Professional English communication training for English for specific purposes

Galon Anthony Melendy
PROFESSIONAL ENGLISH COMMUNICATION TRAINING

FOR ENGLISH FOR SPECIFIC PURPOSES

A Project

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California State University,

San Bernardino

In Partial Fulfillment

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in

Education:

Teaching English to Speakers

of Other Languages

by

Galon Antony Melendy

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Approved by:

Lynne Díaz-Rico, First Reader

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ABSTRACT

The primary aim of this project is to address the demonstrated need for effective English training for speakers of other languages who are engaged in professional careers. Professional English, in this context, is defined as a discourse style that projects effectiveness and competence, and facilitates the development of interpersonal communication and rapport.

This project consists of five chapters. Chapter One outlines the necessity, scope, and objectives of the project. Chapter Two reviews related literature. Chapter Three presents a theoretical model applicable to curriculum design. Chapter Four provides an overview of the proposed Professional English unit plan and gives details about the six lessons that comprise the unit of instruction. Chapter Five outlines the plans for assessment, which evaluate the effectiveness of the lessons. The six-lesson Professional English unit of instruction is provided in the Appendix.
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This project is dedicated to all of my students, past, present, and future. In addition, I would like to recognize my classmates, friends, and peers who acknowledge that life is about giving your best effort and competing with yourself rather than with others.

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CHAPTER ONE: INTRODUCTION

Background of Project

English speakers employed in professional careers often require an advanced level of communication skills to be effective. Within this context, professional English refers to English-language skills that facilitate the realization of professional goals. Many professions require a specialized vocabulary and jargon as well as an appropriate approach to social interaction within a specific field. In addition, proficiency in communication is considered an essential element of job performance and effectiveness. Native English speakers, English as a second language (ESL) learners, and English as a foreign language (EFL) learners often engage in additional study to facilitate the development of professional English communication skills. In addition, learners may pursue specialized training and instruction to expedite the acquisition of a professional vernacular.

Within the context of international business, there is an emerging approach to communication that utilizes English as an international language for professional purposes. For the first time in history, standardized approaches to professional communication and social interaction are
emerging on a global scale. Professional English has the potential to become a globally accepted means of communication. Teachers of English to speakers of other languages (TESOL) should be aware of the global English trend and develop curricula to address English as an international language. An excellent example of globalization is professional English used in international commerce and trade. According to Crystal (1997), English is the primary language used for international business and information exchange throughout the world. It can be inferred that the future will be characterized by widespread international commerce; therefore, a focus on the emerging discourse style of professional English can be considered a high priority in the field of TESOL.

Characteristics of Professional English. Professional English is a discourse style that facilitates business interaction and establishes an environment of rapport and respect. It is characterized by an approach to communication that projects competence and confidence. In corporate contexts, individuals represent their organizations; therefore, the development of an effective, businesslike approach to communication is a high priority. One's communication, language, and social skills reflect
one's professional and social stature, and in business-related activities, a professional image is crucial for success. Professional communicators are adept at socializing: good conversationalists and listeners, succinct, efficient, and aware of body language. In addition, he or she exhibits an appropriate lexicon and satisfactory voice and pronunciation characteristics.

**Professional English Curriculum Development.**

Professional English instruction should effectively develop learners' communication skills. The first step in the curriculum development process is to determine the pedagogical objectives. Developing effective curricula requires a thorough analysis and understanding of learners' needs so training in necessary communication skills can be provided.

Professionals who speak English as a second language have the challenging task of developing their English skills to a level comparable with their peers, clients, superiors, and professional contacts. They need to interact effectively with other English speakers to foster interpersonal relationships and build rapport. They need to be able to excel at job interviews and communicate effectively to perform their job functions. In addition,
they need to participate in meetings and information exchanges. The critical skills mentioned are just part of what comprises professional English; however, the skills represent a core of competence that can be beneficial to ESL and EFL learners engaging in or pursuing professional careers. Consequently, an appropriate goal of TESOL educators should be to provide effective curriculum in this area. This leads to the primary objective of this project: to develop a unit of instruction that will assist English learners in developing professional English communication skills.

The Importance of Social Communication Skills

Professional English communication requires an effective approach to engaging in social interactions and situations. The learning of effective social language skills, within a specific cultural context, is a critical element of language acquisition. The goal of English language teaching (ELT) curriculum should be to develop learners' sociolinguistic competence in order to adequately prepare them for successful social interaction. English learners who want to become proficient in communicating and interacting with other English speakers often may be concerned about appearing awkward, socially inept,
impolite, or misunderstood. Learners often experience anxiety about the potential embarrassment of being socially inept and not knowing what to say in a specific situation. In addition, performance anxiety can discourage learners from practicing their conversational skills and expressing their thoughts and ideas. When learning a new language, the initial goal is to attain basic language skills to accomplish simple personal objectives. However, a more advanced approach to social interaction and communication needs to be developed in English learners to complement the practical language skills that have been acquired during the earlier phases of language acquisition.

   Learning to communicate effectively requires more than the rote learning of grammar, syntax, and diction. A speaker must learn how to use language appropriately in a variety of social contexts, in order to effectively initiate and sustain social and professional relationships. Communication entails interaction, which is the process that facilitates the development of interpersonal relationships. The initial stages of interaction can be decisive, as this is when first impressions are generated, which often result in rapid assessments of personal and professional competence. In vocational contexts, a
learner’s social proficiency can be critical for success, especially when a job requires frequent interaction with coworkers, customers, and peers. Social interaction skills are a critical component of a language learner’s competence. These skills facilitate interpersonal goals by creating personable impressions that set the stage for successful negotiation and interaction. Therefore, an informative set of guidelines and rules for social interaction is required to assist learners in developing effective and appropriate approach communication skills.

**Social Skills and Professional Effectiveness.**

Personal and professional relationships are developed using the medium of language to provide the tools for communication, interaction, and negotiation. Success in one's career is often dependent on social communication skills. If one knows how to apply social-skill strategies with the appropriate level of formality, one can create and reinforce personable impressions, facilitate interpersonal relationships, and realize personal goals. In contrast, if one's social-skill strategies are inappropriate or nonexistent, misinterpretations may result, relationships may not be properly developed, and personal goals could be compromised. If the goal of a communicative encounter is
the negotiation of each other's needs and wants, an appropriate and stylistic approach to social interaction can set the stage for success.

Productive language skills often reflect the competence of the speaker, especially in vocationally related interaction. An effective communicator considers appropriateness, levels of formality, etiquette, and social interaction strategies for each specific situation. In addition, listening skills and strategies play an important role because they can influence the outcome of a communicative encounter and are associated with formality, etiquette, and protocol. Speaking and active listening are communication skills that have socially related repercussions, as they reflect the attitude and competence of a speaker and can influence the outcome of an interaction. English learners require guidelines for social interaction to help them successfully navigate the communication process. Therefore, effective ELT curriculum that addresses the social functions of language is an essential component in developing a learner's communicative competence.

Sociolinguistics: The Social Functions of Language. Language use and social interaction can be viewed as
inseparable and thus should be synthesized in curriculum development and pedagogy. **Sociolinguistics** is the field of linguistics that focuses on the social and sociocultural applications of language (Savignon, 1997). The sociolinguistic approach to language teaching and learning has had a profound impact on TESOL pedagogy, and shifted curriculum development toward socially related applications of language. It is generally agreed that knowing a language requires more than knowing the correct forms of expressions, but requires knowledge about the appropriate situations that require specific expressions and accepted formulas for interaction (Hymes, 1972). Further, the term **sociolinguistic competence** refers to the sociocultural rules of language use (Cooley & Roach, 1984). Sociolinguistic appropriateness is culturally relative; therefore, sociolinguistic strategies for communication are culturally dependent and can vary significantly for different languages and cultures.

**Sociolinguistic Curriculum Development.** Sociolinguistic ELT curriculum development requires the incorporation of appropriate sociocultural rules for communication into classroom exercises and activities for learning within a specific language and cultural context.
The choice of which sociocultural rules to represent is a critical step in the curriculum development process. In a multicultural context, the dominant culture linked to the target language provides the model for which sociocultural rules are appropriate. Consequently, the final curriculum content serves to instruct and reinforce the sociolinguistic rules associated with the dominant cultural characteristics of a society. In ESL contexts in the United States, the curriculum is developed and presented using American mainstream cultural models, thereby engaging the learners simultaneously with the target language and the characteristics of the mainstream culture. In EFL contexts, the curriculum is predominately based on American or British cultural models.

When communicating in English outside of American or British cultural contexts, the sociocultural rules for communication may be quite different; therefore, sociolinguistic competence in one cultural context does not equate to universal competence. Multicultural communication strategies can be incorporated into curriculum to facilitate the development of multicultural and intercultural communication skills. TESOL instructors should be able to address variable sociocultural and
sociolinguistic characteristics in the curriculum development process if required. In addition, sensitivity to the differences in sociocultural communication strategies should be incorporated into TESOL instruction when teaching English learners sociolinguistic skills in a multicultural context.

The development of effective TESOL curricula requires the appropriate sociocultural models that are matched to a specific learning context. The predominate sociocultural models used in ELT curriculum development are American and British; however, there are other cultural models that may be encountered. TESOL educators should be sensitive to the variety of sociocultural models for communication that exist and be able to address the differences in the curriculum when required.

The Influence of Globalization. Currently, it appears that English is developing into a global language and is therefore an integral part of the globalization process. As Todd and Hancock (1990) suggest, English has become the lingua franca of the modern world, and it is the only language that is spoken on every continent, by over 800 million people. Crystal (1997) estimates that over 1000 million people currently speak English. In addition, he
estimates that 80% of all the information stored in computers is in English, and English is the primary language for books, newspapers, airports, air-traffic control, international business, academic conferences, science, technology, diplomacy, sport, international competitions, pop music, and advertising (Crystal, 1997).

ELT curriculum is typically interwoven with sociocultural rules and models for communication; therefore, the global adoption of English has resulted in a cloaked delivery of Western culture throughout the world. The influence of British sociocultural rules in ELT curriculum cannot be ignored; however, the most salient culture worldwide is currently mainstream American culture, which can simply be inferred from the population of native English speakers: the US census bureau's approximation of 276 million in the US versus the UK government census bureau's approximation of 59 million in the UK. In addition, the influence of the United States in music, pop culture, science, and the entertainment industry has spread U.S. culture around the globe. Advances in telecommunications and the widespread availability of the Internet have facilitated globalization. The world has become a global village that requires a common language to
expedite communication and information exchange. Barriers to effective information exchange, like the lack of mutually intelligible languages, impede the exchange of information; therefore, the need for a common language to facilitate international communication has developed because of the ever-increasing pervasiveness of information exchange.

The Influence of American Culture. The emerging global culture that uses English as a global language often is comprised of English learners who have been trained in the characteristics of the sociocultural models found in the United States and/or England; therefore, one can consider the ongoing trend toward globalization as a form of Westernization. It can be inferred that by following the predominate sociocultural rules associated with the country that has the most native speakers in the world, the USA, one can effectively function in the majority of professional contexts. Consequently, the primary sociolinguistic focus in this project will be sociocultural appropriateness from a mainstream American cultural perspective. The intent is not to ignore contrasting systems of sociocultural rules, which can be highlighted in the curriculum when required. However, identifiable
sociocultural characteristics for international business are emerging that exhibit many of the cultural characteristics found in Western countries and, in particular, the USA.

**English for Specific Purposes**

*English for specific purposes* (ESP) is defined as a field of ELT that addresses learning contexts that apply to learners who wish to pursue specific goals (Hutchinson & Waters, 1987). English learners often have specific purposes for learning English, which relate to improved employability or professional advancement. Learners view the study of English as an investment in themselves and the future, which will result in tangible returns. ESP is characterized by a systematic approach to curriculum design that focuses on determining the goals of a group of English language learners and subsequently developing effective curricula to facilitate the realization of these goals.

The focus in this project is ESP curricula that addresses professional English communication skills, which can be viewed as a product of the emerging hegemony of English as an international language. The language skills associated with international commerce include appropriate communication strategies for engaging in negotiation,
nurturing personal and working relationships, and portraying professional competence. Successful communication in international business contexts is characterized by mutually desirable outcomes for parties engaging in negotiation and often requires the strategic use of small talk, stylistic conversation, politeness, etiquette, and protocol (Baldridge, 1985). In addition, the use of sociolinguistic strategies and the application of an effective communication style are often essential to achieving professional goals, establishing rapport, and engaging in successful communication and negotiation. Professional English communication skills can be viewed as a crucial component of competence in international business contexts, and is, therefore, a field of ELT that is best addressed by ESP instruction.

**International Business Communication Training.**

International business requires intercultural communication. The sociocultural rules for communication may deviate considerably from the norms of mainstream cultural communication. The contexts associated with international business are comprised of many different cultures and contrasting sociocultural rules for communication, which can make the quest for appropriateness
complex and challenging. The ESP approach to ELT seeks to address the most likely intercultural interactions that may occur for a specific group of learners.

ESP is the preferred instructional vehicle for business-related English language training because it strives to address the specific learning goals of a particular group of learners. Corporate environments are diverse and the curricula associated with a particular ELT effort should be adaptable as well. In this project, the ESP approach is utilized to prepare a professional English unit of instruction. This unit of instruction addresses some of the likely facets of corporate interaction, which are related to the probable goals of learners working within the fields of international business and commerce.

Purpose of Project

The primary goal of this project is to provide a unit of instruction that addresses the following critical professional English skills: small talk, conversation management, job interview preparation, job interview conversation, telephone communication, and meeting participation. The intent is to develop an effective curriculum that engages learners, provides productive practice activities, and assesses the success of the
learning that occurs. The curriculum development process utilizes applicable pedagogical theory, linguistics theory, and second language acquisition theory covered in the Review of Literature.

Content of Project

Chapter One introduces the concept of professional English, discusses the importance of the social functions of language and sociolinguistics, and examines the role of culture in curriculum development. In addition, this chapter examines the impact of globalization on the sociocultural models that are represented in ELT curriculum. An introduction and discussion of the ESP approach to ELT reveals that this is the preferred approach to developing and delivering professional English curriculum.

Chapter Two investigates five relevant themes that affect the professional English curriculum design effort: communicative competence, politeness as sociolinguistic competence, intercultural communication, voice and pronunciation training, and English for specific purposes.

Chapter Three provides a theoretical framework model for the professional English curriculum design effort. The
model is based on the five themes presented in Chapter Two: The Review of Literature.

Chapter Four presents the content of the Professional English unit of instruction. The unit consists of six lessons that address a set of critical professional English communication skills: small talk, conversation management, job interview preparation, job interview conversation, telephone communication, and meeting participation.

Chapter Five presents the assessment strategies and procedures that are utilized in the Professional English unit of instruction. Each lesson in the six-lesson sequence has a unique assessment activity that is designed to assess student learning and lesson effectiveness. The assessment activities and their objectives are discussed in detail in this chapter.

Significance of Project

The unit of instruction, Professional English, is designed to provide English learners with a practical communication training program that will facilitate the following results: improved rapport with colleagues, peers, and superiors; and improved professional effectiveness during interviewing, telephoning, and engaging in meetings. This unit is designed to address the
projected demand for effective curricula that will assist learners in achieving these goals. This can be valuable to a range of users: those engaged in international business, EFL learners, ESL learners, and native English learners who wish to enhance their professional communication skills.
CHAPTER TWO: REVIEW OF LITERATURE

Introduction to Professional English Communication

A significant portion of one's life is dedicated to learning, developing, and utilizing communication skills. Successful communication is of supreme importance in daily life and is crucial to the functioning of society. Regardless of one's position, improving one's communication skills results in less isolation, more interaction, and a better quality of life. A common human aspiration is to become competent at communicating one's ideas, thoughts, and feelings to be understood and recognized. Success in communication provides confidence and assists in accomplishing one's goals. Failure in communication can produce frustration, discouragement, and undesirable repercussions. Developing one's communication skills is an investment because improved self-expression facilitates personal and professional success.

There are many facets of communication, such as verbal, nonverbal, and social. According to Broughton, Bromfit, Flavell, Hill, & Pincas (1988), the process of communication changes according to the situation, the purpose of interaction, and the relationship of the communicators. Furthermore, a variety of communication
strategies are used with peers, strangers, clients, and intimates. As language learners develop their skills, they learn what verbal and nonverbal strategies are appropriate in a variety of social contexts. The interdisciplinary field of research that focuses on the appropriateness of communication strategies in different situations and the social rules of language is called sociolinguistics (Savignon, 1997). Broughton et al. (1987) state that it is sometimes more important for English learners to develop sociolinguistic correctness rather than formal linguistic correctness. This is a significant consideration for professional English training because appropriate social skill strategies are an essential component of professional effectiveness.

Native English speakers have culturally specific social rules that provide guidelines for appropriate communicative behavior in professional contexts. The appropriate approach or strategy varies depending on the status and roles of the communicators, the intent and purpose of the communicative activity, and the known patterns for acceptable behavior (Canale, 1983). Sociolinguistic competence can be viewed as a product of socialization. If social skills are successfully imparted
to the learner, the communicator knows the rules and can apply them appropriately. However, if socialization does not adequately prepare an individual for the social activities that may be encountered, the effectiveness of communication may be compromised.

Non-native speakers of English may have been socialized with a different set of sociolinguistic rules. Therefore, when they encounter someone from another culture and try to communicate, it is possible that the communicators utilize contrasting rule systems. Without an understanding of the varying cultural rules and guidelines for behavior in different situations, misunderstandings may result. The communicators may inadvertently insult each other, develop inaccurate ideas, or make erroneous assessments.

The approach to developing learners' sociolinguistic competence and performance for professional English contexts is relatively straightforward. Native and non-native English speakers often require secondary communication skill development activities to fine-tune their existing social and professional communication skills. For native English speakers, such training partially builds upon existing knowledge obtained through
socialization, and is typically an activity that addresses social skills and professional communication skills that have not been fully learned or developed. For ESL and EFL learners, professional English training consists of professional communication strategies, sociolinguistic skills, and intercultural communication skills that delineate acceptable guidelines for communication in a variety of social contexts in a contrasting culture. This process can be considered an intercultural learning experience because learners must develop a different set of culturally specific sociolinguistic rules to communicate effectively in a contrasting cultural context.

Communicative Competence

The seminal phrase *communicative competence* was first introduced by the anthropologist Dell Hymes (1972) to describe the aspects of language proficiency related to the appropriate use of a sentence or utterance in specific contexts. Canale and Swain (1980) later adapted Hyme's concept of communicative competence theory to the field of language teaching and defined communicative competence as follows: the systems of **knowledge** and **skill** that are required for communication, where knowledge refers to what a communicator knows about a language and other types of
communicative language use, and skill refers to the proficiency of utilizing knowledge in actual communication in a variety of social contexts (p. 34).

The Characteristics of Communicative Competence

Cooley and Roach (1984) define communicative competence as "the knowledge of appropriate communication patterns in a given situation and the ability to use the knowledge" (p. 25). They propose that competence is comprised of an individual's ability to speak a language combined with cultural and social knowledge; and further, that culture plays a crucial role in competence because it typically defines the rules that apply to different situations, which are culturally specific boundaries for correct and incorrect behavior. Essential to the understanding of competence are the following terms: communication patterns, appropriate behavior, and situation. Communication patterns refer to the entire range of possible communicative behavior, which includes discourse, turn taking, and nonverbal forms of behavior. Appropriate behavior is determined by a culture's rules, which determine what kinds of communication patterns are acceptable in a given social context. Each culture sets distinct rules that provide meanings for the possible
communication patterns that may occur. Situation refers to an event that has significance to the participants in a communicative event. The significance of a situation may vary from culture to culture.

As proposed by Savignon (1997), the characteristics of communicative competence are dynamic rather than static because they depend on the negotiation of meaning between communicators. These communicators generally share some common symbolic system, thereby making the system an interpersonal event rather than an intrapersonal one. In addition, the concept of competence refers to many different symbolic systems of communication, including both written and spoken language forms. Savignon also stresses that communicative competence is context specific because communication occurs in an infinite variety of situations, where the success of communication depends on a communicator's understanding of the context and on prior experience in similar situations. Further, success requires making the correct choices in the degree of politeness employed and language style. In addition, Savignon suggests that communicative competence is a relative concept because it depends on the cooperation of
the communicators; therefore, competence can be related to context and subsequently can be subjective.

The Components of Communicative Competence

Canale (1983) proposed that communicative competence has four components: grammatical competence, sociolinguistic competence, strategic competence, and discourse competence. These are explained as follows.

Grammatical competence. The development of grammatical competence is an important part of language pedagogy that has been the focus of second language study for centuries. This is evinced by the prevalence of the grammar translation method of language learning. Canale (1983) asserts that grammatical competence is concerned with the mastery of the language code that facilitates both verbal and nonverbal forms of communication. Furthermore, grammatical competence focuses directly on the knowledge and skill required to communicate and understand the literal meaning of an infinite variety of utterances. Savignon (1997) defines grammatical competence as the mastery of the linguistic code, which includes the ability to identify the lexical, morphological, syntactic, and phonological features of a language and to use these features to generate words and sentences (p. 41).
Sociolinguistic competence. Sociolinguistic competence, according to Canale (1983), is the extent to which utterances are produced and comprehended appropriately in different social contexts where the status of the participants, the purpose(s) of interaction, and the norms for interaction may vary. In addition, Canale (1983) further subdivides the concept of appropriateness into appropriateness of meaning and appropriateness of form. Appropriateness of meaning refers to the extent to which a communicative function (e.g. inviting, making requests), attitudes (e.g. politeness), and ideas are considered to be correct for a particular situation. Appropriateness of form refers to the extent to which the meanings, referred to above, are represented with verbal and/or non-verbal language forms that are correctly matched to a particular social context.

Savignon (1997) refers to sociolinguistic competence as an interdisciplinary field of research that focuses on the social rules that govern language use, and states that details of the social context, the participants' roles, the shared information, and the function of the interaction must be understood before appropriateness can be analyzed for a specific communicative event.
According to Canale (1983), there is a tendency to consider grammatical competence as more important than sociolinguistic competence in second language pedagogy. This view is also reiterated by Broughton et al. (1988) who believe the importance of grammatical competence is often overstressed.

**Strategic competence.** Strategic competence refers to the mastery of verbal and non-verbal communication strategies that may be initiated because of either or both of the following two reasons: (1) compensation for breakdowns in communication (e.g. momentary lapse of recall or the ability to produce a grammatical form) or lack of competence in one or more of the other areas of communicative competence; and/or (2) a strategy for improving the effectiveness of communication (e.g. slower speech delivery or the use of soft tones for effect) (Canale, 1983). Shohamy (1996) summarizes the characteristics of strategic competence as "coping strategies" for dealing with other areas of communicative competence that may not be fully developed or utilized. Adamson (1993) adds that strategic competence is the ability to communicate with limited language resources,
whereby the intended meaning is communicated even if the communicator is not fluent in a language.

Savignon (1997) defines strategic competence as the strategies used to compensate for an incomplete knowledge of language rules or because of limiting factors like lack of attention, distraction, and fatigue. Savignon offers examples of strategic competence in action, which are shown in the following two short dialogues.

Native Speaker, Examiner: What's a redneck?
Native Speaker Subject: A redneck. Oh gosh, I've heard that word a lot (laughter) um, um, I don't know what it means. It's a person who is not...How could you describe it?...a person who is not a deceiver, somehow it has a negative connotation. I've never used the word.
End

Telephone Operator: I have a collect call from Sandra. Will you accept the charges?
Catherine: I'm sorry. She's not here right now.
Telephone Operator: (adapting to the child's voice on the line) It's from Sandra. Will you accept it?
Catherine: Oh...Yes. (Savignon, 1997 pp. 45-46)

In these examples, the speakers utilize strategies to
compensate for their lack of knowledge or to effectively use their knowledge in a particular situation. Strategies for adaptability in unexpected or dynamic human interaction are required to facilitate communication and are considered an important part of communicative competence.

