



Co-funded by
the European Union



Task-Based Language Learning Toolkit for Tourism

**„TBL 4 TOURISM | Innovative foreign
language teaching methods in VET as
support to tourism sector” Project**

Task 1.2: Pan-European Report

Project code: KA220-VET-E2D71922

TBL 4 Tourism project consortium 2022

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Partners





Contents

Partners	2
Contents	3
1. Introduction	4
2. Methodological approach to tasks	5
3. Desk research	7
4. Expert interviews	9
5. Focus groups	11
6. Identifying and sequencing target tasks	16
7. Conclusions	17



1. Introduction

This report presents the summary of activities and results achieved by the partners within Project Result One – TBL Tasks for Tourism phase.

As such, this Summary Report draws on and incorporates findings from the respective national reports prepared by each of the partners for key activities conducted during the development of this Project Result, in months 1 to 6 of the project.

The full engagement of all project partners made it possible to generate valuable information that transcend the local significance of the five partners countries: apart from the information obtained for Romania, Serbia, Slovenia, Spain and United Kingdom as the immediate project countries, the research draws on the wider scene, claiming a truly panEuropean state-of-the-art.

In the pursuit of the overall goal of Project Result One, i.e. in order to produce ‘a comprehensive identification of jobs in tourism as well as needs analysis and identification of series of target tasks’, the project partners generated a number of important conclusions with a potential to be used as stand-alone points of reference beyond the immediate purpose within the TBL 4 Tourism project.

All of the national reports produced by the five partners in the course of this project phase deserve special attention and are recommended as sources of additional data that complement this Transnational Report.

2. Methodological approach to tasks

The overall goal in this phase was to produce a systematic identification of the jobs in the Tourism Sector and also to define a list of target tasks that involve the use of EfT – English for Tourism.

The process towards this goal included three core tasks involving all partners:

- Task 1.1: Identification of a target vocation within tourism sector
- Task 1.2: Conducting a needs analysis on the key vocation
- Task 1.3: Identification of target tasks

According to the project plan, the tasks were completed through a series of well-planned and well-coordinated activities, starting with preliminary and desk research, and continuing with expert interviews and focus groups questionnaires and discussion, before final elaboration of the findings as the departure point for the Pedagogical Syllabus in the next phase of the project.

Pre-defined templates were used by all of the partners to complete the activities within the three main stages in the above process:

- Desk research
- Expert interviews
- Focus Groups

The findings of the stages were elaborated in respective national and transnational interim reports, which helped to create synergy and coordinate the overall attainment.

