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LEN

EDITED BY AYTUG ARSLAN, VLAD
GRIGORAS, RUPERT HASTEROK AND
MARTIN BARTHEL

Download
LEN app on
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the webapp at
translate.lent-train.eu

App-based language learning for tourism niches

Including training plans and app manual

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Open Educational Resources

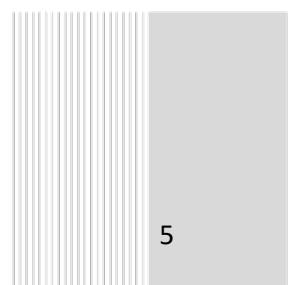
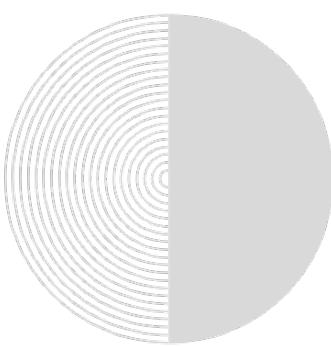
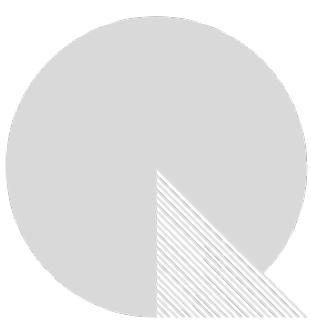
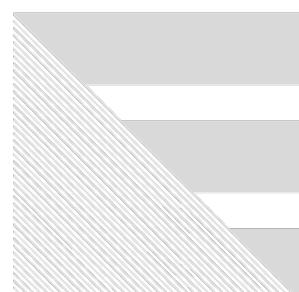
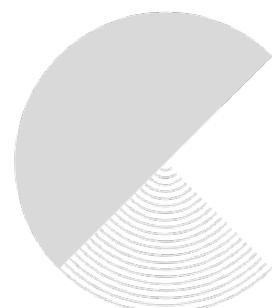
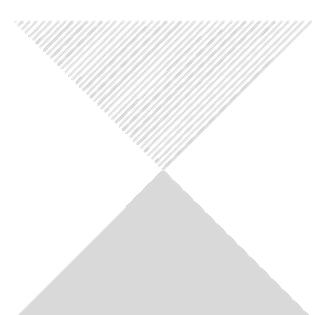
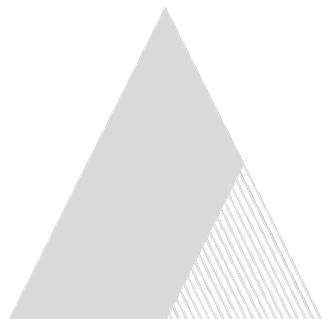
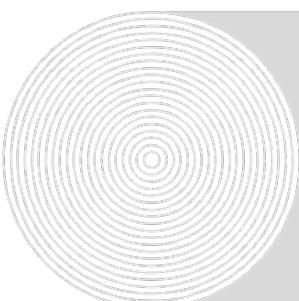
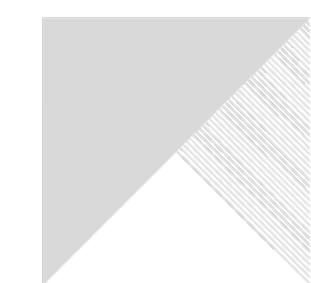


BY NC SA

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INTRODUCTION

The Project Idea

"If I am selling to you, then I speak your language, aber wenn du mir etwas verkauft, dann musst du Deutsch sprechen". Willy Brandt

In the EU, selling to visitors who speak many diverse languages is vital, but challenging. Growing tourism in the EU is a key objective, it is the 3rd largest sector, employing 17 million people. The European Commission communication 'Europe, the world's No. 1 tourist destination — a new political framework for tourism in Europe' (COM(2010) 352) was adopted in 2010. It demands a coordinated approach for initiatives linked to tourism and defined a new framework for action to increase the competitiveness of tourism and its capacity for sustainable growth. Missed business opportunities due to language skill shortages are magnified by the huge scale and growth of the tourism sector. This is particularly a problem for niche sector tourism companies.

This project is innovative compared to standard tourism based language training, it aims to map the key language needs of 4 niche sectors. These subsectors will then support the building of a web and mobile based language application for the use of early stage language learning.

This approach of being driven by the needs of the tourism sector by identifying common threads to put into the app is not only unique in that it covers multiple niches in the tourism industry but it allows the 'core' vocabulary to be used by other tourism subsectors.

The key results will be:

- 1 A mobile and web based learning application with audiovisual material will be developed through a unique collaboration which enables instantaneous and fully flexible translation between all 14 languages for both the core (everyday) and sector specific (specialist/niche) words and phrases.
- 2 The project will develop a partnership between the language experts, 4 niche tourism sector providers and the ICT provider to enable the most user friendly and flexible tool to be tailored to suit the needs of all users. The tool will allow two-way translation and learning of key words and phrases.
- 3 200 individuals as a minimum will test and validate the app, learners being drawn from the 4 target niche sector groups.
- 4 Total usage levels will be monitored - we expect open access traffic to exceed at least 2000 users by project end and 4 additional niche sectors to have adopted its use.

The project will support 14 languages, chosen on three criteria:

- The Erasmus Plus Programme states most visited by non-residents for tourism are in order of visitor numbers: Spain, Italy, France, UK, Austria, Germany, Greece, Croatia, Portugal, Turkey.
- The main non EU countries of origin for tourist visitors to the EU are USA, Russia, China, Japan and Brazil (44% of non EU tourists visiting the EU in total). Eurostat 9/2015.

- Significant growth in tourism is also occurring from India and Arab speaking countries e.g. Indian tourism to the EU grew 40% between 2009-12 and they have a large and fast growing middle class.

The 4 niche sectors we will target to develop niche/specialist vocabulary are:

1) Cultural tourism: may include history, arts, architecture, museums, theatre, heritage, and indigenous peoples. The 'Grand Tour of Europe' is the most recognizable early example of cultural tourism.

2) City tourism: e.g. city sightseeing, city breaks, shopping, health resorts/spas, conferences/conventions/business tourism, sports requiring man made infrastructures such as arenas and stadia.

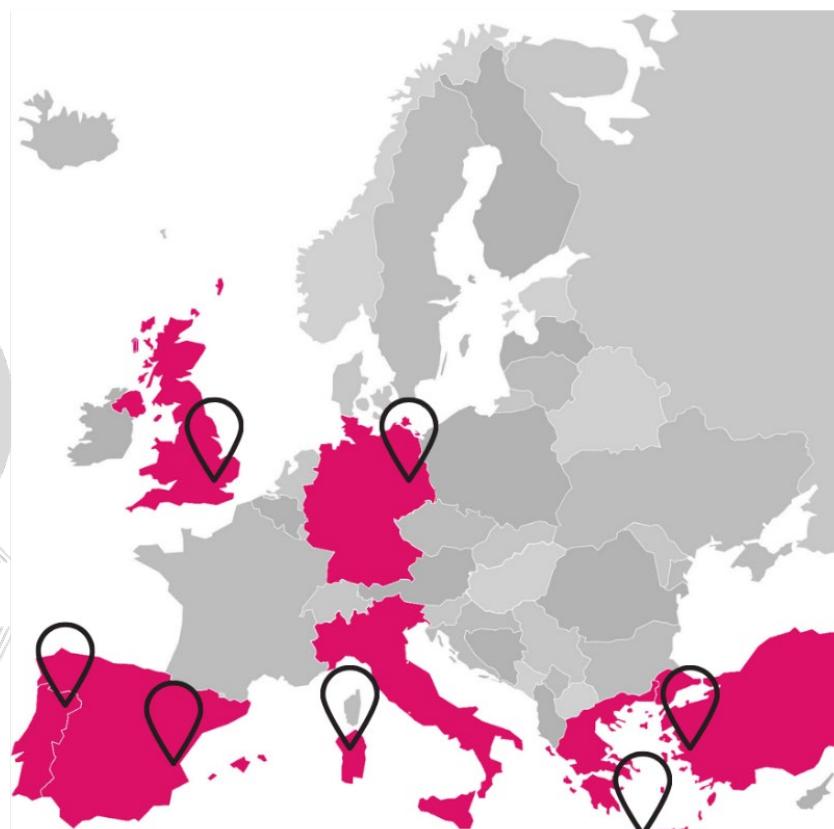
3) Rural tourism: e.g. most aspects of the following: walking, climbing, adventure holidays, canoeing, rafting, skiing,

hunting, angling, cycling, horse riding, mountain biking, farm holidays.

4) Sustainable tourism: this would include eco-tourism and large parts of the agritourism subsector.

The 1000 words and phrases will be developed on the following basis. 400 words will be everyday or core words, the basic building blocks for speaking a language. (We will include a good proportion of everyday words and phrases that a tourist is likely to want to use or understand). 600 specialist words and phrases will be developed, spread across the 4 niche tourism areas described above.

The vision of the project is to increase the use of foreign language in the tourism sector, giving even small businesses the chance to grow and benefit of incoming guests from outside the EU.



The Project Rationale

By Aytuğ Arslan

Tourism as a key industry

The latest issue of World Tourism Barometer (Vol. 18: 1) from the World Tourism Organization shows that international tourism continued to grow in 2019. Though at a slower rate when compared with the last two years, (2017 +7%) and (2018 +6%), the 4% increase registered in 2019 can be interpreted as a positive sign for the future. Demand was slower mainly in advanced economies and particularly in Europe.

Uncertainty about Brexit, geopolitical and trade tensions, the global economic slowdown, and the collapse of Thomas Cook and of several low-cost airlines weighed on growth. However, all regions enjoyed an increase in arrivals: the Middle East (+8%), Asia and the Pacific (+5%), Europe and Africa (both +4%) in line with the world average and lastly Americas (+2%). UNWTO estimates that destinations worldwide received around 1.5 billion arrivals in 2019, about 54 million more than in the previous year.

Table 1. International Tourist Arrivals

	2010	2017	2018	2019 *	Share 2019 (%)*
Europe	487.0	676.6	716.1	742.3	50.8
Asia and the Pacific	208.2	324.1	347.7	363.6	24.9
Americas	150.3	210.7	215.7	220.1	15.1
Africa	50.4	63.0	68.4	71.2	4.9
Middle East	56.1	57.7	59.4	63.9	4.4



Source: World Tourism Organization (UNWTO), *Provisional data.

Europe, the world's largest tourism region, accounts for half of the world's international arrivals, followed by Asia and the Pacific with 1 in 4 arrivals (China 60.7 million, Thailand 35.5 million, Japan 28.7 million, Hong Kong 27.9 million arrivals).

Figure 1. International Tourist Arrivals, 2019 (% share),

Source: World Tourism Organization (UNWTO)

Tourism is seen as one of the most significant export sectors for the countries. Its major positive economic impacts are the generation of foreign exchange, helping reduce unemployment and contribution to government revenues. There is no doubt that while tourism is an important component of export diversification, especially for advanced economies, the tourism income has been considered as the main source of finance to sustain the trade deficit for the emerging economies.

According to World Trade Organization (WTO) tourism is the world's third largest export category after chemicals and fuels, and ahead of automotive products and food and export earnings from international tourism are an important source of foreign revenues.

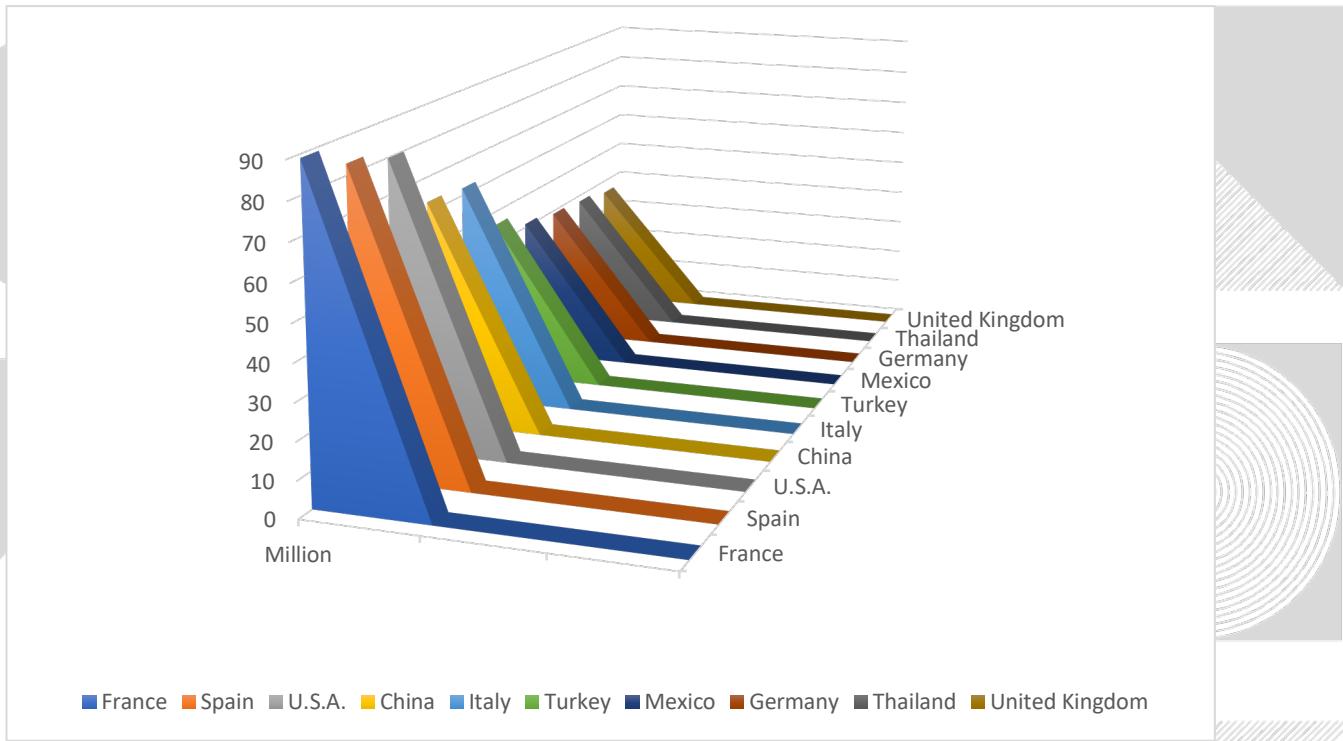


Figure 2. Top ten destinations by international tourist arrivals, 2018, **Source:** World Tourism Organization (UNWTO)

The top ten destinations receive 40% of worldwide arrivals. France continued to lead in international tourist arrivals in 2018. The top ten tourism earners account for almost 50% of total tourism receipts. Among the world's top ten destinations in receipts, the United States of America (USA) remained the largest tourism earner in 2018. Export earnings generated by tourism grew to USD1.7 trillion, an increase of +4%, outpacing the world economy in 2018. "These results were driven by a favourable economic environment, a growing middle class in emerging economies, technological advances, new business models, increased air capacity, affordable travel costs and visa facilitation," says Zurab Pololikashvili, secretary general of UNWTO.

Table 2. International Tourist Receipts (2018)

Rank	Destination	USD billion
1	U.S.A.	214
2	Spain	74
3	France	67
4	Thailand	63

5	United Kingdom	52
6	Italy	49
7	Australia	45
8	Germany	43
9	Japan	41
10	China	40

Source: World Tourism Organization (UNWTO)

China maintains its leading role in the global tourism market with outbound tourists spending \$277 billion in 2018, accounting for one-fifth of the world's total spending on tourism, followed by the United States (\$144 billion), Germany (\$94 billion), United Kingdom (\$76 billion), France (\$48 billion), Australia (\$37 billion), Russian Federation (\$35 billion), Canada (\$33 billion), Korea ROK (\$32 billion), Italy (\$30 billion).

Teaching Languages for European Niche Tourism

UNWTO Secretary-General Mr. Zurab Pololikashvili who took office in January 2018 mentioned that "with this growth comes greater responsibility for translating it into better jobs and better

lives, we need to continue investing in innovation, digital transformation and education so that we can harness the many benefits tourism can ...».

Education mentioned above should include teaching foreign language as well as the vocational knowledge because it is very likely that the tourists' languages differ from the language of the host country. Language barrier is a critical obstacle to intention to travel, communication between tourists and small and medium-sized tourism enterprises (SMEs), and tourist satisfaction during the stay in a destination. Therefore, overcoming language barriers is a necessity for the tourism industry. The European Centre for the Development of Vocational Training (CEDEFOP) identifies large gaps in language skills. Language is the second biggest skill shortage in tourism. A trend from mass to niche tourism also requires specialised language skills from providers because niche tourism providers tend to be small, expert, but not often expert linguists.

