

**AKDENİZ UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
FOREIGN LANGUAGE TEACHING DEPARTMENT
ENGLISH LANGUAGE TEACHING**

**THE EFFECTS OF CEFR-BASED ESP SPEAKING AND
LISTENING ACTIVITIES ON THE SUCCESS OF STUDENTS IN
FACULTIES OF TOURISM**

M.A. THESIS

Nurgül BÜYÜKKALAY

Antalya

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**AVRUPA DİLLERİ ÖĞRETİMİ ORTAK ÇERÇEVE PROGRAMI
TEMELLİ ÖZEL AMAÇLI İNGİLİZCE KONUŞMA VE
DİNLEME BECERİLERİ ETKİNLİKLERİNİN TURİZM
FAKÜLTESİ ÖĞRENCİLERİNİN BAŞARISI ÜZERİNDEKİ
ETKİLERİ**

M.A. THESIS

Nurgül BÜYÜKKALAY

Supervisor: Assist. Prof. Dr. F. Özlem SAKA

Antalya

February, 2016

DOĞRULUK BEYANI

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Yüksek Lisans Tezinin Adı: The Effects of CEFR-Based ESP Speaking And Listening Activities on The Success of Students in Faculties of Tourism

[Avrupa Dilleri Öğretimi Ortak Çerçeve Programı (CEFR) Temelli Özel Amaçlı İngilizce Konuşma ve Dinleme Becerileri Etkinliklerinin Turizm Fakültesi Öğrencilerinin Başarısı Üzerindeki Etkileri]

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To my family...

ABSTRACT

THE EFFECTS OF CEFR-BASED ESP SPEAKING AND LISTENING ACTIVITIES ON THE SUCCESS OF STUDENTS IN FACULTIES OF TOURISM

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M.A., Foreign Language Teaching Department

Supervisor: Assist. Prof. Dr. Fatma Ö. SAKA

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This study aimed to increase the success of Tourism and Hotel Management students in developing their speaking and listening skills through the use of the suggested ESP speaking and listening activities based on the principles of the CEFR.

This study was carried out with the students from the Tourism and Hotel Management Department in the Akdeniz University Faculty of Tourism. The students were randomly assigned as members of the experimental and control groups, with 9 male and 5 female students, making a total of 14 students in each group. To accomplish the aim of the study, the quantitative research method was used. In this experimental study, a pre-test and post-test control group design was applied, and self-assessment checklist was also administered to the students both at the beginning and end of the study to find out the language proficiency level of the students from their own perspectives, and to make the whole process more learner-centered. The data collected through the self-assessment checklist are presented in the form of percentages.

During the 12-week implementation of the study, the experimental group studied the suggested speaking and listening activities for English for Tourism at B1 level based on the principles of the CEFR, while the control group followed the traditional teaching method using the current coursebook. Both groups were administered speaking and listening skill pre-tests at the beginning of the study and post-tests at the end of the study in order to assess the effects of the suggested activities. The data obtained from the pre-tests and post-tests were analyzed by using t-test.

The findings in the study indicate a significant difference between the experimental and the control groups in terms of speaking and listening skill achievements. It was observed in this study that the improvement in the speaking and listening skills demonstrated by the experimental group was noticeably greater than the improvement found in the control group. In the light of this research, it can be suggested that implementing CEFR-based ESP speaking and listening activities in the English language lessons in the Faculty of Tourism were effective in increasing the achievement levels of the students in those skills.

Key Words: Common European Framework of Reference for Languages, English for Specific Purposes, English for Tourism, Speaking Skill, Listening Skill, Self-Assessment, B1 level.

ÖZET

AVRUPA DİLLERİ ÖĞRETİMİ ORTAK ÇERÇEVE PROGRAMI TEMELLİ ÖZEL AMAÇLI İNGİLİZCE KONUŞMA VE DİNLEME BECERİLERİ ETKİNLİKLERİNİN TURİZM FAKÜLTESİ ÖĞRENCİLERİNİN BAŞARISI ÜZERİNDEKİ ETKİLERİ

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Bu çalışma, Avrupa Dilleri Öğretimi Ortak Çerçeve Programı temelli özel amaçlı İngilizce konuşma ve dinleme becerilerine yönelik önerilen etkinlikler kullanarak Turizm ve Otelcilik öğrencilerinin başarılarını artırmayı amaçlamıştır.

Bu çalışma, Akdeniz Üniversitesi Turizm Fakültesi, Turizm ve Otelcilik Bölümü öğrencileri ile yürütülmüştür. Öğrenciler deney ve kontrol grubu olarak rastgele atanmıştır ve her grupta 9 erkek ve 5 bayan olmak üzere toplamda 14 öğrenci yer almıştır. Bu çalışmayı gerçekleştirebilmek için nicel araştırma yöntemi kullanılmıştır. Bu deneysel çalışmada, ön-test ve son-test kontrol gruplu çalışma deseni kullanılmıştır. Ayrıca, öğrencilerin dil yeterlik seviyelerini görmek ve tüm süreci daha öğrenen merkezli yapmak için öğrencilere çalışmanın hem başında hem de sonunda kendini değerlendirme listesi verilmiştir. Kendini değerlendirme listesi ile toplanan veriler yüzdelerle ifade edilmiştir.

12 haftalık uygulama sürecinde, deney grubuna Avrupa Dilleri Öğretimi Ortak Çerçeve Programı temelli B1 seviyesinde Turizm İngilizcesi konuşma ve dinleme becerilerine yönelik önerilen etkinlikler uygulanırken, kontrol grubu mevcut ders kitabını kullanarak geleneksel öğretim yöntemi ile öğrenim görmüştür. Çalışmada, önerilen etkinliklerin etkisini görebilmek için her iki gruba da çalışmanın başında dinleme ve konuşma testlerini içeren ön-test ve çalışmanın sonunda dinleme ve konuşma testlerini içeren son-test uygulanmıştır. Ön-test ve son-testlerden elde edilen veri t-test ile analiz edilmiştir.

Bu alıřmada, deney grubunun kontrol grubuna gre dinleme ve konuřma becerilerindeki bařarısında artıřım gzle grlr derecede fazla olduęu gzlemlenmiřtir. Ortaya ıkan bu sonular gz nne alındıęında Turizm Fakltesi İngilizce derslerinde Avrupa Dilleri ğretimi Ortak ereve Programı temelli zel amalı İngilizce konuřma ve dinleme becerilerine ynelik etkinlikler kullanmanın ğrencilerin bu becerilerdeki bařarı seviyelerini artırdıęı ortaya konulabilir.

Anahtar Szckler: Avrupa Dilleri ğretimi Ortak ereve Programı, zel Amalı İngilizce, Turizm İngilizcesi, Konuřma Becerisi, Dinleme Becerisi, Kendini Deęerlendirme, B1 dzeyi.

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LIST OF ABBREVIATIONS

CEFR :	Common European Framework of Reference for Languages
CEF :	Common European Framework
EAP :	English for Academic Purposes
EFL :	English as a Foreign Language
ELP :	European Language Portfolio
ELT :	English Language Teaching
EOP :	English for Occupational Purposes
ESL :	English as a Second Language
ESP :	English for Specific Purposes
EST :	English for Specific Topics
PET :	Preliminary English Test
VESL :	Vocational English as a Second Language

CHAPTER I

INTRODUCTION

1.1. Background to the Study

The advance of globalization and technology in the present century has led to a world in which the development of international relations is profoundly affected by varying levels of communication. People now have the opportunity to communicate as citizens of the world with any person or company regardless of their location for a wide variety of purposes such as travelling the world, sharing information, or cooperating in commercial activities. Whatever the reason might be, an international language is a necessity for communication. As Spichtinger (2001, p.54) argues, “it is possible to use German as one’s national language and English as one’s European language”. It can be therefore said that English dominates the world in a way that no other language can match. Although English is not the most widely spoken language in the world, it is the most widely spoken second language (Crystal, 2003).

Hutchinson and Waters (1987, p.6) reveal that, “the end of the Second World War in 1945 heralded an age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale.” As a result of this, the demand for an international language became much greater, and in order to adapt to this new world where one language was fast becoming the most widely used medium of communication, people were required to learn English. This requirement for an increase in language learning generally, also led to an expansion in the use of English for Specific Purposes (ESP). Rogers (1969, as cited in Hutchinson and Waters, 1987) believed that developments in educational psychology also made a contribution to the rise of ESP by emphasising the central importance of learners and their attitudes to learning. Individual learners have different needs and interests when studying English, and this has an influence on their motivation for learning. For example, the needs which persuade a doctor to learn English are different from the needs of an engineer. A student who studies in the field of Tourism has a motivation to learn English that is related to his professional future career.

Tourism is one of the world's most important and growing industries. It is a vital source of income and a major source of employment in many countries. The demand for English is expanding in the tourism industry, and that is why it is important to teach English for Tourism to the students in the Faculties of Tourism in higher education institutions. Students will have their future careers in the field of tourism, and a good knowledge of English will be a vital tool for effective communication with foreigners in their field. Since knowledge of English is a major factor in attaining higher salaries and enhanced career prospects, there are also benefits for individual members of the workforce. According to the European Life Quality Survey, the members of the Turkish workforce who are proficient in English are more likely to consider themselves 'well-paid' and to have higher prospects for career development (British Council, 2013). This reveals the importance of teaching English by using the ESP approach, which is based on the learners' reason for learning, because learners of ESP are mostly motivated to learn English for professional reasons (Hutchinson and Waters, 1989).

Although all language skills are essential in the field of tourism, much of the work in tourism requires direct involvement with customers. Therefore, the skills of speaking and listening are vital because of the primary importance of good communication. Good speaking and listening skills are inseparable from each other and are of the highest value for people working in the tourism industry at all levels. It is for these reasons that English for the tourism industry belongs to the field of English for Occupational Purposes (EOP), a subdivision of English for Specific Purposes.

Dudley-Evans and St. John (1998) suggest that ESP is an approach to language teaching in which all decisions regarding content and method are based on the learner's reasons for learning. If the students learn English in terms of their learning needs, they can use it as an important component of their business life. English for Tourism is designed for students who are interested in developing English language skills for a working holiday, in pursuit of a professional internship, or as a vital element of a career in the tourism or hospitality industries.