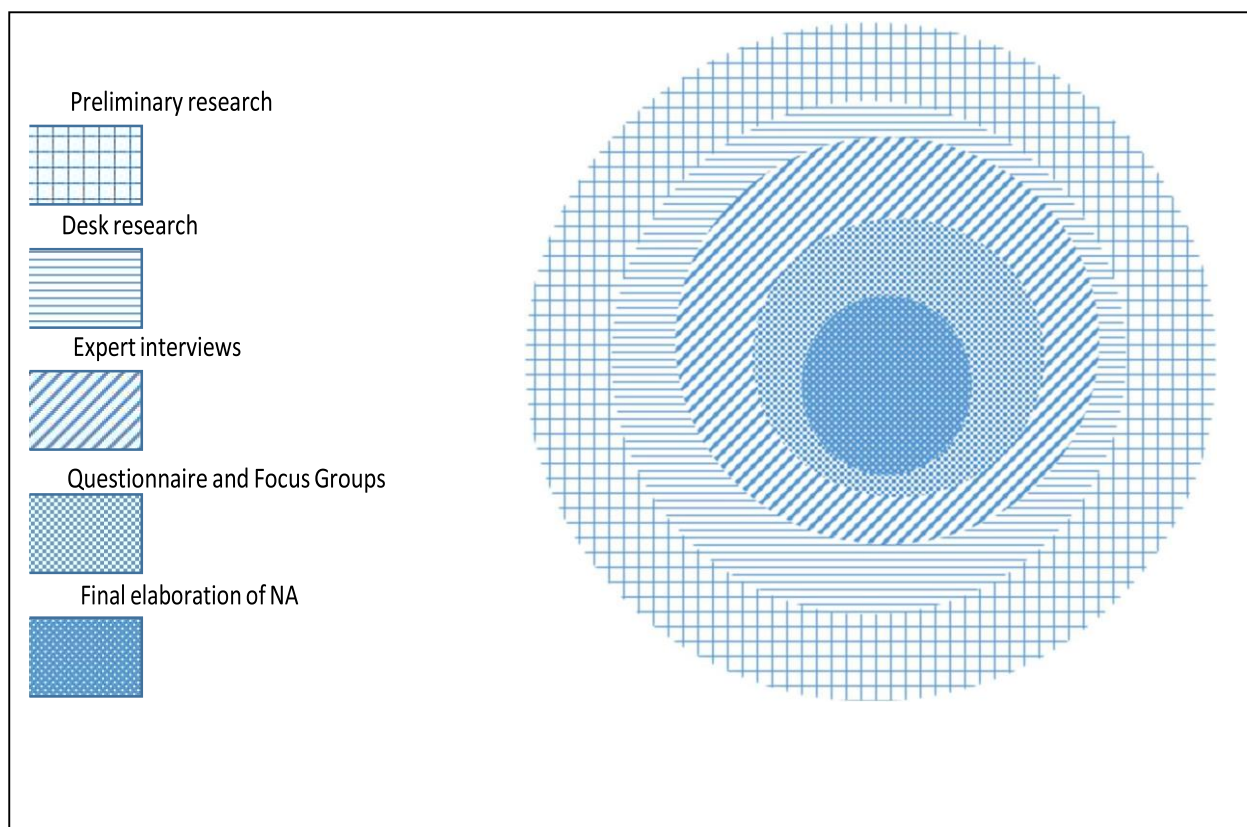


Figure 1: Project TBL 4 Tourism: Graphic representation of the systematic approach to activities in Project Result One – TBL Tasks for Tourism

3. Desk research

Following the kick off meeting, where the research parameters and the criteria were identified, extensive field-work research was conducted in each of the project partners' home countries through months one and two of the project, including the involvement of a UK-based project partner operating in a context in which English is the predominant first language.

While the importance of this initial step can hardly be overestimated in the light of the recent developments in the industry, the period of the desk research and the expert interviews coincided with the summer tourist season, which certainly helped to collect relevant and updated information.

The areas covered by the desk research included:

- Analysis of the current state, including strategies for further development and postCovid strategies in the Tourism sector
- Analysis of jobs in the tourism and catering sector
- Analysis of competences of staff in tourism and catering, as well as their competences
- Study of mainstream and informal opportunities and training providers for EfT – English for Tourism
- Study of institutions that can support innovative teaching practices

Progressing through the stages of the process, the partners' research eventually led to the definition of the key vocation that will form the focus of the target tasks, and later syllabus as well as example materials.

Sources used in the desk research

The desk research conducted by the partners makes use of a comprehensive range of sources, reflecting the reach and depth of the analysis.

