

# Developing a Task-based Language Course on Hospitality English: A Modular Approach to ESP Course Design

Arjan Cuppen  
4069978

Academic Supervisor: Dr. Rina de Vries  
Internship supervisor: Katherine Anderton

MA Thesis Linguistics, Language & Communication Coaching  
Radboud University Nijmegen

03 May 2016

### **Acknowledgements**

I would like to express my thanks to a number of people, who have each contributed to this thesis in various, equally valuable ways. First and foremost, I would like to thank Dr. Rina de Vries for her feedback and support, as well as for introducing me to the world of ESP. The start of the program did not go as smooth as planned. However, her continuous support, but also challenging pushes in the right direction allowed me to develop myself as a beginning ESP teacher. I would also like to thank Katherine Anderton for her supervision and for the opportunities she has given me to explore the world of teaching and course development. Anouk van der Sluys and Anne van Hoek deserve special thanks as well. We definitely had our struggles as Language & Communication Coaching students, but our perseverance and friendship helped us overcome the many challenges the program posed. Without you, it would not have been as fun and memorable. Lastly, I would like to express my thanks for the support I received from my friends and family. My humble thanks goes out to Myrte van Hilten and Xander Vertegaal in particular, without whom this thesis and graduation would have been a significantly more difficult hurdle to take. Your support and advice have been invaluable.

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### **Abstract**

English for Specific Purposes is an approach to teaching the English language that consists of three factors that distinguish it from a general approach to English language teaching. These three factors include a detailed needs analysis, language analysis, and the teaching methodology and teaching material that is selected and created. Task-based language teaching (TBLT) is a teaching methodology that focuses on teaching a language through authentic and meaningful tasks. This MA thesis provides a detailed description of TBLT and ESP, as well as an account of how these two approaches were used to design a needs-responsive and meaningful course on hospitality English for support staff at Radboud University Nijmegen. It essentially describes and justifies the many pedagogical decisions that were made during the design of the curriculum and pedagogical material.

## 1. Introduction

*“General (language for no purpose) courses at any proficiency level almost always teach too much, e.g., vocabulary, skills, registers or styles some learners do not need, and too little, e.g., omitting lexis and genres that they do. Instead of a one-size-fits-all approach, it is more defensible to view every course as involving specific purposes”* (Long, 2005: 19; also cited in Belcher, 2009: 1).

Business people, politicians, teachers, academics, athletes, nurses, and, as this thesis will show, porters and catering staff are just of a few of the many people around the world who need to be able to use English in their jobs these days. Applying a one-size-fits-all approach to their language training would indeed, as Long states, either teach too much, or too little. English for Specific Purposes (ESP) is an approach to language teaching that tries to address the growing demand for job- or discipline-specific English. Belcher (2009: 1) hits the nail on the head: ESP teachers and course developers are united by their “commitment to the goal of providing language instruction that addresses student’s own specific language learning purposes.” This commitment entails three important procedures of, first and foremost, finding out what learners actually need to learn, of designing or adapting pedagogical material and methods to provide needs-responsive language training, and of “acquiring the expertise to function as needs-knowledgeable instructors” (Dudley-Evans & St. John, 1998; Robinson, 1991, cited in Belcher, 2009: 3).

Since September 2013, Radboud University offers a Master’s track that introduces and prepares its students to the fast-paced and challenging world of ESP. The MA program, called Language & Communication Coaching, combines a theoretical basis in English linguistics with opportunities to put this knowledge into practice. Students follow a multidisciplinary set of courses on business communication, the pragmatics of English, language testing, and second language acquisition. This academic foundation is combined with two practical components that form the heart of the program: a crash course in ESP teaching and course design and an internship at a language training center that pushes students to develop and refine the skills and knowledge acquired up to that point.

Anouk van der Sluys, a fellow student at the time, and I started our internship at Radboud in’to Languages, a language and communication training center with close connections to the university, in February 2015. The first meeting we had with them introduced us to our supervisor, Katherine Anderton, our project, as well as its impetus. The university had just entered the second phase of its *Taalbeleid*, a policy to improve the English

language skills of all university employees in the move towards a Dutch-English bilingual campus. Judith Arns, who had worked on shaping the policy and now managed its implementation, had spoken with faculty board members, who indicated that the increasing number of international students and especially international guests and staff members had created an interest in a course on hospitality English for support staff. It was not yet clear who exactly would be interested in participating, but a course on hospitality English could be very useful. It was going to be our job to design the course and its instructional material.

Taking an ESP approach to our task, we started the internship with three important questions that we had to find an answer to first: who were our target learners going to be? Support staff was still a very broad department and we wanted to know who from support staff specifically would be interested in a course on hospitality. Once we knew more about our target group of learners, we had to identify what they actually needed to learn. Next to that, what should the course focus on in terms of course material and teaching methodology to meet these needs?

This thesis will give a detailed account of the answers we found to these questions. It will also form a justification of, as well as a reflection on the considerations we had to take into account and the decisions we had to make before, during, and after the design of the course and its instructional material. Chapter 2 will introduce ESP in more detail, will give an overview of its history and development, and will describe the three main tools the ESP teacher and course developer has available to design a needs-responsive, meaningful, and goal-oriented course. Chapter 3 will zoom in on two of these tools, called needs analysis (NA) and language analysis, and will also discuss the results of the needs analysis that we carried out. Needs and language analysis findings shape and guide the rest of the course design process, as the rest of the development phases focus on creating or adapting instructional material and methodologies to suit the identified learner needs. NA findings also form the basis of important methodological considerations and decisions the ESP teacher has to make before actually structuring and developing the curriculum and its instructional material. Chapter 4 will describe the considerations we took into account and the decisions we made as well as (the reasons for) the modular structure we decide to use. Chapter 5 will discuss Task-Based Language Teaching (TBLT) in more detail and will elaborate on the most important components of this teaching method, the research and theory TBLT is based on, and how the framework we followed when we structured and designed our lessons and course material. Chapter 6 will describe the pedagogical material that we designed.

The course ran for a first time from September 2015 until December 2015. The final chapter of this thesis, chapter 7, will critically reflect on the internship, for example what it taught me and what I would do differently in a future project. Chapter 7 will also discuss the feedback we received from the teacher and course participants.

Given that the internship with Radboud in'to Languages was our very first job as ESP course developers and materials designers, having to develop a course on hospitality English for support staff, a varied group of target learners, truly formed a challenge and a puzzle to solve – what follows is a detailed account of how we tried to solve this puzzle.



## **2. English for Specific Purposes – An Overview**

The commitment to providing meaningful, needs-responsive, and also goal-oriented language courses has always been a defining and also exciting aspect of English for Specific Purposes (ESP) for a number of reasons. First of all, the ESP teacher can choose from a large variety of sub-domains, of which English for Academic Purposes (EAP), English for science and technology (EST), and English for Occupational Purposes, (EOP) such as English for Business Purposes (EBP) and English for Legal Purposes (ELP), are among the biggest categories (Belcher, 2009; St. John & Dudley-Evans, 1991). Learner needs vary not only between, but also within these categories. ESP offers its practitioners a variety of exciting work opportunities. Second, the ESP teacher and course designer has to be prepared to enter new domains on a regular basis, has to be comfortable with many facets of teaching and course design at the same, while often having to start course development from scratch (Belcher, 2009). This challenge often becomes even bigger because of frequent restrictions on time and money (West, 1994). However, these challenges make ESP “exciting, intellectually stimulating, and professionally and personally gratifying” (Belcher, 2009: 2).

### **2.1 Introduction**

The ESP approach to teaching and learning English can be defined by four absolute and two variable characteristics (Stevens, 1977, cited in Dudley-Evans & St. John, 1991: 298): an ESP approach always aims to meet learner needs, uses teaching material that is closely linked to the discipline or profession the course is designed for, centers on language features typical to the target situation, and stands as a result of the previous three characteristics in sharp contrast with General English. Moreover, in terms of two variable characteristics, ESP restricts its language to the skills to be learned (such as writing or speaking) and does not have one exclusive methodology; instead, teaching methods are always adapted to suit learner needs (Stevens, 1977, cited in Dudley-Evans & St. John, 1991: 298).

This chapter will provide a brief overview of how the ESP movement and approach developed, will introduce the three key components of ESP that Upton (2012b) defined and which include language analysis, needs analysis, and materials & methods, and will conclude with a discussion about where ESP might go in the future. Note should be taken that the approach to teaching described in this chapter is not exclusive to ESP only. ESP is a language-specific version of the more general Languages for Specific Purposes (LSP) movement. The development of ESP, especially in its early years, is inextricably linked with the development of LSP.

Most of the justifications for the pedagogical decisions that we took when we designed our course on Hospitality English can be traced back to the history and development of ESP that this chapter will describe. Without it, an incomplete picture would be shown.

## **2.2 ESP & LSP: The early years**

Stevens (1977) argues that specific language teaching began as early as 1900, with the development of international travel courses. Most scholars agree, however, that calling this an early version of specific language teaching is a bit premature, mainly because these travel courses were too limited in what they taught and expected of their language learners (Upton, 2012b). Development of language courses for espionage purposes during the Second World War were the first courses to be more specific in purpose and as such, more closely related to learner needs. However, both travel courses and World War II espionage courses lacked a theoretical basis that motivated the exploration of, need for, and use of the language taught – characteristics that define ESP and LSP and set it apart from general language teaching (Upton, 2012b).

The post-World War II period is generally perceived as the years in which LSP was established as an approach to teaching as well as a field of applied linguistics. The post-war years saw important technical, economic, and scientific developments and caused enormous social change. The resulting global push towards modernization and internationalization caused the demand for specialized language courses to expand immensely (Hutchinson & Waters, 1987; Upton, 2012b). A shift in focus of linguistic research formed the next step in the establishment of LSP. Languages used to be studied with a focus on the formal features of a language, but this changed to a more communicative approach in the years after the war: finding out how languages were actually used in everyday communication became much more prominent than studying specific but isolated formal features of the language (Widdowson, 1978, cited in Hutchinson & Waters, 1987).

Barber's (1962) introduction of the idea that one language can differ significantly from context to context fueled the development of LSP as well. If the language used by scientists, be it in English or in French, indeed differs significantly from, for example, the language used by managers, the belief was that teachers and course developers should be able to determine "the features of [these] specific situations and then make these features the basis of the learner's course" (Hutchinson & Waters, 1987). Applied linguistics was seen as the key to unlocking these features (Upton, 2012b).

Halliday, McIntosh, and Stevens's (1964) further established the theoretical framework of LSP and made applying these theoretical underpinnings more concrete and practical. They

argued that the development of teaching material should be preceded by an analysis of the target language and its register. Such a linguistic analysis should be descriptive, should deal with everyday language used by regular people, should focus on contemporary language, and should include an analysis of functional grammar and how contextual factors influence the use of the language (Halliday, McIntosh, Stevens, 1964; Swales, 2000; Upton, 2012b). Barber's 1964 publication and the analysis that Halliday, McIntosh, and Stevens proposed essentially formed the basis for the development of language analysis, one of the key components in ESP.

New insights in educational psychology in the 1970s form the last part in the development of LSP and one of its key components, the needs analysis. Scholars and teachers emphasized the "central importance of the learners and their attitudes towards learning" (Hutchinson & Waters, 1987) as well as the role both individual learning styles and learner's reasons for learning a second or foreign language play in learner motivation and the pedagogical effectiveness of the course. The argument was that the inclusion of pedagogical material that was as close as possible to the learner's specialist area would increase the meaningfulness of a language course. Next to carrying out a descriptive linguistic analysis of the target language and its register, LSP teachers and course designers now wanted to uncover the linguistic features that were relevant to the learner's situation and to adapt course material to the learner's specialist area.

The next section will explore the history and development of LSP further by describing the features and roles of three of its key components, starting with language analysis, followed by needs analysis, and concluded by the role teaching methodology and teaching materials play in specific language teaching.

## **2.3 Key components of ESP**

### **2.3.1 Needs analysis**

The first key component of ESP and LSP is called needs analysis. Knowledge about providing learner-specific language teaching was placed on a more scientific basis in the 1970s, mainly by relating language analysis more closely to the reasons why learners want to learn a certain language and this formed a first formal establishment of what is known as needs analysis (NA) (Hutchinson & Waters, 1987). An analysis of linguistic elements only was considered too limited to design a needs responsive course. The main argument was that decisions in LSP course and curriculum design should also be based on information about the situation in which the language was going to be used, who the learners were going to be, what

their current proficiency level was and which target proficiency level they wanted to achieve (Hutchinson & Waters, 1987).

The concept of needs analysis can be defined in several ways. Brown (2009: 269) defines the NA as “the systematic collection and analysis of all information necessary for defining a defensible curriculum.” This systematic collection has grown from a one-time only pre-course assessment of surface forms to a sophisticated and in-depth inquiry into learner needs that takes into account learners’ reasons for learning and the role of context in which the language is going to be used (Belcher, 2009; Upton, 2012b). Needs analysts try to increase the reliability and validity of NA findings and their interpretations. One way is by applying triangulation of sources and methods, which Jasso-Aguilar (1999) defines as the “systematic comparison of interim findings from two or more sources, methods or combinations thereof” as well as “an attempt to validate the [analyst’s] ... interim findings by presenting them to the informants, and/or by seeking confirmation or disconfirmation of the current analysis” (Long, 2005: 128).

The needs analysis has become crucial to ESP and LSP course development. NA findings prepare the teacher and course designer for the next step in the course design process. Interpretations of NA data are “translated into learning objectives, which in turn serve as the basis for further development of teaching materials, learning activities, tests” etc. (Brown, 2009: 269). Language analysis can also be part of needs analysis, as it also contributes to the design of a needs-responsive course with relevant and meaningful teaching material. This will be discussed in the next section.

### **2.3.2 Language analysis**

The second key component of ESP and LSP is called language analysis. The combination of an increased demand for specific language courses in the post-war years and new developments in the fields of linguistics and educational psychology caused an enormous growth of LSP, both as a movement and as a field of applied linguistics. This growth was partly due to the simple and understandable link that LSP provided between linguistic analysis and the design of teaching materials. Barber (1964) pointed out that English used for engineering purposes differed significantly in its register compared to English used for business purposes. Using a proper descriptive analysis, LSP teachers could identify the different grammatical and lexical features of a language’s register (Hutchinson & Waters, 1987). The resulting syllabus would only give priority to the most relevant language features in the target language register and would ultimately make the course more relevant to the learner. Register analysis was the first form of language analysis applied in LSP.

The straightforward link between language analysis and curriculum development that a register analysis provided was one of the movement's weaknesses as well. Finding out what learners needed did not require any in-depth or expert knowledge. Most of the descriptive analyses carried out in the 1960s only barely scratched the surface of what learners might need (Swales, 2000; Widdowson, 1998). At the same time, register analysis was also seen as isolating linguistic elements from their context and teaching material based on a register analysis lacked "authenticity and communicative purpose" (Upton, 2012b; see also Widdowson, 1987).

Register analysis focused too much on language use at the sentence level and by the 1970s, discourse analysis had taken its position as a tool for analyzing specific language features that an ESP or LSP course should focus on. The main goal of discourse analysis was to understand how structures and patterns in specific discourses work together to produce meaning (Hutchinson & Waters, 1987; Upton, 2012b). The pedagogical material that could be derived from discourse analysis focused more on communication (instead of teaching correct grammar use only), which was in line with educational shifts going on at the time (Upton, 2012b). The communicative focus of discourse analysis formed an important advantage over register analysis.

However, by the 1980s, a new type of language analysis had been introduced that focused on the genre of a text or interaction. Genre analysis focused on "language use and functions in specific text types" and how authors use rhetorical moves according to these text types. The idea was that these rhetorical moves could be identified and taught to learners of that genre (Upton, 2012b).

Nowadays, language analysis has become a complex but essential part of ESP, especially in combination with a thorough assessment of learner needs. Language analysis can focus on how context influences meaning and rhetorical purposes of language. It often forms a mix of, but is not limited to, register, discourse, and genre analysis. Language analysis as a tool for LSP has moved from the study of isolated chunks of texts to a broader approach of studying texts as a whole, including contexts, authors, speakers, and possible audiences, and how these texts interact and influence other texts (Upton, 2012b). Language analysis can help the teacher understand how language functions and is used in particular domains, disciplines, or occupations and what the learner needs to be able to do with the language to become a more successful member of said domains, disciplines, or occupations. Language analysis also provides the ESP course designer with a very practical source of information for the successful design of meaningful and relevant, i.e. needs-responsive course material.

The next section of this chapter will introduce the role of teaching methods and teaching material, which form a third key component of ESP and LSP.

### **2.3.3 Teaching material & methods**

One of the absolute characteristics of ESP that Strevens (1977) defined is the use of teaching material that is closely related to the profession or discipline for which learners want or need to improve their language skills. ESP and LSP teaching material is often an approximation of real-life language use; any pedagogical material that is to be considered material for specific purposes should be as close to the real-life situation as possible (Coffey, 1985). As Belcher (2009) puts it: paying a lot of attention to specific learner needs would make little sense if the teacher were then to choose generic commercial course material that is unresponsive to these needs. However, the focus on authentic and needs-responsive pedagogical material makes ESP course design a time-consuming endeavor. No real ESP textbooks exist and the LSP teacher is naturally required to be able to write course material as well as to teach it (Robinson, 1980; Upton, 2012b). The information collected in the NA can serve as a primary source of inspiration for authentic classroom activities and/or texts (Belcher, 2009). As will be explained in more detail in chapter 5, the inclusion of authentic material does not immediately guarantee that learning is authentic as well (Basturkmen, 2010).

Methodology was not a big concern for most practitioners in the early years of LSP. Focus was mainly on needs analysis and on syllabus design (Upton, 2012b). Broader changes in education in the 1970s and 1980s paved the way for ESP teachers and course designers to adapt teaching methods, as well as their choice for a particular teaching method, to learner needs more freely. An attempt to better match language courses with what people actually used the language for caused learner needs to be defined in communicative terms and teaching to shift attention to notional, functional, and communicative categories (Strevens, 1977: 157, cited in Upton, 2012b). This focus on communicative language use and the centrality of learner needs made the exploration of specialized or unique teaching methodologies, rather than the teaching methods that were applied in general language teaching, a lot more attractive (Dudley-Evans & St. John, 1998; St. John & Dudley-Evans, 1991; Upton, 2012b).

Over the years, the ESP approach has evolved from a focus on context-specific linguistic structures to a mix of different methods that differentiate from General English in their emphasis on teaching authentic, functional, and goal-oriented language (Upton, 2012b) that is based on a thorough analysis of learner needs. Teaching the learner how to use the

language is still an important aspect of an ESP course but teachers and course designers usually try to achieve more: helping the learner understand how they can function well in the complex situations posed by their target community has become equally important (Belcher, 2009; Upton, 2012b). As Belcher (2009: 9) puts it, the teaching methods that ESP courses use and explore not only help the students to develop communicative competencies but also “equip students with language learning and personal problem solving strategies ... that they can carry with them into their target communities.”

Before moving to the second chapter, attention will be paid briefly to the position of ESP as a part of LSP and the tension tied to it, as this is an important part of ESP as well.

## **2.4 Issues of power in ESP**

The approach to specific language teaching described in this chapter can be applied to any language spoken in the world, hence the more general term ‘language for specific purposes.’ The English language, however, has received significantly more attention (i.e. in terms of analysis, instruction but also in academic publications) in the last fifty years (Upton, 2012b). After the Second World War, English became the language for international communication, science and technology, and commerce (Hutchinson & Waters, 1987; St. John & Dudley-Evans, 1991). For countries in development, English became a gateway into a wider world. The explosion of scientific and technical English increased the demand for ESP even more (St. Johns & Dudley-Evans, 1991; Swales, 2000). In 1991, 65% of all international journals in chemistry, biology, physics, medicine, and math were in English (Baldauf & Jernudd, 1983, cited in St. John & Dudley-Evans, 1991: 302). Also exemplary of the rise of English was that 31% of all papers published in 1994 came from the USA (Swales, 1997). More concrete and recent, *Iberica*, which is one of the leading European journals focusing on LSP instead of just ESP, contained only 4 of 27 scholarly articles on languages other than English in issues from 2009 to 2011 (Upton, 2012b). A last major factor in the growing demand for ESP was the use of English for international communication, i.e. for pilots, air traffic personnel, and maritime workers (Johns & Dudley-Evans, 1991). Put simply, English has become the common language in almost any international setting and is the most “prominent language non-native speakers are wanting, needing or expected to learn” (Upton, 2012b: 13). This creates a lot of opportunities for English language teachers and communication coaches. However, a chapter on the history and development of ESP should also touch upon issues of power that have become relevant to ESP in recent years.

For example, some scholars argue that the very success of ESP has contributed to the overpowering position of English around the world (Swales, 2000). There is, however, more

to be said about the dominance of English. For example, institutes such as the British Council are argued to have created their own market when they promoted its national culture in underprivileged countries (Swales, 2000). The enormous increase in demand for specialized English language courses is tied to these endeavors. In other words, ESP developed quickly, but not inevitably, as Benesch (2001: 31) argues, and was a conscious effort of industry, assisted by academic institutions as well as governments and foundations. Put simply, ESP is and has been as much about facilitating needs-responsive and goal-oriented language learning as it has been about politics and money.

## **2.5 Conclusion**

This chapter gave a brief overview of the development of ESP and described three of its key components that give the ESP teacher and course developer the tools to develop needs-responsive and authentic courses and pedagogical material. The next chapters will provide a detailed illustration of how we used the tools discussed in this chapter to develop our ESP course on hospitality English for support staff at Radboud University. The next chapter will start with a discussion of needs and language analysis and will also discuss the results of the analysis that we conducted.



### 3. Assessing the needs of Radboud University support staff

Radboud University entered the second phase of their *Taalbeleid* at the beginning of 2015. The official statement explains that the language policy aims to improve and sustain the quality of English language use on campus and to increase intercultural communication skills of university staff members (see appendix A for more detail). The first phase focused on bringing the proficiency in English of all staff members to a higher level. However, the many staff members of the university have a wide variety of responsibilities and daily tasks, which naturally translates to an even wider variety of language needs. To meet these needs, the second phase of *Taalbeleid* shifted focus to English for more specific purposes.

One of the first meetings we had with the training provider, Radboud in'to Languages, made clear that the second phase of *Taalbeleid* formed the impetus for our project. We were asked to design a course on hospitality English for support staff on campus that would improve their speaking skills so that they will be able to help international guests, students, and employees more successfully and more politely. This was all the information we received when we started. Before we could come up with a plan, a suitable methodology or appropriate teaching material we had to find out who our learners were going to be, what their needs consisted of, and what other stakeholder needs we had to take into account.

#### 3.1 Theoretical background

Needs analysis (NA) is one of the defining parts of ESP and forms the first stage in ESP course development (Flowerdew, 2013). In West's (1994: 1) words, NA focuses on the identification of "what the learners will be required to do with the foreign language in the target situation" and how this can be taught. This divides the NA boldly into two parts: an analysis of target needs, which refer to the *what* of a course, and an analysis of learning needs, which refer to the *how* (Hutchinson & Waters, 1987). Hyland (2006: 73) points out that the term needs is often used as an umbrella term that incorporates a variety of aspects, such as learners' goals, their language background and proficiency, the reasons for signing up for a course, their learning styles, and the situations in which they will need to use the language. Moreover, needs can include "what learners know, don't know or want to know" (Hyland, 2006: 73). The assessment of needs is not a separate, linearly progressing endeavor. Rather, a well-conducted NA consists of "overlapping activities in a cyclical process" that feed back into several stages (Dudley-Evans & St. John, 1998, cited in Flowerdew, 2013: 325).

##### 3.1.1 Sources and methods

The framework that underpinned our needs analysis was based on important developments in the conceptualization of needs analysis in ESP. First of all, the needs analyst

has several techniques, strategies, but also sources and methods at hand to assess the *what* and *how*. Based on the overview provided by Long (2005), Serafini, Lake, and Long (2015: 12) summarize potential sources and methods for needs analysis as follows:

- Sources                      **Insider and Outsider**  
Published and unpublished literature, learners, applied linguists, domain experts, triangulated sources
- Methods                     **Qualitative and Quantitative**  
Expert and non-expert intuitions, interviews, questionnaire surveys, language audits, participant and non-participant observation, ethnographic methods, journals and logs, language proficiency and competency measures.

Careful choice among sources is important. Chambers (1980: 27) argues that “whoever determines needs largely determines which needs are determined” (cited in Long, 2005: 24). Learners form a great source of insider information but it should be taken into account that they are not necessarily the best or only legitimate source for information (Long, 2005). Experienced learners, for example, can serve as great in-service informants in terms of the content of their job. In terms of the language that is connected to the content of their jobs, learners are often not able to provide reliable information. Other sources, such as experienced language teachers, applied linguists, and domain experts should also be consulted. Comparison of a range of sources makes the process even more reliable. Lastly, a discourse or genre analysis forms another important source for the needs analyst to accurately determine their learners’ linguistic needs. These two types of analysis are valuable sources for the design of pedagogical material as well.

In terms of methods, Long (2005) makes a distinction between inductive and deductive methods. The former includes methods such as expert intuitions, participant and non-participant observations and unstructured interviews, while the latter refers to data collection methods such as questionnaires and structured interviews (see also Flowerdew, 2013: 330).

The use of interviews is a common data gathering tool. Lincoln & Guba (1985: 269) reinforce that unstructured interviews are especially appropriate when the needs analyst “does not know what he or she doesn’t know and must therefore rely on the respondent to tell him or her” (cited in Long, 2005: 36). This relates to the needs analyst or ESP course designer often being an outsider who is trying to get an insider perspective, especially when it comes to the domain or job-specific tasks the course is supposed to address.

Issues with reliability and validity of NA findings and conclusions have been brought to the foreground in recent work by, for example, Long (2005, 2009) and Serafini et al (2015). Validity and reliability can be increased in a number of ways. Most applied linguists argue that at least two sources should be consulted using two or more methods and that findings should be triangulated (Cowling, 2007; Long, 2005; Serafini et al. 2015). Triangulation of sources is a common procedure in empirical research to increase the credibility of the interpretation of data and means that the researcher compares different sets and sources of data with one another (Long, 2005: 28). As Long adds, triangulation can “involve comparisons among two or more different sources, methods, [and] investigators” (28). Other means to increase reliability and validity of NA data and procedures are, what Flowerdew (2013: 330) refers to as *prolonged engagement* and *participant verification*. The former involves the use of repeated observations and the collection of enough data over a longer period of time. The latter refers to the NA being discussed with participants to have its findings verified by them.

### **3.1.2 Unit of analysis**

Long (2009, 2015) and Serafini et al. (2015) argue that a task-based NA increases the theoretical and practical application of assessed needs. Most concretely, tasks can be defined as “the things [learners] will tell you they do if you ask them and they are not applied linguists” (Long, 1985: 89) and do not refer to anything complex or technical (Long, 2015). Using a task-based NA as the basis for course design has several advantages. Most importantly, a task-based needs analysis gives a clear overview of what learners need to do on a daily basis. The lessons that are designed around this list of tasks increase in relevance, which also increases learner motivation. Lessons and teaching material based on task as the unit of analysis are also compatible with research into second language learning. For example, findings suggest that adults do not learn a language sequentially and in isolated parts but in a nonlinear way, in which connection between form and function are established mainly through active communication (Serafini et al., 2015). Tasks form an ideal basis for designing communication-oriented pedagogical material. Moreover, a task-based NA bridges the traditional gap between language experts and domain experts. Input from domain experts can increase the relevance and validity of course material. As Long (2015: 111) argues, “non-linguistically focused analytic syllabuses ... require accurate information about subject matter,” which the domain expert can provide “easily and reliably.” This leaves the applied linguist to work in their domain of expertise by collecting information about the language that is linked to these tasks.

### 3.1.3 Types of NA

Tasks in a task-based NA can also be referred to as *necessities* or *objective needs*. Necessities are formed by that which the learner needs to know to function effectively in the target situation (Hutchinson & Waters, 1987: 55). In terms of support staff, success in the target situation is directly related to their success at completing their daily tasks in English. Chambers' (1980: 29) *target situation analysis* (TSA), designed to address objective needs, forms a great tool in identifying these daily tasks and responsibilities and in connecting the identified necessities to linguistic needs. In its most basic form, a TSA does not go any further than a mapping of the linguistic needs presented by the target situation. Other TSAs go a little further and identify target needs in terms of skills priority. Most TSAs, however, define the target situation in "situational or functional terms," such as writing essays or listening to lectures (West 1994: 4).

Gaps in learner proficiency in the target language and learner-perceived needs have to be identified as well, often parallel to the analysis of the target situation. Richterich & Chancerel (1997) emphasize the use of a *present situation analysis* (PSA) (cited in Flowerdew, 2013: 326). A PSA examines what students can do with the language before training has started and is often combined with a TSA. The combination of a PSA and TSA is also called a *deficiency analysis* (see West, 1994: 10). A deficiency analysis identifies the gap between the learner's language skills before the course starts and what needs to be mastered during the course to be successful in the target situation. A deficiency analysis can also be used to investigate if the learner is required to produce target language that they have not mastered in their mother tongue (West, 1994: 10).

A PSA and deficiency analysis address what Hutchinson & Waters (1987) refer to as the learner's *lacks*. Lacks define the course syllabus. Specific structures or skills should only be incorporated in the course if they cause difficulty for the learner, not because a TSA or other type of NA identified it as a necessity (Alderson, 1980, cited in West, 1994).

A PSA can also investigate *wants* or *perceived needs*. Hutchinson & Waters (1987: 56) argue that needs do not have to be identified on an objective level only. Rather, NA procedures can ask for active involvement of the learner as well, often done in the form of an identification of what the learner thinks they need in order to be successful in the target situation. The result is an overview of learner wants, which are also called subjective needs. Even though wants often clash with necessities identified by course designers or teachers or with wants expressed by institutions or sponsors, course designers should nonetheless take these subjective needs into account. If the majority of the group of learners has shared wants,

incorporation of these wants into syllabus design or choice of methodology can increase learner motivation and course effectiveness (West, 1994). Even though these different types of NA hint at the procedures occurring separately from each other, the needs analyst is likely to investigate the present situation and target situation simultaneously. As Robinson (1991: 9) points out, NAs “may be seen as a combination of TSA and PSA” (cited in Flowerdew, 2013: 328).

### **3.2 Our NA**

The NA that we conducted and that this chapter discusses is partly based on an NA sequence suggested by Long (2005: 33). As a first step, getting an overview of the literature can avoid the course designer to attempt to reinvent the wheel, after which unstructured interviews with different stakeholders can follow to provide a better understanding of target situation requirements. The information gathered can then be used to produce a questionnaire or structured interviews. Moreover, any of the findings so far should be cross-checked with participant and non-participant observations of native and foreign language use, also to find out more about the gap between present needs and target needs. Lastly, an analysis of representative target discourse and genre samples provides additional information that can prove beneficial for the design of teaching material. Our NA was an ongoing process of finding and revisiting a variety of sources and methods, which should increase reliability and validity (Belcher, 2009; Jasso-Aguilar, 1999; Upton, 2012b). Any gaps in knowledge that we encountered along the way were not filled with intuition-based assumptions but with the collection of as much empirical evidence as possible.

The rest of this chapter describes the needs analysis that was carried out as part of our assignment to design a course on hospitality English, its findings, as well as the difficulties that were encountered along the way. First, an overview will be given of how we identified the *who* of our course, followed by our analysis of *what* the learners needed to learn and *how* this could best be taught.

#### **3.2.1 Target learners**

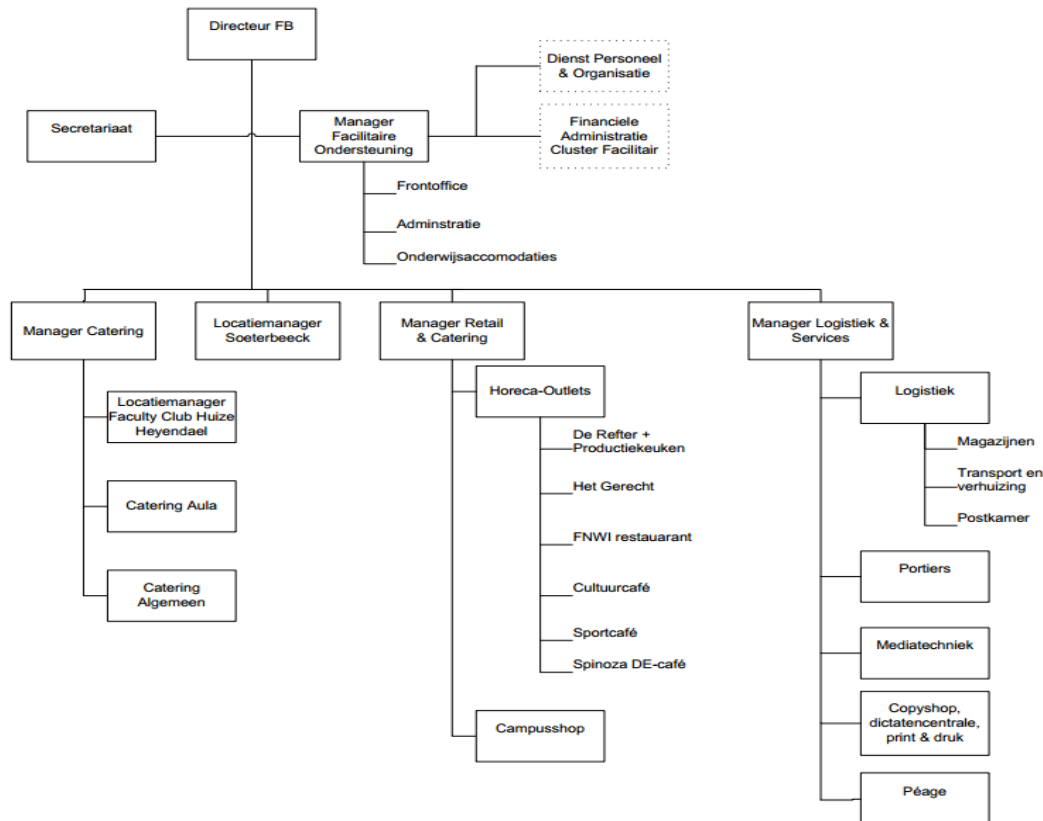
The initial brief about our project did not provide us with sufficient information about our target group of learners to start the assessment of learner needs right away. The first meetings with Radboud in'to Languages did not clearly specify the target group of learners, which caused us to spend a significant amount of time on the identification of our target group of learners. *Taalbeleid* may have formed the impetus and required resources for an interest in a language course on hospitality English (meaning in this case that the university would pay the costs of participating in the course), it was still unclear which departments were most

interested in the course and who would eventually sign up. This meant that almost anyone working in a non-academic, support-providing role at the university was a potential target learner at this stage.

Information from e-mail contact and meetings with Katherine Anderton, our supervisor from Radboud in'to Languages, and university staff members were combined with on-campus observations of support staff members to narrow down the group of potential learners and, in later stages, to identify their needs. E-mail contact with Katherine pointed us in the right direction. She mentioned security staff as one of our potential group of learners. As a next step, we asked our academic supervisor in which situations she typically needed the help of support staff and she let us know that this could include room reservations and IT-services, the postal service, and catering staff. She also referred us to Henk Link, who is one of the main porters at the Erasmusgebouw (one of the main buildings of the university). He was able to give us a detailed description of each department and their responsibilities.

Parallel to these investigations, we had e-mail contact with Judith Arns, who worked on shaping *Taalbeleid* and also managed its implementation. She had had meetings with several members of the board of faculty about whether there was any interest in additional language training for non-academic staff as part of *Taalbeleid*. Judith Arns pointed out that the course could be especially relevant for front office employees and employees working for the *Facilitair Bedrijf*, the university's facilities and service department. Consultation of the website of the *Facilitair Bedrijf* showed that the department consisted of a number of clusters that take responsibility for room reservations, catering service, security, and IT. A summary of the *Facilitair Bedrijf* was found in the chart below.

Our focus was going to center on the parts under 'Manager Retail & Catering' and 'Manager Logistiek & Services' because these employees were most likely to come in contact with international students and (academic) staff. The information provided by our academic supervisor and Henk Link was used as a starting point for our NA. The next section will elaborate on which sources and which methods were used to learn more about the needs of our potential learners. It will also illustrate how the NA was an ongoing, cyclical process of revisiting and adapting the focus of our NA to new findings.



[http://www.ru.nl/publish/pages/725719/organigram\\_fb\\_april\\_2014\\_3.pdf](http://www.ru.nl/publish/pages/725719/organigram_fb_april_2014_3.pdf)

### 3.2.2 Sources and methods used

The sources used in this needs analysis included support staff members, who were essentially both our domain experts and in-experience learners, our supervisor from Radboud in'to Languages, our academic supervisor, management from the training provider, international academic staff and students, and written (online) resources that ranged from the website of the *Facilitair Bedrijf*, which included detailed job descriptions, to literature on ESP needs analysis and methodology. The methods that were applied included semi-structured interviews, passive and active observations, a questionnaire, and a brief discourse and genre analysis.