Since the tourism industry is a growing sector in Turkey, it is clear that there is a great need for anyone working in this field to have a high level of competence in

English. This has led to the need to teach English according to the needs and interests of the learners. In Turkey, for many years, English lessons have been a part of the curricula in different higher education institutions, but mostly traditional approaches have been used. Furthermore, General English has been the primary method used in the teaching programmes of higher education institutions where there is a need for Vocational English. The needs and interests of the learners should be regarded as central to the process, and it is important to develop courses which take into account the benefits of English for Specific Purposes. Since this study was designed to examine the importance of increasing the English speaking and listening skills of students of Tourism, a range of different ESP speaking and listening activities are put forward which can help in the teaching of English for Tourism.

Turkey has been a member of the Council of Europe since 1949, and a candidate member of the European Union since 1999. Within this process, Turkey has been carrying out reforms in order to attain full membership of the European Union. (Turkey Ministry for EU Affairs). One of the reforms still to be completed is to improve the conditions under which foreign languages are taught. In Turkey, as in most other countries, there is recognition that English is the main language of international communication, and one of the most widely spoken languages in the world. Within Europe, there is growing evidence that English has become the lingua franca of the business world. Under these circumstances, Turkey cannot afford to be left behind in the field of language learning, and one of the ways in which the position can be improved is through the acceptance of the Common European Framework of Reference for languages (CEFR).

The CEFR has undoubtedly had an immediate and significant impact at some levels in many of the Council of Europe's member states, as well as further afield, as Little (2006) notes. The Common European Framework of Reference for Language learning at all levels has been developed to promote and facilitate co-operation among educational institutions in different countries, to provide a sound basis for the mutual recognition of language qualifications, and to assist learners, teachers, course designers, examining bodies and educational administrators to establish and co-ordinate their efforts. (Council of Europe, 2001).

The CEFR aims to increase mobility within Europe, facilitate the approval of a language passport in any European country, and to encourage cooperation in educational institutions in those countries. That is why, the CEFR has a significant role to play in European countries, and has also created interest in non-European countries around the world. It is said that CEFR has been translated into more than 30 languages, including several non-European languages, which indicates that a serious attempt has been made to reach enough people around the world to produce results which are comprehensive, coherent and transparent. (Council of Europe, 2001).

In view of the interest being shown worldwide in the CEFR, this study aims to examine ways in which the CEFR can be used as a basis on which an improved method of teaching English can be applied to a specific industry which is of great importance to Turkey. Many reforms are currently being made in Turkey in connection with moves to integrate Turkish institutions more closely with European standards and practices. These moves are linked to Turkey's status as a candidate for membership of the European Union.

One of the areas in which reform is required is in the teaching of foreign languages, and in particular the teaching of English. While there is certainly a need for improvements in the teaching of General English, this study concentrates on the benefits of increasing the use of English for Specific Purposes (ESP). An examination will be made of the ways in which ESP could be successfully applied to addressing specific areas of economic activity. Particular attention will be paid to the tourist industry, and the introduction to ESP-based courses in Tourism and Hotel Management Departments of Turkish Universities.

One of the tools which was designed to improve language teaching is the Common European Framework of Reference for languages (CEFR). This study will also look at the ways in which the CEFR can be the basis for the practical application of ESP courses to raise the level of language proficiency among students of Tourism and Hotel Management in Turkish Universities.

1.2 Statement of the Problem

Improvements in the teaching of General English are clearly the base on which more a widespread knowledge of English within Turkey can be built, but the introduction of ESP has become increasingly important as there has been an increase in vocational training and learning throughout the world, and the spread of globalization has increased the use of English as the language of international communication. Many learners have become aware of the importance of learning a foreign/second language for their profession, and more and more people are using English in a growing number of occupational contexts. The motto of Hutchinson and Waters, (1996, p. 8) *Tell me what you need English for and I will tell you the English that you need*, is the leading principle of ESP.

Students are starting to learn and then master General English at a younger age, and this provides the opportunity for them to move on to ESP at an earlier stage in their education. The benefit of this development is the creation of a workforce within certain industries which is better equipped to deal with the particular demands of their profession. For example, in the case of the tourist industry, this means providing a better service to its customers, thereby attracting increased numbers of tourists and improving the value of the services they provide.

In Turkey, in order to meet the criteria established by the European Union, the education system, including primary, secondary and higher education, has been under reconstruction. The Common European Reference for Languages (CEFR) has been taken into consideration to meet the criteria in terms of foreign language education.

Since the CEFR is a new concept put forward by the Council of Europe in the field of language teaching and learning, there is a need for different course materials to help learners acquire the skills which have been determined and classified as the six proficiency levels in the CEFR. There have been notable studies on ESP and the CEFR, which have mostly been dealt with as separate topics by researchers, but there is need for them to be developed together, and in accordance with the needs and interests of Turkish learners. Since there is not so much literature dealing with ESP activities, or with a sequence of tasks and exercises which has been designed in

accordance with the criteria stated in the Framework in Turkey, this study aims to provide Tourism Departments with the necessary CEFR-based ESP materials, activities and tasks which will allow them to utilize the considerations and descriptors at B1 Level in the Framework.

The main focus in this study is to enable Tourism and Hotel Management students to communicate effectively, and to help them develop the speaking and listening skills defined at B1 level. Therefore, a range of CEFR-based ESP speaking and listening activities at B1 proficiency level, which includes appropriate materials, texts, exercises and tasks for Tourism students, has been prepared. In this study, the aim is to answer the question “Do CEFR-based ESP speaking and listening activities increase the success of Tourism students in terms of their speaking and listening skills?”

1.3 Purpose of the Study

Since English for Specific Purposes (ESP) courses are mainly designed with regard to the needs of the learners, it is expected that ESP will prepare learners for their occupational lives and increase their motivation to learn English. Therefore, it is necessary to use ESP courses in the English lessons provided by higher education institutions which will prepare students for their professional lives after graduation. Teaching English by using English for Tourism materials in the Faculty of Tourism is important in order to meet the needs of the learners in regard to their English language skills, and to increase the success of the learners.

The purpose of this study is to see if it is possible to improve the speaking and listening skills of 1st year students in the Faculty of Tourism through ESP speaking and listening activities using materials for B1 level in accordance with the objectives stated in the Common European Framework of Reference for Languages.

In the framework, there are six common reference levels for describing learner proficiency:

Table 1.1 *The Common Reference Levels*

C2 Mastery	Comprehensive Operational Proficiency
C1 Effective Operational Proficiency	Adequate Operational Proficiency
B2 Vantage	Limited Operational Proficiency
B1 Threshold	Independent User
A2 Waystage	Basic User
A1 Breakthrough	Foundation

(Council of Europe, 2001).

In this study, the participants, who were observed to be at A2 level, were expected to reach B1 level with the help of CEFR-based ESP speaking and listening activities.

The main problem statement of this study is “do the CEFR-based ESP speaking and listening activities increase the success of the students in the Faculty of Tourism?”

This study concentrates on the following research questions based on the purpose of the study:

Research Question 1: Is there a significant difference between the experimental group and the control group students in terms of their listening skills scores at the beginning of the study?

Research Question 2: Is there a significant difference between the experimental group and the control group students in terms of their speaking skills scores at the beginning of the study?

Research Question 3: Is there a significant difference between the listening skills of the experimental group students over the course of the study according to their pre-test and post-test results?

Research Question 4: Is there a significant difference between the speaking skills of the experimental group students over the course of the study according to their pre-test and post-test results?

Research Question 5: Is there a significant difference between the listening skills of the control group over the course of the study students according to their pre-test and post-test results?

Research Question 6: Is there a significant difference between the speaking skills of the control group students over the course of the study according to their pre-test and post-test results?

Research Question 7: Is there a significant difference between the experimental group and the control group students in terms of their listening skills scores at the end of the study?

Research Question 8: Is there a significant difference between the experimental group and the control group students in terms of their speaking skills scores at the end of the study?

Research Question 9: Is there a significant difference between the listening skills scores in the pre-test results and post-test results of the experimental group students and the control group students?

Research Question 10: Is there a significant difference between the speaking skills scores in the pre-test results and post-test results of the experimental group students and the control group students?

Research Question 11: Is there a change in self-assessment level of the experimental group students based on CEFR in terms of their speaking and listening skills at the beginning and at the end of the study?

Research Question 12: Is there a change in the self-assessment level of the control group students based on CEFR in terms of their speaking and listening skills at the beginning and at the end of the study?

1.4 Hypothesis

This study is designed to examine the effects of CEFR-based ESP speaking and listening activities on the success of students in Faculties of Tourism. The main focus in this study is to enable students in Faculties of Tourism to communicate effectively and to help them develop their speaking and listening skills defined at B1 level with the help of CEFR-based English for Tourism speaking and listening activities. In the light of the research questions mentioned above, it is hypothesized in this study that there will be an increase in the success of the Tourism and Hotel Management Department students in terms of their speaking and listening skills when using CEFR-based ESP speaking and listening activities. It is assumed that the ESP activities which address the needs of the Tourism and Hotel Management Department students will contribute to achieving the spoken production and interaction and listening skill objectives of the B1 level. Most universities in Turkey do not apply ESP courses in faculties which would benefit most from ESP according to the needs and interests of their learners. Furthermore, English courses in universities in Turkey lack CEFR-based activities. Course designers in Turkey can prepare teaching materials for ESP using the principles of the CEFR. The activities suggested in this study, according to the principles of the CEFR, may be of use for ESP teaching programmes in universities.

1.5 Scope of the Study

This study was conducted in the Akdeniz University Faculty of Tourism. The subjects were Tourism and Hotel Management Department students who were learners in the Faculty of Tourism, The study group consisted of 28 students, all of whom were studying English for a total of 8 hours a week. The activities suggested here were selected according to the needs of the Tourism and Hotel Management Department of the Akdeniz University Faculty of Tourism.

1.6 Limitations

This study is limited to:

1. the spoken interaction, spoken production and listening comprehension skills,

2. the first year students in the Tourism and Hotel Management Department of Akdeniz University Faculty of Tourism,
3. ESP speaking and listening activities at B1 level,
4. a period of 12 weeks during the Spring Semester of the Akdeniz University 2011/2012 academic year.