**Discourse competence.** Canale (1983) defines discourse competence as the mastery of how to combine meaning and grammatical structures to produce integrated spoken or written text in different genres like narrative, argumentative, business correspondence, instructional, and scientific discourse. Further, **cohesion** and **coherence** are viewed as facilitators to establishing textual unity. Cohesion refers to how utterances are structurally combined and how the combinations facilitate interpretation (e.g. the use of pronouns, ellipsis, and parallel structures), and how the different structures accurately depict meaning (e.g. logically or chronologically). Coherence refers to how different meanings, in a text, are interrelated, where the meanings can be literal, communicative, or attitudinal. Shohamy (1996) summarizes the characteristics of discourse competence as the related mastery of how to combine spoken and written text in a variety of distinctive genres.
According to Savignon (1997), discourse competence is sometimes referred to as textual competence, which focuses on the combining of series of sentences to produce a meaningful whole. Examples of discourse competence would include determining the gist of a written text, a telephone conversation, or a memo—the reader or listener may have to infer meaning. Savignon asserts that cohesion and coherence are important components of discourse competence. Cohesion provides the local connections or structural links between sentences in a text that facilitate understanding. Coherence frames the relationship of all of the sentences or utterances in a text to form a global meaning.

Communicative Competence and Instruction

Canale and Swain (1980) offer five guiding principles for applying the communicative approach in the classroom: coverage of competency areas, communication needs, meaningful and realistic interaction, learners' native language skills, and a curriculum-wide approach. The principle of coverage of competence area refers to adequately addressing and integrating the four components of communicative competence (grammatical, sociolinguistic, discourse, and strategic) in the classroom. The principle of communication needs refers to the approach of using
situations that the learners may likely encounter during everyday activities. In addition, this approach is also characterized by responding to and adapting to learners' needs and interests within the four areas of communicative competence. The principle of meaningful and realistic interaction refers to providing learners with the opportunity to interact with competent speakers and respond to authentic communication needs. The principle of learner's native language skills refers to tapping into a learner's native-language-communication-skills knowledge base to facilitate second language learning when possible. The principle of curriculum-wide approach refers to the pedagogical approach of using as many different subject areas as possible to facilitate language learning, while focusing on learning as much as possible about the second-language culture.

Adamson (1993) asserts that the pedagogical focus, after the introduction of Canale's four components of communicative competence, has shifted to an emphasis on developing a learner's sociolinguistic competence. Adamson presents an example of Savignon's (1983) communicative teaching approach that was performed when teaching French to American college students. The emphasis was on the
development of communicative competence with a focus on sociolinguistic competence development, which was manifested by an emphasis on appropriateness and effectiveness rather than linguistic accuracy. Three groups were tracked and later tested for overall communication skills development. The group that followed Savignon's communicative/sociolinguistic approach scored significantly higher than the other two control groups who had followed an audio-lingual curriculum or an English-language-based curriculum (Savignon, 1983).

In conclusion, there are at least four critical components of a learner's communicative competence that should be recognized and developed by TESOL educators (grammatical, sociolinguistic, strategic, and discourse). The importance of the development of learners' sociolinguistic competence has been recognized and has subsequently been prioritized in TESOL pedagogy. The traditional approach of focusing primarily on grammatical competence has gradually been superimposed by a more balanced approach that addresses all four types of communicative competence.
Politeness

The concept of politeness implies the practice of sociolinguistic competence in appropriate situations. For native English speakers it can be an unconscious reaction to certain situations. For non-native speakers of English there can be uncertainty as to which polite language structures are appropriate in different contexts; thus, polite forms may become a source of confusion. In addition, polite utterances by others may be taken literally, thereby creating confusion about the intent of the illocutionary act. An important part of EFL and ESL acquisition is learning which linguistic forms to use when, and in what variety of contexts.

Using polite forms of language can be viewed as the realization of goal-oriented strategies. According to Goody (1978), polite forms of discourse are utilized to secure cooperation by avoiding situations that would antagonize the listener. The use of polite language structures matches situational contexts in which one may request an action from another, or in which one finds oneself either in a subordinate or formal social situation. Wildner-Basset (1994) suggests that politeness simplifies social interaction by offering a number of predictable
conversational strategies for accomplishing interactional goals. Furthermore, politeness strategies become habitual formulas or routines that speakers use to accomplish their objectives quickly and efficiently within a given cultural context. Politeness strategies can, therefore, be learned and recalled for use when the appropriate contexts occur.

Proficiency in a language does not simply involve knowledge of grammar, syntax, and vocabulary. An ESL learner must become aware of the **pragmatics** that accompany different social contexts and learn when politeness is appropriate. Celce-Murcia and Larsen-Freeman (1999) define pragmatics as the study of the variability of language structures for different contexts (p. 4).

Cippollone, Keiser, and Vasishth (1998) propose that there are four different types of contexts: **physical**, **epistemic**, **linguistic**, and **social**. Physical context relates to the location where the discourse takes place, what objects are present, and what actions are taking place. Epistemic context relates to the background knowledge shared by the communicators. Linguistic context refers to the background discourse that has taken place. Finally, social context refers to the social relationship and setting of the communicators. It is evident that each
context type could potentially result in the production of polite language structures; therefore, ESL lessons should address the different context types that learners may encounter.

**Brown and Levinson's Theory of Politeness**

The different manifestations of politeness are quite complex; however, Brown and Levinson (1987) produced a definition that has had a profound impact in the field of linguistics. Politeness is defined as the manifestation of respect and recognition of another's face, where face is equated with self-esteem and public identity. Face is further differentiated as negative face and positive face. Negative face is defined as the desire to be free and to act as one wishes without being controlled by others. Positive face is defined as the desire that one's personality be appreciated and approved of by others.

According to Brown and Levinson (1987), certain situations require politeness because of their effect on an individual's face, and these include threats to negative and positive face. For example, requests threaten people's negative face by asking them to do something they may not be inclined to do. Additional examples of threats to negative face would be as follows: orders and requests;
suggestions and advice; threats, warnings, and dares. An example of a threat to positive face would be a disagreement, where one's desire of social approval would be threatened. Additional examples of threats to positive face include the expression of the following: criticism, ridicule, disapproval, insults, accusations, and challenges. Politeness strategies are a manifestation of making certain face-threatening situations less threatening by the strategic use of one of the politeness "super strategies": off-record politeness, negative politeness, and positive politeness.

Brown and Levinson (1987) propose that off-record politeness is characterized by the use of indirect speech. The speaker presents an utterance that can be interpreted in a number of different ways, thereby avoiding full responsibility and leaving an "escape" by having a number of different possible interpretations. Utilizing this strategy, the speaker can disown the fact that face was ever threatened. Examples of off-record politeness are as follows: giving hints (e.g. "It is cold in here" [real meaning = "shut the door"]); giving association clues (e.g. "Are you going to the gym tomorrow?" [real meaning = "Can
you give me a ride?""); understating (e.g. "There's nothing wrong with that" [real meaning = "Not really good"]).

According to Brown and Levinson (1987), negative politeness is characterized by performing a face-threatening act while nurturing another's negative face at the same time. This is the most prevalent form of politeness in Western cultures. Utilizing this strategy, the speaker can make an imposition upon another while simultaneously trying to minimize the imposition that will eventually occur. The most common form of negative politeness is characterized by the use of indirect speech. Examples of negative politeness are as follows: requests in the form of questions (e.g. "Can you please pass the pepper?" [real meaning = "Pass the pepper"]); questions with hedges (e.g. "Won't you open the window?" [real meaning = "Open the window"]); being pessimistic (e.g. "You couldn't possibly lend me your pencil?" [real meaning = "Give me your pencil"]); minimizing the imposition (e.g. "I just want to ask you if I can borrow a little paper" [real meaning = "Give me a piece of paper"] (Brown & Levinson, 1987).

Brown and Levinson (1987) also suggest that positive politeness is characterized by the speaker's intention of
From a TESOL perspective, language learning requires learning the rules and guidelines for conversation. Language learners do not want to insult others unintentionally or not be able to decipher the gist of polite-language speech acts. For example, if someone asks "Is your arm long enough to reach the pepper?" a non-native English speaker may reply, "Yes, it is" and believe that the intent of the utterance has been satisfied. Another example would be not recognizing polite forms like "Thank you for calling" or "It was nice talking to you" as signals to end a conversation (Yang, 1987).

**Politeness and Power**

Hendry (1995) proposes that the very nature of politeness suggests a system of strategies that result in the realization of power. Power can be defined as the ability to exercise control; therefore, if politeness strategies result in the manipulation of others, they can be considered a manifestation of power. Power can be viewed as an individual's capacity to manipulate the environment and the people around them. Hendry (1995) outlines the basic form of politeness called keigo in Japanese culture, which suggests that the correct application of keigo helps to persuade others to cheerfully
do things they are not inclined to do. The parallels between the concept of *keigo* and Brown and Levinson's concept of negative politeness are strikingly similar. Hendry (1995) cites a specific example of a Japanese headmistress of a kindergarten that managed everyone with impeccable politeness, thereby keeping everyone "on his or her toes" and in their place. In Western societies politeness and savoir-faire inspire trust, respect, and confidence—all attributes that can contribute greatly to one's sphere of influence.

From a language teaching perspective, the teaching of the correct strategies for politeness can be viewed as an empowering activity for learners. If language is the tool used for having one's needs met, the art of polite language use should be considered an important part of language learning. Baldridge (1985) asserts that polite language use is crucial in personal communications and negotiation because it encompasses strategies that can make or break careers, relationships, and negotiations.

**Politeness and Pedagogy**

The importance of polite-language competence is widely recognized and should, therefore, be adequately addressed in English language development pedagogy. Polite language
structures framed by their matching contexts are often taught in second language classrooms. There are many different words, structures, and phrases that are used in formal situations in English that must be learned during the development of sociolinguistic competence. Typically, formal language structures or polite structures are used in social situations where people are sensitized about their language use. Swan (1995) asserts that practical English instruction should include the various politeness strategies for distancing, as follows: requests and statements as yes/no questions; distancing verb forms; the modal verbs "could," "would," and "might"; conditional and negative expressions; softening expressions like "quite" and "kind of"; and the use of the word "one." In addition, Swan (1995) suggests that ESL pedagogy should address the variety of polite social language that may occur in the following situations: introductions, greetings, asking about health etc., special greetings, small talk, getting people's attention, apologies, asking people to repeat, sending good wishes, sympathy, invitations and visits, offers and replies, asking for things, handing over things, and thanks.
Another relevant form of polite language development is a set of strategies for speaking on the phone. Polite language strategies for answering, asking for a person, saying who you are, asking who somebody is, asking for a number, reacting if somebody is not there, asking people to wait, identifying a wrong number, and handling problems should also be addressed. These and many other situations may require polite language forms.

In summary, upon examining the critical functions addressed by polite language, one realizes that the pedagogy of polite language and sociolinguistic competence is an important component of English language teaching. In addition, polite language and sociolinguistic competence should be considered a priority when developing a language learner's communicative competence.

Intercultural Communication

Intercultural communication is a complex process that refers to the interactions that occur when different cultures engage in communication. Cultures are differentiated by attributes such as patterns of learned and group-related perceptions, including verbal and nonverbal language, attitudes, values, belief systems, disbelief systems, and behaviors that are accepted and
expected by an identity group (Singer, 1987, p. 6). The characteristics of culture include different approaches to communication, where communication is regarded as the exchange and negotiation of meaning between communicators using oral and written techniques, verbal and nonverbal methods, and production and comprehension processes (Canale, 1983). Approaches to communication can be viewed as part of culture; therefore, culture and communication can be considered to be correlated. This view is supported by Ruben (1985), who asserts that communication processes are inherently a product of culture because culture is a product of human communication over time and from generation to generation.

Successful intercultural communication can be viewed as a set of social skill strategies that create communion and develop rapport. Bochner (1982) suggests that successful intercultural interaction requires the flexibility to view the world from alternate perspectives, to respect different lifestyles and value systems, and to refrain from imposing personal views upon others while retaining one's own identity. Furthermore, effective intercultural communication requires an environment of cooperation that is based on understanding, knowledge, and
awareness. Gudykunst and Kim (1984) characterize effective communication as interactions that occur with minimal misunderstandings. Possible sources of misunderstandings could be contrasts in languages, forms of nonverbal communication, patterns and rules for social behavior, and values.

Language, Thought and Culture

The characteristics of thought patterns, including the possible approaches to the perception of the environment and the world, can be viewed as a reflection and product of the language used. This view aligns with the belief that culture and communication are correlated. Language is utilized to construct thoughts; therefore, attitudes and perceptions can be quite different across cultures because of contrasting language systems. Whorf (1956) asserts that language is not only a means of expressing thoughts, but rather is the tool used to create thoughts; therefore, it can be viewed as a code that reflects culture. Whorf's theory proposes that language and culture have a marked relationship that cannot be ignored. Communicators from different cultures, who speak different languages, may have saliently different interpretations of such features of the environment as the concept of time. For example, the
English language treats time as linear, objective, and precisely measurable. In contrast, the Hopi language considers time to be a continuum of experiences that vary in intensity and duration as a function of different experiences (Kramsch, 1998).

The interrelatedness of language, thought, and culture suggests that thought patterns and approaches to communication can vary significantly across cultures. Approaches to communication are a reflection of culture, and formulas for interaction and information exchange are often a product of cultural paradigms for communication. An excellent strategy for successful intercultural communication is an understanding of the differences between cultures engaged in communication. Flexibility is often required to view the situation from the other party's perspective so that differences can be understood rather than being potential sources of misunderstanding. An awareness of the differences in communication styles, across cultures, is an important element of successful intercultural communication.

Verbal Language and Culture

All known cultures have forms of verbal language to facilitate interpersonal communication. Approaches to
verbal communication can vary greatly across cultures. According to Oliver (1971), the cultures of the West have a tendency to view discourse as a method to express thoughts and ideas as concisely, effectively, and persuasively as possible so speakers can be recognized for their intellect and influence. In contrast, Eastern cultures typically use speech to further social functions and social harmony. Different cultures can exhibit specific idiosyncratic approaches to verbal language. Gudykunst and Kim (1984) suggest that Asian cultures have a tendency to view verbal language as a deceptive and potentially misleading technique for expressing the truth. Furthermore, the intended meaning and what is verbally expressed can be quite different during discourse. What is openly expressed is typically reserved for the continued facilitation of friendship and harmony. What is not verbally expressed is considered to be the most important component of communication because it is a reflection of the truth, and a listener is often expected to intuit the truth from what is not openly expressed. Therefore, Asians' beliefs of the limitations of language have resulted in more emphasis being placed on manners and etiquette in comparison to Western cultures (Gudykunst & Kim, 1984).
According to Bochner (1982), spoken language is considered to be the most salient difference between cultures and can be viewed as one of the greatest barriers to successful communication. For example, different languages have contrasting polite language forms, which may result in misunderstandings if utterances are interpreted literally. Americans often ask questions that are actually orders or requests (e.g. Would you like to...?). Despite this type of indirection, Americans tend to prefer a direct approach to verbal communication. In contrast, Latin Americans tend to regard excessive directness as a form of weakness or treachery, and believe that private thoughts should not be publicly revealed. There may also be variability in the tolerance for the inaccurate use of the mother tongue by a foreign speaker. For example, the French tend to dislike the non-standard and/or incorrect use of the French language and become irritated by its occurrence. There may also be occasions where the literal meaning of a word does not communicate the real meaning. For example, in Asia, the use of the word "no" is rarely used because it may result in a situation that could result in a loss of face; therefore, the word "yes" can mean "perhaps" or even "no." As a result, Asians often resort
to indirect methods of indicating refusal such as serving a banana (an unsuitable object) with tea to indicate the disapproval of a marriage proposal.

The episodic structure of discourse can also vary across cultures. For example, Arabs typically have a period of informal chat for about a half an hour prior to discussing business (Bochner, 1982).

To summarize, verbal language can vary significantly across cultures and is considered to be one of the most salient differences between cultures. In addition, definite trends for approaches to communication can be observed in Western and Asian cultures. Westerners often prize succinctness and Asians typically strive for politeness and harmony.

Nonverbal Communication and Culture

Ramsey (1979) claims that an accurate understanding of communication events requires an examination of nonverbal forms of communication as well as verbal. Facial expressions, posture, proximity or closeness, and gestures are all examples of nonverbal communication; people can often be unaware of how they express themselves nonverbally because it is often subconscious. According to Ramsey (1979), nonverbal forms of expression can often imply their
meanings as follows: when two people like each other they typically move closer to each other; when people are sad their facial expressions and posture typically incline downward; when people feel shame they typically curve themselves inward, thereby, making themselves smaller in stature; when someone beckons they typically make a motion of drawing the other person toward themselves, regardless of the associated hand gesture; and finally, the use of eye contact and movement is often used to facilitate conversations and interactions.

Nonverbal forms of communication can vary significantly from culture to culture. Argyle (1982) reports that the Chinese express anger and disgust by narrowing the eyes, which is the exact opposite for people in Western cultures. The use and duration of eye contact are also quite distinct in different cultures. Northern Europeans and Indians tend to use eye contact much less than Arabs and Latin Americans. In a potential intercultural encounter, the lack of adequate eye contact could be considered as non-attentiveness, impoliteness, and perhaps dishonesty. In a different intercultural context, extensive eye contact could be considered as disrespectful, rude, and possibly insulting. Bodily contact also varies
considerably from culture to culture. In Arabic, Latin American, southern European, and some African cultures bodily contact is a frequent form of nonverbal communication. In other cultures, bodily contact is more restricted and can be limited to farewells, greetings, and professional contexts like medicine or tailoring. Contact outside of these contexts could be considered inappropriate or rude (Argyle, 1982). To summarize, nonverbal language can vary across cultures. Different facial expressions, duration of eye contact, and frequency of bodily contact are often employed by different cultures and should be considered when engaging in intercultural communication.

**Characteristics of Intercultural Communication**

Gudykunst and Kim (1984) outline three primary cultural influences that affect intercultural communication: postulates, ends, and means. Cultural postulates are patterns of behavior that become well established early in life and tend to guide behavior on a subconscious level. By understanding another's cultural postulates one can better understand particular behavioral patterns in different cultures and even begin to anticipate behavior, thereby reducing the probability of misunderstandings. Cultural ends are considered synonymous
to values because values are considered the product of social life within a culture. Typically, individuals are aware of the values that affect their behavior because values are a product of culture and possible subgroups in a culture. By learning about a contrasting culture's values, one can anticipate a variety of behavioral characteristics that may occur during communicative activities and consequently reduce the possibility of potential misunderstandings. Cultural means are considered to be a product of a system of norms and rules that provide a blueprint for attaining one's values. Means vary predictably across cultures and are a source of difficulty when inter-cultural communication occurs.

According to Gudykunst and Kim (1984), when someone attempts to communicate with a stranger who uses language in a different way, misunderstandings may result because of lack of awareness of the contrasting characteristics of each communicator's culture. Therefore, an awareness of another's cultural norms and rules, as well as one's own personal norms and rules, provides a valuable framework for successful intercultural communication.

Intercultural communication often depends on being properly trained and knowledgeable about a contrasting
culture's social skills and etiquette. Argyle (1982) outlines a variety of social skills that can be developed and improved as follows: perceptive skills like coordinating verbal and nonverbal behavior, encouraging the speaker, and providing feedback; expressive skills like proper enunciation and correct levels of emotional tone in the voice; conversation skills such as proper timing, topics, self disclosure, and speaker exchange strategies; assertiveness skills which stress the proper amount of assertiveness without appearing aggressive or overly passive; emotional expression skills which outline the appropriate emotions that should be expressed in different contexts; anxiety management skills that focus on managing stress during public speaking or decision making; and affection-related skills that focus on the ability to express feelings of warmth and affection in the appropriate contexts.

Each culture has its own rules and routines for a variety of social contexts. Being aware of a different culture's socially acceptable and preferred rules can facilitate intercultural communication. Bochner (1982) suggests if individuals are receptive to learning a variety of new social skills, their communication skills can be
enhanced. Furthermore, certain skills have been shown to vary across cultures, such as expressing attitudes, feeling and emotions; judging the correct proximity of closeness; understanding the patterns of gaze interactions with others; and carrying out common routines such as greetings, farewells, self disclosure, making requests, refusing requests, and asserting oneself. Therefore, with the social skills approach to intercultural communication, learning the recognized routines and social habits of a different culture prior to contact can facilitate communication and help to minimize potential misunderstandings.

Pedagogy for Intercultural Communication

Intercultural communication training or preparation is often required prior to successful intercultural communication. Argyle (1982) asserts that intercultural communication skills training is necessary for the following types of individuals: tourists; business, governmental, and university personnel visiting different countries for a short period of time; businessmen and others who visit for up to five years; immigrants; and people who work with immigrants and/or refugees. Tourists read guidebooks, which outline tips for successful
intercultural communication strategies; however, tourists may only have to acquaint themselves with situations like shopping, taxis, meals, and so forth. Individuals who visit a country for a short time on business trips are typically isolated from the local culture by an international hotel subculture; therefore, the knowledge of local culture typically does not develop beyond that of a tourist. In contrast, individuals that stay for longer periods usually live in an apartment or house and must cope with many aspects of the local culture, including learning some of the local language and customs.

Sarbaugh (1988) suggests that there are a number of questions which, if answered appropriately and subsequently internalized, will facilitate intercultural communication activities. Some of the proposed questions are as follows: What things should you do and what things should you not do? What verbal and nonverbal forms of communication are the most important to know? How harsh are the penalties for not following the cultural rules? What are the characteristics of interpersonal communication for formal and informal acquaintances and strangers? These are just some of the questions that should be answered in preparation for successful intercultural communication.
Training can be self-taught if an individual consults and researches a variety of media for culturally specific information, or it can involve formal training prior to departing to a different country or culture for a foreign work assignment.

Argyle (1982) reports that about 60% of intercultural job assignments from British firms to Africa and the Middle East end prematurely because employees experience intercultural incompatibility. Further, there are a number of predictable responses that occur when people visit different cultures: they may reject their native culture; they may become observers and avoid interaction; they may reluctantly and cautiously participate in the local culture; they may participate enthusiastically; or they may decide to live permanently in a different culture. Further, the individuals that are more successful in intercultural contexts typically have the following three characteristics: the ability to manage psychological stress, the ability to communicate effectively, and the ability to establish rapport. Intercultural communication competence can be viewed as a set of social skills or strategies that can be applied when interacting with
individuals from a different culture or when visiting another culture.

Argyle (1982) asserts that pedagogical approaches to developing intercultural competence should address the following areas of concern: rules, social relationships, motivation, and concepts and ideology. Contrasting rule systems are considered main areas of difficulty in intercultural communication. Rules are generally viewed as accepted systems of behavior regulations that result in attained goals and satisfied needs. Some examples of rule domains that vary greatly across cultures are as follows: gift giving, buying and selling, bribery, nepotism, eating and drinking, time related rules, and the treatment of guests. Social relationships govern the interactions between family, friends, coworkers, and strangers, which can be quite different from culture to culture. Examples of rules governing social relationships are as follows: definitions of family relationships, the supervision of groups (e.g. the relationship between ranks and/or coworkers of different ranks), groups (attitude towards the individual in comparison to the group), and castes and classes.
Motivation can differ from culture to culture because individuals typically pursue different goals and have differing views of the perceived award(s). Examples of motivation characteristics are as follows: achievement motivation (quest for improved status, wealth, etc.), assertiveness (dominance vs. submissiveness), face (e.g. token concessions may have to be given before the other side concedes), and values (general states that are considered to be desirable e.g. wealth, serenity, love, etc.).