### 3.2.3 Target needs

The data gathering procedure consisted of several steps that were, in line with Belcher (2009), revisited throughout the course design procedure. The first step consisted of interviews with support staff members. We had made a list of who we wanted to interview, using the website of the *Facilitair Bedrijf* as a guide, and decided to start with several walks around campus. This allowed us to combine more targeted interviews with exploratory on-campus observations as much as possible. Support staff members that we interviewed at this stage included front desk employees, IT-staff, porters, and catering employees. We tried to

interview at least more than one member from each sub-department. The main goal was to find out what the daily tasks and responsibilities of different support staff members included, how often they had to use English in their job, and what difficulties they experienced when they had to speak English. The interviews were semi-structured, because they were still exploratory in nature, to give the staff members enough room to provide additional information that may not have answered the questions directly. Data from these initial interviews were triangulated with on-campus observations of the same staff members or different staff members while they were at work. These observations confirmed most findings from the interviews. We also triangulated our data with information from different sources. One of the catering supervisors, for example, indicated that he did not expect catering staff to need a lot of English. Most complex interactions, such as making a reservation for an event, were usually done in Dutch or in writing. This was confirmed by catering employees, who also indicated that they mainly need English to provide information about ingredients or to handle transactions.

The results of these exploratory interviews and observations are summarized in Table 1 below.

Table 1: summary of target needs

<b>Support staff cluster</b>	<b>Tasks and responsibilities</b>
Security staff	Providing help and assistance with computers, the printer and the peage system or when someone lost an item.
	Supervising university buildings (including taking care of people who are disturbing the peace).
	Confirming appointments and handing out guest accounts.
	Giving first aid.
	Giving directions.
IT-staff	Fixing classroom equipment, ranging from the computer or projector to the heater. This may include brief elaboration on how it will be solved and what the next steps will be.
Front desk staff	Providing help and assistance with computers and the printer, as well as the <i>Péage</i> system.
	Occasionally making or confirming a room reservation (over the phone or in person).
	Giving directions.
Catering employees	Providing more information about the ingredients of particular products.
	Organizing catering events, for example a lunch or buffet for the university and private groups (usually done over the phone).
	Handling transactions in the cafeteria.



### 3.2.4 Learner needs

Online job requirements and on-campus observations of support staff members at work were used as the main methods to identify lacks and stakeholder wants. Findings were triangulated with data from interviews with international students and faculty staff who had regular contact with support staff, which were also supplemented with an online questionnaire that surveyed how international students evaluated the proficiency level of support staff members. The results of these interviews, observations, and the questionnaire revealed that most members did not have a very high level of proficiency but that this did not mean they could not successfully provide help and assistance in English.

For example, *Taalbeleid* wants all of support staff to acquire at least a B1 level on the CEFR-scale in speaking and listening (see Appendix A). Observations of instances where porters spoke English showed that the actual level of proficiency varied between A1 and B1, with the majority of support staff having an A2 or B1 level of proficiency. Support staff members usually do not have to speak English very frequently and only for limited purposes, forming one of the reasons why their proficiency is of a lower level, but the limited amount of situations in which porters are required to speak English may have resulted in more specific language skills.

The observations of porters speaking English also showed that they were usually very successful in completing their daily tasks. These observations, as well as results from the questionnaire and interviews with international students and university employees, also pointed out that support staff could improve on politeness and friendliness. A lack of politeness was not always observed when the porters spoke Dutch. It could be the case that porters were less polite in English because they lacked specific linguistic resources to express themselves more politely.

Our supervisor from Radboud in'to Languages indicated that management wanted the course to teach small talk and greetings. However, this did not match with the list of tasks we had compiled based on the most prominent learner needs, resulting in quite some discussion about whether or not to include small talk in the course. This issue will be discussed in more detail later on in this chapter. Other wants that Radboud in'to Languages expressed, on behalf of *Taalbeleid* as well, were identified in our initial brief: the course was going to focus on hospitality English, meaning that it should also teach students how to make sure international guests feel welcome. Radboud in'to Languages wanted the course to run for 8 or 12 weeks and each lesson was going to be either 90 minutes or two hours long.

The interviews with members of the different support staff clusters, mainly security, front desk, and catering staff, provided a good method for collecting more information on perceived needs. They were asked what they would like to be able to do in English for their job. Task-specific speaking skills and attention to specific vocabulary enjoyed their top priority. One of the porters, for example, explained that most difficulty occurred when he had to give very specific directions and that a limited vocabulary caused most of the trouble.

The lacks and wants we identified are summarized in Table 2 below.

Table 2: summary of lacks and wants

	<i>Lack</i>	<i>Want</i>
Support staff	Most members can successfully provide help and assistance, but could need help on how to do this more friendly.	Domain-specific vocabulary, such as the names for buildings on campus or very specific phrases to give directions.
Catering supervisor	Most members do not need a lot of English because most interactions are in Dutch, especially when it comes to making reservations for events.	-
Radboud in'to Languages	-	Focus of course on politeness
		Inclusion of small talk and greetings in course.

### 3.2.5 Constraints

The ESP course designer often has to deal with limiting factors on the learning situation, which Hutchsinon & Waters (1987) refer to as *constraints*. Brown (2013: 275) argues that most constraints are related to the learning situation rather than the language. Constraints are understood as external factors, which, according to West (1994: 4) can include “resources (staff, accommodation, time) available, the prevailing attitudes or culture, and the materials, aids and methods available.” Some constraints focus on the teacher, for example on their qualifications, proficiency, experience, and expertise (Brown, 2009). Other constraints have to do with money or religion. Group demographics, such as homogeneous or heterogeneous groups in terms of language background, age, and proficiency in English may also impose constraints on the potential of the learning situation.

Most constraints were ignored in earlier NAs, but are mainly addressed in what is called a *means analysis* (Brown, 2009; West, 1994). Constraints our NA highlighted related to a very diverse group of learners with differences in proficiency and education, but also on more practical constraints such as printing costs or the length of the course. Radboud in'to Languages was in the process of reducing printing costs, requiring its course designers to limit the need for printing as much as possible.

The biggest constraint was formed by the heterogeneity of our target group of learners. Most of our potential learners had different levels of proficiency and given differences in educational background, were also very likely to have different preferences for teaching and learning. The different sub-groups also varied in their daily tasks and responsibilities and thus in their linguistic and communicative needs. It was going to be very hard to meet all needs in our course.

The large variety in necessities, lacks, and wants forms the main justification for adopting a modular approach, which was chosen to make the endeavor a little less challenging. Chapter 3 will go into more detail about this modular approach to course development.

### **3.3 Issues in NA – Small talk**

An important question that the needs analysis has to address is ‘who decides what the language needs are’ (West, 1994: 6)? Since the ESP course designer usually begins the assessment of needs as an outsider looking to get an insider perspective, careful evaluation of NA data is required for a number of reasons. Upton (2012a) argues that it is important to take into consideration that needs assessment is never completely objective. Chambers’ (1980) assertion that “whoever determines needs largely determines which needs are determined” is especially relevant as well. Hoadley-Maidment (1980) identified three major parties that are involved in deciding which needs are most salient (cited in West, 1994: 6). These three parties make up the needs analysis triangle, which consists of teacher-perceived needs, student-perceived needs and company- (or sponsor-)perceived needs. Normally, the teacher, student, and company work together cooperatively. However, company-perceived needs and student-perceived needs may conflict with each other, sometimes causing each party to impose constraints. Careful analysis of NA data is required to avoid wrong interpretations, reinforcing the need for triangulation. Still, despite these means to increase validity and reliability, conflicting needs can impose significant constraints on the course development process.

Surfacing issues of power increase the challenge for the ESP course developer to successfully mediate between parties with conflicting needs (Upton, 2012a). Power is often unequally distributed – “between students and teachers, teachers and administrators, students and the wider social and cultural context” (Upton, 2012a: 56), causing needs analysis to be about more than just investigating the need for linguistic or communicative features only. Some scholars argue that the teacher can also help learners to “recognize the conflicting perspectives of ‘privileged’ members (e.g. supervisors and teachers) and ‘novices’ (e.g. employees and students)” (Upton, 2012a: 56).

An example of conflicting needs surfaced during the NA for this project and centered on the question whether to include small talk as a general module in the course or not. Meetings with our supervisor made clear that Radboud in'to Languages wanted the course to include a module on small talk and greetings because this was deemed a necessity for support staff – small talk was regarded as an important skill to make international guests feel welcome. However, interviews and observations with support staff did not reveal that they had to engage in small talk very frequently. The need for English seemed to focus mainly on completing daily tasks. Interactions would predominantly end after support staff successfully helped guests, students, or employees.

The reason small talk became part of the course was based on differences in power. As interns and inexperienced course designers, we did not feel that we were in the right position to question the relevance of small talk, despite our investigations not showing any particular need for it. The example of small talk highlights how the ESP course designer may have to balance conflicting demands and pressure from different stakeholders and that the NA is never a completely objective endeavor. The issue has raised our awareness of the difficult situation course designers and needs analysts may have to face. Brown (2009: 276) validly points out that the course designer may be tempted to give up because of such constraining factors. After all, issues of power and conflicting needs only limit what an NA can accomplish, limiting the relevance and effectiveness of the course as well. However, Singh (1983: 156) argues that most constraints can be overcome quite easily if the needs analyst sets realistic goals that “balance ‘what is needed’ and ‘what is possible’” (cited in Brown, 2009: 276).

#### **4. Language analysis**

Assessing learner needs alone does not provide the ESP teacher with sufficient information to design a course or course material that truly responds to learner needs. The previous chapter already showed that the ESP approach is characterized by its aim to respond to a learner's need to improve communication in their specialist field and illustrated some of the challenges this may pose. ESP teachers often have to be prepared to teach many different subjects, including completely new and unfamiliar ones. To meet these requirements, it is vital that the ESP teacher and course developer is able to "analyze discourse in any number of areas and genres" (Basturkmen, 2010: 43). Pennycook (2010: 22) points out that genres are best seen as ways of "getting things done through language" (cited in Paltridge, 2013: 354). Linguistic knowledge is very important in communication and in the teaching thereof, but often not enough: users of specific purpose genres, such as lecturers who have to lecture in English, and the teachers of that genre "need to understand the underlying views, assumptions, and aims of a field in which they are working" (Paltridge, 2013: 354). A language analysis gives the needs analyst and ESP course developer the tools to investigate the learner's specialist discourse (Basturkmen, 2010; Paltridge, 2013) by providing the ESP teacher with "detailed, accurate and realistic descriptions of how language is actually used in these [specialist] areas" (Basturkmen, 2010: 36). This information can be used to design more principled and needs-responsive course or materials design.

Language analysis usually starts with the collection of empirical data about the communication and language use in the specialist field. For example, excerpts from a recorded interaction between a lecturer and students can be used by the ESP teacher to illustrate "the functions of talk in lecturer-led discussion" (Basturkmen, 2010: 39). This section will describe three common types of language analysis and will also provide details on the language analysis that we carried out.

##### **4. 1 Approaches to language analysis**

Unfortunately, most ESP teachers and course developers do not have the time or financial resources to conduct an in-depth language analysis. Already existing language corpora, which use previous investigations of specialist discourse, can be of great help in reducing the amount of work the ESP teacher has to spend on language analysis. Basturkmen (2010: 42-43) suggests that ESP specialists ask the following questions before starting their analysis to see where most attention should go: "(1) what language (skills, genres, and features) do the learners need to know? (2) Is information (data and descriptions) about these already available? (3) If not, how can the ESP course developers collect data and investigate

these? (4) If so, how can the already available data and/or descriptions be used to supplement or replace the course developer's investigation?"

Basturkmen (2010) also points out that most of research interest has gone to investigating English for Academic Purposes (EAP), and that investigations of written discourse outnumber the ones on spoken discourse (Master, 2005, cited in Basturkmen, 2010: 42). If no corpora or other previous research is available, ESP teachers and course developers can choose from the following three approaches to investigate specialist discourse:

#### **4.1.1 Ethnography**

Ethnographies are qualitative, in-depth investigations of target discourse communities and their language through sustained involvement in the context of its members (Basturkmen, 2010; Paltridge, 2013). Ethnographers try to describe linguistic behavior from an insider perspective and often use multiple sources, as well as unstructured interviews, observations, and documents as their main data collection methods (Basturkmen, 2010). Ethnography is especially relevant if the focus of the language course is going to be on speaking, rather than writing. Written specialist discourses or genres are usually investigated by means of a genre analysis or corpus analysis.

#### **4.1.2 Genre analysis**

Genre analysis has been a very influential and popular approach to language analysis in ESP (Basturkmen, 2010). The term 'genre' "refers to communicative events such as seminar presentations, university lectures, academic essays, and business reports" (Paltridge, 2013: 347). Genres can also be seen as sets of texts that share the same function or functions, that are "organized in conventional ways and [that] use similar linguistic features" (Basturkmen, 2010: 44). The purpose of genre analysis is to identify and describe the patterns typical to certain genres and to understand how speakers use these conventional patterns to achieve their goals (Basturkmen, 2010: 45; Paltridge, 2013). This knowledge can be transferred to students. Genre studies in ESP have moved from the description of linguistic structures only to studies that try to understand "why genres are shaped as they are and how they are used to achieve particular goals" (Paltridge, 2013: 349). Genre studies have also become computer-assisted, which allows for the study of much larger data sets and, as a result, more accurate generalizations of findings.

Findings from genre analysis can be used for genre-based teaching, which has increased in popularity, especially in writing courses. Johns (2008) argues that genre-based lessons or courses should focus on raising genre awareness and fueling genre acquisition (cited in Paltridge, 2013: 356). A common strategy in genre-based teaching is to analyze

samples of a certain genre to raise awareness among students of the particularities of that genre (Cheng, 2011, cited in Paltridge, 2013: 357). Furthermore, as Chen (2008: 238) is cited by Paltridge (2013: 357), genre-based teaching should also focus on “the disciplinary community’s ways of perceiving, interpreting, and behaving: that is, the “ways of being seeing, and acting” that are particular to the student’s disciplinary community.” This insight has been especially relevant in the needs and language analysis that we conducted.

#### **4.1.3 Corpus analysis**

Corpus analysis is another tool investigators of specialist discourse can use to identify patterns and conventions of language use in specific contexts (Basturkmen, 2010). Corpora consist of authentic spoken or written texts that are often analyzed using concordance software. Corpora are either already available or ESP specialists can choose to create their own small corpus of texts. A corpus analysis can focus on a variety of linguistic features or aspects, such as common vocabulary or collocations (Basturkmen, 2010). It is also a great tool for highlighting how language is used in a particular genre (Paltridge, 2013).

Basturkmen (2010) points out that the three approaches described above do not have to be used exclusively and can be combined.

#### **4.2 Our language analysis**

We combined data that we had collected from participant observations and unstructured interviews in our needs analysis with a small scale genre analysis to identify our learners’ specialist discourses and specific genres and conventions of these discourses. We essentially divided the daily tasks that our NA had identified into smaller, linguistic categories which could be called small genres. This means more concretely that we found out that all support staff members have to use language that fits within the categories of asking and answering questions, giving instructions, and checking and clarify information and all of this has to be done politely. These categories are based on their daily tasks and are goal-oriented. Each goal has specific patterns to reach that goal, which is similar to genres. Giving instructions and directions, for example, typically uses a lot of signal words in English and can be seen as a sub-genre in our course with very specific linguistic but also behavioral requirements.

We also identified a set of sub-genres that are characterized by the same linguistic conventions and patterns, although potentially in a different form because of slightly different contexts. Taking and confirming a reservation, for example, can be seen as a sub-genre of checking & clarifying information and giving directions is a more specific form of giving instructions.

Categorizing the results of our task-based NA into linguistic categories, or genres and sub-genres, helped us to identify the language structures that were especially salient in our target context. This also allowed us to specify what language our learners actually needed and what was expected of them within each of these genres. Our genre analysis could have been extended with a corpus analysis for each category, for example by analyzing the use of signal words in samples of giving instructions in English or specific vocabulary that is salient in the context of giving directions. However, not every genre has a matching corpus and compiling one for this language course ourselves would have been too time-consuming.

Observations of support staff members at work, such as porters, suggested that there was a discrepancy between conventions and patterns in polite English by our target learners and the patterns and conventions native speakers of English stick to when they express politeness. Our analysis of lacks had already shown that our target learners often knew what to say, but that they did not always say it as politely and hospitably as international guests desired. Our language analysis pointed out that support staff is not necessarily impolite, but that they were often not aware of the differences between specific conventions of expressing politeness in Dutch and doing the same in English. A prominent part of the course was going to focus on making learners aware of specific linguistic structures, such as the use of modal verbs and other forms of indirect language use, that are salient in politeness in English.

Due to time constraints we did not conduct a detailed analysis of what these conventions and structures were and predominantly used our own intuition as students of English and input from our supervisor from Radboud in'to Languages, a native speaker, when we structured the course and designed its material. Chapter 7 will reflect on the needs analysis and language analysis that we conducted and will also pay attention to what we could have done better.

#### **4.5 Conclusion**

The necessities, lacks, and wants that were identified showed that learners were probably going to benefit from a course that focuses on improving speaking skills and confidence in speaking and that also pays attention to raising awareness about differences between the patterns and conventions of hospitality and politeness in Dutch and English.

Different groups of stakeholders, from potential learners to their supervisors and from the managing directors of Radboud in'to Languages to *Taalbeleid*, were interviewed and on-campus observations of target learners were held and triangulated with findings from web-based research to lay the foundation for the next phase: using the findings from our needs analysis and language analysis to develop a principled, meaningful, and needs-responsive



curriculum (Brown, 2009). Applying our findings was quite a challenge and required us to make important decisions to make sure that our course was actually going to meet the needs we had identified in the NA. The next chapter will discuss these decisions and considerations.

## **5. Course Design Considerations**

The seemingly endless number of decisions the ESP teacher has to make often relate to curriculum development, the appropriate teaching method, and the design of classroom materials and activities. These decisions reflect underlying views about language and language teaching and it is a challenge to match them with target learner needs. This chapter will explore some of the most important considerations that ESP course and materials designers need to take into account prior to actually starting the design process. First, an overview will be given of the considerations that are of particular interest to ESP teachers and course developers. Second, three curriculum design strategies will be discussed in more detail, which will be followed by a discussion of methodology-related decisions. The chapter will conclude with the considerations we took into account and the decisions we made and how this led us to choose a modular structure for our course on hospitality English.

### **5.1 Issues in ESP course design**

Chapter 1 and chapter 2 already showed that course design in ESP starts with a determination of the target group of learners and their needs as well as lacks. Other important decisions, for example about the thematic focus of the course, will follow from this determination. Factors such as the level of proficiency, how learners will be grouped and their respective professional roles also influence what a course should focus on (Basturkmen, 2010: 53). Most issues that arise after these determinations center on the degree of specificity that a course should adopt in addressing these needs (Basturkmen, 2010: 52; Hyland, 2002).

#### **5.1.1 Specificity**

A distinction can be drawn between wide-angled and narrow-angled approaches to course design (Basturkmen, 2010; Hyland, 2002; Upton, 2012a). The former approach refers to courses that are designed for a general group of learners. The latter approach is adopted by courses that are designed to meet highly specific needs of particular groups of learners. A wide-angled approach is based on the assumption that “there is a core of language and language learning strategies that is common across broad subject areas” (Upton, 2012a: 58). Wide-angled approaches focus on teaching a broad variety of language skills and registers and can pertain to many subfields. Hyland (2002: 387) identifies four advantages that such a general approach to course and material design can have in ESP. First of all, ESP teachers are argued to lack expert knowledge and confidence to teach conventions specific to the target domain or discipline. The ESP teacher should leave this to the subject specialist and should focus on teaching “general principles of inquiry and rhetoric” (Hyland, 2002: 387). Second, the argument is advanced that ESP courses are too difficult for lower-level learners. These

learners should first be given access to more general English before they can move on to subject-specific material. The third argument is based on practical and financial arguments. Most institutions do not have the time or money for an elaborate analysis of needs. Less specific courses can also be used multiple times, so that a different group of learners does not require a completely new course (Basturkmen, 2010; Hyland, 2002). Lastly, if there is indeed a general set of skills or linguistic forms that can be used in multiple settings and for various purposes, why should ESP bother with costly narrow-angled courses and teaching material?

Hyland (2002) stresses that not all of these arguments hold. Several reasons can be brought forward in favor of a narrow-angled approach (Hyland, 2002: 388-389). Firstly disregarding the importance of specificity in course development is argued to harm the effectiveness of ESP teaching and materials (p. 387). Secondly, research does not support the argument that lower-level learners find subject-specific courses too difficult because they require training in more general English skills first. Learners acquire a language and its elements as they need them; not in the exact sequence in which they are presented by teachers. Thirdly, the idea of specialists teaching subject-specific knowledge about the language may seem more effective. However, subject-specific teachers generally do not have the pedagogical skills and linguistic expertise to teach a language. Recent developments in the field of needs analysis and discourse analysis have added to the subject-specific knowledge of the ESP teacher by providing the tools to gain a better understanding of the “literacy cultures” of specific disciplines.

Most scholars view the two approaches not as excluding each other but as representing a continuum (Hyland, 2002; Upton, 2012a). Some ESP courses, such as more general Business English courses, can be found on one end of the continuum and are more wide-angled in approach. The narrow-angled side on the other hand includes courses that focus on highly specific needs and language that is often particular to a certain academic or work environment. Course developers often also see the issue of specificity as a non-issue. One can try to stick to the theory as much as possible and argue if non-specific course material is appropriate in an ESP course but in the end, the solution often depends on circumstances, especially on what the learner requires (Belcher, 2006). Some learners may need more general skills besides subject-specific knowledge to become more successful language users in their domain or occupational field. Moreover, not all learners are equally interested in specific language courses because of the restricted range of subject-specific material (Basturkmen, 2010).

If these factors are taken into account, the best solution seems to lie midway. ESP courses always aim to tailor the course to learner needs as much as possible. This means that the teacher or course designer may have to include general, more wide-angled elements to meet these needs. At the same time, learners who want to become better at doing their job in English will need course material that “focuses on the more specific language structures, functions, and uses of their particular discipline” (Upton, 2012a: 59). Specificity should not be forgotten as one of the defining elements that distinguish ESP courses from general English courses.

We decided that a narrow-angled approach to course design would best fit the needs of our target learners. However, our heterogeneous group of target learners complicated finding the right balance between a narrow-angled and wide-angled approach. The NA had shown that most support staff members were interested in signing up for the course to become more successful at their jobs using the English language. This meant, in other words, that our course would be designed for occupational purposes. A focus on job-specific skills and language structures with authentic material to match this narrow-angled approach seemed the most natural, meaningful, and effective solution. Such a narrow-angled focus, however, also heavily restricts the course material. If we were going to adopt a narrow-angled approach, the big question would be what we were going to focus on, without alienating other learners with material that is too specific for them? Our supervisor from Radboud in'to Languages came up with a wonderful solution and suggested that we divide the course into modules. This approach, and how it allowed us to design needs-responsive, relevant and at the same time narrow-angled material, will be discussed in more detail in the last section of this chapter.

### **5.1.2 Authenticity**

ESP is also defined by the frequent use of authentic learning material. Authentic material is material that has not been written for teaching and learning purposes, revealing to students how the language is used in real life for its functional purposes. Authentic course material also helps the students to engage with the language in a meaningful way. In essence, authentic material is “a simulation of a real-life task” (Coffey, 1985: 84, cited in Upton, 2012a: 46). However, picking a text from a newspaper with the expectation that this will automatically facilitate meaningful language learning is a misleading thought. Authentic texts or material can promote language acquisition, but can equally harm the pedagogical effectiveness of teaching, for example because the material is too difficult for the learner.

Authenticity should not be the main criterion for selecting suitable ESP activities, texts, or tasks (Upton, 2012a). The inclusion of authentic material does not necessarily mean

that learners benefit from it. More attention should go to whether potential course material allows learners to interact in an authentic way (Roberts & Cooke, 2009; Widdowson, 1997). The interaction that pedagogical material elicits should be authentic and the ESP teacher is encouraged to adapt texts to facilitate this authentic interaction (Upton, 2012a). Furthermore, effective ESP course material should not be beyond a student's understanding, but challenging enough so that students can develop the skills and expertise that are needed to become more successful in their professional context (Basturkmen, 2010; Upton, 2012a). We wanted to use authentic material in our course as well, as this makes learning more relevant, meaningful and narrow-angled, and used the pointers just discussed as a guideline for designing the content for our course. The main source for this material was formed by the Radboud campus. The material we designed will be discussed in more detail in chapter 6.

Upton (2012a) argues that the design of effective teaching material requires the ESP teachers and course developers to have a principled understanding of how language is structured, used, and learned. If these are not understood adequately, teachers are likely to struggle in the design process. Upton (2012a) points out that language learning material should provide scaffolding, should support learner's understanding of how the English language is used, has to serve as a model example, should provide representative samples that illustrate key features and structures, should serve as a stimulus to promote discussion, and should encourage students to connect the language to their own experiences and to interact with others. Finding an appropriate teaching method is a key step in designing material that meets these criteria. First, however, more information will be given on the many approaches to curriculum and syllabus design from which the ESP course developer has to choose.

## **5.2 Course design strategies**

Curriculum development can become more principled and effective through careful thought about an appropriate design strategy. Richards (2013: 6-8) examines three strategies and possible teaching methods that may fit each strategy. He distinguishes between curriculum design strategies that start with input, process, or output. Input refers to the linguistic content of a course. Process is concerned with the choice of methodology, in which the term methodology refers to the types of learning activities, procedures, and techniques that are used to teach the language, as well as the underlying pedagogical principles on which these activities and teaching strategies are based. The output of a course is formed by what learners will learn or have learnt after instruction. Output is also often referred to as learning outcomes. The three design strategies will be discussed in more detail below.

The first approach to developing the curriculum is called a forward design approach and starts with decisions about input, which are followed sequentially and often in a fixed order by decisions about process and output. This approach assumes that the three components are linearly related to each other. A forward design approach is also referred to as a waterfall model. The output of one model serves as the input for the next (see Richards and Rodgers, 2001; Docking, 1994; paraphrased in Richards, 2013: 8). Forward planning is especially suitable for teaching general English courses or introductory courses, i.e. courses that have very general language learning aims or goals (Richards, 2013).

The second approach, referred to as central design, starts curriculum development with the selection of a teaching method and classroom activities, from which course content and learning outcomes are derived. Any issues with the latter two are dealt with after a methodology has been chosen. This type of course planning is very learner-focused. Content is chosen based on how it facilitates the learning process and experience of learning. The designer methods that emerged in the 1980s are great examples of central design approaches. The Natural Approach and Gategno's Silent Way, for instance, focus heavily on classroom interaction and how learners construct meaning cooperatively. As a result, these teaching methods do not have any predetermined learning outcomes or objectives and do not take teacher-specified language input as the starting point. Rather, outcomes are class-specific and depend on the social interaction that goes on in each particular class. Learning is not understood as mastering a predetermined list of linguistic features or skills but as an interactive process through which learning evolves. The teacher's primary role is to facilitate this learning by taking on the role of a coach or counselor (Richards, 2013: 13-19).

The last design strategy that Richards describes is called a backward design approach. This curriculum design strategy starts with a specification of the desired results or learning outputs, from which decisions about input and process follow (Richards, 2010: 20). Educational objectives essentially determine which materials are selected and which methodology suits reaching these objectives (see Tyler, 1945, cited in Richards, 2013: 21). Criticism on this type of objectives-based teaching is that learning and teaching become a very narrow mechanical exercise without any room for the broader learner experience. Wiggins and McTighe (2006) counter this criticism. They argue that curriculum development should always start with an identification of the desired course results and that this does not mean a particular teaching method is fixed. Any method can be used to reach the specified end goals, as long as this method is based on a clear specification of the desired outcomes (cited in Richards, 2013: p. 22).

A backward design approach seemed most suitable for developing the curriculum for our project. The NA showed that our target learners needed the course to improve their English for very specific occupational purposes, namely their daily tasks as support staff members. Our NA had given us a list of these tasks and we thought that the course was most relevant and meaningful to our target learners if it focused on teaching them how to do their tasks in English. The list of tasks essentially formed the desired course output, on which we would base our decisions about an appropriate teaching method and suitable course content.

We could have also chosen a central approach. However, giving the learning experience top priority seemed to be less in the interest of our learners and the main stakeholder, Radboud in'to Languages, which had clearly specified that the main interest for this course came from a need to improve job-specific English skills of support staff. The brief also specified that the course had to teach learners how to interact more politely and confidently with international guests, students, and employees. It seemed only natural to view these tasks as the desired course output and to design a course that would focus on enabling its participants to do these tasks in English. A backward approach to curriculum design matched perfectly with our decision to adopt a narrow-angled approach to course design, because this would allow us to focus on teaching job-specific and thus needs-responsive English.

The next step was to decide on the right input and an appropriate teaching method to reach the formulated course objectives. Once again, several important considerations had to be taken into account to increase the effectiveness and needs-responsiveness of process and input related decisions. These decisions and considerations will be discussed in the next section.

### **5.3 Process-related considerations**

Van den Branden, Bygate and Norris (2009: 2-3) distinguish between three “educational dimensions” that the ESP teacher has to take into consideration when deciding on an appropriate teaching method. These three dimensions relate to: (1) how the approach treats the language to be taught, (2) how it divides the roles between teacher and learner in the classroom, and (3) how the language is instructed. Van den Branden et al. (2009) argue that differences between the great variety of available pedagogical approaches come down to their position on these three dimensions and that each dimension represents a continuum. The three educational dimensions will be discussed first, after which a summary will be given of how our course would fit the dimensions.

The first continuum ranges from a holistic understanding to a discrete understanding of languages and language learning. Most teaching methods treat the language to be taught either holistically, as discourse in use, or as a complex set of discrete items. This has important implications in how learning the language is facilitated. Van den Branden et al. (2009) point out that a discrete conceptualization of language argues that learning is promoted by breaking down the language into its smaller parts. A discrete view of language is often connected with the design of a synthetic syllabus, i.e. a syllabus that presents isolated linguistic items, which learners later have to synthesize in interaction (Long, 2005: 21). A holistic approach, on the other hand, challenges the learner to use the language immediately without breaking it down into smaller components. This forces the learner to integrate several subskills and linguistic knowledge that are necessary to successfully complete tasks. A holistic view of language argues that immediate integrative practice and performing complex tasks through linguistic means will facilitate learning, not the sequential acquisition of isolated linguistic items (Van den Branden et al., 2009). This approach to treating the language often results in an analytic syllabus, i.e. a syllabus that uses a non-linguistic unit of analysis and that presents the language holistically. Variants include procedural, process or task oriented syllabuses (see Long, 2005: 22). These sub-types of syllabuses will be discussed in more detail in the next chapter.

The second continuum ranges from teacher-centered education to learner-driven education. A teacher-centered course gives most of the space and autonomy to the teacher, who decides on which topics will be covered in class and at what time. Input selected by the teacher will guide the learners in a predetermined direction (Van den Branden et al., 2009: 3). A learner-focused course gives more autonomy to the learner, who is invited to take initiative in determining what the course should include. As van den Branden et al. argue, such an approach encourages the students to adapt input and output to their preferred way of learning, their language needs and their capacities while also promoting cooperation and interaction.

The third continuum ranges from communication-based to form-focused instruction. A language course may be strongly form-oriented, strongly communication-oriented, or may opt for a combination of the two. Strong versions of communication-based teaching focus on achieving mutual understanding and are not concerned with correct or incorrect forms of language. Mutual intelligibility enjoys priority over linguistic accuracy. Strong versions of form-oriented instruction focus on the exact opposite. These types of courses try to promote an accurate, grammatically correct use of complex linguistic forms.



Van den Branden et al. (2009: 3) continue that most language courses from the 1950s and 1960s favored teaching discrete language items isolated from their context in teacher-dominated and form-focused lessons. Most teachers taught a language by first presenting discrete language items that were then practiced in isolation by learners, after which, in the final stage of the lesson, the language items were integrated into functional language use (Van den Branden et al., 2009: 3). This type of teaching is known as the Present-Practice-Produce (PPP) methodology, which was critiqued heavily after the 1960s. Empirical studies proved that presenting language in isolated form, “processes of second language acquisition could not be as easily manipulated and directed as [PPP] had predicted” (Van den Branden et al., 2009: 4). Research into first language acquisition had shown that children acquire their language knowledge not from explicit knowledge about isolated language items. Rather, a first language is acquired through meaningful communication – children learn more about the relationship between form and function through social interactions, not by learning about a specific language feature before actually using it (van den Branden et al., 2009; Serafini et al., 2015). New theoretical insights and empirical findings pushed a “paradigm shift from discrete, teacher-centered, form-focused language acquisition to more holistic, learner-driven, and meaning-based activities” (Van den Branden et al., 2009: 4).

These insights largely influenced the course design decisions we made. Based on the recent insights just described, we decided that our course was going to treat language teaching in a holistic and integrative way. Our ESP approach also pointed us towards a learner-centered instead of teacher-dominated course, mainly because this could keep our course more needs-responsive. We wanted to give our learners opportunities to decide on what should be discussed in the lessons as well. Given that our learners were predominantly lower level learners of English who mainly wanted to use the course to develop their English language skills for job-specific purposes, we also decided that our course was going to focus predominantly on communication and mutual intelligibility. Accurate and grammatically correct use of the language was not going to have as much priority, because this was of lesser priority in the daily tasks of our learners as well.

We started the design process with a PPP-influenced strategy that, as we quickly realized, did not help us in our attempt to develop a narrow-angled, needs-responsive and communication-oriented course. Our initial approach also did not match with our attempt to use a backward approach to course design.

A meeting with our academic supervisor pointed us towards Task-based Language Teaching (TBLT), a teaching methodology that was designed in direct response to the

limitations that were so typical to traditional teaching methods such as the PPP methodology (Van den Branden, 2006; Van den Branden et al., 2009). In summary, TBLT formed the best teaching method for our ESP course because it takes a research-informed approach to teaching and course design that lets choices for course content be informed by NA findings, focuses on interaction as a means to improve communication, uses authentic classroom material, is product- as well as process-oriented, learner-focused, and tries to maintain a close link between what is taught in the classroom and what is required in real life, outside the classroom (Nunan, 2004: 1). The next chapter will go into more detail about TBLT, its key concepts, the research it is based on, and will end with a discussion of some guidelines on how to implement TBLT in a course. First, however, the next section will discuss how the results of our NA, in combination with the considerations and decisions just described, were used to decide on an appropriate structure of the course.

#### **5.4 A modular approach**

The NA revealed that the majority of the target learners had a lower level of proficiency in English and needed to improve their speaking skills for occupational purposes. The NA also revealed that a low proficiency level did not mean that support staff members were not able to complete their tasks in English. Support staff members often knew what to say but were not always able to say it clearly or politely. This formed the main justification for the decision to design a communication-oriented course that would focus specifically on providing the learners with ample opportunity to practice speaking English in a secure environment. We also wanted to design the course in such a way that it would allow learners to provide their own input about course topics and activities as much as possible because we were still not sure about the group of learners that would take the course. Such a learner-focused approach increases needs-responsiveness and relevance because learners get to decide on course content as well. We used the list of daily tasks and responsibilities as the basis for deciding on course objectives and classroom activities, but this list was not fixed. We wanted to give learners the opportunity to include and practice tasks that the NA may have missed, but that they had to complete on a daily basis nonetheless.

Our course on hospitality English was going to take a predominantly narrow-angled, and thus occupation-specific, communication-oriented, and holistic approach to teaching English that had to meet quite a large variety of needs. Especially the inability of Radboud in'to Languages to specify who would actually sign up required a highly flexible course. Our supervisor from Radboud in'to Languages suggested that a modular approach would be the best format to ensure this flexibility. Every module would teach a topic related to hospitality

English for support staff. We distinguished between a set of general modules, which were going to form the building blocks of our course, and additional modules. Any more general tasks or needs that pertained to all members of support staff, such as giving instructions or asking and answering questions, were going to be addressed in five general modules. Based on the list of tasks and input from our supervisor, we decided that these modules were going to cover the following topics: greeting guests and making small talk, answering questions politely, giving polite instructions, checking and clarifying information, and general skills in hospitality/politeness in English. These modules were going to take approximately 90 to 120 minutes each. The tasks or needs that were more specific and that pertained to only one subsector or a few members of support staff only were going to be addressed in shorter, additional modules of approximately 45 minutes. This would allow for a practical and at the same time needs-responsive course structure.

A modular approach would also keep the end product scalable and highly adaptable, in the sense that teachers were going to be able to pick and choose modules or even add their own. The modular set up of the course would also enable the teacher to let learner needs guide the content of the course or individual lessons. For example, the additional modules that focus on activities and tasks tailored to the needs of security staff are better left out if the class consists of catering and front desk staff only. On the other hand, if learners express a need or specific task they need to perform often that is not covered in any of the modules, the teacher can easily pull material from additional modules that match these tasks. A modular approach also avoids having to design a completely new course every year. Instead, new modules can be created and added to what may be called the database.

Our job was going to consist of designing course material that would cover five general modules and fourteen additional modules. We decided with our supervisor that the additional modules were going to be divided into sets for security staff, catering staff, and front desk staff. A visual summary of the modular set up of the course and the specific topics addressed in each module can be found in Table 3 on the next page. The next chapter will describe the teaching method, or framework, that we used to find, adapt, create, as well as structure narrow-angled, authentic, and needs-responsive pedagogical material for our course on hospitality English.