One of the most efficient way to resolve this problem is learning the language of the tourist. However, classroom based teaching methods do not suit many employees' learning needs. Language institutions do not cater well for rural based SMEs. Standard tourism language training does not offer niche sector vocabularies. While at the same time, tourism business in the EU want to enhance their language capability, employees/individuals want to grow their language capability, and VETs want to use online apps/tools in teaching.

Motivated by this problem, under the coordinatorship of Comparative Research Network e.V. (CRN), the project was given a start with the

partners with particular skills. The partners are *The Comparative Research Network (CRN)*, *Europe for Diversity Culture and Coexistence (EDCC)*, *RLN (UK) Ltd.*, *Alos Centro Europeo de Idiomas, S.L.*, *İzmir Katip Çelebi University (IKCU)*, *Epralima Vocational Training School*, and *Mine Vaganti NGO (MVNGO)*. The main aims of LENT is to increase the use of foreign language in the tourism sector, to give even small businesses the chance to grow and benefit of incoming guests from outside the EU and to integrate the app into professional language training. But while doing this, because of tourism is very large market, target group was determined as niche tourism beneficiaries. Niche tourism refers to how a specific tourism product can be tailored to meet the needs of a particular audience/market segment. As a growing segment of the industry, niche tourism has recently begun to gain importance in the modern tourism sector.

The overall aim is to support niche tourism sectors to undertake early stage language learning and improve their ability to speak to their customers, improve the customer satisfaction. Even if niche markets are smaller than mainstream markets, niche tourists tend to spend more. Niche tourism also has more potential for growth and creates quality jobs that require specialized skills, rather than the low- or semi-skilled jobs associated with mass tourism. Niche tourism is often promoted by national tourism strategies because it is also seen as a more sustainable way of developing tourism.

LENT aims to map the key language needs of 4 niche sectors. These subsectors support the building of a web and mobile based language application in 14 languages. The app is planned to

have 1000 words and phrases totally - 400 daily or core words, 600 specialist words and phrases- in both written and audio format which are translated into 14 languages in original writing plus Latin.

Languages were chosen on three criteria:

- a) The most visited countries: Spain, Italy, France, UK, Austria, Germany, Greece, Croatia, Portugal, and Turkey.
- b) Visitors to the EU from the main non-EU countries are USA, Russia, China, Japan and Brazil (44% of non EU tourists visiting the EU in total).
- c) Significant growth in tourist flow to the EU is also occurring from India and Arab speaking countries.

The following 14 languages are therefore be of most use to tourism SMEs in Europe: Spanish, Italian, French, English, German, Greek, Croatian, Portuguese, Turkish, Russian, Mandarin, Japanese, Hindi, and Arabic (Pic. 1.).

LENT – Languages for European Niche Tourism.



Pic. 1. The visual appearance of the language menu on website (<https://translate.lent-train.eu/>)

The establishments/enterprises in niche tourism working outside of the mass tourism employ generally local staff and this form of tourism appeals to people of certain ages (grey tourism), religions (religious tourism), ethical/ environmental (eco-tourism), interests (outdoor, adventure, gastronomy, agri-tourism, avitourism).

At the kick-off meeting of LENT on the 26th – 27th of January, 2018, four niche sectors were determined by the project partners. The niche sectors that the partnership chose are: historic tourism, outdoor tourism, event tourism and culinary tourism. In the following months, the transnational meetings were held in Valencia (Spain), Crete (Greece), Izmir (Turkey), Sardinia (Italy), and Arcos De Valdevez (Portugal) in order to create vocabulary data for the groups (Table 3), to control the translation process and to discuss on the development of the app design and its features.



Pic. 1. Kick-off meeting of LENT in Berlin on the 26th – 27th of January, 2018

Table 3. The Number of the Words by Groups

Groups		Words & Phrases
Core		415
Rural and Outdoor Tourism		175
Culinary tourism		87
Event Tourism		124
Historical Tourism		264
TOTAL		1065

Each group has different categories. Europe's unique heritage -including

museums, theatres, archaeological sites and historical cities- makes it a key historical tourism destination. While rural tourism brings economic development to rural areas by creating additional income and employment, outdoor tourism offers plenty of adventure and recreation activities, including horse riding, skiing, hiking, canoeing, fishing, and hunting. Gastronomy (Culinary tourism) is considered as a main motivation for travellers choosing their destinations. Wine is today playing an increasingly significant role in culinary tourism. Event tourism covers attendance at traditional or contemporary celebrations of culture, which can include music, festivals, and sports.

Table 4. The Categories under Groups

Groups	Categories
Core	Greetings, Introductions, Basic phrases, Meeting people, Telling time, Numbers, Bank and Money, Health, Emergencies, Places in town, Accommodation, Directions, At the airport, Transport, Documents, Shopping, At a restaurant, Making a complaint,
Rural and Outdoor Tourism	Farm holidays, Hiking, Watersports, Fishing and Hunting, Skiing, Cycling
Culinary tourism	Fine dining, Wine, Beer and Spirits,
Event Tourism	Music, Festivals, Sports,
Historical Tourism	Museums and Galleries, Architecture, Archaeology, Tradition and religion, Commemoration and remembrance, Folklore,

Although LENT primarily aims at removing the obstacles, eliminating the barriers between the employees working at niche tourism market and tourists by helping them in expressing what they want to say to each other in many cases, but also indirectly serves as supportive teaching materials. The project of LENT contributes to the learning process. The integration of LENT app into tourism training is another aim of the project.

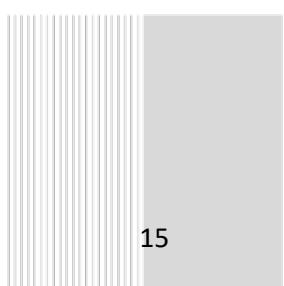
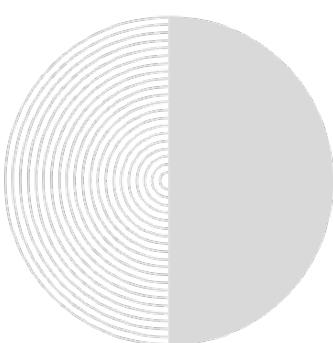
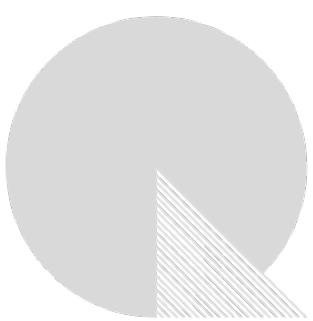
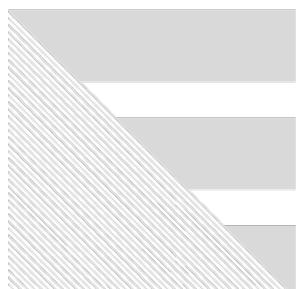
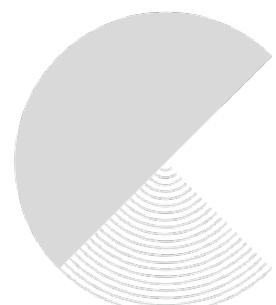
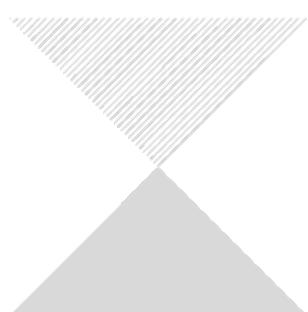
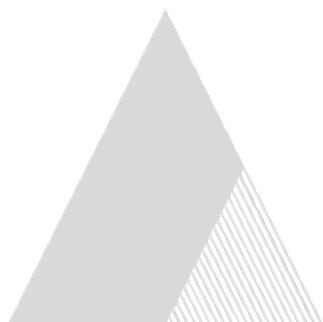
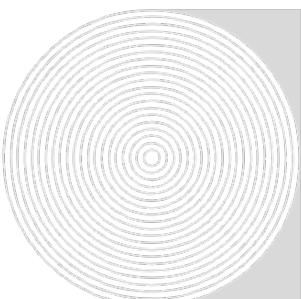
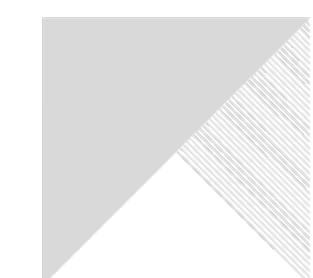
For many learners studying English as a foreign language, vocabulary learning is considered as boring, but LENT engages learners more in the learning process. Furthermore, the neglect over pronunciation skills is obviously a great contribution to the lack of competency in the English language among the learners. Pronunciation, on the other hand, is seen as just a small and insignificant component. However, pronunciation is no less important than the grammar and vocabulary. LENT application allows students to hear pronunciations.

The role of VET Training

The training activity which took place between 20th-24th of January, 2020 in Berlin targeted teachers and trainers active in the vocational fields. The educational partners sent each 3 experienced educators, who were trained to use the language application. After the presentation of the LENT project and the app in terms of its structure and various features (favourites, download, quiz etc.) and responding to their technical questions about the app, the participants explored the App during the training days with exercises, group works, role plays and mini lessons. The participants tested the App in real-life

situations by performing different tasks outside.

They used it to practice communication with the help of the App at different location, attractions such as museums, touristic locations, bus stations, train stations, shops, etc. Feedback and recommendations on how to use the App for teaching were given by educators at the end of the training as well as their evaluations and pedagogical and methodological suggestions to integrate it into a curriculum.



THE ENTERTAINMENT APP



How to install the app

Android – there are two options for Android users, either you can go to the Play store and type in **LENTlanguages for Tourism** and you will see the LENT icon which can then be downloaded as an app **OR** you can use the web app and if you type in the LENT web address <https://translate.lent-train.eu/>

in the internet search box and you will be able to download it. If you are on Android the first time you do this it will offer you the chance to ‘add to home screen’ if you accept it will add the logo like an app. If you add the web app and then delete it you have to manually select it from the options on the second time.

Apple - if you type in the LENT web address <https://translate.lent-train.eu/> in the internet search box and you will be able to download it. If you are an Apple user you have to select this option from the drop down menu and click on ‘add to home screen’. If you add the web app and then delete it you have to manually select it from the options on the second time.

Click on the icon to download the app.



Use the webtool from any browser at:

<https://translate.lent-train.eu/>

LENT APP MANUAL 1/3

LENT – Languages for European Niche Tourism.

1 Please select your language:



This project is innovative compared to standard tourism based language training, it aims to map the key language needs of 4 niche sectors. These sub-sectors will then support the building of a web and mobile based language application for the use of early stage language learning. This approach of being driven by the needs of the tourism sector by identifying common threads to

01

SELECT THE LANGUAGE TO TRANSLATE FROM

You have a hotel in Italy and a Japanese tourist want to communicate - choose 1. Italian.

02

CHOOSE THE LANGUAGE TO TRANSLATE TO

After choosing Italian, now choose Japanese.

2 Select language to translate to



Group



	Core
	Rural and outdoor tourism
	Culinary tourism
	Event tourism
	Historical tourism

03

SELECT THE CATEGORY

Choose the niche you want to translate in. You can choose Core (general terms), Culinary, Historical, Event, Rural and Outdoor Tourism

LENT APP MANUAL 2/3

Category



Event tourism

Festivals

Music

Sports

Phrase



Translation

04

SELECT THE CATEGORY

You will find a selection of categories in every niche vocabulary. Click on one, in order to see the phrases.

05

CHOOSE THE PHRASE

Click on the phrase to see the translation.

Phrase



Event tourism -> Sports

sports stadium
national stadium
home stadium
stadium tour
football
club shop
home team
away team
scarf
first strip
second strip
rankings
match

German -> stadium tour

Stadionführung



German -> I'm looking for stadium tour

Ich suche Stadionführung .



German -> Can I have more information on stadium tour ?

Können Sie mir mehr Information über Stadionführung geben?



06

LISTEN TO THE PHRASES

You will see know the phrases in Latin and original letters. You can listen to the pronunciation, select them as a favorite and learn similar phrases.

LENT APP MANUAL 3/3

2 Select the language you want to translate to by clicking on the language

3 Select the translation categories to access the words and phrases

Other symbols and buttons

Speaker icon – click to hear audio file of translation

Back arrow icon – click here to flip the translation back to your original language, you can click again to switch back.

Download icon – click here to download onto your computer.

Favourite star icon – click to add to your favourites. Favourites will only be held on the users current device and not transfer.

Quiz icon

07

OTHER FUNTIONS

You can search the database with the search button, listen to audio files, flip the translation between two languages, download files to the device and add favorites.

08

QUIZ

Choose the language you want to learn, write down or say the translation and press the „eye“ button to show the correct answer.

Write and say the below phrases.

Reveal by clicking on .

You can add any you find difficult to your favourites

Arabic

Chinese

Croatian

French

German

Greek

Hindi

Italian

Japanese

Portuguese

Russian

Spanish

Turkish



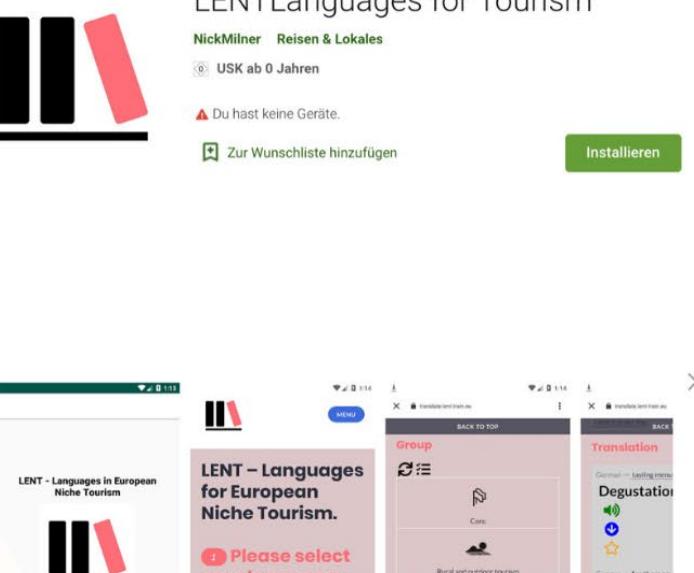
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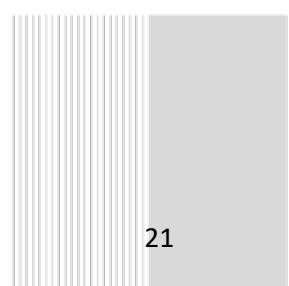
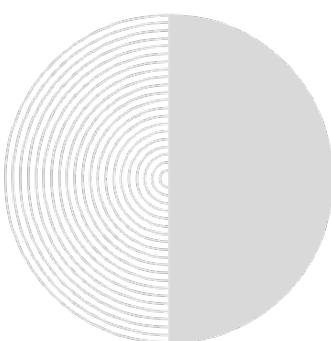
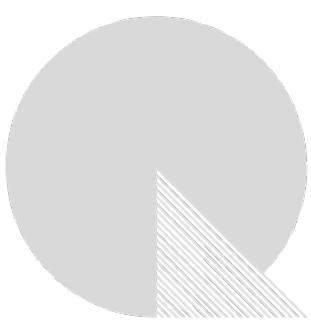
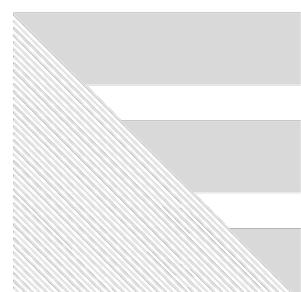
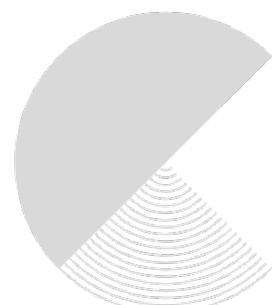
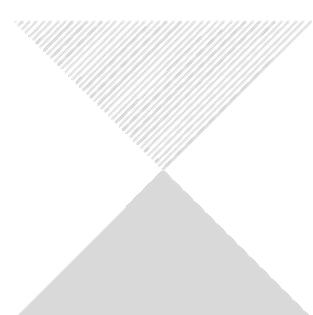
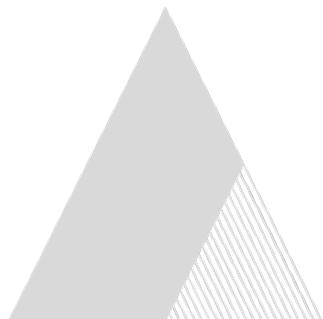
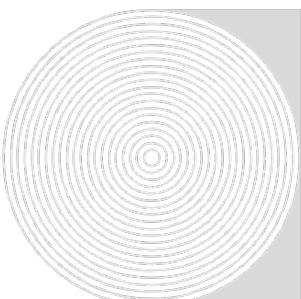
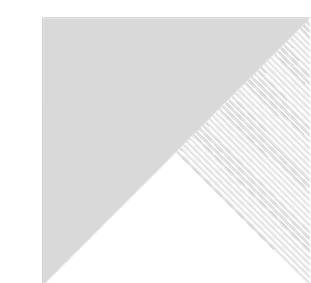
09

GET THE APP

Visit www.translate.lent-train.eu to use the webapp in your browser.
Download the app on the google play market (Android) or the Apple Store (ios)



The screenshot shows the LENT Languages for Tourism app interface. At the top, there's a navigation bar with a logo consisting of vertical bars in black and red, followed by the text "LENTLanguages for Tourism". Below this, it says "NickMilner Reisen & Lokales" and "USK ab 0 Jahren". A warning message "⚠ Du hast keine Geräte." is displayed, along with a link "Zur Wunschliste hinzufügen". A green "Installieren" button is visible. The main content area shows a quiz card with the text "Please select your language:" and a "Rural and outdoor tourism" category. Below the card, there are two smaller cards for "Group" and "Translation".