Areas of concern that relate to concepts and ideology are characterized by the underlying ideas that influence life in different cultures. Some of these ideas are a product of the language because the ideas are often a product of differing thought processes (e.g. passivity, productivity, and the Protestant ethic). To summarize, intercultural pedagogy is often required to adequately prepare individuals for effective intercultural encounters. There are preferred approaches like accumulating useful information about different cultures, anticipating probable reactions to intercultural interactions, and applying an organized, pedagogical approach to developing intercultural competence.
In conclusion, successful intercultural communication is a complex process that may require the mutual accord of the different aspects of culture, including different forms of language, patterns of thought, social skills, and contrasting values and social rules. A preferred approach to developing intercultural communication curriculum, for pedagogical purposes, is to focus on the specific requirements for a specific intercultural interaction context. Once the specific requirements have been determined, a logical approach to curriculum development can be developed that addresses the following subtopics: verbal and nonverbal language, social skills, rules, social relationships, motivation, and concepts and ideology. Curriculum that develops intercultural communication skills also assists in the development of professional English skills because international contexts are often characterized by frequent intercultural encounters. Therefore, intercultural communication is a necessary component of professional English incorporated into the unit of instruction.

Voice and Pronunciation Training

An important part of effective verbal communication is the quality, intelligibility, and presence of the speaking
voice. Quality and presence can be developed through a number of voice training strategies. Intelligibility can be improved with pronunciation training. According to Baldridge (1985), the way in which communication is conveyed is almost of equal importance as the content of the communicative intent; a cultivated voice helps to create presence and professionalism. Even if communicators are highly intelligent, if they cannot effectively communicate thoughts and ideas to peers or superiors, they may suffer loss of image or presence. Baldridge (1985) asserts that a quality voice is one that reflects professional stature.

The voice is without a strong accent; is strong, denoting authority; reflects proper breathing—with short breaths from the diaphragm, so that it is always well supported by oxygen; has a good low, comfortable pitch for everything the speaker says; makes the speaker sound completely secure in what they are saying; has a warm tone expressing emotion, particularly when the speaker feels enthusiastic about something; sounds alert; sounds distinctive; is easy to understand because the speaker enunciates properly; has good pacing, which changes from time to time so
that the speaker does not sound monotonous; has the proper volume (Baldridge, 1985, p. 65).

Eisenson (1958) defines an effective voice from the standpoint of the listener. A listener appreciates a voice that can be easily heard, is intelligible, is pleasant to hear on an unconscious level, is loud when appropriate and soft when appropriate, and does not require the repetition of utterances. An effective voice reflects the intentions of the speaker and permits the listener to understand the speaker's feelings and thoughts; however, a voice should not be distracting in featuring unexpected variations of pitch, loudness, quality, pace, or duration. For example, in the English language, important points are typically spoken slowly and loudly; serious matters typically have lower pitches, while less serious topics are discussed with a lighter pitch. If the pitch patterns in a particular context are reversed or not appropriate, the result can be distracting or misleading to the listener. Other vocal features can be distracting if they exhibit prominent characteristics. For example, if a voice has a prominent nasal quality, it can be distracting and have a counterproductive effect on communication (Eisenson, 1958).
An effective approach to teaching of English pronunciation is the focus on intelligibility rather than the elimination of a foreign sounding accent. As proposed by Avery and Ehrlich (1992), each student has biological, sociocultural, and personal factors that often prevent the development of native-like pronunciation characteristics in a second language. Therefore, accent reduction is often too arduous a process to undertake, in addition to being of questionable value. A preferred approach is to concentrate on developing a sufficient level of intelligibility in a learner to communicate effectively with other English speakers from around the world. Morley (1994) presents a useful speech intelligibility index for describing speech and assessing its impact on communication that is shown in Table 1, APPENDIX A: SPEECH INTELLIGIBILITY AND COMMUNICABILITY INDEX.

If the goal is to develop a voice with professional stature and presence, it appears that pronunciation training and voice training should be taught together. Pronunciation training addresses the need to develop adequate speech intelligibility, and voice training enriches the voice by optimizing voice quality and presence. As English is rapidly becoming the worldwide
language of international business, the market for
effective voice and pronunciation training can be viewed as
potentially vast.

Voice Training

A recurring theme in voice improvement strategies is
the improvement of vocal qualities by exercises and
strategies. Grasham and Gooder (1960) outline strategies
for enriching the voice, which include breath control,
initiation of vocal tone, resonation of vocal tone, and
increase of vocal power. Eisenson (1958) suggests a range
of strategies for breathing to produce effective
vocalization, production of clear tones, adequate volume,
reinforcement of tone through resonance, pitch improvement,
duration, and vocal variety, as described below.

One of the first steps in voice enrichment is the
concept of controlled breathing, which requires an
awareness of the mechanisms of speech. Eisenson (1958)
proposes that the speech breathing process needs to be
fine-tuned because time of exhalation significantly exceeds
the time of inhalation: inhalation occurs quickly between
units of speech while exhalation occurs slowly during
speaking. Effective inhalation and exhalation is
facilitated by the inward and outward movement of the
diaphragm, correct posture, and effective use of the air in the lungs to vibrate the vocal cords without inadvertently wasting air. In addition, a speaker should always leave a reserve of air in the lungs to complete an additional long phrase if required (Eisenson, 1958).

After mastering the strategies for breathing control, the next step is to improve the production of vocal tones. Quality vocal tones are initiated and maintained easily when the speech production organs naturally reinforce them. Vocal tone problems are typically the result of incorrect muscular tension in the throat and neck, and improper breathing habits (Eisenson, 1958). Grasham and Gooder (1960) suggest that practicing throat and neck relaxation techniques can usually eliminate harshness, hoarseness, and glottal attack, an unwanted click, or sound usually produced at the beginning of vowel sounds or syllables. The application of a variety of strategies can help to improve vocal tones by encouraging the speech organs to naturally reinforce them.

The development of adequate voice resonance is another effective voice training technique. Eisenson (1958) asserts that the basic definition of resonance is "the intensification of vocal tones during articulation, as by
the air cavities of the mouth and nasal passages" (p. 74). Oral resonance can usually be improved immediately by making an effort to emphasize and articulate the movement of the lips and the tongue while speaking. In addition, relaxing the oral cavity and opening the back of the throat during speaking are further strategies for improving resonance (Eisenson, 1958).

An effective speaking voice has sufficient volume to be heard and understood the first time without having to repeat utterances. Using a set of breathing techniques that project from the abdomen is the most effective strategy for improving voice projection. A relaxed open throat and jaw, and the effective use of the lips and tongue are also effective strategies (Grasham & Gooder, 1960). Grasham and Gooder (1960) outline a simple approach for determining the appropriate level of loudness for a given speaking context. First, using a tape recorder, one should record speaking softly, speaking at a level corresponding to normal conversation, and speaking loudly. At a later time, one should record during a rehearsal and compare it to the previously recorded volume levels as a check.
Duration relates to the time intervals that occur between sounds and phrases during speech. Typically, duration can signal emphasis, reduction of emphasis, and emotion. A slow rate of speech can often be related to sorrow or sadness, while a fast rate of speech can be often related to happiness. In addition, a slow rate can signify emphasis and a fast rate represent a strategy for reducing emphasis (Eisenson, 1958).

These different attributes of speech (quality, pitch, loudness, and duration) are the mechanisms used to create effective speech and produce vocal variety (comprehensive use of different speech attributes). Eisenson (1958) proposes that the strategic use of vocal variety can be influential in capturing a listener's attention and maintaining it. He explains this as follows.

Vocal variety may be used to express feelings, to communicate meanings, to hold attention, and to make speaking and listening interesting. Any of the attributes of voice—pitch, quality, loudness, or duration—may be used toward these ends. Rarely is a single attribute used alone. Changes in pitch and force are frequently made together. Usually words spoken slowly are also spoken with increased force.
The effective speaker achieves his effects by a combination of vocal factors but is able to control the factors according to the nature of what he has to say. The effective speaker is able to use a widened pitch range, appropriate inflection, modifications in vocal intensity, and changes in tempo of their speech to indicate how he feels about his thoughts as he talks. Furthermore, he can use vocal variety as a means of pointing up essential ideas and subordinating less important ones (Eisenson, 1958, pp. 125-126). Voice training, therefore, is more than learning a set of skills and strategies for effective voice production. Each feature of an effective voice must be trained, and the different qualities coordinated into the production of vocal variety during the training process. The final product is the effective use of vocal variety, a challenging goal for native English speakers and non-native English speakers alike.

The Importance of Pronunciation Training

Intelligible pronunciation is an important part of effective communication. For second language learners the experience of not being understood can be frustrating and embarrassing. Morley (1987) offers a useful analysis of
the types of English learners who, more than the average English learner, require a competent level of pronunciation intelligibility, which has proven to be a useful reference for TESOL educators. Celce-Murcia, Brinton, and Goodwin (1996) updated Morley's original analysis to include a more extended list, which included the following: foreign teaching assistants and/or foreign faculty in colleges and universities in English-speaking countries; foreign-born technical, business, and professional employees in business and industry in English-speaking countries; international business people and diplomats who need to use English as their working lingua franca; refugees (adult and adolescent) in resettlement and vocational training programs wishing to relocate in English-speaking countries; teachers of English as a foreign language who are not native speakers of English and who expect to serve as a major model and source of input in English for their students; and people in non-English-speaking countries working as tour guides, waiters, hotel personnel, customs agents, and related professions, who use English for interacting with visitors and tourists who do not speak their language.
A common goal for English learners is to be understood by other English speakers around the world. This goal is often set because learners require English competency for their jobs and/or for acculturation processes. If English speakers' pronunciation characteristics adversely affect the goal of communication, the effort put forth into learning additional vocabulary and grammatical skills will not significantly improve their oral communication effectiveness. Therefore, pronunciation training should be viewed as a necessary pedagogical goal in the quest for communicative competence (Celce-Murcia et al., 1996).

The Elements of Pronunciation

Celce-Murcia et al. (1996) propose that the pedagogy of pronunciation training has two main classifications: segmental aspects of language and suprasegmental aspects of language. Segmental characteristics refer to the unique inventory of sounds or phonemes in a language that form words. Linguists refer to the inventory of vowels and consonants in English as the segmental characteristics of the language. Suprasegmental characteristics refer to the unique aspects of a language that extend beyond one sound segment, which include word stress, sentence stress, intonation, tone, and rhythm.
The Communicative Approach to Teaching Pronunciation

A review of the different pedagogical approaches to teaching pronunciation shows that the communicative approach is dominant. According to Avery and Ehrlich (1992), the popularity of communicative language teaching has resulted in a gradual shift in pronunciation training pedagogy, which is manifested in less of a focus on segmentals (individual consonant and vowel sounds) and more of a focus on suprasegmentals (intonation, stress, and rhythm). Avery and Ehrlich (1992) outline an effective communicative approach to teaching pronunciation which emphasizes the following areas: meaningful practice beyond the focus on just words, classroom activities that are task oriented, the encouragement and development of learning outside the classroom, cooperative activities, peer correction activities, and a student-centered classroom environment.

Celce-Murcia et al. (1996) propose a communicative approach that has the following characteristics: a focus on obligatory fluency and optional accuracy, a relatively tolerant attitude toward learners' errors, and the use of authentic listening and speaking tasks to encourage learner participation. Obligatory fluency refers to the compulsory
attainment of intelligibility in communication, which can be considered the ultimate goal of TESOL pedagogy. Optional accuracy refers to an approach to communication characterized by a focus on the intent and content of discourse rather than prioritizing grammatical correctness.

This approach is also characterized by a tolerant attitude toward learners' pronunciation errors, as ultimate intelligibility is the focus rather than focusing on the accuracy of the forms utilized to communicate. Authentic listening and speaking tasks are utilized because they encourage learner participation, which is facilitated because the practice activities are viewed as more meaningful and applicable to everyday life and probable situations. In this communicative approach, adequate pronunciation is stressed rather than perfect pronunciation. Thus, the development of pronunciation skills is a result of appropriate practice over time.

In summary, both voice quality and intelligibility can be considered important components of effective verbal communication. Therefore, TESOL pedagogy should adequately address voice quality training and pronunciation training in the classroom. The communicative approach to teaching pronunciation as outlined by Celce-Murphy et al. (1996) and
Avery and Ehrlich (1992) includes a set of pedagogical approaches that have been proven to be effective. Enhancing the communicative approach with voice quality training can be viewed as a positive pedagogical strategy for optimizing an ESL learner's verbal communication skills.

**English for Specific Purposes**

_**English for specific purposes** (ESP) is a term used for English language learning contexts where students have content-specific reasons or purposes for wanting to learn English. According to Harmer (1991), ESP can be subdivided into three main areas: **English for occupational purposes** (EOP), **English for academic purposes** (EAP), and **English for science and technology** (EST). EOP learners could be air traffic controllers who need to speak English to effectively perform their jobs, or executives who need English for international business activities. EAP learners could be international students, or American speakers/writers of non-standard dialects planning to study in an English language university. EST learners could be students or professionals in the fields of science or medicine who need to read or write articles, journals, and
references in English and effectively communicate with colleagues.

A more elegant approach to describing the subdivisions in ESP is proposed by Hutchinson and Waters (1987), and is shown in Figure 1, APPENDIX B: THE TREE OF ELT. It appears that the largest component of English language teaching is ESP, which includes EST, English for business and economics (EBE), and English for social sciences (ESS). From EST, EBE, and ESS other branches of ESP develop, which demonstrates the prevalence of ESP in English language teaching. Distinct language skills and abilities are required of English learners depending on the specific goal(s) of each. One can infer this from the proliferate types of ESP disciplines shown in Figure 1 in APPENDIX B. For example, a tour guide may need to become a fluent speaker to perform the job effectively; in contrast, a server in a restaurant might need to know a much smaller set of possible phrases and responses. Students of EAP may have as a goal the development of their reading and writing skills in order to pass university admission exams and be successful in their studies. EST students may need to decipher the jargon associated with their profession and particular area of expertise, and may require English
writing skills to more effectively publish professional work in their fields.

ESP can be viewed as a specific approach to teaching English language teaching rather than a general one. In English language teaching, general pedagogy often uses general situations and contexts that can be unrelated to specific vocational or academic contexts. In contrast, ESP teaching addresses the specific needs of the learners so they can function more effectively at work, in their studies, or in their professions. However, as Broughton, Brumfit, Flavell, Hill, and Pincas (1980) suggest, ESP training should be, ideally, a secondary learning activity that develops previous general English language knowledge into more specialized genres.

English for Science and Technology

According to Swales (1987), approximately half of all journal papers are published in English. In addition, Swales (1981) estimates that over 80% of engineering journal papers are published in English. This English use presents a challenge for non-native English speakers who work in fields related to science and technology who are required to use the English language, which they may not be fluent in, to perform research and share their results with
the widest possible audience. These professionals must read articles and journals in English as well. The subset of ESP called EST was developed to address this specific use of practical English and to address the needs of students and professionals in the related fields of science and technology.

A valid approach to developing effective EST curriculum is to determine the skills EST learners require. Swales (1985) outlines a list of the skills most likely to be required by EST learners: reading and making notes on textbooks, reading scientific articles, following and taking notes on lectures, carrying out and writing up experiments, writing technical reports, answering examination questions, taking part in seminars and tutorials, and using technical manuals and other instructional literature (p. xi). Examination of the range of EST-related skills, including those outlined by Swales, provides an idea of the scope and concerns related to effective EST curriculum. Moreover, some of these skills are similar to the ones required of EAP students.

A Focus on the Learner

A distinctive feature of ESP is that the curriculum is often developed directly from a student needs analysis. An
instructor determines what specialized language skills the ESP learners require and subsequently develops a course of study to address their needs.

According to Hutchinson and Waters (1987) there are two types of learner needs: target needs and learning needs. Target needs are subdivided further into necessities, lacks, and wants. "Necessities" are the English language skills that are required to perform in a target situation. This includes basic knowledge of syntax. "Lacks" are the pre-existing bases of learner knowledge which, when estimated, provides a logical starting point for a learner's course of study. "Wants" are learners' perceptions of what language skills they will need for planned target situations. Learning needs are the processes that occur between the starting point, based on a given learner's lack profile, and the realization of a learner's "wants" or goals. Learning needs focus on pedagogy and how a student's wants or goals can be effectively realized by the appropriate utilization of pedagogical methods based on a learner's specific needs.

The first step in an effective ESP program is to compile enough information for an effective needs analysis. Hutchinson and Waters (1987) suggest four practical
approaches to collecting information for target and learning needs analysis: learner questionnaires, personal interviews, observation activities, and general data compilation activities like literature reviews and informal research. A sample outline of the information gathered for a needs analysis is presented by Hutchinson and Waters, and is provided in Table 2, APPENDIX C: A TARGET SITUATION AND LEARNING ANALYSIS FRAMEWORK.

ESP Curriculum Design

After a needs analysis has been completed, the information gathered is interpreted and subsequently applied to strategies for curriculum design. This typically occurs after a needs analysis is completed; it is usually performed by the ESP instructor. Designing effective curriculum requires more than examining and attempting to meet the learners' needs directly because there are other factors to consider like time, money, and available facilities. In addition, there are different pedagogical approaches to the design of effective curriculum.

According to Hutchinson and Waters (1987), there are three primary approaches to ESP curriculum design: **language-based**, **skills-based**, and **learning-based**; each has
strengths and weaknesses as an approach. Language-based curriculum is the most widely used approach because it typically connects the curriculum of a course with the target situation in the simplest and most direct manner—directly from the needs analysis. However, the language-based approach has some inherent weaknesses: after the learner provides initial needs-based information, a minimum of further student input occurs; the curriculum becomes rigid as it is developed based only on the initial needs analysis; the systematic approach to curriculum design may encourage a systematic approach to teaching that lacks flexibility; the focus on meeting the students' target needs may lead to curriculum that is boring; and the language-based approach typically focuses on performance rather than competence.

Skills-based curriculum design has also been widely used, especially in Latin America. The skills-based approach focuses on competence rather than performance and is process oriented because it encourages the development of student confidence and abilities so students can continue to learn and develop after a course. The preliminary needs analysis is used to determine the levels of learner competence and the pre-existing knowledge
learners bring to the classroom. However, in the skills-based approach, the learner is a language user rather than a language learner, which is considered a weakness.

The learning-based approach takes into account the learning process of the learner throughout the course of study. Curriculum design is viewed as negotiable, flexible, and dynamic, with the intent of meeting the learners' ongoing needs in an optimal manner. The learners' needs are viewed as dynamic and changeable, and the goal is to maximize the potential of different learning situations by the introduction of continuous improvement and flexibility. It appears that this approach is more complex than the previous two approaches for the instructor to organize; however, Hutchinson and Waters (1987) believe that this is an accurate reflection of the complexity of the learning process itself.

ESP curriculum design can also be a practical, collaborative effort between an employer and language instructor, where the materials and objectives of a course are fine-tuned for the specific needs of an organization. Stapp (1998) discusses the importance of instructor-employer collaboration in developing a successful ESP program where the learners' needs are multifaceted and
complex. According to Stapp, developing effective ESP curriculum can become frustrating because of the potential complexity of effectively addressing the needs of an employer or organization. However, by working closely with the employer, the specific language and information requirements can be documented and subsequently incorporated into the curriculum.

In this approach, the employment context becomes the target of communication practice, and company materials become the materials of instruction. In addition, the goals, the time frame for instruction, and the syllabus design are all organized collaboratively to ensure the highest probability of success. Stapp proposes the following steps for designing an effective ESP course: first, identify the objectives for the development of language skills by focusing on the employer's needs; second, identify the information the employer wants the employees to learn; third, generate and organize the curriculum that will accomplish the collaboratively developed goals.

In summary, the content of ESP curriculum is typically based on the learners' and employers' needs. There are two critical stages for developing effective ESP curriculum:
the first is the performance of an accurate needs analysis, and the second the performance of an effective interpretation of the results. ESP instructors should not operate in a vacuum. The more collaborative the effort that occurs between the instructor and the learners and the employer, the more potentially successful the end results. ESP requires a flexible focus on relevant curriculum themes and approaches, and should therefore be viewed as a dynamic approach to teaching and curriculum.

In conclusion, non-native English speakers in ESP and native English speakers requiring additional sociolinguistic training may have a similar goal, to develop communicative competence in specific intercultural, social and professional contexts. Fortunately, there are a number of strategies and pedagogical techniques available to address the demand. In the area of communicative competence, sociolinguistic competence is the most relevant component in furthering social functions. Sociolinguistic competence can be developed through a focus on polite language use in the appropriate social contexts. However, social contexts can also vary significantly across cultures; therefore, the development of sociolinguistic competence in intercultural contexts requires an awareness
of a contrasting culture's sociolinguistic and social patterns of behavior.

In professional contexts, the presence, quality, and intelligibility of the speaking voice can be considered to be a reflection of one's professional stature. Therefore, an effective ESP sociolinguistic effort must also address a learner's voice quality and pronunciation.

Finally, ESP is the instructional vehicle that synthesizes sociolinguistics, politeness, intercultural communication, and voice and pronunciation training into a unit of instruction. ESP is an approach to English language teaching that focuses on the needs of the learners and provides a logical approach to developing curriculum for specific intercultural, social, and professional contexts.
CHAPTER THREE: THEORETICAL FRAMEWORK

A Model for Developing Professional English Skills

The topics presented in the review of literature form an interrelated framework that applies to pedagogy for Professional English language development. When considering the contents of Chapter Two, a theoretical model can be synthesized from the presented themes: communicative competence, politeness, intercultural communication, voice and pronunciation training, and English for specific purposes. A graphic representation of the proposed theoretical framework model, Figure 2, is provided in APPENDIX D: THEORETICAL FRAMEWORK MODEL.

The language acquisition paradigm, communicative competence, is the global domain for the theoretical model that represents the comprehensive pedagogical approach to TESOL and TESOL curriculum utilized in this project. The communicative competence paradigm provides an overall framework for English teaching and curriculum development, and is characterized by the following four critical elements: intercultural communication, sociolinguistics, politeness, and voice and pronunciation. This paradigm provides the framework for the overall pedagogical procedures and concerns for developing communicative
competence in English learners, which is a generalized approach to TESOL.

The context domain, English for specific purposes, represents an instructional focus characterized by effective procedures for addressing the specific requirements of English learners. In this domain, the generalized English teaching framework, communicative competence, is applied only to contexts where English learners have specialized reasons for learning English. Therefore, this context domain is differentiated as a specialized subset of TESOL.

The skill development domain, professional English, corresponds to the domain of communication skills that are targeted for development and are the specific training objective of the curriculum. In this context, skill refers to the ability of communicators to apply their knowledge of language rules in actual communicative encounters. As shown in Figure 2, intercultural communication, sociolinguistics, politeness, and voice and pronunciation all contribute to the realization of professional English communication. In addition, it is characterized by facilitated results: improved professional rapport with colleagues, peers, and superiors; and improved professional
effectiveness during interviews, telephone conversations, and meetings. Professional effectiveness refers to a general set of practical, job-related language skills that are linked to job performance and efficiency. Professional rapport refers to language skills that are linked to rapport-building activities, networking, expanding, or maintaining one's sphere of influence. These components logically suggest the topics for this project's unit of instruction: practical communication skills that relate to professional effectiveness and rapport-building social-language skills that facilitate professional relationships.

