanish, French, Swedish, Italian, Lithuanian for Foreigners, Norwegian, Chinese, Japanese, Portuguese language courses)

<http://www.atostogoskaime.lt/> - Countryside Tourism Association of Lithuania;

<http://www.stat.gov.lt/lt/catalog/viewfree/?id=1075> Department of Statistics;

Educational Institutions (providing Language courses and/or courses in the tourist sector)

www.vdu.lt - Vytautas Magnus University

<http://www.vlvk.lt/> - West Lithuanian business college (WLBC)

www.lkka.lt - Lithuanian Academy of Physical Education

www.vu.lt - Vilnius University

www.ku.lt - University of Klaipeda

<http://www.kauko.lt> – Kaunas College

<http://www.zemko.lt> – Zemaitija College

<http://www.siauliukolegija.lt/en> Siauliai College

<http://vfv.viko.lt> - Vilnius College

<http://www.is.lt/vpvm/> - Vilnius Tourism and Commercial School

www.vlvk.lt - Business College of West Lithuania

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www.ames.lt - American English School (provides English courses for businessmen in a company's premises)

Polish internet links:

Language links

<http://www.accent.krakow.pl/efs.html>

<http://linguaton.pl/index.php?id=79> - Tourism courses – private school

<http://www.trainingplanet.pl/szkolenie-414/Angielski-w-turystyce-i-hotelarstwie--English-for-Tourism.html> - English for Tourism

<http://www.kde.edu.pl/page.php/1/0/show/11> - Tourism and Recreation - Studies

<http://www.ang.pl>

<http://www.biskup.pl/LCCI.php>

Tourist sector

www.tur-info.pl

www.intur.com.pl

Higher education schools and academies of tourism and hospitality management.

<http://www.wstih.edu.pl/>

<http://www.wsth.edu.pl/>

<http://www.wshgit.waw.pl/>

http://www.wshit.edu.pl/index_en.html

<http://www.mstih.edu.pl/>

Romanian internet links:

Language links

<http://www.austromania.at.tt/> - Austromania

<http://www.ecolenet.nl/artproject/> - Art Through Children's Eyes and a Computer Mouse

<http://www.vindee.info/aboutus.html> - Vindee Project

<http://www.vpg.vil.ee/~comenius1/aims.html> - Flexible Grouping

Spanish internet links:

www.aprendemas.com – language courses tourism-oriented

www.language-learning.net – language learning courses

www.educaweb.com – Courses in tourism and language courses for tourism

www.infocurso.com – Free language courses for tourism

www.turismocastillayleon.com - AUDIOMECA language courses for tourism organized by la Junta Castilla y León (regional government)

www.aulaintegraldeformación.es – Free courses Plan Avanza. Ministry of Tourism

<http://www.ugr.es/~clm/indexesp.htm> - Centro de Lenguas Modernas de la Universidad de Granada

<http://www.altsolem.net/>

<http://www.eportfolio.lagcc.cuny.edu/esamples/fiorelloport/index.htm>

<http://iteslj.org/Techniques/Alti-Portfolios.html>

http://www.coe.int/t/dg4/portfolio/Default.asp?L=E&M=/main_pages/welcome.html

http://www.eracareers.es/fecyt/guia/guiahtml20_en.jsp

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http://www.educational.rai.it/ioparloitaliano/corso_35_38.htm#lezione35

<http://www.italica.rai.it/principali/lingua/index.htm>

www.italianoperstranieri.it

<http://www.berlitz.es/>

<http://www.eurofound.europa.eu>

<http://www.e-indelo.com/>

<http://www.juntadeandalucia.es/averroes/>

<http://www.tc-star.org/>

<http://www.esic.es/>

www.ine.es

Swedish internet links:

