

SLEST 2.0

European Linguistic Standard for Professionals in Tourism

Final Report

Public Part

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Executive Summary

In many European countries, the knowledge of foreign languages of people working in the tourist sector is still insufficient, especially if we speak of other languages than English. Furthermore, for students and professionals working in tourism the ability of using foreign languages is an essential factor for raising competitiveness and entrepreneurship.

The main objective of SLEST 2.0 was (and still is) to transfer and promote new methodologies to motivate foreign language (L2) learners (people working in the tourist sector in hotels, travel agencies, tour-operators, restaurants) and to enhance their capacity for L2 learning through the development and promotion of modern didactic materials, to be worked with on or downloaded from an internet platform, for the following professions in tourism: waiters, receptionists, tourist guides, and travel agency agents, which can motivate language learners (in particular persons who don't have the possibility to or who don't want for whatever reason follow regular (= in a classroom) language courses) and enhance their capacity for language learning.

To achieve this, the specific objectives were the

- transfer of already developed SLEST-L2 courseware by employing learning contents that reflect the specific needs and interests of target groups (with the former project the group created, besides others, a great number of traditional language learning material – see also www.slest-tourism.org);
- inclusion of a new country, very important for tourism (Greece), to the group.

In order to achieve this, the project group explicated three specific objectives, which were:

- context and content related learning (being able to communicate with others in specific situations related to ones profession),
- self-directed learning without or with tutor support (BL), and
- e/u-learning (on the computer at home or away, with the help of a smartphone, tablet etc.),

and by this

- applying a foreign language training concept by employing online learning contents that reflect the needs and interests of the target group; the language training concept includes the approach of online learning for foreign languages for people working in the tourist sector (in particular professionals and students in tourism), and
- demonstrating the importance of foreign language learning for specific purposes through a variety of demonstration events and dissemination actions.

The partnership achieved the following outputs:

- Project website www.SLEST2-0.eu with project's activities description (including the main products for downloading);
- a series of didactic materials, published on the internet under www.slest2-0.eu, in this way the group laid the basis for the implementation and application of modern methods of language learning in the tourist sector, these outputs were preceded by an elaboration of different products concerning the language learning and teaching in the tourist sector; the method and a series of materials have been developed in previous projects (for details regarding the former projects please consult www.slest-tourism.org; please see details in chapter 1);
- piloting and and evaluation activities of the SLEST 2.0 courseware and connected materials in the partner countries and with a focus on self-directed learning.
- Dissemination activities, including demonstration events with a presentation of the SLEST 2.0 products to the main target groups: professionals and students in tourism, language teachers, trainers, key actors and stakeholders responsible for lifelong learning in the tourist sector. The aim of the dissemination activities was to spread information about our outputs and products and about how to introduce them in the practice of lifelong learning. The dissemination events and actions include a final multiplier seminar / round table ("Technological and Methodological Advances in the Teaching of Languages for Tourism: SLEST 2.0") during the last meeting of the SLEST group on September 11th 2015 in Malaga (Spain), where speakers from Germany, Italy, Spain and other countries were invited. Other bigger

dissemination events took place in Berlin (March 2015) at the Expolingua and in Milan (IT) during the BIT, not to forget the very important reference to SLEST 2.0 in two distinct newsletters of the editor Klett from Germany in July 2015, from which one went to about **17.000 language teachers** of German as a Foreign Language in all over the world, the other to more than **9.000 teachers** of other languages.

The project's impact is of considerable importance in both of the short term and long term aspects to make life long language learning available for our target groups. Both short term and long term aspects and the considerable impact effects became evident from the piloting results and the worldwide interest attracted by the SLEST2.0 website. In our point of view, this is accomplished by the implementation of motivating and hitherto not available language learning material that is constructed to meet the target groups' needs and can be used in a truly flexible way.

The partnership was based on previous long-term experiences of working together. The project consortium was created by adult education providers, training centres and public institutions from the following countries: Greece, Turkey, Germany, the UK, Spain and Italy. The partnership has established in each partner's country a network of cooperation with other educational institutions and organisations active in the tourist branches. This network allows the partnership to increase the impact of the project on the target groups, and this also after the official end of the project.