Language Acquisition Paradigm: Communicative Competence

Communicative competence is the ultimate objective of ELT; consequently, the language acquisition paradigm for this project's unit of instruction is communicative competence. According to Canale (1983), communicative competence is comprised of grammatical, sociolinguistic, discourse, and strategic competence. In this project, the unit of instruction focuses primarily on the sociolinguistic aspect of communicative competence. This paradigm is comprised of applicable themes related to pedagogical theory, curriculum development, and the development of an effective professional English training
program. Within the language acquisition paradigm are four essential elements that relate to the professional English training: intercultural communication, sociolinguistics, politeness, and voice and pronunciation.

Intercultural communication is the aspect of communicative competence that refers to communication events that occur between individuals of distinct cultures. In this project, the targeted skill development domain, professional English, is related to international business, which is typically characterized by frequent intercultural communication. The language acquisition paradigm, communicative competence, addresses general trends and characteristics; however, more specific information is required to find the appropriate set of politeness strategies for a specific communicative encounter. The issue of appropriateness is dependent on cultural characteristics; therefore, an appropriate set of guidelines and rules should be selected for incorporation into the curriculum. In this project, the field of intercultural communication provides the approach for determining the appropriate sociolinguistic communication strategies to be included in the unit of instruction.
This project's unit of instruction focuses on the sociolinguistic aspect of competence, which addresses the social rules that govern language use and the importance of appropriateness in successful interaction. In the language acquisition paradigm, sociolinguistics corresponds to the component of communicative competence that is primarily targeted by the unit of instruction. Sociolinguistics addresses the social functions of language, the dynamics of social interaction, and is one of the salient objectives of the curriculum. In addition, contexts that require professional English typically require the frequent application of socially appropriate approaches to communication.

The term "politeness" is the component of communicative competence that refers to socially acceptable strategies for communication that are the direct application of sociolinguistic skills; therefore, politeness can be viewed as one perceivable manifestation of sociolinguistic competence. Politeness is a necessary component of professional English because it projects professionalism and style. In this project's unit of instruction, politeness strategies are incorporated into the curriculum because polite language structures and
strategies characterize professional English discourse. However, politeness strategies are often culturally dependent and relative; therefore, the cultural context or contexts present in a specific communicative encounter must be considered when determining an appropriate set of politeness strategies to apply.

Voice and pronunciation are the elements of communicative competence that refers to the quality and legibility of the speaking voice. Quality and legibility are critical for successful communication. In professional English contexts, individuals are often judged by their voice performance regardless of content quality. In addition, a quality voice can project confidence, style, and competence, which are highly desirable characteristics for English learners engaged in business-related activities. In this project's unit of instruction, voice and pronunciation strategies are incorporated into the curriculum to address this demonstrated need and to embellish the professional English communication strategies learned.

Context Domain: English for Specific Purposes

English for Specific Purposes is the context domain for this project's unit of instruction. ESP is a
systematic approach to ELT curriculum development in which specialists determine the needs of learners and develop curriculum that will address those needs. ESP is also a specialized subset of general TESOL that is formally differentiated. In this project, the needs of the learners are projected to be professional English language skills for applications relating to international business. This context suggests the type of learners that will be encountered: learners who view their English language skill development as crucial to their existing or future career-related performance.

As the needs of the learners are anticipated in this project, the effort is focused on effective curriculum development. The context domain, ESP, suggests the content of the curriculum should be matched to authentic situations that may occur after the students have completed the training program. Consequently, training activities are incorporated into the lessons that develop communication skills that learners will likely use on the job, and the curriculum is comprised of career-related content.

Skill Development Domain: Professional English

The skill development domain for this project's unit of instruction is professional English. This represents
the set of targeted language skills that the unit is designed to develop and the targeted discourse style that the learners wish to acquire. Professional English communication skills suggest a formal, stylized approach to communication that portrays confidence, competence, and professionalism. This domain represents a specific application of the English language for professional purposes, and is subsequently differentiated from general English language skills. Within the discourse domain is the essential element of voice and pronunciation training, which addresses the development, style, and delivery of English-language structures. In addition, there are two prominent areas of concern that are directly impacted by professional English competence: professional effectiveness and professional rapport.

Professional effectiveness refers to a set of skills required to be effective at one's job. In this project, the international business-training context requires effective communication skills for adequate job performance; therefore, professional English is considered an essential component of professional effectiveness. Some specific applications, within the discourse domain of professional English, would include job interview
performance, meeting participation skills, and customer interaction effectiveness.

Professional rapport refers to a set of skills and strategies that are required to successfully interact with others in a professional environment. The development of rapport with colleagues, peers, superiors, and clients is an essential part of engaging in international business activities. A marked element of rapport-building activities is the style of communication used for social interaction; therefore, professional English is considered an essential element of developing and supporting professional rapport.

In summary, the theoretical framework model depicts the interrelatedness of the five themes presented in the review of literature in Chapter Two: communicative competence, politeness, intercultural communication, voice and pronunciation training, and ESP. The model also depicts how the five themes all contribute to successful professional English communication. The language acquisition paradigm, communicative competence, represents the generalized philosophy and framework for the curriculum design effort and the pedagogical paradigm. The context domain, ESP, represents the field within the communicative
competence paradigm that addresses professional communication-skill development. The skill development domain, Professional English, represents the ultimate objective of the communication training effort that occurs within the context domain of ESP. The components of the language acquisition paradigm are shown to contribute to the realization of Professional English communication. In addition, some facilitated results, improved rapport and improved effectiveness, are shown to depict the ultimate objectives of the curriculum are tied to the realization of these results by the learners.
CHAPTER FOUR: CURRICULUM DESIGN

Professional English Unit of Instruction

Utilizing the theoretical framework model presented in Chapter Three, a unit of instruction is proposed for ESP students wishing to develop professional English skills. The goals of the unit plan are to develop rapport-building social-language skills and professional-effectiveness language skills in socially interactive contexts. The unit consists of six lessons, which are designed to sequentially instruct, practice, and assess professional English skills. In addition, homework assessments are designed to practice new skills and to prepare for subsequent lessons. The unit of instruction is intended to be an intensive six-day/night training effort targeted for corporate and vocational training contexts.

The unit plan is intended for adult learners who have sufficient intrinsic motivation to complete the curriculum because they consider the development of their English skills essential to their professional performance. In addition, the unit is designed for English learners at the level of intermediate to advanced fluency who wish to further develop their general English skills. Typically, these learners bring a wealth of prior knowledge to the
classroom; therefore, the curricula is designed to tap into existing knowledge and experience as a pedagogical strategy for improved acquisition.

Lesson Sequence

The unit plan is comprised of six sequential lessons that address a set of critical professional English skills. Each lesson follows a straightforward format that provides ESP instructors with simple systematic procedures, activities, and assessments to utilize directly or adapt if needed. In the beginning of each lesson, the context for the lesson, the objectives, and the materials required are listed. In addition, focus sheets, worksheets, assessments, and take-home tasks are listed. Classroom handouts and overheads are identified and provided in an easy-to-copy format.

Each lesson plan follows a sequence of steps designed to optimize the learning and language-acquisition processes. In the first step, the strategy is to activate, review, and check learners' prior knowledge/experience related to the theme of the lesson. This step activates existing knowledge and skills, sets the stage for the successful learning of new information, and provides feedback to the instructor about students' skills so the
The approach to introducing the curriculum can be adapted if required. The second step, direct teaching, is the point at which the introduction and presentation of the new information occurs. Direct teaching requires an organized approach and format for presenting information so learners can easily decipher the meaning. In the third step, practice, learners exercise and develop the newly introduced skills and strategies for communication. This phase features two types of practice activities: controlled and free. Results and answers that are predetermined, predictable, and rigidly structured characterize controlled practice. Free practice is characterized by creative results that are open, unpredictable, and spontaneous. Typically, controlled practice activities are used earlier in the practice phase of lessons, and as skills are further developed, practice activities become freer. In the final step, an assessment of student learning is performed to gauge the effectiveness of the lesson and to provide performance feedback to the learners. The assessment phase of the lessons will be addressed in detail in Chapter Five.

**Lesson Contents**

The contents of the lessons are based on themes that lie within the language acquisition paradigm of
communicative competence, the context domain of ESP, and the skill development domain of professional English as outlined in the theoretical framework model, Figure 2, in APPENDIX D. A summary of the six unit lessons with incorporated elements from the theoretical model is presented in Table 3, APPENDIX E: SUMMARY OF CURRICULUM DESIGN IN UNIT LESSONS. All lessons incorporate the following themes from the theoretical model: Communicative Competence, English for Specific Purposes, and Professional English. Each lesson incorporates at least two of the following themes from the language acquisition paradigm: Intercultural Communication, Sociolinguistics, Politeness, and Voice and Pronunciation. In addition, each lesson has a facilitated result or combination of results as follows: improved professional rapport and effectiveness. Improved professional rapport refers to the improvement of relationships with colleagues, peers, and superiors. Improved professional effectiveness refers to facilitating the improved development of interview skills, telephone skills, and meeting skills. The unit lesson sequence is as follows: Small Talk, Conversation Management, Job Interview Preparation, The Job Interview, Telephone Communication, and Meeting Participation.
Lesson One. The unit plan begins with a lesson on small talk and socializing, which provides practical rapport building strategies for interacting with colleagues, peers, superiors, and clients. Therefore, the facilitated result of the lesson is improved rapport. This lesson incorporates the following components from the theoretical model: Communicative Competence, Intercultural Communication, Sociolinguistics, Politeness, and English for Specific Purposes. The lesson begins with a discussion activity that is based on differences in cultural approaches to small talk topics. This assists the instructor to activate prior knowledge, provide a context, and stimulate class discussion on the topic. The formal introduction and presentation of small talk and socializing strategies follow the discussion activity. After the introduction, a controlled practice activity addresses the issue of appropriate topics of conversation. Next, an additional controlled practice activity addresses the issue of inappropriate topics of conversation. Afterward, a freer practice activity requires students to generate two possible questions from an appropriate topic list. Finally, the assessment design calls for pairs of students to demonstrate small talk in a free role-play in front of
the class. The instructor assesses the students' performance utilizing an evaluation rubric that the students can preview prior to the evaluation activity. A homework assignment, Conversation Maze, demonstrates a successful conversation structure that utilizes small-talk strategies and provides examples and explanations for optimized approaches to communication. In addition, the assignment sets the stage for Lesson Two by introducing a formal conversation structure.

Lesson Two. The second lesson provides strategies and skills for conversation management, which reinforces the content of the first lesson by providing a complete conversational framework to incorporate small talk and socializing skills and improve rapport. This lesson incorporates the following components from the theoretical model: Communicative Competence, Sociolinguistics, Politeness, and English for Specific Purposes. The lesson begins with a conversation management survey, which activates prior knowledge, provides a context, and stimulates class discussion on the topic. Next, the introduction to conversation management strategies is presented, and the first component of conversation management, starting a conversation, is discussed and
reviewed, followed by a controlled practice activity. Next, the second component, keeping a conversation going, is discussed, reviewed, and practiced. Finally, the third component, ending a conversation, is introduced and practiced. Upon completion, the assessment activity is assigned as a take-home exercise that requires the students to synthesize three introduced components of conversation into one complete conversation structure. The assessment rubric that outlines the criteria for performance is distributed to the students as a reference for effectively completing the assignment. The instructor assesses student performance utilizing the rubric, and returns the completed assignments and rubrics to the students.

**Lesson Three.** The third lesson, Job Interview Preparation, provides practical strategies for appraising personal and professional characteristics and preparing to articulate them verbally, resulting in improved rapport and professional effectiveness. This lesson incorporates the following components from the theoretical model: Communicative Competence, Intercultural Communication, Sociolinguistics, Politeness, and English for Specific Purposes. The lesson begins with a discussion activity that is based on differences in cultural paradigms.
regarding speaking about one's personal accomplishments. This activity assists the instructor to activate prior knowledge, provide a context, and stimulate class discussion on the topic. Next, strategies are introduced and practiced for job interview preparation. Upon completion of this activity, a self-evaluation worksheet, Qualities of a Good Employee, is distributed as a reference and self-evaluation exercise, followed by an additional practice activity. Finally, strategies for asking questions during interviews are introduced and practiced. The assessment activity is a take-home assignment that is evaluated with an evaluation rubric.

Lesson Four. The fourth lesson, The Job Interview, introduces practical strategies for successfully engaging in a job interview and provides students with the opportunity to apply these strategies into practice, resulting in improved rapport and professional effectiveness. This lesson incorporates the following components from the theoretical model: Communicative Competence, Sociolinguistics, Politeness, and English for Specific Purposes. The lesson begins with a job interview survey, which activates prior knowledge, provides a context, and stimulates class discussion on the topic.
Next, the introduction to job interview strategies is staged and job interview strategies are reviewed and practiced. In addition, the students are required to identify the specific areas that they may need to improve and to provide possible strategies for improvement. Finally, the assessment activity is evaluated.

**Lesson Five.** The fifth lesson, Telephone Communication, provides professional English communication strategies for telephone communication. This lesson incorporates the following components from the theoretical model: Communicative Competence, Sociolinguistics, Politeness, English for Specific Purposes, and Voice and Pronunciation. The lesson begins with a telephone communication survey, which activates prior knowledge, provides a context, and stimulates class discussion on the topic. Next, a formal introduction to telephone communication strategies is completed, followed by a controlled practice. The final practice activity is an exercise on voice quality and enunciation, which is designed to draw attention to the importance of the voice and intelligibility during telephone communication. The exercise is accomplished with the aid of a tape recorder, so the voice characteristics of the students can be
recorded, replayed, and critiqued by the instructor and students. Peer correction is encouraged and provides students with valuable listening and self-monitoring practice. The final assessment requires pairs of students to engage in evaluated role-plays in front of the class.

Lesson Six. The sixth and final lesson, Meeting Participation, introduces strategies for successful participation in meetings and provides relevant practice activities to exercise meeting participation skills. This lesson incorporates the following components from the theoretical model: Communicative Competence, Intercultural Communication, Sociolinguistics, Politeness, and English for Specific Purposes. The lesson begins with a discussion activity based on differences in cultural paradigms regarding speaking out and participating in meetings. Next, strategies are presented for meeting participation. Following the presentation, groups complete a review of strategies as they practice meeting participation skills. Next, a controlled practice activity, the NASA exercise, presents the learners with a complex problem that requires teamwork to solve. Finally, the students are required to complete a self-evaluation rubric as they reflect on their application of meeting participation strategies during this
activity. The final assessment requires groups of students to make recommendations based on provided meeting agendas, which outline the context, provide necessary information, and assign specific goals. In addition, the class observes a series of meetings in which participants role-play solving various scenarios and provide critiques after each assessment exercise. Feedback from the instructor is provided at the end of the class when the completed evaluation rubrics are distributed to the students.

In summary, the six lessons that comprise the Professional English unit of instruction address different facets of probable professional communication activities. The first lesson, Small Talk, provides practical strategies for socializing, maintaining conversations, and building rapport. The second lesson, Conversation Management, provides additional strategies for engaging in successful conversations, which build upon the strategies presented in the first lesson. The third lesson, Job Interview Preparation, provides practical interview preparation strategies that encourage the students to reflect on their professional characteristics and practice articulating them. The fourth lesson, The Job Interview, provides students the opportunity to apply the preparation
strategies of lesson three into practice. The fifth lesson, Telephone Communication, provides useful strategies for successful telephone discourse and provides a voice training exercise. The sixth and final lesson, Meeting Participation, provides practical meeting strategies that encourage information exchange, rapport building, and optimized decision making.
CHAPTER FIVE: PLAN FOR ASSESSMENT

Assessment Strategies for Unit of Instruction

Assessment activities offer learners the opportunity to receive feedback on their communication performance and language acquisition. Angelo and Cross (1993) assert that learners require frequent feedback on their performance so they can gauge the effectiveness of their learning approach and ideally develop into self-guided, independent learners. Teaching does not necessarily imply learning; therefore, assessment is necessary to check student learning and to evaluate curriculum effectiveness. Assessments outline lesson goals and objectives by providing projected standards for performance, self-evaluation, and feedback. In addition, assessment exercises provide instructors feedback about lesson effectiveness and can suggest possible strategies for future lesson-plan optimization.

Egbert and Hanson-Smith (1999) propose that effective assessment activities must be integrated into classroom activities, be learner centered, encourage learner improvement, and facilitate reflective and conscious learning. Assessment activities can reinforce the learning process when they encourage student participation and review the content of a lesson. In addition, successful
assessment activities can be realized by staging well-organized recapping activities that involve peer observation, participation, and critique.

This project presents a Professional English unit of instruction that is comprised of six lessons, each culminating in a formal assessment activity. The approach to assessment design in this project is to provide activities that recap the introduced communication skills, require student participation, present the opportunity for self reflection, and provide a straightforward, easily understood format for feedback. A summary of the assessment activities for the six lessons contained in the Professional English unit, Table 3, is provided in APPENDIX F: SUMMARY OF ASSESSMENT IN UNIT LESSONS.

Lesson Assessment Activity Details

Lesson One. The assessment activity in Lesson One, Small Talk, occurs after the introduction and practice of conversation strategies. The final assessment requires pairs of learners to demonstrate small-talk strategies by engaging in an observed role-play conversation in front of the class. In addition, this assessment provides the nonparticipating members of the class with the opportunity
to observe small talk processes in action, which serves to reinforce the learning of the presented strategies.

The criteria for anticipated performance is clearly outlined with an evaluation rubric, which is provided in the assessment section of the lesson plan. The rubric outlines a point rating system of assessment to evaluate objectively each student's adherence to the small-talk strategies introduced in the lesson. In addition, space for instructor comments is provided for additional written feedback. The sum total point value of 25 represents a summative evaluation of student performance and the subtotals of one through five for the different strategies represent a possible evaluation range for the application of each strategy, where one is low and five is high. In this assessment, the instructor performs the evaluation by observing the student pairs during the role-play activity, objectively rating each student's application of small talk strategies and providing comments if applicable, calculating the total points, recording the points for reference, and returning the completed evaluation rubric for immediate feedback of performance. In addition, students are required to informally assess their peer's
performance and briefly discuss it at the conclusion of each role-play activity.

**Lesson Two.** In Lesson Two, Conversation Management, the assessment activity is a take-home assignment. The take-home format provides learners with additional time to reflect and review the conversation strategies introduced in the lesson. In addition, it provides more in-class time for practice and acquisition activities. Lesson Two is organized in three components: starting a conversation, keeping a conversation going, and concluding a conversation. The assessment activity requires the learners to synthesize the three components into a complete conversation structure, which reinforces the introduced conversation strategies and highlights how the different components interrelate in the structure of a conversation.

The take-home assessment is evaluated using a rubric provided in the assessment section of the lesson plan. This provides a formalized guideline for anticipated learner performance and is distributed to students at the same time the take-home exercise is assigned. Consequently, the criteria for anticipated performance are clearly defined and students can refer to the rubric while they are completing the assignment. The assessment
exercises are collected at the beginning of the next lesson, evaluated by the instructor utilizing the rubric evaluation sheet, and returned during the following lesson to provide timely feedback on performance.

**Lesson Three.** The assessment activity in Lesson Three, Job Interview Preparation, is a take-home exercise that requires students to exercise a number of practical job preparation strategies. The take-home assessment provides the students with additional time to reflect on their responses and review the introduced strategies to formulate appropriate responses. In addition, this approach provides more in-class time for practice activities and review. The lesson is comprised of four primary strategies: general preparation strategies, defining one's personal and professional characteristics, preparing for interview questions, and preparing to ask questions during an interview. The take-home assessment requires the learners to organize and apply these strategies in an orderly, summarized form and is evaluated using a rubric.

The take-home exercise also prepares students for the next lesson, Lesson Four, where the application of the strategies learned will be applied in practice. Prior to
beginning Lesson Four, the assessment assignments will be collected for subsequent evaluation by the instructor using the rubric as the guideline for evaluation. The students' assignments will be returned with the completed rubric evaluation sheet in the following class to provide timely feedback of performance.

**Lesson Four.** The assessment activity in Lesson Four, The Job Interview, requires learners to apply the preparation activities in Lesson Three and the additionally introduced conversation strategies of Lesson Four to practice in an observed job interview role-play. The role-play activity is a simulated job interview that requires one student to be interviewed and one student to perform the interview from a provided transcript. After the first interview, the roles of the students are reversed so that each student experiences the role of interviewer and being interviewed. This assessment, evaluated using a rubric, provides the nonparticipating members of the class with the opportunity to observe the dynamics of job interview discourse, which serves to reinforce the learning of the presented and practiced interview strategies.

The assessment exercise requires the observing students to evaluate their peer's performance by completing
an evaluation rubric for each student that is interviewed. Peer evaluation encourages learners to become involved in the evaluation process and reflect on the skills and strategies that have been introduced in the lesson. In addition, peer evaluation reinforces the learning process by repeatedly reviewing the presented strategies and objectives for successful job interview conversation. In this assessment, the instructor evaluates by observing the student pairs during the job interview role-play activity, objectively rating each student's application of strategies on a numerical scale, providing comments if applicable, and returning the completed evaluation rubric for immediate feedback of performance.

**Lesson Five.** The assessment activity in Lesson Five, Telephone Communication, is an evaluated role-play activity that requires pairs of students to engage in an observed, simulated telephone conversation in front of the class. A telephone conversation transcript is provided that provides the context and the conversation parameters for the caller and the person answering the phone. The role-play activity has three possible scenarios where each pair will randomly be given one of the three as their pair's assessment activity. The in-class role-play activity provides the
nonparticipating students the opportunity to observe the
dynamics of telephone conversation discourse, which
reinforces the acquisition of the introduced communication
strategies of the lesson. In addition, the observing
students are required to provide informal critiques of
their peer's telephone communication characteristics after
each role-play activity is completed.

During the assessment activities, peer observation and
informal critique encourages students to continually
reflect on effective telephone communication skills. The
instructor observes each role-play activity and objectively
evaluates the participating students using the evaluation
rubric as a guide. After the conclusion of each pair
activity, the instructor briefly facilitates a peer
critique discussion before distributing the completed
evaluation rubrics to the pair's participants.
Consequently, the assessed students receive feedback from
their peers and the instructor, which provides different
viewpoints and enriches the assessment process.

Lesson Six. The assessment activity in Lesson Six,
Meeting Participation, is a group role-play activity that
requires students to participate in group discussions to
solve problems and propose optimized solutions. Each
assessment activity is facilitated by a meeting agenda that provides the context and the necessary information to develop opinions and solutions. In this lesson, the class is divided into four separate meeting groups, and a unique agenda is distributed to each group. Prior to initiating the group discussions, all of the students are given time to formulate their own opinions and possible solutions to the group's meeting agenda. The preparation time helps recreate a corporate setting where contrasting opinions may occur and have to be negotiated. No discussion is permitted during the preparation phase. Then, each group engages in an observed discussion, to determine the recommended solution to the group's agenda issue, utilizing the lesson's meeting participation strategies.

Each group member who participates in a meeting role-play activity is evaluated using an evaluation rubric, which outlines critical meeting participation strategies and provides an organized format for evaluation of the application of these strategies during the assessment activity. The students observing the group role-play meetings are required to perform informal evaluation for subsequent class critique discussions. In addition, students review the lesson's meeting participation
strategies during the assessment, which serves to reinforce the learning process.