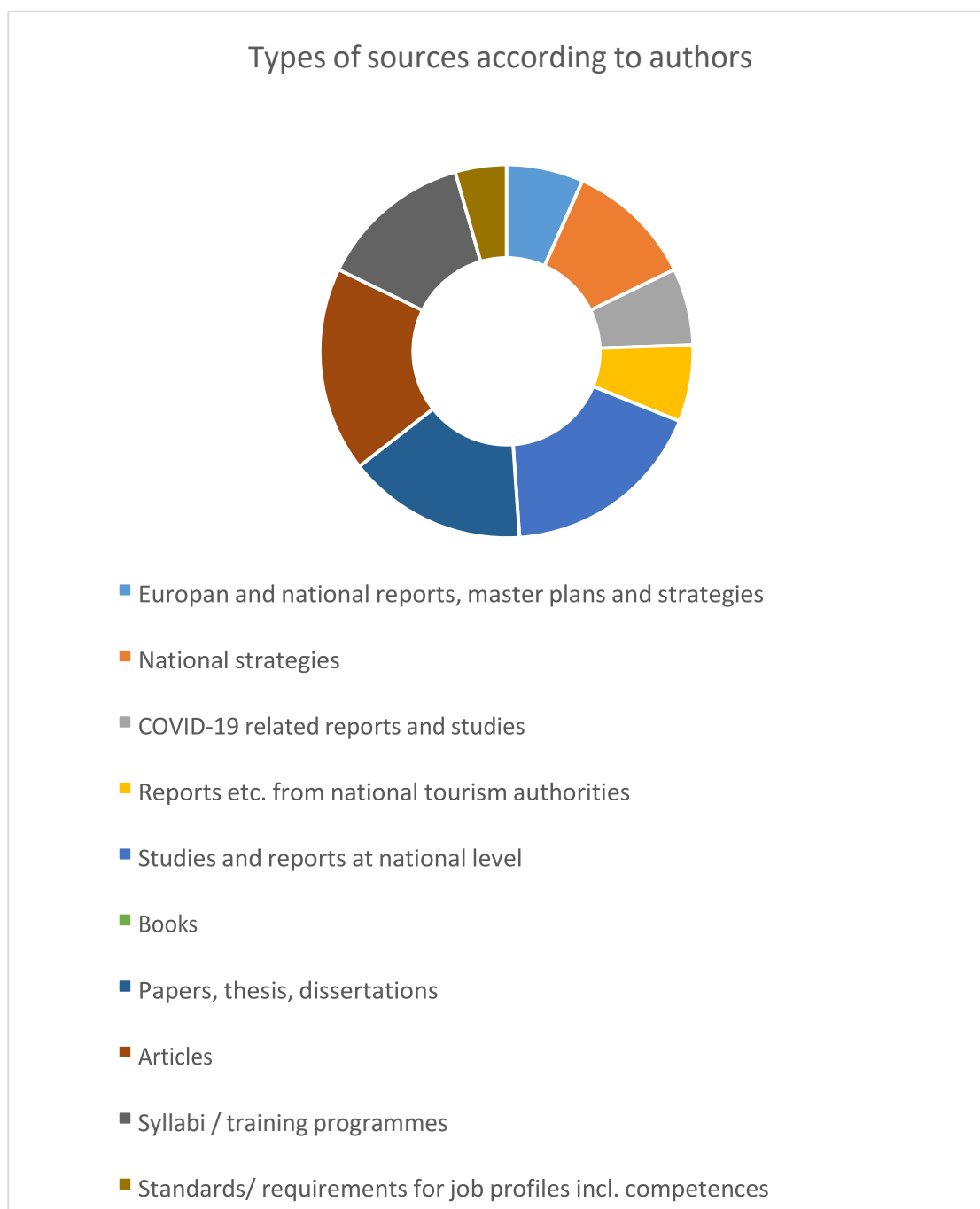


Figure 2: Main sources in desk research

4. Expert interviews

The project partners conducted a large number of expert interviews with respondents from diverse backgrounds, greatly contributing to the relevance of collected information. The following chart shows the diversity of backgrounds of the respondents who took part in the expert interviews.