Links for learning Swedish

<http://www.natkurser.se/sprakkurser/svenska.php>

<http://www.skolutveckling.se/vaxthuset/bildteman/>

<http://www.kreativpedagogik.se/>

<http://litteroligare.se/2007/01/10/hur-man-bast-lar-sig-svenska/>

<http://www.ielanguages.com/swedish.html>

<http://www.nordiska.su.se/komloss/#course%20in%20Swedish>

<http://fsi-language-courses.com/Swedish.aspx>

<http://www.onlineswedish.com/main.php>

<http://www.personal.psu.edu/faculty/a/d/adr10/swedish.html>

<http://www.hum.uit.no/a/svenonius/lingua/flow/co/gram/rfgrsv/rfgrsv.html>

<http://www.travlang.com/languages/cgi-bin/langchoice.cgi?lang1=english&lang2=swedish&page=main>

<http://resurssidor.fu-v.com/directories/material/svenska/exercises/xword/Resekryss1.asp>

Tourist sector

www.nutek.se/sb/d/668 The Swedish Agency for Economic and Regional Growth (Nutek), promotes enterprise and entrepreneurship within the travel and tourist industry through boosting skills, improving quality and cooperation.

www.tourist.se Swedish Tourist Authority Turistdelegationen

www.travelgatesweden.se - Travel Gate Sweden is an incoming destination management company for south Sweden, helping travellers from all over the world to experience the Swedish culture.

www.visitsweden.com - VisitSweden is a communication company for the Swedish tourism industry.

www.skane.com/cmarter/cmarter.asp?doc=1367 - Tourism in Skåne, Sweden

www.kristianstad.se/defaultTurist_8254.aspx - Tourism in Kristianstad, Skåne, Sweden



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Contacts for further information

The list of contacts for further information for institutions and individuals who wish to learn more about our concept of raising motivation of foreign language learners by implementing modern ways of learning in the tourist sector

Partners contact details:

Coordinating institution

Volkshochschule im Landkreis Cham e.V.

Aleksandra Sikorska

Karin Dörr

Pfarrer - Seidl – Str. 1

93 413 Cham

Germany

Tel. +49 99 71 85 01 40; +49 99 71 85 01 45

Email: asikorska@vhs-cham.de

www.vhs-cham.de

Partners

Academy of Humanities and Economics – Poland

Daria Zawalska

Email: dzawalska@ahelodz.pl

www.wshe.lodz.pl

António Sérgio Training Centre – Portugal

Catarina Macedo

Email: euproject.esphc@gmail.com

www.euproject-esphc.com

BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH – Austria

Helmut Kronika - Head of International Projects Department

Email: helmut.kronika@best.at

www.best.at

IMFE Granada Spain

Ana Zuheros

Email: ana.zuheros@imfegranada.es

www.imfegranada.es

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IRFA Sud – France

Denis Rouquie

Email: drouquie@irfasud.fr

www.irfasud.fr

REPERE Association – Romania

Eduard Gabriel Isaila - Project Manager

Email: eduard_isaila@yahoo.com

www.repereong.ro

FOLKUNIVERSITETET – FOLK – Sweden

Ingmarie Rohdin

Email: Ingmarie.rohdin@folkuniversitetet.se

www.folkuniversitetet.se

Valladolid University General Foundation – Spain

Rocío Blanco

rociob@funge.uva.es

www.funge.uva.es

Vytautas Magnus University – Lithuania

Assoc. Prof. Dr. Ineta Dabašinskienė

Email: i.dabasinskiene@pmdf.vdu.lt

www.vdu.lt

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References

The Basic Skills Agency - Commonwealth House, 1-19 New Oxford Street, London, WC1A 1NU. Tel: 020 74054017 Web Site: <http://www.basic-skills.co.uk>. *Advice and support for family literacy and numeracy programmes;*

The Campaign for Learning - 19 Buckingham Street, London, WC2 6EF. Tel: 020 7930 1111 Web Site: <http://www.campaign-for-learning.org.uk>. *Promote learning in all forms, organise a Family Learning Day in September each year;*

Klippel F., *Keep Talking. Communicative fluency activities for language teaching*. Cambridge: Cambridge University Press, 1984;

Knowles, M. *Self-Directed Learning: A Guide for Learners and Teachers*. New York: Association Press, 1975;

Marsh, Majlers and Hartiala: *Profiling European CLIL Classrooms – Languages Open Doors;*