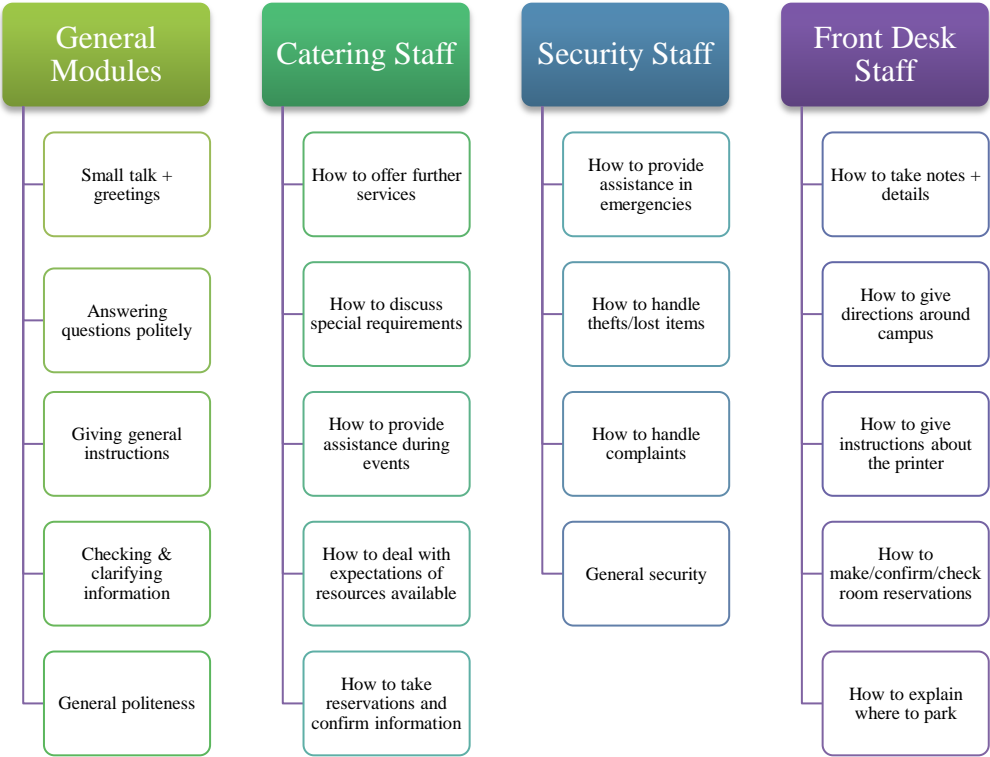


Table 3: overview of modular structure of course

## 6. Task-Based Language Teaching

### 6.1 Introducing TBLT

TBLT is essentially a realization of the language teaching and learning philosophy that underlie communicative language teaching (CLT) (Nunan, 2004; Van den Branden et al., 2009). Task-based lessons throw the learner in at the deep end and challenge them to interact meaningfully and authentically in the target language straight away, without a traditional presentation of discrete linguistic items preceding the interaction. Opposing the PPP-methodology, a focus on discrete linguistic items is only included after the learner has experienced what it is like to use the language functionally and which aspects of the language or communicative skills need additional attention. TBLT, as a part of CLT, raises the relevance for learners to know about the formal aspects of the target language by giving them an opportunity to establish the links between form and function themselves, as opposed to asking them to invest in the acquisition of discrete items without context. Contrary to what many believe, CLT is not a monolithic approach to teaching and learning. It consists of a collection of approaches (Ellis, 2003; Nunan, 2004) that base course material and teaching methods on the insight that language is a dynamic tool for communication and that learning is best facilitated by engaging the learner in meaningful communication for which the language is used functionally (Nunan, 2004; Van den Branden et al., 2009).

CLT can be divided into strong and weak forms. Strong versions of CLT advocate a communication-oriented approach and do not include any room for explicit attention to the form of language (Ellis, 2003; Nunan, 2004). Learners develop the ability to use the language accurately and automatically through meaningful communication (Krashen, 1982; Krashen & Terrel, 1983; Nunan, 2004: 9). Nunan, however, challenges the initial reluctance to form of strong interpretations of CLT. Halliday (1994), for example, stresses that grammar forms an “essential resource in making meaning” (paraphrased by Nunan, 2004: 9). The versions of CLT that do have a place for explicit attention to the form of the target language are often referred to as weak forms of CLT.

Van den Branden et al. (2009: 5) argue that the impact of CLT was initially halted because teachers and course designers only incorporated the new, communication-focused ideas about language teaching and language learning into their established, traditional ways of teaching. The only change this effected was an increase in attention to free practice. The focus was still heavily on form, not on the negotiation of meaning. TBLT is essentially a reaction to the weak realization of the philosophy that underlies CLT (Van den Branden et al., 2009) and is the complete opposite of methodologies such as PPP. Task-based courses can also be

divided into weaker and stronger versions (Ellis, 2003; Nunan, 2004). However, all TBLT courses challenge the learner to use the language functionally to complete tasks that ideally form close representations of tasks they have to complete outside of the classroom as well. Any TBLT course advocates a holistic, non-interventionist, learner-centered, and communication-oriented approach to teaching and course design.

### **6.1.1 Target tasks and pedagogical tasks**

TBLT is built around one main component which is, as the name already suggests, the task. Tasks can be divided into real-world tasks, or target tasks, and pedagogical tasks (Nunan, 2004). Target tasks are defined in a non-technical, straightforward way and closely resemble any activities that learners have to do outside the classroom as well, such as painting the fence or ordering a cup of coffee. Long (1985) thinks of “‘tasks’ as the things that people will tell you they do if you ask them and they are not applied linguists” (cited in van den Branden, 2006: 4). A task is considered a target task if it has a non-linguistic outcome, is goal-oriented, and necessitates the use of language (Van den Branden, 2006; Swales, 2009).

The second type of tasks is called pedagogical tasks. Pedagogical tasks are tasks that have been adapted to fit a classroom setting (Nunan, 2004), that have a non-linguistic outcome as well but are primarily concerned with what learners do in the classroom, not outside of it. Pedagogical tasks provide a workplan for the teacher and learner to follow that is designed to facilitate language learning (Breen, 1987, cited in Nunan, 2004: 3). However, a task that is done in a classroom setting is not always the same as a pedagogical task. Most scholars define pedagogical tasks more specifically. Willis (1996), for example, views a pedagogical task as a classroom activity in which “the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome” (cited in van den Branden, 2006: 8). Skehan (1998) adds that principled pedagogical tasks characteristically focus on meaning, do not require learners to regurgitate other people’s meaning, maintain a link with real-world tasks, have task-completion as a desired outcome, and also assess task-completion in terms of outcome (cited in van den Branden, 2006: 8). Nunan (2004: 4) conceptualizes a pedagogical task as “a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge.” Crucial to TBLT is that this grammatical knowledge is not mobilized solely to manipulate form but always within a context of expressing meaning (Nunan, 2004).

### 6.1.2 The rationale behind TBLT

The framework and concepts that underlie task-based language learning and teaching have been shaped and inspired by a combination of findings from SLA research and a feeling of dissatisfaction among educational thinkers about the limitations of traditional approaches to teaching and learning, especially about PPP (Van den Branden, 2006; van den Branden et al., 2009).

One difference with such traditional approaches is that goals are not conceptualized in a linguistic sense. Rather, task-based language courses revolve around a non-linguistic unit of analysis, which means that the purpose for which a learner wants to learn a language gains more priority than, for example, the acquisition of a certain grammatical structure (Van den Branden, 2006). The primary goal of task-based language courses is to develop the ability to use the target language successfully for task-specific purposes. The identification of the tasks learners want to or need to perform with the target language is the very first step in the design of a task-based course.

The centrality of tasks requires a different, analytic and holistic approach to syllabus and curriculum design than the synthetic approach traditional PPP-influenced courses took. The differences between the available approaches will be revisited, after which the benefits of a non-linguistic and task-based approach to curriculum and syllabus design will be discussed.

Wilkins (1978) argues that syllabus design approaches always fit one of two approaches: either a synthetic or an analytic approach (cited in Nunan, 2004: 11). A synthetic syllabus takes a linguistic unit of analysis, segments the language to be learned into separate items and assumes that the learner is able to integrate these discrete items for the purpose of communication (Long & Crookes, 2009: 58-59). Language acquisition is seen as “a process of gradual accumulation” that is facilitated by means of focusing classroom time on teaching preselected, predigested, isolated linguistic items in a predetermined order (Van den Branden, 2006: 5). Richards (2013) has shown that a synthetic approach to syllabus design generally corresponds to a forward approach to syllabus design that linearly progresses from input to process to output and that is especially suitable for general language courses.

An analytic syllabus, on the other hand, takes a non-linguistic unit of analysis and presents the learner with chunks of the target language that have not been adapted for classroom use (Long & Crookes, 2009). Analytic syllabuses assume that learners are able to see certain important patterns in the language and that they can induce rules from holistic samples (Van den Branden et al., 2009). This more holistic approach is also based on the assumption that a learner’s innate language knowledge can be activated and reactivated

through exposure to real-world samples of the L2 (Long & Crookes, 2009). Nunan (2004) adds that any syllabus that does not adapt language before the course starts can be considered analytic in nature.

R.V. White's (1988) distinction between Type A and Type B syllabuses forms another classification similar to Wilkin's distinction (cited in Long & Crookes, 2009). Type A syllabuses are mainly concerned with the language that should be learned and are interventionist in nature. Classroom material is selected and adapted for learning purposes and course objectives are set without taking learner needs into account. This type of syllabuses is, according to White, "external to the learner, other-directed, determined by authority, set[s] the teacher as decision maker," prioritizes on subject matter and evaluates success in terms of mastery (paraphrased in Long & Crookes, 2009: 59). Type B syllabuses move focus away from the teacher and towards learners and how they learn a language. Type B syllabuses are typically noninterventionist, similar to analytic syllabuses. Course objectives are negotiated between teachers and learners as the course progresses and are "internal to the learner, ... emphasize the process of learning rather than the subject matter, and assess accomplishment in relationship to learner's criteria for success" (Long & Crookes, 2009: 59).

Long & Crookes (2009) argue that the choice for a linguistic unit of analysis automatically commits the course designer to a synthetic and interventionist syllabus. However, research suggests that a synthetic approach to course design has several downsides. Firstly, a synthetic syllabus produces unnatural language samples that do not reflect how the target language is used or spoken in actual communication (Long & Crookes, 2009: 60). Secondly, synthetic syllabuses are based on a model of language learning that is not supported by SLA research (Long & Crookes, 2009; van den Branden, 2006; Nunan, 2004), which has shown that the presentation of isolated linguistic items does not foster language acquisition because adults do not acquire a language linearly. Rather, learners learn linguistic items "as parts of complex mappings of groups of form-function relationships" (Long & Crookes, 2009: 60; Serafini et al., 2015). Furthermore, synthetic syllabuses inherently attempt to elicit nativelike language use and also expect learners to reach nativelike mastery of the forms presented. Such an attempt does not hold on two grounds. Firstly, research has shown that progress in language acquisition involves backsliding, resulting not in a linear but in a u-shaped or zig-zag developmental curve (Long & Crookes, 2009). Secondly, mastery of a certain language form is not dictated by an internal syllabus but by communicative demand (Long & Crookes, 2009: 61). Teaching linguistic items in isolation before asking learners to use this item functionally does not increase communicative demand, and as a result does not



increase learner investment in the acquisition process. A last downside of traditional syllabuses is that input selection is based on an idealized native standard. Research has not provided any evidence so far that native-like example structures are effective acquisition units (Long & Crookes, 2009). Most scholars suggest that teachers should not focus on an ideal product that learners are supposed to reach. Instead, as Long & Crookes (2009: 63) suggest, teachers and course designers should also try to incorporate new insights into the psycholinguistic processes that are essential to language learning.

TBLT takes this shift away from a synthetic approach to course design as its basis and places meaningful interaction at the heart of the curriculum. Findings from SLA research suggest that a language is acquired most effectively through the completion of integrative communicative tasks that match with the tasks that language learners encounter outside of the classroom as well (Van den Branden et al., 2009: 4). The underlying assumption is that “people do not only learn *in order to* make functional use of [a language], but also *by* making functional use of it” (Van den Branden & Van Avermaet, 1995, cited in van den Branden, 2006: 6). Insights into learning processes suggest that language courses should invite the learner to cooperate, to gain new insights and to develop their language skills *through* meaningful communication (Van den Branden et al., 2009). Moreover, scholars and teachers came to acknowledge that knowing about a certain linguistic feature does not immediately correspond to being able to apply that particular feature in real-life communication (Nunan, 2004). This had a big influence on scholars and teachers’ beliefs of how a language is best taught: if learners want to learn how to give directions or instructions, the idea was that teachers should challenge them to complete tasks in which they have to produce and understand directions and instructions (Van den Branden, 2006: 6). As a result, TBLT takes an analytic, non-interventionist approach to course design and does not chop up the language in discrete and isolated items. Task-based language courses present the learner with holistic, functional and communicative tasks (Van den Branden, 2006: 5) that “evoke a wide diversity of cognitive operations that people need to perform in order to function in real life” (Van den Branden, 2006: 9).

TBLT is also based on social-constructivist ideas about language learning, which emphasize that learning should be seen as an active and interactive process (Nunan, 2004; van den Branden, 2006: 10). Nunan (2004: 12) argues that Kohonen’s (1992) application of experiential learning has formed a blueprint for TBLT. Kohonen (1992) argues that a language course should not focus on the transmission of knowledge from teacher to learner. It should instead challenge learners to transform knowledge within themselves. Language

courses should also encourage learners to work collaboratively in small groups. The target language should be taught holistically, not static and in discrete bits, and lessons should emphasize process over product. Lastly, a language course should promote intrinsic and not extrinsic motivation.

TBLT gives a high degree of autonomy to the learner (Van den Branden et al., 2009). Task-based classes give its participants freedom and responsibility, for example in the selection of course content and in choosing which linguistic forms they want to use during task performance (Van den Branden, 2006; van den Branden et al., 2009; Nunan, 2004). The role of the teacher lies mainly in motivating and supporting learners (Willis, 1996).

## **6.2 Implementing TBLT**

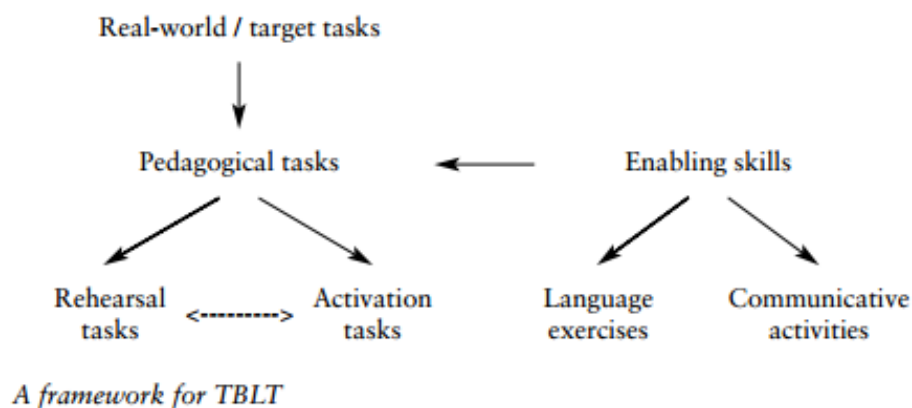
The development of a task-based course usually starts from output, or what can be called a backward approach (Richards, 2013). The tasks learners need or want to do, combined with the functional language these tasks require, form the starting point in the development of a task-based curriculum. The needs analysis is an important tool for identifying these tasks, but also informs the course designer about more than just goal selection and goal description. The tasks identified in the NA also guide the selection or design of classroom activities and play an important role in how learners will learn the language (Van den Branden et al., 2009: 6). The end goal (performing a set of tasks successfully in English), the input (the pedagogical tasks) and the process (practicing these tasks in English) blurs the traditional distinction between the end-goals of a course and how to reach these goals, because each of these aspects of syllabus design use the same unit of analysis (Nunan, 2004). In summary, a task-based approach to course design requires a specification of course outcomes and matching classroom activities and learning procedures in an integrated way. The first step in the design of a task-based course is to turn the real-world tasks identified in the needs analysis into pedagogical tasks that facilitate language acquisition.

### **6.2.1 Types of pedagogical tasks**

Target tasks can be transformed into two types of pedagogical tasks. Nunan (2004: 19) makes a distinction between rehearsal tasks and activation tasks. Rehearsal tasks are closest to resembling target tasks. This type of tasks gives the learner the opportunity to practice and experience what has to be done outside the classroom, but in a safe and secure learning environment. A second type of pedagogical tasks have what Nunan (2004: 20) calls an “activation rationale.” Such activation tasks try to activate a learner’s language skills by pushing them beyond simple reproduction of modeled language towards creatively using the

language. Using language creatively, as opposed to only remembering (parts of) language, is considered a higher order thinking skill in Bloom's taxonomy of language learning and the assumption often is that education should focus on these more complex higher order thinking skills (Krathwohl, 2002). Although all pedagogical tasks push the learner to develop the cognitive aspects that are tied to using a language meaningfully in the context of completing a task, activation tasks especially push the learner to develop their higher order thinking skills and engage them more actively in the acquisition process (Nunan, 2004).

Nunan (2004) also distinguishes between different types of form-focused work that are categorized under the umbrella term 'enabling skills.' Enabling skills can be divided into language exercises and communicative activities. The former type focuses on "lexical, phonological or grammatical systems" and measure outcome in linguistic terms (Nunan, 2004: 22). Communicative activities stand in between language exercises and pedagogical tasks. They do provide the learner with an opportunity to practice accurate language use in terms of form but also include meaningful communication (Nunan, 2004: 22). These 'building blocks' of TBLT can be summarized as follows (Nunan, 2004: 25):



### 6.2.2 A focus on form in TBLT

Proponents of a strong version of CLT or TBLT advocate a strict focus on meaningful communication only, without any explicit attention to form. However, many scholars argue that learners benefit from a focus on form in communication-oriented teaching (see Nunan, 2004). Long & Crookes (2009: 70) argue that effective learning is promoted if learners are more aware of the formal aspects of language input. They argue that a focus on form can advance second language learning for a number of reasons. For example, "instruction targeted at an appropriate level speeds up passage through a developmental sequence and extends the scope of application of a new rule" (Pienemann & Johnson, 1987, cited in Long & Crookes, 2009: 70). The benefits gained from a focus on form do not imply that TBLT course designers

should go back to presenting isolated linguistic items in a synthetic syllabus. Rather, a focus on form is motivated if it is part of pedagogical tasks that emphasize integrated meaningful language use, while also “draw[ing] the learner’s attention to aspects of the target language code” (Long & Crookes, 2009: 70). Pedagogical tasks, and a focus on form, essentially

“provide a vehicle for the presentation of appropriate target language samples to learners – input which they will inevitably reshape via application of general cognitive processing capacities – and for the delivery of comprehension and production opportunities of negotiable difficulty. New form-function relationships are perceived by the learner as a result” (Long & Crookes, 2009: 71).

### **6.2.3 Issues in task sequencing**

Ellis (2003: 20) designed a framework to describe the most important features of pedagogical tasks. This framework distinguishes between several elements that teachers should think of, which he calls goal, input, conditions, procedures, and predicted outcomes. The goal of a task specifies the general purpose of a task. Input refers to input data, while conditions refers to the way this data is presented in the classroom, for example if the data is split between participants. Ellis points out that a task can have the same input but may have different conditions and that input can also differ under the same conditions. Task procedures refer to the methodological options that teachers have available for the implementation of tasks. For example, do students get time to plan the activity? Understanding these features is important for teachers as well, because a principled understanding of what a task is and what it can accomplish among learners increases the effectiveness of teaching (Ellis, 2003: 20).

Long & Crookes (2009) argue that a needs analysis with a focus on the real-world tasks learners need to complete or want to complete is an essential part in providing an integrated and internally coherent approach to the design of pedagogical tasks. However, the identification of target tasks and the subsequent development of a set of pedagogical tasks alone is not enough – classroom tasks need to be classified and sequenced accordingly to maximize course effectiveness.

An ideal way to sequence tasks has not been found yet. One approach is to sequence tasks in terms of their complexity, which is not measured according to traditional linguistic criteria but based on the demands of the task itself, such as the number of steps needed for task-completion, the number of possible solutions and the type of language required (Long & Crookes, 2009: 72). Nunan (2004) orders tasks according to task topics or themes and a tasks’ macrofunctions, microfunctions, and the grammar involved.

Skehan (2009) proposes a speculative framework for categorizing and sequencing tasks, which can also be relevant in the selection or design of pedagogic tasks. Most language learners sign up for a language course to improve their proficiency and to progress towards more native-like performance (Skehan, 2009). This general goal of language learning can be divided further into three sub-areas that are referred to as accuracy, complexity-restructuring, and fluency. Skehan (2009: 91-92) explains that accuracy in speaking is “concerned with a learner’s capacity to handle whatever level of interlanguage complexity [the learner] has currently attained.” The area of complexity and restructuring relates the stage and further development of the underlying language system, while fluency “concerns the learner’s capacity to mobilize an interlanguage system to communicate meanings in real time.”

Pedagogical tasks should try to promote advancement in each of these areas in a balanced way. Van Patten (1994) argues that course designers and teachers need to decide on which attentional resources will receive more attention and that attention needs to be allocated to investigating the consequences of spending more attention to one area over another (cited in Skehan, 2009: 95). Research has shown that learners generally lack the capacity to meet goals in each of the three areas (Skehan, 2009). This means that if a task focuses heavily on performance, fluency is likely to receive highest priority, which may go at the expense of accuracy and/or restructuring. Too much focus on development will draw the learner’s attention mainly to restructuring, at the expense of progression in the areas of accuracy and fluency (Skehan, 2009: 96). Unprincipled tasks and task-based syllabuses risk that learners over-prioritize their attentional resources to fluency, disregarding the areas of complexity-restructuring, and accuracy (Skehan, 2009: 96).

The sequencing of tasks gains a more principled basis if attention is paid to three features: code complexity, cognitive complexity, and communicative stress (Skehan, 2009: 97). The scheme that Skehan developed, based on work by Candlin (1987) and Nunan (1989), contrasts formal factors, such as syntax and lexis, with content (belonging to cognitive complexity) and communication. Cognitive complexity distinguishes between process and familiarity (see Levelt, 1989, cited in Skehan, 2009: 97). Some tasks require more online computation than others, because the learner has to think more about task content. The more the learner has to think, the higher the cognitive demands are in terms of processing. Familiarity, on the other hand, relates to the degree to which a task draws on already familiar, ready-made solutions. The more a task draws on familiar solutions, the lesser the degree of cognitive complexity. Communicative stress can be divided into a group of features that are not explicitly related to code or content but do have an impact on the pressure a speaker feels

when interacting (Skehan, 2009: 98). Skehan distinguishes between time pressure, modality, scale, stakes, and control. A time limit, for example, may increase pressure. Modality refers to the assumption that speaking is more demanding than writing.

Taking a task's code complexity, cognitive complexity, and communicative stress into account allows for the analysis, comparison, and sequencing of tasks in a much more structured way (Skehan, 2009: 99). This may lead to "an effective balance between fluency and accuracy" as well as "the opportunity for previous restructuring to be applied" (Skehan, 2009: 99). The course designer can become more successful in guiding learners so that they allocate their attentional resources in equal proportions to their goals in each of the three areas. Tasks that are too difficult, either because of task-specific aspects or because of bad task-sequencing, are likely to cause learners to focus on fluency and production strategies at the expense of developing goals relating to the area of accuracy or complexity-restructuring (Skehan, 2009; Willis, 1996; Willis, 2009). Tasks that are too easy will not be challenging enough and will not promote any effective development in restructuring, accuracy or fluency (Skehan, 2009: 99).

### **6.3 A guide for implementing TBLT**

The previous sections have outlined and discussed the rationale behind TBLT and the main components of the framework. This section will elaborate on one specific 'strategy' to implement a task-based methodology, which is presented in Willis (1996). Willis (1996; 2009) sees the task as part of a much larger framework that consists of three components, namely a pre-task phase, the task cycle, and a language focus phase. These three components provide a very practical and principled guide for the design and sequencing of task-based classroom material, which we used as an important reference point for most of the decisions we had to make about what we wanted our course to teach and how we wanted this to be taught.

The individual components of the framework and the specific way in which these components are sequenced and interact ensure that task-based language courses meet the three main conditions for effective learning (Willis, 1996). These three conditions include: sufficient exposure to the target language, active use of the target language, and motivation to invest mental energy in the acquisition process (Van den Branden, 2006; Willis, 1996). The language focus part of the framework meets a fourth condition of explicit study of language form (Willis, 1996: 40). Willis points out that the TBLT framework also offers learners variety and a sense of security, which are also beneficial to the acquisition process: learners are exposed to and practice many aspects of the language in a functional, meaningful way but

within a pressure-free environment that may raise the learner's confidence, and motivation, to actively use the language (Willis, 1996: 40).

The teacher functions as a monitor, or facilitator, of learning. The teacher's main task is to guide learners in their group effort to reach a certain task outcome and to ensure that the lesson progresses according to plan, within the time limit (Willis, 1996: 41). A task-based lesson or course gives its learners a lot of independence, responsibility, even a degree of autonomy, but the teacher maintains control over the input and makes sure that learners understand the link between each of the activities. However, this is done without taking too much attention, or autonomy, away from the learners.

Lastly, it should be mentioned that the course designer can always adapt the components of the framework and their order to meet learner needs more adequately (Willis, 1996: 41). The report stage, for example, may not be appropriate for insecure, lower level learners. Some lessons may also have room for two task cycles instead of one. Willis' framework gives clear steps to follow, but is still flexible and allows for a variety of realizations. The three phases of Willis' TBLT framework will be discussed briefly in the next sections.

### **6.3.1 The pre-task phase**

The pre-task phase is the first phase and is designed to give learners more information about the topic of the class and its tasks and also activates the learner's schemata. The pre-task phase may take between two and twenty minutes and consists of several steps that introduce the task topic to learners. Pre-tasks also identify and activate the language that learners will need to accomplish task outcomes. The teacher should also use the pre-task phase to introduce the topic to all learners so that everyone has a basic understanding or familiarity with what is required of them. The pre-task phase is not a phase for elaborate teaching of new language or specific grammatical structures. Rather, the pre-task phase "boost[s] students' confidence in handling the task, and give[s] them something to fall back on if necessary" (Willis, 1996: 43). Willis (1996: 43-44) provides a list of potential pre-task activities that we used to design appropriate pre-tasks for our course on hospitality English.

After completion of a set of pre-task activities, the teacher should make sure that learners have a clear understanding of what the task consists of and what its goals and outcome are (Willis, 1996: 44). This includes relevant information such as the number of people the task will be completed with and what learners should do after task completion. Willis (1996) suggests that task instructions should be as specific as possible to make sure learners feel confident enough to talk. Letting students read instructions for activities or tasks

by themselves is also a good strategy to make sure learners are familiar with what they have to do. This strategy also offers learners an opportunity to become more independent students (Willis, 1996: 45). The teacher can also demonstrate the task with a student or may show a recording of native speakers or previous students completing the task.

### **6.3.2 The task cycle**

The task cycle follows the pre-task phase. The task cycle consists of three components that Willis calls task, planning, and report. The task stage is the ideal moment for learners to put into practice what they know about the target language, in the context of working in groups or pairs on a meaningful task. Willis (2009) suggests that the monitoring role of the teacher is less pronounced in the task phase. Focus of the teacher should go to ensuring that learners do the task correctly, that everyone takes part, that focus is not necessarily on form but also on meaning, that all learners use the target language and not their mother tongue, and that the task is completed within a predetermined time frame (Willis, 2009: 228). Immediately after task completion, the teacher can focus briefly on what went well and what could benefit from additional attention as a way of guiding learners to the next two stages in the task cycle.

The planning and report phase form an addition to meaning-focused task performance, which directs a learner's attentional resources mainly to the area of fluency and less to the areas of accuracy and interlanguage-complexity. The planning and report phases challenge the learner to engage in self-reflection and are designed to shift focus to becoming more accurate and to develop a learner's interlanguage-complexity. The planning phase also provides an opportunity for less proficient learners to get support (Willis, 1996: 229).

After task completion, learners form groups and prepare a short report that they will present to the rest of the class. Presentation topics for the report phase can range from how the task was completed to what each group member experienced as difficult or easy. The reports do not have to take longer than two minutes. Pushing learners to present in front of a group challenges learners to select "their best language" so as to avoid mistakes and creates a natural need for accuracy (Willis, 2009: 229). Potential mistakes in language use are less important in the task stage, but receive more weight once a public and more permanent presentational element is introduced (see Willis, 2009: 229). The teacher takes the role of chairperson and gives feedback to the learners.

The report stage is preceded by the planning stage, which gives learners an opportunity to prepare their presentations. The planning phase allows learners to pay attention to more difficult aspects of the task and can boost their confidence. The teacher takes the role of language advisor and helps learners shape what they want to say more precisely and



accurately. Willis (2009: 230) argues that critical thought about what language to use and learner investment in the process of planning the report “is likely to drive [a learner’s] language development forward.”

### **6.3.3 Language focus**

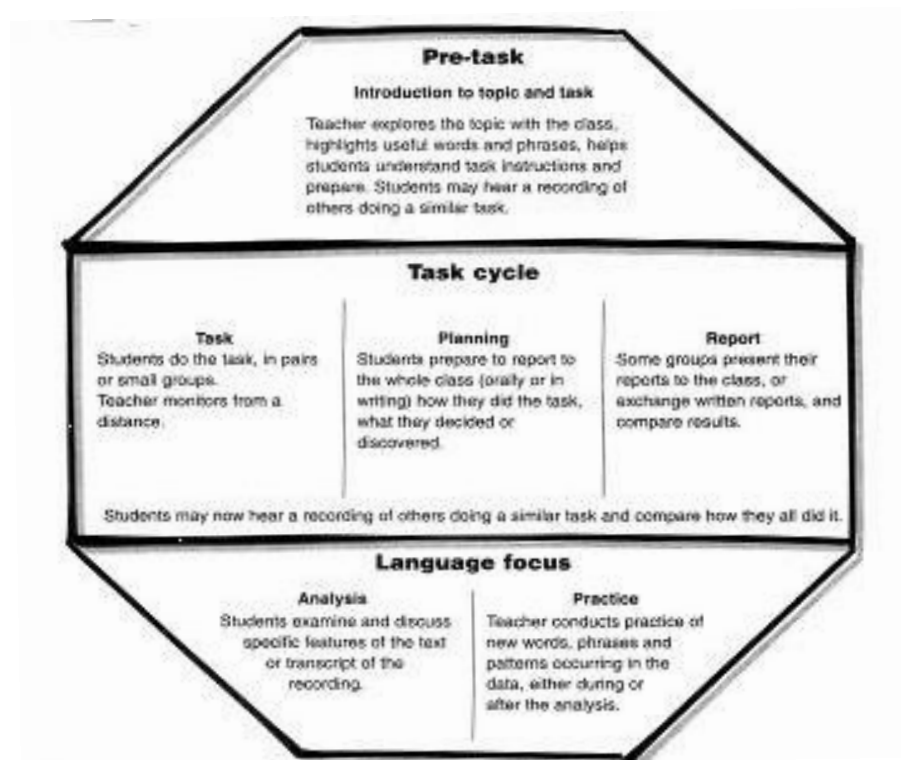
The task cycle focuses learner attention mainly on conveying and understanding meaning to reach task outcomes and to report on them. However, a lesson should also focus on form to increase the effectiveness of language teaching and learning (Willis, 1996: 101). The language focus phase forms the conclusion of a task-based lesson and provides this focus on form. It can consist of analysis and practice activities. Both of them aim to get the learner to “identify and think about particular features of language form and language use in their own time and at their own level” (Willis, 1996: 102).

Language analysis activities, also called consciousness-raising activities, give the learner certain language items in the same meaningful context as they were used before. Learners are already familiar with the individual items and are given the chance to study, analyze, and identify their form. Analysis activities promote the development of two skills, which Willis (1996: 103) calls “observation through identification” and “critical investigation of linguistic features.” Key to analysis activities is that learners have the opportunity to study the language items, to test new hypotheses they may have formed about the grammar, and to build their repertoire of lexical items at their own level and in their own pace. The teacher makes sure that the purpose of each activity is clear and stands back as much as possible. Special attention should go to weaker learners and the extra attention they may need (Willis, 1996: 103). The analysis activities end with a teacher-led review phase. The teacher asks for examples and writes these on the board. The examples are then discussed with the rest of the class. For example, learners may be asked to motivate why their classification of certain examples. The review stage is also the time to address any problems with pronunciation or intonation of words or phrases.

Practice activities do not necessarily provide a better understanding of a certain language item and their form and do not speed up the learning process. However, practice activities may give the learner more confidence and a feeling of security (Willis, 1996: 110). Practice activities are designed to practice new words, phrases, and patterns that were also present in the language that learners used or had to use in the task cycle. Willis (1996) argues that these activities should aim for small improvements per item.

These were the main components of one framework for the implementation of TBLT in a language course. An overview of Willis’ framework is presented below. The next chapter

will go into more detail about how we chose to apply the many principles and components of TBLT that this chapter discussed in our ESP course on hospitality English, what material we actually designed and we chose to structure every lesson.



A visual representation of the TBLT framework (Willis, 1996: 38)

## 7. Classroom Material

Chapter 3 showed that our course was going to be learner-centered and meaning-focused with a holistic approach to language learning and teaching. Our course on hospitality English was also going to include attention to form, despite its focus on communication and meaning. Chapter 4 described the teaching method that we thought would fit these considerations and explained the concepts and principles that underpin task-based language teaching. This chapter will elaborate on how we applied a task-based approach to designing our course and will discuss the material that we designed, the steps we took in the design process, how we structured the lessons, and how we selected and designed each task and its material.

### 7.1. Basic lesson structure

Skehan (2009) and Long & Crookes (2009) showed that sequencing tasks in a principled way has always been a cause for debate in task-based language teaching. Our supervisor from Radboud in'to Languages had shown us that a straightforward strategy for structuring lessons is to let activities progress from offering controlled practice to semi-controlled and free practice. The tasks that offer controlled and semi-controlled practice are less demanding in terms of Skehan's (2009) areas of code complexity, cognitive complexity and communicative stress than free practice tasks. We decided that ordering our classroom material according to this strategy would give our learners the opportunity to divide their attentional resources in a balanced way, which is required if proficiency is to be improved in a principled way (Skehan, 2009; Willis, 1996; Willis, 2009).

Our lesson structure and task structure is essentially a combination of our supervisor's suggestion to sequence our lesson and Willis' (1996) and Nunan's (2004) framework for developing a task-based course. Each additional module consists of a set of pre-tasks, tasks, and a language focus section, but we frequently deviated from this structure, especially in the lengthier general modules. The structure applied to the general modules is similar to how Nunan (2004: 31-33) orders his task-based lessons. Each of our general modules usually starts with a schema building exercise that is followed by a few controlled and semi-controlled activities and/or tasks that focus on particular linguistic elements. Once learners have practiced using the language in a more controlled setting and have familiarized themselves with the relationship between certain forms and their function, the module moves to one or two free practice tasks.

The controlled and semi-controlled practice tasks we designed can be compared to Nunan's (2004) activation tasks or communicative activities. They offer authentic and

integrative practice within a context of meaningful communication, but also offer the learner an opportunity to familiarize themselves with the language that is needed in the free practice tasks. These free practice tasks can be compared to Nunan's (2004) rehearsal and activation tasks. They move learner attention primarily to fluency, but learners will have had an opportunity to allocate attentional resources to the areas of accuracy and complexity-restructuring in previous tasks and can also do so in the language focus phase. The teacher mainly monitors learner progress towards reaching the desired task outcomes and interferes as little as possible.

## **7.2. Lesson plans, handouts, and PowerPoint presentations**

All of the modules that we designed consist of a lesson plan, a PowerPoint presentation, and a handout, or printables, that learners have to use in class. These three documents provide a blueprint for the teacher to follow that can also be extended or adjusted to personal preferences. Each of the three documents will be discussed briefly.

The lesson plans contain an overview of what the module consists of, or, in other words, when learners will do which task. The lesson plans inform the teacher about what learners are required to do in each of the tasks and activities. They also contain an indication of how long each task or activity lasts. Given that we were not very experienced course designers and did not have any teaching experience at the time of developing the course, we chose to keep the lesson plans as basic as possible to leave the teacher with as much freedom as possible. The aim was that the lesson plans contain enough information so that the teacher will know what to do and in which order, but that they also allow the teacher to make personal adjustments, for example to match it with their own style of teaching.

The handouts contain all of the material that learners need to do certain tasks. Most handouts include the role-play cards and scenarios and gap fills, but they can also contain additional exercises or tasks that are not part of the module but that can be pulled in if needed. Learners have access to the handouts via Blackboard so that they can print them at home or view them on their laptop or tablet. We decided with our supervisor that the handouts were not going to contain more than 4 pages.

The PowerPoint presentations form the last addition to the lesson plans. Each presentation is ready to be used in class, but the teacher can also go through the slides and tweak them before class starts. The PowerPoint presentations contain ice breakers (such as images or YouTube videos) and other classroom material that did not fit the handout but that was still needed to complete certain tasks. All of the lesson plans, handouts, and PowerPoint presentations for each general and additional module can be found in Appendix D. The next

section will go into more detail about each element of the lesson, and will start with an elaboration on what we included in the first part of each module, such as the pre-tasks that we designed.