TRAINING CONCEPT



Recommendations – How to implement app-based training in VET?

By Vlad Grigoras

Participants

The groups of participants coming from Turkey, Italy, Germany, Greece, Portugal and Spain was representative for the VET education, showing an in-depth interest for gaining and developing new abilities.

Moreover their interest for making use of the LENT app, proved to be helpful in gathering ideas for using it in teaching, and in other sort of activities that are amount to language learning (eg: outdoor activities with students, study visits, etc.). However, the fact that participants were proactively accessing the app and its various features, brought up elements that could be improved. Group dynamic looked positive, and the participants worked in international groups, different age and gender groups.

The blend in the groups proved to be an effective tool for creating a good environment for learning and exchange of ideas, best practices and furthermore to have fun inside and outside the activities. The personal impression that I have is that participants will be staying in touch.

Activities & results

Non formal learning activities, adapted and blended with technology (Lent App) and use of various materials, gave all the participants the possibility to acquire and integrate learning points.

We had:

(a) Puzzles, word games. Activities where competition was the core of the activities, which made the participants work in teams, contribute and put their abilities at work. This concluded the aspect that competition is a valid approach for all ages, as long as it is well moderated and “healthy”. In our situation, it has been beneficial for team building and actively using the app and its features

(b) Debates and discussions - “World Café. During afternoon session in day 2, gave the opportunity of all participants to express their ideas, concerns, pros, cons, experience, for sketching a map of how to use LENT app in language learning. The fact that everyone wanted to share perspectives and experience, was a big plus, even if at points the facilitators had to intervene to encourage inclusive communication at the tables. All the table leaders, who collected all the discussed materials for each topic, moderated well with asking questions and taking notes on flipcharts.

The topics tackled at the 4 tables were:

- ICT in Classroom,
- Gamification,
- Educational System,
- Time Limits.

Those were topics that the participants decided to choose based on the relevancy for the Training Activity and for themselves. Encouraging and giving participants responsibility for choosing their learning course, made this session successful, and facilitators to understand once again, the importance of this.

(c) Mini-lessons. Curiosity, exchange, learning, have been at the core of this

group who took each opportunity, and activity, as a chance to share their knowledge and know how of languages, teaching in classroom, creativity in using the app. The mini-lessons ticked all the above points, and the five groups of participants acknowledged their ability to teach each other, in various methods pronunciation, conversation and specific vocabulary through the app. Their conclusions and remarks on what they initially thought “the app would not be so effective in teaching”, got to 180 degree change to actually see how “we can structure activities for students in language classroom”. This output is a great achievement in the training room.

(d) Role-play. Divided in 4 groups, participants had the opportunity to organise a simulation of how the app can be used in real life, which they put in a short scene that they played for the others. The groups were of course limited by time to create a 3-5 minutes scene, and they made it funny, interesting and relevant for this. Indeed some of the groups had trouble in the planning stage, where they did not fully agree or understand how to present it. Even so, they had the inspiration to improvise, and make everyone laugh.

A point to be underlined from the facilitator's view is that people, as a rule, are most of the times performing at their best under an extent of pressure, and a supportable degree of stress, that might be the result of internal feelings of nervousness, frustration, pressure, or even being in the situation to step outside the comfort zone.

The conclusions of the participants regarding the activity and the LENT app, have been more positive than expected.

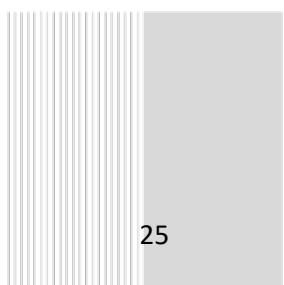
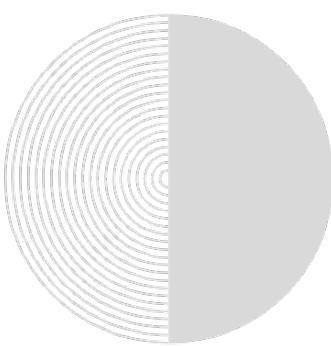
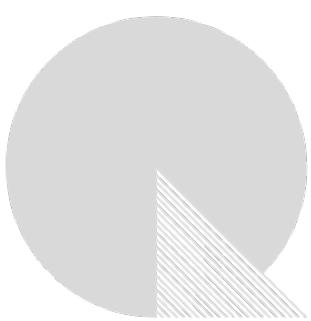
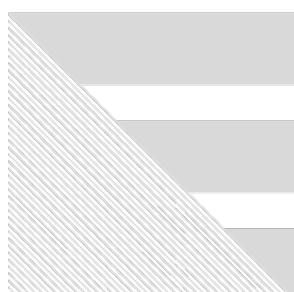
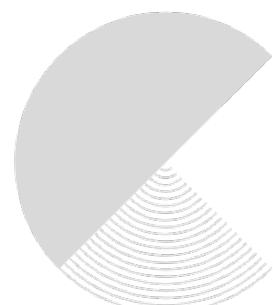
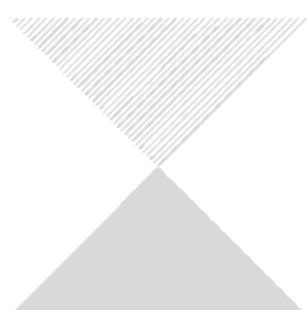
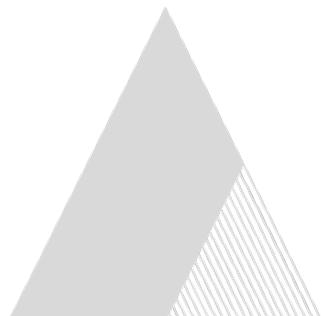
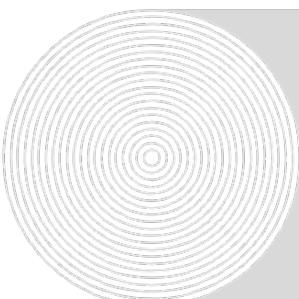
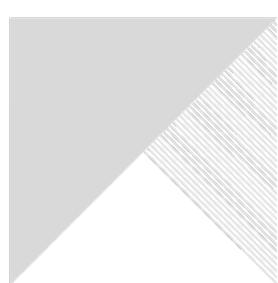
Implementation Team

The professionalism of the team, during the activity in Berlin has proven to be an excellent way to create a prolific learning environment.

The fact that the facilitators had the opportunity to focus only on the learning stage and the participants, was very helpful.

Logistic matters in the activity room, and outside, have been properly set-up, again having a positive impact on the participants, their experience and learning.

Communication was very good in the team starting from the preparatory stage of the activities and towards the end.



TRAINING MODULES

Now... find the right sentence/question. Identify the question you don't know!

languages that you want to learn - what do you need? You want money in a particular form - what do you need? You want to meet someone again - what do you need? You want to make friends with a person from a particular place - what do you need? You want to stay in touch with a friend from a particular place - what do you need? You want to know the exact location for entering Singapore - what do you need? You want to know how to get there - what do you need? You want to know how to get there - what do you need? You want to know how to get there - what do you need? You want to know how to get there - what do you need? You want to know how to get there - what do you need?

2.

1. What are the main differences in another language? And as you find those, write them down. If you know the language, give some clues to the others.
2. Sie können Sie sich unterhalten mit anderen Personen. Gehen Sie zu weiteren Unterrichtsstunden und erläutern Sie die Unterschiede.
3. Treffen Sie sich mit anderen Personen und erläutern Sie die Unterschiede.
4. Tragen Sie Ihre Ergebnisse in der Start-Finder-Tabelle auf.
5. Notieren Sie alle Wörter, die Sie gelernt haben. Was kann man damit machen?
6. Testen Sie Ihre Wörter und Sätze mit anderen Personen.
7. Erklären Sie den anderen Personen, was Sie gelernt haben.
8. Nutzen Sie die Wörter und Sätze, um mit anderen Personen zu interagieren.
9. Verwenden Sie die Wörter und Sätze, um mit anderen Personen zu interagieren.
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100. Nutzen Sie die Wörter und Sätze, um mit anderen Personen zu interagieren.

Session Plan – Training Course: “App-Based Learning in Tourism”

Name of Session	step by step guide to the session	Learning Goals	Materials
DAY1			
1	<p>Opening Address Organisational and practical aspects of the training</p> <p>TYPE OF ACTIVITY: Getting to know each other.</p> <p>NAME OF ACTIVITY: Triangular Speed Dating.</p> <p>DESCRIPTION: Participants form five groups of three persons who don't know each other. They are handed a sheet of paper with a triangle, each corner bearing the name of one of the group members. They then try to find favourite activities they share. You can also use speed dating with other topics which are directly linked to the goal of your meeting.</p>	<p>1. Divide the participants into groups. Have each group sit at a table.</p> <p>2. Provide a sheet of paper and pencils for each group.</p> <p>2. Ask the participants to draw a triangle, square, pentagon on the paper according to the size of the group (triangular=3 persons, square=4 persons, pentagon=5 persons).</p> <p>3. Ask each person to write his/her name on one of the corners.</p> <p>4. Have them place something about them in his/her corner (a word that describes them or their favourite hobby or favourite movie etc. Activities shared by all three are written inside the triangle; those shared by two along the line linking their names. Those which are not shared outside the corner.</p>	<p>Speed-dating is an efficient way for a group of people to rapidly interact with each other. The informal nature of the speed-dating environment helps remove the professional barriers. This gives them the opportunity to bond on a more personal level.</p> <p>You're in charge of keeping track of time. Give them at least 10 minutes. Visit the tables during the activity in order to supervise. Then ask each group to present their outputs.</p>
2	<p>TYPE OF ACTIVITY: Introduction</p> <p>NAME OF ACTIVITY: Presentation of the App.</p>	<p>1. Ask the participants open web page of the application or download the application from google store.</p> <p>2. Using the web page or application, explain the</p>	<p>1. The participants will get to know the contribution of the app to overcome the obstacle in tourism communication and improve foreign</p> <p>The banner of LENT Free Wi-Fi</p>

Name of Session	step by step guide to the session	Learning Goals	Materials
<p>DESCRIPTION: Aim of the App, its structure and its various features (favourites, quiz etc.).</p>	<p>rationale behind developing this app.</p> <p>Motivations:</p> <ul style="list-style-type: none"> 1) tourism business in the EU wanting to enhance their language capability 2) employees/individuals wanting to grow language capability 3) VETs (vocational education and training) wanting to use online apps/tools in teaching <p>Aims:</p> <ul style="list-style-type: none"> 1. To increase the use of foreign language in the tourism sector 2. To give even small businesses the chance to grow and benefit of incoming guests from outside the EU. 3. To integrate the app into professional language training. 	<p>language learning process with the basic and special words and phrases related to niche tourism sectors.</p> <p>2. The users will have information on how to use the app. First the general process of how technically the selection of the languages for translation is done is explained. Later, the selection of the groups and the categories is demonstrated in practice. The features of the application (favourites, quiz, listening, automatically created sentences etc.) is displayed.</p> <p>3. Lastly, the teachers should emphasize that although this app primarily aims at removing the obstacles, eliminating the barriers between the employees working at niche tourism market and tourists by helping them in expressing what they want to say to each other in many cases, airport, restaurants, but also it indirectly serves as supportive teaching</p>	

Name of Session	step by step guide to the session	Learning Goals	Materials
3	<p>TYPE OF ACTIVITY: Exercises</p> <p>I</p> <p>NAME OF ACTIVITY: Finding words in the app.</p> <p>DESCRIPTION: Finding the translations of 5 words from different categories.</p>	<p>Participants are then given time to explore the app either on their own or in small groups. Feedback and responding to technical questions.</p> <p>This exercise will help the participants to familiarize themselves especially with the groups, categories of the niche sectors.</p>	<p>Working sheets Pens - blue</p>
4	<p>TYPE OF ACTIVITY: Exercises II</p> <p>NAME OF ACTIVITY: Adding 5 unknown words in the chosen target language to the favourites.</p> <p>DESCRIPTION: Identifying five previously unknown words in target language.</p>	<p>Students do the exercise on their own before comparing answers in pairs. Then students can check their answers with their friends.</p> <p>For many learners vocabulary learning is considered as boring, as they have to memorize unfamiliar words. Learners find it hard to engage in such learning of vocabulary activities. LENT can be used in order to alleviate the problem and engage learners more in the vocabulary learning process.</p>	<p>A4 Paper (note-taking, etc) Pens - blue</p>

Name of Session	step by step guide to the session	Learning Goals	Materials
5	<p>TYPE OF ACTIVITY: Exercises III</p> <p>NAME OF ACTIVITY: Writing equivalents of words in 5 languages.</p> <p>DESCRIPTION: Participants will be given 5 English words, identify their equivalents in five target languages of their choice.</p>	<p>1. Prepare working sheet including 5 words and blanks for 5 different languages.</p> <p>2. The participants will write the translations of 5 words from their language into 5 target languages.</p>	<p>This activity will encourage the participants to use the app for many unfamiliar languages. Tourists are expected to use the app in different countries. As for niche sector tourism employee, they will learn the translations of the specific word they use often in different languages.</p>
			Check answers by asking for volunteers to write the correct answers on the board.

Name of Session	step by step guide to the session	Learning Goals	Materials
6	<p>Day 2</p> <p>TYPE OF ACTIVITY: Learning vocabulary.</p> <p>NAME OF ACTIVITY: Test yourself!</p> <p>DESCRIPTION: Participants will explore the test section on the menu.</p>	<p>1. Help the learners to find test section in the app.</p> <p>2. Ask them test themselves in foreign language they choose.</p>	<p>The aim of this activity is to show how the learners can self-check the progress they made in vocabulary learning. Point out to students that they should use this useful feature.</p> <p>Ask students to give feedback about their performances.</p>

Name of Session	step by step guide to the session	Learning Goals	Materials
TYPE OF ACTIVITY: Introducing teaching materials.	a) 1. Create a fill in the blank paragraph related to the categories of a niche sector. 2. Ask students to fill in blanks in the paragraph by using the words from that category.	1. The aim of this activity is to introduce some teaching materials which may be used in teaching. 2. Teaching materials will help the learners to explore categories and sub-categories to find the right answers. 3. The other aim of this activity is to show that the teachers may develop their own teaching materials by using this app such as word order exercises.	Working sheet Pens - blue
NAME OF ACTIVITY: a) Fill in the blanks b) Match the words with the equivalents.	b) 1. In this exercise the participants have to match each word with their equivalent in other language.	Check answers by asking for volunteers to read the completed paragraph.	
DESCRIPTION: Participants need to find the phrase on the application,			
TYPE OF ACTIVITY: Game.	a) 1. The participants will translate the words from one language to another and follow the instructions for each translation such as ‘write the second letter in the box’ in order to find the secret word. b) The first participant to write the secret word on Flipchart paper correctly wins the game. b) 1. The participants will find English words and	The aim of this activity is to show that how gamification can be used in teaching. Word learning can be reinforced through interactive games. The teachers should check the answers.	Working sheet Flipchart Paper Flipchart markers - 4 - blue/black/green/red Felt-pens - coloured
NAME OF ACTIVITY: a) Finding the Secret Word b) Word Search Puzzle c) Mixed Letters			
DESCRIPTION: Participants receive a sheet with activities, that they had to work on in teams, competing with the others.			