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1. Project Objectives

The main objective of the project was to develop online learning materials for foreign language study in the field of tourism, promoting them through new methodologies to motivate foreign language (L2) learners (people working in the tourist sector in hotels, travel agencies, tour-operators, restaurants) and to enhance their capacity for language learning, and to implement the material in the countries of the project (and further when and where possible). The didactic material should be worked with directly on the computer (when connected with the internet) or downloaded; they are mainly thought for such language learners who don't have the possibility to or who don't want for whatever reason follow regular (= in a classroom) language courses, and enhance their capacity for language learning.

The partnership has laid down also the specific objectives:

- To adapt already existing materials for language learning in the tourist sector, i.e. the SLEST method and language course materials for the tourist sector developed in recent years by partners from Italy, Germany, Great Britain, Spain, France, Slovenia and Romania, including an initial research on language learning in the field of tourism and related materials developed in the former *SLEST* and *ESB* projects. Among these, of particular interest were the SLEST MODEL and the SLEST STANDARDIZED MODEL for various levels and professions including a series of Can-do-Statements. Further have been created:
 - a) various reports;
 - b) a Teachers' Guidebook;
 - c) the Guidelines for SLEST Examiners;
 - d) Remarks on Interculture.

These materials have been compiled and adjusted to the needs of the target groups working in the tourist sector. The created tools, exercises and other materials focus on autonomous online language learning, which allows learners to deepen foreign language knowledge independently from the assistance of a trainer / teacher.

- To develop (online) foreign language training by employing SLEST 2.0 learning contents, specifically created in the frame of the project, that reflect the needs and interests of the target groups, including the idea of involving all people working in the tourist sector; this includes the use of new techniques and technologies which allows to explore learning, build confidence and to gain more control and by this improving the learning process. The SLEST 2.0 courseware, based on traditional language learning material created with the former SLEST project, (available on www.SLEST2-0.eu) contains for the four professions mentioned before 10 learning units each which are built around a “story”; and every unit consists of 7 to 9 exercises (grammar, vocabulary, listening – dialogues and videos -, reading, writing). All this is accompanied by various material like handbooks, phrasebooks, glossaries, and reports.
- To show the project and its results to a wider public through a variety of demonstration events and dissemination actions e.g. multiplier seminars, participation in conferences, publishing of articles etc., and the organisation of a final conference (round table) in Malaga (Spain) in September 2015.

Very often, learners have a negatively perceived experience of the teaching and learning of languages, and this affects their attitudes towards languages over a long time. Language learning is consistently positive and popular when learners feel themselves successful and are motivated; defined according to their own terms of positive achievement.

The motivation to learn is the key factor: for the target groups, successful language learning can affect the actual working life quality, and it can bring also new dimensions and open new opportunities in career terms. To reach this goal, i.e. the motivation of the learners, was always the key objective of the SLEST group members when developing the language learning materials; an additional impact of the project was to enhance the motivation of the target group members to participate in further language learning and lifelong learning. With the generated products the group addresses various general target groups:

- Language course providers and their trainers and tutors: They have free access to the SLEST 2.0 learning concepts and learning materials which offer an

attractive and motivating approach for learners from the tourist sector, by introducing learning contents that include professional interests such as real materials, situations in order to attract their participation or to avoid their drop out; they received learning materials contextualised to the needs of the tourist sector.

- Key actors for lifelong learning and language learning training policies: The project addresses experts from different EU member states, who were involved in a continuous information process during the project and participated at the final conference.
- National and European language learning programs, initiatives and networks: They received the project materials for integration into their respective websites and databases in order to make them available to their users.
- Institutions / organisation acting in the tourist sector: The project's partnerships include co-operation with national and regional (tourist) organisations from various European countries; they were involved in the dissemination process of the project results to their members.
- Students and professionals studying or working in the field of tourism: Especially for this target group the materials for learning foreign languages were developed and disseminated; those products were adapted to their professional needs and expectations in language learning and enhance the target groups knowledge and skills in foreign languages.
- An additional impact of the project was to enhance the motivation of the target group members to participation in further language learning and lifelong learning.

Language trainers, teachers, educational providers etc. are multipliers of developed concepts of raising motivation and attractiveness of foreign language learning for people working in the tourist sector as well as beyond. For cascading outcomes and benefits, the partner institutions created, during the project, a network of already established contacts with regional and national organisations as well as associations in the field of languages and tourism, to where information about project outcomes were forwarded.