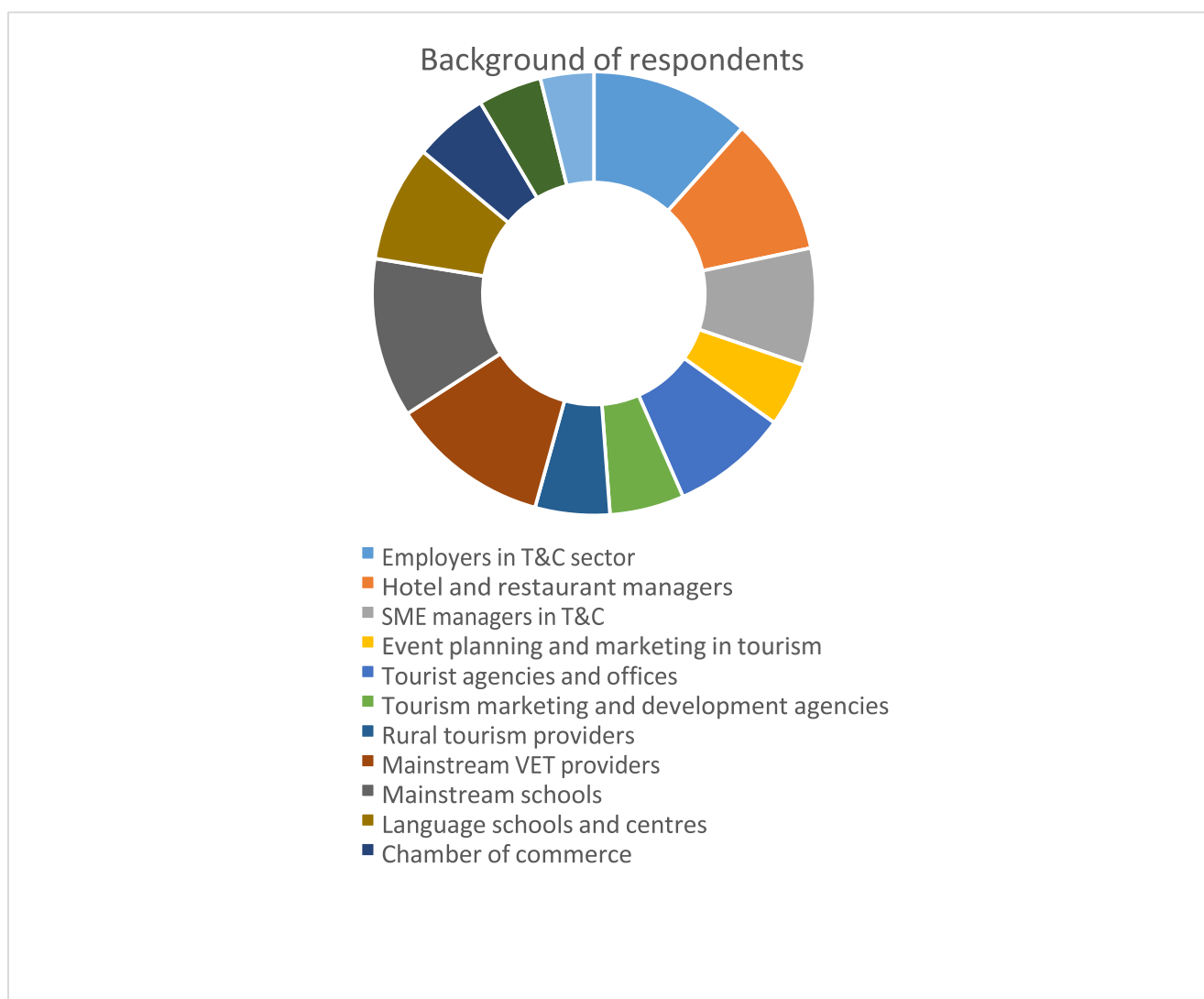


Figure 3: Backgrounds of respondents in expert interviews

Overall, the desk research and the expert interviews were successfully conducted by all of the project partners using the standardised procedure but also allowing for input of valuable data. This phase of Project Result one was ultimately concluded with the following important outcomes:

- i) Definition of the target profession: the job of waiter was chosen as the one with the largest need for additional EfT training, based on the comparative analysis of data and using the relative number of employees, as well as the relative need for adequate competence in EfT as the key reference points
- ii) Target users: already at this early stage of the project, language teachers and language teaching professionals from the broad VET area were successfully engaged by all of the partners, laying foundations for the successful collaboration in the following stages of the project
- iii) Engagement of associate partners at the level of institutions and organisation was successfully initiated, creating opportunities for further collaboration
- iv) Definition of tasks: a preliminary list of tasks performed by waiters using EfT was drawn up based on the data from the respective national reports (shown below)

Based on the desk research and the summary of responses in expert interviews, the preliminary list of tasks demanding a working knowledge of English was composed:

- Receiving food and drinks orders, providing information about food and drinks in a restaurant.
- Receiving guests and seeing guests off (check-in, check-out) providing information about the hotel facilities.
- Responding to (typical) complaints and queries in a restaurant and/or hotel.
- Answering questions and providing information on different aspects of local tourist offer.
- Explaining aspects of local/ national culture, customs and tradition.
- Providing information about timetables, public transport routes, taxis, coordination with travel organisers.

- Providing information about prices, currency, methods of payment and local shopping.
- Answering telephone queries about local tourist offer, including accommodation, food, local trips.
- Participation in tourism fairs and promotional events, B-2-B meetings.
- Presenting and selling services and products of local tourism.
- Receiving passengers and selling tickets.