Name of Session	step by step guide to the session	Learning Goals	Materials
	phrases hidden in the puzzles.	c) 1. Participants in groups will try to identify the vocabulary written in mixed letters.	
TYPE OF ACTIVITY: World cafe.			Flipchart Paper
NAME OF ACTIVITY: Use of the App in teaching.			Flipchart markers - 4 - blue/black/green/red
DESCRIPTION: In the following two sessions the world cafe method will be used with teachers.	Five tables are set up and each table focuses on a single teaching field. Participants at a table collect ideas how to use the App for teaching and note them on a flipchart. After 10 minutes one participant stays at the table while the other participants move to another table, are then being presented the results by the remaining person and engage in further discussion of the subject.	The aim is to achieve collaborative dialogues by setting up open and creative conversations in a casual café atmosphere. By connecting teachers' knowledge, new comprehension can be generated, leading to common ground and collective knowledge about teaching methods.	Felt-pens - coloured
	Each table has a moderator that collects and synthesizes the information discussed during the 3 rounds of world cafe.		
TYPE OF ACTIVITY: Presentation.	Participants go back to their first table.	The aim of this activity is enable the participants to hear ideas about different topics related to the education.	Flipchart Paper
NAME OF ACTIVITY: Use of App in teaching.	Give groups time to make preparation and choose a spokesperson to present		Flipchart Paper Holder
			Flipchart markers - 4 -

Name of Session	step by step guide to the session	Learning Goals	Materials
DESCRIPTION: Sharing the outcomes.	the results in a plenary		blue/black/green/red

Name of Session	step by step guide to the session	Learning Goals	Materials
Day 3			
TYPE OF ACTIVITY: Minilesson I	Participants form groups of three with one person being proficient in the target language and the two others not. The proficient person will then organise a minilesson (10 or 15 minutes) around pronunciation for the two other persons while using the App. In a plenary session participants will discuss their experience and suggest possible ways of using the App for teaching pronunciation.	The neglect over pronunciation skills is obviously a great contribution to the lack of competency in the language among the learners. Pronunciation, on the other hand, is seen as just a small and insignificant component. However, pronunciation is no less important than the grammar and vocabulary. This activity will help learners speak the word correctly.	
NAME OF ACTIVITY: Teaching pronunciation.	Participants will work in groups of 3 and in turns, each teach the others in their native language, using the app, pronunciation.		
TYPE OF ACTIVITY: Minilesson II.	Participants reform the earlier groups and select a situation from the category Basic vocabulary.	Role plays are a popular teaching technique for English language speaking classes. Role plays are used to allow	A4 Paper (note-taking, etc) Pens - blue
NAME OF ACTIVITY:			

11

12

	Name of Session	step by step guide to the session	Learning Goals	Materials
	Teaching basic conversations.	prepare for a simple conversation (e.g. at the airport) and then enact it with the proficient person playing the role of a native speaker. They then discuss their experience.	students to practice speaking in a conversational situation and put learning into action.	
	DESCRIPTION: The students can practice the conversations, perform role plays and/or write their own dialogues.	Participants work in groups of 3 and in turns, each teaches the others in their native language, using the app, conversations.		
13	TYPE OF ACTIVITY: Minilesson III	Participants work in groups of 3 and in turns, each taught the others in their native language, using the app, special categories.	In the field of pedagogy, learning by teaching is a method of teaching in which students are made to learn material and prepare lessons to teach it to the other students. Students are encouraged to experiment to find ways to teach the material to the others.	
	NAME OF ACTIVITY: Teaching special categories.	Participants in the groups of three prepare a short lesson intended to teach the specialist vocabulary.		
14	DESCRIPTION: TYPE OF ACTIVITY: Plenary session.	Ask the participants to give feedback on their lesson experiences.	This session enables teachers to evaluate if the objectives had been met and have an exchange of ideas.	A4 Paper (note-taking, etc) Pens - blue Flipchart Paper
	NAME OF ACTIVITY: Presentation of the minilessons.	The plenum then discuss the teaching methods and make		Flipchart markers - 4 - blue/black/green/red

Name of Session	step by step guide to the session	Learning Goals	Materials
DESCRIPTION: The participants present the lesson of their group to the plenum.	suggestions how it could be improved.		
TYPE OF ACTIVITY: The Use of the App in daily life	Divide the participants into the groups. Ask the participants create scenarios which they then enact in front of the others.	The goals of a role playing scenario are to expose students to different viewpoints or ways of thinking about a situation, expand their ability to resolve situations, and provide experience within a given context. They are useful for helping students to practice English skills and are an excellent way to build students' confidence in their ability to function in real situations.	A4 Paper (note-taking, etc) Pens - blue
NAME OF ACTIVITY: Creating role plays.			

15

DESCRIPTION:
Participants in groups of three prepare the use of the App in a real-life situation,

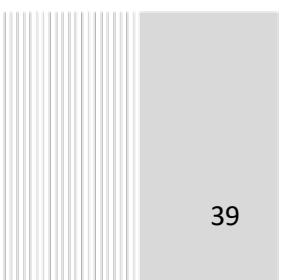
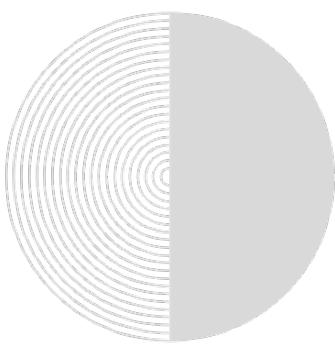
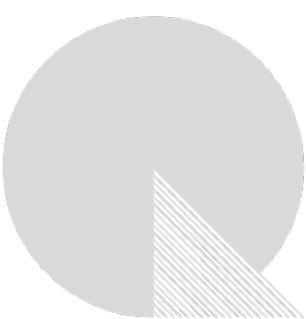
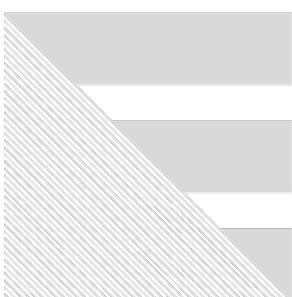
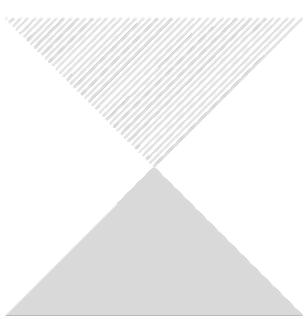
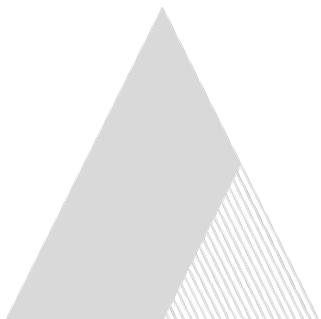
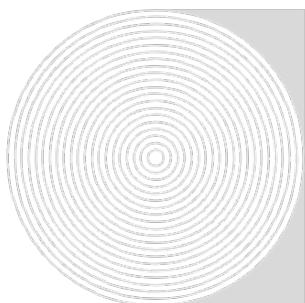
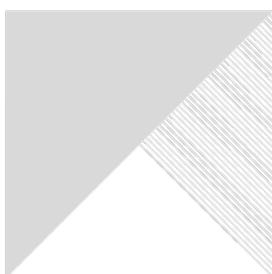
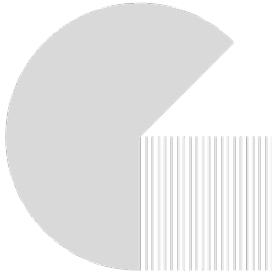
Name of Session	step by step guide to the session	Learning Goals	Materials
Day 4			
16	<p>TYPE OF ACTIVITY: Preparing the outdoor activity</p> <p>NAME OF ACTIVITY: Organising the day.</p> <p>DESCRIPTION: Participants form groups. They select outdoor activities and perform them</p>	<p>Depending on your city there are likely several options: think contemporary art, war, natural history, maritime, shops or restaurants.</p> <p>Each group defines a division of roles - video maker, observer, and reporter etc. for the outdoor activities. They make communication practice with the help of the App at the museums, touristic locations, bus stations, train stations, shops, etc.</p>	<p>Outdoor activities help students participate actively in their own learning and live an element of local culture.</p>
17	<p>TYPE OF ACTIVITY: Field work.</p> <p>NAME OF ACTIVITY: Practicing real-life situations I</p> <p>DESCRIPTION: Participants leave for the city and try to use the App for communicating in foreign language.</p>	<p>The meeting space will be available for this part of the task. From the meeting point, the groups will start their walking tours in the city centre and carry out their tasks. Examples: they will record their experiences of communication with the locals by collecting photos, materials, stories, notes.</p>	<p>This activity improves attitudes towards learning, encourages informal learning, makes learning more engaging and stimulate motivation for learning.</p> <p>Uploading results on a Facebook group or present them in the classroom.</p>

	Name of Session	step by step guide to the session	Learning Goals	Materials
18	Day 5			
	TYPE OF ACTIVITY: Plenary session.	Knowing how to summarize something you have seen is a valuable skill. Ask the groups of the participants to discuss among themselves on their previous day experience. They should give a short speech about it.	Fieldwork is designed to provide the student with an opportunity for a practical, "real world" experience for the purpose of using the App without hesitation. This activity gives opportunity to trainers to hear the participants' views before long.	
19	NAME OF ACTIVITY: Presentation of the field work. DESCRIPTION: Each group shortly (10 minutes) presents their previous day.			A4 Paper (note-taking, etc) Pens - blue Projector
	TYPE OF ACTIVITY: Presentation. NAME OF ACTIVITY: Feedback and recommendations DESCRIPTION: Participants discuss their field experience and its relevance for teaching methods.	Feedback needs to take various forms (i.e. written and verbal). Ask the participants write down their feedback and recommendations. They will summarise the findings. Ask the participant to prepare a presentation about their experiences and results from activities. They will use personal documents produced within the group, videos, photos, self-analysis etc.	Feedback plays important role in order to alter the gap between performance and the ideal. It aims to learn what exactly the app needs to improve. Also, feedback helps the participants assess their mastery of the app. Giving presentations is an important part of sharing work. Field research involves a range of experiences which should be made public in order to evaluate the strengths and weaknesses of the app.	
20	TYPE OF ACTIVITY: Group work. NAME OF ACTIVITY: Future action plans.	Ask the participants write up a short action plan (a two-page summary with recommendations on how to use the App for teaching and other activities, such as workshops, with a deadline of	Action plan is part of an integrated strategy that seeks to nurture research and innovation potential. But action plans can be used by individuals to prepare a strategy to	A4 Paper (note-taking, etc) Pens - blue

Name of Session**step by step guide to the session****Learning Goals****Materials****DESCRIPTION:**

Participants will be informed about the remaining tasks.

two weeks). They are expected to use the App with their own participants for at least 1 hour. achieve their own Action Plan personal goals as well. Template



IMPRESSIONS + RESULTS



Impressions from the training course



Introduction to the training, setting up small groups.



Discussion and review of the app during the training.



Using the LENT App as an integral part of the learning experience.



Role play in order to simulate real life situations.



Visualising experiences.



Presenting the experiences during the practice day.



The group of trainers after successful completing the course.

Results – Individual Action Plans

LEN Training Berlin 20 th - 24 th January 2020 Action Plan Template						
<p>Topic: Please describe the topic you're addressing. Think about what is needed to translate the topic in your everyday work.)</p> <p>Using the app in the local historical museum of my village, which is the center of it and it works also as "informant". I would like to use it to speak English or German but it would be useful to my colleagues to understand better.</p> <p>Goal: (Be sure to write "SMART" goals (specific, measurable, attainable, relevant and time-sensitive))</p> <p>Raise the language knowledge where I work and live. Who is working there? Who is visiting?</p>						
Action Steps (What will you do?)	Target (Who will benefit?)	Timeline (By when?)	Resources (list financial, human, organizational resources or materials needed)	Knowledge (What more do I need to know? Where could I find the information?)	Potential Barriers (What are the potential challenges you face? How will you overcome them?)	Duration:
Step 1: Teach how to use the Lent App	any villager who will work with me	2 months (by March)	A. Resources available B. Resources needed	I also need to learn the English vocabulary of Lent App	People working in my village might not be interested in learning English	1 year to + 1 year to + 1 year to +
Step 2: Test the app in my village	CUSTOMERS OF THE MUSEUM IN MY VILLAGE	By June	A. B.	Tourists visiting my village would like to speak English so we want have the chance to test the app		
Step 3:			A. B.			
Step 4:			A. B.			
Step 5:			A. B.			

Action: Using the Lent App in a local historical museum.

Goal: Raise the language skills of the co-workers and communicate with the guests.

Duration: 1 year

Steps:

1. Introducing and teaching the app to the staff.
2. Use the app in other village museums in the region.

Action: Using the Lent App for teachers visiting my school.

Goal: Solving communication problems and promote local culture.

Duration: 1 morning – 4 hours

Steps:

1. Introducing and teaching the app to the learner.
2. Use the app to perform a city safari in my town.
3. Reflecting on the learning

LEN Training Berlin 20 th - 24 th January 2020 Action Plan Template						
<p>Topic: Please describe the topic you're addressing. Think about what is needed to translate the topic in your everyday work.)</p> <p>Use of LENT app w/ Erasmus+ KA229 using my school</p> <p>Goal: (Be sure to write "SMART" goals (specific, measurable, attainable, relevant and time-sensitive))</p> <p>To solve communication problems and promote cultural aspects</p>						
Action Steps (What will you do?)	Target (Who will benefit?)	Timeline (By when?)	Resources (list financial, human, organizational resources or materials needed)	Knowledge (What more do I need to know? Where could I find the information?)	Potential Barriers (What are the potential challenges you face? How will you overcome them?)	Duration:
Step 1: Another all the students and teachers and parents/visitors. We can use the app to solve communication problems.	Students and accompanying teachers	March 2020	A. mobile phones B. mobile phones to internet connection	Knowledge of the lesson and its content, the ability to use the app correctly, the ability to use the app correctly, the ability to use the app correctly	- not having internet connection - lack of knowledge of the lesson and its content	4 hours /-/-
Step 2: Explaining the objectives of the tour guide and dividing the tour guide into small tour groups	Students and teachers	March 2020	A. mobile phones B. mobile phones with internet connection	Knowledge of the lesson and its content, the ability to use the app correctly, the ability to use the app correctly, the ability to use the app correctly	- knowledge of the lesson and its content, the ability to use the app correctly, the ability to use the app correctly, the ability to use the app correctly	
Step 3: Fulfilling the tasks of the tour guide.	Students and teachers	March 2020	A. mobile phones B. mobile phones with internet connection	Knowledge of the lesson and its content, the ability to use the app correctly, the ability to use the app correctly, the ability to use the app correctly	the tasks are done by the teacher	
Step 4: Reflecting/Hearing the results of the tour guide.	Students and teachers	March 2020	A. video camera, C. microphone B. mobile phones, video camera	Knowledge of the lesson and its content, the ability to use the app correctly, the ability to use the app correctly, the ability to use the app correctly	the tasks are done by the teacher	
Step 5: Debrief about the tasks and the use of language with the app.	Students and teachers	March 2020	A. sheets of paper, pens, whiteboard B. sheets of paper, pens, whiteboard, markers	Knowledge of the lesson and its content, the ability to use the app correctly, the ability to use the app correctly, the ability to use the app correctly	language problems solved with the help of teacher	

Action: Using the Lent App for language teaching.

Goal: integrate the app into English lessons.

Duration: n/a

Steps:

1. create funny exercises around the app.
2. Use the app to exchange a few words with foreigners/tourists.
3. Teach students quickly a few words, in order to motivate them to learn.

LEN Training Berlin 20 th - 24 th January 2020 Action Plan Template						
<p>Topic: Please describe the topic you're addressing. Think about what is needed to translate the topic in your everyday work.)</p> <p>Language teaching</p> <p>Goal: (Be sure to write "SMART" goals (specific, measurable, attainable, relevant and time-sensitive))</p> <p>Integrate the app into my English lessons</p>						
Action Steps (What will you do?)	Target (Who will benefit?)	Timeline (By when?)	Resources (list financial, human, organizational resources or materials needed)	Knowledge (What more do I need to know? Where could I find the information?)	Potential Barriers (What are the potential challenges you face? How will you overcome them?)	Duration:
Step 1: Introduce app to Students and help them explore	Students and teachers	when there is extra time in class	A. Internet connection	Students could be not motivated to learn it now		
Step 2: Create interesting and funny activities as challenge for them to use the app	Students will be interested in completing the challenge	when there is extra time in class	A. material from working background lesson plans only B. younger cultures online	I can't do for time limitations		
Step 3: Use the app to encourage a few words with people around (friends, family, etc.)	Students will be interested in learning new words	when there is extra time in class	A. Internet connection	Students will already have basic knowledge of the target language		
Step 4: Organize tourist spots in their city and have short simple conversations with tourists (foreigners) and get clues or possibly a prize	Students will get interested and will want to learn more languages	when there is extra time in class	A. B.	teacher must be able to use that language as well		
Step 5: Students have to learn words in a language they like to learn (e.g. Spanish)	Students will get interested and will want to learn more languages	when there is extra time in class				

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LENT Training Berlin 20th - 24th January 2020 Action Plan Template

Topic (Please describe the topic you're addressing. Think about what is needed to translate the topic in your everyday work.)					
Goal (Be sure to write "SMART" goals (specific, measurable, attainable, relevant and time-sensitive.)				Duration:	
Action Steps (What will you do?)	Target (Who will benefit?)	Timeline (By when?)	Resources (list financial, human, organizational resources or materials needed)	Knowledge (What more do I need to know? Where could I find the information?)	Potential Barriers (What are the potential challenges you face? How will you overcome them?)
Step 1: INTRODUCTION OF APP. PRACTICES	My students Spanish learners	3 weeks February	A. Resources available B. Resources needed		They don't usually use the app much or practice the language enough.
Step 2: Using the App for vocabulary in the classroom	Spanish learners (beginners) (Lengua)	1 month	A. Other, Spanish B. I need to create material, etc.	It could be useful to document what we do with App for training my resources.	
Step 3: Using the App for pronunciation practice	(Same Target)	1 month	A. Academic, etc.		
Step 4: Using the App for a practical lesson connected to tourism	Same	1 session	A. Money for using public transport, etc. to attend to an event	Students like students to stay in class... or have the lesson in a restaurant.	
Step 5: we can do an "exam" about pronunciation to check how was the result of the using the app for learning.	Same	Midterm	A. Examiner, App B.	It can be a mess if pronunciation is not under control.	It's not under control.