1.7 Definitions

Can-do statements: A set of performance-related scales describing what learners can actually do in the foreign language depending on their proficiency level.

Common European Framework of Reference for Languages (CEFR): “A guideline that provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively”. (Council of Europe, 2001, p.1).

Common Reference Levels: The CEFR describes foreign language proficiency at six levels:

1. A1 (Breakthrough)
2. A2 (Waystage)
3. B1 (Threshold)
4. B2 (Vantage)
5. C1 (Effective Operational Proficiency)
6. C2 (Mastery)

(Council of Europe, 2007).

Council of Europe: The Council of Europe, based in Strasbourg (France), covers nearly the entire European continent, with its 47 member countries. Founded on 5 May 1949 by 10 countries, the Council of Europe seeks to develop throughout Europe common and democratic principles based on the European Convention on Human Rights and other reference texts on the protection of individuals.

English for Specific Purposes: It is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning (Hutchinson and Waters, 1998, p.19).

CHAPTER II

REVIEW OF LITERATURE

2.1 English for Specific Purposes

English for Specific Purposes (ESP) has been one of the most prominent fields in English as a Foreign Language (EFL) teaching over many years. ESP is regarded as an approach to language teaching that gives importance to the learners' needs and interests. As Schleppegrell (1991) points out, ESP programmes are mostly designed for adult learners because they have a common professional or job-related reason for learning English, a common context in which to use English, content knowledge of their subject area, and well-developed learning strategies. This means that the student brings to the ESP class a reason for learning and a context for the use of English, knowledge of the vocational or professional field, and well-developed adult learning strategies.

“The teaching of English for Specific Purposes has generally been as a separate activity within English Language Teaching (ELT), and ESP research as an identifiable component of applied linguistic research” (Dudley-Evans and St. John, 1998, p.1). While General English learners study English to master the language itself, or to pass exams if it is compulsory, ESP learners study English to accomplish a particular role (Richards, 2001). ESP learners are mostly adults and have grammatical knowledge of the language and, consequently, they have professional or job-related reasons to learn and use the language.

Sifakis (2003) and Rogers (1996) point out that there are as many definitions of ESP as there are linguists who have attempted to define it. Because all of these definitions appear to cover various characteristics of this approach, ESP appears to be a very flexible discipline and must be defined differently. There have been many attempts to give definitions of English for Specific Purposes. Hutchinson and Waters (1987) suggest that ESP must be seen as an approach rather than a product, and they define ESP as an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning.

Strevens (1988, pp. 1-2) gives a definition of ESP by making a distinction between four absolute characteristics and two variable characteristics. The absolute characteristics are that ESP consists of English Language Teaching, which is:

1. designed to meet specified needs of the learners;
2. related in content (that is in its themes and topics) to particular disciplines, occupations and activities;
3. centred on language appropriate to those activities in syntax, lexis, discourse, semantics and so on, and analysis of the discourse;
4. in contrast with 'General English'.

The variable characteristics are that "ESP may be restricted as to the learning skills to be learned (e.g. reading only), and may not be taught according to any preordained methodology" (Strevens, 1988, pp. 1-2).

10 years later, Dudley-Evans and St. John, (1998, p. 4-5) adapted the Strevens' definition of ESP, and provided the extended definition of ESP in terms of 'absolute' and 'variable' characteristics. According to the definition, absolute characteristics include:

ESP is designed to meet the specific needs of the learner and ESP makes use of the underlying methodology and activities of the disciplines it serves; ESP is centred on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities.

Dudley-Evans and St. John, (1998, p. 4-5) give the definition of variable characteristics of ESP as follows:

ESP may be related to or designed for specific disciplines; ESP may use, in specific teaching situations, a different methodology from that of General English; ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be used for learners at secondary school level and ESP is generally designed for intermediate or advanced students.

The notion of 'absolute' addresses the common features of all ESP contexts, and the notion of 'variable' explains the situational features of ESP contexts. Dudley-Evans

and St. John (1998) removed the absolute characteristic that ESP is in contrast with General English and added more variable characteristics. They point out that ESP is not necessarily related to a specific discipline. Moreover, ESP is likely to be used with adult learners.

Robinson (1991) points out two key criteria in her definition of ESP: 1. ESP is normally goal directed. 2. an ESP course is based on a needs analysis, which aims to specify as closely as possible what exactly it is that students have to do through the medium of English. It is goal oriented and designed according to learners' needs. Students study English not because they are interested in the English language (or English-language culture) as such but because they need English for study or work purposes. It is also clear that ESP is a learner-centred approach in teaching English. Svinicki (2011) mentions that learners are the drivers of learning with their actions and teachers are supposed to create opportunities for the learners to be actively involved in the learning process.

As can be seen in the definitions of the ESP, it can be said that ESP is different from the English as a Foreign Language (EFL). As Bloor and Bloor (1986) note, the main difference between ESP and EFL is the learners' reasons for learning English. Since learners learn English to learn for particular things in ESP, they are said to have instrumental motivation. However, EFL learners may have instrumental or integrative motivation as they may have a lot of reasons to learn English. Moreover, because of the curriculum in their schools or universities, they see it compulsory to learn English.

2.1.1 Historical Background of ESP

ESP has been one of the most significant fields of ELT since the early 1960's. Dudley-Evans and St. John (1998, p.1) mention in the history of ESP "the study of languages for specific purposes dates back to the Roman and Greek Empires, and as such has a long and interesting history". The modern origins of ESP go back to economic activities taking place in the 1950's and 1960's. Since the early 1960's, English for Specific Purposes (ESP) has grown to become one of the most prominent areas of EFL teaching today.

“As with most developments in human activity, ESP was not a planned and coherent movement, but rather a phenomenon that grew out of a number of converging trends.” (Hutchinson and Waters, 1987, p.6). However, three main reasons can be put forward as significant contributions to the development of ESP. The first reason was need. After the Second World War the demands of the modern world had changed. When the Second World War ended in 1945, activities in science, technology and economics within the international sphere had expanded enormously (Hutchinson and Waters, 1987). In respect to this, the demand for an international language gained much more importance. Once the United States had started to take the lead in military and economic power in the world in the 20th century, English became the world’s leading international language and maintained its lead in many fields such as; education, economics, politics, culture, science, and technology. Many people wanted to learn English for their own needs and interests, and to be aware of the latest developments in their own field. This resulted in an expansion in the use of English for Specific Purposes.

The second reason was the revolution in linguistics. As Hutchinson and Waters (1987) emphasize, linguistics had generally been used to describe the rules of English usage which is called grammar. On the other hand, the new studies took attention away from defining the formal aspects of language usage, and towards exploring the ways in which language is actually used in real-life communication (Widdowson, 1978). Since most ESP students are adults and already have a grammatical knowledge of the English language, they can use their existing knowledge of grammatical structures to meet their needs.

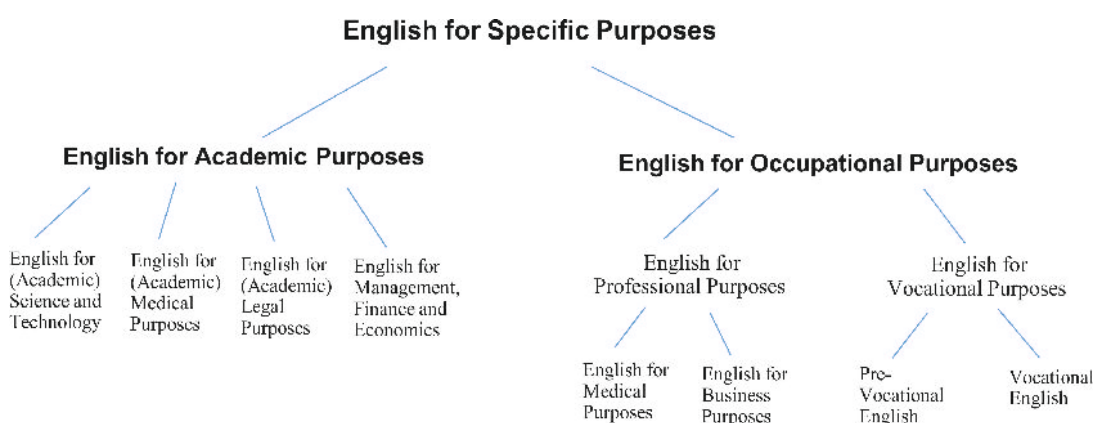
Furthermore, in the development of ESP, improvements in the field of educational psychology contributed to the growth of ESP by focusing on the central importance of learners and their attitudes towards learning (Hutchinson and Waters, 1987). Learners were seen to have different needs and interests. This resulted in the development of courses directed towards to their particular needs and interests. Having access to such courses affects their motivation and, therefore, the effectiveness of their learning.

2.1.2 Types of ESP

Carver (1983) classifies three types of ESP: English as a restricted language, English for Academic and Occupational Purposes and English with specific topics. The language used by air traffic controllers can be given as an example of English as a restricted language. For Carter's second type of ESP, English for Nursing can be given an example for EOP, and English for Medical Studies can be given as an example of EAP. The third form of ESP defined by Carver (1983) is English with Specific Topics. Scientists who require English for postgraduate reading studies, for attending conferences or working in foreign institutions can be examples of the English with Specific Topics (EST).

Stevens (1988), Robinson (1991), and Dudley-Evans, St. John (1998), divide ESP into two main branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). Hutchinson and Waters (1987), also divide ESP according to whether the learners need English for academic purposes or for occupational purposes in their ELT tree. In their tree diagram for ESP, given below, Dudley-Evans, St. John (1998) indicate the categories and subcategories of ESP:

Figure 2.1. Types of ESP



(Dudley-Evans, St. John, 1998, p.6)

As can be seen in the figure above, the typical tree diagram for ESP divides EAP and EOP according to the discipline and professional area. According to Hutchinson and Waters (1987, p.16), there is no obvious distinction between EAP and EOP, “people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job”. English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) are not different in terms of their focus.