Mocker, D. W., and Spear, G. E. "Lifelong Learning: Formal, Nonformal, Informal, and Self-Directed." Information Series No. 241. Columbus: ERIC Clearinghouse on Adult, Career, and Vocational Education, The National Center for Research in Vocational Education, The Ohio State University, 1982. (ERIC Document Reproduction Service No. ED 220 723);

National Children's Bureau - 8 Wakley Street, London EC1V 7QE Tel: 171 843 6000 Web Site: <http://www.ncb.org.uk>. *Share knowledge and raise awareness of all the issues which affect children;*

National Society for the Prevention of Cruelty for Children (NSPCC) - National Centre, 42 Curtain Road, London EC2A 3NH. Tel: 020 7825 2500. Web Site: <http://www.nspcc.org.uk>. *Works with parents and children in ways which reduce the risk of abuse and harm to the children;*

Wright A., Betteridge D., Buckby M. *Games for Language Learning*. Cambridge: Cambridge University Press, 2006;

<http://www.campaignforlearning.org.uk/familylearningnetwork/aboutus/definition.asp>

<http://www2.lbpsb.qc.ca/eng/main.asp>

<http://www.homeschool.com>

www.linguanet-europa.org



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Appendix 1

A short guide to the Common European Framework of Reference for Languages

1. Language competencies for A1, A2, B1, B2 level learners of English.

The Common European Framework divides learners into three broad divisions which can be divided into six levels:

- A Basic User
 - A1** Breakthrough
 - A2** Waystage
- B Independent User
 - B1** Threshold
 - B2** Vantage
- C Proficient User
 - C1** Effective Operational Proficiency
 - C2** Mastery

The CEFR describes what a learner is supposed to be able to do in reading, listening, speaking and writing at each level, in details:

level	description
A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a

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	viewpoint on a topical issue giving the advantages and disadvantages of various options.
C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

These descriptors can apply to any of the languages spoken in Europe, and there are translations in many languages.

2. Specific language contents and competencies for be multilingual learners and teachers

These three lists of contents have been designed to make it possible for Be Multilingual language teachers and learners who have to deal with the world of tourism to teach/ learn the appropriate tools for their daily work.

The syllabus described below is based on:

- Vocabulary relevant to anyone related to tourism.
- Grammar
- Professional skills

Each area and topic should be subdivided into three different categories depending on the level of the target group we are teaching and the learners' second language proficiency:

Level Elementary- A1-A2

Level Pre-Intermediate -A2-B1

Level Intermediate – B1-B2

Level Upper-Intermediate B2-C1

- Vocabulary and communicatives situations

The vocabulary needs are related to the specific professional areas of the tourism employees and should be of interest to the learners.

- Greetings.
- Pronunciation: numbers and letters.
- Personal information.
- Dates.
- The weather
- Countries, nationalities and language

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- The time.
 - Hobbies.
 - Prices.
 - Jobs and duties.
 - Travelling.
 - Transport, schedules, types of holidays
 - Facilities.
 - Different destinations.
 - Package holidays.
 - Describing people.
 - Describing places
 - Checking in and checking out.
 - City tours.
 - Holidays and festivals.
 - Food and drinks.
 - Describing food and drinks/likes and dislikes
 - Theatre, cinema.
 - Exhibitions.
 - Ecotourism.
- Grammar competencies (www.englishuniversity.eu)

Level Elementary A1-A2

1. To be
2. Verb forms, Objective pronouns
3. Negative, questions and question words
4. There is, there are; articles; plural
5. Imperative
6. The verb CAN, Prepositions of time
7. Past simple
8. Future tense
9. Comparative and superlative adjectives
10. Would like
11. Present continuous
12. Prepositions
13. Expressing future using GOING TO
14. Modal verbs
15. Passive
16. Present simple and continuous
17. Past continuous
18. Making questions
19. Countability

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20. Some, any, no
21. Present perfect
22. Relative pronouns