5. Focus groups

Having successfully completed the desk research and the expert interviews phase of the project, the partners moved on to the next and final phase of Project Result 1.

The focus groups were organised by all of the partners, using a procedure prepared by the Blackbird school and with the three-fold aim:

1. To define ten tasks performed by the waiters as the key vocation identified in the previous phase;
2. To shed light on the profiles and roles of the key participants in the TBL 4 T training course (waiters as the end users and teachers/trainers as the target group)
3. To outline the path for further development of PR 2 and PR3 in view of the expected institutional support, i.e. stakeholders such as policy-makers, networks of schools and employers, etc.

The direct input for the focus groups phase was the preliminary list of target tasks defined in the previous activities. Based on the joint agreement, the partners used two key instruments for the state-of-the-art needs analysis:

- a) The questionnaire: as a special tool to reinforce the overall effectiveness of the process, in agreement with project partners, SLB designed a closed option questionnaire to be completed by relevant experts in preparation to the focus group

meeting. The questionnaire expanded the list to 22 tasks, and these were assessed from the point of frequency, difficulty and teachability. Interviewees were also invited to contribute additional tasks, as appropriate. Even though it was agreed among the partners that the questionnaire be used as an optional tool, a total of 59 participants took part in the three surveys conducted in this phase, making a significant contribution to the overall result.

- b) Focus groups : a total of five focus groups involving 39 participants was organised in accordance with the set procedure. The focus groups activities produced an optimum balance of the different perspectives and overall enabled the relevant conclusions for the final stage of Project Result One.

The following table presents the sum of the needs analysis at the Focus Groups stage – the definition of ten target tasks for further elaboration towards the final list to be taken to Project Result Two – The TBL Pedagogical Syllabus.

	TASK	Overlap ratio*
1	Presenting the menu and providing detailed information upon request	5 : 5
2	Communicating with clients to resolve complaints	5 : 5
3	Translation of the menu into English	4 : 5
4	Offering menu recommendations upon request	4 : 5
5	Explaining aspects of local/national culture, customs and traditions	4 : 5
6	Provide information about prices, currency, methods of payment and local shopping	3 : 5
7	Inform customers about day's specials	3 : 5
8	Provide information about the restaurant/establishment	3 : 5
9	Schedule dining reservations	3 : 5
10	Take the orders properly and communicate them clearly and effectively to the kitchen and bar	3 : 5

* The overlap ratio indicates the number of Focus Groups that included the task among their respective top ten choices.

The Focus Groups, supported with the Survey findings produced list of tasks for inclusion in the TBL Pedagogical Syllabus and the subsequent training. The analysis of the respective findings showed a significant overlap among the different FG conclusions, as shown in the graph below.