### 7.3 Discussion of course material

#### 7.3.1 Lesson introduction and pre-tasks

Every lesson starts with a brief warm-up and introductory activity to activate the learner's schemata. These activities do not try to elicit any pre-specified linguistic forms. The introductory tasks let the learner think about their daily tasks and responsibilities, how they have to use English or how they can use English to complete these tasks and what they usually experience as easy or difficult when using English. Willis (1996: 26-27 and 41-42, see also Appendix C) provides a detailed list of tasks and pre-tasks that we used. We mainly designed tasks that ask learners to recount experiences and to brainstorm or to create mind maps about their daily responsibilities. We hoped that this focus on work experience in combination with brainstorm sessions would make classroom activities relevant and meaningful to learners while also pushing learners to think more critically about how they can use or improve their use of English in their jobs.

Our aim was to promote speaking in the target language from the moment the lesson starts. All tasks, activities, and exercises in our Hospitality English course require learners to work in pairs or in groups. The motivation for this decision is twofold: group work necessitates the learner to speak to complete tasks cooperatively and creates a safe environment to speak, especially when compared to pushing learners to speak in front of all class members. The examples below are taken from the general modules on asking and answering questions politely and on giving instructions. Image 1 is a good example of an introductory activity that we designed.

**Module 3: Giving Instructions**

Opening class ~5 minutes

- Teacher introduces the topic of giving instructions and asks what they have to give instructions for most often. Have they ever had to help someone in English?
- Learners do not need to share their anecdote with the whole group, but they should think of a specific example to discuss in the lead-in task.

Task 1 / Lead-in 5 minutes

- Learners work in pairs.
- Learners talk about a situation in which they had to give instructions.
- Learners discuss if giving instructions in English is any different from doing this in Dutch. What is easy, what is difficult? Perhaps they have any tips for tackling the problem in English?

Image 1: example of two introductory tasks

Once the general theme of the lesson has been introduced and learners are accustomed to speaking in English, the lesson continues with one or two pre-task activities. Some of our pre-tasks include watching a video and doing a gap-fill afterwards, to introduce to learners new vocabulary items or grammar, other pre-tasks ask learners to discuss their experiences or to do another brainstorm. Once again, we used the list of pre-task activities that Willis (1996: 41-42, see also Appendix C) provides as our basic source for designing pre-tasks, but also extended this list with some ideas of our own. The goal of every pre-task is to expose the learners to the target language, to model the target language, and some also focus on form. All of the initial tasks in our modules are designed to prepare the learner for the more complex rehearsal or activation tasks later on in the lesson, and offer the learner either controlled or semi-controlled practice.

Image 1 and Image 2 show that the pre-tasks we designed do not follow Willis' (1996) framework very strictly. Willis (1996: 42) suggests that the pre-task phase takes between 5 and 20 minutes in total. As has already been indicated, we deviated from Willis' framework several times, which also resulted in several pre-task phases lasting longer than 20 minutes. Some modules do not even contain any pre-tasks and go straight into task performance. We broke the linguistic or communicative necessities for the rehearsal or activation tasks down into what we thought learners need most before they are able to reach the task outcome successfully. These linguistic components or communicative skills formed the basis for the pre-tasks that we designed, as can be seen in Image 2 on the next page.

The additional modules form good illustrations of how we used pre-tasks to prepare the learners for a more complex and demanding rehearsal or activation task. Image 2 shows a set of pre-task activities that are taken from the additional module on giving directions around campus. They prepare the learner for the main task, which in this lesson requires learners to give directions. The first activity introduces learners to the topic and activates their schemata by means of a brainstorm activity that involves a brief discussion of their own experience with giving directions in Dutch and English. This first task is followed up with two form-focused tasks, or language exercises, in which learners watch a video and fill out a transcript. The transcript is then extended with input from the teacher. These two tasks are designed to teach the vocabulary that is needed to give directions by means of authentic and meaningful carrier content. The task outcome for both tasks is an overview of phrases the learners use to give directions in English as well as a list of vocabulary and phrases for giving directions from the video and teacher input.

We took a slightly different approach in the general modules. Most of these modules progress from offering controlled practice tasks to semi-controlled practice tasks and end the module with one or two free practice tasks. However, the distinction between pre-tasks and tasks, as well as the distinction between the pre-task phase and the task cycle, has become blurred in our general modules. Our main goal was to move towards free practice tasks and authentic, meaningful communication as naturally as possible, but we deviated significantly from Willis' task-based lesson structure in the process. The next chapter will go into more detail about the reasons for and effects of these deviations from the theory.

**Pre-Task / Lead-in 8 - 10 minutes**

- Teacher puts up a map on the whiteboard (see powerpoint) and gives several directions to class as model examples.
- In pairs or groups, learners work out where they are sent.
- Learners are then asked what direction phrases they remember and discuss these in pairs. Which other phrases can they think of? How do they usually give directions in English?

**Pre-Task / Controlled Practice (Signal Words + Phrases) 10 - 12 minutes**

- Learners watch following video: [https://www.youtube.com/watch?v=5IKl\\_1f-aYQ](https://www.youtube.com/watch?v=5IKl_1f-aYQ)
- After watching it, learners get a transcript and in pairs or groups of 3-4 put it back in the right order. Learners can also mark useful direction phrases.
- Learners watch video again to check answers.

**Pre-Teaching / Additional Phrases 5 - 10 minutes**

- Teacher extends learners' list with useful direction phrases and gives examples of how to use them. The following link can be very useful: <https://edition.englishclub.com/survival/how-to-give-directions/>

Image 2: example of pre-task activities

### 7.3.2 Our tasks

The pre-tasks and pre-teaching are followed by one or two main rehearsal or activation tasks. These tasks aim to challenge the learner to use meaningful and functional language in an integrated way. We based most tasks on the six types of tasks and their respective task outcomes that can be found in Willis (1996: 149-154). The six types include ordering and sorting, comparing, problem solving, sharing personal experiences, and creative tasks. Image 3 is an example of a task that requires learners to compare different situations of language use. The goal is to raise the students' awareness of the differences between polite language in Dutch and English and when to use polite language in English. The task outcome is a list of differences and similarities. Image 4 shows an example of a creative task, which consists of a role play as a form of controlled practice. All of the tasks challenge the learner to use the language in the way it is used outside of the classroom as well. Moreover, the rehearsal and activation tasks that we designed provide a safe environment to enhance learning opportunities (Willis, 1996). Most tasks end with a discussion of how learners experienced

doing the task and what they noticed or learned while they were using the target language. These discussion activities focus mainly on what the learners found difficult or easy and also move the students' attention to important language forms or examples of how to use the English language politely.

Image 3 and 4 show that we chose to stay away from asking learners to report on their performance in front of the whole class. Our target group of learners consisted mainly of lower level learners and we thought that an explicit report stage that would require them to speak publicly may affect their confidence negatively. Asking learners to present in front of the class could have a counterproductive effect on their willingness to actively use the language, which would undermine the purpose of the modules: learning English by means of speaking English. We decided to adapt the planning and report stage to avoid challenging our learners too much. Instead of a planning and report stage, we included room for discussion in which learners essentially do in a more supportive environment, for example in groups or in pairs, than in front of the class. The tasks in image 3 and 4 also contain a discussion section.

**Task 2 / Controlled Practice 10 - 15 minutes**

- Teacher puts short questions/requests on the board that elicit/require a polite response in learner's native language (such as 'wilt u een kopje koffie/thee?' or 'kunt u mij vertellen waar het ziekenhuis is?'). Learners discuss how they would answer in Dutch in several different situations that allow for different levels of politeness (when asked by your boss vs. a friend).
- Teacher gives model English answers to the questions.
- Learners discuss differences between their first language answers and English answers. What speaks out? Are there similarities as well?

Image 3: example of a task that involves comparing different situations of language use

**Task 2 / Controlled Practice (Asking for Clarification) 10 - 12 minutes**

- Teacher hands out scenarios with phrases to interrupt someone politely.
- In pairs, learners act out the dialogues.
- Teacher uses discussions to talk about how to politely interrupt a speaker, which phrases to use and why these are polite, basing this on what learners discussed.

Image 4: example of a creative task

### 7.3.3 Language Focus

Willis' (1996) framework ends the lesson with a language focus phase to allocate enough time to a focus on form, because this contributes to effective and productive learning as well (Willis & Willis, 2007). The lesson plans in appendix D reveal that we did not include an explicit and structured language focus phase as described by Willis (1996) in our modules. We deliberately chose to leave this phase more open, mainly because we were not sure what our learners would struggle with mostly in terms of language use and language form. The language focus phases that we included in our modules mainly consist of revisiting language



forms, vocabulary and important phrases that the students had difficulty with during the task cycle, but does not specify any language focus activities.

The teacher's role is to monitor learner performance in the pre-task phase and during the rehearsal or activation tasks. The language focus phase is the part of the module in which the difficulties that the teacher noticed in the previous phases can be addressed. Image 5 shows how we included the language focus phase in our lesson plans. No language focus or form focus activities are specified, but this does not mean that our modules do not allocate any attention to form. Explicit attention to language is mainly included in the pre-task and task phases. This resembles the structure that Nunan (2004) suggests, in which form-focused activities precede the main pedagogical task. However, our modules could have benefitted from a more principled language focus phase with clear language focus activities. That could have increased the effectiveness of the course by offering learners more opportunities to familiarize themselves with the relationship between form and function. The effects of our interpretation of the language focus phase will be addressed in more detail in the next chapter.

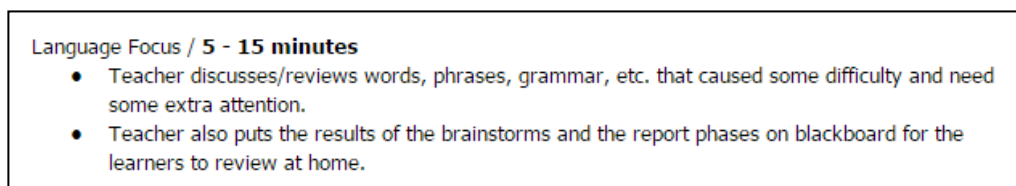


Image 5: example of language focus phase in lesson plan

#### 7.4 Illustration of genre-based approach

Task 1 in Image 1 and task 2 in Image 6, which can be found on the next page, illustrate how some of our tasks were influenced by a genre-based approach. The first slide of the PowerPoint presentation of the third general module gives learners a humorous example of how politeness is expressed in English. Task 1 builds on the awareness this image hopefully creates and combines a task-based approach with a genre-based approach to heighten learner awareness of differences in (linguistic) patterns even more. Image 2, which is taken from the handout for the third general module, shows two forms of giving instructions and learners have to discuss which of the two they consider more polite. This task tries to raise awareness about differences in spoken and written instructions and about the function of signal words.

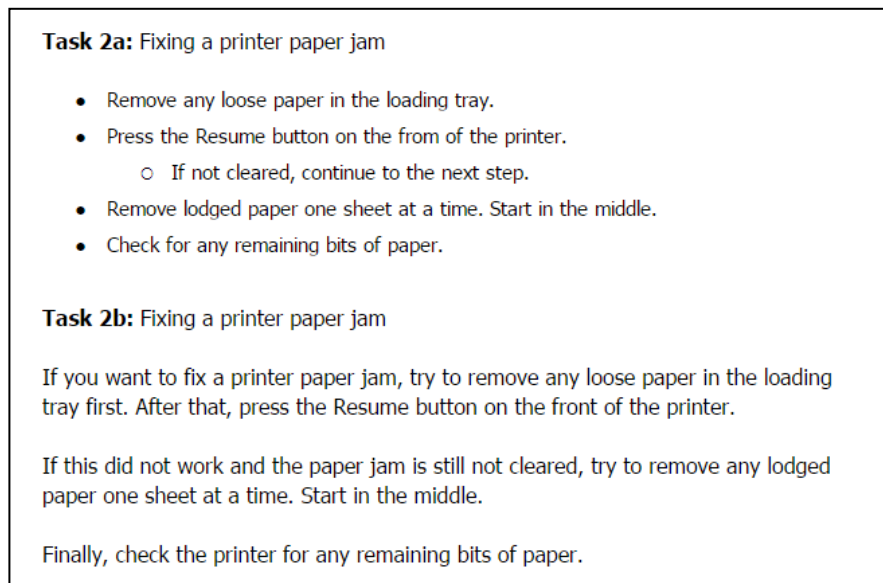


Image 6: example of a genre-based task

## 7.5 Authentic and needs responsive input

The main theme or point of focus for each task was based primarily on NA findings and the overview of modules that can be found at the end of chapter 4. Each lesson focuses on a specific linguistic skill, task, or responsibility that support staff members at Radboud University have to deal with on a daily basis. A defining factor in ESP courses is the inclusion of authentic material (see Basturkmen, 2010; Belcher, 2009; Hyland, 2002; Upton, 2012a). Most classroom material was found on campus. Some examples of the authentic material that we used include maps of the Radboud campus, instructions for using the coffee machines, the catering menu, and an emergency plan for security staff. We also extended some of the material that we found on campus with videos and images from the web. All of our tasks expose learners to real-world language use instead of stilted, unnatural language. For instance, the module on giving instructions includes a video that explains how to use a printer. These instructions closely match the instructions for the printers used at Radboud University.


Most of our tasks use narrow-angled carrier content that is as authentic as possible. An example can be found on the next page. This choice for authentic and job-focused material is beneficial for several reasons. First of all, authentic classroom material has a positive effect on learner engagement with the language because it increases the link between what is practiced in class and the language skills that are used outside of the classroom (Nunan, 2004). We also hoped to increase learner engagement by keeping the carrier content for our tasks narrow-angled. A focus on job-specific English makes the course more relevant to learners and this eventually has a positive effect on their motivation to engage with the

acquisition process (Upton, 2012a). Three examples of our course material can be found in Image 7 below.

### Using Signal words

- Put these in the right order.  
Look at the picture for details:

You start by	you can personalize your coffee
Then	you pay for your coffee
After that	selecting your favorite coffee
And finally	you select the size you want



**Grotius working lunch (also available as a packed lunch)**

- Two sandwiches on spelt bread with aged cheese and cold cuts
- Fruit from the region, seasonal
- Milk/buttermilk

Price € 5.95

**Beel lunch buffet**

- A selection of rolls
- Current/raisin bread
- Organic cheese
- Ham, roast beef, turkey breast
- Fair Trade spreads: jam/chocolate sprinkles/peanut butter/honey
- Fruit from the region
- Milk/buttermilk
- Coffee/tea

Price € 9.95

**Erasmus Lunch (rolls vary with the season)**

- Assortment of luxury mini rolls (roast beef, pastrami, smoked salmon, Old Amsterdam cheese, brie)
- Farmer's sandwich made on spelt bread with goat cheese, fig chutney and sun-dried tomatoes
- Farmer's sandwich made on spelt bread with turkey, cream cheese and Peppadew
- Sweets such as cupcakes, muffins or petit fours
- Fruit from the region (seasonal)
- Milk/buttermilk
- Coffee/tea

Price € 11.95

### Vocabulary Brainstorm

Which places do you have to give directions for often? Which words do you have trouble with using in English? Think for a few minutes and fill in the table in your first language (or Dutch):

Buildings	Places	Streets / Roads

Compare your table with your neighbor's table. Did you fill in different words? Which words are different? Can you think of their English translation?

Image 7: examples of authentic, narrow-angled material

Several tasks, such as brainstorm tasks and tasks that ask learners to share personal experiences, aim to increase the needs responsiveness of our course. We were still not sure who exactly would sign up for the course when we started the project and were not in the position to interview every single member of support staff about what they wanted each of the modules to teach. The aim was to extend the needs analysis into the classroom by means of asking course participants to discuss their own experiences with speaking English, including some of the difficulties. Learners essentially give the teacher more concrete and personal information about their lacks, for example by talking about the difficulty they experienced when they had to give instructions or had to answer questions in English. Some tasks use the outcome of these tasks as the basis for a follow-up task. The teacher, as monitor of learner

performance, can then try to adapt course material slightly to any emerging needs or can help learners by giving them tips or additional material.

## 7.6 Conclusion

This last section will go over one general and one additional module to illustrate what was discussed in the previous sections and also to show two entire modules instead of just samples. All additional modules are designed to cover approximately 45 minutes in class time and usually consist of one to three pre-tasks followed by the main task. Most general modules take between 90 minutes and two hours and therefore go through two or three cycles of pre-tasks and tasks. The general module on answering questions politely, which can be found in Image 6, is a good example of these longer lessons. Image 7 is an example of an additional module, namely the one on providing assistance during events.

Both images hopefully highlight some of the key aspects that Nunan (2004: 35-37) argues a task-based lesson should provide: each lesson progresses from controlled practice tasks and semi-controlled practice tasks to free practice tasks, each task builds upon the other, promotes active and meaningful use of English, pays adequate attention to form, and, especially the free practice tasks, challenges the learner to use the language creatively, not just reproductively. Image 6 and 7 show how each module gives learners the opportunity to reflect on their progress, albeit not in the same principled way as Willis' (1996) language focus phase.

The tasks in Image 6 all require the learner to use the language actively and in a meaningful context, namely to reach a particular task outcome. Task 3, 4 and 5 focus on form while Task 7 and Task 8 challenge the learner to use the language more creatively.

The module in Image 7 follows Willis' framework more strictly and introduces learners to the language and important language features by means of a pre-task. The pre-task is followed by the actual rehearsal task, in which learners have to provide assistance to their partner. The teacher monitors learner performance but interferes as little as possible. The language focus phase in both modules then moves attention to what may need improvement or additional attention, but does not include any specific language or form focused activities.

These are only two examples of a much larger collection of classroom material that we designed for our course on hospitality English. All lesson plans, PowerPoint presentations and handouts can be found in Appendix D. The next chapter will provide a critical reflection on the material presented in this chapter, and will also go over some of the main issues that we encountered during this internship. Chapter 7 will also discuss the feedback that we received from the teacher and course participants after the course had been taught for the first time.

**Answering Questions Politely****Pre-Teaching / Introduction 5 - 8 minutes**

- Teacher introduces topic of today's class.
- Teacher can show picture in the powerpoint to focus attention on politeness in English.
- In pairs, learners discuss differences between asking a question in English and their native language. Do they think there is a difference? What would that difference be? What are some similarities?

**Task 2 / Controlled Practice 10 - 15 minutes**

- Teacher puts short questions/requests on the board that elicit/require a polite response in learner's native language (such as 'wilt u een kopje koffie/thee?' or 'kunt u mij vertellen waar het ziekenhuis is?'). Learners discuss how they would answer in Dutch in several different situations that allow for different levels of politeness (when asked by your boss vs. a friend).
- Teacher gives model English answers to the questions.
- Learners discuss differences between their first language answers and English answers. What speaks out? Are there similarities as well?

**Task 3 / Controlled Practice 8 - 10 minutes**

- Learners do task 3 found in the handout/powerpoint.
- Teacher gives feedback/answers.

**Task 4 / Controlled Practice 8 - 10 minutes**

- Teacher briefly explains that English speakers have a strategy to make short answers polite.
- Teacher explains task 4 by doing it together with the learners.
- Teacher gives model answer.

**Task 5 / Semi-controlled Practice 5 - 8 minutes**

- Learners do task 4 again, this time in pairs and without the answers.
- Teacher checks answers with learners.

**Task 6 / Semi-Controlled Practice 10 - 15 minutes**

- Class is divided into groups of 3 - 4.
- Learners think of questions they get asked frequently, discuss these with their group members, and write them down on slips of paper (in their native language). Learners then work together on how they would answer these in English.
- After about 5 minutes, teacher discusses possible answers in more detail on the whiteboard.
- In pairs, learners mix their questions and do a practice round of asking and answering.
- Questions are collected, mixed, and re-distributed. Learners do another question and answer round. Was this more difficult? Why?

**Task 7 / Free Practice 10 - 15 minutes**

- Class is divided into groups of 3 - 4 learners.
- Each learner receives a piece of paper with an object, place or person on it that is related to campus. Taking turns, learners ask their group members questions to find out what is on their paper. Questions can range from yes/no questions to open-ended questions and group members answer.
- First student to guess what is on the piece of paper wins.

**Task 8 / Free Practice 10 - 15 minutes**

- Students are given a picture of a noticeboard containing notes with information about Radboud campus. Examples are notes that contain information on where to park your bike after closing time of the University, how to top up your peage account, or who to call in an emergency.
- The group is divided into pairs. Half of the group is given a set of questions, which the other half answers politely using information on the board. An example question is 'where can I park my bike this Saturday?'

**After Tasks / Language Focus 5 - 15 minutes**

- Teacher discusses/reviews words, phrases, grammar, etc. that caused some difficulty and need some extra attention.

**Wrap up / 5 minutes**

- Teacher summarizes what was done in class today.
- Teacher tells students what they have to prepare for next class.

Image 8: example of a complete general module

**Additional Module: How to provide assistance during events****Introduction / ~5 minutes**

- Teacher waits for students to arrive and introduces class.

**Pre-task / Vocabulary Activation 5 - 10 minutes**

## Activating previous knowledge

- Learners familiarise themselves with phrases that mean "How can I help you?"
- Teacher writes other suggestions on the board. Which phrases do they already know? Which are unclear?
- Teacher discusses phrases to offer assistance.
- Teacher asks group what they often have to provide assistance for. Learners discuss this in pairs or groups, teacher monitors discussion and makes a list on the whiteboard afterwards, in preparation for next assignment. Do learners think providing assistance in English is different than in Dutch?

**Task / Providing Assistance 10 - 15 minutes**

- The list of problems discussed in the previous task are assigned in random order to learners. Learners do not know which problems the rest received.
- Round 1: In pairs, one learner asks help, the other provides assistance. Learners switch roles afterwards.
- Round 2: Learners switch partner and repeat the procedure, paying attention to what went better or what was more difficult.
- Depending on the time, this can be done several times. Learners should pay attention to what goes well, what does not go very well in preparation of language focus.

**Language Focus / 5 - 10 minutes**

Teacher and learners discuss today's assignments and provide feedback.

- Did any problems occur? What went well? What did not go so well?
- Did you miss any vocabulary? Notes from the role-play are discussed.
- Learners make a vocabulary list with all the words written down by the class during the role-play exercise.

**Wrap-up / ~5 minutes**

- Teacher summarizes what was discussed in class and tells learners what to prepare for the following one.

Image 9: example of a complete additional module



## 8. Evaluation & Feedback

Having to design a complete course on hospitality English for a heterogeneous target group of learners from scratch, without any experience as a teacher, curriculum developer or materials designer has been, to say the least, a great challenge. The course on ESP introduced me to the basic components of the approach, such as needs analysis, syllabus design considerations and concepts such as authentic instructional material, and also offered an opportunity to put this knowledge into practice. However, my experience of the ESP course and the Master's program in general is best illustrated by a feeling of being surrounded by fog. I was not able to put the pieces together, i.e. to see the relevance of each component of the program and to put it into use. This made working for Radboud in'to Languages quite difficult, frustrating, and confusing. However, it has also been an immense learning opportunity that turned a highly rewarding experience in the end.

The previous chapter explained what material we designed for this course and how we structured it. Unfortunately, we did not have time to pre-teach the course and never got to see our work in action during our internship. However, the course ran for a first time from October 2015 until December 2015 and teacher feedback and participant evaluations of the course have given us some insight into the effectiveness of the course.

This chapter will critically reflect on the material we produced for our project and the course development process in general. The first part of this chapter is a general reflection on what went well and did not go very well during the internship and the contribution it has made to my professional development, followed by an evaluation of the main course design phases we went through, such as the NA and the implementation of TBLT as our teaching method. The feedback we received from Ms. Kessels, who taught the course for the first time, and the results from the participant evaluations she sent us will be discussed in more detail in the second part of this chapter.

### 8.1 Reflection

#### 8.1.1 General reflection

I would like to use this first section to pay attention to a few things that stood out during the internship with Radboud in'to Languages, both positive and negative. First, being responsible for this project contributed greatly to my personal and professional development. Next to that, the internship gave me an opportunity to put into practice what we had discussed in the course on ESP. However, I did not use the course to its fullest potential. For example, I attended every class, tried to prepare all the material, but did not see the bigger picture it was part of. It may have taken a while before I actually connected with the idea of being or

becoming an ESP trainer. Fortunately, the internship with Radboud in'to Languages offered me an opportunity to see these key concepts of ESP that we had discussed in class transform from theoretical elements that were only discussed in class to effective strategies and tools for the course designer. Having to design an actual course for specific purposes gave me an opportunity to make sense of what was taught in class, albeit much later than initially planned. Seeing how each element, such as the NA, important course design considerations, the choice for an appropriate teaching methodology, and the actual design of teaching material, contributes to the relevance and meaningfulness of the course has been very insightful and motivating.

Doing this for Radboud in'to Languages, and not hypothetically in class (which was another training opportunity I missed), also allowed me to connect with ESP and teaching and with the idea of becoming an ESP trainer. Attending the BESIG conference in November 2015 also contributed to a better understanding of the ESP profession. The lectures and contact with other teachers and trainers were not only very inspiring – they also gave me more insight into some of the potential paths I could take after graduation. I learned about the components of ESP, had the opportunity to apply them, saw other professionals at work, and all of these factors have raised my motivation to explore the field and its possibilities even further. Contact with Katherine also opened a few new doors to explore. She invited me a couple of times to sit in on one of her classes and these in-class observations gave me a more concrete understanding of what it is like to teach and how to structure a class. This was obviously only the tip of the iceberg, but was very insightful nonetheless.

Second, saying that I did not have a clear idea of what to do next is an understatement. Supervision from Radboud in'to Languages often only complicated rather than clarified the matter, which was especially the case in the first two months. We did not follow a clear framework and were insecure about which steps to take next, partly caused by our inexperience in teaching or course design, and we were practically waiting for Radboud in'to Languages to give us a clear idea of who we were going to design this course for and what exactly they wanted us to design. We never received this information because we had to gather it ourselves. It took a while before I was comfortable with this level of responsibility and the independence that was required of us. For example, the meetings with Katherine in the first two months often resulted in us leaving with so many tips and comments about what to do better or differently that we usually had to redesign our work completely, which then caused more confusion and insecurity. We did not work with the modular structure and the list of lessons in the first few months and Anouk and I were mainly occupied with the search



for a suitable structure, not just for our lessons and course material but also for our internship in general. I guess that I expected Katherine or Radboud in'to Languages to give us this structure, instead of accepting that this was part of my responsibility as well. However, this also pushed me to become more assertive, to take my responsibility, and to accept that it is better to produce something that may not be needed in the end than to wait until all questions are answered.

Third, designing a course on hospitality English for support staff revealed the tension between what different stakeholders want you to do and what you, as an ESP course designer, think the course and its learners require. I tried to listen as much as possible to the feedback we received from Katherine and to integrate the comments in our work, while also trying to combine the comments with what we had learned in class and what the literature said. Finding the right balance between the needs of our target learners and other stakeholder, such as management from Radboud in'to Languages, was challenging, but forms a crucial aspect of ESP as well. We felt obliged to include a module on small talk because Radboud in'to Languages wanted this, not because the NA showed a direct need for such a lesson. This internship also illustrated that NA findings can prescribe a wonderfully effective design strategy but this will not get you anywhere if the strategy does not match with the needs of other important and powerful stakeholders.

Fourth, I would like to touch briefly upon the difficulty we had finding an appropriate teaching method. We eventually decided to use TBLT but our unstructured approach to finding a teaching method cost us quite some time. We had tried a few approaches to developing the course, had asked Katherine for tips, but none of this resulted in a clear plan that pushed us in the right direction. The progression from controlled practice to free practice worked in the beginning, but the pieces still did not fall in their right places. Our academic supervisor helped us greatly when she directed our attention to TBLT. Once we had decided that we were going to use this framework as our main teaching method, structuring the design process and designing the pedagogical material went significantly smoother. The weeks before, however, were fairly frustrating and cost a lot of energy. A clear point of improvement for a future project would be to read more instead of trying out different things without a plan in mind. This makes the course development process smoother and saves a significant amount of time in the long run.

Lastly, and perhaps even most importantly, I believe that the internship has given me more confidence in my own skills and capacities, not only in terms of ESP course design, but also in terms of general professional skills. Working for Radboud in'to Languages gave me a

lot of insight into what it means to work for a language training center. For example, waiting for an answer is clearly not an option in such a fast-paced work environment. Being responsible for this project also pushed me to become more assertive and independent and challenged me to take more initiative. This has been an extremely valuable development that will prove its worth in other domains or jobs as well.

The next two sections will go into more detail about the issues that I encountered in more specific parts of the course design process, such as the NA, and will highlight some other instances of what went well and what needs improvement.

### **8.1.2 Needs analysis**

Our needs analysis gave us a lot of insight into the needs of our learners and formed the key to designing a needs-responsive, meaningful and relevant ESP course. However, this was also the very first time that I had to conduct a needs analysis. Looking back on how we approached this challenging task, a few aspects that influenced the quality of our findings deserve some extra attention.

I felt very insecure about approaching target learners to gather information about their needs. Looking back I believe that I was not comfortable in my role as a needs analyst and course designer, causing a feeling of insecurity. However, one of the core tenets of ESP is to let facts, not intuition, inform you about the linguistic and communicative needs of target students and my caution when it came to collecting NA data affected the quantity and the quality of our findings. We definitely used facts from our task-based needs analysis as the basis of our course, lesson plans, and material, but I think that we should have taken more initiative earlier on. One example happened in one of the earlier stages of our NA. I was walking around campus to find out who would be interested in our course, or who belonged to support staff, and what their daily tasks and responsibilities were. I had found out that the *Mediatechniek* staff was responsible for fixing technology related issues, such as broken computers or projectors, but they did not have time to answer my questions when I visited them. I was asked to send my questions via email, which I did, but I never received a reply. This is a good example of a situation in which I should have taken more initiative to really make sure that I got the information that I needed, for example by sending them another email or by visiting them again. I did not do this, and I think that it would have been good for our general overview of tasks if we could have included first-hand information from *Mediatechniek* as well.

I also think that our triangulation of sources and methods could have been done better. We did compare our findings from observations and interviews, observed and interviewed

several members of support staff in different positions, ranging from porters to catering staff supervisors. However, the survey we had designed to get a better overview of the success with which support staff could help guests, staff, and students only received two responses. We also emailed the same questions to native speaker academic staff members but received only one reply. More initiative and assertiveness could have affected the quality of our NA once more. We could have approached several members of support staff in English ourselves as an alternative as this would give us first-hand information on how proficient our target learners were and how successful they were doing their tasks in English. However, my insecurity and the general lack of direction we experienced at the time had a strong inhibiting effect on my efficiency and productivity.

Our language analysis would have also benefited from a more thorough genre or corpus analysis. The two types of language analysis would have given us a lot of useful information about vocabulary and particular phrases that are typical to hospitality English. For example, after the categorization of tasks into ‘genres,’ I could have used AntConc to scan digital corpora of general English or English for specific purposes for question words, signal words, and instruction words to see how these linguistic elements function in their specific contexts. I could have also used AntConc to investigate in more detail how modal verbs are actually used to express politeness in English. The results of such an analysis could have also fed directly into the design of classroom material.

The reading for this thesis and some of the lectures at BESIG also reinforced the importance of a thorough genre analysis to make sure the course developer designs needs-responsive, authentic and narrow-angled ESP material. The way we did it now did not make us aware of what we did not know, to use Lincoln & Guba’s words (1985, cited in Long, 2005: 36). I will definitely try to conduct a more principled language analysis in a future project.

However, it should also be kept in mind that we were at the beginning of our learning curve when we conducted the NA and that we did not have any experience with the many challenges tied to ESP course design. The more information we gathered about our learners, their needs and about needs analysis in general, the clearer we knew what to ask for or what to pay attention to and the more confident we became. I think that our inexperience also forms the main reason why we did not conduct a genre analysis to inform us about the language we should teach. We were thrown in at the deep end but that did not change the fact that I was still an intern. I needed time to develop my ESP-specific ‘skills’ but the pace of the internship and the pressure I felt complicated the matter. This may also form a reason for the meager

language analysis that we conducted. It would have also been too time-consuming to conduct a language analysis for each module or genre that the course was going to teach. That could have been enough for a parallel internship project.

Fortunately, the issues I experienced with collecting and triangulating NA data and conducting a language analysis were partly compensated for by the on-going nature of our needs analysis. As described in chapter 2, we went through several cycles of collecting needs. If we noticed that we did not have sufficient information at any stage in the development process we went out to collect more data. One example is the process I went through designing the catering modules. We only knew that we were going to design content for catering staff after we had done our first round of investigations, but we still tried to observe staff members at work and interview them. I also interviewed Henk Link at quite an early stage in our NA, but had a talk with him again when I wanted to check if small talk was indeed of relevance to our target learners. These are only two examples of how we tried to focus on using learner and stakeholder needs as the basis for our course, not any intuition-based assumptions.

In summary, I think that we gathered enough information to design a needs-responsive and meaningful course, especially given that this the very first ESP course that we designed, but we could have gained a better understanding of our target learners and their needs if we had been less insecure about our own abilities and credibility as needs analysts. An important point of improvement for any future project is the lack of assertiveness and independence I had. Conducting this NA has shown me that caution limits the effectiveness and quality of your findings. I will start a next NA with more confidence and will take initiative from the start.

### **8.1.3 Teaching method**

It took us a lot of time and effort to select a teaching method that was appropriate for our learners and the needs we had identified. Our choice for TBLT was influenced greatly by our academic supervisor, who pointed our attention to task-based learning and teaching and some of the available literature about it. However, chapter 5 showed that we also deviated from the theory quite frequently. The absence of Willis' (1996) principled language focus activities is one example. The way we structured our lessons and designed and sequenced our tasks deviates from the theory about task-based language teaching and learning as well. Most of our modules, especially the longer general modules, do not follow the beliefs about effective language learning that underpin TBLT. Task-based lessons and courses were revolutionary because they broke with traditional, frustration-causing models of discrete

language teaching. Task-based lessons essentially skip the presentation and practice part and throw the learner in at the deep end. Learners experience using the language and the resulting emerging needs before any elaborate teaching takes place. The task-based, or communicative, strategy of sequencing a lesson increases the learner's intrinsic motivation to invest in the acquisition process, because learners have experienced their lacks and because teaching can be adapted to these learner specific lacks. However, our lessons often pay too much attention to the presentation of the language prior to performance and, despite our task-based approach, are still influenced by traditional, synthetic ideas about teaching and learning a language.

Our mix of PPP-influenced teaching methodology with TBLT potentially limits the effectiveness of our course. However, due to our inexperience as teachers and course designers and the 'fog' that surrounded us throughout the course design process forms one of the reasons why we deviated from the literature. Looking at the whole process in hindsight, I now realize that we did not realize that we were combining two radically different teaching methods. One possible explanation for this unawareness is the general level of difficulty we had with the Master's program and the internship. Better participation in the ESP course could have helped a lot, as well as spending more time on reading about different teaching methods and course design considerations before actually starting the design process. Once we began investing more time in TBLT and in designing material according to the TBLT framework, we were already largely influenced by the suggestions from our supervisor from Radboud in'to Languages as well. Our material does not always challenge our learners to use the language immediately in a functional context. Rather, most lessons teach, often in a functional and meaningful context, about the language.

Several scholars wonder if the deviations and adaptations of teaching methods and language learning theory negatively influence the quality of a language course. Willis (1996: 41), for example, acknowledges that her framework is flexible and can always be adapted to circumstances and learner needs. Prabhu (1990) adds that no single best teaching method exists. Teachers and course designers often seem to be searching for an ideal teaching method, which implies that teaching methods can be evaluated objectively. Brumfit (1984) questions this attempt to objectively evaluate teaching methodology. He argues that the idea of predicting what learners will do in a situation as complex as the classroom is either based on a view that students acquire a language in a mechanical way, a view that is not supported by research, or that the many complexities of the classroom can be measured and predicted with a sense of accuracy that does not seem plausible (cited in Prabhu, 1990: 169). The

success of a teaching method is contingent upon so many complex factors, that objectively evaluating them is problematic in the first place.

The effectiveness of teaching is tied to teacher and learner engagement with the course and its material as well (Prabhu, 1990: 171). Without a teacher's engagement with the material and the underlying language learning philosophy, teaching and learning become more mechanical and less productive (Prabhu, 1990: 172). Learner's perception of learning and their evaluation of classroom activities also influence the effectiveness of a course (Prabhu, 1990: 172). If learners do not like the material, they are less likely to put sufficient effort in the acquisition process. Prabhu (1990: 173) stresses that aiming for maximum engagement of the teacher and learners with the course and its material is worth as much or even more than mechanically putting into practice what one particular teaching method prescribes. These insights do not make our course more task-based and the instructional material could have definitely benefited from less interference from traditional PPP-influenced ideas about teaching and learning. However, Prabhu's point does make clear that our deviations from the literature do not make our lessons ineffective. The next section will show that both teacher and learners enjoyed the course and were very much engaged with the material.

## **8.2 Evaluation of course material**

### **8.2.1 In-class observations**

I am very glad to have had the opportunity to join one of the classes around October 2015, when the course ran for the first time. The lesson that I joined taught the third module on giving instructions. Seeing the material in action showed me a few important things that I would not have noticed otherwise. First, it became clear that not all of the tasks that we designed are appropriate to the level of proficiency of our target learners. Some of the instructions were too complex and not appropriate to our learners' proficiency level, some tasks used words that were too difficult, and the gap fill for the video on how to fix a paper jam was too fast-paced for the learners to follow clearly and caused some frustration. This was a good example of how tasks can require the learner to spend too much attentional resources on cognitive complexity and communicative stress at the expense of the effectiveness of the assignment. Looking back, I think that the thought behind our tasks and activities was principled, but our lack of experience in the classroom caused us to make some of them too complex, difficult, and therefore too demanding. Fortunately, the teacher was experienced enough to adapt assignments along the way so that they better matched the needs and lacks of course participants.