During each role-play meeting, the instructor carefully observes the participation characteristics of each member and completes an evaluation rubric for each student. After each activity, the instructor facilitates a brief peer-critique discussion before distributing the completed rubrics to the group's participants. This is a preferred approach because students have the opportunity to receive feedback from their peers and the instructor, which provides contrasting viewpoints that enrich the assessment process.

In summary, each of the six lessons that comprise the Professional English unit of instruction has unique plans for assessment. The characteristics of each lesson plan are as follows.

The first lesson, Small Talk, provides an evaluated role-play activity, which the nonparticipating students informally critique and the instructor formally evaluates using an assessment rubric. The role-play activity serves to reinforce the introduced small-talk strategies and provides a forum for observing theory applied to practice.
The second lesson, Conversation Management, provides an instructor-evaluated, written, take-home assignment that requires the students to reflect on the different components of conversation and how they relate in a complete conversation structure. The take-home assignment is formally assessed by the instructor, with a provided evaluation rubric.

The third lesson, Job Interview Preparation, provides an instructor-evaluated, written, take-home assignment that requires the students to review the introduced preparation strategies and apply them in an evaluated assessment activity. The take-home assignment is formally assessed with an evaluation rubric.

The fourth lesson, The Job Interview, provides a role-play activity, which the nonparticipating students and the instructor formally evaluate using a provided evaluation rubric. The role-play activity simulates an actual job interview and provides a venue for the practical application of the strategies learned.

The fifth lesson, Telephone Communication, provides an evaluated role-play activity, which the nonparticipating students informally critique and the instructor formally evaluates using an assessment rubric.
The sixth and final lesson, Meeting Participation, provides an evaluated role-play activity, in which the nonparticipating students informally critique and the instructor formally evaluates using an assessment rubric. The meeting, role-play activity provides an opportunity for students to observe the dynamics of personal communication in meetings and serves to reinforce the introduced participation strategies.

In summary, the Professional English unit of instruction developed for this project has been presented from a variety of perspectives, which were developed for contexts related to international business. In Chapter One, Introduction, background information and demonstrated need were actualized. In Chapter Two, Review of Literature, applicable references and information were compiled and examined for applicability. In Chapter Three, Theoretical Framework, the themes presented in Chapter Two were synthesized into a theoretical model applicable to curriculum design. In Chapter Four, Curriculum Design, the contents of the six lessons that comprise the unit of instruction were reported in detail. Finally, in Chapter Five, Plan for Assessment, the different assessment activities for the unit of instruction were described in
detail. The complete **Professional English** unit of instruction is presented in APPENDIX G: **PROFESSIONAL ENGLISH UNIT PLAN.** Utilizing this unit, EFL/ESL learners and others who are engaged in the improvement of English communication skills may acquire a more professional level of verbal and non-verbal interaction.
APPENDIX A:

SPEECH INTELLIGIBILITY AND COMMUNICABILITY INDEX
Table 1: Speech Intelligibility and Communicability Index
(Morley, 1994, p. 76-77)

Speech Intelligibility/Communicability Index for Describing Speech and Evaluating Its Impact on Communication

Level One

**Description:** Speech is basically unintelligible; only an occasional word or phrase can be recognized.

**Impact on communication:** Accent precludes functional oral communication.

Level Two

**Description:** Speech is largely unintelligible; great listener effort is required; constant repetition and verifications are required.

**Impact on communication:** Accent causes severe interference with oral communication.

---Communicative Threshold A---

Level Three

**Description:** Speech is reasonably intelligible, but significant listener effort is required because of the speaker's pronunciation or grammatical errors, which impede communication and distract the listener; there is an ongoing need for repetition and verification.

**Impact on communication:** Accent causes frequent interference with communication, both through the combined effect the individual features of mispronunciation and the global impact of the variant speech pattern.

Level Four

**Description:** Speech is largely intelligible; although sound variances from the native speakers (NS) norm are obvious, listeners can understand by concentrating on the message.
Impact on communication: Accent causes interference primarily via
distraction; the listeners' attention is often diverted away from the
content to focus instead on the novelty of the speech pattern.

--Communicative Threshold B--

Level Five

Description: Speech is fully intelligible; occasional sound variances
from the NS norm are present but are not seriously distracting to the
listener.

Impact on communication: Accent causes little interference; speech is
fully functional for effective communication.

Level Six

Description: Speech is near native; only minimal features of
divergence from NS speech can be detected; speech features near-native
sound and prosodic patterning.

Impact on communication: Accent is virtually nonexistent.
APPENDIX B:

THE TREE OF ELT
Figure 1: The Tree of ELT
(Hutchinson & Waters, 1987, p. 17)

In American ELT the dominant branch is ESL.
APPENDIX C:

A TARGET SITUATION AND LEARNING ANALYSIS FRAMEWORK
Table 2: A Target Situation and Learning Analysis Framework  
(Hutchinson & Waters, 1987, pp. 60-63)

<table>
<thead>
<tr>
<th>Target Situation Analysis</th>
<th>Learning Situation Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Why is the language needed?</strong></td>
<td><strong>Why are learners taking ESP course?</strong></td>
</tr>
<tr>
<td>1. For study</td>
<td>1. Compulsory or optional</td>
</tr>
<tr>
<td>2. For work</td>
<td>2. Apparent need or not</td>
</tr>
<tr>
<td>3. For training</td>
<td>3. Are status, money, promotion involved?</td>
</tr>
<tr>
<td>4. For a combination of these</td>
<td>4. What do learners think they will achieve?</td>
</tr>
<tr>
<td>5. For some other purposes e.g. status, examination, promotion</td>
<td>5. What is their attitude towards the ESP course?</td>
</tr>
<tr>
<td><strong>How will the language be used?</strong></td>
<td><strong>How do learners learn?</strong></td>
</tr>
<tr>
<td>1. Medium: speaking, writing, reading, etc.</td>
<td>1. What is their learning background?</td>
</tr>
<tr>
<td>2. Channel: e.g. telephone, face to face</td>
<td>2. What is their concept of teaching and learning?</td>
</tr>
<tr>
<td>3. Types of test or discourse: e.g. academic</td>
<td>3. What methodology will appeal to them?</td>
</tr>
<tr>
<td>4. Texts, lectures, informal conversations, technical manuals, catalogue</td>
<td><strong>What resources are available?</strong></td>
</tr>
<tr>
<td><strong>What will the content areas be?</strong></td>
<td>1. Number and professional competence of teachers</td>
</tr>
<tr>
<td>1. Subject: e.g. medicine, biology, shipping, commerce, and engineering</td>
<td>2. Attitude of teachers to ESP</td>
</tr>
<tr>
<td>2. Level: e.g. technician, craftsman, postgraduate, secondary school</td>
<td>3. Materials and aids</td>
</tr>
<tr>
<td><strong>Who will the learner use the language with?</strong></td>
<td><strong>Who are the learners?</strong></td>
</tr>
<tr>
<td>1. Native speakers or non-native</td>
<td>1. Age/sex/nationality</td>
</tr>
<tr>
<td>2. Level of knowledge of receiver: e.g. expert, layman, student</td>
<td>2. What do they know already about English?</td>
</tr>
<tr>
<td>3. Relationship: e.g. colleague, teacher, superior, subordinate</td>
<td>3. What are their interests?</td>
</tr>
<tr>
<td><strong>Where will the language be used?</strong></td>
<td>4. What is their sociocultural background?</td>
</tr>
<tr>
<td>1. Physical setting: e.g. office, lecture theatre, hotel, library</td>
<td><strong>Where will the ESP course take place?</strong></td>
</tr>
<tr>
<td>2. Human context: e.g. meetings, demonstrations, on telephone</td>
<td>1. Are the surroundings pleasant, dull, noisy, cold, etc.?</td>
</tr>
<tr>
<td>3. Linguistic context: e.g. in own country, abroad</td>
<td>2. <strong>When will ESP course take place?</strong></td>
</tr>
<tr>
<td><strong>When will the language be used?</strong></td>
<td>1. Time of day</td>
</tr>
<tr>
<td>1. Concurrently with the ESP course or subsequently</td>
<td>2. Every day/ once a week</td>
</tr>
<tr>
<td>2. Frequently, in small amounts, or in large chunks</td>
<td>3. Full-time/ part-time; concurrent with need</td>
</tr>
</tbody>
</table>
APPENDIX D:

THEORETICAL FRAMEWORK MODEL
Language Acquisition Paradigm: Communicative Competence

- Intercultural Communication:
  Develop language skills for intercultural encounters

- Sociolinguistics:
  Develop language skills for the social functions of language

- Politeness:
  Develop language skills that facilitate social interaction

Context Domain: English for Specific Purposes

Skill Development Domain: Professional English

- Professional English Communication

Facilitated Results

- Improved Professional Rapport:
  with colleagues
  with peers
  with superiors

- Improved Professional Effectiveness:
  interview skills
  telephone skills
  meeting skills

Voice and Pronunciation:
Develop a discourse style that portrays professionalism

Figure 2: Theoretical Framework Model
APPENDIX E:

SUMMARY OF CURRICULUM DESIGN IN UNIT LESSONS
Table 3: Summary of Curriculum Design in Unit Lessons

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Components from Theoretical Framework Model</th>
<th>Facilitated Results</th>
</tr>
</thead>
</table>
APPENDIX F:

SUMMARY OF ASSESSMENT IN UNIT LESSONS
### Table 4: Summary of Assessment in Unit Lessons

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Assessment Activity Utilized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Talk</td>
<td>1. Role play: Students demonstrate small talk strategies</td>
</tr>
<tr>
<td></td>
<td>2. Assessment: Informal peer critique</td>
</tr>
<tr>
<td></td>
<td>3. Assessment: Evaluation rubric completed by instructor</td>
</tr>
<tr>
<td>Conversation Management</td>
<td>1. Take home: Students write a complete conversation structure</td>
</tr>
<tr>
<td></td>
<td>2. Assessment: Evaluation rubric completed by instructor</td>
</tr>
<tr>
<td>Job Interview Preparation</td>
<td>1. Take home: Students write job interview preparation assignment</td>
</tr>
<tr>
<td></td>
<td>2. Assessment: Evaluation rubric completed by instructor</td>
</tr>
<tr>
<td>The Job Interview</td>
<td>1. Role play: Students demonstrate job interview conversation strategies</td>
</tr>
<tr>
<td></td>
<td>2. Assessment: Evaluation rubrics completed by students</td>
</tr>
<tr>
<td></td>
<td>3. Assessment: Evaluation rubric completed by instructor</td>
</tr>
<tr>
<td>Telephone Communication</td>
<td>1. Role play: Students demonstrate telephone communication strategies</td>
</tr>
<tr>
<td></td>
<td>2. Assessment: Informal peer critique</td>
</tr>
<tr>
<td></td>
<td>3. Assessment: Evaluation rubric completed by instructor</td>
</tr>
<tr>
<td>Meeting Participation</td>
<td>1. Role play: Students demonstrate meeting participation strategies</td>
</tr>
<tr>
<td></td>
<td>2. Assessment: Informal peer critique</td>
</tr>
<tr>
<td></td>
<td>3. Assessment: Evaluation rubric completed by instructor</td>
</tr>
</tbody>
</table>
APPENDIX G:

PROFESSIONAL ENGLISH UNIT PLAN
Table 5. Summary of Professional English Unit Plan Objectives

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Title</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Small Talk</td>
<td>1. To introduce small talk conversational strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. To introduce appropriate and inappropriate small talk topics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. To practice the application of small talk strategies</td>
</tr>
<tr>
<td>Two</td>
<td>Conversation Management</td>
<td>1. To introduce conversation management strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. To review starting, maintaining, and ending a conversation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. To practice the application of conversation management strategies</td>
</tr>
<tr>
<td>Three</td>
<td>Job Interview Preparation</td>
<td>1. To introduce strategies for job interview preparation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. To introduce strategies for professional self evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. To introduce strategies for preparing for interview questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. To introduce strategies for asking questions during an interview</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. To practice the application of job interview preparation strategies</td>
</tr>
<tr>
<td>Four</td>
<td>The Job Interview</td>
<td>1. To introduce conversational strategies for job interviews</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. To review job interview strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. To practice simulated job interview conversation</td>
</tr>
<tr>
<td>Five</td>
<td>Telephone Communication</td>
<td>1. To introduce guidelines and strategies for telephone communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. To practice proper voice and enunciation for telephone communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. To practice telephone communication skills</td>
</tr>
<tr>
<td>Six</td>
<td>Meeting Participation</td>
<td>1. To introduce guidelines and strategies for participating in meetings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. To review meeting participation strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. To practice meeting participation skills</td>
</tr>
</tbody>
</table>
Lesson One: Small Talk

Level: Adult: Intermediate to Advanced Fluency
Lesson Length: Four Hours
Lesson Context: English for Specific Purposes

Objectives:

1. To introduce small talk conversational strategies
2. To introduce appropriate and inappropriate small talk topics
3. To practice the application of small talk strategies

Materials:

7. Focus Sheet 1.1: Small Talk Discussion (Overhead)
2. Focus Sheet 1.2: Small Talk Introduction (Handout)
3. Worksheet 1.1: Appropriate Small Talk Topics (Handout)
4. Focus Sheet 1.3: Inappropriate Small Talk Topics (Handout)
5. Worksheet 1.2: Appropriate Small Talk Topics Practice (Handout)
6. Assessment Sheet 1.1: Instructor Assessment Sheet (Multiple)
7. Homework 1.1: Conversation Maze (Handout)
8. Three whiteboard markers--black, blue, and red

Involving Students' Interests and Prior Knowledge

1. Warm up: Instructor presents Focus Sheet 1.1 using an overhead projector, provides instructions, and asks students to complete Part One.
2. Upon completion, the instructor pairs the students and students discuss their answers with each other as outlined in Part Two.
3. After pair discussion, the instructor elicits students' answers, writes responses on the whiteboard, introduces the question outlined in Part Three, and facilitates a class discussion.

Task Chain One: Introduction to Small Talk Strategies

1. Instructor distributes Focus Sheet 1.2, provides reading time, and reviews the content with the class.
2. Instructor distributes Worksheet 1.1, reviews the instructions for the exercise, pairs the students, initiates the exercise, and monitors student activity.
3. Upon completion, instructor elicits each pair's answers and facilitates discussion and peer critique of the answers.

Task Chain Two: Inappropriate Small Talk Topics

1. Instructor distributes Focus Sheet 1.3, reviews content, and discusses the list of inappropriate small-talk topics.
2. Instructor pairs the students, provides instructions, and initiates the activity outlined on Focus Sheet 1.3.
3. Upon completion, instructor elicits each pair's answers and facilitates discussion and peer critique of the answers.

Task Chain Three: Appropriate Small Talk Topics Practice

1. Instructor distributes Worksheet 1.2, introduces the list of appropriate small-talk topics, and provides instructions for the activity.
2. Instructor pairs the students, initiates the exercise outlined on Worksheet 1.2, and monitors the students' progress.
3. Upon completion, instructor reviews each pair's answers in a classroom discussion forum, discusses the effectiveness of the generated questions, and encourages peer critique.

Final Assessment: Small Talk Role-Play Activity

2. Instructor presents the instructions for the final assessment: open pairs (in front of the class) will demonstrate small talk strategies by role-playing a chance meeting and asking three small-talk questions each about personal interests, preferences, or opinions. The instructor will evaluate each student's effectiveness by using the evaluation rubric provided on Assessment Sheet 1.1.
3. Instructor randomly divides the class into pairs selecting new partners if possible.
4. Instructor provides students five minutes to organize their questions and strategies for the final assessment.
5. Instructor asks for a volunteer pair for the first assessment and explains that each subsequent pair will be selected by the pair that just finished the assessment activity.
6. After each assessment, the instructor computes and records the numerical totals from the completed evaluation rubrics.
7. After the assessment process is complete, the instructor distributes the completed evaluation rubrics to the students.

Homework Assessment: Conversation Maze

Note: If time permits, this assignment can be started in class.

1. Instructor distributes the homework assignment and explains the instructions.
2. At the beginning of the next class, the instructor facilitates a brief discussion about the conversation maze and what the students learned from the activity.
Focus Sheet 1.1
Small Talk Discussion

Part One: Written Responses

In your culture, what do people talk about when they first meet? What are the subjects of conversation when engaging in small talk? Please write your answers.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________

Part Two: Peer Discussion

Share your answers with a classmate.

Part Three: Class Discussion

What are the differences, if any, when people from different cultures engage in small talk?
Focus Sheet 1.2
Introduction to Small Talk Strategies

A: Beautiful day, isn’t it? C: Where are you from?
B: Have you seen any good movies lately? D: How was your trip?

When you meet someone for the first time or want to have a conversation with someone, use small-talk strategies. Small talk is important because it is an effective approach for getting to know others, developing friendships, and establishing rapport.

Strategy: Ask polite questions that require more than a yes/no answer.

Strategy: Show interest by politely asking information, but do not ask questions that are too personal in nature.

Strategy: When someone attempts to make small talk with you, participate by politely answering their questions and asking some appropriate questions as well.

Strategy: Listen attentively and maintain adequate eye contact.

Small talk is often used in the following situations:

1. When meeting someone for the first time
2. When trying to get to know someone better
3. Before and after talking about business at business meetings
4. At cocktail parties, dinner parties, and other social events

Small talk requires knowing a number of appropriate topics and questions that can be used in conversation when the situation requires it.

Adapted from Baldridge (1985)
Worksheet Sheet 1.1
Appropriate Small Talk Topics

Small talk topics must be selected with care as they can make the difference between successful conversation and offending someone.

Appropriate topics can vary from culture to culture and one should be aware of the differences when possible.

Small Talk Topics Exercise:

In pairs, discuss the following sample small-talk-topic questions. Which ones do you think are acceptable, and which ones do you think may offend? Be prepared to explain your answers.

<table>
<thead>
<tr>
<th>Sample Questions</th>
<th>Acceptable</th>
<th>Might Offend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have any children?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you married?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you play tennis?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is your religion?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you like to travel?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you think of (Korea)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is your salary?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you do in your free time?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How was your weekend?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How old are you?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where do you live?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the weather like in (Egypt)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the population in (India)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where did you go to school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you think of (Buddhists)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you like this country?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are your hobbies?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Nicoll (1994)
Focus Sheet 1.3
Inappropriate Small-Talk Topics & Practice

Some small-talk topics are inappropriate and should be left alone. The following list provides a number of topics to avoid when possible.

Inappropriate Small-Talk Topic List

Your health
How much things cost
Personal misfortunes
Gossip that is harmful
A person's age
Controversial subjects
Someone's sex life
If a person has had cosmetic surgery

Other peoples' health
A person's religion
Trite subjects
A person's salary
If someone is homosexual
Questionable jokes/stories
Details about a divorce
If someone is wearing a wig etc.

Practice Activity:

Why do you think these subjects are inappropriate? In pairs, discuss and provide an explanation for each topic.

Adapted from Baldridge (1985)
Small-talk topics are topics that provide the opportunity for people to express their thoughts, preferences, likes, and dislikes without the possibility of offense.

**Appropriate Small-Talk Topic List**

- Accommodations
- Food
- Plans
- A person’s country
- A person’s culture
- The weather
- Travel
- Movies
- Music
- Art
- Opinions about news
- National/Local issues
- Mutual friends
- How someone is doing

**Activity:** In pairs, write two questions that you could ask about each topic.

**Example:**

**Topic:** Accommodations

1. Where are you staying?
2. How do you like your hotel?

**Topic:**

**Questions:**

1. __________________________?
2. __________________________?
3. __________________________?

Adapted from Baldridge (1985)
Assessment Sheet 1.1
Evaluation Rubric for Final Assessment

Student Name: ______________________

In pairs, demonstrate small talk to the class by introducing and briefly discussing three appropriate small-talk topics of conversation each.

<table>
<thead>
<tr>
<th></th>
<th>Rating</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Asks questions that require more than a yes/no answer.</td>
<td>1 2 3 4 5</td>
<td>___/5</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Asks appropriate small-talk questions that do not have the potential to offend.</td>
<td>1 2 3 4 5</td>
<td>___/5</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Answers questions politely with sufficient details.</td>
<td>1 2 3 4 5</td>
<td>___/5</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Listens attentively to speaker and maintains eye contact.</td>
<td>1 2 3 4 5</td>
<td>___/5</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Overall organization and approach</td>
<td>1 2 3 4 5</td>
<td>___/5</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total ___/25
Homework 1.1
Conversation Maze

Read the section marked Situation. Ask your teacher to explain any vocabulary or grammar you don not understand. Then, read the question and choose one of the possible answers (A, B, or C). Each answer will send you to a new numbered section. Go to the number indicated and read the Explanation. If you choose the best answer, you will be instructed to return to the previous section and try again. Continue through the maze until you have ended the conversation.

Note: When you are reading one section, you may not look at any other section.

Situation:

You are Juan, an exchange student from the city of Merida in Mexico. You have been in the United States for three months studying English. You have been invited to a party at the apartment of Kaoru, a fellow student. You arrive at the party, but you don’t see anyone you know. After a few moments, a young woman approaches you and says, “Hello, I’m Pam.”

What should you say?

A: Hi, I’m Juan. I’m a friend of Kaoru’s from school. (Go to 32)
B: Hi, I’m Juan. (Go to 19.)
C: Hi, I’m Juan. Do you like skiing? (Go to 5.)

1. Explanation:

This is not the best response because the information is not interesting. (Return to 18.)

2. Explanation:

This is the best response because it concentrates on what Pam does not understand—Mayan and ruins. She already understands beaches. Pam says, “Oh, really? I don’t know anything about them.”

What do you say?

A: Didn’t you study them in school? (Go to 29.)
B: Hmmm...well, they were an ancient people who were basically peaceful. They were very advanced in astronomy and mathematics. (Go to 16.)
C: They were very interesting. They had a very advanced culture that lasted a long time. (Go to 11.)
Homework 1.1 (cont.)
Conversation Maze

3. Explanation:
For this situation, you need a more enthusiastic response to the word beautiful. (Return to 34.)

4. Explanation:
This is a good specific clarification question. It shows that you know that Vail is a kind of place. Pam says, "Actually, it's a city with a lot of ski resorts." You want to encourage Pam to continue.

What's the best response?
A: I see. (Go to 34.)
B: Hmmm... (Go to 30.)
C: That's too bad! (Go to 20.)

5. Explanation:
This is incorrect because it is too abrupt. People who have just met usually talk about personal information. (Return to the beginning situation.)

6. Explanation:
This is much too short. You should give a complete answer. (Return to 32.)

7. Explanation:
This is correct because Pam's statement is a pre-closing. She wants to end the conversation. Pam says, "I'll talk to you again later. Bye." (Pam moves off toward the kitchen.)

8. Explanation:
This is the best because it is a continuation of the previous topic, personal information. Pam says, "Oh, I'm from Erie, Pennsylvania originally, but I've lived here in Denver for three years now."

What can you say?
A: How do you like it here? (Go to 31.)
B: Do you like Denver? (Go to 23.)
C: Oh, really! I went to Pennsylvania three years ago. (Go to 15.)
Homework 1.1 (cont.)
Conversation Maze

9. Explanation:

This is not the best answer because it only repeats; it does not explain. (Go to 26.)

10. Explanation:

Pam is trying to end the conversation. This response would begin a new topic. (Return to 24.)

11. Explanation:

This information is too vague. (Return to 2.)

12. Explanation:

This is incorrect because "What's it like?" does not mean "What do you like?" It means, "Please describe it to me." (Return to 18.)

13. Explanation:

You need an enthusiastic response here, not a sympathetic one. (Return to 34.)