UMA jointly organised the Final Conference with a round table on September 11th 2015, presenting also the project's outcomes at the Faculty of Tourism of Malaga University.

Connection of SLEST 2.0 to former projects

With SLEST 2.0, the group continued with its work started at first with the project ESB and then with SLEST and IMVOLS (Transfer Of Innovation to Turkey). With SLEST (**S**tandard **L**inguistico **E**uropeo per il **S**ettore **T**uristico – European Linguistic Standard for the Tourist Sector) the original consortium – ten partners from seven European countries – created in 2001 for people working in the field of tourism and for the five most spoken languages in Europe a series of complete and innovative linguistic materials, until then not existing in the area of language learning, and based on the Common European Framework for Languages. The intention was to consider all parts of the tourism industry, including persons who are still trained in a sole system of language training and examination material which is identical in all European countries (and creating by this an European standard), helping in this way to fight against still existing cultural and linguistic diversities within Europe, and supporting also Lisbon Key Competences: Communication in foreign languages. With the core material of the SLEST project, the so called *SLEST MODEL* and the *STANDARDIZED MODEL*, the group created the theoretical and practical basis for innovative language courses and examinations in the field of tourism in Europe, all of which based on a database of more than 500 interviews, carried out in all countries of the project amongst professionals of the tourist sector. At the end, confirmation for the high quality of the project outcomes was given by five external experts who evaluated the project's outcomes (see also the first project's website www.slest-tourism.org).

2. **Project Approach**

With the present project, the partnership continued on its way to increase and improve the offer of language learning materials, adapting and creating with SLEST 2.0 more pedagogical materials for professionals and students in the tourism sector and for teaching staff (language trainers and teachers), this time for autonomous, independent online learning.

The partners focused on the creative use of learning materials:

- product oriented: authentic materials
- process oriented: methods, skill-based, personally focused

Within the product development different approaches were applied. Additionally, the developed strategies and methods were based on:

- a) the learner and the learner-centred pedagogy (the experience of the learners should be brought to the fore, making learning more active, interactive, and engaging);
- b) the content, with the focus on items, objects and skills concerning professionals in the tourism sector, and subject related for the target groups;
- c) the experiences of professionals working in the tourist sector.

Besides the online language learning materials available on the homepage of the project, the published documents include also:

- a handbook on how to work with these materials (in every language of the project group)
- phrasebooks (in English, German, Italian, and Spanish)
- various vocabularies (in all languages of the project group)
- fliers (in all languages of the project group)
- different SLEST models (again in all languages of the project group)

These features can also be important for teachers or trainers in those cases where the learners' language learning activities are not completely autonomous but include assistance. The project approach is to give opportunity to learn four of the five main languages used in tourism in Europe, e.g. DE, EN, ES and IT

independently as well as with the help of a teacher (integrated teacher-led language courses = blended learning).

The creation of new or the up-dating of former products (amongst others, the various up-dated SLEST models, the online language course and the phrasebooks, all of which translated into all languages of the project) were accompanied by a piloting period provided in each project country, within which the developed materials for online language learning were tested. This evaluation related three aspects:

- methodologies retained and developed by the project
- materials
- training tools

Project work also included an evaluation strategy, this means that the partnership itself applied appropriate strategies in order to monitor and evaluate ongoing project activities, including an evaluation which aimed to evaluate the process of teamwork and to assist in the product's development in making the SLEST 2.0 approach and products more practical and useful for the intended target groups.

In order to raise the project's impact, several activities were implemented on the national and European level; this included in particular the following outcomes (many of them available on the project website www.slest2-0.eu):

- project flyers
- brochures
- promotion of the project and its products
- photos from some of the main dissemination activities (see the facebook part of the website)
- meetings with target group members and stakeholders on different occasions
- a final seminar and round table in Malaga (Spain) in September 2015

Each of the partners undertook various actions in order to spread information about our project, e.g. press releases in local, regional or national newspapers and journals, information about our project on the occasion of other actions: seminars, workshops related with the topic, publication of articles, participation in fairs etc.:

- demonstration events in each partner country presenting the products of the project
- presentation of the project on international fairs like Expolingua in Berlin or BIT in Milan, where hundreds of visitors participated
- mailing actions in every country of the project which reached hundreds of multipliers

The aim of our strategy was to disseminate results and products optimizing its value, increasing its impact and integrating it in the training systems through practices in the regional, national and European field. The intent was also to set up measures and obligations adopted by all partners to guarantee the dissemination and usage of the project results (i.e. training materials and online language course).