C O M P A R AT I V E R E S E A R C H N E T W O R K :

Action: Teaching to learn LENT APP.

Goal: integrating technology into VET teaching.

Duration: n/a

Steps:

1. Integrating the app into Spanish classes for foreigners.
2. Using the app for pronunciation and vocabulary practice.
3. Using the app for actual exercises with interactions in real life situations.

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LENT Training Berlin 20th - 24th January 2020 Action Plan Template

Topic (Please describe the topic you're addressing. Think about what is needed to translate the topic in your everyday work.)					
Training Program using the LENT API.				Duration:	
Action Steps (What will you do?)	Target (Who will benefit?)	Timeline (By when?)	Resources (list financial, human, organizational resources or materials needed)	Knowledge (What more do I need to know? Where could I find the information?)	Potential Barriers (What are the potential challenges you face? How will you overcome them?)
Step 1: It will require a training program to explain the training received in Berlin to the staff who work here.	Company employees	February 2020	A. Lent app.		Time limitation financial resources
Step 2: I will recruit international companies in our import-export and logistics company.	Company employees	February 2020	A. Lent app.		
Step 3: I will enable them to download and use the app.	Company employees	March 2020	A. Lent app.		
Step 4: I will ask them to report positive or negative feedback about the app.	Company employees	March 2020	A. Lent app.		

C O M P A R AT I V E R E S E A R C H N E T W O R K :

Action: Using the Lent App for Hotel staff.

Goal: Increase the language training of tourism staff.

Duration: constantly

Steps:

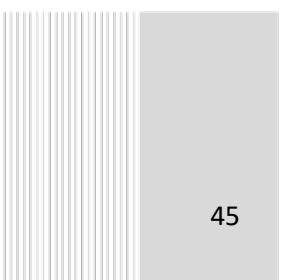
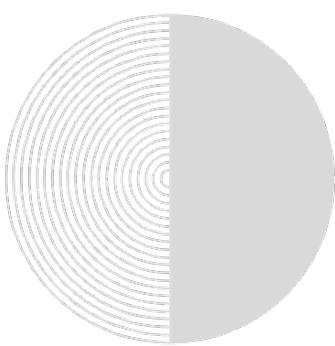
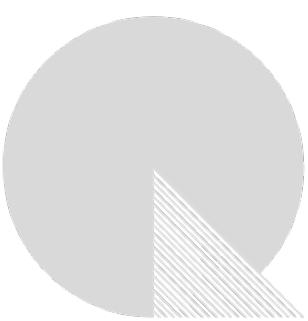
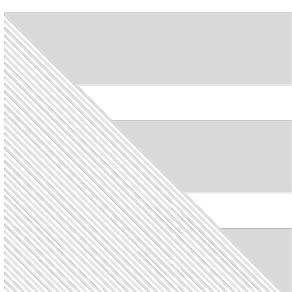
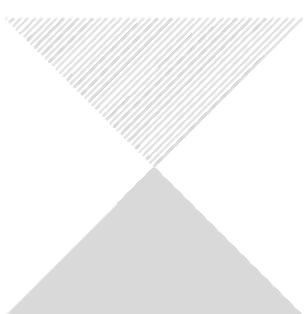
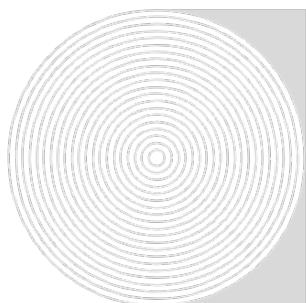
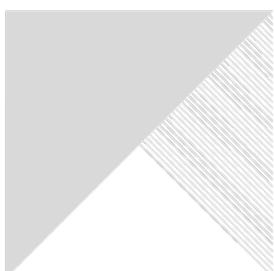
1. Apply new language learning methods.
2. Giving lessons, based on the experience of the staff and their real-life interaction with international clients.

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LENT Training Berlin 20th - 24th January 2020 Action Plan Template

Topic (Please describe the topic you're addressing. Think about what is needed to translate the topic in your everyday work.)					
Goal (Be sure to write "SMART" goals (specific, measurable, attainable, relevant and time-sensitive.)				Duration:	
Action Steps (What will you do?)	Target (Who will benefit?)	Timeline (By when?)	Resources (list financial, human, organizational resources or materials needed)	Knowledge (What more do I need to know? Where could I find the information?)	Potential Barriers (What are the potential challenges you face? How will you overcome them?)
Step 1: Applying new language learning techniques into the academic courses / giving down into experience to foreign clients in the hotel	Students	short-term	A. Resources available B. Resources needed	Constantly (causing reasonably changes)	
Step 2: Giving a closer user experience to foreign customers at the hotel	Customers and short term personnel	long-term	A. Services (phone or ticket) B. User guide (many languages)	Maybe ideas on how to use the app (customers) or recommendations to do things with the app Train staff.	
Step 3:			A. B.	Learn my teacher on how to apply the app Train staff.	
Step 4:			A. B.	Using questions on how to use the app during a user guide (customer for client).	
Step 5:			A. B.		

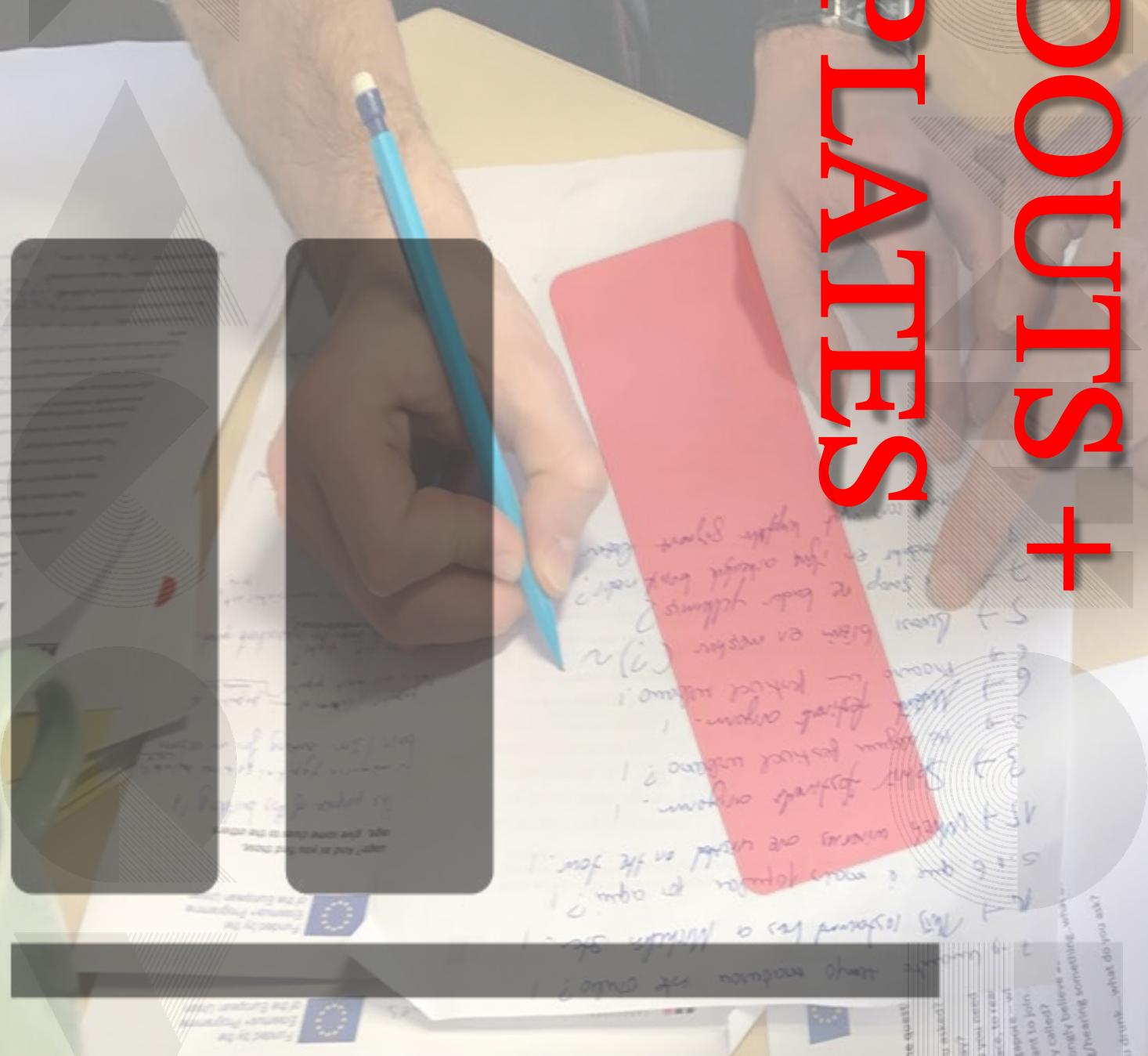
C O M P A R AT I V E R E S E A R C H N E T W O R K :



HANDOUTS + SETTLEMENT TESTIMONIES

46

Answers to questions. Identify the question you know.
1. What are you afraid of?
2. What do you say?
3. What do you want?
4. Who do you want to be?
5. Who do you want to be?
6. Who do you want to be?
7. Who do you want to be?
8. Who do you want to be?
9. Who do you want to be?
10. Who do you want to be?



Translation Exercises Worksheet – (as used in session 3)

1. Please find the words below in the app and write their groups, categories, and translations in your mother-tongue in the boxes.

	Group	Category	Translation
Procession			
Bunker			
Good-luck charm			
Harvest			
Remains			
	Group	Category	Translation
Walking trail			
Vintage year			
Headline act			
Rucksack			
Siege			
	Group	Category	Translation
Rough sea			
Line			
Cable car			
Downhill			
Saddle			
	Group	Category	Translation
Away team			
Draught beer			
Ticket touts			
Courtyard			
Wind instrument			
	Group	Category	Translation
Bonfire			
Yeast			
Kick-off			
String instrument			
Brick			
	Group	Category	Translation
Temple			
Excavation			

Invasion			
Nomads			
Rest area			
Group	Category	Translation	
Venue			
Figurine			
Manuscript			
Stall			
Cereal crops			
Group	Category	Translation	
Peace treaty			
Ascent			
Support act			
Parade			
Rifle			
Group	Category	Translation	
Ally			
Puppet			
Relic			
Rankings			
Oak barrel			
Group	Category	Translation	
Defeat			
Necropolis			
Archery			
Goddess			
Vineyard			

Worksheet Translation Exercise (as used in session 5)

2. Please Write English translations of the words given below.

Spanish	Translation
sabor delicado	
verduras	
huerto frutal	
asentamiento	
tejado	
Portuguese	Translation
equipamento de esqui	
chalé	
prato principal	
bastidores	
balada	
French	Translation
observation d'oiseaux	
récolte	
vin chaud aux épices	
louer un vélo	
manoir	
Greek	Translation
σημεία με θέα	
ημερήσιο πάσσο	
Θρησκευτικό φεστιβάλ	
αντίγραφο	
ανασκαφή	
Italian	Translation
falò	
sciarpa	
planimetria	
racconto popolare	
vela	
Turkish	Translation
medeniyet	
ağrı kesici	
şişe bira	
buluşma noktası	
güreş	
German	Translation
dudelsack	
marionette	
sammlung	
höhlenkunst	
sprichwort	

Worksheet Secret Word Exercise (as used in session 7)

Group Competition Activity

3. Please translate the words given below and follow the instructions to reveal the secret code.

	from .. to ..	Words	Translation	Instructions	Secret Word
1	Spanish > Hindi	mercado	baajaar	Write the first letter	B
2	Portuguese > Croatian	lanterna	baterija	Write the fifth letter	R
3	Turkish > Russian	canlı müzik	zhivaya muzyka	Write the fifth letter	A
4	Greek > English	ανασκαφή	excavation	Write the fifth letter	V
5	English > Japanese	farmer	nooka	Write the second letter	O

			Translation	Instructions	Secret Word
1	Spanish > Hindi	mercado		The first letter	
2	Portuguese > Croatian	lanterna		The fifth letter	
3	Turkish > Russian	canlı müzik		The fifth letter	
4	Greek > English	ανασκαφή		The fifth letter	
5	English > Japanese	farmer		The second letter	

			Translation	Instructions	Secret Word
1	Spanish > Hindi	mercado		The first letter	
2	Portuguese > Croatian	lanterna		The fifth letter	
3	Turkish > Russian	canlı müzik		The fifth letter	
4	Greek > English	ανασκαφή		The fifth letter	
5	English > Japanese	farmer		The second letter	

			Translation	Instructions	Secret Word
1	Spanish > Hindi	mercado		The first letter	
2	Portuguese > Croatian	lanterna		The fifth letter	
3	Turkish > Russian	canlı müzik		The fifth letter	
4	Greek > English	ανασκαφή		The fifth letter	
5	English > Japanese	farmer		The second letter	

Worksheet Group Challenge (as used in session 8)

1. What are the similar expressions in another target language? And as you find those, pronounce in the listed language. If you know the language, give some clues to the others without translating it.

Zu welchem Zweck diente dieses Gebäude?

Sie können Bauten dieses Architekten in der Stadt finden.

Tražim urbani festival

Kamp ateşine izin verilmemektedir

Questo è il nostro più popolare

Tražim glazbeni festival

¿Cuánto tiempo ha madurado este vino?

Ποια είναι η πιο ενδιαφέρουσα αρχαιολογική ανακάλυψη εδώ; / Poia eίνai i pio endiaférousa archaiologikí anakálypsi edó?

¿Qué bebida me recomienda para acompañar este plato?

Yürüyüşler zorluk derecesine göre renkle kodlanmıştır

¿Es seguro caminar de noche por aquí?

Πρέπει να φοράτε τα κατάλληλα ρούχα για να μπείτε / Prépei na foráte ta katállila roúcha gia na beíte

Posso presentari mio..

Bu lokanta Michelin yıldızına sahip

Turda hangi şaraphaneler ziyaret edilecek?

Πού αγοράζω εισιτήρια; / Poú agorázo eisitíria?

Agricoltura biologica

2. NOW...find the right sentence/question. Identify the question/sentence in at least 4 languages that you don't know:

- You want money in a particular form...what are you asked?
- You want to meet someone again...what do you say?
- You want to stay in touch with a person..what do you need from them?
- You want to know the exact location of some place, to reach it
- You need to show a document for entering Singapore – what is it?
- You hear a choir, you enter the church...you want to join..what do you ask?
- Things/objects that protect you..what are they called?
- You want to know something that people strongly believe about a gesture/day/event/dream/seeing something/hearing something..what do you ask to find out about "this something"?
- You want to know how fast a drink gets you drunk....what do you ask?

MATCH DEFINITIONS

A. Tebrikler; Resepsyon; Satranç

B. fábula ; postre ; detrás

C. Canottaggio; Soffito; Ceramica

D.3 καλλιτέχνης / kallitéchnis; τοιχογραφία / toichografía; υποβρύχιο / ypovrýchio

E. estatueta; mercadoria; amendoim

F. Blumen; geschützt ; Trauben

Worksheet Puzzle 1 (as used in session 9)

Puzzled tourist?