No other big issues surfaced when I sat in on the lesson and I noticed how most of the students actively participated and spoke English, even before the class had officially started. The atmosphere was exactly as we had hoped it would be: safe and secure, supporting learners to practice speaking English as much as possible.

### **8.2.2 Feedback from course participants**

The participant evaluations that we received from Ms. Kessels revealed that most learners were positive about the course, with a few exceptions. One or two participants remarked that they did not find the material very relevant for their job. However, it should be taken into account that these learners came from a different department than the ones we had decided to focus on in the modules. It would have been absolutely impossible to develop a needs-responsive course for all of Radboud's non-academic staff. Such a course would have cost us significantly more time and I wonder if we would still have designed an ESP course?

Hyland (2002) and Upton (2012a) already stressed that the degree of specificity distinguishes ESP from its general counterpart. Limiting our focus to security, front desk, and catering staff allowed us to design a course that has as its unique selling point that it teaches narrow-angled, or job-specific skills. The participant remark does highlight the tension that exists between what we were able to deliver and the commercial demands from our main stakeholder, Radboud in'to Languages, which agreed to let participants from other departments join (and pay for) the course as well. Fortunately, the participant who found the material less relevant still enjoyed the course. In fact, the evaluations and feedback from Ms. Kessels showed that most course participants were happy with the material, found it relevant and meaningful, and were able to apply parts of it in their jobs already. The course evaluations also corroborated what we found in our NA, namely that most learners indeed signed up for the course to improve their ability to use English politely. The participant evaluations can be found in Appendix E.

### **8.2.3 Teacher feedback**

Ms. Kessels was also positive about the course and indicated that most students had enjoyed the course. However, she also pointed out several practical issues that she encountered and that are worth discussing. One issue that she encountered was that some lesson plans did not state clearly where the material referred to in particular tasks could actually be found. For example, the lesson plan for the first module states that the teacher has to show learners a list of greetings, but does not specify if the teacher has to come up with this list themselves or if it can be found in the handout or PowerPoint. Some lessons also missed role-play cards, which Ms. Kessels then had to make herself. Such issues are not complex but

cost the teacher significantly more preparation time. Some course material was also missing entirely, which I added later on. Several PowerPoint presentations and handouts also contained spelling mistakes. Sending one or two modules out for review to a teacher before the course actually started could have really helped in localizing issues such as unclear references to classroom material, missing material, and spelling mistakes.

Ms. Kessels also pointed out that some students expressed a need for more grammar. We chose to design a course that focused primarily on improving communication skills with a holistic and analytic approach, meaning we deliberately did not define any grammar or other form-focused activities. Our NA had shown that our target learners had to learn English for very specific tasks, and informed by SLA research and discussions with our supervisors, we decided to focus on teaching the target language in a natural, meaning-focused, and analytic way. However, as Nunan (2004) points out, task-based courses can always have a place for a focus on form, especially if learners explicitly ask for it. We were of the opinion that predetermining what our learners needed most in terms of grammar would have been counterproductive, mainly because we had no idea what our diverse group actually needed. We preferred to give the experienced teacher room to respond to emerging needs, for example in the language focus phase. We hoped that this would keep the primary focus of the course on improving communicative skills and that time and energy would only be spent on grammar and other form-specific issues that learners really need.

### **8.3 Conclusion**

Without a doubt, this internship has taught me a lot. It did not always go as smooth as I wanted, but most moments of struggle were extremely educational on a personal as well as a professional level. If I get the chance to work on a similar project in the future, I will make sure to take initiative from the start and to be more confident about my role as an ESP professional in training. Working on this project has shown me that assertiveness and independence are important characteristics during the needs analysis. I am also aware of the value of conducting a proper language analysis, and will make sure to study the literature sufficiently before getting caught up in the design and development process.

I will also remember that the course was quite successful, especially since this was the very first time we designed a complete course. Added to that, our main stakeholder did not give us a very clear idea of who we were going to design the course for and what we were supposed to design, and the success. However, the feedback from Ms. Kessels and the course evaluations by participants reveal that the course was not only enjoyable but also relevant and meaningful. The end product is not without its faults and could definitely benefit from several



improvement. However, if there is no objectively best method, there is probably no best course either and it makes me feel proud that we designed a needs-responsive, narrow-angled task-based course that learners and teacher enjoyed.

This project has actually been one big illustration of the value of task-based learning. The ESP course formed the pre-teaching phase. Personal reasons caused me to pay only limited attention and before I knew it, I had to complete the integrative task of designing a complete ESP course on hospitality English. What I was not able to make sense of during the lessons became extremely useful during the internship. All pieces of the puzzle fell in place. The plunge in the deep caused confusion and frustration, but has also given me an immensely valuable and rewarding learning experience, both on a professional as well as a personal level, that I will not forget anytime soon.

## 9. Conclusion

Many professionals need to use English in their jobs or disciplines these days. The many sub-branches of ESP, of which English for Academic Purposes, English for Business Purposes, and English for Nursing Purposes are only a few examples, illustrate the large and diverse need for specific English language and communication courses. The ESP approach to teaching and course design gives valuable and practical tools to meet highly specific learning needs in often unfamiliar professions, disciplines, or genres; tools that proved their worth when we developed our course on hospitality English for Radboud University support staff.

The first step in ESP course design is the identification of target learners and an assessment of their needs. Interviews with support staff members, their supervisors, and stakeholders from *Taalbeleid* revealed that support staff at Radboud University is made up of several clusters, such as catering staff, security staff, and front desk staff, and that each cluster has their own daily tasks and responsibilities. Interviews with and observations of potential course participants at work pointed out that the daily tasks and responsibilities of support staff consist of short, service-oriented interactions that center on giving instructions, making and confirming a room reservation, giving directions, or assisting in emergencies. The needs analysis also revealed that most members of support staff were lower level learners of English with an A2 or B1 level of proficiency on the CEFR scale. Despite this lower level of English, the majority of potential course participants was quite successful at performing their tasks in English. Offering course participants an opportunity to practice using the language in a safe but also meaningful and goal-oriented context could help a lot. The language analysis showed that learners often knew what to say, but not in the right form, which could be due to a different understanding of politeness, and its markers, in English. As a result, the course also pays attention to raising awareness about the differences between being polite in Dutch and English by including several genre-based assignments that challenge our learners to compare what they would say to international guests with what a native speaker would say to raise this awareness. The biggest challenge consisted of translating what the NA had revealed into an actual course.

The NA had made clear that we were dealing with a very heterogeneous group of potential learners, of whom we were not sure who would actually sign up for the course. For example, the tasks that catering staff members have to complete on a daily basis are completely different from the daily tasks and responsibilities of security staff members. This significantly increased the challenge of designing narrow-angled ESP course material that would be relevant and meaningful for all potential participants.

The problem of our large group of target learners was solved by adopting a modular approach to structuring the course, which also allowed us to keep the course needs-responsive as well as scalable. Five general modules were designed that focus on tasks and skills that the majority of support staff members needs, such as giving instructions and asking and answering questions. These general modules are approximately 90 minutes to 2 hours in length. Fourteen additional modules focus on sub-group specific tasks and skills, such as explaining how to pay for parking and giving more information about ingredients. Depending on the demographics of course participants, the set of modules that we designed can be combined to fit the needs of the learners. The modules that are relevant can be included, any module that is not relevant can be left out, and if anything is missing, new modules or material can be easily pulled in or added at a later stage without having to develop a completely new course.

Each module centers on improving speaking skills and confidence in speaking, with special attention to teaching how to use the language politely. The goal of each module that we designed is to give participants an opportunity to practice one of their daily tasks in English by actually doing that task in English. This strategy keeps the course and its instructional material relevant, meaningful, and above all goal-oriented. The language is taught through integrative, communicative tasks in which meaning takes higher priority than form, so that it closely resembles what participants have to do in their jobs. Every module also includes room for learner input and takes their experiences, thoughts, and also current level as the basis for each activity. The teacher mainly monitors learners, lets them experience how to use the language, and only gives feedback if necessary and after task outcomes have been reached.

The structure and content of each module is based on a task-based approach to teaching and learning. The methodology of task-based language teaching (TBLT) allowed us to design needs-responsive, meaningful, and effective pedagogical material. Each general module starts the lesson with a task that activates the learner's schemata, followed by a set of tasks that offer controlled and semi-controlled practice opportunities in preparation of one or two more complex rehearsal tasks that closely resembles learners' real world tasks. The structure for the additional modules is taken from Willis (1996): each of these shorter modules focuses on one specific task, such as giving directions around campus, and starts with one or two pre-tasks that prepare the learner for the rehearsal task. All modules focus learner attention predominantly to using the language to perform their tasks, but include a focus on form as well. Tasks, both pre-tasks and main tasks, include a discussion and report

phase in which learners reflect on their performance, for example by discussing what was difficult and what went well. Learners can also use these moments to take note of the difficulties they experienced, which are addressed in the language focus phase. Feedback can be adapted to emerging learner needs to increase needs-responsiveness and relevance. All tasks use material that engages the learners to interact with the language authentically, mainly through a narrow-angled focus. Most instructional material was found on campus, such as instructions for the coffee machine or the university's catering menu. This teaches learners job-specific skills and promotes authentic language use in the context in which it will be used outside of the classroom as well.

Designing a needs-responsive course for such a heterogeneous group of learners was tough and challenging. Our modular approach and the implementation of task-based language teaching gave us the tools to complete our internship project. The internship and Master's program taught me a lot, both on a professional and personal level. Above all, however, they introduced me to the fast-paced, tough, but at the same time rewarding world of ESP. Belcher (2009: 2) is correct that it is exactly its numerous challenges that make ESP "exciting, intellectually stimulating, and personally gratifying."

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## Appendices

### Appendix A – Taalbeleid

#### Een nieuwe fase in het Taalbeleid Radboud Universiteit

Datum bericht: 20 januari 2015

*Good language skills are the foundation for all academic communication.*

De Radboud Universiteit is trots op haar internationale karakter en blijft ook de komende jaren investeren in het samen realiseren van een ‘Tweetalige Campus’ door het faciliteren van taaltrainingen voor haar medewerkers en studenten. Ook zal er gewerkt worden aan opname van taaleisen in HRM instrumenten zoals aanstellings- en jaargesprekken en in de beroepskwalificatie onderwijs (bko).

#### Taalbeleid fase 2

Na de succesvolle afronding van Taalbeleid fase 1, die met name gericht was op het verbeteren van de algemene Engelse taalvaardigheid van medewerkers van de Radboud Universiteit, start vanaf februari 2015 de implementatie van Taalbeleid fase 2.

Deze nieuwe fase concentreert zich op het verbeteren van de Engelse taalvaardigheid voor specifieke doeleinden. De nadruk komt met name te liggen op *Lecturing in English* voor docenten. Daarnaast wordt in deze fase aandacht gegeven aan de verbetering van de Engelse taalvaardigheid van ondersteunend personeel, evenals aan de Nederlandse taalvaardigheid van anderstalige medewerkers en studenten. Interculturele communicatie is in alle trainingen een belangrijk aspect.

Het college van bestuur heeft een budget ter beschikking gesteld om de scholingskosten met de faculteit te matchen.

#### Inventarisatie

Medewerkers voor wie het scholingsaanbod relevant is, ontvangen half januari een inventarisatieformulier waarop zij kunnen aangeven in welke training zij geïnteresseerd zijn. Na selectie en autorisatie op faculteitsniveau kunnen ze zich vanaf half februari inschrijven bij het taal- en communicatiecentrum van de universiteit, Radboud in'to Languages. Zowel individuele medewerkers als groepen zullen op *first come, first served* (wie het eerst komt, het eerst maalt)-basis worden ingepland.

#### Meer informatie

Heeft u een vraag over de Taalbeleid fase 2, neemt u dan contact op met Simone Barnhoorn, senior medewerker Kwaliteit, Beleid en Projecten of met Judith Arns, projectleider taalbeleid. [s.barnhoorn@let.ru.nl](mailto:s.barnhoorn@let.ru.nl) of [j.arns@let.ru.nl](mailto:j.arns@let.ru.nl)  
(024) 361 21 59

<http://www.radboudnet.nl/actueel/nieuws/@979611/taalbeleid-fase-2/>

### Target level of proficiency for support staff members

Funcatiecategorie	CEF	IELTS	Cambridge ESOL	Toeefl Paper Test	Toeefl Computer Based Test	Toeefl Internet Based Test	ALTE (Association of Language Testers in Europe)
Docenten/onderzoekers	C2	7.5	Certificate of Proficiency (CPE)	590 – 637	243 – 270	96 - 110	Level 5
Beleidsmedewerkers*	C1	6.5	Certificate in Advanced English (CAE)	550 – 587	213 – 240	79 - 95	Level 4
Baliemedewerkers (front office)	spreken: B2	6.0	First Certificate in English/BEC Vantage Certificate** -	513 – 547	183 – 210	65 – 78	Level 3
	luisteren: B2	6.0		513 – 547	183 – 210	65 – 78	Level 3
	schrijven: B1	5.5		513 – 547	183 – 210	65 – 78	Level 2
	lezen: B1	5.5		513 – 547	183 – 210	65 – 78	Level 2
Administratief medewerkers (back office)	B2	6.0	BEC Vantage Certificate/First Certificate in English (FCE)	513 – 547	183 – 210	65 – 78	Level 3
Secretarissen	spreken: B2	6.0	BEC Higher Certificate/CAE BEC Vantage/First Certificate BEC Vantage/First Certificate BEC Vantage/First Certificate	513 – 547	183 – 210	65 – 78	Level 3
	luisteren: B2	6.0		513 – 547	183 – 210	65 – 78	Level 3
	schrijven: C1	6.5		550 – 587	213 – 240	79 – 95	Level 4
	lezen: B2	6.0		513 – 547	183 – 210	65 – 78	Level 3
Ondersteunend niet-administratief personeel (bijv. portiers)	spreken: B1 luisteren: B1	5.5 5.5	Preliminary English test (PET)	513 – 547 513 – 547	183 – 210 183 – 210	65 – 78 65 – 78	Level 2 Level 2

Taken from: Notitie Taalbeleid Engels aan de Radboud Universiteit, p. 12

[http://www.radboudnet.nl/publish/pages/538999/notitie\\_taalbeleid\\_engels\\_definitieve\\_versie-pdf.pdf](http://www.radboudnet.nl/publish/pages/538999/notitie_taalbeleid_engels_definitieve_versie-pdf.pdf)

## Appendix B – Survey Needs Analysis

### **Survey Hospitality English for Radboud Security & Support Staff**

Thank you for taking the time to fill in this brief survey. There are no right or wrong answer. We are mainly trying to get an overview of where RU campus support & security staff could improve in terms of language and pragmatics, especially when dealing with international students & staff.

**Question 1:**

Can you describe some of the tasks you have needed support/security/other RU staff for recently (think of lost & found, IT-support, porters etc)?

**Question 2:**

Do you feel you were helped in a polite and hospitable manner? Could you please explain your answer.

**Question 3:**

How would you describe the level of English proficiency of these employees?

**Question 4:**

How do you think this influenced their success in helping you?

**Question 5:**

What areas do you think could use some improvement, linguistically as well as pragmatically speaking? For example, did they assist you in a polite and hospitable manner?

**Question 6:**

Is there anything else you'd like to tell us about your experiences?

Thank you for taking the time to fill in this brief survey. We appreciate your help! :)

## Appendix C - List of Pre-tasks and six types of tasks

**List of pre-tasks (copied from Willis, 1996: 41-42)****1. *Classifying words and phrases***

On the board, write jumbled-up words and phrases connected with the topic and task. Talk about them as you write. (This will provide good exposure.)

**2. *Odd one out***

Write sets of related words and phrases on the board, inserting one item each set that doesn't fit, e.g. *a blue shirt, black trousers, a long dress, a smart tie*.

T: *Say the phrases to your partner and discuss which is the odd one out and why. Then make up some more sets for another pair to do.*

**3. *Matching phrases to pictures***

You need a set of pictures related to your topic – some can be quite detailed – and two or three phrases or captions for each picture (including, if you like, one that doesn't fit). Mix all the phrases or captions up and write them on the board in a jumbled list.

T: *Which phrase/captions go with each picture? (There may be some left over that don't fit). Write your own captions for any two pictures. Can your partner tell which pictures they are for?*

**4. *Memory challenge***

This is the same as the matching activity, only you take the pictures down after one or two minutes, and students must match the phrases or captions to the pictures from memory. It is better not to number the pictures. Then students will have to specify verbally which picture they mean by describing it, which of course stimulates more language use.

**5. *Brainstorming and mind-maps***

Write the main topic word(s) in the centre of the board. If you have a picture related to your topic, show the class. Encourage students to call out other words and phrases, and ask whereabouts on the board you should write them. Some ideas for classification will develop.

T: *What do you think of when you hear these words and/or see these pictures?*

**6. *Thinking of questions to ask***

T: *Write four questions you might ask if you were doing a survey on TV viewing, interviewing someone to teaching your college, etc. Exchange questions with another pair and then classify them all.*

**7. *Teacher recounting similar experience***

T: *I'm going to tell you about a silly accident I once had. Listen and see whether anything like it has ever happened to you.*

## **Six types of tasks (copied and adapted slightly from Willis, 1996: 26-27)**

### **1. Listing**

Listing may seem unimaginative, but in practice, listing tasks generate a lot of talk as learners explain their ideas.

The processes involved are:

- Brainstorming, in which learners draw on their own knowledge and experience either as a class or in pairs/groups.
- fact-finding, in which learners find things out by asking each other or other people and referring to books, etc.

The outcome would be the completed list, or possibly a draft mind map.

### **2. Ordering and sorting**

These tasks involve four main processes:

- sequencing items, actions or events in a logical or chronological order
- ranking items according to personal values or specified criteria
- categorizing items in given groups or grouping them under given headings
- classifying items in different ways, where the categories themselves are not given.

### **3. Comparing**

Broadly, these tasks involve comparing information of a similar nature but from different sources or versions in order to identify common points and/or differences. The processes involved are:

- matching to identify specific points and relate them to each other
- findings similarities and things in common
- finding differences

### **4. Problem solving**

Problem-solving tasks make demands upon people's intellectual and reasoning powers, and though challenging, they are engaging and often satisfying to solve. The processes and time scale will vary enormously depending on the type and complexity of the problem.

Classification of problem-solving tasks starts with short puzzles such as logic problems. Real-life problems may involve expressing hypotheses, describing experiences, comparing alternatives and evaluating and agreeing a solution. Completion tasks are often based on short extracts from texts, where the learners predict the ending or piece together clues to guess it. The classification ends with case studies, which are more complex, entail in-depth consideration of many criteria, and often involve additional fact-finding and investigating.

## **5. Sharing personal experiences**

These tasks encourage learners to talk more freely about themselves and share their experiences with others. The resulting interaction is closer to casual social conversation in that it is not so directly goal-oriented as in other tasks. For that very reason, however, these open tasks may be more difficult to get going in the classroom.

## **6. Creative tasks**

These are often called project and involve pairs or groups of learners in some kind of freer creative work. They also tend to have more stages than other tasks, and can involve combinations of task types: listing, ordering and sorting, comparing and problem solving. Out-of-class research is sometimes needed. Organisational skills and team-work are important in getting the task done. The outcome can often be appreciated by a wider audience than the students who produced it.

The classification of rehearsal tasks starts with children's activities such as model making, and goes on to ideas for creative writing. Social and historical research and media projects may be longer-term tasks spread over a whole day or done in short spells over some weeks.

In real-life rehearsals pairs or groups of students predict, plan and rehearse what they could say in typical real-life situations (e.g. buying stamps). They then perform their dialogue in front of the class, and/or record it. Next, they either hear a recording of a real-life parallel dialogue, or, if they are in an English-speaking area, they go to the place (e.g. the post office) and take notes of what people actually say. If possible, they also take part in a similar situation themselves (e.g. buy the stamps) with another student taking notes. Finally, students compare the real-life versions with their own prepared scripts.

Appendix D – All course material (lesson plans, handouts, PowerPoint presentations)

## General Modules

### Lesson Plan: Greetings and small talk

#### Greetings

Lead-in: **5 minutes** of the teacher introducing themselves

- Teacher starts by introducing themselves, making sure to be heavy on the introductory phrases (e.g. “Hello, everyone. Welcome, and good evening.”)
- Teacher introduces the topic

Task 1: **5 minutes** repeating introductions

Learners work in groups of 3 - 4

- Learners introduce themselves with a greeting, their name, and a fact about themselves

Language Focus: **8 - 10 minutes** analysing language use

- Teacher offers list of different (kinds of) greetings
- Teacher asks the group: Which ones did you get that are in the list?
- Teacher asks the group: Did you find any examples that are not on the list?

Controlled practice: **10 - 15 minutes** practicing greetings in different context

- Everyone gets a card with a role on it (e.g. front desk employee, important guest speaker, student, professor at Radboud University, etc.)
- Everyone goes around and introduces themselves to everyone else
- Some are socially equal, some are socially unequal; how would you greet each person?
- Make it quick: Meet, discuss appropriate greeting for 10 secs if necessary, greet, move on

Follow-up: **5 minutes** discussing the assignment

Groups of 3 - 4

- What did everyone say to each other? And why?
- Any disagreements?

Wrap-up: **5 - 10 minutes** concluding the topic

- Teacher provides brief additional explanation
- How and when to be formal and/or polite
- Teacher discusses learners' questions or difficulties

[BREAK]

- Suggestion for the teacher: Observe potential small talk people make
- Make sure people talk to each other and not (only) to you
- Make notes to add these topics to the list of small talk that will be provided

### **Small talk**

Lead-in: **8 - 10 minutes** introducing the subject of small talk

- Teacher explains: What is small talk?
- Learners reflect: What kind of small talk did they make during the break?
- Teacher gives examples of good and bad small talk topics, learners think of more examples

Controlled practice: **5 minutes** super short practice

Learners work in pairs

- Learners pick one topic (off the good list) from the board to talk about
- Teacher tells learners: move on to another topic if you are done talking after a minute

Free(er) practice: **10 - 15 minutes** combining greetings and small talk

- Learners work in small groups rather than pairs (3-4 people)
- Teacher gives some scenarios (employees on a break, best friends, business people)
- Learners introduce themselves appropriately and have a fitting conversation

Follow-up: **5 minutes** reflect on the assignment

- Was the second time less awkward than the first?
- Was there anything in particular that caused problems?

Wrap-up: **5 minutes** concluding the lesson

- Teacher takes a moment praise everyone for being brave enough to speak
- Teacher asks about expectations/feedback
- Teacher says what they need to prepare for next time



**Handout: Greetings and small talk****1. Combining greetings and small talk**

Situations to choose from:

- You are at a friend's birthday party, but you do not know any of the guests
- You are seeing your best friend again for the first time in weeks
- You are on a break at work and your boss walks into the break room

Start the conversation by greeting one another. Then choose a topic to discuss. Keep in mind the degree of formality and the topics that are "safe" to discuss in this situation.

Now write down a possible appropriate greeting exchange for the situation you chose.

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What are some other topics that you could discuss in this situation and what are some topics that you would avoid?

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You will discuss what you wrote down with the rest of the class. The teacher will ask some of you to demonstrate your conversation. Write down the greetings that the others used.

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## PowerPoint Presentation: Greetings and small talk



**in'to**  
**Greetings and small talk**  
*general module*

Radboud **in'to** Languages

### Introduce yourself

Groups of 3-4

- Greet your groupmates
- Introduce yourself
- Tell a fact about yourself

Radboud **in'to** Languages

### Different greetings

Good morning  
Hi, it's so good to see you  
How do you do?  
Hello  
Hey, what's up?

Radboud **in'to** Languages

### Practicing greetings in different contexts

Work with the whole group

- Everyone gets a card with a role
  - Example: porter, VIP guest, student, teacher, etc.
- Walk up to someone and greet them
- Should you be formal or casual to this role?
  - Example: Porters are extra polite to important guests
- Take 10 seconds to discuss the appropriate greeting if necessary, say it, and move on

Radboud **in'to** Languages

### Discuss the assignment

Work in groups of 3 - 4

- How did it go?
- What did you say and why?
- Do you have any questions for the teacher?

Radboud **in'to** Languages

### Conclusion greetings

When to be polite?

- Speaking to someone important
- Also when speaking to someone 'unimportant!'
  - Everyone is a guest

Radboud **in'to** Languages

## Small talk

What is small talk?

- Light, informal conversation
- Unimportant, harmless topics
- Things you talk about at the hairdresser, during your break at work, to prevent uncomfortable silences, before starting on an important topic you want to discuss, etc.

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## Topics for small talk

### Good topics

How someone is doing  
Sports  
Books or movies

### Bad topics

Politics  
Sex  
Money

What other topics can you think of?

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## Practicing small talk

Work in pairs

- Pick a good small talk topic
- Talk about it with your partner
- Move on to a new topic if you run out of things to say

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## Language focus

- How did it go?
- How could you do better?

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## Conclusion

- What did we do today?
- What will we do next time?

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**Lesson Plan: Answering questions politely****Pre-Teaching / Introduction 5 - 8 minutes**

- Teacher introduces topic of today's class.
- Teacher can show picture in the powerpoint to focus attention on politeness in English.
- In pairs, learners discuss differences between asking a question in English and their native language. Do they think there is a difference? What would that difference be? What are some similarities?

**Task 2 / Controlled Practice 10 - 15 minutes**

- Teacher puts short questions/requests on the board that elicit/require a polite response in learner's native language (such as 'wilt u een kopje koffie/thee?' or 'kunt u mij vertellen waar het ziekenhuis is?'). Learners discuss how they would answer in Dutch in several different situations that allow for different levels of politeness (when asked by your boss vs. a friend).
- Teacher gives model English answers to the questions.
- Learners discuss differences between their first language answers and English answers. What speaks out? Are there similarities as well?

**Task 3 / Controlled Practice 8 - 10 minutes**

- Learners do task 3 found in the handout/powerpoint.
- Teacher gives feedback/answers.

**Task 4 / Controlled Practice 8 - 10 minutes**

- Teacher briefly explains that English speakers have a strategy to make short answers polite.
- Teacher explains task 4 by doing it together with the learners.
- Teacher gives model answer.

**Task 5 / Semi-controlled Practice 5 - 8 minutes**

- Learners do task 4 again, this time in pairs and without the answers.
- Teacher checks answers with learners.

**Task 6 / Semi-Controlled Practice 10 - 15 minutes**

- Class is divided into groups of 3 - 4.
- Learners think of questions they get asked frequently, discuss these with their group members, and write them down on slips of paper (in their native language). Learners then work together on how they would answer these in English.
- Wageningen addition: learners can also discuss what strategies they have for asking and answering questions in their native language.
- After about 5 minutes, teacher discusses possible answers in more detail on the whiteboard.
- In pairs, learners mix their questions and do a practice round of asking and answering.

- Questions are collected, mixed, and re-distributed. Learners do another question and answer round. Was this more difficult? Why?

**Task 7 / Free Practice 10 - 15 minutes**

- Class is divided into groups of 3 - 4 learners.
- Each learner receives a piece of paper with an object, place or person on it that is related to campus. Taking turns, learners ask their group members questions to find out what is on their paper. Questions can range from yes/no questions to open-ended questions and group members answer.
- First student to guess what is on the piece of paper wins.

**After Tasks / Language Focus 5 - 15 minutes**

- Teacher discusses/reviews words, phrases, grammar, etc. that caused some difficulty and need some extra attention.

**Wrap up / 5 minutes**

- Teacher summarizes what was done in class today.
- Teacher tells students what they have to prepare for next class.

## PowerPoint Presentation: Answering questions politely

**in'to**  
**Answering questions**  
*general module*

Radboud **in'to** Languages

Get around in **ENGLISH** Lesson Twenty-Five  
**How to be Polite**

1. Wrong



2. Right



Radboud **in'to** Languages

**Differences between English and your own language**

Discuss in pairs

- Differences between asking questions in English and in your own language
  - What do you say when you ask a question?
  - Can you think of some differences?
  - Can you think of some similarities?

Radboud **in'to** Languages

**Discussing polite responses**

Discuss in pairs

- How do you politely respond...
  - When someone asks for your help?
  - When you don't know the answer to a question?
- Do you do the same thing in English and in your own language?
  - Discuss similarities and differences

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**Assignment: write the question**

What question fits the answer? The first one is already filled in:

1. How far is the Sports Centre from the cafeteria?  
 Answer: The Sports Centre is less than one kilometer from the cafeteria.
2. ....  
 Answer: You have three options for dinner.
3. ....  
 Answer: A meal costs €4.50.
4. ....  
 Answer: The Refter closes at 7pm.
5. ....  
 Answer: You can get your key on the second floor.

Radboud **in'to** Languages

**Assignment: complete the sentence**

1. Are you from Nijmegen/Wageningen? - Yes, I am. / No, I'm not.
2. Do you speak English? - Yes, \_\_\_\_\_. / No, \_\_\_\_\_.
3. Can you tell me where the sports centre is? - Yes, \_\_\_\_\_. / No, \_\_\_\_\_.
4. Did you help him? - Yes, \_\_\_\_\_. / No, \_\_\_\_\_.
5. Have you been waiting for long? - Yes, \_\_\_\_\_. / No, \_\_\_\_\_.
6. Will she send us an email? - Yes, \_\_\_\_\_. / No, \_\_\_\_\_.

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### Discuss frequently asked questions

Groups of 3 - 4

- Write down questions you get asked a lot
- How would you answer them in English?

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### Assignment: frequently asked questions

Work in pairs

- Teacher hands out questions you wrote down
- One person asks the question, the other answers
- Switch roles until you run out of questions

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### Practice answering questions

Groups of 3 - 4

- Each person picks a card with an object, person, or place related to the campus
- Take turns asking questions to out what is on your group members' card
  - Yes/no questions and open questions are both okay
- First one to guess a card wins!

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### Language focus

- How did it go?
- How could you do better?

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### Conclusion

- What did we do today?
- What will we do next time?

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## Lesson Plan: Giving instructions

### Opening class **5 minutes**

- Teacher introduces the topic of giving instructions and asks what they have to give instructions for most often. Have they ever had to help someone in English?
- Learners do not need to share their anecdote with the whole group, but they should think of a specific example to discuss in the lead-in task.

### Task 1 / Lead-in **5 minutes**

- Learners work in pairs.
- Learners talk about a situation in which they had to give instructions.
- Learners discuss if giving instructions in English is any different from doing this in Dutch. What is easy, what is difficult? Perhaps they have any tips for tackling the problem in English?

### Task 2 / How to fix a paper jam **8 - 10 minutes**

- Students work in groups of 3 - 4.
- Teacher gives a set of instructions that does not have any signal words and that is more suitable for when you are reading, and a second that is structured with signal words to be better for when you are listening.
- Students read the instructions and discuss what they think of the two. What are some differences?

### Pre-Task 3 / How to use the printer **5 minutes**

- Students watch the following video, can take notes, and do the quiz afterwards:  
<https://www.youtube.com/watch?v=pGYMCJRBMIM>

### Task 3 / Language focus **5 - 10 minutes**

- Teacher uses the quiz to move into brief explanation on how signal words can add structure and make instructions more comprehensible.
- Teacher discusses answers to the quiz.

### Task 4 / How to use the printer **5 - 10 minutes**

- Learners receive the transcript from the handout, watch the video again and do the gap-filling exercise while watching.

### Task 4 / Language focus **10 - 15 minutes**

- The group is divided into pairs and learners report their answers to each other.
- Learners discuss the function of each signal word in the text
- Learners make a list of the signal words and their category



**Task 5 / Controlled practice and Analysis 10 - 12 minutes**

- Learners work in pairs.
- Learners put instructions on powerpoint back in right order in preparation for next part.
- Each pair gets pictures on how to log in to the printer. The learners use these to verbally give the instructions to their partner. They have to add signal words to connect them.
- After a while, students switch partners with a pair that worked with different instructions and report how they did the task, what they discovered etc.

**Task 6 / Free Practice 15 - 20 minutes**

- In groups of 3-4, students work out the instructions for a campus-related problem.
- Each group picks a topic and discusses together how to give instructions to solve this problem
- Teacher walks around and asks learners to explain how they are structuring their instructions, gives them tips on how to phrase things more politely

**After tasks / Language focus 10 - 15 minutes**

- Teacher goes over the tasks done this lesson, reviewing any difficulties
- Teacher repeats explanation about signal words if necessary
- Teacher provides feedback on phrasing instructions politely

**End of class / Wrap-up ~5 minutes**

- Teacher summarises the skills acquired in today's class
- Teacher discusses what should be S for next class

**Handout: Giving instructions (general)****Task 2a:** Fixing a printer paper jam

- Remove any loose paper in the loading tray.
- Press the Resume button on the front of the printer.
  - If not cleared, continue to the next step.
- Remove lodged paper one sheet at a time. Start in the middle.
- Check for any remaining bits of paper.

**Task 2b:** Fixing a printer paper jam

If you want to fix a printer paper jam, try to remove any loose paper in the loading tray first. After that, press the Resume button on the front of the printer.

If this did not work and the paper jam is still not cleared, try to remove any lodged paper one sheet at a time. Start in the middle.

Finally, check the printer for any remaining bits of paper.

**Task 3:** Watch the video and do the quiz below

What do you have to do if you wish to change your settings before printing?

- A) Click on “Settings”
- B) Click on “Properties”
- C) Click on “Print”

What are the two ways to log on to the printer?

- A) Swipe your college ID card or type in your information on the keypad
- B) Type in your information on the keypad or log on to a college computer
- C) Swipe your college ID card or log on to a college computer

How do you log on if you want to use the photo-copier?

- A) Log on to the printer and press the arrow on the screen
- B) Log on to the printer and press the green button
- C) Log on to the printer and place your document on the glass

What does the video say that you can do if you would like more information?

- A) Read the instructions
- B) Watch another video
- C) Ask a member of staff

**Task 4:** Fill out the gaps

Transcript of the video:

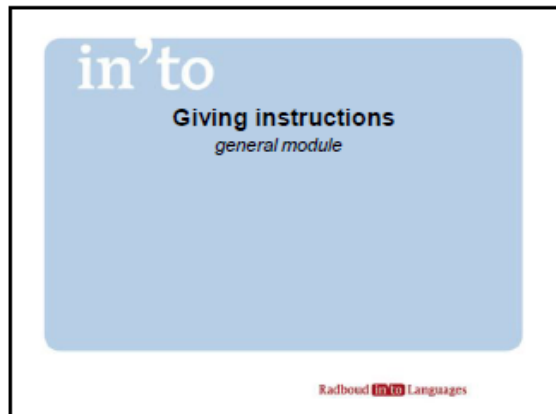
Welcome to a short introduction to using the college printer-copiers. The printer-copiers are able to print \_\_\_\_\_ photo-copy your work to A4 and A3 size, in black and white \_\_\_\_\_ full colour. To use a college printer, you will need to send your work to the printer called “My Printer”. This printer is set up to print on both sides of a sheet of paper in black and white. \_\_\_\_\_ you wish to change these settings, \_\_\_\_\_ you click on “Print”, you will need to click on “Properties”. \_\_\_\_\_ you have changed these settings, you can send your work to the printer. To print your work, you will need to log on to the printer. You can \_\_\_\_\_ swipe your college ID card \_\_\_\_\_ type your college computer login using the keypad on the screen. You will \_\_\_\_\_ be able to see details of the work you have sent through to the computer. Tap on the screen to highlight your work and \_\_\_\_\_ click on “Print”. \_\_\_\_\_ you are printing more than one piece of work, you can choose “Select All” and \_\_\_\_\_ click on “Print”. \_\_\_\_\_ your work is printed, do not forget to log off the printer. \_\_\_\_\_ you would like to use the printer as a photo-copier, log on to the printer \_\_\_\_\_ press the arrow at the top of the screen. Place your document for copying face-down on the glass \_\_\_\_\_ press the green button. \_\_\_\_\_ you have finished your photocopying, do not forget to log off. This has been a very quick introduction to using the college printer-copiers. \_\_\_\_\_ you would like any more information or help to use the copiers, please ask a member of staff.

**Task 7:** In groups, work out the solution to a campus-related problem


Situations to choose from:

- Someone has a flat tyre
- A student does not know how to check out a book from the library
- Someone asks you how the coffee machine works
- A computer in one of the classrooms is broken
- A student fell down in the library and has to go to the first aid office on the 2nd floor

## PowerPoint Presentation: Giving Instructions




in'to  
Giving instructions  
general module

Radboud  Languages

### Differences between English and your own language


Discuss in pairs

- What do you help people with/give instructions for most?
- Do you do this differently in English?
- Which bits are easy or difficult?
  - Discuss a time when you had to give instructions in English

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### Compare two texts and discuss

- How are the two texts different?
- Which one do you like better? Why?
  - Which one would be best for reading?
  - Which one would be best when you are giving the instructions to someone else?