Here below there are some examples of implementation of products by partners:

- In Spain, products are used directly or indirectly by the University of Malaga.
- In Italy, UET uses the products in their in-house language courses (also in their branch in Shanghai - China); some partners (even in Africa) asked for information in order to use the material.
- In Germany, developed products are implemented for example in language courses designed for the tourist sector from AFUM in Monheim and Deutsche Jugendherbergsverband Thueringen in Wismar..
- In Turkey, the University of Konya uses the products for their language courses, other users will follow.
- In the UK, ECBM used (and will do so also in the future) the materials in the frame of various courses.

As one of the core activities of the project, the newly developed material for online language learning was tested by all partners during a three months piloting period (February – May 2015; see also the Piloting Reports on www.slest2-0.eu). They assessed the practicability of this approach with the target groups for which the project was ultimately designed to benefit, and the partners matched the

outcomes of the works with some 50 interviews with users in the countries of the project. As proved by the statistics on *Google Analytics*, the created products are used by learners in all over the world, also in language courses for the tourist sector offered by partners and associated organisations. As it can be seen when studying the charts of *Google Analytics*, the materials developed reached also target group members in countries which have never been touched by any dissemination activity since the project started, reaching far away countries like China, Cameroon, or the Philippines!

In other words, the partnership was successful in including a very great number of beneficiaries and ensured the transfer of the products to other potential users not only within the partner institutions and the associated partners, but also way beyond. Some numbers obtained from *Google Analytics* prove that the SLEST group not only reached its goals, but went much further:

- Between the end of January 2015 (when the online language learning materials have been posted on the website) and the end of July 2015 (start of summer holidays), **5.143 users** visited the project website (**857/month** – in the project application the group aimed at 400 users/month!);
- 54,79% were new visitors, the rest returning visitors, which indicates a steady flow of more users;
- Divided by countries, the numbers are the following:
 - Project countries: 1. Italy 22%, 2. Turkey 21%, 3. Greece 12%, 4. Spain 12%, 5. Germany 11%, 6. UK 10%.
 - Other countries: 7. Brazil 2%, 8. Mexico 1%, 9. Romania 1%, 10. USA 1%
- Regarding the online language learning materials, they are generally meant to be performed online, but they can also be downloaded for offline work; the number of downloads as recorded on the SLEST 2.0 website until 18/08/2015 have been much more than expected: **2.227** for all languages and professions. The figures in detail:

	Waiter	Reception	Travel Guide	Travel Agency	total
English	240	392	179	141	952
German	132	142	168	111	553
Italian	80	90	136	67	373
Spanish	71	112	94	72	349
	523	636	577	391	2227

3. **Project Outcomes & Results**

As it was mentioned in the first chapter (“Project Objectives”) it was the aim of the partnership to develop online language learning material and promote methodologies for language learning for people working in the tourist sector, and to enhance their capacity for language learning.

In order to achieve these *main* aims and the *specific* objectives, the partnership undertook to develop as follows:

1. **Up-dating of existing SLEST material for foreign language learning and teaching in the tourist sector, focusing on people working in the tourist sector.** During the phase of preparing the project application, on the basis of information collected from all project partners, the list of the targeted material to be adapted was proposed. Our general aim when producing the online language learning material was to prepare in detail everything which was necessary to propose an interesting and motivating offer of online language learning material in the field of tourism which is able to satisfy the needs of our target groups (i.e. students and people working in the tourist sector), including the promotion of their motivation to learn foreign languages (even with quite a limited budget). In this phase, the new Greek partner had to translate into Greek some of the documents created earlier.