14. Explanation:

This is not the best answer because it does not focus on what was not understood--Mayan ruins. The information about beaches is not relevant. (Return to 26.)

15. Explanation:

You want to discuss her personal information. (Return to 8.)

16. Explanation:

This answer is best because it gives a good summary of the most important information about the Mayas. Pam continues, "I'd love to see the pyramids." You reply, "Well, if you ever go to Mexico, please call my family. They'd be glad to help you." Pam says, "I'll do that." You feel you have told Pam a great deal about yourself. Now, you would like some information about her.

What can you say?

A: What kind of movies do you like? (Go to 33.)
B: What kind of person are you? (Go to 25.)
C: Where are you from? (Go to 8.)
Homework 1.1 (cont.)
Conversation Maze

17. Explanation:

An open question would be better. (Return to 31.)

18. Explanation:

This is the best response because it is complete and gives personal information. Pam says, "I've never been to Yucatan. What's it like?" You want to think for a moment, and give a good answer.

What do you say?

A: Hmmm...well, it's a peninsula, so there is a lot of water and it's near Guatemala. (Go to 1.)
B: Well...let me see, it's very tropical. Most people go there to see the beaches and the Mayan ruins. (Go to 26.)
C: Hmmm...well, I like to swim and listen to music. (Go to 12.)

19. Explanation:

This is incorrect because it is too short. It does not help the conversation develop. (Return to the beginning situation.)

20. Explanation:

That's too bad! is for sad news. (Return to 4.)

21. Explanation:

Your parents are irrelevant to this conversation. (Return to 31.)

22. Explanation:

This is a good opinion/open question. Pam says, "Personally, I prefer Vail because of the good snow and the beautiful scenery." You do not know what Vail is.

What is the best question?

A: Is Vail a ski resort? (Go to 4.)
B: Could you repeat that? (Go to 35.)
C: Vail? (Go to 27.)

23. Explanation:

You should rephrase this as an open question. (Return to 8.)
24. **Explanation:**

This situation needs an enthusiastic response to the word beautiful, so this is the best response. Pam says, "It was...well, I need to get something to drink."

What should you say?

A: Do you mind if I go with you. We can continue our conversation. (Go to 36.)
B: It was nice talking to you Pam. (Go to 7.)
C: By the way, what would you like to drink? (Go to 10.)

25. **Explanation:**

This is much too personal. (Return to 16.)

26. **Explanation:**

This is best because it gives information about things that are relevant to a visitor—beaches and ruins. Pam says, "The beaches and the what?" (She looks confused.)

What do you say?

A: The beaches and the Mayan ruins. (Go to 9.)
B: The beaches are beautiful and there are also many old buildings. (Go to 14.)
C: The Mayan ruins. the Mayans were a people who built a lot of stone pyramids and other buildings. You can still see parts of the buildings. (Go to 2.)

27. **Explanation:**

Try to make a clarification question as specific as possible. (Return to 22.)

28. **Explanation:**

This is not the best response because it gives obvious information. You need some new information here. (Go to 32.)

29. **Explanation:**

This is rather impolite because it could imply that Pam was not well educated. (Return to 2.)

30. **Explanation:**

Hmmm...does not encourage. It shows that you are thinking. (Return to 4.)

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Homework 1.1 (cont.)
Conversation Maze

31. Explanation:

This is a good open question. Pam says, "I really love it! I love to ski and walk in the mountains."

What is the best response?

A: My parents always loved skiing. (Go to 21.)
B: Really? What's your favorite ski resort? (Go to 22.)
C: Colorado is a great place to go skiing, isn't it? (Go to 17.)

32. Explanation:

This is the best response because it identifies you and gives the listener something to comment on--school. Pam says, "Oh really? Then you are a foreign student?"

What should you say?

A: Yes, I am. (Go to 6.)
B: Yes, I'm studying English. (Go to 28.)
C: Yes, I'm from Yucatan, in Mexico. I live in Merida, the capital of the province. (Go to 18.)

33. Explanation:

This is a very abrupt change of topic. You should continue talking about personal information. (Return to 16.)

34. Explanation:

This is good because it is neutral encouragement. Pam says, "I just came back from there yesterday. It had just snowed, so everything was beautiful!"

What can you say?

A: Uh-huh. (Go to 3.)
B: That must have been difficult. (Go to 13.)
C: It sounds wonderful! (Go to 24.)

35. Explanation:

This clarification is too general. It does not tell the speaker what was not understood. (Return to 22.)
Homework 1.1 (cont.)
Conversation Maze

36. Explanation:

Pam used a pre-closing to show that she wants to end the conversation. She does not want to continue the conversation.  
(Return to 24.)

McClure (1996)
Lesson Two: Conversation Management

Level: Adult: Intermediate to Advanced Fluency
Lesson Length: Four Hours
Lesson Context: English for Specific Purposes

Objectives:

1. To introduce conversation management strategies
2. To review starting, maintaining, and ending a conversation skills
3. To practice the application of conversation management strategies

Materials:

1. Focus Sheet 2.1: Conversation Management Survey
2. Focus Sheet 2.2: Introduction to Conversation Management
3. Focus Sheet 2.3: Expressions for Starting Conversations (Handout)
4. Focus Sheet 2.4: Expressions for Maintaining Conversations (Handout)
5. Focus Sheet 2.5: Expressions for Ending Conversations (Handout)
6. Worksheet 2.1: Practice in Starting Conversations
7. Worksheet 2.2: Practice in Maintaining Conversations
8. Worksheet 2.3: Practice in Ending Conversations
9. Assessment Sheet 2.1: Assessment Assignment and Rubric
10. Three whiteboard markers--black, blue, and red

Involving Students' Interests and Prior Knowledge:

1. Warm up: Instructor presents Focus Sheet 2.1 using an overhead projector, provides instructions, and asks students to complete the survey.
2. Upon completion, the instructor pairs the students and students discuss their answers with each other.
3. After pair discussion, the instructor elicits students' answers, writes responses on the whiteboard, and discusses the variety of responses with the class.

Task Chain One: Introduction

1. Instructor distributes Focus Sheet 2.1, provides reading time, and reviews the content with the class.
2. Instructor distributes Focus Sheet 2.2, Focus Sheet 2.3, and Focus Sheet 2.4 as a reference pack.

Task Chain Two: Starting a Conversation

1. Instructor introduces and reviews the information presented on Focus Sheet 2.2.
Instructor presents Worksheet 2.1 to the class using an overhead projector, provides instructions, pairs the students, initiates the exercise, and monitors the students' progress.

Upon completion, the instructor elicits each pair's answers and encourages class discussion and peer critique.

Task Chain Three: Keeping a Conversation Going

1. Instructor introduces and reviews the information presented on Focus Sheet 2.3.
2. Instructor presents Worksheet 2.2 to the class using an overhead projector, provides instructions, pairs the students, initiates the exercise, and monitors the students' progress.
3. Upon completion, the instructor elicits each pair's answers and encourages class discussion and peer critique.

Task Chain Four: Concluding a Conversation

1. Instructor introduces and reviews the information presented on Focus Sheet 2.4.
2. Instructor presents Worksheet 2.3 to the class using an overhead projector, provides instructions, pairs the students, initiates the exercise, and monitors the students' progress.
3. Upon completion, the instructor elicits each pair's answers and encourages peer critique.

Final Assessment: Take Home

Note: If time permits, students may begin working on this exercise in class.

1. Instructor distributes Assessment Sheet 2.1, introduces the content, and explains the instructions for the assignment.
2. Instructor introduces the evaluation rubric, reviews the criteria for performance, and discusses how its use as a guide to completing the assignment.
3. The completed assignments are passed in at the beginning of the next class, and the instructor utilizes the assessment rubric to objectively evaluate each student's performance.
Focus Sheet 2.1
Conversation Management Survey

Part One

Write down why you think having good conversation skills is important in your profession. Be prepared to explain your answers.

1. 

2. 

3. 

4. 

Part Two

Write down some expressions used for beginning, maintaining, and ending a conversation. Be prepared to explain your answers.

1. 

2. 

3. 

4. 
Focus Sheet 2.2
Introduction to Conversation Management

Conversation management addresses the different components of conversation in detail, which are outlined as follows:

Step One: Starting a Conversation

Different expressions are used to begin a conversation:

1. Greetings: e.g. Good morning.
2. Introductions: e.g. Let me introduce you. Charles, this is Diana.
3. Conversation Openers: e.g. How have you been?

Step Two: Keeping a Conversation Going

Different Strategies are used to keep a conversation going:

1. Listener Expressions: e.g. That's wonderful!
2. Avoiding Silence: e.g. Well, let me see...
3. Open Questions:
   e.g. Opinion Questions: How was your summer?
   e.g. Description Questions: What is Japan like?
4. Small Talk: e.g. Have you seen any good movies lately?

Step Three: Ending a Conversation

A variety of expressions are used to end a conversation gradually:

1. Pre-Closings:
   e.g. Well, it's been nice talking to you.
2. A Message for Someone:
   e.g. Say hello to your parents for me.
3. The Future: e.g. Well, have a nice weekend.
4. Closings: e.g. See you tomorrow.

Adapted from McClure (1996)
Focus Sheet 2.3
Expressions for Starting Conversations

Greetings: When it's time to say "Hello."

Formal (Professional English): Informal (General):

Good morning, Mr. Willis. Hey, Bruce.
Good afternoon, Mrs. Stone. Hi Sharon.
Good evening, Ms. Spears. Hello Britney

Introductions: Meeting someone for the first time.

Example One: Let me introduce you. Bill, this is Amy.
(formal) Amy: Nice to meet you, Bill.
Bill: Nice to meet you, Amy.

Example Two: I'd like to introduce you to my new assistant. This
is Jodie Foster.
You: It's a pleasure to meet you, Ms. Foster.

Example Three: Hey, I'd like you to meet my brother.
(informal) Bob this is my classmate Victoria.
Bob: Hi, Victoria.
Victoria: Hello, Bob.

Conversation Openers: How to start a conversation.

General: How are you doing? How have you been?

Specific: (some information you want to talk about)
How was your vacation? What are you reading?
Did you play golf last weekend?

Statements: (You have a topic you want to discuss.)
Bill has told me a great deal about you.
Excuse me, I was wondering if I could ask you a question.
Mrs. Stone has told me about your proposal.

Adapted from McClure (1996) and Nicoll (1994)
Worksheet 2.1
Practice in Starting a Conversation

Instructions: In pairs, read the following situations and write three different openers for each.

Example: You are with friends and have had a two-week vacation in Canada.
1. I just got back from Canada. (statement)
2. Well, how have you been? (general)
3. I had a wonderful vacation. (statement)

1. You are talking to Maka. Last week he told you that his son, Kumi, had an automobile accident.
   1. __________________
   2. __________________
   3. __________________

2. You see Maria. She is wearing a beautiful dress.
   1. __________________
   2. __________________
   3. __________________

3. You are with two friends. You want to talk about skiing. The Winter Olympics are currently being held in Switzerland.
   1. __________________
   2. __________________
   3. __________________

4. You are at a party with a group of people. The conversation stops. You want to talk about movies.
   1. __________________
   2. __________________
   3. __________________

Adapted from McClure (1996)
Focus Sheet 2.4
Expressions for Maintaining Conversations

Listener Expressions: Encouraging the speaker to continue

Tip: When listening, be polite and give the speaker your attention.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Neutral</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm glad to hear that!</td>
<td>Uh-huh</td>
<td>I'm sorry to hear that.</td>
</tr>
<tr>
<td>That's great!</td>
<td></td>
<td>That's too bad!</td>
</tr>
<tr>
<td>That's wonderful!</td>
<td></td>
<td>Really?</td>
</tr>
</tbody>
</table>

Avoiding Silence: When you need time to think, say something!

Well... Well, let me see... Hmmm, well... Well, let me think...

Open Questions: Keep the conversation going (opinion or description)

Opinion Questions: Possible Answers:

- How was your vacation? It was fantastic/exciting/boring/ etc.
- How was your day? It was terrible/ fine/pretty good/ etc.
- Do you like the food? It's great/ OK/ fine/ etc.
- How do like the U.S.? It's great/beautiful/nice/ etc.

Description Questions: Possible Answers:

- Where did you go during vacation? I went to Italy and Greece./ I went to Europe./ I went to Mexico/ etc.
- What was Mexico like? It was great./ The beaches were beautiful./ The people were friendly./ etc.
- What is your country like? It's beautiful./ The weather is warm./ The food is great./ etc.

Note:

- How did you like_______________? (opinion question)
- What is_______________like? (description question)

Adapted from McClure (1996) and Nicoll (1994)
Worksheet 2.2
Practice in Maintaining Conversations

Listener Expressions:

Instructions: Write a listener expression (B) for each sentence.

Examples: A: My cat died yesterday. B: I'm sorry to hear that.
A: I got a promotion! B: That's great!

1. A: My wife and I just had a baby! B: ___________________
2. A: I lost my job! B: ___________________
3. A: I have to give a presentation at work. B: ________________
4. A: I had a great weekend. B: ___________________
5. A: I'm going to a concert tonight. B: ________________
6. A: I finally got a raise. B: ___________________

Avoiding Silence:

Instructions:

In pairs, practice asking and answering the following questions. When answering, write a correct expression to avoid silence.

Example:

A: What was the concert like?
B: Well, let me see...it was crowded, but the music was great.

1. A: What was the movie like? B: ___________________
4. A: What was France like? B: ___________________
Worksheet 2.2 (cont.)
Practice in Maintaining Conversations

Open Questions:

Instructions: In pairs, write one opinion and one description question for each. Then write an answer for each question.

Example: You meet a friend who has just taken a trip to Moscow.

Opinion question A: How did you like Moscow?
Answer B: I really liked it.

Description question A: What was Moscow like?
Answer B: It was really big and crowded.

1. Your friend went to the circus with her family.
   A: ____________________ B: ____________________
   A: ____________________ B: ____________________

2. Your colleague just returned from a conference in London.
   A: ____________________ B: ____________________
   A: ____________________ B: ____________________

3. Your boss just returned from a vacation in Hawaii.
   A: ____________________ B: ____________________
   A: ____________________ B: ____________________

4. Your colleague went to a town meeting at City Hall last night.
   A: ____________________ B: ____________________
   A: ____________________ B: ____________________

Adapted from McClure (1996)
Focus Sheet 2.5
Expressions for Ending a Conversation

Pre-closings: Letting the listener know that you want to end the conversation soon

Well, it was nice talking to you again.
Well, it's been nice talking to you.
Oh! What time do you have?
Well, I better get going. I've got a lot of work to do.
It was wonderful seeing you again.
It was (very) nice meeting you.
I enjoyed meeting you.

A message for someone: When you're beginning to leave

Please say hello to your mother for me.
If you see Anna, please say hello for me.
If you see Ms. Park, tell her to give me a call.

The Future: When you're beginning to leave

Have a good weekend.
Have a nice vacation.
Have a nice trip.
We'll have to get together again sometime.
Let's plan on getting together soon.
I'll give you a call soon.

Closings: The last expressions used when leaving

Bye (informal)
Good-bye (formal)
Take care (informal)
I'll see you around (informal)
Good night (formal)

Adapted from McClure (1996) and Nicoll (1994)
Worksheet 2.3
Practice in Ending Conversations

Instructions: In pairs, read the following conversations and write possible endings.

1. A: Hi, Pong! How are you doing?
B: Pretty well, I've been busy.
A: Really? What have you been doing?
B: I've been working a lot of overtime lately.
A: That sounds kind of tiring.
B: Well, I've been trying to get a promotion and I think it will help. How is your job going?
A: Well, everything is fine.
B: That's good.

(Ending the Conversation)
A: 
B: 
A: 
B: 

2. A: Flynn! It's nice to see you. How have you been?
B: Not bad, and you
A: I've been doing well, thanks. How's Sally doing?
B: She's doing better thanks. The doctor says she'll be back to normal in a couple of weeks.
A: I'm glad to hear that.
B: And how's your son?
A: You wouldn't believe how big he is! He's in fifth grade already!
B: I'd love to see him sometime.

(Ending the conversation)
A: 
B: 
A: 
B: 

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Worksheet 2.3 (cont.)
Practice in Ending Conversations

3. A: Hi, Sally. Did you have a nice weekend?
   B: Yeah, I went to Atlanta with some friends.
   A: Really? What did you do there?
   B: We went to the disco on Friday night, and then we went for a drive around the city.
   A: That sounds great! I just stayed home and studied for a big test.
   B: That's too bad.
   A: Yeah, it was really boring.
   B: What did you do on Sunday?
   A: More of the same, I just stayed home and studied.

   (Ending the conversation)

   B: ______________________

   A: ______________________

   B: ______________________

   A: ______________________

Adapted from McClure, K. (1996)
Assessment Sheet 2.1
Take Home Assignment and Evaluation Rubric

Instructions: Write a complete conversation that begins with the following introduction.

I'd like you to introduce you to our new sales manager. This is Beverly Lowe.

You (A): ____________________________________________________________
Beverly (B): _________________________________________________________
A: ...
B: ...

Rubric for Written Conversation Evaluation

<table>
<thead>
<tr>
<th>Contents of Written Conversation</th>
<th>Point Value/Critique</th>
</tr>
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<tbody>
<tr>
<td>(1) Beginning of Conversation</td>
<td></td>
</tr>
<tr>
<td>Greeting</td>
<td></td>
</tr>
<tr>
<td>Conversation opener</td>
<td>_____/10</td>
</tr>
<tr>
<td>(2) Body of Conversation</td>
<td></td>
</tr>
<tr>
<td>Listener expressions</td>
<td></td>
</tr>
<tr>
<td>Avoids silence</td>
<td>_____/20</td>
</tr>
<tr>
<td>Generates four appropriate open</td>
<td></td>
</tr>
<tr>
<td>Questions (two opinion and two</td>
<td></td>
</tr>
<tr>
<td>description)</td>
<td></td>
</tr>
<tr>
<td>(3) Ending of Conversation</td>
<td></td>
</tr>
<tr>
<td>Pre-closing expression</td>
<td></td>
</tr>
<tr>
<td>Message for someone or for the future</td>
<td>_____/10</td>
</tr>
<tr>
<td>Appropriate closing</td>
<td></td>
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<tr>
<td>(4) Overall Organization</td>
<td></td>
</tr>
<tr>
<td>Length of the conversation is appropriate</td>
<td>_____/10</td>
</tr>
<tr>
<td>The conversation is logically organized</td>
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<tr>
<td>The format is neat and professional</td>
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<tr>
<td>Total:</td>
<td>_____/50</td>
</tr>
</tbody>
</table>
**Lesson Three: Job Interview Preparation**

**Level:** Adult: Intermediate to Advanced Fluency  
**Lesson Length:** Four Hours  
**Lesson Context:** English for Specific Purposes

**Objectives:**
1. To introduce strategies for job interview preparation  
2. To introduce strategies for personal and professional self evaluation  
3. To introduce strategies for preparing for possible interview questions  
4. To introduce strategies for asking questions during an interview  
5. To practice the application of job interview preparation strategies

**Materials:**
1. Focus Sheet 3.1: Job Interview Preparation Discussion (Overhead)  
2. Focus Sheet 3.2: Job Interview Preparation Strategies (Handout)  
3. Worksheet 3.1: Personal Details (Handout)  
4. Worksheet 3.2: Qualities of a Good Employee (Handout)  
5. Worksheet 3.3: Possible Interview Questions (Handout)  
6. Worksheet 3.4: Asking Questions (Handout)  
7. Assessment Sheet 3.1: Take-Home Assignment (Handout)  
8. Assessment Sheet 3.2: Evaluation Rubric (Handout)  
9. Three whiteboard markers--black, blue, and red

**Involving Students' Interests and Prior Knowledge**
1. Warm up: Instructor presents Focus Sheet 3.1 using an overhead projector, provides instructions, and asks the students to complete Part One.  
2. Upon completion, the instructor pairs the students and students discuss their answers with each other as outlined in Part Two.  
3. After pair discussion, the instructor elicits students' answers, writes responses on the whiteboard, introduces the question outlined in Part Three, and facilitates a class discussion.

**Task Chain One: Introduction**
1. Instructor distributes Focus Sheet 3.2, provides reading time, and then reviews the content with the class.  
2. Instructor distributes Focus Worksheet 3.1, and monitors the activity.  
3. Upon completion, the instructor pairs students and instructs them to share their personal details with a partner.
4. After pair practice, each student shares some of their personal details with the class.

5. Instructor distributes Worksheet 3.2, reviews the content, provides instructions, initiates the self-evaluation activity, and monitors student activity.

6. Upon completion, the instructor elicits the students' opinions on the qualities of a good employee and encourages classroom discussion about their importance in professional careers.

Task Chain Two: Possible Interview Questions

1. Instructor distributes Worksheet 3.3, provides instructions, reviews example, pairs students, initiates activity, and monitors the activity.

2. Upon completion, instructor elicits each pair's answers and facilitates discussion and peer critique of the answers.

Task Chain Three: Asking Questions During the Interview

1. Instructor distributes Worksheet 3.4 (previous pairs will be kept together), reviews the content, provides instructions, reviews the example, initiates the activity, and monitors the activity.

2. Upon completion, instructor elicits each pair's answers and facilitates discussion and peer critique of the answers.

Final Assessment: Take Home Exercise

Note: If time permits, students may begin working on this exercise in class.

1. Instructor distributes Assessment Sheet 3.1 and Assessment Sheet 3.2, provides details and instructions, and reviews the content.

2. Instructor discusses the rubric presented on Assessment Sheet 3.2 and explains how it can be used as a reference.

3. Completed assignments will be passed in at the beginning of the next class, and the instructor will utilize the assessment rubric when evaluating each student's performance.
Focus Sheet 3.1
Job Interview Preparation Discussion

Part One: Written Responses

Write your responses to the following questions.

How do you feel when you tell others your accomplishments?
Response:__________________________________________

Do some cultures encourage people to talk about themselves and their accomplishments? If so, which ones?
Response:__________________________________________

Do some cultures discourage people to talk about themselves and their accomplishments? If so, which ones?
Response:__________________________________________

Part Two: Peer Discussion

Share your answers with a classmate.

Part Three: Class Discussion

What are the differences, if any, when people from different cultures speak about their accomplishments and themselves?
Focus Sheet 3.2
Job Interview Preparation Strategies

When you apply for a job, there are usually many other people applying for the same job. Employers want to interview as many applicants as possible to make sure they select the best person. How can you show them that you are the best person for the job? You can prepare for the interview ahead of time.

You can improve your chances by applying the following preparation strategies:

1. Before the interview, research the company and the position offered. Find as much information as you can on the products and services, the skills that the employees have, and any information that has been printed in newspapers or magazines. When you have gathered information about your potential employer, you will be prepared to convince the interviewer that you have the skills they need. In addition, if you mention something you have heard or read about the organization, you show that you are interested in the organization because it's special and different. That's why you want to work there!

2. Prepare a list of your strengths, weaknesses, hobbies, interests, activities, and why you want to work for the organization, and practice speaking about them.

3. Prepare a list of possible interview questions that most employers ask, and practice answering them before the interview.

4. Write a list of questions you can ask the employer to learn more about the organization and what it's like to work for them.

5. Prepare the clothes you will wear for the interview. Dress formally, neatly, and make sure you are well groomed. Remember that first impressions are critical and are often based primarily on appearance.

6. Go alone to the interview and plan to arrive 15 minutes early. If you don't know where the exact location of the interview, go there the day before to find out where it is, how long it takes to get there, and where you can park.