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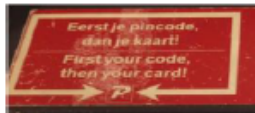
### Watch a video with instructions


1. What do you have to do if you would like to change your settings before printing?
  - A) Click on "Settings"
  - B) Click on "Properties"
  - C) Click on "Print"
2. What are the two ways to log on to the printer?
  - A) Swipe your college ID card or type in your information on the keypad
  - B) Type in your information on the keypad or log on to a college computer
  - C) Swipe your college ID card or log on to a college computer
3. How do you log on if you want to use the photo-copier?
  - A) Log on to the printer and press the arrow on the screen
  - B) Log on to the printer and press the green button
  - C) Log on to the printer and place your document on the glass
4. What does the video say that you can do if you would like more information?
  - A) Read the instructions
  - B) Watch another video
  - C) Ask a member of staff

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### What are signal words?


- Signal words show a connection between (parts of) sentences or paragraphs
- Some different types of signal words:
  - Continuation
  - Contrast/Comparison
  - Cause
  - Condition
  - Conclusion
  - Space/Time



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### Video assignment

- Watch the video and fill out the gaps in task 4.
- In groups, check and discuss your answers
  - Discuss for each signal word:
    - What you think it means
    - What type of connection you think it shows

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## Check your answers (1/2)

Welcome to a short introduction to using the college printer-copiers. The printer-copiers are able to print **or** photo-copy your work to A4 and A3 size, in black and white **and** full colour.

To use a college printer, you will need to send your work to the printer called "My Printer". This printer is set up to print on both sides of a sheet of paper in black and white.

**If** you wish to change these settings, **before** you click on "Print", you will need to click on "Properties".

**Once** you have changed these settings, you can send your work to the printer. To print your work, you will need to log on to the printer.

You can **either** swipe your college ID card **or** type your college computer login using the keypad on the screen.

You will **now** be able to see details of the work you have sent through to the computer.

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## Check your answers (2/2)

Tap on the screen to highlight your work and **then** click on "Print".

**If** you are printing more than one piece of work, you can choose "Select All" and **then** click on "Print".

**Once** your work is printed, do not forget to log off the printer.

**If** you would like to use the printer as a photo-copier, log on to the printer **and** press the arrow at the top of the screen.

Place your document for copying face-down on the glass **and** press the green button.

**Once** you have finished your photocopying, do not forget to log off. This has been a very quick introduction to using the college printer-copiers.

**If** you would like any more information or help to use the copiers, please ask a member of staff.

Radboud  Languages

## Using Signal words

- Put these in the right order.  
Look at the picture for details:

You start by	you can personalise your coffee
Then	you pay for your coffee
After that	selecting your favorite coffee
And finally	you select the size you want

### DE LEKKERSTE KOFFIE IN 4 SIMPELE STAPPEN:

- 1 KIES JE FAVORIETE DRANK
- 2 SELECTEER DE DRAGTJE
- 3 PERSONALISEER  
Lijfje met aroma  
Smaak  
Opmerkingen  
Hoe warm/koud
- 4 BETAAL CONTACTLOOS  


Houd je contactloze betaalmiddel / smartphone tegen de kaartlezer

## Other signal words:

- First, second, third...
- You start by, then, finally...
- For the next step

### DE LEKKERSTE KOFFIE IN 4 SIMPELE STAPPEN:

- 1 KIES JE FAVORIETE DRANK
- 2 SELECTEER DE DRAGTJE
- 3 PERSONALISEER  
Lijfje met aroma  
Smaak  
Opmerkingen  
Hoe warm/koud
- 4 BETAAL CONTACTLOOS  


Houd je contactloze betaalmiddel / smartphone tegen de kaartlezer

## How to log in to the printer

In pairs, put the pictures in task 5 into words

- Look at the instructions on the next slide and take turns giving instructions to your partner
- Give instructions for logging in with a university card and without a university card.
  - Do not forget to use signal words!

Radboud  Languages



### Possible problems on campus

- Look at the list of campus-related problems on the next slide.
- In groups, discuss how you would give instructions to solve these problems.
- When you discussed the whole list, think of new examples yourself

Radboud  Languages

### Possible problems on campus

- Someone has a flat tyre
- A student does not know how to check out a book from the library
- Someone asks you to explain how the snack machine works
- A computer in one of the classrooms is broken
- A student got a bloody nose in the library and asks how to get to the first aid office

Radboud  Languages

### Language focus

- How did it go?
- How could you do better?

Radboud  Languages

### Conclusion

- What did we do today?
- What will we do next time?

Radboud  Languages

## Lesson Plan: Checking & clarifying information

### Introduction / 5 - 8 minutes

- Teacher waits for everyone to arrive, welcomes them and starts class.
- Alternatively, teacher could also let the learners arrive and start interrupting their conversations politely, asking questions for clarification on what they are talking about.
- The teacher uses these model examples to introduce the topic of today's class.

### Pre-Task / Video Assignment 8 - 10 minutes

- Learners watch following video: <https://www.youtube.com/watch?v=MJXww8aizAM>
- Teacher asks focus questions about the following clip (such as 'where does it take place?' 'what is the problem?').
- Learners can also try to decipher what technical assistance says, on their own or with a transcript (see handout), and answer questions in the handout.

### Task 1 / Brainstorm Interrupting Politely 5 - 10 minutes

- Teacher asks learners for the rudest interruption they ever encountered. Why was this rude? What could have made it less rude? How is this different in English?
- Teacher monitors discussion and takes note of what is said. Teacher writes list on the whiteboard of situations mentioned, why these were rude and how this could have been improved.

### Task 2 / Controlled Practice (Asking for Clarification) 10 - 12 minutes

- Teacher hands out scenarios with phrases to interrupt someone politely.
- In pairs, learners act out the dialogues.
- Teacher uses discussions to talk about how to politely interrupt a speaker, which phrases to use and why these are polite, basing this on what learners discussed.

### Pre-Teaching / Controlled Practice (Checking Information) 8 - 10 minutes

- Teacher explains how question tags can be used to check information.
- Learners do an online gap fill exercise: [http://www.englisch-hilfen.de/en/exercises/questions/question\\_tags3.htm](http://www.englisch-hilfen.de/en/exercises/questions/question_tags3.htm) or <http://a4esl.org/q/h/vm/m-tag02.html>

### Task 3 / Free Practice (Checking Information) 10 - 15 Minutes

- The class is divided into groups of 3 - 4 learners.
- From each group, two learners will be the suspects and the teacher gives them an alibi (they were having a drink in the Cultuur Cafe, or a Wageningen equivalent, for example).
- The other group members will have to find holes in their alibi by interviewing them separately.

- The suspects will leave the room (to get their story straight) and the other group members will come up with questions they can ask. Example questions are ‘what were you wearing?’ and ‘what time did you go home?’
- Teacher tells learners that the questions need to be as specific as possible and that they should focus on checking information given by the first suspect with the second suspect. Teacher can briefly explain how to check information.
- If the stories match, the suspects will not be accused. If not, they will (not really, of course).
- Teacher wraps up the assignment by linking what they practiced in this assignment to how they can apply this in their job.

#### Task 4 / Role-Play **10 - 15 minutes**

- One learner gets the role of employee, the other will play a ‘nightmare’ customer. Learner A (employee) has to remain as polite as possible while learner B (customer) can be challengingly impolite. The situations will also have unclear instructions or unclear questions, forcing the employee to ask questions for clarification or to check certain information.
- Learners have to pay attention to using what was discussed in class (interrupting politely, bodylanguage etc.).

#### Language Focus / **5 - 15 minutes**

- Teacher discusses/reviews words, phrases, grammar, etc. that caused some difficulty and need some extra attention.
- Teacher also puts the results of the brainstorming and the report phases on blackboard for the learners to review at home.

#### Wrap-up / **5 Minutes**

- Teacher discusses outcome of today’s class and also summarizes what learner input added to the lesson, how this contributes to their progress.



**Handout: Checking & clarifying information****Task 3:** Act out the following scenarios**Scenario 1:**

<p>You take care of the keys and your partner has come to you to pick one up. Ask for a name and which room the reservation is for. You can use the following phrases to check or clarify information:</p> <ul style="list-style-type: none"> <li>- I'm sorry, I did not hear you correctly. Could you repeat one more time which room you made a reservation for?</li> <li>- Excuse me, could you say your name again, please?</li> </ul>	<p>You made a reservation for a room and have come to your partner to pick up the key. However, there is one problem: you cannot pronounce the name of the room you booked. When asked for a name or room the first time, say something that cannot be understood.</p>
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**Scenario 2:**

<p>You know everything about heaters and your partner has come to you because the heater in their classroom seems broken. First, ask what the problem is. Then say that you will call a colleague to help you. Use the following phrases to clarify or check what your partner said:</p> <ul style="list-style-type: none"> <li>- Excuse me, I didn't hear what you said. What do you have a problem with?</li> </ul>	<p>You want to give a lecture at the university but the heater in your room is not working. You have come to your partner, who knows everything about heaters, to fix it. When asked about the problem for the first time, reply with:</p> <ul style="list-style-type: none"> <li>- I'm afraid I didn't understand you correctly. What is not working?</li> </ul> <p>Use the following phrase to ask for clarification:</p> <ul style="list-style-type: none"> <li>- I'm sorry, I didn't hear what you just said. Who will you call to help me?</li> </ul>
---	--

**Scenario 3:**

<p>You work for the cafeteria and know everything about it. When asked when you serve dinner, use the following sentence to ask for clarification. You can decide for yourself when dinner is served.</p> <ul style="list-style-type: none"> <li>- I'm sorry, I didn't understand you correctly. Could you repeat that one more time?</li> </ul>	<p>You are terribly hungry and would like to know when the cafeteria serves dinner and if it is possible to take it home. You start the conversation. When your partner explains when dinner is served, ask for clarification by using the following phrase:</p> <ul style="list-style-type: none"> <li>- Excuse me, could you say one more time when you serve dinner?</li> </ul>
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**Task 6: Scenarios****Scenario 1: Instructions for learner A**

Learner B lost his or her headphones and has come to you to ask if you found them. You will try to help this guest as politely as possible, but you do not have the headphones. To further provide help, you can:

- Ask for details about the headphones, such as colour, size (for example small like in-ear headphones or more like big external ones). Try to get a description that is as accurate as possible.
- Ask when and where the headphones were lost.
- Explain that the lost and found depot is closed but that you will ask your colleagues if they found it tomorrow, and that you can call him or her back when you found the item.

**Scenario 1: Instructions for learner B**

You have come to learner A to ask if he or she found your headphones. When learner A asks you any questions, you can do the following:

- You are not sure what the headphones look like exactly. They were your friend's and you believe they were grey, by Sony but they could have also been by Sennheiser.
- When asked where and when the headphones were lost, you cannot precisely say where you lost them. Think of a vague area you can describe.
- The headphones are not yours and you really want them back as soon as possible. Insist that the person helping you takes a look, even though the lost and found depot is closed. You do not care that the depot is closed. Think of a few reasons why you need the headphones now.

**Scenario 2: Instructions for learner A**

Learner B has come to you because the projector in one of the classrooms is not working. If your partner is vague or if you do not understand what was said, ask politely for clarification. Make sure to check if you understood it the second time. In order to be of help, you will need the following information:

- The room where the projector is not working and the name of the teacher.
- What exactly the problem is. Try to get information that is as specific as possible and check if your information is correct.
- Think of the steps that will happen now that you took down the details of the problem. Notify your colleague of these steps but try to make them a bit harder to follow by speaking quickly or very quietly.

**Scenario 2: Instructions for learner B**

The projector in your classroom broke down and you would like to have it fixed as soon as possible. You came to Student A to get help and will explain what the problem is. When asked about details about the problem, you will:

- not be able to give specific information because you have no idea how the projector works. Think of what steps you took to get it to work. Do not give too specific information.
- When asked for the room, try to give an answer that is not very clear or say the wrong number first and correct it afterwards. Your colleague will have to ask for clarification.
- When you get any instructions or information that you do not understand or that is unclear to you, politely interrupt your colleague and ask for clarification.

## PowerPoint Presentation: Checking & clarifying information

**in'to**  
**Checking and clarifying  
 information**  
*general module*

Radboud **in'to** Languages

Watch the following video



Radboud **in'to** Languages

**Match the sentences**

Caller	Technical assistance
Hello.	There is no one else available. What model do you have?
I've got one of your laptops and it won't get past the loading screen.	Can you press delete while starting up?
Is there someone else I can talk to?	Have you tried turning it off and on again?
What model do I have? It's a Zubion, I think.	How can I be of assistance?

Discuss in pairs

- What does the caller say when she doesn't understand the technical assistant?
- What would you say if you were in this situation?
- How could you do it more politely?

Radboud **in'to** Languages

**Interrupting politely**

Discuss in pairs

- Do you remember a time you were interrupted rudely (in any language)?
- Why was it rude?
- How could you interrupt more politely?
- How would you interrupt in English?

Radboud **in'to** Languages

**Practicing asking for clarification**

Work in pairs

- Act out the dialogues on the cards
- Whenever your partner is vague, ask for clarification.
- Which other phrases to ask for clarification could you use?

Radboud **in'to** Languages

**Checking information:  
 Suspects and Alibis game**

Groups of 3-4

- There was a crime, and suspects have to be interviewed!
- 2 people are the suspects, the others are the police officer
- Suspects discuss the details of their alibi
- Police officers ask questions about the alibi
- If the suspects give different answers, they are guilty!

Radboud **in'to** Languages

## Suspects and Alibis game

What do the suspects do?

- Teacher gives you an alibi (example: You were having dinner at the cafeteria)
- Go somewhere the police officers cannot hear you
- Think of as many details to your story as possible (example: What did you both eat? What were you both wearing? Did something special happen?)

What do the police officers do?

- Think of questions to ask the suspects (example: What time was it? Did anyone else see you there?)
- Interview each suspect separately
- Find out if both suspects say exactly the same thing

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## Checking information

Some sample sentences

- *Can I check that? You said ...*
- *So, you mean / think / believe that ...*
- *Let me see if I've understood you correctly.*
- *So you're saying...*
- *Could you repeat that, please?*
- *Sorry, could you say that again?*

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## Role-play checking and clarifying information

Work in pairs

- Read the instructions on your role. Think for a few minutes what you want to say and then complete the task with your partner.
- For students with number 1, remember to remain polite as discussed in class today.
- After a few minutes, switch roles and play the scene again.

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## Language focus

- How did it go?
- How could you do better?

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## Conclusion

- What did we do today?
- What will we do next time?

Radboud  Languages

## **Lesson Plan: Hospitality & politeness in English**

### **Introduction / 5 - 10 minutes**

- Teacher waits for students to arrive and introduces class.
- Teacher shows pictures on powerpoint to introduce/talk about typical politeness in English and how it differs from politeness in Dutch. Teacher can also ask learners what differences between politeness in English and Dutch are? Do they know any differences?

### **Pre-Teaching / Politeness in English 8 - 10 minutes**

- Teacher shows image on 2nd slide and asks learners to discuss the statements. Do learners think are polite? Would they respond to Radboud's guests in such a way? Why (not)?
- Learners discuss more polite responses with their neighbour or the group.
- Teacher can give typical English responses as model answers. Learners then discuss answers they gave and the teacher's answers. Any differences? Why?

### **Pre-Task / Hospitality 5 - 8 minutes**

- Statements in the handout are cut up and divided randomly among learners.
- Learners walk around and say the statements to each other to find their match.
- When partner is found, learners try to continue the conversation as long as possible.

### **Follow-up Assignment / 8 - 10 minutes**

- In groups of 4 - 6, each pair says their statement. Other group members identify the situation or place these statements take place.
- Learners brainstorm about hospitality at Radboud. Where do they think hospitality (and being hospitable/polite) is especially important on campus?

### **Language Focus / 5 - 10 minutes**

- Teacher shows phrases on whiteboard. Learners categorise the statements, using questions on the powerpoint. Teacher checks answers afterwards.
- For each category, learners can also come up with other sample phrases.

### **Task 1 / Free practice 10 - 12 minutes**

Learners work in pairs and do a couple of quick role-plays

- Role-play situation: one person needs a service, the other helps them
- Learners switch roles and repeat the exercise
- Teacher and learners discuss how it went at the end

### **Task 2 / Free Practice 15 - 20 minutes**

Learners do more extensive role-play in pairs and groups

- Learners work in pairs or small groups using the catering list to plan an event that fits the characteristics described on the role-play cards

- Learners switch partners and form pairs. One person politely takes the other person's reservation. There are no role-play cards for taking the reservation.
- Pairs switch roles and repeat the exercise if time allows

Language Focus / **5 - 15 minutes**

- Teacher discusses/reviews words, phrases, grammar, etc. that caused some difficulty and need some extra attention.

Wrap up ~**5 minutes**

- Teacher summarizes the class and tells students what they have to prepare for next class.

<http://www.onestopenglish.com/esp/hospitality-and-tourism/pdf-content/hospitality-and-tourism-event-hospitality-elementary/157636.article>

<http://www.onestopenglish.com/skills/vocabulary/vocabulary-lesson-plans/miscellaneous-worksheets/intermediate/a-very-polite-jigsaw/149496.article>

**Handout: Hospitality & politeness in English**

**Language Focus** Answer the questions on the whiteboard about these phrases:

Could you tell me where the restrooms are?	Certainly. You go down the stairs and they are on the right.
That suitcase looks heavy. Can I help you?	That's very kind. It is rather heavy.
Would you like a drink?	Thank you. Do you have orange juice?
Is it possible to speak to Prof. Johnson? I am here for the summer school.	One moment please, I'll see if she is available.
Could you tell me how I can access the wifi network?	If you enter your u-number, followed by @ru.nl, and your password it should work.
When would you like to have the room?	On Monday, from 12:45 to 13:30, please.
How can I help you?	I would like to have a panini with a coffee, please.

**Task 1 Role Play Scenarios**

<b>Role A:</b>	<b>Role B:</b>
You work for the university. Your partner has come to you for help. Try to pay attention to what was discussed in class today and be as helpful as possible. Give some information about the buses as well.	You are not from around town and in a hurry. You want to get from the university campus to Central Station as quickly as possible and have come to your partner to ask for the shortest way to a busstop. Do so, and show that you do not know which bus to take either.

<b>Role A:</b>	<b>Role B:</b>
You work for the university and your partner has come to you for help. There is one problem: Professor Janssen is not in office today. Try to be as polite and helpful as possible. Offer to leave a note/that the professor will call tomorrow/schedule an appointment.	You came all the way from the US to the university for Summer School. You want to speak to Prof. Janssen but have no idea how to reach her and need help. Ask your partner for help. You really want to speak to the professor after your long journey.



<b>Role A:</b>	<b>Role B:</b>
<p>You work for the university and your partner would like to order some food. Unfortunately, one of the two things is not available. Apologize and offer something else.</p> <p>You start the conversation by asking how you can help. Remember to stay polite and try to help as much as possible.</p>	<p>You are very hungry and want to order something to eat and a drink. Think for a moment what you would like to have. If something is sold out, listen to the options but do not forget that you are really hungry. The hunger also makes you a bit grumpy, which reflects in the way you order.</p>

## Task 2 Planning an Event

<b>Scenario 1</b>
<p>You want to plan a barbecue for your faculty. It's a special occasion, so money is no object. Discuss the following with your partner:</p> <ul style="list-style-type: none"> <li>• Discuss how many guests will attend.</li> <li>• Think of a place on campus where you could host your event</li> <li>• Discuss which barbecue arrangement and extra food items you will order.</li> <li>• Think of food allergies and special requirements that your guests have.</li> <li>• Make sure to discuss alternative food options with the catering staff.</li> <li>• Make a neat list so you can tell the person taking your order what you want.</li> </ul>

<b>Scenario 2</b>
<p>You want to order coffee/tea and a working lunch for a long day of meetings. You are with 10 people and have a budget of €100. It's someone's birthday, so you would like to order a little something nice to eat with your coffee.</p> <ul style="list-style-type: none"> <li>• Look at the information about coffee and tea behind the * asterisk on the catering list. Think of a way your order can be different from the standard.</li> <li>• Discuss what lunch and snack you can afford.</li> <li>• Think of food allergies and special requirements that your guests have.</li> <li>• Make sure to discuss alternative food options with the catering staff.</li> <li>• Make a neat list so you can tell the person taking your order what you want.</li> </ul>

<b>Scenario 3</b>
<p>You are members of a students association, and you want to organise an event. You have invited guest speakers to talk about their research, and all your guests can stay for drinks afterwards.</p> <ul style="list-style-type: none"> <li>• Discuss how many guests you are expecting</li> <li>• Think of a time and place on campus where you could host your event</li> </ul>

- Discuss what to do with (alcoholic) drinks and snacks
- Talk about the electrical equipment you will need
- Make a neat list so you can tell the person taking your order what you want.

**Scenario 4**

You are asked to make a reservation for a lecture hall for a guest lecturer. You are not from around and have a couple of questions about the reservation.

- Think of a time and date when the event will be held
- Discuss how many guests the lecture hall should be able to host
- Inform about the audiovisual equipment in the lecture hall (the guest speaker would like to plug in his laptop, is this possible?) What else is in the hall?
- Discuss the location of the hall so that you know where it is
- Inform where you can pick up/drop off the key on the day of the reservation
- Make a neat list so you can tell the person taking your order what you want.


## Matching statements: Follow-up

Work in groups of 4 - 6

- Each pair says their question/response
- Other group members identify the situation where this conversation would take place

Discuss hospitality at your university

- How do you show hospitality?
- When do you need to be hospitable at work?

Radboud  Languages



## Language focus

- How did it go?
- How could you do better?

## Conclusion

- What did we do today?
- What will we do next time?

## **Additional Modules: Catering Staff**

### **Lesson Plan: How to check requirements and offer further services**

#### **Introduction / ~5 minutes**

- Teacher waits for students to arrive and introduces class.

#### **Pre-teaching / How to offer further services 8 - 10 minutes**

Learners activate previous knowledge on the subject

- Teacher puts sample phrases on the whiteboard for offering further services.
- Learners brainstorm which further services university catering often offers. What are the names in English?
- Teacher gives model example of how to offer further services by combining a phrase with a service. Learners repeat.
- Learners work in pairs and put the phrases on the powerpoint back in the right order.
- Teacher checks afterwards and highlights how to use these phrases.

#### **Pre-teaching / Vocabulary 5 - 8 minutes**

- Learners go through parts of the university's English catering guide in preparation for this module's task. The Radboud guide can be found here and excerpt are on the powerpoint:  
[http://www.ru.nl/publish/pages/544700/cateringguides\\_miv\\_sept\\_2014\\_eng.pdf](http://www.ru.nl/publish/pages/544700/cateringguides_miv_sept_2014_eng.pdf)
- Learners answer a few questions before starting the task.
- Do they know all the terms? Which are clear/unclear?

#### **Task / Offering Further Services 10 - 15 minutes**

Learners put their knowledge into practice

- Learners work in pairs to do a role-play and use the studied catering guide for help.
- Learner A has a card with information on the reservation they are about to confirm, Learner B needs to confirm the requirements and offer further services.
- When done, learners switch to a new card and repeat until time is up.

#### **Language Focus / 5 - 10 minutes**

Teacher and learners discuss today's assignments and provide feedback.

- Did any problems occur?
- Did you miss any vocabulary? Notes from the role-play are discussed.
- Learners make a vocabulary list with all the words written down by the class during the role-play exercise.

#### **Wrap-up / ~5 minutes**

- Teacher summarizes what was discussed in class and tells learners what to prepare for the following one.

**Handout: How to check requirements and offer further services****Role-play cards**

<p><b>Person A</b></p> <p>You are a customer. You are on the phone to order a work lunch for 10 people. Pick one from the list. One of the people in your group has gluten intolerance and one of them does not eat pork.</p> <p><i>Person B starts the conversation.</i></p>	<p><b>Person B</b></p> <p>You work at the catering facility. A customer wants to order a lunch. Confirm the order, date, time and number of people. Ask if the customer is interested in anything to go with the lunch? Name a few options. Ask if anyone has food allergies. Offer alternatives if needed.</p> <p><i>You start the conversation by checking the date, time, and number of people.</i></p>
<p><b>Person A</b></p> <p>You are a customer and are on the phone with an employee of the university catering facility. You want to order one of their coffee and tea options for a meeting. Ask for something extra with the coffee and tea that is not too expensive.</p> <p><i>Person B starts the conversation.</i></p>	<p><b>Person B</b></p> <p>You are an employee of the university catering facility. You are on the phone with a customer. Check if you understood their order correctly. If not mentioned, ask how many people it is for. Use the provided catering guide if the customer wants something extra with their order.</p> <p><i>You start the conversation by asking what they would like to have.</i></p>
<p><b>Person A</b></p> <p>You are a customer. You are ordering a barbecue for 20 people. You want something special with your barbecue. Ask about your options. One of the people in your group is vegetarian and another is allergic to shellfish. You would also like a dessert. Ask for the options.</p> <p><i>Person B starts the conversation</i></p>	<p><b>Person B</b></p> <p>You work at the catering facility. A customer is ordering a barbecue for 20 people. Tell the customer about the different arrangements. Ask if the customer has any special requirements. End the conversation by repeating the order one more time.</p> <p><i>You start the conversation by checking for how many people the order is.</i></p>

**Person A**

You are a customer. You are on the phone to order food for your graduation party. You are expecting 25 guests. Pick an option from the list below. You want to give a speech and would need a microphone. Ask for the options.

*Person B starts the conversation.*

**Person B**

You work at the catering facility. A customer wants to order food for a party. Confirm the order, date, time and number of people. Does the customer want anything else? (Think of coat racks, snacks, decoration). End the conversation by repeating the order one final time.

*You start the conversation by checking if you wrote down the order correctly.*



## PowerPoint Presentation: How to offer further services

in'to


**How to offer further services**

Radboud  Languages

## Brainstorm Further Services


With your neighbour, discuss the following:

- What do you think of when hearing further services?
- Which further services does Catering at university offer?

Radford  Languages

## Phrases to offer further services:

- Is there anything else I can do for you?
- Would you be interested in ... ?
- Are you interested in ... ?
- Would you like to ... ?
- We could offer you ...

Radford  Languages

Put these phrases back in order:	
1. Would you like	have reserved seating or place cards?
2. We can	a dessert after the main course?
3. Would you like us	our staff to walk around with drinks?
4. Do you want to	anything else we can do for you?
5. Are you interested	to provide coat racks for your guests.
6. Is there	offer you a special discount.
7. Would you like	to be responsible for decorations?

<b>Stuttering / stuttering levels can stabilize or expand back</b> <ul style="list-style-type: none"> <li>- The individual can speak freely with good fluency and self-confidence</li> <li>- Fluor fluency improves, increased</li> <li>- All fluency levels</li> </ul>	<b>Collaborative</b> <p>Stuttering pathologist: this type of collaborative work focuses on the client's perspective</p> <p>Stuttering pathologist: this type of collaborative work focuses on the client's perspective</p>
<b>Red back level</b> <ul style="list-style-type: none"> <li>- A client's fluency</li> <li>- Client's fluency</li> <li>- Client's fluency</li> </ul>	<b>Collaborative</b> <p>Stuttering pathologist: this type of collaborative work focuses on the client's perspective</p> <p>Stuttering pathologist: this type of collaborative work focuses on the client's perspective</p>
<b>Blue back level</b> <ul style="list-style-type: none"> <li>- A client's fluency</li> <li>- Client's fluency</li> <li>- Client's fluency</li> </ul>	<b>Collaborative</b> <p>Stuttering pathologist: this type of collaborative work focuses on the client's perspective</p> <p>Stuttering pathologist: this type of collaborative work focuses on the client's perspective</p>
<b>Yellow back level</b> <ul style="list-style-type: none"> <li>- A client's fluency</li> <li>- Client's fluency</li> <li>- Client's fluency</li> </ul>	<b>Collaborative</b> <p>Stuttering pathologist: this type of collaborative work focuses on the client's perspective</p> <p>Stuttering pathologist: this type of collaborative work focuses on the client's perspective</p>

Can be used to estimate energy output and expenditures. They provide the essential information, and they are cheap devices. They are easy to use. They will be used. Reliability may sometimes be important.

**Types of Calorimeters**

- Direct calorimetry
- Indirect calorimetry
- Doubly-labeled water
- Respirometry
- Fick method
- Calorimetry
- Respiratory quotient (RQ)
- Food intake
- Urine output
- Balance water

David H. Bell

**Research Calorimeters**

- Direct calorimetry
- Indirect calorimetry
- Doubly-labeled water
- Respirometry
- Fick method
- Calorimetry
- Respiratory quotient (RQ)
- Food intake
- Urine output
- Balance water
- Power output

David H. Bell

**Research**

- *A collection of research articles in the field*  
Price €18.00
- *Studies of various sets of measures and human errors*  
Price €17.75
- *Good to know*  
Price €12.00


David H. Bell

**Redwood  Languages**

<p><b>Swedish American buffet</b></p> <ul style="list-style-type: none"> <li>• Sausages</li> <li>• Hot/cold salad (potato, eggplant, beans, corn, cucumbers, tomatoes, red onions)</li> <li>• Cold cut with cheese, collages, carrots and celery</li> <li>• Swedish</li> <li>• Filling with chicken and vegetables (for the families)</li> <li>• Spicy filling with vegetables meat and vegetables (for the families)</li> <li>• Margerita de Canada - a Swedish new vegetable and tomatoes</li> <li>• Minestrone</li> <li>• Garlic potatoes</li> <li>• Chicken or spicy coconut sauce</li> <li>• Swedish pineapple-dress, pineapples, tomato salsa and cream brusch</li> </ul> <p>Price \$11.95</p>	<p><b>Danish winter buffet (available from 1 October to 1 March)</b></p> <ul style="list-style-type: none"> <li>• Potatoes stew with leeks</li> <li>• Braised beefsteak</li> <li>• Carrot stew</li> <li>• Red cabbage with apple</li> <li>• Mashed potatoes</li> <li>• Sauerkraut, cabbage</li> <li>• Beef stew</li> <li>• Meatballs</li> <li>• Mashed peas</li> <li>• Gravy</li> <li>• Pickled onions, pickles, etc.</li> </ul> <p>Price \$17.50</p>
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## Language focus

- How did it go?
- How could you do better?

Radboud  Languages

## Conclusion

- What did we do today?
- What will we do next time?

Radboud **in-to** Languages

**Lesson Plan: How to discuss special requirements****Introduction / ~5 minutes**

- Teacher waits for students to arrive and introduces class.
- Learners can read cartoon on slides. Does this sound familiar? Which special requests do they often get? Were any especially weird or memorable?

**Pre-task 1 / Allergens Vocabulary 5 - 10 minutes**

- Learners are shown pictures of food products that people are frequently allergic to: What are these food allergies called in English? Which words do they already know? Which are unclear?
- Learners match the term with the picture. Teacher gives answers and does a quick pronunciation drill.
- Optional: can learners think of other special requirements? Which ones do they often encounter?
- Optional: teacher makes a list on the board of these suggestions.

**Pre-Teaching / Brainstorm Dietary Requirements 5 - 8 minutes**

- In pairs, learners discuss the diets they know/encounter often. (Such as vegan, vegetarian, low-fat, kosher, halal etc.). Teacher can also name a few and ask if learners know what these include.
- Teacher gives learners phrases to discuss diets and allergies in preparation of roleplay.

**Task 1 / 10 - 15 minutes**

Learners put previous knowledge into practice.

- Learners use following form (see handout as well) to discuss special requirements: <http://www.thetops.com.au/files/resources/special-diets-form.pdf>
- Learners switch roles at the end.
- If time allows it, learners review how they did in preparation for language focus.

**Language Focus / 5 - 10 minutes**

Teacher and learners discuss today's assignments and provide feedback.

- Did any problems occur?
- Did you miss any vocabulary? Notes from the role-play are discussed.
- Learners make a vocabulary list with all the words written down by the class during the role-play exercise.

**Wrap-up / ~5 minutes**

- Teacher summarizes what was discussed in class and tells learners what to prepare for the following one.

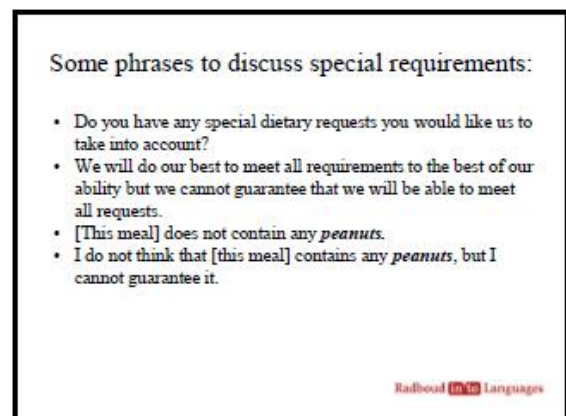
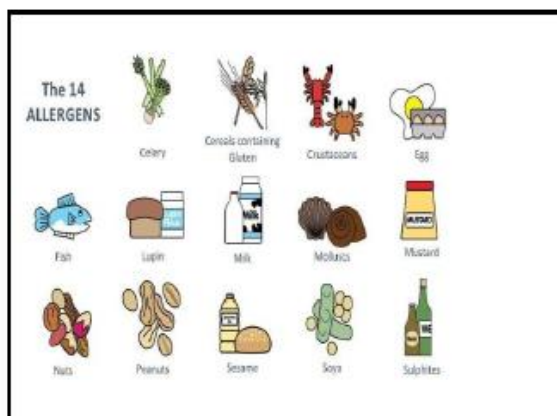
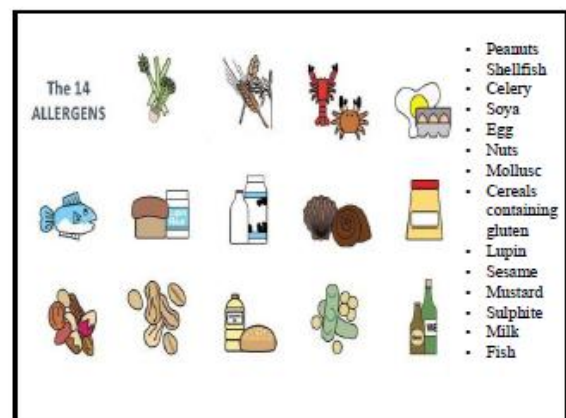
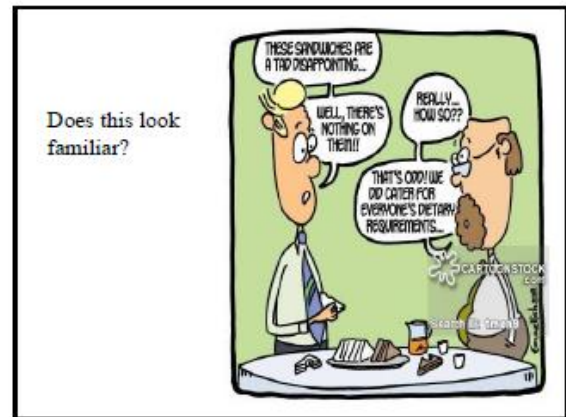
**Handout: How to discuss special requirements****1. Role Play Scenarios**

Role A	Role B
You want to host an event at the university and have called your partner to discuss a few special requirements. Think of three discussed in class today or that you can think of yourself. Try to find out if catering can meet your requirements.	<p>You are working for the university and your partner calls you to make a reservation. You have talked about the number of guests, when and where, and you would like to know if A has any special requirements for the event.</p> <p>If your partner does not mention this already, ask them about this. Try to be as polite and helpful as possible. If you cannot meet a requirement, try to offer something that is similar to the request.</p>

- 2. Role play** Use the form below to help with discussing the special requirements your partner has for his or her event. Make sure you write down first name, last name, the number of people who are on a special diet and which diet etc.

First Name:	Last Name:
<input type="text"/>	<input type="text"/>
Dietary Requirements: (tick one)	
<input type="checkbox"/> Coeliac (Gluten Free) <input type="checkbox"/> Coeliac / Lactose intolerant <input type="checkbox"/> Lactose intolerant <input type="checkbox"/> Vegan <input type="checkbox"/> Vegetarian	
Allergies: (tick all that apply)	
<input type="checkbox"/> Nuts <input type="checkbox"/> Eggs <input type="checkbox"/> Shellfish / Seafood <input type="checkbox"/> SEVERE ANAPHYLACTIC REACTION	
Other specific allergies or dietary requirements:	
<input type="text"/>	

## PowerPoint Presentation: How to discuss special requirements



**Role B:** use this form to discuss your guests' special requirements

First Name:	Last Name:
<input type="text"/>	<input type="text"/>

Dietary Requirements: (tick one)

☐ Coeliac (Gluten free)  
☐ Coeliac / Lactose intolerant  
☐ Lactose intolerant  
☐ Vegan  
☐ Vegetarian

Allergies: (tick all that apply)

☐ Nuts  
☐ Eggs  
☐ Shellfish / Seafood  
☐ SEVERE ANAPHYLACTIC REACTION

Other specific allergies or dietary requirements:

## Language focus

- How did it go?
- How could you do better?

Radboud  Languages

## Conclusion

- What did we do today?
- What will we do next time?

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**Lesson Plan: How to provide assistance during events****Introduction / ~5 minutes**

- Teacher waits for students to arrive and introduces class.

**Pre-task / Vocabulary Activation 5 - 10 minutes****Activating previous knowledge**

- Learners familiarise themselves with phrases that mean “How can I help you?”
- Teacher writes other suggestions on the board. Which phrases do they already know? Which are unclear?
- Teacher discusses phrases to offer assistance.
- Teacher asks group what they often have to provide assistance for. Learners discuss this in pairs or groups, teacher monitors discussion and makes a list on the whiteboard afterwards, in preparation for next assignment. Do learners think providing assistance in English is different than in Dutch?