2. On the basis of the work in the first months, the partnership **developed the SLEST online language learning units** with the help of the eXelearning software. The created materials are principally focussed on autonomous, self-directed learning, which allows learners to increase their foreign language knowledge working independently from time and place.¹

3. The production of the units was followed by a **piloting period**, in which 339 learners from all partner countries participated. At the end of the three month period (February – May 2015) the learners were asked to answer a feedback form with 8 questions (see the Piloting Report for details), giving a judgement between 0 (lowest) and 10 (highest) for every single point (from 339 participants in the piloting, 136 sent

1 Please see the Piloting Report on the homepage of the project for further comments (www.slest2-0.eu).

back the feedback form). The outcome was very satisfying and gratifying for the SLEST group: as an average we obtained **a final rating of 8 and above!**

4. **The final versions of all products and documents² can be accessed online on the website www.slest2-0.eu.** The online learning units are available in the following languages: EN, DE, ES, and IT; the other documents and materials also in Greek and Turkish. Every learner or teacher who has an interest in using the SLEST2.0 materials can use them **free of charge**.

5. A complementary product is **the project website**. It includes information about the partnership, a description of the main activities with an available analysis done within the project. All materials can be downloaded for free from the SLEST 2.0 website. Further details regarding language courses or more information about the SLEST 2.0 project can be obtained by contacting directly the single partners.

6. **Demonstration events**. SLEST2.0 activities have been organised regularly and intensely by all partners (about 100 main events alone have been registered in the EU-ADAM database). Learners, teachers, trainers, adult education centres owners, stakeholders etc. have been present in those events or have been informed by mail or other means. The events had, in general, intervention at local level but some took national and international scope.

The main activities developed by the partners consisted in project presentation, presentation of the materials, presentation of the website, distribution of flyers. The project has been presented often not to single end users, but to multipliers, like during the Berlin (D) Tourist Fair, the Milan BIT (International Italian Tourism Fair) or the Malaga (ES) final seminar and round table in September 2015.

The methodology used a focus between a formal presentation of the project, methodologies and outcomes and a debate about the exploitation of the tools and methodologies presented, and a more hands-on session and took part in lively discussion rounds.

The outcomes of the events showed clearly that the project attracted much interest among participants.

² Besides others the group produced handbooks, glossaries, phrasebooks, models with can-do-statements for every profession and level, and various reports.

7. **The project's final seminar and round table** took place in September 2015. In the seminar/ round table talks experts from Bulgaria, Germany, Italy, and Spain took part as well as the project partners. The professionals, multipliers, and stakeholders invited were specialists for (specific) language teaching or persons working in the field of tourism .

The first part of the seminar concerned the presentation of various innovative aspects in foreign language learning and teaching, the second part concentrated on SLEST 2.0, its idea and main activities.

8. In order to enhance the visibility of the project and demonstrate our products, the German partner of the SLEST project took part in the **Berlin International Tourism Fair**, where the total amount of participants was several hundreds. During 3 days of fair he presented our products to the interested public. This participation was an opportunity to introduce the concepts implemented in the project to language teachers, language providers but also to learners (especially to increase interest in language learning in the tourism sector). The presentation of the project was accompanied by the dissemination of project's flyers. The same has been done by the Italian partner during the **BIT (International Italian Tourism Fair)** in spring 2015.

9. The **translation of project materials into Greek** was another important part of this project. It enabled interested users, stakeholders and target group members in Greece (and especially those with no or not enough foreign language knowledge) to inform themselves personally about all the materials offered by the SLEST group.

Note:

One important reason to start the project has been the assumption that offering online language learning material which allows high flexibility regarding time, place and access to the created exercises would increase the possibility and willingness of the learners to dedicate themselves to language study.

To our great surprise this has worked out well only partially. Explanations given for dropping-out or not even starting the work with the material were (listed in sequence of importance):

- no or little time (*by far the most important explanation*³)
- the project materials were not what the person expected
- the level was too simple (or sometimes too high)

All these observations lead to the conclusion that despite the omnipresent smartphones, tablets and PC, CALL (Computer Assisted Language Learning), *online* language learning is still not a “normal” activity, and they seem to show, at least for all activities which regard language learning, the importance to offer the right amount of guidance and support to suit the needs of each user, and that it is a sheer illusion to think that a language learner could arrive at a somehow satisfactory mastery of a foreign language by only following online courses or activities. What they need instead is a combination of various approaches, and online learning activities can only be ONE of many propositions (these assertion have been confirmed by the results of a serious of interviews; see the Report of Interviews on the SLEST 2.0 website).

3 Unfortunately we had not the possibility to examine this question further (which however could be quite interesting and necessary), because one of the main reasons why one should follow an online course is exactly the fact that the learner is totally independent from time and place! So it quite seems that “lack of time” is more a self-serving declaration for something we yet don't know exactly what it can be.