Level Pre-Intermediate A2-B1

1. Past simple
2. Present perfect simple
3. GOING TO vs. WILL
4. Conditionals 1 and 2
5. Past simple vs. past continuous
6. Adjectives
7. Articles
8. Passive
9. Gerund and infinitive
10. Infinitive of purpose
11. Countability
12. Some, any, no, every
13. Modal verbs
14. Reported speech
15. Present perfect continuous
16. Questions
17. Relative pronouns
18. Prepositions
19. Question tags
20. Phrasal verbs
21. Word order and linking words

Level Intermediate B1-B2

1. Present simple vs. present continuous
2. Past simple vs. past continuous
3. Present perfect simple and past simple
4. Present perfect simple / present perfect continuous
5. Expressing the future
6. Passive
7. First and second conditional
8. Third conditional
9. Used to vs. be used to
10. Wish clauses
11. Direct speech vs. reported speech
12. Modal verbs

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13. Countability / uncountability
14. Articles
15. Relative clauses
16. -ed or -ing
17. Linking words
18. Prepositions (place and time)
19. Adjective prepositions
20. Noun prepositions
21. Verb prepositions
22. Phrasal verbs
23. Verb + ing / to infinitive)

Level Upper-Intermediate B2-C1

1. Present tenses
2. Past tenses
3. Future tenses
4. Conditional sentences
5. Wish clauses and mixed conditionals
6. Verb + ing
7. Verbs plus infinitives
8. Verb + ing or verb + to...
9. Prepositions + -ing
10. See somebody do and see somebody doing
11. Countability
12. Articles
13. Quantifiers
14. Adjectives ending in -ing and -ed and word order of adjectives and adverbs
15. Word formation
16. Modal verbs
17. Passive
18. Reported speech
19. Relative clauses
20. Prepositions
21. Linking words
22. Word order: verb + object, place, time
23. Commas, semicolons and colons
24. The subjunctive

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- Professional skills

Through Content Related Learning activities that can occur either in a class, family learning or in a self-directed context Be Multilingual Learners will be able to develop the following professional skills among others:

- Exchange of personal details.
- Describing the weather.
- Organising activities.
- Explaining a bill.
- Reading correspondence.
- Giving holiday information.
- Taking bookings and filling in booking forms.
- Changing a booking.
- Reading a brochure.
- Describing monuments.
- Describing a place.
- Comparing two places.
- Describing dishes and typical cuisine.
- Recommending sights and tours.
- Giving directions.
- Replying to an enquiry.
- Making and answering a phone call.
- Taking messages.
- Giving information on car hire.
- Preparing a menu.
- Taking an order.
- Recommending something to eat or drink.
- Dealing with complaints.
- Designing a program of excursions.
- Giving health advice.
- Selling an optional extra.
- Sending text messages
- Writing a fax.
- Writing and replying an e-mail.
- Writing and answering a formal letter.
- Writing a letter of apology.
- Writing a letter of confirmation.
- Writing a notice.
- Translating a webpage.

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Appendix 2

A methodology for developing electronic portfolios in the tourist sector

Monograph of Fatima Garcia Doval member of the regional CEE Xordos, Santiago de Compostela, published in "Glosas Didácticas". International Journal, under the title " The role of electronic portfolios in teaching and learning of languages "(2005)

The European Language Portfolio is a tool which can be used to record all significant language learning experiences. In the portfolio you can record what you are able to do in a foreign language and how good your language knowledge is. This is defined in terms of the reference levels of the Common European Framework of Reference (CEFR). The language portfolio also helps you plan activities to improve your language skills.

It is a document in which those who are learning or have learned a language - whether at school or outside school - can record and reflect on their language learning and cultural experiences.

Aims and functions of a European Language Portfolio

The European Language Portfolio project has two main aims:

- a) to motivate learners by acknowledging their efforts to extend and diversify their language skills at all levels;
- b) to provide a record of the linguistic and cultural skills they have acquired (to be consulted, for example, when they are moving to a higher learning level or seeking employment at home or abroad).