**Task / Providing Assistance 10 - 15 minutes**

- The list of problems discussed in the previous task are assigned in random order to learners. Learners do not know which problems the rest received.
- Round 1: In pairs, one learner asks help, the other provides assistance. Learners switch roles afterwards.
- Round 2: Learners switch partner and repeat the procedure, paying attention to what went better or what was more difficult.
- Depending on the time, this can be done several times. Learners should pay attention to what goes well, what does not go very well in preparation of language focus.

**Language Focus / 5 - 10 minutes**

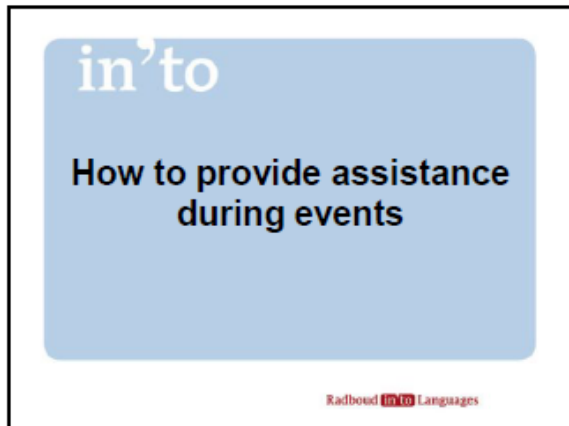
Teacher and learners discuss today's assignments and provide feedback.

- Did any problems occur? What went well? What did not go so well?
- Did you miss any vocabulary? Notes from the role-play are discussed.
- Learners make a vocabulary list with all the words written down by the class during the role-play exercise.

**Wrap-up / ~5 minutes**


- Teacher summarizes what was discussed in class and tells learners what to prepare for the following one.

## PowerPoint Presentation: How to provide assistance during events




in'to

### How to provide assistance during events

Radboud  Languages


### How can I help you?

- How do you usually offer assistance?
  - Excuse me, can I help you?
- What do you often have to provide assistance for?
- What's the strangest thing you had to help someone with (that you would like to share)?

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### Giving Assistance - Sample list


- You drank a lot of water and need to go to the toilet. You are not from around and have no idea where that is.
- You want to find a place to hang your jacket but because of its value, you want to store it safely.
- Your friend had a lot to drink tonight and is not feeling well.
- Think of some examples yourself!

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### Role-play providing assistance

#### Round 1


- **Even numbers:** pick the problem that corresponds to your number. Find a partner (preferably someone not sitting next to you) and say what your problem is.
- **Uneven numbers:** You will listen to what the problem is and help your partner as politely and as accurately as possible. Switch roles afterwards and present your problem.

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### Role-play providing assistance


#### Round 2

- Find a different partner
- Do the same as in Round 1. Switch roles at the end.
- Try to think of the following: did this one go better/was it more difficult? Why? Can you give an example?
- If time allows it, go for a third, fourth or fifth round as well until time is up.

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### Language focus

- How did it go?
- How could you do better?

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## Conclusion

- What did we do today?
- What will we do next time?

**Lesson Plan: How to deal with expectations of resources available**

Introduction / ~5 minutes

Pre-task 1 / Brainstorm 5 - 8 minutes

- Teacher shows **slide 2**: “Man invented language to satisfy his deep need to \_\_\_\_\_”  
Do learners know the answer? (Complain)
- Learners sit in pairs or groups of 3 - 4 and have a brief conversation. To elicit discussion, teacher can ask how often learners have to deal with complaints or if anyone had to deal with a complaint this day? What was it about?
- Learners make a list or brainstorm common complaints in catering (or in their jobs). Which are most relevant/do they get most often? Which ones do they find easy to deal with? Which ones are difficult to deal with?

Pre-teaching / Steps in handling a complaint ~5 minutes

- Teacher can discuss diagram [**slide 3**] about steps to take in handling complaints. In pairs or groups, learners can briefly discuss if they do it like this as well. (ask the whole group, discuss answers)

Follow-up / How to handle a complaint 10 - 15 minutes

- Learners each think of a complaint they dealt with successfully, face-to-face, that day or week. These should ideally be relevant to their jobs (not, for example, a student complaining about a pen that was not working).
- Learners think of answers to questions in the handout.
- Learners discuss their answers in pairs and work out a dialogue in detail in preparation for the next task. Learners can use phrases that are in the handout for completing the dialogues.

Task 1 / Role-play 8 - 10 minutes

- Learners act out their dialogues in pairs and switch roles afterwards.
- Teacher monitors performances of learners and takes notes with next phase in mind.

Language Focus / 5 - 10 minutes

Teacher and learners discuss today's assignments and provide feedback.

- Did any problems occur?
- Did you miss any vocabulary? Notes from the role-play are discussed.
- Learners make a vocabulary list with all the words written down by the class during the role-play exercise.

Wrap up / ~5 minutes

- Teacher summarizes what was done in today's class and lets learners know what to prepare for the next lesson.
- Learners can upload their dialogues to blackboard for the rest of the class to access.

**Material taken/adapted from:**

<http://www.onestopenglish.com/esp/hospitality-and-tourism/essential-skills/pdf-content/esp-bank-hospitality-and-tourism-handling-guest-complaints-in-hotels-lesson-plan/154321.article>

**Handout: How to deal with expectations of resources available**

1. Answer the following questions:
  - Who was/were the complaining guest(s)? Give a description.
  - Where exactly did the dialogue between yourself and the guest(s) take place?
  - When did it take place (date and time)?
  - What was the complaint about?
  - What outcome did the guest(s) want?
  - Were you apologetic and understanding?
  - Did you solve the problem?
  - If not, what other solutions were available to you and which one did you choose?
  - Was the guest satisfied?
2. Use the following phrases to complete your dialogue:
  - Well, first of all I'd just like to apologise.
  - I'm very sorry for the inconvenience.
  - I'm very sorry that ...
  - I'm very sorry about ...
  - I understand that ...
  - I understand what you are saying.
  - You see, what has happened is that ...
  - Here's what we'll do.
  - If you can just leave it with me.
  - We take this type of thing very seriously.

Taken from: <http://www.onestopenglish.com/esp/hospitality-and-tourism/essential-skills/pdf-content/esp-bank-hospitality-and-tourism-handling-guest-complaints-in-hotels-lesson-plan/154321.article>

## PowerPoint Presentation: How to deal with expectations of resources available

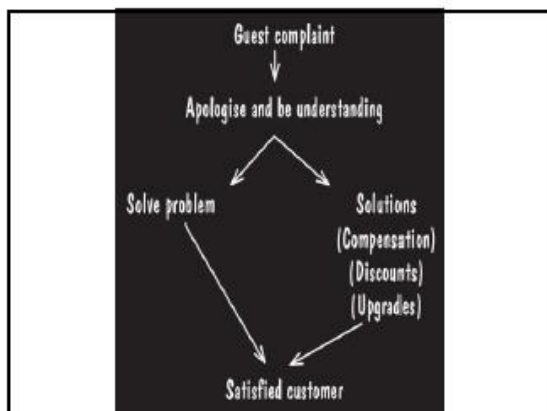
**in'to**

**How to deal with expectations of available resources**

Radboud **in'to** Languages

“Man invented language to satisfy his deep need to \_\_\_\_\_”

Radboud **in'to** Languages



### Handling Complaints

Work in pairs

- Think of a complaint you dealt with successfully.
- Discuss the questions in the handout with your neighbour.
- When done so, work out a dialogue together. You can use the phrases in the handout to help you.

Radboud **in'to** Languages

### Handling Complaints

Work in pairs

- Act out the dialogue with your partner
- Switch roles at the end and repeat the dialogue

Radboud **in'to** Languages

### Language focus

- How did it go?
- How could you do better?

Radboud **in'to** Languages

## Conclusion

- What did we do today?
- What will we do next time?

**Lesson Plan: How to take reservations and confirm information****Introduction / ~5 minutes**

- Teacher waits for students to arrive and introduces class.

**Pre-task / Video assignment 8 - 10 minutes**

- Learners watch following [video](#) and complete domino assignment in pairs or groups. See powerpoint/printable for domino.
- Teacher elicits discussion by asking questions. For example, learners mark/discuss phrases they could use when taking a reservation in English. In which situations would they use these often? Do they find it difficult to take a reservation?

**Pre-teaching / Taking Notes + Confirming Details Refreshment 5 - 8 minutes**

- Teacher discusses phrases learners can use to confirm information.
- Teacher can also introduce the alpha bravo charlie alphabet. Are learners familiar with it?
- Can they think of any other phrases they often use in confirming a reservation?

**Pre-task / Taking Notes + Confirming Details 8 - 10 - minutes**

- One learner comes up with details for a reservation, i.e. name, time and date, number of guests, etc. The other learner repeats these details, spelling out names and using the phrases discussed previously.
- Afterwards, teacher discusses what was easy, what was harder. Teacher can pay special attention to pronouncing vowels that often cause trouble in English (a,e,i).

**Task / Phone Assignment 10 - 15 minutes**

- Learners work in pairs and sit back to back.
- One learner makes a reservation, the other takes down the details and confirms them.
- Learners switch roles at the end.
- If time allows it, learners review how they did in preparation for language focus.

**Language Focus / 5 - 10 minutes**

Teacher and learners discuss today's assignments and provide feedback.

- Did any problems occur?
- Did you miss any vocabulary? Notes from the role-play are discussed.
- Learners make a vocabulary list with all the words written down by the class during the role-play exercise.

**Wrap-up / ~5 minutes**

- Teacher summarizes what was discussed in class and tells learners what to prepare for the following one.

## Handout: How to take reservations and confirm information

## Task 1

## 1. Role-play Scenario

Role A	Role B
<p>You want to host an event on campus and called your partner to make a reservation. Think of the following details:</p> <ul style="list-style-type: none"> <li>• When and where do you want to host the event (Cultuur Cafe, cafeteria, FNWI).</li> <li>• The number of guests that will come.</li> <li>• Think of one or two additional requirements, such as a quiet spot or everyone seated at one table.</li> </ul>	<p>You work for the univeristy and are called by your partner, who wants to make a reservation for a big event. Think of the following details:</p> <ul style="list-style-type: none"> <li>• Make sure you take notes of all important details (who? when? where?)</li> <li>• Does the guest have any additional requests? (for example, a table by the window).</li> <li>• Do not forget to confirm the reservation afterwards. Did you write down everything correctly?</li> </ul>

**2. Role B: use the form below to take down and confirm details**

Name:	
Number of Guests:	
Time and Date:	
Additional Information:	



Hello, can  
I help you?

Yes. I'm  
having a party

on Friday

Can you  
prepare

some food  
for me?

Certainly.  
What

kind of a  
party is it?

It's a dinner  
party

for 8  
people.

I see. What  
would you

like us to  
prepare?

Could you  
make

a main course  
and a dessert?

No  
problem.

what kind  
of food

Most of them  
like fish.

I could  
prepare

That sounds  
great. Can  
you make

a chocolate  
cake for  
dessert?

Of course

I can!

Can you

deliver the  
food to my  
house?

Yes but I  
can't

deliver until  
7pm.

Is that ok?

Yes that's  
fine.

Thank you  
very much.

## PowerPoint Presentation: How to take reservations and confirm information

**in'to**

**How to take reservations  
and confirm information**

Radboud **in'to** Languages


**Brainstorm: taking reservations**

Think of the following

- What information does the catering staff need from someone making a reservation?
- What questions could a customer have?
- What do you ask when you want to check if you understood the customer correctly?

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**Watch the following video:**



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**Put the dominos in the right order:**

Yes that's fine.	<b>Thank you very much.</b>	what kind of food your guests like?	<b>Most of them like fish.</b>
Hello, can I help you?	<b>Yes. I'm having a party</b>	I could prepare some seafood.	<b>That sounds great. Can you make</b>

Radboud **in'to** Languages

**Phrases to confirm information**

- So you want to make a reservation for ...
- Just to confirm, you would like ...
- If I am correct, the event will consist of

Radboud **in'to** Languages

**Spelling: Alpha Bravo Charlie**

Letter	Word	Pronunciation	Letter	Word	Pronunciation
A	ALPHA	AL FA	N	NOVEMBER	NO VEM BER
B	BRAVO	BRAN VOH	O	OSCAR	OSS CAH
C	CHARLIE	CHAR LEE or SHAR LEE	P	PAPA	PAH PAH
D	DELTA	DELL TAH	Q	QUEBEC	KEH BECK
E	ECHO	ECK OH	R	ROMEO	ROW ME OH
F	FOXTROT	FOKS TROT	S	SIERRA	SEE AIR RAH
G	GOLF	GOLF	T	TANGO	TANG GO
H	HOTEL	HOH TELL	U	UNIFORM	YOU NEE
I	INDIA	IN DEE AH	V	VICTOR	FORM or OO NEE FORM
J	JULIETT	JEW LEE ETT	W	WHISKEY	VIK TAH WISS KEY
K	KILO	KEY LOH	X	XRAY	ECKS RAY
L	LIMA	LEE MAH	Y	YANKEE	YANG KEY
M	MIKE	MIKE	Z	ZULU	ZOO LOO

## Taking reservations

Role A	Role B
<p>You want to host an event on campus and called your partner to make a reservation. Think of the following details:</p> <ul style="list-style-type: none"> <li>• When and where do you want to host the event (Cultuur Cafe, Cafeteria, FNUWI).</li> <li>• The number of guests that will come.</li> <li>• Think of one or two additional requirements, such as a quiet spot or everyone seated at one table.</li> </ul>	<p>You work for the university and are called by your partner, who wants to make a reservation for a big event. Think of the following details:</p> <ul style="list-style-type: none"> <li>• Make sure you take notes of all important details (who? when? where?)</li> <li>• Does the guest have any additional requests? (for example, a table by the window).</li> <li>• Do not forget to confirm the reservation afterwards. Did you write down everything correctly?</li> </ul>

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## Confirm your partner's reservation

Name:

Number of Guests:

Time and Date:

Additional Information:

## Language focus

- How did it go?
- How could you do better?

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## Conclusion

- What did we do today?
- What will we do next time?

Radboud  Languages

**Additional Modules: Front Desk Staff****Lesson Plan: Taking notes & details****Introduction / ~5 Minutes**

- Teacher waits for students to arrive and starts class.
- Teacher introduces topic.

**Pre-task 1 / Lead-in ~5 minutes**

- Learners watch the following video: <https://www.youtube.com/watch?v=DUFVs-kwgk4>
- Teacher pauses the video before the answers are given and learners have a go at spelling the words.

**Follow-up / Brief analysis ~5 minutes**

- Afterwards, learners discuss what they find difficult when spelling in English.
- Teacher monitors discussion / takes note of what students suggest.

**Pre-Task 2 / Spelling words, emailaddresses, phone numbers 5 - 8 minutes**

- Learners sit back to back and dictate a list of names, addresses and phone numbers to each other (see handout for list).
- Learners discuss what went wrong, what was easy?

**Task 2 / Free Practice (Telephone Task) 10 - 12 minutes**

- In pairs, learners do a telephone exercise, using the phrases that were discussed.
- Learners sit back to back. One learner wants to make a reservation for a room and the other takes down the details. See handout for scenario.
- Learners pay attention to doing this politely.

**Language Focus / 5 - 10 minutes**

Teacher and learners discuss the assignment and provide feedback

- Did any problems occur?
- Did you miss any vocabulary? Notes from the role-play are discussed
- Learners make a vocabulary list with all the words written down by the class during the role-play exercise

**Wrap-up / ~5 minutes**

- Teacher summarizes what was discussed in class today.

*Additional pre-task if learners go too fast or need more practice:*

**Optional Pre-task / Spelling letters, numbers, 5 - 8 minutes.**

- Teacher puts up a list of words, numbers, and signs like @, - etc. on the whiteboard.
- Learners go through these in pairs, do they know the English pronunciation for them?

Optional Pre-task / Taking details over the phone **5 - 8 minutes**

- In pairs, learners discuss telephone conversations in English, for example by means of the following statements:
  - It's important to have a few moments of small talk before getting down to business.
  - You can never be too polite on the telephone.
  - When you can't help someone, it's better to say 'no' directly than to make up excuses.
  - How does taking details/notes over the phone differ from taking down details face to face?
- For telephoning, which phrases can learners think of that they have to use often?


Optional Task 1 / Controlled Practice **5 - 10 minutes**

- Learners go through a set of sample phrases and mark strategies for asking for clarification, asking for spelling etc.

## PowerPoint Presentation: Taking notes & details

in'to

### Taking Notes & Details

Radboud  Languages


Watch the following video, spell the words to your partner



Radboud  Languages


**Dictate the following to your partner:**

Learner A:	Learner B:
1. 0034	1. D-30161
2. CH5067/39	2. €2.5m
3. portal.ru.nl	3. London SW19 1QU
4. A-1010 Wien	4. McDonagh
5. 0082 2 7844076	5. MS/74/07
6. bbc.co.uk/radio4	6. 00971 3 7619 455
7. 4381869E/06	7. www.ru.nl/utm
8. floriane@pondnet.com	8. WJ 552
9. 5797 4132 6581 2976	9. £ 395.47
10. KL7954-326	10. h.suzuki@kinki.com

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**Do the same with these numbers:**


Learner A	Learner B
1. 06/04/2013	1. 8:30am
2. 14:32h	2. 17 January 1993
3. 12 August 1989	3. 4:00 pm
4. 6:45pm	4. 31/12/2004

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**Practice the following dialogue:**

**Learner A:** Say you would like to make reservation for room SP1.25.  
**Learner B:** Confirm and ask for A's name.  
**Learner A:** Give your name.  
**Learner B:** Politely ask them to spell it.  
**Learner A:** Spell your name.  
**Learner B:** Thank A and ask for their phone number.  
**Learner A:** Give your phone number.  
**Learner B:** Lastly, ask A for their email address.  
**Learner A:** Spell your email address.  
**Learner B:** End the conversation politely.

- Switch roles when you have finished and repeat one more time.


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**Additional Material:**

Discuss the following statements with your partner:

- It's important to have a few moments of small talk before getting down to business.
- You can never be too polite on the telephone.
- When you can't help someone, it's better to say 'no' directly than to make up excuses.
- How does taking details/notes over the phone differ from taking down details face to face?

Which phrases can you and your partner think of that you often use over the phone?

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### Language focus

- How did it go?
- How could you do better?

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### Conclusion

- What did we do today?
- What will we do next time?

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## Lesson Plan: Giving directions around campus

### Introduction / ~5 minutes

- Teacher waits for students to come in, sit down etc.
- Teacher introduces topic of today's class.

### Pre-Task / Lead-in 8 - 10 minutes

- Teacher puts up a map on the whiteboard (see powerpoint) and gives several directions to class as model examples. For Wageningen: learners can be asked to bring a map to class or one can be found here:  
[https://www.wageningenur.nl/upload\\_mm/6/8/e/5e3a52de-872f-4a99-8724-03c61cd8dd05\\_Map%20Wageningen%20UR%20Campus.pdf](https://www.wageningenur.nl/upload_mm/6/8/e/5e3a52de-872f-4a99-8724-03c61cd8dd05_Map%20Wageningen%20UR%20Campus.pdf)
- In pairs or groups, learners work out where they are sent.
- Learners are then asked what direction phrases they remember and discuss these in pairs. Which other phrases can they think of? How do they usually give directions in English?

### Pre-Task / Controlled Practice (Signal Words + Phrases) 10 - 12 minutes

- Learners watch following video: [https://www.youtube.com/watch?v=5Ik1\\_1f-aYQ](https://www.youtube.com/watch?v=5Ik1_1f-aYQ)
- After watching it, learners get a transcript and in pairs or groups of 3-4 put it back in the right order. Learners can also mark useful direction phrases.
- Learners watch video again to check answers.

### Pre-Teaching / Additional Phrases 5 - 10 minutes

- Teacher extends learners' list with useful direction phrases and gives examples of how to use them. The following link can be very useful:  
<https://edition.englishclub.com/survival/how-to-give-directions/>

### Task 1 / Free Practice 10 - 15 minutes

- Teacher puts a map of the RU campus on the whiteboard (see powerpoint).
- One learner thinks of a building, place etc. on campus and gives directions to it, the other follows these and names the building.
- Learners switch roles a few times. Afterwards, they discuss how they did. Was it difficult? Were their partner's directions clear? Why, or why not?

### Optional Brainstorm / Campus Vocabulary 8 - 10 minutes

- In their native language, learners brainstorm vocabulary that describes RU campus or vocabulary that they encounter often/have trouble with.
- In pairs or groups, learners think of translations.
- Teacher gives correct translations at the end and can use the list in the appendix for reference.



**Language Focus / 5 - 10 minutes**

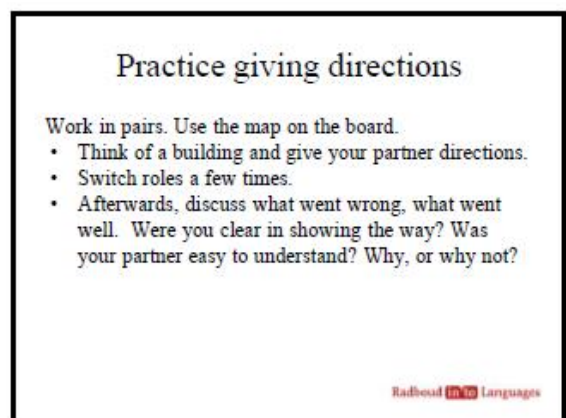
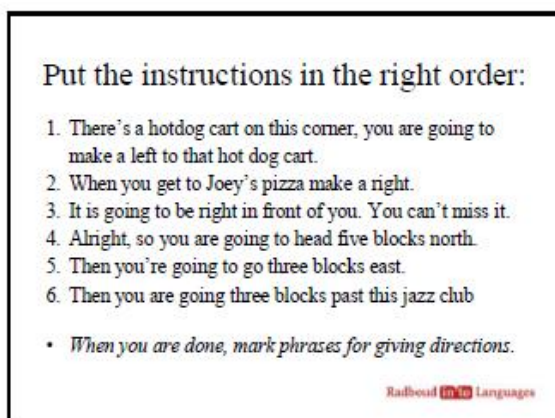
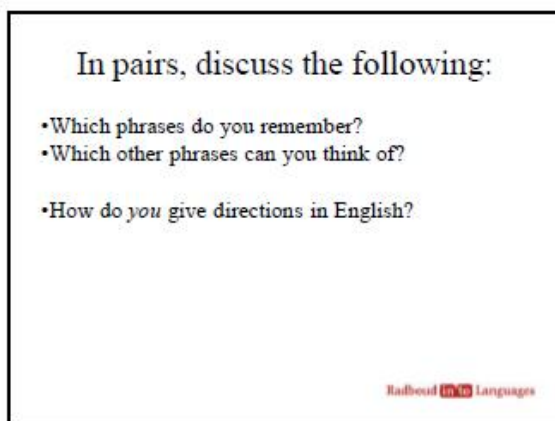
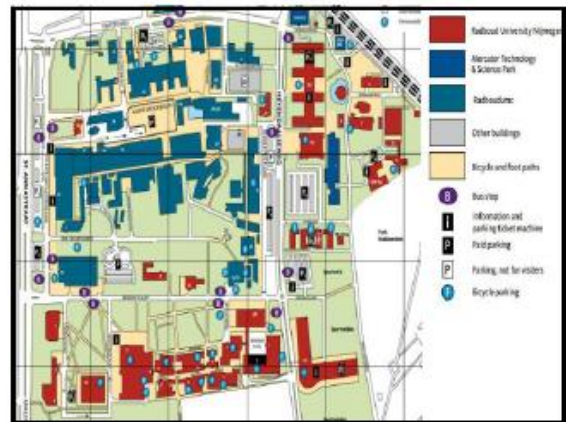
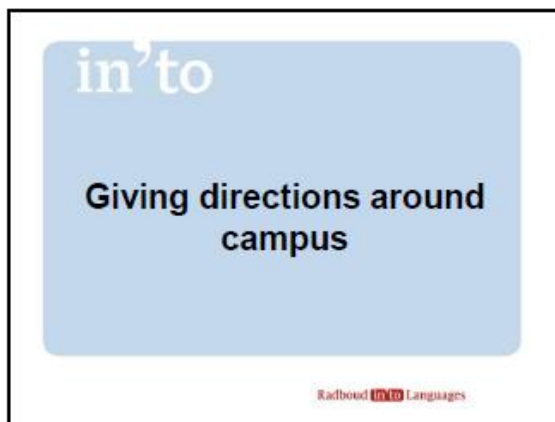
Teacher and learners discuss the assignment and provide feedback

- Did any problems occur?
- Did you miss any vocabulary? Notes from the role-play are discussed
- Learners make a vocabulary list with all the words written down by the class during the role-play exercise

**Wrap-up / ~5 Minutes**

- Teacher summarizes what was discussed in this module and can end the class.

## PowerPoint Presentations: Giving directions around campus





**Lesson Plan: Giving instructions for the printer, snack & coffee machine****Introduction / ~5 minutes**

- Teacher waits for students to arrive and can introduce topic of today's class.

**Pre-Task 1 / Warmer 5 - 8 minutes**

- Teacher puts on a picture of a printer/snack machine.
- In groups of 3 - 4 students discuss which problems they encounter most often with these machines and how they usually solve them. Is this more difficult in English?
- Teacher can put up a list on the whiteboard of learners' suggestions.

**Pre-Task 2 / Refreshment on Signal Words 5 - 8 minutes**

- Learners watch following video about contactless payment:  
<https://www.youtube.com/watch?v=auVCP4SHPOo>
- Learners have to find answers to a few questions while watching, to keep them focused.
- Afterwards, learners receive a transcript and work out the instructions for contactless payment in pairs or groups of 3 - 4, paying special attention to signal words.

**Task 1 / Workshop 15 - 20 minutes**

- Group is divided into three or four groups. Each group prepares instructions for either the printer, vending machine, or coffee machine.
- After 5 to 10 minutes, groups mingle and from each group one member gives instructions while other learners write down notes and comments.
- Comments should be concerned with what went well or could be improved. Was everything clear? If learners know a better word or phrase, they can also add these. And finally, what did learners learn from it?
- Teacher monitors group discussions and takes note of difficult and easy parts in preparation of the language focus section.

**Language Focus / 5 - 10 minutes**

Teacher and learners discuss the assignment and provide feedback

- Did any problems occur?
- Did you miss any vocabulary? Notes from the role-play are discussed
- Learners make a vocabulary list with all the words written down by the class during the role-play exercise

**Wrap-up / ~5 minutes**

- Teacher summarizes what was discussed in class today.

## PowerPoint Presentation: Giving instructions for the printer, snack & coffee machine

**in'to**

**Giving Instructions for the printer,  
coffee & snack machines**

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**Contactless Payment**

Choose the correct (signal) word and put in the right order:

- Next time you see the symbol, you can pay for goods and services up to 25 euros
- \_\_\_\_\_ touch your card against the reader, wait for the beep or green light (when / if / just)
- \_\_\_\_\_ activate your new contactless debit card (either / first / before that)
- \_\_\_\_\_ use an ATM machine or make a normal payment (to do that / then / afterwards)

- Use your contactless debit card wherever you see the symbol. To do so:
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- And you're done.

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**Contactless Payment - Key**

- Next time you see the symbol, you can pay for goods and services up to 25 euros
- Just touch your card against the reader, wait for the beep or green light
- First activate your new contactless debit card
- To do that use an ATM machine or make a normal payment

- Use your contactless debit card wherever you see the symbol. To do so:
- First activate your new contactless debit card
- To do that use an ATM machine or make a normal payment
- Next time you see the symbol, you can pay for goods and services up to 25 euros
- Just touch your card against the reader, wait for the beep or green light
- And you're done.

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**Instructions for the Printer, Snack Machine  
& Coffee Machine**

- In groups, work out the instructions for a problem you encounter often on campus (you can use the internet for help)
- Switch groups and give your instructions to one of your colleagues
- Comment on each others instructions afterwards: was everything clear? What could be improved?

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**Language focus**

- How did it go?
- How could you do better?

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## Conclusion

- What did we do today?
- What will we do next time?

**Lesson Plan: How to make, check, and confirm room/equipment reservations****Introduction / ~5 minutes**

- Teacher waits for students to arrive and settle down.
- Teacher introduces class.

**Pre-task / Vocabulary Brainstorm 5 - 10 minutes**

- Learners brainstorm what's in a classroom (equipment), possibly in native language.
- Teacher writes these on the board. Learners are asked to think of translations. Which words do they already know? Which are unclear?
- See printable for table with some vocabulary.

**Pre-task / Vocabulary AV equipment 8 - 10 minutes**

- Learners watch following video and take notes on vocabulary that is new to them:  
<https://www.youtube.com/watch?v=7J4DgWypYHw>
- For a few minutes, learners discuss in pairs or groups which vocabulary they remember from the video on AV-equipment. Which words do they use often? Which words were new?
- Learners watch again and do a gap fill with a transcript of the video, in groups or pairs.
- Teacher goes through the answers.

**Task / How to make a reservation 10 - 15 minutes**

- Learners receive a role and do a roleplay.
- Learners switch roles and repeat the exercise.
- Optional: learners make note of vocab they lack & review in preparation for language focus.

**Language Focus / 5 - 10 minutes**

Teacher and learners discuss today's assignments and provide feedback.

- Did any problems occur?
- Did you miss any vocabulary? Notes from the role-play are discussed.
- Learners make a vocabulary list with all the words written down by the class during the role-play exercise.

**Wrap-up / ~5 minutes**

- Teacher summarizes what was discussed in class and tells learners what to prepare for the following one.



## Handout How to make, check and confirm equipment/room reservations

### 1. What's in a classroom: AV-equipment

Watch the video and use the information to fill in the gaps below.

To start, touch the \_\_\_\_\_ (screen / television / board) to wake up the display and enter the main menu. Choose basic and you will notice the \_\_\_\_\_ (television / projector / computer) will automatically turn on and the screen will lower. If you do not have your own laptop, choose the lectern \_\_\_\_\_ (pc / projector / display). If nothing appears still, make sure that the pc is turned on. You may also plug \_\_\_\_\_ (chargers / flash sticks / flash drives) in here as well. If you are using your own laptop, use the laptop \_\_\_\_\_ (video / input / display) option. Open the hatch in the middle of the lectern, and use the \_\_\_\_\_ (cables / cord / cabinet) labeled for video input. You may also plug your \_\_\_\_\_ (cable / charger / phone) in here. If you have a dvd or blu-ray to play, choose the blu-ray option on the \_\_\_\_\_ (panel / charger / display). You can find the blu-ray player in the lectern's cabinet. If the system's \_\_\_\_\_ (brightness / volume / speaker) is still not loud enough, you can adjust the volume on the left side of the \_\_\_\_\_ (cabinet / bureau / panel).

There are three options for \_\_\_\_\_ (music / microphones / headphones). There is one attached to the lectern and is turned on by \_\_\_\_\_ (default / standard / hand). To mute, press the mic mute \_\_\_\_\_ (button / switch / option). You can \_\_\_\_\_ (increase / adjust / keep) the volume of the microphone using the \_\_\_\_\_ (controls / buttons / remote) on the right side of the panel.

### 2. Making room/equipment reservations

With your partner, act out the following scenario, using the information below.

You want to make a reservation for a room. If you have role 1, write down the details of your reservation in the form below and hand it over to your partner. After that, do the role play. Switch roles at the end.

Role 1	Role 2
<p>You have come to B to make a reservation. Fill out the details on the form, using the information below:</p> <ul style="list-style-type: none"> <li>- You want to make a reservation for a lecture hall/classroom.</li> <li>- Additionally, you want to make sure you have the required equipment. Think of at least three pieces of room equipment you will need. You can</li> </ul>	<p>Learner A called you to make a reservation for a room but you were not available. You just called back and want to confirm the information. Using the filled out form of your partner, do the following:</p> <ul style="list-style-type: none"> <li>- check name of the caller.</li> <li>- check the number of guests/persons.</li> <li>- confirm email address and phone number.</li> </ul>



use anything discussed in class today or add something new.	<ul style="list-style-type: none"><li>- confirm date of reservation.</li><li>- check which extra equipment is needed.</li></ul>
---	---

Date and time of reservation:

Name of caller:

Your phone number:

E-mailaddress:

Details of reservation (i.e. number of guests/students, extra equipment):

1)

2)

**Vocabulary List: How to make, check and confirm room/equipment reservations**1. Pre-Task 1: **Possible Vocab List**

Computer	Audio accessories	Charger	Flip-chart	Extension Cord
Display	Headphones	HDMI-Connector VGA-Connector DVI-Connector	Lectern	Power Strip
Dvd-player	Microphone	Flash Drive	Marker	Sockets
Laptop	Speakers	USB stick	Presenter/Pointer	
Projector		Wireless Network	Overhead projector	
Screen			Smartboard	
			Whiteboard	

## PowerPoint Presentation: How to make, check and confirm room/equipment reservations

in'to

**How to make, check and confirm room/equipment reservations**

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Watch the video and fill in the gaps




**Fill in the gaps**

To start, touch the \_\_\_\_\_ (screen / television / board) to wake up the display and enter the main menu. Choose basic and you will notice the \_\_\_\_\_ (television / projector / computer) will automatically turn on and the screen will lower. If you do not have your own laptop, choose the lectern's \_\_\_\_\_ (pc / projector / display). If nothing appears still, make sure that the pc is turned on. You may also plug \_\_\_\_\_ (chargers / flash sticks / flash drives) in here as well.

If you are using your own laptop, use the laptop \_\_\_\_\_ (video / input / display) option. Open the hatch in the middle of the lectern, and use the \_\_\_\_\_ (cables / cord / cabinet) labeled for video input. You may also plug your \_\_\_\_\_ (cable / charger / phone) in here. If you have a dvd or Blu-ray to play, choose the blu-ray option on the \_\_\_\_\_ (panel / charger / display). You can find the blu-ray player in the lectern's cabinet. If the system's \_\_\_\_\_ (brightness / volume / speaker) is still not loud enough, you can adjust the volume on the left side of the \_\_\_\_\_ (cabinet / bureau / panel).

There are three options for \_\_\_\_\_ (music / microphones / headphones). There is one attached to the lectern and is turned on by \_\_\_\_\_ (default / standard / hand). To mute, press the mic mute \_\_\_\_\_ (button / switch / option). You can \_\_\_\_\_ (increase / adjust / keep) the volume of the microphone using the \_\_\_\_\_ (controls / buttons / remote) on the right side of the panel.


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**Video Assignment - Key**

To start, touch the screen to wake up the display and enter the main menu. Choose basic and you will notice the projector will automatically turn on and the screen will lower. If you do not have your own laptop, choose the lectern's pc option. If nothing appears still, make sure that the PC is turned on. You may also plug flash drives in here as well.

If you are using your own laptop, use the laptop input option. Open the hatch in the middle of the lectern, and use the cord labeled for video input. You may also plug your charger in here. If you have a dvd or blu-ray to play, choose the blu-ray option on the display. You can find the blu-ray player in the lectern's cabinet. If the system's volume is still not loud enough, you can adjust the volume on the left side of the panel.

There are three options for microphones. There is one attached to the lectern and is turned on by default. To mute, press the mic mute button. You can adjust the volume of the microphone using the controls on the right side of the panel. The other mics are located in the drawer in the lectern's cabinet.

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**Role Play**

**Learner A:**  
•You called learner B to make a reservation but B was not available. You left a note and now learner B calls you back to confirm the reservation.

- you need a lecture hall/classroom.
- Additionally, you want to make sure you have the required equipment. Think of at least three pieces of room equipment you will need. You can use anything discussed in class today or add something new.


**Learner B**  
•Learner A called you to make a reservation for a room and you want to confirm the information. Do the following:

- check name of the caller.
- check the number of guests/persons.
- confirm email address and phone number.
- confirm date of reservation.
- check which extra equipment is needed.

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**Fill in the details on your handout**

1. Date and time of reservation
2. Name of caller
3. Phone number
4. E-mail
5. Reservation details (such as number of guests/students, extra equipment needed)

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### Language focus

- How did it go?
- How could you do better?

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### Conclusion

- What did we do today?
- What will we do next time?

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## Lesson Plan: How to pay for parking/where to park?

### Introduction / 3 - 5 minutes

- Teacher waits for students to arrive and can introduce class.

### 1. How to pay for parking

#### Pre-teaching / Parking Vocabulary 10 - 15 minutes

- Learners watch following video: <https://www.youtube.com/watch?v=TnE4j5Prj8I>
- In pairs, learners put instructions back in the right order.
- Teacher checks answers / puts answers on the whiteboard.

#### Optional Task 1 / Semi-controlled Practice 10 minutes

- Learners receive a role and use the phrases from the previous task to give each other instructions.
- Afterwards, learners discuss what caused trouble and what was easy.
- Teacher monitors role play and discussion, taking note of what learners need to focus on.

### 2. Where to park?

#### Pre-teaching / Where to park 10 - 12 minutes

- Learners watch following video: <https://www.youtube.com/watch?v=h1hEAa-jx18>
- Learners should take notes / pay attention to the vocabulary for locations of parking spots.
- Learners discuss in pairs which words they remember and do a gap fill exercise.