2.1.2 English For Tourism

There are two main elements of ESP; the aim of following a course of studies, or following a profession. ESP is convenient for learners who intend to study a specific subject in English or follow a specific occupation for which English is necessary, or both (Chamberlain and Baumgardner, 1988). As English for Specific Purposes is divided into two main areas, EAP and EOP, English for Tourism and Hotel Management is categorized as EOP. Master (1998, p.213) states that “English for Tourism is an example of the subset of ESP known as English for Occupational Purposes (EOP), or VESL (Vocational ESL)”. According to Cravotta (2011), English which is used in the international tourism industry goes in the category of English for Specific Purposes.

Walker (1995) calls attention to how English for Tourism is one of the more appealing areas among vocational and professional areas of English for Specific Purposes (ESP) because all of us are tourists at various times in our lives. Thus, instructors can bring our real experiences to the language classroom. Robinson (1991) observes that it is essential for ESP teachers to have knowledge of designing language courses, and they need to be trained in describing language. Moreover, they need to have knowledge in the field in which learners are professionally involved, such as economics, nursing, catering, or tourism. For the ESP teacher who teaches English for Tourism, it is important to create real and authentic communication regarding the students’ knowledge of tourism.

Hollandsworth (1987, as cited in Master, 1998, p. 208) draws attention to the significance of English for Tourism by indicating that in hotels and restaurants, English for hotel management is used as a language for a specific purpose. In this context, English is necessary in order to communicate with customers. It is important for courses to be developed according to the needs of the learners, as in real life they use that specific language to accomplish their tasks. English for hotel management requires extensive practice with day-to-day spoken English, both formal and informal.

Cravotta (2011, p.104) refers to the significance of English for Tourism as “Mastering English for Tourism provides any individual with the linguistic tools needed to travel or to work in various chosen occupations”. Learners of English for Tourism need to be provided with the opportunity to learn English according to their needs. English for Tourism and Hotel Management prepares learners for work in the tourism and hotel service industries.

Master (1988) has drawn attention to the fact that in European countries, ESP for Tourism has experienced significant development. There is also increasing demand for ESP for Tourism in other countries because of a growing awareness of the economic potential of professional training for hotel management and tourism. Turkey is among the countries in which the tourism industry has shown continuous growth, and where there is also a focus on international tourism. This has resulted in the need for knowledge of one or more foreign languages in the employees of the tourism industry. In this regard, learners of Faculties of Tourism need to know not only General English, but also ESP for Tourism.

2.2 The Common European Framework of Reference for Languages (CEFR)

The Common European Framework of Reference for Languages (CEFR for short) is a part of the Council of Europe’s long-term aim to improve the learning and teaching of modern languages in Europe. This aim has been pursued since the symposium on languages in adult education held in Rüschnikon, Switzerland in 1971. This activity has led to a series of detailed syllabus specifications at several different language

levels, namely the Threshold Level, the Waystage and Vantage Levels (Council of Europe, 2001).

In 1991, a Council of Europe symposium was held in Rüschnikon under the heading “Transparency and Coherence in Language Learning in Europe: Objectives, Evaluation, Certification”. It was concluded that it was necessary to develop a common reference for language learning so as to realize and ease cooperation between the educational institutions of different countries, and to function as a common means by which practitioners could coordinate their studies, reflect on their practices, and make easier comparisons between the different qualification systems. To achieve this, different levels of proficiency and their related features were defined, and the aims, objectives and functions of the proposed common framework were elaborated through collaboration between a large number of governments and scholars. The result of this work is referred as the Common European Framework of Reference for Language Learning, Teaching and Assessment. This is a comprehensive document outlining a theoretical basis for modern language teaching (Council of Europe, 2001).

The first draft of the Framework was published in 1996, and the second one in 1998. The Council of Europe states that it was translated into the following languages: Arabic, Albanian, Armenian, Basque, Bulgarian, Catalan, Chinese, Croatian, Czech, Danish, Dutch, English, Esperanto, Estonian, Finnish, French, Friulian, Galician, Georgian, German, Greek, Hungarian, Italian, Japanese, Korean, Lithuanian, Moldovan, Norwegian, Polish, Portuguese, Russian, Serbian (Iekavian version), Slovak, Slovenian, Spanish, Swedish, Turkish and Ukrainian. “The latest version of the document coincided with the European Year of Languages, 2001” (Kohonen, 2003, p.2). The main purpose of the framework has been explained by the Council of Europe (2001, p.1) as follows:

The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural

context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a lifelong basis.

In short, the Framework which was developed by the Council of Europe aims to provide a general structure which defines what is required for language learners in order to use a foreign language effectively in practice. Therefore, the CEFR provides a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of language proficiency. The aim of the CEFR is to make language learning courses, syllabuses and qualifications more transparent, to establish well-defined objective criteria for describing language proficiency, to aid reciprocal recognition of qualifications thereby facilitating European mobility (Council of Europe, 2001).

2.2.1 Basic Aspects of the CEFR

The CEFR serves as a benchmark for awareness of language qualifications between different countries, and is designed to help learners, teachers, parents, course designers, administrators etc. In order to achieve its aims, CEFR must be *comprehensive, transparent and coherent*. (Council of Europe, 2001).

“It must be *transparent*, in that all information must be clearly formulated and explicit, freely available and readily comprehensible to users”. (Council of Europe, 2001, p.7). *Coherent* means that the description is free of internal contradictions, and requires a harmonious relationship between the different components which make up educational systems.

Furthermore, in order to be successfully applied to particular situations, the CEFR should be open and flexible. According to the Council of Europe (2001), CEFR should be multi-purpose, that is, it should be usable for various purposes. There may be different situations where CEFR is needed, so it requires flexibility. Moreover, CEFR should be open as there may be need for further extension. It should not only be dynamic but also user-friendly since it is important for the Framework to be

understood by its users. Also, being non-dogmatic is another feature that CEFR should have.

2.2.2 The European Language Portfolio in Language Teaching

It was recommended in the Rüsclikon Symposium in 1991 that the Council of Europe should set up two working collections, one to elaborate the Common Framework, and the other to deal with the possible forms and elements of the European Language Portfolio (Little, 2006). The European Language Portfolio is a tool to help learners develop self-study skills. With the ELP, learners can record their language learning process and cultural experiences. As Mirici (2007) notes, in order to promote the progress of plurilingualism and pluriculturalism at all levels, the European Language Portfolio was developed and piloted by the Language Policy Division of the Council of Europe in Strasbourg from 1998 to 2000.

According to Glover, Mirici and Aksu (2005), the European Language Portfolio (ELP) is a tool to develop learner responsibility and autonomy through reflection and self-awareness. They also state that the European Language Portfolio is based on the Common European Framework (CEF) Reference Levels, and it empowers learners to describe what they can do in different languages. It can be said that the ELP encourages self-assessment and self-awareness. As Douglas (2000) suggests, the ELP is an option for alternative assessment, and shows a conscious collection of learner production and reflective self-assessment which is designed to record progress and achievement after a period time. It is clear that the purpose of the ELP is to make the language process more apparent for the learner, and to promote its development (Durán and Úbede, 2005).

2.2.1 The Functions and the Components of the ELP

There are two fundamental functions of the ELP: the reporting function and the pedagogical function. The pedagogical function of the ELP aims to encourage and lead the students in their learning process, and the reporting function aims to note proficiency language levels (Council of Europe, 2001). Little (2002) gives an explanation of the reporting function of the ELP as; the ELP, in its reporting

function, provides certificates and diplomas regarding the owner's experience on language learning, and evidence for his/her second/foreign language proficiency. Moreover, it gives an opportunity to the owner to certify any language learning which has taken place not only outside, but also within formal education.

In its pedagogical function, the ELP is designed to encourage plurilingualism, develop cultural awareness, and make the process of language learning more transparent to the learner. The ELP also aims to promote the improvement of learner autonomy. (Little, 2002). As Demirel (2004, p.122) states, "the pedagogical function of the ELP is to help learners to develop their capacities, make the process more visible and transparent, and show ways of practicing self-assessment". According to Little and Perclova (2001, p.3) it could be concluded that in its reporting and pedagogical functions, "The ELP is designed to support four of the Council of Europe's key political aims: the preservation of linguistic and cultural diversity, the promotion of linguistic and cultural tolerance, the promotion of plurilingualism, and education for democratic citizenship".

The ELP consists of three parts: a language passport, a language biography, and a dossier. (Council of Europe, 2001). The Language Passport is a document which records the whole process of the user's language learning. It covers self-assessment checklists, grids and language proficiency skills. The skills referred to are; understanding (listening and reading), speaking (spoken interaction and spoken production), and writing. The Language Biography is a document that allows users to assess their own learning process. Little and Perclova (2000, p.1) rightly point out that "The Language Biography facilitates the learner's involvement in planning, reflecting upon and assessing his or her own learning process and progress." It also aims to promote plurilingualism, especially the development of competencies in several languages. The other component of ELP is dossier which according to Little and Perclova (2000, p.1) offers "the learner the opportunity to select materials to document, and to illustrate achievements or experiences recorded in the Language Biography or Passport" The dossier is a documentation tool that includes the documents or certificates of his/her learning process.

2.2.3 The Common Reference Levels of Proficiency

“The Common Reference Levels provide a set of six defined criterion levels for use as common standards. These common standards are intended to help the providers of courses and examinations relate their products to a common reference system” (Council of Europe, 2003, p.15). With the help of the six proficiency levels and scales, the users, teachers, administrators and testing units have the opportunity to make comparisons between different language systems. As Little (2006) states, it is clear that the CEFR consists of more than levels and scales.

The proficiency levels in the CEFR are indicated in the table below:

Table 2.1 Proficiency Levels in CEFR

A1	Breakthrough	Foundation
A2	Waystage	Basic User
B1	Threshold	Independent User
B2	Vantage	Limited Operational Proficiency
C1	Effective Operational Proficiency	Adequate Operational Proficiency
C2	Mastery	Comprehensive Operational Proficiency

(Council of Europe, 2001)

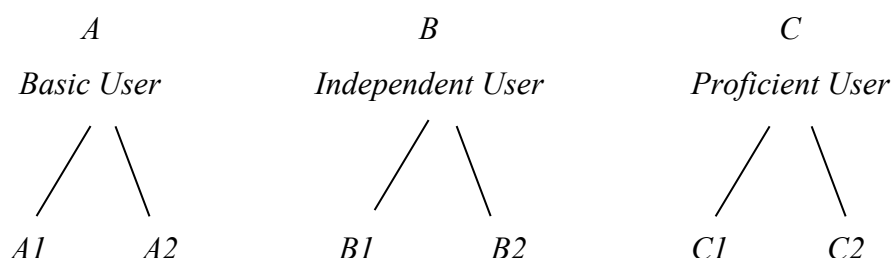
Glover, Mirici and Aksu (2005, p.1) point out that “The levels are intended to be more user-friendly than referring to the learners’ proficiency level as intermediate or elementary.” This can be interpreted as saying that the six defined criterion levels in the CEFR make it easier to use and understand better for the users.