E O R S M L L N R D P R K T R Y K C D I V C M M W
U J C O M W R C E G S W N E L A N O E I U F D U P
H T V M G H W D L Z Q O H Q L C C S M F V Y N C N
E G Z A A N U U Í P R E O O F I P B H O T N K W E
F T X V D K F P Q B X E R S P G E R O E E L A R E
D Z P I F W K W U Z Z I M Í O B Y V S T M C H R X
K W R T A S P W I E E X T H J D S H E Z A G R D Y
O J I L A U Z W A N A L B P C C I K R H M T V R Z
X A P U Y T S I H I R O Y Q F S R U V R W L T K P
O M A C N T L S W X C B K Q D A F O R G G G O G J
R J C I I T X D E L C F N W R N D P I A N X F C O
N M B G R J P P C N D R L S A S F S O A Z D H X A
G E T T Q W H Q W W J I L I T A T J C K W O X Z D
L O H V Q A M U N G R V N Z X J Q F N Z M Q O K W
R E S Q D I F V B G O U P R T Z Q P G H O V C R H
H S L T O V B N D A Z Q K N E Z J A W N P U D Q B
Z T J O A W H M D N L V A Y T F Y Z I T Q R E P J
Y C S N E R K U J R D O R K N P A T K R V N M I N
T B U P I M I U G E S R T K V S A Z M G D P W F Z
V X Y L W Q L A C R M T E M R C S T R U M E N T O
J H N G I J T N F Z L I N D R N W K O J F D F E U
L M F I E M U D M R B B Z E A X A J O T P R T X E
C I A I F J U R M V A R M L L A V E S G G M J R T
V Z E T Q L I U I G I A N Y E N L D B X R O T G F
I Q I E A V F Q R C B I A X D X H P X G T A M E A

ARBITRO
AUSSEN
CULTIVAMOS
GOSTARIA
KALORIEN
KARTEN
KOPFSCHMERZEN
LLAVES
MERCATINO
RELÍQUIA

RUIDOSO
SEGUIMI
STRUMENTO
TATIL
TEKRAR
TÍPICO
ZAFER

17 of 17 words were placed into the puzzle.

Worksheet Puzzle 2 (as used in session 9)

Puzzling questions?

X V E E S I X N M L A I R O Ñ E S Ó A V E G K F E

K L I M A A N L A G E B V X D B U I I N O C S C T

S J V P O E J D X V C B Y O N C F S O C E L V C S

D G A N H G U B W X Y L E V Z X D I X A A K T B H

E I A N G P Q C B Q C E N J A E Z M T D E I V A C

D R C O I X B Z C R W N A M Y A I N I V Z T V H Ä

G A P P S R X D E K V M Z Q T F H B K H U K Z A N

T C N S T X G J M H B R N S Y Z O H S R O G F N M

Q Y Y R W A Q Y E E B V U L O J V B B D Y U C I J

Q J L T O N P R S O R G D K B H Y B Z Z R Y N F Q

A K I J Y R Q C W O E C H V B F C I E H V O J F R

J F D A P R I M A D V I A B T R W P U R S U J B N

S U M R S E N W Q D N R V T B M E V P G V E W W E

U I T R V L A C W G A W A W I I V V O R U V S L Y

J K Z I T X I R K A T O A V M N I P U Y B A N G C

L X I B G Z R I T E A C E C Q G O P U R H O Q D E

X W O C H E T P E T L R C S C H E T Y N T M U N M

P T Q X I W A Q Z K I E H A U S N G G J V V G W B

J Z X G Y Z S U L G Z K S R T M M I F P A Y M L F

J M V G I O S Y N U I A W R A K G I C R D L C E W

N B B E I U O U F Y O L E I M S E R N J S K V Z A

M U C B I F G T K F Y C Q Q F H E A C M D S S X R

L K M W U U L U L Z T O J B U L Z T W G V J T R T

X A N J U U H C Y Q A H G G F A F L H K R C E M E

C P A N G E X L D S B X E O U E L J I P R E G Z D

ARTE

GRANO

QUAL

AVIACIÓN

KLIMAANLAGE

RESMI

BIRRA

MERCATINO

RUPESTRE

CAMBIO

MUSEO

SEÑORIAL

CASA

NATALIZIO

TASSO

DEGUSTAZIONE

NÄCHSTE

VINI

DUVAR

PRIMA

VOLTA

Handout Sample Mission Briefing (as used in session 16)

CITY SAFARI MISSION

Checkpoint Charlie

Checkpoint Charlie (or "Checkpoint C") was the name given by the Western Allies to the best-known Berlin Wall crossing point between East Berlin and West Berlin during the Cold War (1947–1991).

East German leader Walter Ulbricht agitated and maneuvered to get the Soviet Union's permission to construct the Berlin Wall in 1961 to stop emigration and defection westward through the Border system, preventing escape across the city sector border from East Berlin into West Berlin. Checkpoint Charlie became a symbol of the Cold War, representing the separation of East and West. Soviet and American tanks briefly faced each other at the location during the Berlin Crisis of 1961.

After the dissolution of the Eastern Bloc and the reunification of Germany, the building at Checkpoint Charlie became a tourist attraction. It is now located in the Allied Museum in the Dahlem area.

Your task

You have to find the location on your own with the help of the app. Once you reached the place, you have to fulfill the mission below, using as much as possible the app.

Please document our experiences and answers for the others. You can decide if you want to do it by video, audio or photos. Please prepare a 10 Minutes presentation which we will all enjoy tomorrow morning. Please send some of your impressions of the city safari to the LENT WhatsApp group.

Happy Safari!

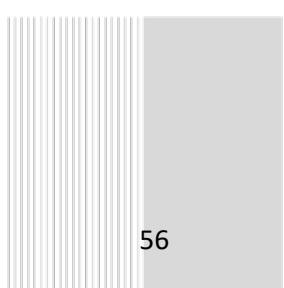
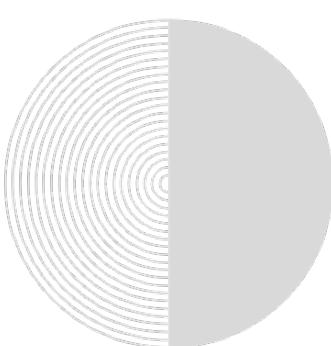
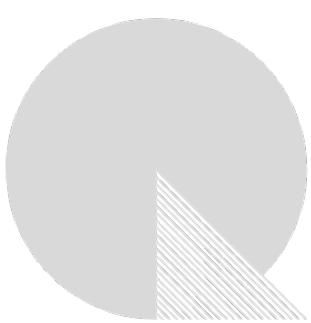
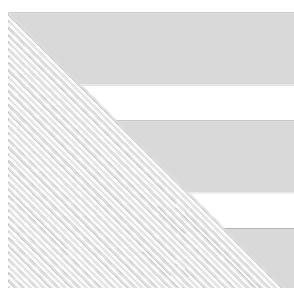
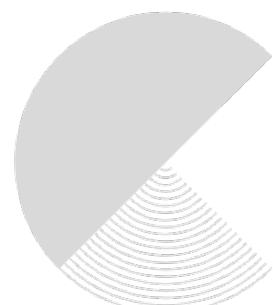
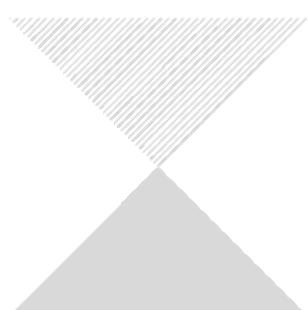
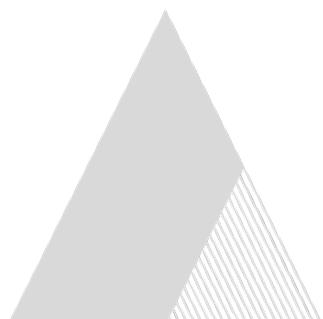
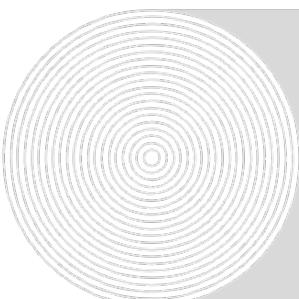
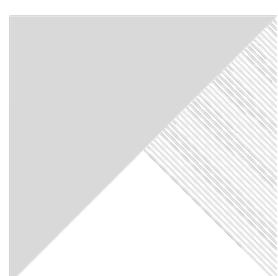
1. Use the app to find a museum nearby. Please ask for the opening time and try to figure out what the museum is about.

2. Find a place selling theatre tickets. Please check out one play, get the price and location of the theatre and tell us as a bonus who will be the main actor.

3. Time for a restaurant. Please ask for the alcohol percentage of any drink. Bring back as well the name, the place the drink was made and if the staff would recommend it to drink.

Action Plan Template (as used in session 20)

Topic (Please describe the topic you're addressing. Think about what is needed to translate the topic in your everyday work.)					
Goal (Be sure to write "SMART" goals (specific, measurable, attainable, relevant and time-sensitive.))					
Action Steps <i>(What will you do?)</i>	Target <i>(Who will benefit?)</i>	Timeline <i>(By when?)</i>	Resources <i>(list financial, human, organizational resources or materials needed)</i> A. Resources available B. Resources needed	Knowledge <i>(What more do I need to know? Where could I find the information?)</i>	Duration: <i>(What are the potential challenges you face? How will you overcome them?)</i>
Step 1:			A. B.		
Step 2:			A. B.		
Step 3:			A. B.		
Step 4:			A. B.		



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Zusammenfassung

resumo

Resumo

"Se estiver a vender para si, então eu falo a sua língua", é a célebre frase de Willy Brandt "aber wenn du mir etwas verkauft, dann musst du Deutsch Sprechen".

Na UE, é muito importante vender para visitantes, é imprescindível falar diversas línguas, mas também um grande desafio. Fazer crescer o turismo na UE é um dos principais objetivos, pois é o terceiro maior setor, que emprega 17 milhões de pessoas. O comunicado da Comissão Europeia "A Europa, o primeiro destino turístico do mundo - um novo quadro político para o turismo na Europa" (COM (2010) 352) foi adotada em 2010. Exige uma abordagem coordenada para as iniciativas ligadas ao turismo e definiu um novo quadro de ação para aumentar a competitividade do turismo e a sua capacidade de crescimento sustentável. As oportunidades de negócios perdidas devido à escassez de competências linguísticas são ampliadas pela enorme escala e crescimento do setor de turismo. Isso é particularmente um problema para empresas de certos nichos de turismo.

Este projeto é inovador em comparação com a formação em idiomas baseado no turismo, tem como objetivo determinar as principais necessidades chave de idiomas em quatro setores específicos. Esses subsetores darão origem à criação de uma aplicação linguística disponível

para Web e em dispositivos móveis para o uso de aprendizagem de idiomas.

Essa abordagem de ser impulsionada pelas necessidades do setor de turismo, identificando tópicos comuns a serem inseridos na aplicação, abrange vários nichos no setor de turismo, e permite que o vocabulário "básico" seja usado por outros subsetores de turismo.

Os principais resultados serão:

1. Desenvolver uma aplicação de aprendizagem móvel e baseada na Web com material audiovisual que permitirá a tradução imediata e totalmente flexível entre 14 línguas, tanto para as palavras e frases básicas (do dia a dia) como para a específica do setor (especialista / nicho).
2. O projeto desenvolverá uma parceria entre os especialistas em línguas, os 4 profissionais do setor dos nichos de turismo e o profissional de TIC que permitirá adaptar a ferramenta mais fácil de utilizar e flexível às necessidades de todos os utilizadores. A ferramenta permitirá a tradução e a aprendizagem bidacionais de palavras e frases-chave.
3. No mínimo, 200 pessoas, avaliarão e validarão a aplicação, sendo os participantes oriundos dos 4 grupos sectoriais de nicho.
4. Os níveis totais de utilização serão monitorizados – espera-se que o tráfego de acesso aberto exceda pelo menos 2000 utilizadores até ao final do projeto e que mais 4 sectores de nicho tenham adotado a sua utilização.

O projeto apoiará 14 línguas, escolhidas com base em três critérios:

- O programa Erasmus+ indica que a maioria das visitas de turistas não residentes é feita por ordem de número de visitantes: Espanha, Itália, França, Reino Unido, Áustria, Alemanha, Grécia, Croácia, Portugal e Turquia.

- Os principais países terceiros de origem dos visitantes turísticos da UE são os EUA, a Rússia, a China, o Japão e o Brasil (44% dos turistas de países terceiros que visitam a UE no total). Eurostat 9/2015.

- A Índia e os países de língua árabe, por exemplo, o turismo indiano para a UE cresceu 40% entre 2009 e 2012 e têm uma classe média grande e em rápido crescimento.

Os 4 sectores de nicho que se irá abordar para desenvolver o vocabulário de nicho/especialista são:

1) Turismo cultural: pode incluir história, artes, arquitetura, museus, teatro, património e povos indígenas. A "Grande Volta à Europa" é o exemplo mais reconhecido de turismo cultural.

2) Turismo urbano: por exemplo, visitas guiadas à cidade, férias na cidade, compras, estâncias terapêuticas/spas, conferências/convenções/turismo de negócios, desportos que exigem infraestruturas feitas pelo homem, tais como anfiteatros e estádios.

3) Turismo rural: por exemplo, caminhada, escalada, férias de aventura, canoagem, rafting, esqui, caça, pesca, ciclismo, equitação, BTT, férias agrícolas.

4) Turismo sustentável: incluiria o ecoturismo e grande parte do subsector do agroturismo.

As 1000 palavras e frases serão desenvolvidas na seguinte base: 400 palavras serão palavras do dia-a-dia ou palavras consideradas fundamentais para falar uma língua. (Será incluído uma quantidade de palavras e frases do quotidiano que um turista provavelmente vai querer utilizar). Serão desenvolvidas 600 palavras e frases especializadas, distribuídas pelos 4 setores de nicho turístico acima mencionadas.

A visão do projeto é aumentar o uso de línguas estrangeiras no setor do turismo, dando às pequenas empresas a possibilidade de crescerem e beneficiarem das pessoas que chegam de fora da UE.

Özet

Özet

“Eğer sana bir şey satacaksam senin dilini konuşmalıyım”. Willy Brandt

Avrupa Birliği'nde çok farklı dilleri konuşan ziyaretçilere satış yapmak önemli olduğu kadar aynı zamanda zor bir iştır. Avrupa Birliği'nde 17 milyon kişiye istihdam sağlayan ve üçüncü büyük sektör olarak gösteren turizm ana hedefler arasında yer almaktadır. AB Komisyonu iletişim 'Dünyanın bir numaralı destinasyonu Avrupa - Avrupa'da turizm için yeni bir politik çerçeve' (COM(2010) 352) 2010 yılında kabul edilmiştir. Bu çerçeve turizme ilişkin girişimler için eş-güdümlü bir yaklaşımı talep ederken turizmin rekabetçiliğini ve sürdürülebilir büyümeye için kapasitesini artırmak için eyleme yönelik yeni bir çerçeveyi tanımlamıştır. Dil becerisi eksikliği kaynaklı kaçırılan iş fırsatları turizm sektörünün büyüğünü ve gelişimiyle artmıştır.

Bu proje standart turizm temelli dil eğitimiyle karşılaşıldığında yenilikcidir ve dört niş pazarın temel dil ihtiyaçlarını saptanmasını hedeflemektedir. Böylece bu alt sektörler dil öğreniminin erken aşamasında kullanılmak üzere internet ağı ya da mobil tabanlı dil uygulamasının geliştirilmesini destekleyecektir. Uygulamaya yerleştirilecek ortak noktaların belirlenmesiyle turizm sektörünün ihtiyaçları tarafından şekillenen bu yaklaşım sadece turizm endüstrisinin çeşitli niş pazarlarını kapsamasıyla değil diğer turizm alt

sektörleri tarafından kullanılacak temel kelimeleri göz önüne almasıyla benzersiz olmaktadır.

Projenin önemli çıktıları şunlar olacaktır:

1. Görsel işitsel materyale sahip mobil ve web tabanlı öğrenme uygulaması hem temel (günlük) hem de sektör özelinde (uzman/niş) kelimeler ve cümleler bütün 14 dil arasında anlık ve değiştirilebilir çeviriye imkân sağlayan eşsiz bir uyum aracılığıyla geliştirilecektir.
2. Proje dil uzmanları, 4 niş turizm sektörü tedarikçileri ve bilişim ve iletişim teknolojileri sağlayıcısı arasında bütün kullanıcıların ihtiyaçlarına uygun olması için isteğe göre düzenlenen en kullanıcı dostu ve esnek araca olanak tanımı için işbirliğini geliştirecektir.
3. En az 200 kişi uygulamayı deneyecek ve onaylayacaktır, öğrenen kişiler 4 hedef niş sektör grubundan seçilecektir.
4. Toplam kullanım düzeyleri izlenecektir. Proje sonuna kadar en az 2000 kullanıcıyı aşacak şekilde açık erişim trafiği ve 4 ek niş sektör kullanıma dahil olmasını beklemekteyiz.