Adapted from Yate (1999) and Alred, Brusaw, & Oliu (1998)
Worksheet 3.1
Personal Details

Write your personal details for each subject, and be prepared to talk about them in class.

1. **Strengths:**

2. **Weaknesses:**

3. **Free-time interests:**

4. **Activities:**
Worksheet 3.2
Qualities of a Good Employee

Instructions:
Rate yourself on the following ten qualities on a scale of one (poor) to five (outstanding) and calculate your total score. Use this sheet as a reference for identifying areas for personal improvement.

Ten Qualities of a Good Employee

<table>
<thead>
<tr>
<th>Quality</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Good quality work (e.g. performs job function well)</td>
<td>_____/5</td>
</tr>
<tr>
<td>2. Attendance (e.g. comes to work every day)</td>
<td>_____/5</td>
</tr>
<tr>
<td>3. Punctuality (e.g. comes to work on time)</td>
<td>_____/5</td>
</tr>
<tr>
<td>4. Reliability (e.g. meets deadlines and commitments)</td>
<td>_____/5</td>
</tr>
<tr>
<td>5. Cooperation/ Team Work (e.g. works well with coworkers and shares ideas)</td>
<td>_____/5</td>
</tr>
<tr>
<td>6. Good attitude (e.g. friendly and helpful)</td>
<td>_____/5</td>
</tr>
<tr>
<td>7. Honesty (e.g. honest about attendance, money, and what is said to others)</td>
<td>_____/5</td>
</tr>
<tr>
<td>8. Equipment usage (e.g. keeps desk clean and uses equipment safely)</td>
<td>_____/5</td>
</tr>
<tr>
<td>9. Initiative (e.g. sees problems and finds solutions independently)</td>
<td>_____/5</td>
</tr>
<tr>
<td>10. Motivation (e.g. enthusiasm and willingness to ask questions)</td>
<td>_____/5</td>
</tr>
</tbody>
</table>

Total: _____/50

Adapted from Yate (1999)
Worksheet 3.3
Possible Interview Questions

What are your strengths?

Employers are looking for people with some of the qualities listed below. In pairs, discuss each quality and provide two examples.

Sample:

1. I communicate well.
2. I am a good listener.
3. I ask questions to make sure I understand.

1. I'm friendly.

2. I'm a hard worker.

3. I work well with other people, of all ages and nationalities.

4. I'm very neat.

5. I like to learn new things.

6. I work well independently.
Worksheet 3.3 (cont.)
Possible Interview Questions

What are your weaknesses?

Employers may ask what your weaknesses are. Plan your response so your weakness will benefit the organization. In pairs, discuss each statement and provide two examples.

Sample: My family tells me I work too hard. I'm always the last person to leave. I always stay late and make sure everything is organized for the next day.

1. I think too much about my job when I'm away from it.

2. I find it difficult to take vacations because I enjoy my work so much.

Adapted from Alred, Brusaw, & Oliu (1998)
Worksheet 3.3 (cont.)
Possible Interview Questions

Instructions:

From your standpoint, write possible responses for the following questions.

Why do you want to work here?

This is where your preparation for the interview can be rewarded. You have researched the organization and you have an idea what the company's strong points are. Reply with your version of what the company's attributes are and add that you believe that the company can provide you with a stable and rewarding working environment.

What kind of experience do you have for this job?

Use this question as an opportunity to sell yourself. If possible, match your most relevant experience as closely as possible to what the position will require in the first six months on the job. Stress that your experience will allow you to contribute to the organization quickly, and you understand deadlines and the importance of getting the job done.
Worksheet 3.3 (cont.)
Possible Interview Questions

How long would you stay with the company?

The interviewer might be considering you for the job if they ask this question. Encourage the interviewer by letting them know you want to settle down in this organization. In addition, let him or her know that as long as you're developing professionally, there is no reason to make a move.

Adapted from Yate (1999)
Worksheet 3.4
Asking Questions

When given the opportunity to ask questions during an interview, you can make a good impression and learn more about the organization.

Instructions: In pairs discuss and write possible questions to obtain the suggested information.

The following list suggests some possible questions that you can ask the interviewer:

Sample: What would your first assignment be? What kinds of tasks would I be involved with initially? What kinds of assignments would I be doing first?

1. Find out why the job is open, who had it last, and what happened to him or her.

2. Why did the interviewer join the company? How long has he or she been working there? How does the interviewer like working for this company?

3. Who would you report to? Will you get the opportunity to meet them?

4. Where is the job located? Will you be required to travel?
Worksheet 3.4 (cont.)
Asking Questions

5. Is there a written job description and may you see it?

6. How often do performance evaluations occur? What model do they follow?

7. What kinds of skills and attributes are needed to get ahead in the company?

Adapted from Yate (1999)
Assessment Sheet 3.1
Take-Home Assignment

Instructions:

Complete the following assignment using the assessment rubric as a reference.

1. Write a brief description of a dream job you would like to interview for.

2. List the steps you would take when preparing for the interview. In addition, provide possible sources for researching the company.

3. Write your personal strengths, weaknesses, free-time interests, and activities.

4. Identify areas for personal improvement.

5. From your viewpoint, answer the following interview questions related to your dream job.

   (1) What are your qualifications for this job?
   (2) What are your greatest strengths?
   (3) What are your weaknesses?
   (4) Why do you want to work here?

6. Your interviewer asks you "Do you have any questions?" write four questions that you would ask to make a good impression.
## Assessment Sheet 3.2
### Assessment Rubric

Rubric for Interview Preparation Evaluation

<table>
<thead>
<tr>
<th>Contents of Written Assignment</th>
<th>Point Value/Critique</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Dream Job Description</td>
<td></td>
</tr>
<tr>
<td>Is relevant to classroom objectives</td>
<td>__ __/10</td>
</tr>
<tr>
<td>Provides sufficient details</td>
<td></td>
</tr>
<tr>
<td>(2) Interview Preparation Steps</td>
<td></td>
</tr>
<tr>
<td>Covers all of the presented steps</td>
<td>__ __/20</td>
</tr>
<tr>
<td>Provides possible sources for research</td>
<td></td>
</tr>
<tr>
<td>(3) Personal Details</td>
<td></td>
</tr>
<tr>
<td>Are sufficiently detailed</td>
<td>__ __/10</td>
</tr>
<tr>
<td>(4) Areas for Improvement</td>
<td></td>
</tr>
<tr>
<td>Are relevant to employability</td>
<td>__ __/10</td>
</tr>
<tr>
<td>(5) Possible Interview Questions</td>
<td></td>
</tr>
<tr>
<td>Answers are relevant to Dream Job</td>
<td>__ __/20</td>
</tr>
<tr>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>Answers are succinct and professional</td>
<td></td>
</tr>
<tr>
<td>Answers create a good impression</td>
<td></td>
</tr>
<tr>
<td>(6) Asking Questions</td>
<td></td>
</tr>
<tr>
<td>Questions are relevant to Dream Job</td>
<td>__ __/20</td>
</tr>
<tr>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>Questions are succinct and professional</td>
<td></td>
</tr>
<tr>
<td>Questions create a good impression</td>
<td></td>
</tr>
<tr>
<td>(7) Overall Organization</td>
<td></td>
</tr>
<tr>
<td>The length of the assignment is appropriate</td>
<td>__ __/10</td>
</tr>
<tr>
<td>The assignment is logically organized</td>
<td></td>
</tr>
<tr>
<td>The format is neat and professional</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>__ __/100</td>
</tr>
</tbody>
</table>
Lesson Four: The Job Interview

Level: Adult: Intermediate to Advanced Fluency
Lesson Length: Four Hours
Lesson Context: English for Specific Purposes

Objectives:
1. To introduce conversational strategies for job interviews
2. To review job interview strategies
3. To practice simulated job interview conversations

Materials:
1. Focus Sheet 4.1: Job Interview Survey (Overhead)
2. Focus Sheet 4.2: During the Job Interview (Handout)
3. Focus Sheet 4.3: Practice in Job Interview Conversation (Handout)
4. Worksheet 4.1: Review of Job Interview Strategies (Overhead)
5. Assessment Sheet 4.1: Evaluation Rubric (Handout)
6. Assessment Sheet 4.2: Interview Transcript (Multiples)
7. Three whiteboard markers—black, blue, and red

Involving Students' Interests and Prior Knowledge
1. Warm up: Instructor presents Focus Sheet 4.1 using an overhead projector, provides instructions, and asks students to complete the survey.
2. Upon completion, the instructor pairs the students and students discuss their answers with each other.
3. After pair discussion, the instructor elicits students' answers, writes responses on the whiteboard, and discusses the variety of responses with the class.

Task Chain One: Introduction to Conversation Strategies
1. Instructor distributes Focus Sheet 4.2, provides reading time, and reviews the content with the class.
2. Instructor distributes Focus Sheet 4.3, provides instructions, pairs students, initiates activity, and monitors conversations, providing feedback when appropriate.

Task Chain Two: Job Interview Strategies Review
1. Instructor distributes Worksheet 4.1, explains the instructions, and initiates the activity.
2. Upon completion, the instructor pairs the students to compare answers and discuss improvement strategies.
3. After the pair conversations, the instructor elicits the strategies that students believe are difficult to apply and how they can be improved. Notable trends are identified by writing them on the whiteboard for reference.
Final Assessment: Mock Job Interview Dialogue

1. The instructor distributes multiple sets of Assessment Sheet 4.1 to each student (one evaluation rubric will be required for each assessed student).
2. The instructor explains that peer evaluation will be used as part of the grade, and Assessment Sheet 4.1 provides the criteria for performance.
3. The instructor provides reading time for the students to look over the assessment sheet and ask questions.
4. The instructor distributes Assessment Sheet 4.2 and explains that this will be the transcript used for the assessment exercise.
5. The instructor provides ten minutes for the students to organize their responses.
6. The instructor randomly pairs students for the assessment exercise. Note: Try to select two strong students for the first interview pair.
7. In front of the class, one student will act as the interviewer referring to the transcript. The other student will act as the interviewee, providing their personal details, and utilizing the introduced job interview strategies. Interview roles will be swapped after each interview is completed.
8. The observing students will evaluate their peers using the Assessment Sheet 4.1. After each interview, the assessment sheets will be collected by the instructor and kept for consideration. In addition, the instructor will also complete an assessment sheet for each student.
Focus Sheet 4.1
Job Interview Survey

Instructions: Write what you should do during a job interview. Be prepared to explain your answers.

During a job interview, I should:

1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________
5. ______________________________________
6. ______________________________________
7. ______________________________________
8. ______________________________________
Focus Sheet 4.2
During the Job Interview

You have already completed the most difficult part by properly preparing for the interview. You have researched the organization, you have practiced answering and asking interview questions, you have chosen your clothes, and you have made sure that you will arrive to the interview 15 minutes early. You are ready, and the following strategies will help you to improve your chances of getting the job.

1. When an interviewer greets you and introduces herself or himself, give a firm handshake and repeat the interviewer's last name in your greeting (e.g. "Nice to meet you, Mr./Mrs./Ms.________"). Be polite! Interviewers may give you permission to call them by their first name; however, use a title and their last name in the beginning. The interviewer will show you where to sit down, and you should thank them for offering a seat.

2. Use body language to enhance your professional image. Sit up straight, do not cross your legs and arms, smile, be enthusiastic, and have good eye contact.

3. When the interviewer asks questions, don't answer with one or two words, "yes," or "no." Provide details that tell the interviewer more about yourself. For example, an interviewer may ask, "What do you like to do in your free time?" You may reply, "I like nature and the outdoors a lot. I'm a volunteer for the Parks Department and help with their park cleanups once a month." Explain your answers, and look at each question as a chance for you to show your personal strengths and attributes.

4. After the interview, stand and shake hands with the interviewer again. Thank the interviewer by name for the time he or she has given you, and ask for a business card (this will help you spell their name correctly when you send a thank you card). Smile at the other employees when you leave (they all know why you're here!) and thank the receptionist.

5. After the interview, thank yourself. You did your best at preparing and doing something difficult. If you made mistakes or forgot something, don't worry. There's always the next interview, and each one gets better and easier with experience.

Adapted from Yate (1999) and Alred, Brusaw, & Oliu (1998)
Focus Sheet 4.3
Practice in Job Interview Conversation

Instructions:

You are interviewing for your dream job. In pairs, practice discussing your personal details with your partner.

1. Talk about your previous job experience.

2. Talk about your communication skills.

3. Talk about two personal strengths and give examples.

4. Talk about what you know about the organization.

5. Talk about your free time and interests.

6. Ask questions about the organization.
Worksheet 4.1
Review of Job Interview Strategies

Part One: Make a list of nine job interview strategies that you think are the most important. Write short answers.

Example: Give a firm handshake.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 

Part Two: Identify the strategies that you believe may be difficult for you.

Part Three: In pairs, compare your answers and discuss strategies you can use to improve the areas that are difficult for you.
**Assessment Sheet 4.1**  
Job Interview Role Play Rubric

Student Name: ________________

Note: Responses that are read will receive no credit.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Greeting</td>
<td></td>
<td>_</td>
<td>_</td>
<td>__/5</td>
</tr>
<tr>
<td>2. Handshake</td>
<td></td>
<td>_</td>
<td>_</td>
<td>__/5</td>
</tr>
<tr>
<td>3. Interviewer's title and last name</td>
<td></td>
<td>_</td>
<td>_</td>
<td>__/5</td>
</tr>
<tr>
<td>4. A &quot;thank you&quot; for being offered a seat</td>
<td></td>
<td>_</td>
<td>_</td>
<td>__/5</td>
</tr>
<tr>
<td>6. Experience description with examples</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td>__/5</td>
</tr>
<tr>
<td>7. Personal strengths</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td>__/5</td>
</tr>
<tr>
<td>8. Knowledge of the organization</td>
<td></td>
<td>_</td>
<td>_</td>
<td>__/5</td>
</tr>
<tr>
<td>9. Free time activities with details</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td>__/5</td>
</tr>
<tr>
<td>10. Asks questions about job/organization</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td>__/5</td>
</tr>
<tr>
<td>11. Requests business card</td>
<td></td>
<td>_</td>
<td>_</td>
<td>__/5</td>
</tr>
<tr>
<td>12. Thanks the interviewer by name</td>
<td></td>
<td>_</td>
<td>_</td>
<td>__/5</td>
</tr>
<tr>
<td>13. Sits straight in chair</td>
<td></td>
<td>_</td>
<td>_</td>
<td>__/5</td>
</tr>
<tr>
<td>14. Has good eye contact</td>
<td></td>
<td>_</td>
<td>_</td>
<td>__/5</td>
</tr>
<tr>
<td>15. Speaks clearly and understandably</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td>__/5</td>
</tr>
<tr>
<td>16. Smiles</td>
<td></td>
<td>_</td>
<td>_</td>
<td>__/5</td>
</tr>
</tbody>
</table>

Total: __/80
Assessment Sheet 4.2
Job Interview Role Play Transcript

Interviewer: Good morning, I'm _________. (shake hands).
You:

Interviewer: Please, sit down here.
You:

Interviewer: Your resume says you are interested in this position. What experience have you had?
You:

Interviewer: Excellent! Now are you looking for part-time or fulltime employment?
You:

Interviewer: And what hours are you available to work?
You:

Interviewer: Fine. Now tell me a little about yourself. What are your strengths? Why should I hire you?
You:

Interviewer: That's very good! Why do you want to work for this organization?
You:

Interviewer: Thank you! We think so too. What do you like to do in your free time?
You:

Interviewer: That's very interesting! Do you have any questions you would like to ask me?
You: (Ask Three Questions)

Interviewer: (Make up answers)

Interviewer: Well, I need to hire someone soon. I'll call and let you know what I've decided. (stand up and shake hands).
You:

Interviewer: Certainly, here you are. Goodbye now.
You:

End of Interview

Adapted from Yate (1999)
Lesson Five: Telephone Communication

Level: Adult: Intermediate to Advanced Fluency
Lesson Length: Four Hours
Lesson Context: English for Specific Purposes

Objectives:
1. To introduce guidelines and strategies for telephone communication
2. To practice proper voice and enunciation for telephone communication
3. To practice telephone communication skills

Materials:
1. Focus Sheet 5.1: Telephone Communication Survey (Overhead)
2. Focus Sheet 5.2: Telephone Communication Strategies (Handout)
3. Focus Sheet 5.3: Telephone Communication Expressions (Handout)
4. Worksheet 5.1: Practice in Telephone Communication (Handout)
5. Focus Sheet 5.4: Practice in Voice and Enunciation (Handout)
6. Assessment Sheet 5.1: Evaluation Rubric (Multiples)
7. Assessment Sheet 5.2: Final Assessment Role-Play (Handouts)
8. Micro-cassette recorder or portable cassette recorder
9. A calculator for the completing the assessment rubric
10. Three whiteboard markers--black, blue, and red

Involving Students' Interests and Prior Knowledge
1. Warm up: Instructor presents Focus Sheet 5.1 using an overhead projector, provides instructions, and asks students to complete the survey.
2. Upon completion, the instructor pairs the students and students discuss their answers with each other.
3. After pair discussion, the instructor elicits students' answers, writes responses on the whiteboard, and discusses the variety of responses with the class.

Task Chain One: Introduction to Telephone Communication
1. Instructor distributes Focus Sheet 5.2, provides reading time, and then reviews the content with the class.
2. Instructor distributes Focus Sheet 5.3, provides reading time, and then reviews the content with the class.
3. Instructor distributes Worksheet 5.1, explains the instructions, reviews the problems, pairs the students, and initiates the activity.
4. Upon completion, instructor reviews each pair’s answers in a classroom discussion forum, discusses the effectiveness of the generated answers, and encourages peer critique.

Task Chain Two: Voice and Enunciation Practice

1. The instructor distributes Focus Sheet 5.4, provides reading time, provides instructions, and explains the role of the micro-cassette recorder in this activity.
2. The instructor records a random sampling of the students' phrase practice. At the end of the activity, the instructor will play back the recording to the class for peer correction, critique, and class discussion.
3. The instructor initiates Part One of the exercise and walks around the room recording a sampling of each pair's phrase practice.
4. At the conclusion of Part One, the instructor plays the recordings back to the class for peer critique, instructor critique, discussion, and pronunciation practice.
5. After the discussion is complete, the instructor initiates Part Two of the exercise, and circulates around the room recording each pair's phrase practice.
6. At the conclusion of Part Two, the instructor plays the recordings back to the class for peer critique, instructor critique, discussion, and pronunciation practice.

Final Assessment: Telephone Communication Role-Play

1. The instructor distributes Assessment Sheet 5.1, and explains the standards of performance outlined on the evaluation rubric.
2. The instructor randomly distributes Assessment Sheet 5.2; each student will receive either Role-play A, Role-play B, or Role-play C.
3. The instructor discusses the format of the role-play sheets, provides instructions, and answers any questions.
4. The instructor provides ten minutes for preparation and organization of responses.
5. After the preparation period, the instructor pairs students who have the same role-play exercise (A, B, or C). Each pair will participate in the role-play activity in front of the class.
6. A pair with the Role-play "A" transcript will go first. One student will act as the caller and one student will read responses from the transcript; only the caller will be evaluated by the instructor (utilizing the Assessment Sheet 5.1 rubric). After the first role-play, the other student of the pair will become the caller (the roles will be swapped).
7. Next, the pair that just presented will select the next pair to be assessed, and the procedure outlined in steps 6 and 7 will be repeated until all of the students have been assessed.
8. Upon completion of the activity, the completed evaluation rubrics will be distributed to the students for immediate feedback of their performance. The numerical total will be recorded by the instructor prior to returning them.
Focus Sheet 5.1
Telephone Communication Survey

Instructions: Write what you think effective telephone communication requires. Be prepared to explain your answers.

Effective telephone communication requires:

1. 

2. 

3. 

4. 

5. 

6. 

7. 
Focus Sheet 5.2
Telephone Communication Strategies

Strategy 1: At work say your full name "(first name) (last name) speaking." When at home, answer the phone with "Hello."

Strategy 2: Concentrate on maintaining a quality voice that is easy to understand and has sufficient volume.

Strategy 3: When making a call, promptly give your name and your company's name if applicable.

Strategy 4: Do not remain silent for long periods. React to the conversation by using listener expressions like "Yes," "I agree," "That's great!"

Strategy 5: Make sure business calls are brief and to the point.

Strategy 6: Be polite!

Strategy 7: End your call with a closing phrase like "It was nice speaking with you." Don't use the trite phrase "Have a nice day."

Telephone Etiquette Tips:

1. Make business calls during business hours and well before closing times.
2. Let the phone ring six times, before hanging up, to give sufficient time for someone to get to the phone.
3. Avoid making calls before 7:00 AM, after 9:30 PM, and during mealtimes.
4. Avoid making personal calls during business hours.
5. Make sure you have and dial the correct telephone number before calling.
6. If you dial a wrong number, always make an apology before hanging up.
7. If someone is trying to reach another person, do not screen calls by saying, "May I ask what this is about?" unless it is absolutely necessary.
8. If you transfer a call, provide the caller an explanation, and let them know where the transfer will direct them.
9. After a call, hang up the phone gently to avoid making a loud noise.

Adapted from Baldridge (1985)
Focus Sheet 5.3
Common Telephone Communication Expressions

Introducing yourself:
(Name) speaking.
Hello this is (name [from company]).
Hello, my name is (name [from company]).

Asking for someone or for a number:
Am I speaking with (name)? Could I please speak to (name)?
May I please speak with (name)?
Is this (number)? Have I reached (number)?

Speaking with a switchboard operator:
Can you please connect me with (name or number)?
Extension (number) please.
I'd like to speak to (name) please.

Stating why you are calling:
I'm calling about (reason).
I'm calling for (information).
I'm calling to let you know (information).

Asking the caller to wait:
Could you please hold on?
Will you hold or would you like to call back later?
I'll try to connect you, please hold.
Just a moment please.

Apologizing:
Sorry to keep you.
I'm sorry, the line is busy.
I'm afraid there is no reply.

Offering to take a message:
Can I take a message?
Would you like to leave a message?

Asking to leave a message:
Can I leave a message?
Could you get her to call me?
Could you tell her I called?

Promising Action:
I'll give him the message.
I'll have her call you back.
I'll check that for you now.
Focus Sheet 5.3 (cont.)
Common Telephone Communication Expressions

Saying Goodbye:
Nice talking to you.
I'll speak with you tomorrow.
I look forward to hearing from you soon.

Asking for repetition:
I'm afraid it's a bad line, could you speak louder.
I didn't catch that, could you repeat what you just said?
Sorry, what was your name again?

Adapted from Bruce (1987)
Worksheet 5.1
Practice in Telephone Communication

Instructions: You are on a business trip. In pairs, fill in the gaps and practice the dialogue.

1. You want to speak with Mr. Lee.

You: ____________________________.

Office: How may I help you?
You: ____________________________.

Office: Please hold for a moment while I connect you to Mr. Lee's office.

2. You want to contact the marketing department.

Office: Chang Parker, Contract Sales.
You: ____________________________.

Office: How can I help you?
You: ____________________________.

Office: Let me try to connect you. Sorry, the line is busy. Will you hold?
You: ____________________________.

3. You want to speak to Mrs. Mendel.

Office: Mrs. Mendel's office.
You: ____________________________.

Office: I'm sorry, she's out at the moment. Can I take a message?
You: ____________________________.

Office: Thank you. I'll tell her.

4. You want to speak to Mr. Park and are not sure you have the right number.

You: ____________________________.

Office: She's on another line now. Shall I transfer you?
You: ____________________________.