It is important to note that the Common Reference Levels are not only for formal assessment. Language users can also use them for self-assessment of their progress. Testing institutions such as the Association of Language Testers in Europe (ALTE), which is a free diagnostic testing service, and DIALANG, which is a formal

language-testing centre, use the Common Reference Levels (Council of Europe, 2001).

As stated above, there are six ascending proficiency levels in terms of outcomes; three main levels with two sub-levels for each. The broad categories and sub-categories of the levels are illustrated below in the figure 2.2.

Figure 2.2. The broad categories and sub-categories of the levels



(Council of Europe, 2001, p.23).

The Common Reference Levels, which consist of six broad levels, provide a common standard which is described by the global scale and the self-assessment grid. The global scale and the self-assessment grid are illustrated in the tables below:

Table 2.2 The Common Reference Levels: The Global Scale

(Council of Europe, 2001)

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
		Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and

	C1	spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Table 2.3 The Common Reference Levels: Self-Assessment Grid
(Council of Europe, 2001)

Common Reference Levels: self-assessment grid		A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

2.3 Speaking and Listening Skill

2.3.1 Speaking Skill

Speaking is an interactive process of constructing meaning that involves producing and receiving, as well as processing information (Brown, 1994, as cited in Burns and Joyce, 1997). The form and meaning of speaking are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the aims of speaking. Burns and Joyce (1997, p.2) point out that “Learning to speak involves developing a number of complex skills and different types of knowledge about how and when to communicate”. Furthermore, Chastain (1998, p.270), observes “Speaking a language means more than simply knowing the linguistic components of the message”. Thornbury (2005, p.4) expresses a similar view as follows:

Speaking requires more than the utterances of grammatically correct sentences. To begin with, speaking is interactive, and co-operation and management of speaking turns are needed. Moreover, it occurs in real time, with little time for detailed planning. In addition, the nature of the process of speaking and the grammar used in it are different from the process and grammar used in written language.

Oral communication can be said to be less formal than written communication. It is the process of expressing ideas with words verbally. The work of Nunan (1989, p.32) indicates that successful oral communication involves developing:

- the ability to articulate phonological features of the language comprehensively;
- mastery of stress, rhythm, intonation patterns,
- an acceptable degree of fluency;
- transactional and interpersonal skills;
- skills in taking short and long speaking turns;
- skills in the management of interaction;
- skills in negotiating meaning;

- conversational listening skills;
- skills in knowing about and negotiating purposes for conversations;
- using appropriate conversational formulae and fillers.

Oral communication is the practice of effectively communicating verbally with a public audience across a variety of contexts. According to Bygate (1987, p.3), “in order to achieve a communicative goal through speaking, there are two aspects to be considered – knowledge of the language, and skill in using this knowledge”. It is not enough to have a specific knowledge, the person who uses the language should be able to use this knowledge in different situations. Harmer (2001), when dealing with the elements of speaking that are necessary for fluent oral production, differentiates two aspects; “knowledge of *language features*, and the ability to process information on the spot, it means *mental/social processing*”.

Of all the skills, the speaking skill is regarded as the most important one. The person who knows the language is defined as the person who speaks the language. In fact, knowing a language involves all the skills, but because speaking is a vital part of second language learning and teaching it therefore becomes one of the most important parts of language courses.

Harmer (1998) reports that there are three basic reasons for encouraging students to do speaking tasks using all and any language at their command: rehearsal, feedback and engagement. Firstly, speaking activities give students the opportunity for rehearsal; that is to say, they can practice the real skill of speaking which they can use outside the classroom. The example given by Harmer (1998) is that of being involved in a role-play activity that takes part at an airport check-in desk, which will prepare them for similar situations in real life. Secondly, when students try to use all and any language they know, it provides feedback for both teachers and students. Teachers have the chance to observe the level of their students, and the students can get a clear view of their progress. The teacher’s feedback can encourage them to engage in further practice. Finally, according to Harmer (1998), it is necessary for speaking activities to be highly motivating. Students will get the feeling of satisfaction and pleasure when the teacher provides the students with appropriate

feedback and, with the application of good speaking activities, they will really get involved in the learning process in class.

2.3.2 Communicative Tasks

Communicative language teaching depends on real-life situations which require communication. In English language classrooms it is important for the teachers to create an atmosphere which will allow students to have real-life conversations, authentic activities, and meaningful tasks that encourage oral language. Thornbury (2005) describes communicative tasks where the motivation of the activity achieves an outcome using language in the following terms; the activity takes place in real time; the participants experience interactions, for example, in which they listen as well as speak. Due to the spontaneous nature of the interaction, the outcome is not 100% predictable because there is no restriction on the language used.

Communicative activities aim to encourage learners to speak and listen to other learners, and also to the general public. Moss and Ross-Feldman (2003) suggest that research into second language acquisition indicates that there is more learning when learners are engaged in relevant tasks within a dynamic learning environment, rather than in traditional teacher-led classes. As a result of this, having the learners involved in the communication activities and interaction among themselves can increase the motivation of the learners, and as a result are essential for effective learning.

2.3.2.1 Types of Speaking Activities

The range of communicative activities given below can be used successfully with different class levels. Communicative activities give learners opportunities to use the target language with each other, and with other people as well:

Discussion

In order to have a successful discussion, it is important to choose appropriate topics for learners according to their needs and interests. The age factor, level, and background of the learners should be taken into consideration. For example, for

learners in the field of Tourism and Hotel Management, topics about tourism will attract their attention, and they will be able to talk about these topics since they are supposed to have a background and interest in tourism.

“A teacher can start a discussion with a question, an anecdote, an event, a visual aid, a funny story, the result of research, a type of music or a dialogue” (Sarıçoban, 2001, p.69). It is necessary to begin a discussion by setting the purpose of the discussion. In this way, the discussion points are relevant to this purpose, and students do not spend their time talking to each other about irrelevant things.

After a content-based lesson, a discussion can be held for various reasons. The students can aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the teacher sets the purpose of the discussion activity. In this way, the discussion points are relevant to this purpose. In class or group discussions the students should always be encouraged to ask questions, express ideas, and check for clarification.

Surveys

Another kind of speaking activity for the learners to be involved in is surveys. According to Harmer (1998) one of the ways to provoke conversation and an exchange of ideas is to get students to conduct questionnaires and surveys. Surveys can be effective as ice-breaking games at the beginning of a course. They allow learners to experience active participation in the learning process more than copying the teachers' words. Surveys can be about any subject, for example, students can ask questions to each other about their daily lives, family or hobbies. It is important to design surveys according to the needs and interests of the learners.

Drama, Role Play and Simulation

Drama is considered to be one of the most exciting and creative ways of teaching. In drama all learners are involved in the activities and it includes role-play and simulation. Role-play is one of the most commonly used speaking activities. In a role-play activity, students act the roles of imaginary characters. They use their own

ideas or might be given role cards that include information. The roles might involve travel agents, receptionists at a hotel, guests at a hotel, and waiters at a restaurant. In addition to these, simulations are very similar to role-plays; however, simulations are more elaborate. To create a realistic environment, students can bring items to the class and create a realistic environment. For example, if a student acts as a travel agent, he brings authentic materials such as hotel brochures, vouchers and so on. Role-plays and simulations have a lot of advantages for learners. As Harmer (1998) suggests, role-plays and simulations increase the self-confidence of hesitant students since they have a different role and do not have to speak for themselves.

Games

“A way to distract attention from a concern for formal accuracy is to introduce a competitive or game-type element into the activity” (Thornbury, 2005, p.82). Games have five basic characteristics. They are competitive, governed by rules, goal-defined, engaging in that they challenge the participants, and they have a predetermined point at which they are finished. As games create a sense of fun and healthy competition, students can also improve their English. “Games can be used as warm-ups, for team-building, or to wake up sleepy students” (Shoemaker and Shoemaker, 1991, p.73) There are a number of suitable games; for example, guessing games in which the learners might guess what the job one learner is thinking of by asking yes/no questions. Thornbury (2005) states that there is interaction in games, it happens in real time, and the focus is on the outcome, for example; winning the game, guessing the item correctly. Games can be applied as part of another activity such as a discussion or debate. By turning a discussion between two groups into a competition, learners will be motivated.

Information Gaps

Information gaps are explained by Doff (1988, p.214) as follows:

In many communicative activities students are encouraged to work in pairs. In these activities each student is given different information and then the activity works in different ways: One student has some information, and the other one must try to

find it out by asking questions, one student has some information and tells it to the other, or both of them have different information, and they tell each other.

In information gaps activities, each partner plays an important role since they can only complete the task with the information they provide each other. As these activities give an opportunity for each student to talk in the target language, they are effective in the teaching of speaking skills.

Jigsaw

Jigsaw activities can be done with several partners. In a jigsaw activity, each partner has one or a few pieces of the "puzzle," and the partners must cooperate to fit all the pieces into a complete picture. The pieces of the puzzle may take one of several forms. It may be one panel from a comic strip or one photo from a set that tells a story. It may be one sentence from a written narrative. It may be a tape recording of a conversation, in which case no two partners hear exactly the same conversation. To do jigsaw activities, learners will be compelled to use language in such a way that they will be distracted from a concern for formal accuracy.

Problem Solving

In his study Sariçoban (2001) makes it clear that in problem solving activities, the teacher comes up with a problem and brings out the students' ideas about an acceptable solution using the information provided. The students have to find solutions to the problems and these activities are appropriate for group works.

Stories and Jokes

“The goal of storytelling activities is to get the learners to produce longer connected text” (Sariçoban, 2001, p.70). In storytelling activities, students can create their own stories and then tell them to the class, or they can summarize a story. They can also tell jokes. For example, the teacher can get students to tell jokes before beginning

each class session. In this way, the teacher will get the attention of the class and motivate the students to speak.