Proje 3 kısṭasına göre seçilen 14 dili desteklemektedir.

-Ülkede yerleşik olmayanlar tarafından turizm amaçlı ziyaretçi sıralamasına göre en çok ziyaret edilen Erasmus+ Programı ülkeleri: İspanya, İtalya, Fransa, Birleşik Krallık, Avusturya, Almanya, Yunanistan, Hırvatistan, Portekiz, Türkiye.

-AB'ye gelen turistler arasında köken itibarıyle AB üyesi olmayan başlıca

ülkeler: ABD, Rusya, Çin, Japonya ve Brezilya (toplamda AB'yi ziyaret eden AB vatandaşları olmayan turistlerin %44'ü). Eurostat 9/2015.

- Turizmim ayriyeten Hindistan ve Arapça konuşan ülkelerden kaynaklı dikkate değer büyümüşidir. Örneğin, AB tarafına Hindistan turizmi 2009-12 arasında %40 büyümüştür ve bu ülke geniş hızlı gelişen bir orta sınıfa sahiptir.

Kelimelerin belirlenmesi için hedeflediğimiz 4 niş turizm sektörü:

1) Kültür turizmi: Tarihi, sanatları, mimariyi, müzeleri, tiyatroyu, mirası ve yerli halkı içerebilir. 'Grand Tour of Europe' kültür turizminin en bilinen erken örneğidir.

2) Şehir turizmi: örneğin şehir turu, kısa süreli geziler, alışveriş, sağlık amaçlı dinlenme yerleri/kaplıcalar, konferanslar/toplantılar/şirket turizmi, arenalar ve stadyumlar gibi altyapılara gereksinim duyan sporlar.

3) Kırsal turizm: örneğin birçok yönyle yürüyüş, tırmanma, macera tatilleri, kano, rafting, kayak, avcılık, olta balıkçılığı, bisiklet, at binme, dağ bisikleti, çiftlik tatilleri.

4) Sürdürülebilir turizm: Ekoturizm ve tarım turizm alt sektörünün büyük kısmını içermektedir.

Kelimelerin tespiti için karar kılınan niş sektörler:

-Kültür/Tarih Turizmi

-Açık Hava Turizmi

-Etkinlik Turizmi

-Gastronomi Turizmi

1000 kelime ve cümle şu temelde oluşturulacaktır. 400 kelime günlük ya da

temel kelimeler olacaktır, bunlar bir dili konuşmak için temel yapı taşıdır. (Bir turistin muhtemelen kullanmak veya anlamak isteyeceği günlük kelime ve cümlelere büyük oranda projede yer verilecektir). 600 tane yukarıda tanımlanan 4 niş turizm alanına yayılan özel kelime ve cümleler oluşturulacaktır.

Projenin vizyonu küçük işletmelere bile büyümeye ve AB dışından gelen misafirlerden faydalama sağlama fırsatı vererek turizm sektöründe yabancı dil kullanımını artırmaktır.

sommario

s o m m a r i o

*"Se ti vendo qualcosa, parlo la tua lingua, ma se vuoi vendere qualcosa a me, dann müssen Sie Deutsch sprechen (devi parlare la mia lingua)!"
"If I'm selling to you, I speak your language. If I'm buying, dann müssen Sie Deutsch sprechen!"*

(Willy Brandt)

In Europa, la vendita ai viaggiatori parlanti varie lingue è di vitale importanza, ma anche una vera e propria sfida. Fare crescere il turismo nell'UE è un obiettivo fondamentale, poiché esso, con 17 milioni di occupati, rappresenta il terzo settore in ordine di grandezza.

Adottata nel 2010, la Comunicazione della Commissione europea "L'Europa, prima destinazione turistica mondiale - un nuovo quadro politico per il turismo europeo" invita a un approccio coordinato per le iniziative legate al turismo e definisce un nuovo quadro d'azione volto ad aumentare la competitività del turismo e la sua capacità di crescita sostenibile. La perdita di opportunità commerciali dovuta alla mancanza di competenze specifiche linguistiche è amplificata dalle notevoli dimensioni della crescita turistica, rappresentando un problema soprattutto per le aziende operanti nei settori del turismo di nicchia.

La prospettiva del progetto è quella di potenziare la conoscenza delle lingue

straniere nel settore del turismo, dando anche alle piccole imprese la possibilità di crescere e di beneficiare della presenza di ospiti provenienti da fuori dell'UE.

Il progetto è innovativo rispetto alla formazione linguistica standard in ambito turistico, e mira a individuare le principali esigenze linguistiche di 4 settori di nicchia. Questi ultimi saranno poi in grado di supportare la realizzazione di un'applicazione linguistica basata su web e mobile finalizzata ad un apprendimento delle lingue in fase iniziale.

In questo modo, essendo guidato dalle esigenze del settore turistico, identificando i concetti comuni da inserire nell'applicazione, il progetto non solo è unico nel suo genere, in quanto abbraccia più di una nicchia dell'industria turistica, ma permette anche che il lessico "di base" sia utilizzato da altri comparti del settore turistico.

Siamo partiti dai seguenti settori del turismo:

- Turismo culturale: può includere storia, arte, architettura, musei, teatro, patrimonio e folklore. Il "Grand Tour d'Europa" è il primo esempio più riconoscibile di turismo culturale.

- Turismo urbano: ad es. visite turistiche della città, city break, shopping, centri benessere/termali, conferenze/convegni/turismo d'affari,

sport che richiedono infrastrutture antropiche come arene e stadi.

- Turismo rurale: ad esempio, soprattutto i seguenti elementi: escursioni a piedi, arrampicata, vacanze avventura, canoa, rafting, sci, caccia, pesca, ciclismo, equitazione, mountain bike, agriturismo.

- Turismo sostenibile: comprende l'ecoturismo e gran parte del comparto agrituristico.

Abbiamo poi individuato 4 settori di nicchia a cui miriamo per sviluppare il vocabolario specialistico. E' così:

1. 1. Turismo storico
2. 2. Turismo all'aperto
3. 3. Turismo degli eventi
4. 4. Turismo enogastronomico

Il progetto supporterà 14 lingue, scelte in base a tre criteri:

- Il programma Erasmus Plus rileva che i paesi più visitati a scopo turistico dai non residenti sono, in ordine di numero di visitatori: Spagna, Italia, Francia, Regno Unito, Austria, Germania, Grecia, Croazia, Portogallo, Turchia.

- I principali paesi non UE da cui provengono i turisti in visita nell'UE sono: Stati Uniti, Russia, Cina, Giappone e Brasile (44% dei turisti non UE che visitano l'UE in totale). Eurostat 9/2015.

- Si registra anche una crescita significativa del turismo proveniente dall'India e dai paesi di lingua araba: ad esempio, il turismo indiano verso l'UE è cresciuto del 40% tra il 2009 e il 2012 ed è caratterizzato da un rapido sviluppo della fascia media.

Le 1000 parole e frasi verranno sviluppate sulla base di quanto segue: 400 vocaboli saranno parole di uso quotidiano o termini di base, i blocchi essenziali per parlare una lingua. (Includeremo una buona proporzione di parole e frasi di uso quotidiano che un turista vorrà probabilmente usare o capire). Saranno inoltre elaborate 600 espressioni e frasi specialistiche, distribuite nelle 4 aree turistiche di nicchia sopra descritte.

resumen

resumen

"Si te vendo algo, debo hablar tu idioma. Si me quieres vender algo, debes hablar mi idioma", es la célebre frase de Willy Brandt,

("If I am selling to you, I speak your language. If I am buying, dann müssen Sie Deutsch sprechen").

En la UE es de vital importancia vender a visitantes que hablan diferentes idiomas pero también es un gran desafío. El creciente turismo en la UE es una oportunidad clave, pues es el tercer sector turístico más grande que da empleo a 17 millones de personas. El comunicado de la Comisión Europea «Europa, el primer destino turístico del mundo, un nuevo marco político para el turismo en Europa» (COM (2010) 352) fue adoptada en 2010. Dicho comunicado exige coordinación para las iniciativas turísticas y por ende definió un nuevo marco de acción para aumentar la competitividad del turismo y su capacidad de crecimiento sostenible. Las oportunidades comerciales perdidas debido a la escasez de habilidades lingüísticas se magnifican por la enorme escala y el crecimiento del sector turístico. Esto constituye particularmente un problema para las empresas del sector de ciertos nichos de turismo. El objetivo del proyecto es aumentar el uso del idioma extranjero en el sector turístico, dando incluso a las pequeñas empresas la posibilidad de crecer y beneficiar a los visitantes que llegan de fuera de la UE. Este proyecto es

innovador en comparación con la formación estándar que se imparte en turismo y tiene como objetivo determinar las necesidades clave del lenguaje en 4 sectores específicos. Estos subsectores respaldarán la creación de una aplicación lingüística disponible para web y para móvil destinadas al aprendizaje inicial de idiomas.

Las necesidades del sector turístico impulsan este enfoque mediante la identificación de hilos comunes ya que la aplicación cubre múltiples nichos en la industria del turismo, y permite que el vocabulario "básico" sea utilizado por otros subsectores de turismo.

Partimos de los siguientes sectores turísticos:

- Turismo cultural: puede incluir Historia, arte, arquitectura, museos, teatro, patrimonio y pueblos indígenas. El 'Grand Tour of Europe' es el ejemplo inicial más reconocible del turismo cultural.
- Turismo de ciudad: visitas a la ciudad, escapadas a la ciudad, compras, centros de salud / spas, conferencias / convenciones / turismo de negocios, deportes que requieren infraestructuras hechas por el hombre tales como estadios, etc.
- Turismo rural: senderismo, escalada, vacaciones de aventura, piragüismo, rafting, esquí, caza, pesca deportiva, ciclismo, equitación, ciclismo de montaña, vacaciones en la granja.

- Turismo sostenible: esto incluiría el ecoturismo y gran parte del subsector del agroturismo.

Hemos identificado 4 sectores específicos para desarrollar el vocabulario especializado:

1. Turismo histórico
2. Turismo rural
3. Turismo de eventos
4. Turismo gastronómico

Hay 14 idiomas en el proyecto, elegidos según tres criterios:

- Los países más demandados para realizar un programa Erasmus Plus del sector turístico, ordenados por número de visitantes son: España, Italia, Francia, Reino Unido, Austria, Alemania, Grecia, Croacia, Portugal y Turquía.

- Los principales países de fuera de la UE que visitan la UE son: EEUU, Rusia, China, Japón y Brasil (representan el 44% de turistas no comunitarios que visitan la UE). Eurostat 9/2015.

- Un crecimiento significativo del turismo procedente de India y de países de habla árabe. El turismo indio creció en la UE un 40% entre 2009 y 2012 a causa del incremento de la clase media y del rápido desarrollo del país.

Hemos dividido las 1000 palabras y frases de la siguiente manera: 400 palabras de lenguaje cotidiano y de elementos básicos para hablar un idioma, incluyendo bastantes palabras y frases que probablemente un turista quiera usar o necesite comprender y 600 palabras y frases especializadas, distribuidas en las 4 áreas del nicho de turismo descritas anteriormente.

περίληψη

περίληψη

Αν Πουλάω σε σας, τότε μιλάω τη γλώσσα σας, aber wenn du mir etwas verkauft, dann musst du Deutsch sprechen". Willy Brandt

Στην ΕΕ, η πώληση σε επισκέπτες που μιλάνε πολλές διαφορετικές γλώσσες είναι ζωτικής σημασίας αλλά και δύσκολη. Ο αυξανόμενος τουρισμός στην ΕΕ αποτελεί βασικό στόχο, είναι ο τρίτος μεγαλύτερος τομέας, ο οποίος απασχολεί 17 εκατομμύρια άτομα. Η ανακοίνωση της Ευρωπαϊκής Επιτροπής «Η Ευρώπη, ο πρώτος τουριστικός προορισμός στον κόσμο - ένα νέο πολιτικό πλαίσιο για τον τουρισμό στην Ευρώπη» (COM (2010) 352) εγκρίθηκε το 2010. Απαιτεί μια συντονισμένη προσέγγιση για τις πρωτοβουλίες που συνδέονται με τον τουρισμό και καθόρισε ένα νέο πλαίσιο δράσης για την αύξηση της ανταγωνιστικότητας του τουρισμού και της ικανότητάς του για βιώσιμη ανάπτυξη. Οι χαρένες επιχειρηματικές ευκαιρίες λόγω ελλείψεων γλωσσικών δεξιοτήτων μεγεθύνονται από την τεράστια κλίμακα και την ανάπτυξη του τουριστικού τομέα. Αυτό είναι ιδιαίτερα ένα πρόβλημα για τις εξειδικευμένες τουριστικές επιχειρήσεις.

Το πρόγραμμα αυτό είναι καινοτόμο σε σύγκριση με την τυπική κατάρτιση γλώσσών που βασίζεται στον τουρισμό, αποσκοπεί στη αντιμετώπιση των βασικών γλωσσικών αναγκών σε 4 ειδικές/εξειδικευμένες τομείς. Αυτοί οι υποτομείς στη συνέχεια θα στηρίζουν την οικοδόμηση μιας εφαρμογής γλώσσας με

βάση το διαδίκτυο και το κινητό για τη χρήση της εκμάθησης ξένων γλωσσών. Η προσέγγιση αυτή που καθοδηγείται από τις ανάγκες του τουριστικού τομέα με τον προσδιορισμό κοινών θεμάτων που θα ενσωματωθούν στην εφαρμογή δεν είναι μόνο μοναδική, καθώς καλύπτει πολλαπλές θέσεις στην τουριστική βιομηχανία αλλά επιτρέπει την χρήση του βασικού λεξιλογίου από άλλους υποτομείς του τουρισμού.

Τα βασικά αποτελέσματα θα είναι:

1 Μια εφαρμογή κινητής και διαδικτυακής μάθησης με οπτικοακουστικό υλικό θα αναπτυχθεί μέσω μιας μοναδικής συνεργασίας που επιτρέπει την άμεση και πλήρως ευέλικτη μετάφραση μεταξύ των 14 γλωσσών τόσο για τις βασικές (καθημερινές) όσο και για τις τομεακές (εξειδικευμένες) λέξεις και φράσεις.

2 Το σχέδιο θα αναπτύξει μια εταιρική σχέση μεταξύ των γλωσσικών εμπειρογνωμόνων, 4 εξειδικευμένων παρόχων του τουριστικού τομέα και του παρόχου ΤΠΕ, ώστε να καταστεί δυνατή η προσαρμογή του φιλικότερου και ευέλικτου εργαλείου στις ανάγκες όλων των χρηστών. Το εργαλείο θα επιτρέψει την αμφίδρομη μετάφραση και εκμάθηση βασικών λέξεων και φράσεων.

3 200 τουλάχιστον άτομα θα ελέγχουν και επικυρώσουν την εφαρμογή, οι μαθητές θα αντληθούν από τις 4 τομεακές ομάδες-στόχους.

4 Όλα τα επίπεδα χρήσης θα παρακολουθούνται -αναμένουμε ότι η κυκλοφορία ανοιχτής πρόσβασης θα υπερβεί τους 2000 χρήστες τουλάχιστον κατά το τέλος του έργου και 4 επιπλέον

τομείς εξειδίκευσης που έχουν υιοθετήσει τη χρήση τους.

Το έργο θα υποστηρίζει 14 γλώσσες, οι οποίες θα επιλεγούν με τρία κριτήρια:

-Το πρόγραμμα Erasmus plus του οποίου οι περισσότεροι επισκέπτες σχετικά με τον τουρισμό προέρχονται κατά σειρά από: Ισπανία, Ιταλία, Γαλλία, Ηνωμένο Βασίλειο, Αυστρία, Γερμανία, Ελλάδα, Κροατία, Πορτογαλία, Τουρκία.

-Οι κύριες χώρες προέλευσης τουριστών εκτός Ε.Ε. για την Ε.Ε. οι ΗΠΑ, η Ρωσία, η Κίνα, η Ιαπωνία και η Βραζιλία (44% των τουριστών εκτός ΕΕ που επισκέπτονται την ΕΕ συνολικά). Eurostat 9/2015.

- Σημαντική αύξηση του τουρισμού σημειώνεται επίσης από την Ινδία και τις χώρες που μιλούν αραβικά, π.χ. Ο Ινδικός τουρισμός στην ΕΕ αυξήθηκε κατά 40% μεταξύ του 2009-12 και έχει μια μεγάλη και ταχέως αναπτυσσόμενη μεσαία τάξη.