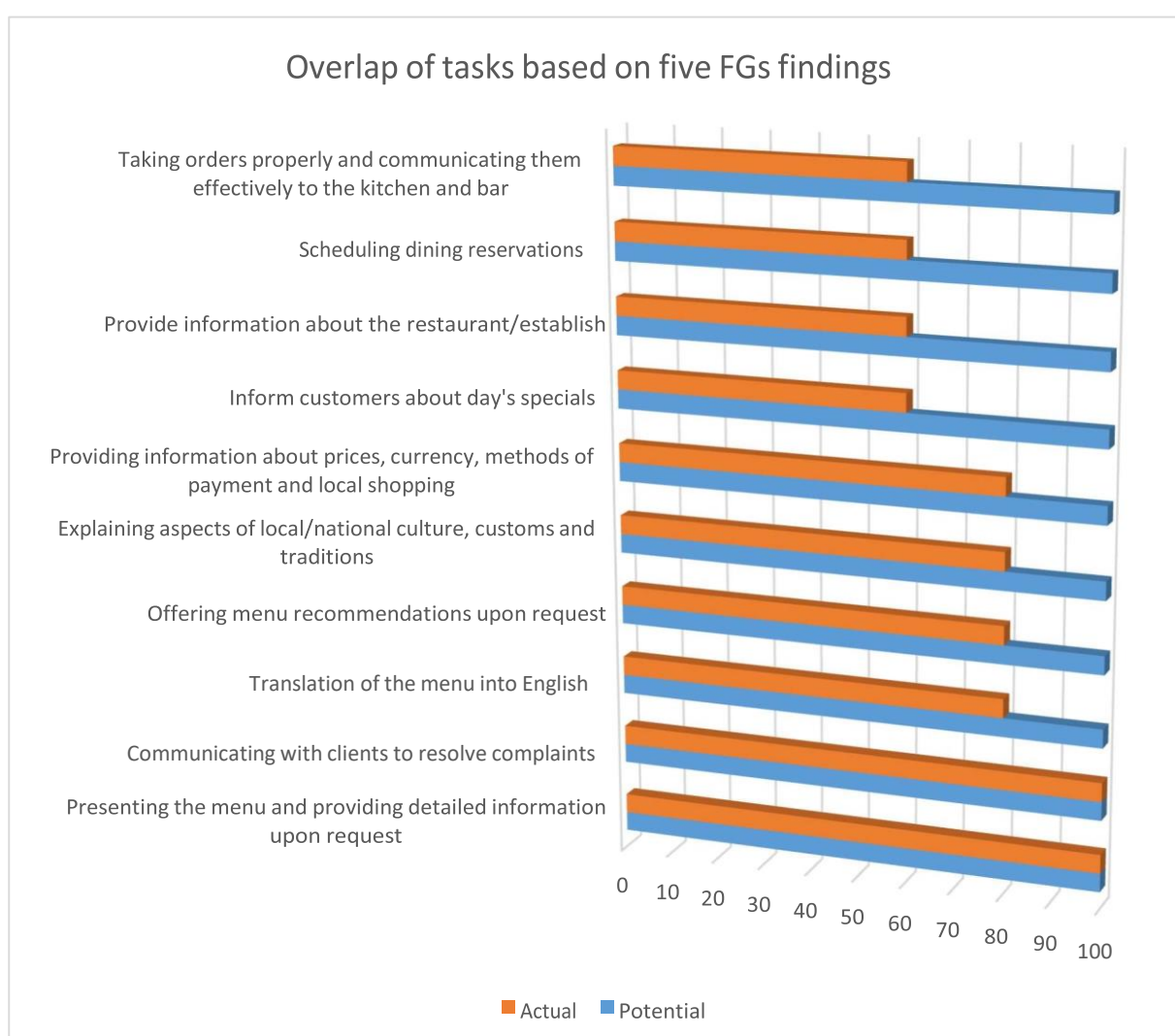


Figure 4: Overlap among the findings of different partners' Focus Groups elaboration of TBL tasks for tourism

Relevant conclusions reached through the needs analysis in this phase of the project:

- As a highly important sector in the economies across Europe, the tourism industry is on the increase, recording growth in the number of tourists, development of the infrastructures and the number of employees in the sector.
- Post-Covid recovery is not only directed towards returning to the old practices, but also to developing new and innovative products and services.
- There is a growing shift away from just increasing visitor numbers to improving the experience of tourists and developing stronger ties between tourists and the local community.
- The tourism sector is very important for employers and remains a key source of employment, especially for VET staff.
- For staff working in tourism there is a similar set of skills that is a standard requirement irrespective of the country or region; at the same time, a similar gap in staff competences is revealed, including the importance of not just linguistic skills, but also interpersonal skills such as active listening, clarification of meaning etc., which underpin effective international communication.
- The motivation for training is assessed as very high, both among the end users (students/ trainees) and the target groups of teachers. However, it is not expected that the dissemination of the innovative teaching programme will progress along a straight line, due to a number of obstacles that will have to be overcome.
- In many cases, there are indications of opportunities to secure institutional support for innovative Eft teaching and training models; however, in order to achieve this, a suitable approach will be necessary.
- A lot of material used to help train those working in the sector already seem to focus very heavily on vocabulary and grammar, rather than language in use. As such, there are a number of target tasks in which modelling needs to be as clear as possible to ensure that key phrases for effective communication are readily identifiable.
- It is important to find authentic examples of each task so that only relevant language is incorporated into the programme, especially because different stakeholders have



different perspectives as to how the task should be carried out, or indeed what language is to be used.