Interviews

Students can conduct interviews on selected topics with different people. Teachers can provide a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions (Kayi, 2006). Students have the opportunity to practice their speaking outside as well as in class with the help of conducting interviews with people. Also students can choose partners to perform an interview of each other. They can later present it in class

2.3.3 Oral Production Activities and Illustrative Scales in CEFR

In oral production (speaking) activities the language user produces an oral text which is received by an audience of one or more listeners. Examples of speaking activities include “public address (information, instructions, etc.) and addressing audiences (speeches at public meetings, university lectures, sermons, entertainment, sports commentaries, sales presentations, etc.)” (Council of Europe, 2001, p.58).

The CEF provides illustrative scales for overall spoken production:

Table 2.4 Illustrative Scales for Overall Oral Production

(Council of Europe, 2001)

	OVERALL ORAL PRODUCTION
C2	Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.
C1	Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with

	supporting detail.
B2	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.
	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.
B1	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.
A2	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.
A1	Can produce simple mainly isolated phrases about people and places.

2.3.4 Spoken Interaction Activities and Illustrative Scales in CEFR

As stated by the Council of Europe (2001), in interactive activities the language user acts alternately as speaker and listener with one or more interlocutors. The language user employs reception and production strategies constantly during interaction. There are also strategies regarding managing co-operation and interaction such as turn-taking and turn-giving, framing the issue and establishing a line of approach, proposing and evaluating solutions, recapping and summarizing the point reached, and mediating in a conflict. Examples of interactive activities suggested by the CEFR include “transactions, casual conversation, informal discussion, formal discussion, debate, interview, negotiation, co-planning, practical goal-oriented co-operation” (Council of Europe, 2001, p.73).

The illustrative scales provided by the CEFR for overall spoken interaction are indicated below:

Table 2.5 Illustrative Scales for Overall Spoken Interaction

(Council of Europe, 2001)

	OVERALL SPOKEN INTERACTION
C2	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.
C1	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.
B2	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.
	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.
B1	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.
	Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

A2	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.
A1	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

2.3.5 Listening Skill

It has been claimed that over 50 per cent of the time spent by students when functioning in a foreign language will be devoted to listening (Nunan, 1998). The listening skill is one of the most vital abilities for daily communication. Teaching the ability to follow a speaker in a foreign language and respond properly is, like other language skills, absolutely necessary. The purpose of teaching listening comprehension is to make the students able to understand the normal speech of the target language in various situations. Mendelsohn (1994, p.34) summarizes the aim of listening comprehension as “students should be doing what they do when they listen in their first language” and he adds that it includes “guessing anything that is not comprehended/heard, predicting what is to come, working out the meaning of unfamiliar/unheard terms from the context, and making inferences as to what is meant but left unsaid”.

Rost (2002), who has conducted comprehensive research on listening, finds some common points in the definitions of listening which focus on four aspects: “receptive, constructive, collaborative, or transformative”. In the light of these findings, the definition of listening can be given as follows; listening is “receiving what the speaker actually says, constructing and representing meaning, negotiating meaning with the speaker and responding, and creating meaning through involvement, imagination and empathy” (Rost, 2002, pp.2-3).

Nord (1980, as cited in Nation and Newton, 2009, p.38) emphasizes the importance of listening skill when learning a foreign language:

Some people now believe that learning a language is not just learning to talk, but rather that learning a language is building a map of meaning in the mind. These people believe that talking may indicate that the language was learned, but they do not believe that practice in talking is the best way to build up this “cognitive” map in the mind. To do this, they feel, the best method is to practice meaningful listening.

From this point of view, listening is the way to learn the language. It gives the learner information from which to build up the knowledge that is necessary to use the language. When this knowledge is built up, the learner can begin to speak (Nation and Newton, 2009). Burns and Joyce (1997) rightly point out that we preferably have the role of speaker and listener. In language teaching, the skills of speaking and listening are mostly considered and taught separately; however, we need to be speakers and listeners in daily life. It can be therefore concluded that speaking and listening skills are dependent on each other and they are often taught together.

2.3.5.1 Types of Listening Activities

There are a lot of types of listening activities. The most important point in the organization of listening activities is that they should all be interesting and appropriate for the levels of the students. Rost (1994, p.145) argues, “If the input of materials is not interesting or relevant to the students, the activity is sure to fall flat and have little learning value”. For effective listening, activities and materials used should be interesting, and meet the needs of learners.

It is possible to divide listening activities into categories in terms of different points of view. The division can be made in relation to listening skills, difficulty level, or teaching phase. Ur (1996) categorizes listening activities as (1) no overt response, (2) short responses, (3) longer responses, (4) extended responses. In no overt response, learners are not supposed to do anything in response to listening; however, their facial expressions and body language show if they are following or not. Stories, songs and entertainment can be shown as examples of this category. For example in stories; the teacher can tell a joke, retell a well-known story or read a story from a

book. The teacher can play a song and for entertainment, films can be shown to the students (Ur, 1996).

The second category of Ur's (1996) listening activities is short responses. Ur (1996, p.112) states "Learners draw shapes or pictures, or perform actions in response to instructions. Examples are: ticking off items, true/false, detecting mistakes, cloze, guessing definitions, skimming and scanning". On the other hand, in longer responses; learners give longer responses such as answering questions, note-taking, paraphrasing and translating, summarizing, long gap filling. In the last category, in extended response activities, the skills are combined. Problem solving can be given as an example of the extended responses category. In problem solving, a problem is described orally and learners can discuss how to handle the problem or write down a suggested solution. Interpretation is another activity in extended responses. The teacher gives an extract from a piece of dialogue or monologue without giving any previous information. Learners who listen try to guess from the words, kinds of voices, tone and any other evidence available. (Ur, 1996).

Hedge (2008) and Underwood (1989) prefer grouping listening activities in terms of teaching phase; as pre-listening, while-listening, and post-listening. This is the most common categorization and is discussed a good deal among researchers. Mendelsohn (2006) emphasizes the importance of a needs analysis before using materials for listening, and suggests that listening materials should be chosen in parallel with the needs of the learners. The selection of activities and tasks should also be done in the same way. Harmer (2001) points out that learners may be unwilling to participate in some activities because they are not familiar with the type of material, or because the topic is outside their field of interest. In order to prevent those problems and meet the needs of the learners, the materials should be chosen carefully, and the activities and techniques should be designed according to the materials used. It is considered essential to find out the needs of the learners.

It can therefore be concluded that a good listening lesson is more than the listening task itself, with related activities being conducted both before and after the listening. In the basic structure of a good listening lesson there are three parts: pre-listening, while-listening, and post-listening (Field, 1998). Before starting the listening lesson,

the learners need to be prepared for the activity. That is to say, learners are prepared by introducing the topic and they try to find out if they have knowledge about it. During the listening part, learners should be well informed about the purpose of their listening since they can listen for specific details or general content. Finally, in the after listening part, the listening can be finished with a follow up activity such as group discussion and game.

2.3.5.2 Aural Reception (Listening) Activities and Scales in CEFR

In aural reception (listening) activities, the language user as listener receives and processes a spoken input produced by one or more speakers. Listening activities include: listening to public announcements (information, instructions, warnings, etc.); listening to media (radio, TV, recordings, cinema); listening as a member of a live audience (theatre, public meetings, public lectures, entertainments, etc.); listening to overheard conversations, etc. In each case the user may be listening for gist, specific information, detailed understanding and for implications (Council of Europe, 2001).

According to Council of Europe (2001, p.65) illustrative scales are provided for:

- Overall listening comprehension;
- Understanding interaction between native speakers;
- Listening as a member of a live audience;
- Listening to announcements and instructions;
- Listening to audio media and recordings.

Little (2007) states that illustrative scales in the CEFR are partly validated by empirical research. The illustrative scales for overall listening comprehension are indicated in the table below.

Table 2.6 Illustrative Scales for Overall Listening Comprehension
(Council of Europe, 2001)

	OVERALL LISTENING COMPREHENSION
C2	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.
C1	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.
B2	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influences the ability to understand.
	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.
B1	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.
	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.
A2	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.
	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.
A1	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.

Teaching the skill of listening is considered to be one of the most difficult tasks for any teacher, as successful listening skills are learnt over time and with lots of practice (Rivers 1992). Kavaliauskienė and Slaminskienė (2011) emphasise the difficulty of developing the listening skill for learners by stating that learning listening skills is frustrating for students because there are no rules as in grammar teaching. However, developing the listening skill is vital for language learners. Rost (1994, p.141) gives the reason as follows; “it provides input for the learner. Without understanding the input at the right level, learning cannot begin”. It is necessary for language teachers to help them become effective in listening. If the students are well informed about the purpose for listening, they are going to be more focused and this will result in a more effective learning.

CHAPTER III

METHODOLOGY

3.1 Research Design

This study is based on a quantitative research that aims to check if it is possible to improve speaking and listening skills of the learners in the Faculty of Tourism with the suggested CEFR-based ESP speaking and listening activities in accordance with the objectives stated in the Common European Framework of Reference for Languages. To achieve this aim, experimental research design with pre-test and post-test control group design has been used.

First of all, the participants of this study were formed into control and experimental groups by using the K-means Cluster method in conjunction with their 1st term English Language examination results. To assess their level of speaking and listening skills according to the CEFR, the ESP listening and spoken production and spoken interaction skills tests at B1 level were administered to both the control and experimental groups as a pre-test. The level of the students, according to the CEFR, was taken into consideration while selecting the ESP speaking and listening skills (spoken interaction and spoken production) tests that were used as pre-test and post-test.

Following this assessment, a self-assessment grid including A2 and B1 level listening, spoken production and spoken interaction “*can do*” statements as defined in the CEFR were distributed before the implementation of the study to both the control and experimental groups to help them assess their level of listening, spoken production and spoken interaction skills in English. The data were helpful for us to get to know the strengths and weaknesses of the students from their perspectives.

As for the implementation part of the study, the suggested CEFR-based B1 level ESP speaking and listening activities were implemented with the experimental group in accordance with the objectives stated in the CEFR. While preparing and selecting the activities, the guidelines in the Framework were taken into consideration.