Οι 4 εξειδικευμένοι τομείς που θα στοχεύσουμε για να εξιλίξουμε το εξειδικευμένο λεξιλόγιο είναι:

1) Πολιτιστικός τουρισμός: μπορεί να περιλαμβάνει ιστορία, τέχνη, αρχιτεκτονική, μουσεία, θέατρο, κληρονομιά και αυτόχθονες πληθυσμούς. Το «Grand Tour of Europe» είναι το πιο αναγνωρισμένο πρότυπο πολιτιστικού τουρισμού.

2) Αστικός τουρισμός: π.χ. περιηγήσεις στην πόλη, αποδράσεις από την πόλη,

ψώνια, ιαματικά θέρετρα / ιαματικά λουτρά, συνέδρια / συνδιασκέψεις / επαγγελματικός τουρισμός, αθλήματα όπως αρένες και στάδια, απαιτούν υποδομές κατασκευασμένες από τον άνθρωπο

3) αγροτικός τουρισμός: π.χ. Οι περισσότερες από τις παρακάτω πτυχές: περπάτημα, αναρρίχηση, περιπέτεια, κανό, ράφτινγκ, σκι, κυνήγι, ψάρεμα, ποδηλασία, ιππασία, ορεινή ποδηλασία, αγροτικές διακοπές.

4) Βιώσιμος τουρισμός: αυτό θα περιλαμβάνει τον οικολογικό τουρισμό και μεγάλα τμήματα του υποτομέα του αγροτουρισμού.

Οι 1000 λέξεις και φράσεις θα αναπτυχθούν στην ακόλουθη βάση. 400 λέξεις θα είναι καθημερινές ή βασικές λέξεις, οι βασικές δομικές μονάδες για την ομιλία μιας γλώσσας. (Θα συμπεριλάβουμε μια καλή αναλογία καθημερινών λέξεων και φράσεων που ένας τουρίστας πιθανότατα θα ήθελε να χρησιμοποιήσει ή να καταλάβει). Θα αναπτυχθούν 600 εξειδικευμένες λέξεις και φράσεις, που θα διαδοθούν στις τέσσερις τουριστικές περιοχές που περιγράφονται παραπάνω.

όραμα του έργου είναι η αύξηση της χρήσης ξένων γλωσσών στον τομέα του τουρισμού, παρέχοντας ακόμη και στις μικρές επιχειρήσεις την ευκαιρία να αναπτυχθούν και να επωφεληθούν από επισκέπτες από χώρες εκτός της Ε.Ε.

Zusammenfassung

Zusammenfassung

"If I am selling to you, then I speak your language, aber wenn du mir etwas verkauft, dann musst du Deutsch sprechen". Willy Brandt

In der EU ist der Verkauf an Besucher, die viele verschiedene Sprachen sprechen, lebenswichtig, aber auch eine Herausforderung. Der wachsende Tourismus in der EU ist ein Schlüsselziel, er ist der drittgrößte Sektor und beschäftigt 17 Millionen Menschen. Die Mitteilung der Europäischen Kommission "Europa, Reiseziel Nr. 1 in der Welt - Ein neuer politischer Rahmen für den Tourismus in Europa" (KOM(2010) 352) wurde 2010 angenommen. Sie fordert einen koordinierten Ansatz für Initiativen im Zusammenhang mit dem Tourismus und definiert einen neuen Aktionsrahmen, um die Wettbewerbsfähigkeit des Tourismus und seine Fähigkeit zu nachhaltigem Wachstum zu erhöhen. Verpasste Geschäftsmöglichkeiten aufgrund des Mangels an Sprachkenntnissen werden durch das enorme Ausmaß und Wachstum des Tourismussektors noch verstärkt. Dies ist insbesondere ein Problem für Tourismusunternehmen in Nischensektoren.

Dieses Projekt ist innovativ im Vergleich zu einer auf dem Tourismus basierenden Standardsprachausbildung, es zielt darauf ab, die wichtigsten

Sprachbedürfnisse von Nischensektoren abzubilden. Diese Untersektoren werden dann den Aufbau einer web- und mobilbasierten Sprachanwendung für den Einsatz des Sprachenlernens im Frühstadium unterstützen. 4

Dieser Ansatz, der sich an den Bedürfnissen des Tourismussektors orientiert, indem Gemeinsamkeiten identifiziert werden, die in die Anwendung einfließen sollen, ist nicht nur insofern einzigartig, als er mehrere Nischen in der Tourismusindustrie abdeckt, sondern ermöglicht auch die Nutzung des "Kernvokabulars" durch andere Tourismusuntersektoren.

Die wichtigsten Ergebnisse waren:

- 1 Durch eine einzigartige Zusammenarbeit wird eine mobile und webbasierte Lernanwendung mit audiovisuellem Material entwickelt, die eine sofortige und völlig flexible Übersetzung zwischen allen 14 Sprachen sowohl für die Kernwörter (Alltagssprache) als auch für sektorspezifische Wörter und Ausdrücke (Fachsprache/Sprache) ermöglicht.
- 2 Das Projekt wird eine Partnerschaft zwischen den Sprachexperten, 4 Nischenanbietern im Tourismussektor und dem IKT-Anbieter entwickeln, um das benutzerfreundlichste und flexibelste Werkzeug auf die Bedürfnisse aller Benutzer zuzuschneiden. Das Tool wird eine wechselseitige Übersetzung und das Erlernen von Schlüsselwörtern und Phrasen ermöglichen.

Mindestens 3 200 Personen werden die App testen und validieren, wobei die Lernenden aus den 4 Nischenzielgruppen des Sektors ausgewählt werden.

4 Die Gesamtnutzung wird überwacht - wir gehen davon aus, dass der Open-Access-Verkehr bis zum Projektende mindestens 2000 Nutzer erreichen wird und dass 4 weitere Nischensektoren die Anwendung übernommen haben werden.

Das Projekt wird 14 Sprachen unterstützen, die nach drei Kriterien ausgewählt wurden:

- Das Erasmus-Plus-Programm gibt an, dass die am häufigsten von Nichtansässigen aus touristischen Gründen besucht werden, und zwar in der Reihenfolge der Besucherzahlen: Spanien, Italien, Frankreich, Großbritannien, Österreich, Deutschland, Griechenland, Kroatien, Portugal, Türkei.

- Die wichtigsten Nicht-EU-Herkunftsländer für touristische Besucher in der EU sind die USA, Russland, China, Japan und Brasilien (44% der Nicht-EU-Touristen, die die EU insgesamt besuchen). Eurostat 9/2015.

- Auch aus Indien und den arabischsprachigen Ländern ist ein erhebliches Wachstum des Tourismus zu verzeichnen.

Die 4 Nischensektoren, die wir uns zum Ziel gesetzt haben, um ein Nischen-/Fachvokabular zu entwickeln, sind

- 1) Kulturtourismus: kann Geschichte, Kunst, Architektur, Museen, Theater, Kulturerbe und indigene Völker umfassen. Die "Grand Tour of Europe" ist

das erkennbarste frühe Beispiel des Kulturtourismus.

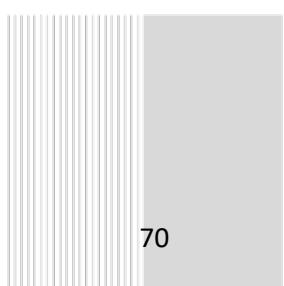
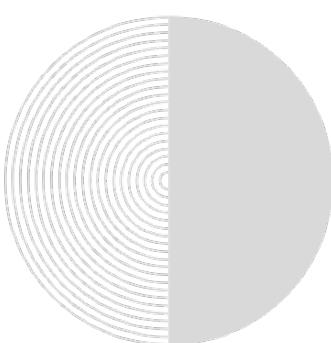
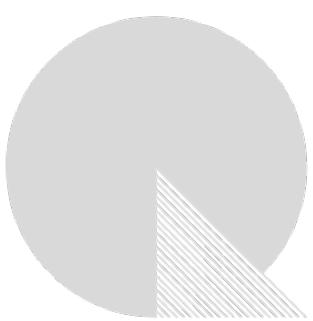
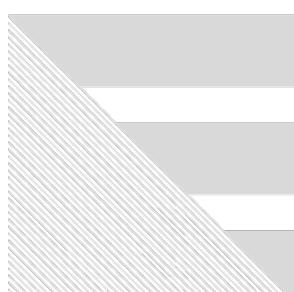
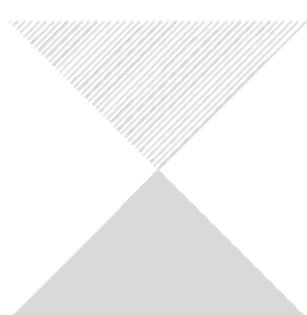
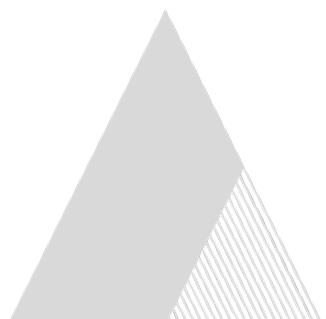
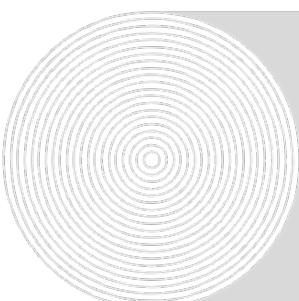
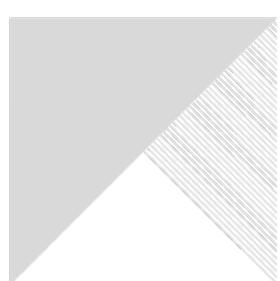
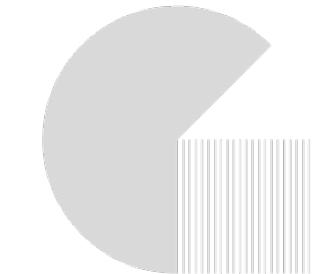
- 2) Städtetourismus: z.B. Stadtbesichtigungen, Städtereisen, Einkaufen, Kurorte/Kurorte, Konferenzen/Kongresse/Geschäftstourismus, Sportarten, die künstliche Infrastrukturen wie Arenen und Stadien erfordern.

- 3) Landtourismus: z.B. die meisten Aspekte der folgenden Aktivitäten: Wandern, Klettern, Abenteuerurlaub, Kanufahren, Rafting, Skifahren, Jagd, Angeln, Radfahren, Reiten, Mountainbiking, Urlaub auf dem Bauernhof.

- 4) Nachhaltiger Tourismus: Dies würde den Ökotourismus und große Teile des Subsektors Agrotourismus umfassen.

Die 1000 Wörter und Sätze werden auf der folgenden Grundlage entwickelt. 400 Wörter werden Alltags- oder Kernwörter sein, die Grundbausteine für das Sprechen einer Sprache. (Wir werden einen guten Anteil an alltäglichen Wörtern und Ausdrücken einbeziehen, die ein Tourist wahrscheinlich verwenden oder verstehen möchte). Es werden 600 Fachwörter und Fachausdrücke entwickelt, die sich auf die vier oben beschriebenen touristischen Nischenbereiche verteilen.

Die Vision des Projekts ist es, den Gebrauch von Fremdsprachen im Tourismussektor zu erhöhen und selbst kleinen Unternehmen die Chance zu geben, zu wachsen und von den ankommenden Gästen von außerhalb der EU zu profitieren.



PARTNERSHIP



The partner organisations

COMPARATIVE RESEARCH NETWORK:

The Comparative Research Network was founded in 2007 and worked since then in the field of adult education and research. The CRN Network is specialised in training activities within the fields of intercultural competences, intergenerational learning, mobilities and migration. Additionally, the CRN is specialised in creating and performing evaluation and dissemination processes. CRN lately gained through various projects both as coordinator and participant expertise in game design in education, storytelling and community reporting, where the network is currently carrying out training for several target groups.

As a NGO CRN is non-profit oriented and performs crucial part of its work on a voluntary basis. Major target groups of the CRN are beside trainer marginalized groups, such as persons living in remote rural areas, seniors and unemployed. Generally, CRN is seeking to link social science with civil society actions - that is why CRN joined itself various local, national and transnational networks.

<http://crnonline.de/>
crnonline.de/



Alos Centro Europeo de Idiomas, S.L.

Alos Centro Europeo de Idiomas, S.L. was founded in 1987. We specialize in Language teaching and Translations which include: General and specialised language training, Content and methodology development and different language workshops, Language courses abroad, Efficient and accurate legal translation into all major languages, Proofreading, Voice-over, Interpretations, Linguistic consultancy.

We have worked on major projects for the local administration in Valencia, managing almost 2,000 students per academic year in language training courses in English, French, German, Italian, Chinese and Japanese. Among our clients are major Valencian companies and various local administrations, some of whom have been working with us for over 25 years. At ALOS we pride ourselves in delivering the best possible experience to each and every customer. We carry out needs analyses to accurately determine the objectives to be achieved, thus providing our clients with unique and personalized attention.

<http://www.alosidiomas.net/wp-content/uploads/2018/06/ilos-lent-info.pdf>



Europe for Diversity Culture and Coexistence, Is a not for profit institution, with the Head Office based in Chania, Crete, an island of spectacular natural beauty, the second largest city of Crete, one of the most beautiful cities of Greece and the most picturesque in Crete. It is a multidimensional nonprofit institution actively involved in daily affairs to promote the principles and implementation of European values, integration, and preservation of heritage and culture. We are engaged to give step to youth people from migrant background living on the fringe of the society encountered hard times, to support their social integration for social peace and the connection to the international environment. EDCC have strong links to the state and private institutions and works to promote respect for diversity. What characterizes and unites our staff is intercultural background, humanism, support & assistance of disabilities and disadvantaged people.

<http://www.imnetld.eu/lent-γλώσσες-για-τον-ευρωπαϊκό-τουρισμό>



İzmir Katip Çelebi University (IKCU) is a newly established and rapidly growing non-profit public higher education institution, located in Izmir, Turkey. Officially accredited by YÖK - Council of Higher Education in 2010, Izmir Katip Çelebi University is a medium-sized higher education institution. Having a concept of third generation university, the university offers higher education programs in both English and Turkish languages. IKCU aims to be a leading university in terms of knowledge production, usage and sharing in line with scientific and universal values. The mission of the university is to do research with the aim of resolving social problems and contributing to the prosperity of society, to benefit from research results in practice, to create a global university environment, and to educate responsible and autonomous students, who are willing to develop themselves, competent in their academic and professional life.

<http://turizm.ikc.edu.tr/Haber/9274/universitemiz-stratejik-ortakliginda-bir-erasmus-ka2-projesi-avrupa-nis-turizmine-yonelik-diller-lent>

ESCOLA PROFISSIONAL DO ALTO LIMA, C.I.P.R.L.

Epralima Vocational Training School is a private and cooperative School, which focuses on Vocational Education and Training, offering Youth and Adult Education Training Courses at II, III, IV and V European levels. The School's main focus is the Youth Vocational Education and Training and the successful transition between school and labour market. Since 1998, Epralima has been working in European Mobility Programmes, as a sending and hosting organisation. Epralima also promotes Lifelong Vocational Guidance and Recognition, Validation and Certification of Competences at educational and professional levels.

www.epralima.com/epralima/index.php/projetos

RLN (UK) Ltd has two core aims;

- to develop and implement business support and learning projects including language and cultural activities. Since



April 2011 this activity has been extended to cover multi-regional activity as well as delivering projects both in the UK and internationally.

- to build on our expertise as evaluators in helping funding bodies to systematically find and describe the achievement and impact of projects. We have specialist experience in both European funded projects, sector based business funding and skills and education

projects.

Our key target groups are the business community (in particular SMEs), intermediary bodies involved in business support & government bodies, and we also provide support to the mainstream education sector through links with business.

<https://rln-uk.com/index.php/experience/lent/>

"Mine Vaganti NGO" (MVNGO) is a no-profit organisation born in Sardinia in 2009.



"Mine Vaganti" means something dynamic.

For our staff of professionals it means being social entrepreneurs and keeping the passion for social purposes, in a modern concept of NGO. MVNGO has 4 offices in Sassari, Uri, Olbia and Tempio Pausania covering all the North of Sardinia with other branches in the rest of Italy. MVNGO promotes Intercultural Dialogue, Social and Green Entrepreneurship, Sport as a tool of Education, Inclusion of Migrants and People with disability

“If I am selling to you, then I speak your language, aber wenn du mir etwas verkauft, dann musst du Deutsch sprechen”. Willy Brandt
In the EU, selling to visitors who speak many diverse languages is vital, but challenging. Growing tourism in the EU is a key objective, it is the 3rd largest sector, employing 17 million people.
The LENT Erasmus+ Partnership created an innovative language learning app and a embedded training course, which will help businesses in tourism niche markets. This books contains the training outlines and a handbook on how to use the language learning app.



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C O M P A R A T I V E R E S E A R C H N E T W O R K :



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