Points a) and b) refer to the two basic functions of the European Language Portfolio:

- a) The pedagogic function is:
 - to enhance the motivation of the learners
 - to improve their ability to communicate in different languages
 - to learn additional languages
 - to seek new intercultural experiences
 - Incite and help learners to reflect their objectives, ways of learning and success in language learning
 - to plan their learning
 - to learn autonomously
 - to encourage learners to enhance their plurilingual and intercultural experience, for example through:
 - contacts and visits
 - reading
 - the use of the media
 - projects
- b) The documentation and reporting function

The European Language Portfolio aims to document its holder's plurilingual language proficiency and experiences in other languages in a comprehensive, informative, transparent and reliable way. The

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instruments contained in the ELP help learners to take stock of the levels of competence they have reached in their learning of one or several foreign languages in order to enable them to inform others in a detailed and internationally comparable manner.

There are many occasions to present a Language Portfolio which is up to date, for example a transfer to another school, change to a higher educational sector, the beginning of a language course, a meeting with a career advisor, or an application for a new post. In these cases the ELP is addressed to persons who have a role in decisions which are important for the owner of the Language Portfolio. A learner may also be interested in having such documentation for him-/herself.

Principles:

- All competence is valued, regardless whether gained inside or outside of formal education.
- The European Language Portfolio is the property of the learner.
- It is linked to the Common European Framework of reference for Languages.
- A set of common principles and guidelines have been agreed for all Portfolios.

The portfolio contains a language passport which its owner regularly updates. A grid is provided where his/her language competences can be described according to common criteria accepted throughout Europe and which can serve as a complement to customary certificates. The document also contains a detailed language biography describing the owner's experiences in each language and which is designed to guide the learner in planning and assessing progress. Finally, there is a dossier where examples of personal work can be kept to illustrate one's language competences

You can assess your language proficiency level by filling in the **language progress** and the checklists in the language biography.

A language portfolio always consists of three parts:

- a language passport
- a language biography
- a dossier.

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Some ideas on how to use electronic portfolios in self directed, content related and family learning settings:

1. **Define aim of the portfolio.** The content and organization of the portfolio will depend on its aim. Needs analysis should be carried out before beginning the portfolio development process. Language level, autonomy of students, time..
2. **Take into account the type and extent of technology available of workers in the tourist sector.** Do not expect the beneficiaries to develop an electronic portfolio if they do not have access to the required hardware and software. Again, needs analysis would help in identifying beneficiaries' technological needs and availability.
3. **Define an audience for the portfolio.** This would motivate and boost beneficiaries to work harder on their portfolios. In case of webfolios the students have to be very cautious with their work since it can be accessed by anyone.
4. **Empower students.** Students should select work that best shows their achievement of the curriculum goals. They should include the first draft and the final draft to show progress or they may choose to include multiple drafts.
5. **Involve students in peer correction or review.** It is amazing how much students can learn through their peers' comments on their work and through their own comments on some one else's work. Peer review on students' portfolio work should become an essential part of the process of portfolio development.
6. **Incorporate feedback mechanism into student portfolios.** About midway through the portfolio development process brief feedback must be given to the students so that they know if they are going in the right direction. Feedback could also be posted onto the electronic portfolios if students do not mind and find it encouraging.
7. **Encourage reflective practice**



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eMail-Message for you:

„Do you have any rooms available from May 1st to ...”

ÉS CAPAZ DE RESPONDER A ESTA PERGUNTA?
¿SABRÍAS RESPONDER A ESTA PREGUNTA?
AR TU GALI ATSAKYTI Į ŠĮ KLAUSIMĄ?
ARE YOU ABLE TO ANSWER THIS QUESTION?
HAR DU MÖJLIGHET ATT SVARA PÅ DENNA FRÅGA?
CZY POTRAFISZ ODPOWIEDZIEĆ NA TO PYTANIE?
ETES VOUS CAPABLE DE RÉPONDRE À CETTE QUESTION?
KÖNNTEN SIE AUF DIESE FRAGE ANTWORTEN?
PUTEȚI SĂ RĂSPUNDEȚI LA ACEASTĂ ÎNTREBARE?



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