Lastly, listening and spoken production and spoken interaction skills tests were administered to both the control and experimental groups as a post-test in order to learn what improvements had occurred in their speaking and listening skills after the implementation of the CEFR-based ESP speaking and listening activities. The students were also given the self-assessment grid at the end of the study to see their awareness of assessing their own progress in terms of listening, spoken production and spoken interaction skills in English.

3.2 Participants and the Setting of the Study

This study was conducted in the Akdeniz University Faculty of Tourism in Antalya, in the second term of the 2011/2012 academic year for a period of 12 weeks, almost an entire term beginning in February 2012 and ending in April 2012. As the learners were all students in the Faculty of Tourism, there was no need to conduct a needs analysis. The students are all expected to work in the Tourism and Hotel Management sector, and they are required to have certain speaking and listening skills in English language in this field.

In the Faculty of Tourism of Akdeniz University, which provides a 4-year bachelor degree education, there are 8 hours of compulsory General English lessons in the curriculum for the 1st year, and 8 hours of General English or German Language as elective courses for the second year. Students have the options of studying component of other language courses; Russian and French in their 3rd and 4th years as non-compulsory.

The participants of the study were 42 1st year students from two different classes in the Tourism and Hotel Management Department of Akdeniz University. There were 20 students from one class and 22 students from the other class. They were studying 8 hours of General English a week as a compulsory component of the Faculty of Tourism syllabus. The coursebook the students were using was *Pre-intermediate English for Life* by the Oxford University Press. According to the CEFR, the level of the coursebook was A2 to B1. This was appropriate for the purpose of the study as all the participants of the study were expected to reach at B1 level.

The students from the classroom one of Tourism and Hotel Management Department were randomly assigned as the experimental group, and the students from classroom two of Tourism and Hotel Management Department were randomly assigned as the control group. The equality of the groups was accomplished using the K-means Cluster method by taking into account the gender balance. 14 students were chosen for the experimental group and 14 students for the control group. The students were chosen by considering their autumn semester English grades. Of the 28 subjects, 18 were male and 10 were female. The number of subjects in the groups was equal. The age of the learners ranged from 18 to 20. However, the age factor was not important in this study. The implementation was carried out with the all students of the experimental group; however, the evaluation was carried out with the 14 students who had been chosen as the experimental group. In this study, the number of participants met the minimum requirements for the size of the sample. (Büyüköztürk, 2011).

Table 3.1 *The Number of the Participants (Experimental Study)*

Group	Size	n (female)	n (male)
Experimental	14	5	9
Control	14	5	9
TOTAL	28	10	18

In order to find out whether the groups were equal in terms of their speaking and listening level, speaking and listening pre-tests were administered to the students. According to the pre-test results, it was found that the CEFR level of both experimental and control group were equal, and it was estimated that the experimental group would reach B1 level after the implementation. The proficiency levels of the students at each skill were evaluated by themselves according to the Common Reference Levels with “can do statements”. The proficiency level of both control and experimental group students was A2, called ‘Basic User’ at the beginning of the implementation. This shows that both groups were homogeneous.

3.3 Application of the Study

In the implementational part of the study, the suggested CEFR-based ESP speaking and listening activities were conducted with the experimental group in accordance with the objectives stated in the Common European Framework of Reference for Languages (see Appendix 6), and a traditional English language course was taught to the control group. The subjects of the experimental group had training with B1 level English for Tourism speaking and listening activities related to ESP for 2 hours a week, while the control group continued their standard programme. To prevent the different teacher effect on the performance of the students, both groups were trained by the same teacher.

It was observed that the coursebooks, which had already been in use in the English lessons of the Faculty of Tourism, were not selected according to the needs of the Tourism students in higher education institutions; on the contrary, they consisted of General English subjects. Therefore, it was found that there was a need for speaking and listening activities to be implemented during the English lessons according to the needs and interests of Tourism students. To meet this requirement, CEFR-based ESP speaking and listening activities were suggested and implemented by taking into consideration the level of the target group students of this study. There were 24 speaking and listening activities used during the implementation of this study.

The suggested activities that were implemented in the experimental group were selected and adapted according to CEFR from various ESP and CEFR-based course books. English for Tourism coursebooks that have been used to select activities were prepared according to the CEFR as mentioned on the back cover of the coursebooks. Mostly, authentic materials were selected for the activities for the experimental group to create an authentic atmosphere. Authentic materials are useful for students because they reflect the real environment which students will encounter in their daily and professional lives such as; booking a room in a hotel, making travel arrangements, or ordering a meal in a restaurant. Mitchell (2003) recommends the use of authentic materials which can familiarise learners with handling the kind of language they will meet in real world situations. Adams (1995) suggests involving students in real-life communication tasks that will place them in situations where they must read, write, speak and listen to English.

During the training period, activities including listening, spoken production and interaction were implemented to the experimental group each week. All of the suggested activities consisted of English for Tourism subjects at B1 level since the experimental group would be expected to be at B1 level at the end of the implementation. Different materials were used for the activities in each lesson. The students' needs, interests, age and proficiency level factors were taken into account for the experimental group.

The CEFR-based ESP speaking and listening activities implemented in the experimental group are given in the Appendix 6. The application of the activities in the experimental group are indicated in the table below.

Table 3.2 Application of the Activities in the Experimental Group

ACTIVITY 1	
Theme (s)	Working in Travel and Tourism
Skills	Spoken Production and Interaction, Listening
Audio Text	People describing their work in travel and tourism. Real people talking at their natural speed.
Purpose of Oral Production and Interaction	Discussion Conversation Experience Understanding the main information in authentic recordings Comparing different kinds of work in the travel, tourism and leisure industries.
ACTIVITY 2	
Theme (s)	East meets West
Skills	Oral Production and Interaction, Listening
Audio Text	A radio programme about holidays. The future of tourism
Purpose of Oral Production and Interaction	Informal discussions Conversation Formal discussions

	Sustained Monologue: Putting a case Goal Oriented Co-operation Understanding a Native Speaker
ACTIVITY 3	
Theme (s)	Window Seat or Aisle?
Skills	Oral Production and Interaction, Listening
Audio Text	Airport announcements Cabin crew training Selling duty free
Purpose of Oral Production and Interaction	Informal discussions Goal Oriented Co-operation Information Exchange Conversation Performance
ACTIVITY 4	
Theme (s)	Land of Smiles
Skills	Oral Production and Interaction, Listening
Audio Text	A holiday in Thailand, booking a holiday, travel agent selling a tour
Purpose of Oral Production and Interaction	Informal discussions Conversation Formal discussions Goal Oriented Co-operation Understanding a Native Speaker
ACTIVITY 5	
Theme (s)	Winter Holidays
Skills	Oral Production and Interaction, Listening
Audio Text	Ski resort jobs A UK tour operator talking about the programme of events
Purpose of Oral Production and Interaction	Experiences Information Exchange Goal Oriented Co-operation Formal Discussion Understanding a Native Speaker

ACTIVITY 6	
Theme (s)	Dealing with Enquiries
Skills	Oral Production and Interaction, Listening
Audio Text	Asking for information
Purpose of Oral Production and Interaction	Experiences Information Exchange performance Formal Discussion Understanding a Native Speaker
ACTIVITY 7	
Theme (s)	Good Morning
Skills	Oral Production and Interaction, Listening
Audio Text	Ordering breakfast
Purpose of Oral Production and Interaction	Experiences Information Exchange Performance Formal Discussion Pronunciation
ACTIVITY 8	
Theme (s)	Water Cities
Skills	Oral Production and Interaction Listening
Audio Text	Upgrades
Purpose of Oral Production and Interaction	Informal Discussion Conversation Sustained Monologue: Describing experiences Addressing Audiences Information Exchange Goal Oriented Co-operation Formal Discussion
ACTIVITY 9	
Theme (s)	Cruise Ships
Skills	Oral Production and Interaction, Listening

Audio Text	Announcements and conversations aboard the cruise ship Oriana.
Purpose of Oral Production and Interaction	Informal discussions Formal discussions Goal Oriented Co-operation Understanding a Native Speaker Information Exchange Conversation
ACTIVITY 10	
Theme (s)	Explaining Dishes
Skills	Oral Production and Interaction Listening
Audio Text	Description of a food
Purpose of Oral Production and Interaction	Informal Discussion Conversation Sustained Monologue: Describing experiences Addressing Audiences Information Exchange Goal Oriented Co-operation Formal Discussion
ACTIVITY 11	
Theme (s)	Eating Habits
Skills	Oral Production and Interaction Listening
Audio Text	People talking about what they eat
Purpose of Oral Production and Interaction	Informal Discussion Conversation Sustained Monologue: Describing experiences Addressing Audiences Information Exchange Goal Oriented Co-operation Formal Discussion
ACTIVITY 12	
Theme (s)	To and From the Airport
Skills	Oral Production and Interaction

	Listening
Audio Text	Conversations at a travel agent's
Purpose of Oral Production and Interaction	Informal Discussion Conversation Sustained Monologue: Putting a case Addressing Audiences Information Exchange Goal Oriented Co-operation Formal Discussion
ACTIVITY 13	
Theme (s)	The Future of Tourism
Skills	Oral Production and Interaction Listening
Audio Text	Experts in the tourism industry A development proposal
Purpose of Oral Production and Interaction	Informal Discussion Conversation Sustained Monologue: Putting a case Performance Information Exchange Goal Oriented Co-operation Formal Discussion
ACTIVITY 14	
Theme (s)	Sun, Sea, Sand
Skills	Oral Production and Interaction Listening
Audio Text	People visiting Spain
Purpose of Oral Production and Interaction	Informal Discussion Conversation Experience Performance Information Exchange Formal Discussion
ACTIVITY 15	
Theme (s)	A Place to Stay
Skills	Oral Production and Interaction, Listening
Audio Text	Hotel registrations