- There are non-role-specific functions that need to be fulfilled in these jobs, such as clarifying meaning and checking understanding, but also demonstrating active listening, demonstrating politeness through the use of functional language, etc.
- There are number of factors that impact on the perceived difficulty of the task (e.g. an everyday complaint versus a more unusual case such as an accident, proximity - e.g. directing clients to a nearby location versus a distant one, with multiple steps involved such as different forms of transport, etc.); sSimilar analysis will definitely be useful as the next step in elaborating the nature of the communicative challenges faced by the end users of the TBL 4 Tourism training course.

6. Identifying and sequencing target tasks

The results of the needs analysis stage were collected through the respective national reports and summarised for further elaboration at the second Transnational Project Meeting in York, UK. The final elaboration of the input data was done by all partners. Different perspectives from the Focus Groups phase were discussed and balanced, ultimately leading to the following conclusive list of the TBL Tasks for Tourism:

1. Scheduling dining
2. Serving customers
3. Presenting food and drink
4. Responding to dietary requirements
5. Communicating food and drink orders
6. Providing information about the establishment
7. Dealing with financial transactions
8. Resolving complaints
9. Presenting cultural traditions
10. Providing info about outside

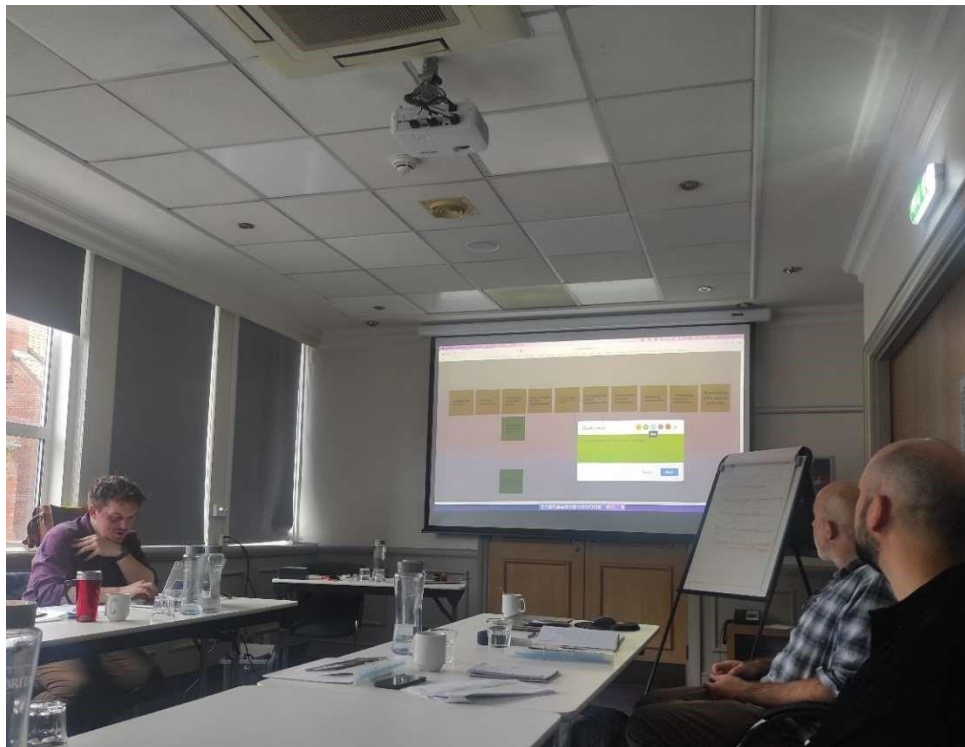


Figure 5: Elaboration of TBL Tasks for Tourism at the second TNPM in York, United Kingdom



7. Conclusions

The initial phase of the TBL 4 Tourism project, Project Result One – TBL Tasks for Tourism has been successfully completed.

Working in accordance to the set plan, the partners achieved its principal goal, producing the systematic identification of the jobs in the Tourism Sector and defining the list of target tasks for further elaboration within Project Result Two – the Pedagogical Syllabus.

The different activities conducted within this stage have also produced a lot of essential data for the successful modelling and implementation of the main project result, having as well developed a platform of highly effective communication and collaboration platform among the partners as a guarantee for the successful development of the next project results.