4. **Partnership**

The consortium of SLEST currently consists of six partners, most of whom have well-established relationships derived from several collaborative transnational projects and a very successful track record of working together on EU funded projects.

The composition of the project consortium reflects the diversity of adult education providers within the enlarged EU and represents an illustrative cross-section of various professional and cultural traditions: Two universities (Malaga/Spain and Konya/Turkey) participate with their faculties of tourism and the expertise of its staff, three VET providers (UET/Italy, specialized in tourism with three branches in Italy and one in China, and with long standing experiences in foreign language teaching and training and development of language learning materials; AJT/Germany with specific skillfulness in tourism, and ECBM/UK, directly connected to the British-German Chamber of Commerce and integrated in the vast network of associated chambers in all over Europe), and last but not least the training and consultant company ETC in Greece, specialised, besides others, in training teachers of foreign languages. This assemblage stimulates a fruitful dialogue and promotes the possibilities to learn from each other. Focusing on professional context this is also an excellent vehicle to train intercultural competence, aspects of diversity and to create conscience about the positive values of cultural diversity and cultural exchange.

The need for developing attractive language learning and teaching materials for the target groups was not restricted to a specific country; the added value of a transnational project partnership like this lies in its geographical European dimension. As was mentioned above, European cooperation within the project was established on the basis of previous work together. Long-term experiences in teamwork allowed us to collaborate effectively and adapt to new situations. Although the partnership consists of six institutions representing different cultures and different languages, common understanding, good will and cooperation were the basis of the organisations' work. An important aspect of European cooperation in the project was the openness and positive attitudes towards solving possible conflicts.

Cooperation within the partnership was also the subject of an inner evaluation. To ensure a positive atmosphere of teamwork and cooperation, ongoing internal and external monitoring of progress as well as strategies for healthy and sufficient communication have been established within the partnership. Additionally, monitoring gave feedback about the process of cooperation and if needed, proposals for solutions to problems.

Each partner institution is part of a well established network of co-operations with other educational institutions, language teaching providers, local authorities, especially departments of the tourist development, organisations acting in the field of tourist e.g. information offices, non-governmental organisations promoting tourist development, tourist associations.

The aim of the partnership is to spread further information about the project and its outcomes (also after the end of the funding period) and to raise impact on the direct target group: professionals and students in the field of tourism, language teachers, trainers and stakeholders.

The partnership cooperation was assessed in context of the shared leadership, group work skills, climate of working together, cohesiveness and team members. Within the partnership there was a commitment to the tasks of the teamwork achievement of common aims and objectives of the project.

This partners' network is also a channel to reach our potential learners, i.e. persons working in the tourist sector and students who study tourism. On the occasion of demonstration and dissemination events and mailing activities, teachers, trainers and stakeholders from various organisations and countries as well as persons working in the tourist sector were informed about the developed products.

5. **Plans for the Future**⁴

The key plans for the future of the “SLEST 2.0” project are mainly further dissemination and utilization of the results. Within the project, all partner institutions prepared a plan of activities related to the project after the end of the funding period. Parts of these activities will be

- the organisation of in-house SLEST courses at Seljuk University (they will also continue the dissemination and exploitation activities in Turkey),
- UET will organise SLEST courses and examinations related to their vocational training courses,
- AJT will continue to inform big organisations working in the field of tourism in Germany like the DRV (German Association of Travel Agencies) and DGT (German Association for Tourism) and eventually organise courses,
- the Spanish partner is preparing an online blended learning course designated to users in all of Spain, using SLEST materials,
- ETC from Greece will continue to inform about SLEST 2.0 in their country and will be at disposal for anyone seeking counselling,
- and even target group members from countries outside the partnership declared their interest in using the SLEST 2.0 material (as for example XXX in Austria, the universities of Qingdao and Wuhan, and Manmaker SA and Geesps Consulting in the Republic of Congo).

The plans for the future include the continuous implementation of the project’s products: handbooks, website, blended learning courses and activities of partners’ organisations. All partners have contacted associated organisations or networks during the project in order to make use of the project outcomes also after the funding period.