Adapted from Drake and White (1989)
Focus Sheet 5.4
Practice in Voice and Enunciation

One of the most important elements of effective telephone communication is the quality, legibility, and presence of your speaking voice. When conversing on the telephone, your voice is the only tool that can be used for effective communication; therefore your voice should be clear, understandable, and have sufficient volume.

Part One: In pairs, practice the following phrases. Focus on making your pronunciation clear and understandable (enunciate).

Note: The instructor will take random recordings of your phrase practice during this exercise.

1. I'm sorry, I dialed the wrong number.
2. Hello, this is Mr./Mrs./Ms. Peters from the Ford Motor Company.
3. May I speak to Mr. Park please?
4. Good morning, I'd like to speak to someone in Customer Service please.
5. Steven Bishop speaking.
6. Mrs. Lee isn't available right now. Can you please give me your name and telephone number so she can return your call?
7. Joon Park of Barclays speaking. Please leave your name, company, and telephone number when you hear the signal. I will return your call as soon as possible.

Part Two: In pairs, practice the phrases again, but this time exaggerate the movement of your lips and tongue while speaking (articulate). In addition, concentrate on speaking louder.

Note: The instructor will take random recordings of your phrase practice during this exercise.
Assessment Sheet 5.1
Evaluation Rubric for Final Assessment

Student Name: _______________________

Instructions:
Each pair demonstrates a simulated telephone conversation to the class. One student is the caller for the first role-play and the roles are swapped for a second role-play. Only the caller is evaluated during each conversation.

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<tr>
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<th>No</th>
<th>Points</th>
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</thead>
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<td>___</td>
<td>___/5</td>
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<tr>
<td>2. Uses appropriate phrases to achieve goal</td>
<td>1 2 3 4 5</td>
<td>___/5</td>
<td></td>
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<tr>
<td>Comments:</td>
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<td></td>
<td></td>
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<tr>
<td>3. Voice is understandable</td>
<td>1 2 3 4 5</td>
<td>___/5</td>
<td></td>
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<tr>
<td>Comments:</td>
<td></td>
<td></td>
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<tr>
<td>4. Voice has sufficient volume</td>
<td>1 2 3 4 5</td>
<td>___/5</td>
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<td>Comments:</td>
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<td>5. Uses listener expressions</td>
<td>___</td>
<td>___</td>
<td>___/5</td>
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<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6. Is polite</td>
<td>1 2 3 4 5</td>
<td>___/5</td>
<td></td>
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<td>Comments:</td>
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<tr>
<td>7. Uses appropriate closing expression</td>
<td>___</td>
<td>___</td>
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<td>___/35</td>
<td></td>
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</tr>
</tbody>
</table>
Assessment Sheet 5.2
Final Assessment Role Play

Telephone Role-Play A

A: You have arrived in the United States on a business trip and are staying at the Los Angeles Sheraton Hotel (phone number [310] 333-3454, room number 210). You are an account executive that organizes purchases of petroleum for the Silo Company in Indonesia. You need to make a phone call to arrange a meeting with Peter Sellers of the Shell Oil Company. You call Mr. Seller's office and reach his secretary.

Secretary: Peter Seller's office, Shelly Winters speaking.
You: ..............................................................

Secretary: How can I help you?
You: ..............................................................

Secretary: Can you hold for a moment while I try to connect you?
You: ..............................................................

Secretary: Mr. Seller's line is currently engaged. Can I take a message?
You: ..............................................................

Secretary: This must be a bad line. Can you repeat what you just said?
You: ..............................................................

Secretary: Let me make sure the information is correct. That's (310) 333-3454, room number 210 in the Los Angeles Sheraton Hotel?
You: ..............................................................

Secretary: Thank you. I'll get the message to Mr. Sellers as soon as possible.
You: ..............................................................

End
Assessment Sheet 5.2 (cont.)
Final Assessment Role Play

Telephone Role-Play B

B: You are a public relations manager for Samsung Electronics Company and are making the call from your office in Tokyo (phone number (932) 267-1267 extension 510). Some important clients have arrived from Germany and are staying at the Tokyo Oriental Hotel in suite 222. Your assignment is to meet them at the hotel, take them out to dinner, and take them on a brief sightseeing tour of the city. You call the front desk of the hotel.

Front Desk: Tokyo Oriental Hotel, Makiko Tani speaking.
You:______________________________________________.

Front Desk: Please hold while I connect you. (phone begins to ring).
Client: Olaf Peterson speaking.
You:______________________________________________.

Client: We've been expecting your call. What do you have planned for us?
You:______________________________________________.

Client: That sounds great. We could sure use some help finding our way around the city.
You:______________________________________________.

Client: Yes, 6:30 PM sounds fine. Shall we meet in the lobby?
You:______________________________________________.

Client: OK, we'll see you at 6:30 then. Thank you for taking the time to meet with us and show us around.
You:______________________________________________.

End
Assessment Sheet 5.2 (cont.)
Final Assessment Role Play

Telephone Role-Play C

C: You are starting a new business that will provide web page development services. You need to lease an office space so you can start your planned business, and you just found an advertisement in the London Times that looks very promising. You are calling from your home in London (phone number (127) 342-4567) and you wish to arrange a tour of the office space: You call and reach a secretary.

Secretary: Office Space Unlimited, good morning.
You: .......................................................... .

Secretary: I'll connect you with Mr. Struthers. He's the one who handles these types of accounts. Just a moment (the phone begins to ring again).

Struthers: Paul Struthers speaking.
You: .......................................................... .

Struthers: What kind of business activity are you planning?
You: .......................................................... .

Struthers: May I have your name and telephone number please?
You: .......................................................... .

Struthers: That's (127) 342-4420?
You: .......................................................... .

Struthers: OK, thank you. I'll pass this information on to the sales staff. Can they give you a call in about an hour?
You: .......................................................... .

Struthers: Thank you for your call.
You: .......................................................... .

End
Lesson Six: Meeting Participation

Level: Adult: Intermediate to Advanced Fluency
Lesson Length: Four Hours
Lesson Context: English for Specific Purposes

Objectives:

1. To introduce strategies for participating in meetings
2. To review meeting participation strategies
3. To practice meeting participation skills

Materials:

1. Focus Sheet 6.1: Meeting Participation Survey (Overhead)
2. Focus Sheet 6.2: Introduction to Meeting Participation Strategies (Handout)
3. Worksheet 6.1: Review of Meeting Participation Strategies (Overhead)
4. Focus Sheet 6.3: Practice in Meeting Participation (Handout)
5. Assessment Sheet 6.1: Personal Evaluation Rubric (Overhead)
6. Assessment Sheet 6.2: Final Evaluation Rubric (Overhead)
7. Assessment Sheet 6.3: Meeting Participation Assessment Assignment (Handouts)
8. Three whiteboard markers--black, blue, and red

Involving Students' Interests and Prior Knowledge

1. Warm up: Instructor presents Focus Sheet 6.1 using an overhead projector, provides instructions, and asks the students to complete Part One.
2. Upon completion, the instructor pairs the students and students discuss their answers with each other as outlined in Part Two.
3. After pair discussion, the instructor elicits students' answers, writes responses on the whiteboard, introduces the question outlined in Part Three, and facilitates a class discussion.

Task Chain One: Introduction and Review of Strategies

1. Instructor distributes Focus Sheet 6.2, provides reading time, reviews the content with the class, and discusses the content.
2. Using an overhead projector, the instructor presents Worksheet 6.1, reviews the content, provides instructions, groups students into groups of four, and initiates the exercise.
3. Upon completion, each group writes responses on the whiteboard for subsequent discussion.
4. The instructor facilitates a discussion about the group responses and encourages peer critique on the variety of answers.

Task Chain Two: Controlled Practice of Strategies

1. The instructor distributes Focus Sheet 6.3 to the class, reviews the content, explains the instructions, and directs each student to spend seven minutes to determine their own impressions of what the answers are.
2. After each student has formulated some personal opinions, the instructor groups students into groups of four. The instructor reminds the students that they should apply the strategies for meeting participation during this exercise. Groups of four must decide on a single list with everyone in the group in agreement. A time limit of 15 minutes will be enforced.
3. Upon completion, the instructor pairs the groups of four into groups of eight that must decide on a single list with everyone in the group in agreement. A time limit of 15 minutes will be enforced.
4. After the exercise is completed, each group shares their answers with the class and, if required, explain the reasons for their choices.
5. At the end of the exercise, the NASA-approved answers will be provided.
6. The instructor distributes Assessment Sheet 6.1 to the class, explains the instructions, and directs each student to spend five minutes to evaluate their own application of meeting participation strategies during the NASA exercise.
7. The instructor discusses the students' performance evaluations, tries to identify potential areas of difficulty, and discusses strategies for overcoming them.

Final Assessment: Decision-Making Meeting Role-Plays

1. Using an overhead, the instructor presents the Assessment Sheet 6.2 evaluation rubric to the students, explains the evaluation criteria for the assessment activity, and answers any questions.
2. The instructor divides the class into four groups (groups should have at least four students - adapt as required).
3. Each group has a specific meeting agenda unique for that group, and each member of the group receives a copy of the agenda.
4. The instructor provides reading time, provides instructions, answers any questions, and then provides individual opinion-formulation time (approx. 10 minutes). During this time, no group discussion is allowed.
5. Upon completion, a group is selected for the first evaluation activity. Subsequent groups are selected by the previously assessed group.
6. The instructor monitors each group's meeting participation characteristics and evaluates the participation of each student utilizing the evaluation rubric.

7. The class observes the dynamics of each meeting and is assigned to provide a verbal critique after each meeting role-play activity.

8. Upon completion, the completed rubrics are distributed to the students after the rubric totals have been recorded.
Focus Sheet 6.1
Meeting Participation Survey

Part One: Written Responses
Write your responses to the following questions.

When you are in a meeting do you feel comfortable speaking?
Response:__________________________________________________________

Do some cultures encourage people to speak out at meetings and participate? If so, which ones?
Response:__________________________________________________________

Do some cultures discourage people to speak out at meetings and participate? If so, which ones?
Response:__________________________________________________________

Part Two: Peer Discussion
Share your answers with a classmate.

Part Three: Class Discussion
What are the differences, if any, when people from different cultures participate in meetings?
Focus Sheet 6.2
Introduction to Meeting Participation Strategies

Meetings provide a valuable opportunity to discuss ideas, solve problems, reach decisions, and resolve differences in opinion.

Meeting participation strategies are as follows:

1. **Prepare for the meeting**
   Find out what is going to be discussed, or decide on the agenda (see Note) for the meeting. Decide what kinds of contributions you can make and what you think should be discussed. Perform research so you can be well informed. Keep a record of your sources so you can provide supporting documentation if required.

2. **Arrive on time**
   It's even better to arrive a little early so you can build rapport, engage in small talk, and set a friendly tone with the other participants.

4. **Project positive nonverbal behavior**
   Sit up straight. Be alert but slightly relaxed so you project comfort and confidence. When speaking or listening, maintain eye contact. Your facial expression should project openness and friendliness. Don't forget to smile!

5. **Stick to the agenda**
   Remember the purpose(s) of the meeting. Before speaking, ask yourself if what you plan to say is related to that purpose.

6. **Speak up early**
   Contribute to the meeting early to "break the ice." The longer you wait, the harder it becomes to participate. Contribute when you have the opportunity.

7. **Take your turn**
   Before speaking, wait for your turn to speak by waiting for a break in conversation. Try not to interrupt unless absolutely necessary, and if you do, say, "excuse me." If necessary, make a gesture to let people know that you want to speak.

8. **Participate in the group discussion**
   Contribute your ideas and opinions. Ask questions. Paraphrase other participants' ideas to check for understanding. Express support for good ideas.

9. **Express disagreement when necessary**
   Don't be inclined to accept the opinions of the majority. Voice your disagreement to make sure that the best decision(s) will be made in the end.
Focus Sheet 6.2 (cont.)
Introduction to Meeting Participation Strategies

10. **Express objections in the form of questions**
Express disagreement diplomatically. Instead of saying "Oh, that will never work," ask a question like "How could we make this work?" A group analysis of the question will reveal if the disagreement is valid without any bad feelings.

11. **Don't take the criticism of your ideas personally**
Don't fall into the trap of defending your ego rather than your ideas. Remember that making progress requires critique and a mature person can admit to making an error.

12. **Don't carry on private conversations**
Do not carry on a separate conversation with two or more participants during the meeting as this can be rude to the speaker and diffuse the teamwork.

**Agendas**

An agenda is a list of items that need to be covered in a meeting. Typically, the meeting leader decides on the issues that should be discussed by consulting with the meeting's participants before the meeting. The agenda includes a ranking of the most important issues to the least important issues scheduled for discussion. Ideally, the agenda is distributed to the meeting participants before the meeting so they can prepare. If not, the agenda is reviewed at the beginning of the meeting. In addition, the meeting participants are often asked for their agreement or suggestions on the proposed rank order of the agenda prior to beginning the meeting.

Adapted from Gregory (1987)
Worksheet 6.1
Review of Meeting Participation Strategies

Part One: In groups, discuss and list six important meeting participation strategies. Rank them in importance from one to six. Be prepared to explain your choices.

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________
6. ____________________________________________

Part Two: In groups, identify the strategies that you believe are the most difficult to apply. Rank them in difficulty from one to three. Be prepared to explain your choices.

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________

Part Three: In groups, for the strategies listed in part II, propose a possible solution to help overcome the difficulty of applying each difficult meeting participation strategy listed.
Focus Sheet 6.3
Practice in Meeting Participation

Your group has landed on the moon, but it has become separated from the main party at the base. The main base is 200 miles (323 km) away and you have to reach it to survive. You have the following items with you, but you can only bring ten items with you on the trip:

Box of matches
Food concentrate
50 feet of nylon rope
parachute silk
portable heating unit
two 45-caliber pistols
one case of powdered milk
two 100-pound tanks of oxygen
maps of the stars as seen from the moon
life raft
magnetic compass
five gallons of water
signal flares
first-aid kit
solar powered receiver-transmitter

You can only select ten items to bring with you. In groups, select ten items and rank them in importance for survival from one to ten. Be prepared to explain the reasons for your decisions.

Note: Apply this lesson's meeting participation strategies during the decision making process.

Every member in the group with no exceptions must agree upon all decisions. If someone disagrees they cannot be overruled, they must be persuaded to agree or they can persuade the rest of the group to accept their decision.

Adapted from Ur (1992)
NASA-approved answers (in order of rank):

1. two 100-pound tanks of oxygen
2. five gallons of water
3. maps of the stars as seen from the moon
4. food concentrate
5. solar powered receiver-transmitter
6. 50 feet of nylon rope
7. first-aid kit
8. parachute silk
9. life raft
10. signal flares
11. two 45-caliber pistols
12. one case of powdered milk
13. portable heating unit
14. magnetic compass
15. Box of matches

Adapted from Ur (1992)
**Assessment Sheet 6.1**  
Personal Evaluation Rubric

**Instructions:**

Rate your performance in applying meeting participation strategies during the NASA exercise.

During the meeting, I applied the following strategies:

<p>| | | | | | | | | | |</p>
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</tr>
<tr>
<td>1.</td>
<td>Projecting positive nonverbal behavior</td>
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<tr>
<td>2.</td>
<td>Sticking to the agenda</td>
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<tr>
<td>3.</td>
<td>Speaking up early</td>
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<td>4.</td>
<td>Taking turns</td>
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<td>5.</td>
<td>Participating in the group discussion</td>
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<tr>
<td>6.</td>
<td>Expressing disagreement when necessary</td>
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<tr>
<td>7.</td>
<td>Expressing objections in the form of questions</td>
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<td>8.</td>
<td>Not taking the criticism of ideas personally</td>
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<tr>
<td>9.</td>
<td>Not carrying on private conversations</td>
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## Assessment Sheet 6.2
Final Assessment Evaluation Rubric

Student Name: ______________________

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<th>Points</th>
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<tr>
<td>Sticks to the agenda</td>
<td>1 2 3 4 5</td>
<td>___/5</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaks up early</td>
<td>1 2 3 4 5</td>
<td>___/5</td>
</tr>
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<td>Comments:</td>
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<td>Takes turns</td>
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<td>___/5</td>
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<tr>
<td>Participates in the group discussion</td>
<td>1 2 3 4 5</td>
<td>___/5</td>
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<tr>
<td>Comments:</td>
<td></td>
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<td>Expresses disagreement when necessary</td>
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<td>___/5</td>
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<tr>
<td>Comments:</td>
<td></td>
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<tr>
<td>Expresses objections in the form of questions</td>
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<tr>
<td>Doesn't take the criticism of ideas personally</td>
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<td>Comments:</td>
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206
Assessment Sheet 6.3
Meeting Participation Assessment Assignment

Group One

Your group must decide which prisoner should be released on probation. Only one prisoner will be released. The decision must be unanimous, and your group should be able to explain the reasons. You have a time limit of 20 minutes to make your decision.

John Barker: Age 22, unmarried. A pickpocket with one previous conviction. Clever, a skilled carpenter, but very unstable personality, moves quickly from job to job and girl to girl. Rather conceited. Likes to boast about his thefts, but likeable.

May Croft: Age 25, married with two children, found guilty of shoplifting. Tried to plead mental instability (kleptomania) but psychiatric examination did not support this. Says she loves her children, but constantly neglects them; they are being looked after by her mother-in-law. Not on good terms with her husband.

Brad Jackson: Age 20, unmarried, seriously injured in a drunken fight over a girl. Says he regretted it afterwards, and blames it on being drunk. Often drunk and violent. No job, lives with his widowed mother who is distressed but has no control over him. He hates prisons and will do anything to get out.

Barbara Howard: Age 21, unmarried, smuggled diamonds and watches, had been doing so for months before being caught. Daughter of a rich and respected family, claims she did it for fun. Associates with wild, partying, drug-taking set and uses drugs herself. No permanent boyfriend and has the reputation of being promiscuous. Parents have disowned her.

Bob Mikes: Age 37, married with three children, two at school. Worked in an office, found out boss was having an affair with the secretary and blackmailed him. When his demands became too high, he threatened physical violence if not paid, and his employer told the police. He has one prior conviction for theft ten years ago.

Simon Patten: Age 20, junior member of a Mafia-style protection racket that threatened small businesses if they didn't pay. He wants to get married to his girlfriend and start a new life. However, his old crime boss has said that he will look after him and find him a job when he is released.

Adapted from Ur (1992)
Assessment Sheet 6.3 (cont.)
Meeting Participation Assessment Assignment

Group Two

Your group must decide which prisoner should remain in jail. All of the other prisoners will be released. The decision must be unanimous, and your group should be able to explain the reasons. You have a time limit of 20 minutes to make your decision.

John Barker: Age 22, unmarried. A pickpocket with one previous conviction. Clever, a skilled carpenter, but very unstable personality, moves quickly from job to job and girl to girl. Rather conceited. Likes to boast about his thefts, but likeable.

May Croft: Age 25, married with two children, found guilty of shoplifting. Tried to plead mental instability (kleptomania) but psychiatric examination did not support this. Says she loves her children, but constantly neglects them; they are being looked after by her mother-in-law. Not on good terms with her husband.

Brad Jackson: Age 20, unmarried, seriously injured in a drunken fight over a girl. Says he regretted it afterwards, and blames it on being drunk. Often drunk and violent. No job, lives with his widowed mother who is distressed but has no control over him. He hates prisons and will do anything to get out.

Barbara Howard: Age 21, unmarried, smuggled diamonds and watches, had been doing so for months before being caught. Daughter of a rich and respected family, claims she did it for fun. Associates with wild, partying, drug-taking set and uses drugs herself. No permanent boyfriend and has the reputation of being promiscuous. Parents have disowned her.

Bob Mikes: Age 37, married with three children, two at school. Worked in an office, found out boss was having an affair with the secretary and blackmailed him. When his demands became too high, he threatened physical violence if not paid, and his employer told the police. He has one prior conviction for theft ten years ago.

Simon Patten: Age 20, junior member of a Mafia-style protection racket that threatened small businesses if they didn't pay. He wants to get married to his girlfriend and start a new life. However, his old crime boss has said that he will look after him and find him a job when he is released.

Adapted from Ur (1992)
Assessment Sheet 6.3 (cont.)
Meeting Participation Assessment Assignment

Group Three

Your group must select the best candidate to receive a full scholarship leading to a law degree at your university. The decision must be unanimous, and your group should be able to explain the reasons. You have a time limit of 20 minutes to reach a decision.

Albert Smith: Age 37, doesn't have outstanding natural ability but is very hard working. Married with three children and has been a taxi driver most of his life. Albert has made a good impression, but he seems to be a little nervous about attending law school and how that will affect his family life and social life. If he doesn't get the scholarship, he will return to taxi driving.

Basil Katz: Age 19, brilliant but not very hard working. Basil is very likeable; however, he is an active political activist, has taken part in violent demonstrations, and has been placed in jail once as a result. He has lots of girlfriends, has a reputation for being promiscuous, and is self absorbed. Very musical, he will be a musician if he doesn't get the scholarship. His tutor highly recommends him.

Carole Anderson: Age 20, a quiet, beautiful girl, hard-working and dedicated, but easily influenced by others. She is currently engaged to be married to a doctor, but would like to finish university studies before she settles down. Her fiancé says that he wants her to pursue her dreams and goals before they get married, and he believes home and children should be the priorities once they get married. Carole's parents cannot afford to pay for her studies.

Daphne Braun: Age 21, single, the daughter and granddaughter of lawyers. An enthusiastic participant in the women's liberation movement, she is ambitious and serious about her career. Her academic record has excellent and average results. She had a nervous breakdown last year and had to go to the hospital for three weeks. She appears to be completely recovered. Recently, she was fined for the possession of marijuana. Daphne's parents cannot finance her education.

Edward Mabaka: Age 24, has been in the army and has experienced active service. Divorced with no family, he is highly motivated and wants to pursue a career in politics. He wants this scholarship and can only attend if he wins. When in the army, he was convicted of accepting bribes. He has a likeable personality and is a talented speaker. He possesses dual citizenship and may eventually return to Africa.

Adapted from Ur (1992)
Meeting Participation Assessment Assignment

**Group Four**

Your group must select the candidate that will not receive a full scholarship leading to a law degree at your university. The decision must be unanimous, and your group should be able to explain the reasons. You have a time limit of 20 minutes to reach a decision.

**Albert Smith:** Age 37, doesn't have outstanding natural ability but is very hard working. Married with three children and has been a taxi driver most of his life. Albert has made a good impression, but he seems to be a little nervous about attending law school and how that will affect his family life and social life. If he doesn't get the scholarship, he will return to taxi driving.

**Basil Katz:** Age 19, brilliant but not very hard working. Basil is very likeable; however, he is an active political activist, has taken part in violent demonstrations, and has been placed in jail once as a result. He has lots of girlfriends, has a reputation for being promiscuous, and is self absorbed. Very musical, he will be a musician if he doesn't get the scholarship. His tutor highly recommends him.

**Carole Anderson:** Age 20, a quiet, beautiful girl, hard-working and dedicated, but easily influenced by others. She is currently engaged to be married to a doctor, but would like to finish university studies before she settles down. Her fiancé says that he wants her to pursue her dreams and goals before they get married, and he believes home and children should be the priorities once they get married. Carole's parents cannot afford to pay for her studies.

**Daphne Braun:** Age 21, single, the daughter and granddaughter of lawyers. An enthusiastic participant in the women's liberation movement, she is ambitious and serious about her career. Her academic record has excellent and average results. She had a nervous breakdown last year and had to go the hospital for three weeks. She appears to be completely recovered. Recently, she was fined for the possession of marijuana. Daphne's parents cannot finance her education.

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REFERENCES