#### Task 1 / Free Practice 5 - 10 minutes

- Teacher puts a map of the campus on the whiteboard. Each pair is given a spot on the map. One learner has to give the other directions to the nearest place to park. *For Wageningen, teacher can put up the following map:*  
[https://www.wageningenur.nl/upload\\_mm/6/8/e/5e3a52de-872f-4a99-8724-03c61cd8dd05\\_Map%20Wageningen%20UR%20Campus.pdf](https://www.wageningenur.nl/upload_mm/6/8/e/5e3a52de-872f-4a99-8724-03c61cd8dd05_Map%20Wageningen%20UR%20Campus.pdf)
- Learners discuss what was easy, what went wrong. Do they know all the vocabulary for the buildings/parking spots?

#### Task 2 / Free Practice 10 - 15 minutes

- Learners complete a role play on where to park and how to pay for parking.
- Teacher monitors discussion and once again pays special attention to what the discussions show learners need most in terms of language focus.

**Language Focus / 5 - 10 minutes**

Teacher and learners discuss the assignment and provide feedback

- Did any problems occur?
- Did you miss any vocabulary? Notes from the role-play are discussed
- Learners make a vocabulary list with all the words written down by the class during the role-play exercise

**Wrap-up / 5 minutes**

- Teacher summarizes what was discussed in class today, thanks learners for their participation and tells what to prepare for next class.

**Handout: How to pay for parking/where to park?**

1. How to use the parking ticket machine

With your partner, put the following instructions on how to pay for parking back in a logical order. Then try to find a definition for what the words in bold mean.

1. At any time you may **cancel** the transaction, using the red **cancel button**. This stops the transactions and spits the inserted ticket out and allows you to begin again.
2. The **pay in lane** calculates the parking fee and **displays** it in the window.
3. If further **assistance** is needed, there is a call box located to the side of the pay-in lane, which connects you with our answering service where someone can assist you.
4. The pay-in lane uses this ticket to process your **parking fees**.
5. **Approach** the pay in lane and **insert** the **entry ticket** at position 1, aligning the black **mag strip** with the pictured example.
6. The pay in lane **offers** several **payment options**, including **cash** with dollar coins, quarters, nickles and dimes, and bills, the largest bill accepted being a twenty dollar bill. **Creditcards include** VISA and Mastercard.
7. Upon entering the **parking facility**, you **pull the ticket**.
8. Change is **dispensed** in the lower right corner, as well as a **receipt** if you request it via the receipt button.
9. This ticket records your **time of entry** in order to calculate your parking fees at the time of exit.

2. Role-play: How to use the parking machine

Do the following role-play, using the phrases and words discussed in the previous assignment. Switch roles at the end and do it one more time.

Role A	Role B
You have come to B to ask for instructions on how to pay for parking. You are not from around and want instructions that are as clear as possible.	You work for the university and have a great understanding of how guests can pay for parking. Use your knowledge, and your own version of the phrases from the previous assignment, to explain in detail how your guest can get their car back.

### 3. Where to Park

Fill in the gaps below on where to park, choosing one of the three options in brackets.

1. A quarter (*allows you / will get you / stops you*) 15 minutes of worry-free parking.
2. Hours are 7:30am - 9:30pm Monday (*with / through / from*) Wednesday.
3. Meters (*are active / are standing / work*) Monday through Friday, 8 am (*through / with / to*) 10pm.
4. Downtownwestchester.com has a detailed map of over 10 (*parking garages and lots / parking buildings and houses / parking spots*).
5. Westchester.com has specific (*entrances fees / rates and hours / parking costs*) for most of these facilities.
6. The largest (*buildings / parking houses / garages*) are the bicentennial parking facilities.
7. Combined they have over 1,000 (*parking spaces / entrances / parking*).
8. The (*smallest / nearest / lightest*) parking facility is located at 20 South High Street, (*close to / down / similar to*) Market and Minor streets.
9. The new Chestnut street facility is (*located at / found in / known for*) 14 East Chestnut Street and has (*multiple / similar / decorated*) entrances.
10. Both charge 75 cents (*on / per / for*) half hour and have a nine dollar maximum per day.
11. If you enter the garages after 5pm on a Saturday there is a (*standard / small / flat*) rate of only 5 dollars.



4. Read the instructions carefully and do the following role-play with your partner.

Role A	Role B
<p>You have an appointment on campus and want to avoid a long walk because of the weather. You have come to your partner for help. Before starting the conversation, think of the following:</p> <ul style="list-style-type: none"> <li>- A location where you have your appointment (the sports centre for example).</li> <li>- You want a parking spot closest to your appointment.</li> <li>- This is your first time at Radboud, ask about parking rates and how to pay for parking.</li> </ul>	<p>You work for the university and your partner has come to you for help in finding the closest parking spot. In order to help your partner, you can do the following:</p> <ul style="list-style-type: none"> <li>- Ask where your partner's appointment is.</li> <li>- Ask about any preferences (garage or outdoor, long or short walk).</li> <li>- When giving directions or instructions, make sure your partner understands everything. Slow down sometimes or ask questions to check if everything is clear.</li> </ul>

## PowerPoint Presentation: How to pay for parking/where to park?

in'to

How to pay for parking/where to park?

Radboud in'to Languages

Watch the following video



Radboud in'to Languages

Work in pairs. Put in order. What do the **bolded** words mean?

1. At any time you may **cancel** the transaction, using the red **cancel button**. This stops the transactions and spits the inserted ticket out and allows you to begin again.
2. The **pay in lane** calculates the parking fee and **displays** it in the window.
3. If further **assistance** is needed, there is a call box located to the side of the pay-in lane, which connects you with our answering service where someone can assist you.
4. The pay-in lane uses this ticket to process your **parking fees**.
5. **Approach** the pay in lane and **insert** the **entry ticket** at position 1, aligning the black **mag strip** with the pictured example.
6. The pay in lane **offers** several **payment options**, including **cash** with dollar coins, quarters, nickles and dimes, and bills, the largest bill accepted being a twenty dollar bill. **Credit cards include** VISA and Mastercard.
7. Upon entering the **parking facility**, you **pull** the **ticket**.
8. Change is **dispensed** in the lower right corner, as well as a **receipt** if you request it via the receipt button.
9. This ticket records your **time of entry** in order to calculate your parking fees at the time of exit.

How to pay for parking - Key

1. Upon entering the **parking facility**, you **pull** the **ticket**.
2. This ticket records your **time of entry** in order to calculate your parking fees at the time of exit.
3. The pay-in lane uses this ticket to process your **parking fees**.
4. **Approach** the pay in lane and **insert** the **entry ticket** at position 1, aligning the black **mag strip** with the pictured example.
5. The **pay-in-lane** calculates the parking fee and **displays** it in the window.
6. The pay-in-lane **offers** several **payment options**, including **cash** with dollar coins, quarters, nickles and dimes, and bills, the largest bill accepted being a twenty dollar bill. **Creditcards include** VISA and Mastercard.
7. Change is **dispensed** in the lower right corner, as well as a **receipt** if you request it via the receipt button.
8. At any time you may **cancel** the transaction, using the red **cancel button**. This stops the transactions and spits the inserted ticket out and allows you to begin again.
9. If further **assistance** is needed, there is a call box located to the side of the pay-in lane, which connects you with our answering service where someone can assist you.

Watch the following video



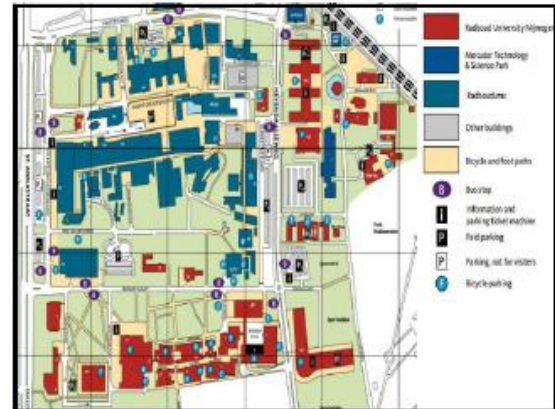
Garage Locations  
Bicentennial Garage  
Located At:  
20 S High St.

Work in pairs. Fill in the gaps.

1. A quarter (allows you / will get you / stops you) 15 minutes of worry-free parking.
2. Hours are 7:30am - 9:30pm Monday (with / through / from) Wednesday.
3. Meters (are active / are standing / work) Monday through Friday, 8 am (through / with / to) 10pm.
4. Downtownwestchester.com has a detailed map of over 10 (parking garages and lots / parking buildings and houses / parking spots).
5. Westchester.com has specific (entrances fees / rates and hours / parking costs) for most of these facilities.
6. The largest (buildings / parking houses / garages) are the bicentennial parking facilities.
7. Combined they have over 1000 (parking spaces / entrances / parking hours).
8. The (smallest / nearest / highest) parking facility is located at 20 South High Street, (close to / down / similar to) Market and Minor streets.
9. The new Chestnut street facility is (located at / found in / known for) 14 East Chestnut Street and has (multiple / similar / decorated) entrances.
10. Both charge 75 cents (on / per / for) half hour and have a nine dollar maximum per day.
11. If you enter the garages after 5pm on a Saturday there is a (standard / small / flat) rate of only 5 dollars.

### Where to park - Key

1. A quarter will get you 15 minutes of worry-free parking.
2. Hours are 7:30am - 9:30pm Monday through Wednesday.
3. Meters are active Monday through Friday, 8 am to 10pm.
4. [Downtownworcester.com](http://Downtownworcester.com) has a detailed map of over 10 parking garages and lots.
5. [Worcester.com](http://Worcester.com) has specific rates and hours for most of these facilities.
6. The largest buildings / parking houses / garages are the bicentennial parking facilities.
7. Combined they have over 1000 parking spaces.
8. The nearest parking facility is located at 20 South High Street, close to Market and Minor streets.
9. The new Chestnut street facility is located at 14 East Chestnut Street and has multiple entrances.
10. Both charge 75 cents per half hour and have a nine dollar maximum per day.
11. If you enter the garages after 5pm on a Saturday there is a flat rate of only 5 dollars.



## **Additional Modules: Security Staff**

### **Lesson Plan: Assisting in Emergencies**

#### **Lead-in: ~5 minutes**

Introducing the topic

- Handout/PP slide with picture of what do do in an emergency
- Briefly go through what is on the list.

#### **Controlled practice: ~5 minutes**

Situation/response exercise.

- Learners use the lists with emergencies from the introduction, or think about their own experiences.
- Each person writes down a problem on a piece of paper. It can be an emergency they have had to deal with in the past, or something that might happen at work. Just a short description.
- The teacher collects all the pieces of paper. The class then works in groups of 3/4. Each group takes one piece of paper at a time, and discusses how to deal with this problem in English. When they've finished, they can pick out a new one from the collection, returning the one they've just dealt with.
- Once every card has been examined by at least one group, the teacher discusses any (vocab) questions.

#### **Follow-up (theory): ~5 minutes**

Learners/teacher reflect on the previous discussion and receive pre-teaching for the next step

- How did it go? What else would you need to say to help someone in an emergency?
- First aid is not the learners' main responsibility, there is a first aid department
- Comforting people who are upset is also a main factor in these situations
- Teacher provides an overview of appropriate phrases of comfort
  - Everything will be okay
  - I'm going to stay with you
  - I'm here to help you
  - I'll do my best to help you
  - Try to stay calm
  - Take a deep breath
  - Breathe in through your nose, and out through your mouth

#### **Free(er) practice: 8 - 10 minutes**

- Learners roleplay a situation in which there is an emergency
- Learners practice in pairs.
- Learners go through the exchange, switch roles, repeat until time is up.
- Learners make a note of any vocab they may not know.
- Learners may swap their cards with another pair once they've finished.

Language focus: **5 - 10 minutes**

Teacher and learners discuss the assignment and provide feedback

- Did any problems occur?
- Did you miss any vocabulary? Notes from the role-play are discussed
- Learners make a vocabulary list with all the words written down by the class during the role-play exercise

Wrap-up : **~5 minutes**

Teacher concludes the lesson and says what to prepare for next time

- One learner gets chosen to type up the vocab and upload it to Blackboard

**Handout: Assisting in emergencies**

Task: Role-plays

**Situation 1**

<b>Role 1</b>	<b>Role 2</b>
You are a student at the university. You were working on an important assignment in the library last night. When you got home, you saw that your hard drive with all your important files was not in your bag. It's a black hard drive from Philips. You think it was stolen, but you want to check if someone found it first.	You are a porter at the university library. A student comes up to you. They think something was stolen, but they want to check if someone found it first. Ask them to describe what it is. Say what you can do to help them (for example, hang up posters, or you can look up in the computer if it has been found). Is there anything else you can do for this person? Think about what to do if something has been stolen. Also think about what you can do to <u>comfort</u> this person.

**Situation 2**

<b>Role 1</b>	<b>Role 2</b>
You are a student at the university. You were having lunch at the Refter with a friend when (s)he suddenly got sick. You go to one of the catering staff to ask for help. Your friend is allergic to peanuts, so you are worried that (s)he might need an ambulance.	You are a member of the catering staff at the Refter. A student comes up to you to ask for your help. Their friend got sick. Find out what is wrong with their friend so that you can help. Think about what to do in this situation. What questions would you ask? Also think about what you can do to <u>comfort</u> this person.

**Situation 3**

<b>Role 1</b>	<b>Role 2</b>
You don't work at the university (you're a visiting scientist), but you've just seen someone in the lift who behaved very strangely. This person stared at you and said strange things (it didn't really make sense to you). You decide to report this, because you felt threatened. You go to the nearest reception desk and report the situation.	You work at a reception desk. Someone comes to you to report a threatening situation. Find out what happened. Write down as many details as possible. Think about what you do in such a situation. What can you do to help this person? Also think about what you can do to <u>comfort</u> this person.

**Situation 4**

<b>Role 1</b>	<b>Role 2</b>
<p>You're a professor at the university. You were having lunch at Huize Heyendaal with some colleagues when you spilled soup over your clothes. It was tomato soup, and you really can't go back to work like this. You've also hurt your hand, because the soup was hot.</p> <p>Ask your partner, who works as one of the catering staff, what they can do to help you. You also want to know if you can lend some clothes, because you live too far away from the university to go home.</p>	<p>You work at Huize Heyendaal, as a member of the catering staff. A professor comes to you with an urgent problem.</p> <p>What can you do to help?</p> <p>What do you say?</p> <p>Also think about what you can do to <u>comfort</u> this person.</p>

**Situation 5**

<b>Role 1</b>	<b>Role 2</b>
<p>You're a teacher at the university. You think someone in your group may just have had a stroke.</p> <p>You're panicking, and you go to the nearest desk you can find to get help.</p> <p>Describe the situation in as much detail as you can.</p>	<p>You work at the administration department, when suddenly someone runs into the office and asks you for help.</p> <p>What can you do to help?</p> <p>How can you calm this person down? What do you say?</p> <p>Also think about what you can do to <u>comfort</u> this person.</p>

- A small fire in the kitchen
- A student is having a panic attack due to exam stress
- Someone fell and broke their arm
- A teacher got sick after eating at the Refter



### Language focus

- How did it go?
- How could you do better?

### Conclusion

- What did we do today?
- What will we do next time?

**Lesson Plan: Handling thefts and lost items****Introduction / ~5 minutes**

- Teacher waits for students to arrive and introduces class.

**Lead-in / ~5 minutes**

## Introducing the topic

- Teacher explains: When someone comes to you to report something as stolen, the ensuing conversation consists of two main aspects: taking down the details and reassuring the victim.
- Teacher shows a bad example of an exchange that could take place when a student reports something missing/stolen.

**Pre-task / ~5 minutes)**

## Brainstorm/writing exercise: Improving the example

- Learners work in duos: Discuss how to rewrite the example to be more polite
- Teacher walks around to observe if learners are using reassuring phrases

**Follow-up / 8 - 10 minutes**

## Reflecting on/analysing the task

- Learners analyse: What are the standard things you say when handling thefts?
- Handout/PP slide: Examples of phrases and vocabulary the learners need when taking down a report + reassuring phrases
- How could these phrases be used to improve the bad example?
- Do the learners know any other phrases that can be added to the list?

**Task / Controlled practice: 8 - 10 minutes)**

## Role-play: Learners familiarise themselves with the example phrases

- Learners form duos and fill in a formatted scenario using the example phrases

**Task / Free practice: 8 - 10 minutes**

## Learners practice carrying out the target task

- Learners form duos: One person comes to report something as stolen, the other person reassures them and takes down the details
- Learners make a note if they do not know how to say something
- Learners switch roles and repeat the exercise until time is up

**Language focus / 5 - 10 minutes**

## Teacher and learners discuss the assignment and provide feedback

- Did any problems occur?
- Did you miss any vocabulary? Notes from the role-play are discussed
- Learners make a vocabulary list with all the words written down by the class during the role-play exercise

**Wrap-up / 5 minutes**

**Handout: Handling thefts**

<b>Introducing the problem</b> - I was wondering if you could help me. - Excuse me, could you help me? - Could you help me with something, please?	<b>Making suggestions</b> - Have you tried..? - Are you sure..? - What if I ... Would that help?
<b>Complaining</b> - I can't believe this has happened. - I'm not happy at all about this. - I'm going to file a complaint.	<b>Showing concern</b> - How awful. - I'm sorry to hear that. - That must be very frustrating.
<b>Offering help</b> - What can I do for you? - What seems to be the problem? - How can I help you?	<b>Reassuring</b> - If you tell me what happened, I'll help. - Don't worry; we'll sort it out. - I'll make sure it doesn't happen again.
<b>Thanking for help given</b> - Thank you for your help. - Great. Thanks very much. - Thanks. You've been really helpful.	<b>Accepting and apologising</b> - I'm really sorry about that. - You're right. I'm very sorry. - Yes, absolutely. I completely understand.

(Adapted from *Business Vision*, p. 102)

**Role-play in pairs (8 - 10 minutes)**

- Complete the scenario using the phrases above
- One person comes to report something as stolen, the other person responds
- Switch roles for scenario 2

**Scenario 1:**

Person A: Introduce the problem.

Person B: Offer help.

Person A: *Say that your wallet has been stolen.* Complain.

Person B: Accept responsibility and apologise. Reassure.

Person A: Thank for help given.

**Scenario 2:**

Person B: Introduce the problem.

Person A: Offer help.

Person B: *Say that your umbrella is missing.*

Person A: Show concern. Make suggestion: *Ask if Person B tried looking in the lost-and-found.*

Person B: *Say no, but you will do so now.* Thank for help given.

## PowerPoint Presentation: Handling thefts/lost items


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### Handling Theft/Lost Items

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### How to handle theft/lost items

- Take down details
- Reassure the victim

Radboud  Languages

### Example: reporting a lost item

A: I lost my hard drive. Did you find one?  
 B: What does it look like?  
 A: It's black with a red sticker.  
 B: It's not here.  
 A: Okay.

Radboud  Languages


<b>Introducing the problem</b> <ul style="list-style-type: none"> <li>- I was wondering if you could help me.</li> <li>- Excuse me, could you help me?</li> <li>- Could you help me with something, please?</li> </ul>	<b>Making suggestions</b> <ul style="list-style-type: none"> <li>- Have you tried...?</li> <li>- Are you sure...?</li> <li>- What if I ... Would that help?</li> </ul>
<b>Complaining</b> <ul style="list-style-type: none"> <li>- I can't believe this has happened!</li> <li>- I'm not happy at all about this.</li> <li>- I'm going to file a complaint.</li> </ul>	<b>Showing concern</b> <ul style="list-style-type: none"> <li>- How awful.</li> <li>- I'm sorry to hear that.</li> <li>- That must be very frustrating.</li> </ul>
<b>Offering help</b> <ul style="list-style-type: none"> <li>- What can I do for you?</li> <li>- What seems to be the problem?</li> <li>- How can I help you?</li> </ul>	<b>Accepting and apologizing</b> <ul style="list-style-type: none"> <li>- I'm really sorry about that.</li> <li>- You're right, I'm very sorry.</li> <li>- Yes, absolutely, I completely understand.</li> </ul>
<b>Thanking for help given</b> <ul style="list-style-type: none"> <li>- Thank you for your help.</li> <li>- Great. Thanks very much.</li> <li>- Thanks. You've been really helpful.</li> </ul>	<b>Reassuring</b> <ul style="list-style-type: none"> <li>- If you tell me what happened, I'll help.</li> <li>- Don't worry, we'll sort it out.</li> <li>- I'll make sure it doesn't happen again.</li> </ul>

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### Role-play: theft/lost item+taking notes


Work in pairs

- One of you reports something lost or stolen
- The other person takes down details
  - Name
  - Description of the item
  - How to contact Person A if the item is found
- Switch roles and repeat the exercise

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### Language focus

- How did it go?
- How could you do better?

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## Conclusion

- What did we do today?
- What will we do next time?

**Lesson Plan: Handling complaints****Lead-in: ~5 minutes**

Introduction of topic, emphasising the importance of politeness

- Teacher shows bad example: Impolite way of handling complaints
- Teacher also shows good example: Polite way of handling complaints

**Controlled practice: 8 - 10 minutes**

Learners figure out the building blocks of a polite complaint. Groups of 3 - 4 people.

- Learners take the good example and the bad example. They compare the two and discuss the difference between a bad interaction and a good one.
- Learners take the bad example and rephrase it to make it better.

**Follow-up (theory): ~5 minutes**

Teacher checks understanding.

- Teacher goes over the two examples on the board, pointing out the use of common types of expressions.
- Teacher explains the “format” of a polite complaint and provides a framework for handling complaints.

**Free(er) practice: 8 - 10 minutes**

Learners apply their knowledge. Duos.

- Learners role-play handling complaints. They use the framework to have a conversation with Person A complaining and Person B helping, and then switch roles. Repeat until the time is up.
- Learners make a note if they don't know how to say something

**Language focus: 5 - 10 minutes**

Teacher and learners discuss the assignment and provide feedback

- Did any problems occur?
- Did you miss any vocabulary? Notes from the role-play are discussed
- Learners make a vocabulary list with all the words written down by the class during the role-play exercise

**Wrap-up: 5 minutes**

Teacher concludes the lesson and says what to prepare for next time

- One learner gets chosen to type up the vocab and upload it to Blackboard

**Handout: Handling complaints**

<b>Introducing the problem</b> - I was wondering if you could help me. - I would like some advice about... - Excuse me, could you help me?	<b>Making suggestions</b> - Have you tried..? - Are you sure..? - What if I ... Would that help?
<b>Complaining</b> - I can't believe this has happened. - I'm not happy at all about this. - I'm going to file a complaint.	<b>Showing concern</b> - How awful. - I'm sorry to hear that. - That must be very frustrating.
<b>Offering help</b> - What can I do for you? - What seems to be the problem? - How can I help you?	<b>Reassuring</b> - If you tell me what happened, I'll help. - Don't worry; we'll sort it out. - I'll make sure it doesn't happen again.
<b>Thanking for help given</b> - Thanks for your help. - Great. Thanks very much. - Thank you. You've been really helpful.	<b>Accepting and apologising</b> - I'm really sorry about that. - You're right. I'm extremely sorry. - Yes, absolutely. I completely understand.

(Adapted from *Business Vision*, p. 102)

## PowerPoint Presentation: Handling complaints



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Handling complaints

Radboud  Languages

### Two different complaints

**Complaint 1:**  
 A: I want to file a complaint.  
 B: Okay.  
 A: I'm hungry, but the university restaurant is closed. This is unacceptable.  
 B: That's not my fault. The restaurant is always closed on Friday afternoons.  
 A: Okay.


**Complaint 2**  
 A: Hi, I was wondering if I could have a moment.  
 B: What can I do for you?  
 A: I'm afraid I have a complaint. My fish is undercooked.  
 B: How awful. I'm very sorry. Can we offer you a new portion on the house?  
 A: Yes, please. Thank you.

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### Comparing complaints: exercise

Work in pairs


- Compare the examples
- Discuss the differences
- Rephrase the bad example to make it better

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### Comparing complaints: follow-up


The building blocks of handling complaints

- What did Person B do in the first example?
- What did B do differently in the second one?
- What should you do when someone complains to you?

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### Framework for complaints

**Complaint 2**  
 A: Hi, I was wondering if I could have a moment.  
 B: What can I do for you? [offering help]  
 A: I'm afraid I have a complaint. My fish is undercooked.  
 B: How awful. [showing concern] I'm very sorry. [apologising]  
 Can we offer you a new portion on the house? [suggesting solutions]  
 A: Yes, please. Thank you.

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### Framework for complaints

**Complaint 2**  
 A: Hi, I was wondering if I could have a moment.  
 B: What can I do for you? [offering help]  
 A: I'm afraid I have a complaint. My fish is undercooked.  
 B: How awful. [showing concern] I'm very sorry. [apologising]  
 Can we offer you a new portion on the house? [suggesting solutions]  
 A: Yes, please. Thank you.

**Complaint 3**  
 A: I have a complaint.  
 B: How can I help you? [offering help]  
 A: The heating is broken and my classroom is freezing.  
 B: Oh, I'm sorry. [apologising] Don't worry, we'll sort it out. [reassuring].  
 A: Thank you.

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### Handling complaints: role-play

Work in pairs to practice handling complaints

- One of you makes a complaint
- The other helps the first person
- When you are done, switch roles and repeat

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### Language focus

- Did any problems occur?
- Did you miss any vocabulary?

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**Lesson Plan: Security****Lead-in: ~5 minutes**

Introduction of the topic

- Teacher shows example of security problems and their names in English
- Learners think: What security problems have they encountered at work?

**Controlled practice: ~5 minutes**

Learners brainstorm and practice asking people to leave the premises

- Learners are given example sentences (either polite or straightforward) of what to say to someone when you want them to leave the building
- Learners discuss in pairs which example phrases they would use and which they would avoid, and if they can think of other phrases

**Follow-up: ~5 minutes**

Teacher checks understanding of previous exercise and adds politeness

- Politeness is important, but when do you stop being polite?
- What is the risk if you are not polite at all?
- What is the risk if you are extremely polite the whole time?

**Pre-teaching: 8 - 10 minutes**

Vocabulary practice

- Learners discuss possible situations in which security might have to step in
- Learners discuss possible things to say
- Learners discuss what to do if security cannot handle the situation alone

**Free(er) practice: 8 - 10 minutes**

Learners role-play in pairs: situations in which security needs to be called

- Learners use the different situations discussed in pre-teaching for role-play
- One learner is the security officer, the other did something wrong
- Learners switch roles and repeat until time is up
- Learners make a note if they do not know how to say something

**Language focus: 5 - 10 minutes**

Teacher and learners discuss the assignment and provide feedback

- Did any problems occur?
- Did you miss any vocabulary? Notes from the role-play are discussed
- Learners make a vocabulary list with all the words written down by the class during the role-play exercise

**Wrap-up: 5 minutes**

Teacher concludes the lesson and says what to prepare for next time

*This module does not contain printables.*

## PowerPoint Presentation: Security



### Introduction

Security issues

- What reasons might you have for calling security?
- What reasons might you have for removing a person from the building?

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### Brainstorm

What can you say to people when you want them to leave the premises?

- Sir/madam, I'm afraid I have to ask you...
- Excuse me, ...
- I'm sorry, sir/madam, but...
- Get out!

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### Reflect

Politeness

- What is the risk if you are not polite at all?
- What is the risk if you are too polite?

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### Practice

In what situations would you call security?  
What would you say in these situations?  
What if security cannot handle it alone?

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### Role-play

Work in pairs. Role-play the situations discussed before.

- One of you did something wrong
- The other is the security officer
- Decide for yourself to be polite or not
- Switch roles and repeat until time is up

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### Language focus

- How did it go?
- How could you do better?

### Conclusion

- What did we do today?
- What will we do next time?

## Appendix E – Course evaluations

### Evaluatie Hospitality English

1. Er was veel lesmateriaal, met goede onderwerpen die aansloten op de behoeften van de doelgroep. Het is voor de docent prettig om voor iedere les een PowerPoint, een lesplan en een handout te hebben.
2. De deelnemers waren enthousiast over de cursus, en tevreden met wat er werd aangeboden. Ze vonden dat het goed aansloot op hun ervaringen uit de praktijk.
3. Wat ik lastig vond, is dat ik vaak veel tijd kwijt was met zoeken in het materiaal om te zien wat precies de bedoeling was, en waar ik dingen kon vinden in de PowerPoints en handouts. Als docent wil je niet tijdens de les moeten zoeken in de PowerPoint waar je precies moet zijn; het is fijn als de verwijzingen duidelijk in het lesplan staan.
4. Er ontbraken soms ook dingen; er wordt bijvoorbeeld in de eerste module verwezen naar role cards, maar die kon ik niet vinden in het materiaal, en dus moest ik ze zelf maken.
5. Ik vond de role plays soms wat beperkt. Als je een groep hebt van 15 mensen, en maar 4 'roles', dan wordt het al snel saai. Mensen willen vaak nog een andere role-play oefenen, en niet dezelfde meerdere malen. Ik heb veel role-plays zelf uitgebreid.

## 2015-0912 Evaluation form Hospitality English (ENG)– K.Kessels - Rapportage (1/1)



## Samengesteld gemiddelde

(N<sub>Totaal</sub> = 11)

1. Before the course began, did you have sufficient insight into the following aspects of the course? a. the contents?	3.3
b. the speed?	3.2
c. the study load?	3.5
2. Are you satisfied with the speed of the course?	4.5
3.a Are you satisfied with the study load (self-study, homework)?	4.4
4. What is your general opinion of the teaching materials used (books, handouts, etc.)?	4.3
5. What is your opinion of the course room (furniture, facilities, climate)?	3.6
6. Does the use of digital tools have any added value to you? a Blackboard?	4.4
7. Are you satisfied with the services of the secretary's office?	4.3
8. What's your general opinion of the teacher's performance?	5
9. Was there enough variation in the different teaching methods used?	4.6
10. Did the course have the desired result?	4.6
11. Would you recommend the course to others?	4.6
12. What grade would you give Radboud in'to Languages as a course centre?	8.1

## d. Why did you take this course?

(N<sub>Totaal</sub> = 11) (N<sub>Valid</sub> = 11)

- 1 om Engels op te frissen
- 2 Om in mijn werk mensen aan de intercom en telefoon beter te woord te kunnen staan
- 3 Mij goal was of course to learn better speaking english and to respond in a better way the questions of students and visitors in a nicer and proper way
- 4 I would like to speak better English at the phone and on the intercom.
- 5 to improve my english language.

- 6 want to improve my English, especially at a desk, as a porter I get more a more people who ask me things in English
- 7 To learn more English in a more polite way
- 8 Als balie medewerker vind ik het belangrijk om studenten en/of bezoekers in het engels te woord kunnen staan.
- 9 Because I want to communicate better with our costumers
- 10 For improving my English
- 11 To learn more about my English. I go to school for 40 years ago. :-)

## Motivation 1a

(N<sub>Totaal</sub> = 11) (N<sub>Valid</sub> = 2)

- 1 I couldn't find any information about the content. maybe i didn't read the mail right.
- 2 it is a new course, so not a clue

## Motivation 1b

(N<sub>Totaal</sub> = 11) (N<sub>Valid</sub> = 3)

- 1 For me I would like to go a little bit faster,
- 2 I had no idea what the speed would be.
- 3 it is a new course, so I did not have a clue

## Motivation 1c

(N<sub>Totaal</sub> = 11) (N<sub>Valid</sub> = 2)

- 1 I had no expectations about the study load.
- 2 it is a new course, so we all had not a clue

## Motivation 2

(N<sub>Totaal</sub> = 11) (N<sub>Valid</sub> = 3)

- 1 For me I would like to go a little bit faster,
- 2 could understand all of the course content.
- 3 it works well

## Motivation 6

(N<sub>Total</sub> = 11) (N<sub>Valid</sub> = 0)

#### Motivation 7

(N<sub>Total</sub> = 11) (N<sub>Valid</sub> = 2)

- 1 no problem
- 2 Very kind!!

#### Motivation 8

(N<sub>Total</sub> = 11) (N<sub>Valid</sub> = 1)

- 1 she knows a lot, but is not afraid to ask and inform us when she doesn't know things

#### Motivation 9

(N<sub>Total</sub> = 11) (N<sub>Valid</sub> = 1)

- 1 variation enough !

#### Motivation 10

(N<sub>Total</sub> = 11) (N<sub>Valid</sub> = 2)

- 1 I improved my speaking skills!
- 2 aal i want to know for my job was in it

#### Motivation 11

(N<sub>Total</sub> = 11) (N<sub>Valid</sub> = 1)

- 1 I would recommend it to my colleagues

#### 13.Are there any other remarks or suggestions you would like to make with respect to the course, the teacher or the teaching materials?

(N<sub>Total</sub> = 11) (N<sub>Valid</sub> = 3)

- 1 If the groups would be smaller, perhaps it could go faster.
- 2 only one small thing! a cup of coffee in the classroom

- 3 Wellicht iets meer grammatica. Verder goede cursus.

## 2015-0912 Evaluatieformulier Hospitality English (NED) – K.Kessels - Rapportage (1/1)

## Samengesteld gemiddelde

(N<sub>Totaal</sub> = 3)

1.a Had u, voordat de training begon voldoende inzicht in de inhoud van de training?	2.67
1.b Had u, voordat de training begon voldoende inzicht in het tempo van de training?	1.33
1.c Had u, voordat de training begon, voldoende inzicht in de studiebelasting?	3.33
2.a Bent u tevreden over het tempo van de training?	3.67
3.a Bent u tevreden over de studiebelasting (contacturen en zelfstudie/thuiswerk)?	3.33
4. Wat is uw oordeel over het gebruikte materiaal (boeken, reader e.d.)?	3.33
5. Wat is uw oordeel over de accommodatie (inrichting, apparatuur, klimaat)?	2.33
6.a Heeft het gebruik van Blackboard voor u toegevoegde waarde?	4.33
7. Bent u tevreden over de dienstverlening van het secretariaat?	2
8. Wat is uw oordeel over de uitvoering door de docent?	4.5
9. Vond u de toegepaste werkvormen afwisselend genoeg?	4
10. Heeft de training het gewenste resultaat gehad?	3.5
11. Zou u de training aanbevelen aan anderen?	3.5
12. Welk cijfer geeft u Radboud in "to Languages als trainingscentrum?	7.5

## d. Waarom/met welk doel hebt u deze training gevolgd?

(N<sub>Totaal</sub> = 3) (N<sub>Valid</sub> = 3)

- 1 Taalbeleid Engels, uitbreiden van mijn taalvaardigheid
- 2 Regelmatig Engels sprekende gasten aan de telefoon
- 3 vanwege de vele vragen in het engels aan de balie

## Toelichting 1a

(N<sub>Totaal</sub> = 3) (N<sub>Valid</sub> = 2)

1 In zijn algemeenheid is mij spreek/taalvaardigheid wel verbeterd. Had alleen graag meer specifiek gericht willen zien op mijn baan (secretaresse). In het begin kwamen er veel dingen aan bod waar ik nooit mee te maken heb/krijg.

2 kan hier in ieder geval mee verder

## Toelichting 11

(N<sub>Totaal</sub> = 3) (N<sub>Valid</sub> = 2)

- 1 Heb een collega geadviseerd (niveau Engels wel lager dan het mijne)
- 2 waarschijnlijk wel

## Toelichting 12

(N<sub>Totaal</sub> = 3) (N<sub>Valid</sub> = 2)

- 1 Na maar één cursus is dit oordeel niet echt relevant.
- 2 Alle ++ en -- tegen elkaar afgewogen

## 13. Hebt u nog opmerkingen en/of suggesties over de training, het materiaal of anderszins?

(N<sub>Totaal</sub> = 3) (N<sub>Valid</sub> = 2)

- 1 Meer aanbod tijdens werktijden. De cursus die ik wilde volgen 'Professional Skills in English' wordt in de avond gegeven, wat voor mij ongunstig is.
- 2 Een cursus, waarbij duidelijk een syllabus met cursusmateriaal

## Toelichting 1b

(N<sub>Totaal</sub> = 3) (N<sub>Valid</sub> = 1)

- 1 geen info bekend



1 Er werd genoemd dat: 'De functiespecifieke modules worden in overleg met u gekozen'. Dit is mijns inziens niet aan de orde geweest  
 2 geen info bekend

#### Toelichting 1b

(N<sub>Totaal</sub> = 3) (N<sub>Valid</sub> = 1)

1 geen info bekend

#### Toelichting 1c

(N<sub>Totaal</sub> = 3) (N<sub>Valid</sub> = 2)

1 Werd duidelijk kenbaar gemaakt op website

2 geen info bekend

#### Toelichting 7

(N<sub>Totaal</sub> = 3) (N<sub>Valid</sub> = 2)

1 Communicatie voor aanvang cursus was niet optimaal. Zaalreserveering niet altijd geregeld, zoeken naar vervangende ruimte ging af van cursustijd

2 Een aantal keren geen zal vastgelegd, zodat er last minute door iemand van zalenbeheer (die ook cursist was) alsnog een zaal heeft geregeld

#### Toelichting 8

(N<sub>Totaal</sub> = 3) (N<sub>Valid</sub> = 2)

1 Op de docent was niets aan te merken. Vriendelijk, behulpzaam, goede uitleg en ondersteuning.

2 prima duidelijk, maar moest ook wennen aan het niveau van de cursus

#### Toelichting 9

(N<sub>Totaal</sub> = 3) (N<sub>Valid</sub> = 2)

1 Tekst, plaatjes, filmpjes en spelelement, humor.

2 prima

#### Toelichting 10

(N<sub>Totaal</sub> = 3) (N<sub>Valid</sub> = 2)