The partnership set up the following strategy for the future:

- introducing the developed online language learning materials in regular language courses,
- introducing these materials in courses for specified target groups
- cooperation with associated partners
- direct contacts with users

4 For more details see also the Sustainability Plan

Through all kinds of dissemination and demonstration activities the information about the project idea and the website has been widely spread among the target groups, including professionals in tourism, foreign language teachers and teacher trainers, students and others. The partnership has established good contact with various actors and stakeholders in the tourism and education sector in order to give information about the project among potential learners. Apart from that, the partnership plans also to unite for further projects (also EU funded) in order to bring forward the SLEST idea. We plan to propose a project with which the SLEST group wants to create a virtual tourism world; another one, named “SLEST gamification” will be prepared (both together with new partners from various European countries). All partners have also contacted numerous enterprises, associations and universities who have shown their interest in the project’s products.

Language teachers have been interested in the website as a good source for teaching material. Some teachers have promised to spread the idea and advertise the website using it for the download of teaching material, because the website is available for free and it is easily accessible for everybody. Both students and language teachers and trainers found the offered concept as really beneficial for the target groups.

The project website will be available at least until all of 2018, after that the products will be surely available on the websites of the different partners to keep them alive. Additionally, the handbooks and other materials will be still disseminated on the occasion of various seminars, conferences, meetings related to the topic of foreign language learning in the field of tourism and raising motivation to learn foreign languages.

6. Contribution to EU policies

The project “SLEST 2.0” with its objectives also contributes to key EU policies, especially to language learning environments and to promote awareness of the importance of cultural and linguistic diversity within Europe. The project supports Lisbon Key Competences: Communication in foreign languages and use of modern technologies.

The project contributes to those above policies through developing effective teaching methods, which aim is to motivate learners from the tourism sector from various social and cultural backgrounds to participate in adult learning and to raise the number of language learners, regardless of gender or socio-cultural roots. The developed teaching materials can influence the enhancement of and increase the number of learners through adaptation of methods to the needs and expectation of potential learners. It aims at giving lifelong learning in the European way. The project conducted multiplier seminars, demonstration events, and other means of dissemination thanks to which participants/ applicants became more sensitive to intercultural diversity in the process of collaboration. The developed products include important aspects of the EU policies mentioned above such as intercultural and linguistic communication (there is also a specific SLEST handbook treating this matter on www.slest-tourism.org), diversity of cultures, understanding how important it is to learn languages in every day life, especially in lifelong learning.

The project wishes to encourage the adaptation of teachers, trainers, and other educational staff with regards to their learning and teaching method so that they take into account new methods of language learning (= advanced blended-learning). It aims to implement measures to make language learning more attractive, effective and of better quality. In this case, our concepts included in the learning process can play a useful role in terms of developing innovative and effective educational methods adapted to the needs of individual learners.

Moreover, improving language learning in the European Union is a key factor in the Lisbon strategy. The project aims to encourage people working in the tourist sector to improve at least one foreign language, at any age. Furthermore, this project provides language trainers, teachers and educational providers with concepts to raise motivation of foreign language learning.

7. Conclusion

To complete a project like SLEST 2.0 is not an easy task; besides the problems *any* project comes across there are specific questions which sometimes can become a serious obstacle when carrying out the works:

- *Slow bureaucracy* (this especially with partner organisations of a certain size like universities, and also with Agencies which sometimes need a lot of time in answering requests, mails, etc.)
- Not all staff members have the same good command of the *language of the project*, which can cause misunderstanding or slow down the project activities
- *Coordination of tasks* with big partnerships, especially when the times of certain procedures should coincide (the SLEST 2.0 group for example consists of six partner organisations, and all their staff members have to work on the project in addition to their regular job, which means that they sometimes they have to concentrate on other things than the project activities)
- *Different rules and /or standards* between the participating countries, especially regarding legal and/or financial questions (for example documents which are perfectly correct in country A are not accepted in country B)

Also the SLEST group had to overcome all of these obstacles with some difficulty, but at the end *all* outcomes have been completed as planned and in time, and, what is equally important, at a more than acceptable quality level, which has been confirmed by the users as well as by independent experts (see results of feedback and quality reports).

The partners will continue with their work also after the end of the funding period, the products will remain, ready for utilization and for free, on the SLEST 2.0 website, and all partners are continuously at the disposal of all who might be interested in the products, and the consortium will try to always ameliorate their didactic offer in favour of the target groups.