	The staff structure of hotels
Purpose of Oral Production and Interaction	Informal Discussion Conversation Sustained Monologue: Describing experiences performance Addressing Audiences Information Exchange Goal Oriented Co-operation Formal Discussion
ACTIVITY 16	
Theme (s)	Hotel Entertainment
Skills	Oral Production and Interaction, Listening
Audio Text	Getting the job
Purpose of Oral Production and Interaction	Informal Discussion Conversation Sustained Monologue: Describing experiences Sustained Monologue: Putting a case Addressing Audiences Information Exchange Goal Oriented Co-operation Formal Discussion
ACTIVITY 17	
Theme (s)	Business Travel
Skills	Oral Production and Interaction, Listening
Audio Text	The needs of the business traveler
Purpose of Oral Production and Interaction	Sustained Monologue: Putting a case Sustained Monologue: Describing Experience Addressing Audiences Information Exchange Goal Oriented Co-operation Conversation Informal Discussion Formal Discussion Interviewing and Being Interviewed
ACTIVITY 18	
Theme (s)	On Tour
Skills	Oral Production and Interaction

	Listening
Audio Text	From tour guide to tour manager Coach tour role-play
Purpose of Oral Production and Interaction	Informal Discussion Conversation Sustained Monologue: Putting a case Addressing Audiences Information Exchange Goal Oriented Co-operation Formal Discussion Describing experiences Performance
ACTIVITY 19	
Theme (s)	Attractions and events
Skills	Oral Production and Interaction, Listening
Audio Text	Describing a festival
Purpose of Oral Production and Interaction	Informal Discussion Conversation Sustained Monologue: Describing experiences Sustained Monologue: Putting a case Addressing Audiences Information Exchange Goal Oriented Co-operation Formal Discussion
ACTIVITY 20	
Theme (s)	Rural Tourism
Skills	Oral Production and Interaction, Listening
Audio Text	Local people and rural tourism Checking in at a campsite Pronunciation
Purpose of Oral Production and Interaction	Informal Discussion Conversation Sustained Monologue: Putting a case Addressing Audiences Information Exchange Formal Discussion
ACTIVITY 21	
Theme (s)	Specialized Tourism

Skills	Oral Production and Interaction Listening
Audio Text	Responding to special requests Disability access
Purpose of Oral Production and Interaction	Informal Discussion Conversation Sustained Monologue: Putting a case Addressing Audiences Information Exchange Goal Oriented Co-operation Formal Discussion
ACTIVITY 22	
Theme (s)	Service and Safety
Skills	Oral Production and Interaction Listening
Audio Text	Checking in
Purpose of Oral Production and Interaction	Informal Discussion Conversation Sustained Monologue: Describing experiences Addressing Audiences Information Exchange Goal Oriented Co-operation Formal Discussion
ACTIVITY 23	
Theme (s)	Eating Out
Skills	Spoken Production and Interaction, Listening
Audio Text	Our national dish, describing dishes, identifying ingredients in the dish.
Purpose of Oral Production and Interaction	Sustained Monologue: Describing Discussion Conversation Performance Understanding a Native Speaker
ACTIVITY 24	
Theme (s)	A Tourism Development Project
Skills	Oral Production and Interaction

Audio Text	-
Purpose of Oral Production and Interaction	Informal discussions Conversation Formal discussions Sustained Monologue: Putting a case Goal Oriented Co-operation

After 12-week period, listening and spoken production and spoken interaction skills tests were administered to both control and experimental groups as the post-test in order to assess their level of speaking and listening levels according to CEFR after the implementation. Then, A2 and B1 level speaking and listening can do statements were administered to both of the groups again to find out if the students of the both groups could assess themselves, and if they had improved in speaking and listening skills.

3.4 Data Collection Instruments

3.4.1 Pre-Test and Post-Test

At the beginning of the study, the students in both experimental and control groups were known to be at A2 level, and they were administered a pre-test at B1 level as they were supposed to reach B1 level by the end of the semester. Before conducting the pre-test, the researcher gave information about the aim and scope of the study, and reassured the participants that the results of the test would not affect the grades awarded for the lesson. This was designed to improve the confidence of the participants when answering the questions, and made the answers more reliable.

To understand the improvement in the speaking and listening skills of the students of the experimental group, the data were collected through a pre-test and a post-test. The pre-test was composed of two parts: speaking and listening. For the listening part, they were given a B1 level listening test which was selected from the B1 level Cambridge Preliminary English Test Book (PET) and prepared by the researcher (see Appendix 3). The PET is described by Cambridge University of ESOL examinations (2011, p.6) as follows:

The Preliminary is developed using the principles and approaches of the Common European Framework of Reference for Languages (CEFR) – the internationally accepted system for describing language ability. Preliminary is at CEFR Level B1. At this level users can understand factual information and show awareness of opinions, attitudes and mood in both spoken and written English. It can be used as proof of your ability to use English to communicate with native speakers for everyday purposes.

It can be claimed that PET is a valid and reliable test. Preliminary English Test (PET), is accepted by employers, educational institutions and government departments around the world as proof of ability to use English at an intermediate level. (Cambridge University of ESOL examinations 2011, p.2). Furthermore, “Cambridge has been a key contributor to the CEFR development – through joint research projects, funding the development of parts of the project, publishing the outcomes, and the Cambridge English exams providing a concrete form of the CEFR levels for English from an early stage” (Cambridge University Press, 2013, p.10).

PET includes three parts. In paper 1 reading and writing test, in paper 2 listening test and in paper 3 speaking test are available. In this study, the PET listening test, which has been used both for pre-test and post-test, includes 21 questions in 4 parts. All the parts have been chosen with regard to English for Tourism activities in order to meet the requirement of the study. The students listened to each part twice and marked the answers to the questions on the test paper.

During the speaking test, there were two observers (the researcher and the teacher) in the classroom in order to evaluate the participants. The speaking test consisted of spoken production and interaction activities which were selected and adapted by the researcher from the Cambridge Preliminary English Test Book (PET), Common European Framework Assessment Tests, and various books for English for Tourism at B1 level (see Appendix 2).

The PET Speaking test, which was used both for pre-test and post-test, includes 4 parts. All parts focus on spoken interaction and spoken production. The first part of the test includes an interview. The examiner asks some easy questions to find out more about the students such as about their studies, their interests and subjects

related to English for Tourism. In the second part, the examiner describes a situation to the students and gives some visuals. The students need to share their opinions with their partner about the task and try to make a decision. In the third part, the examiner gives colour photographs and asks the students to talk on their own. In the final part, the examiner asks the students to talk about something based on the topic shown in the colour photographs.

For the speaking assessment, the researcher selected an analytic rubric assessment of the speaking test (see Appendix 5). The speaking assessment form includes 20 items and 5 parts. The items are Vocabulary Use, Fluency, Accuracy, Organization of Ideas and Interaction. The speaking assessment form has been chosen by taking into account the CEFR and Common Reference Levels in order to make it more reliable.

The results of the speaking and listening pre-test and post-test, which were administrated to both groups in order to see the difference between the experimental and control groups after the implementation of the suggested activities, were compared through t-test.

3.4.2 Self-Assessment Checklist

At the beginning of the term, A2 and B1 level listening, spoken production and spoken interaction “*can do*” statements defined in the CEFR were distributed to the students in order to help them assess themselves and provide them with a perception of what they can do with the target language (see Appendix 1). A total number of 28 students were included in the process. The English lesson instructor and the researcher gave the students the checklist and the students filled in the checklist during class time. Considering the possibility that it would be the first time that they were filling in a checklist, a brief explanation on completing the checklist was given by the researcher after the distribution of the checklist. The first 20 minutes of the teaching hour were given to the students to complete the checklist which was composed of four sections with 39 statements. They were asked to tick the statements that they can do as “me”, and if they cannot do them, they were asked to tick the statements as “my objectives”.

After the implementation of the suggested activities, A2 and B1 level listening, spoken production and spoken interaction “*can do*” statements defined in the CEFR were distributed to the students again in order to see the difference between the experimental and control groups after the implementation of the suggested activities from their point of view. The results are represented in terms of percentages.

3.5 Data Collection Procedure

Data for this study were collected from the students between February 2012 and April 2012. The research was conducted over 12 weeks of the second semester of the 2011/2012 Academic Year at Akdeniz University. As the first step, the researcher obtained permission from the School of Foreign Languages and Faculty of Tourism administrations at Akdeniz University to implement the activities with the experimental group. The researcher gave a guarantee to the students that the study and the results would not affect their grades.

All the participants were 1st year students, studying 8 hours of English a week and using the same course book, English for Life by Oxford University Press, which was at pre-intermediate level and is accepted as A2 to B1 level according to the CEFR. There were no other supplementary materials suggested for the course, and the students were expected to reach B1 level by the end of the semester.

In the first week, both experimental and control groups took the speaking and listening pre-test. Following the pre-test, the groups were administered A2 and B1 level listening, spoken production and spoken interaction “*can do*” statements defined in the CEFR. The pre-test result revealed that the students of both groups were at A2 level as expected. Furthermore, both groups assessed themselves as A2 level according to the self-assessment grid. Therefore; it has been observed that both control and experimental groups were equal, and this gave the opportunity for the study to continue. While conducting the tests and the checklist, the researcher and the teacher were in the classroom in case the students needed help in understanding the questions and the statements.

The application of the suggested CEFR-based ESP speaking and listening activities in accordance with the objectives stated in the Common European Framework of Reference for Languages in the experimental group started from the second week, and lasted for a period of 12 weeks. In the last week of the study, both the experimental and control groups were given the speaking and listening post-test. Following this, they were given A2 and B1 level listening, spoken production and spoken interaction “*can do*” statements defined in the CEFR again. As a consequence, all of the results have been gathered to interpret whether the hypothesis of the study is valid.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

4.1 Data Analysis

In this study, quantitative data were used to find out if CEFR-based ESP speaking and listening activities increased the success of students of Tourism in terms of their speaking and listening skills. The participants of this study were formed into control and experimental groups by using the K-means Cluster method in conjunction with their 1st term English Language examination results.

The data from the pre-test and post-test were collected using the results of t-tests applied to the groups, and then analysed using the SPSS procedure. The pre-test and post-test results were presented and explained by using t-test via SPSS in this part of the study. The PET speaking and listening tests, including the various activities added as part of the study for English for Tourism, were applied both as pre-test and post-test. The results of the pre-test and post-test were compared and contrasted to see whether there is any statistically significant difference between the experimental and control group after the implementation.

As mentioned before, the self-assessment grid included four sections with 39 statements, and students from both groups were asked to tick “me” for the statements representing things they could do, and tick “my objectives” for things they could not do, but which they saw as their objectives. The results from the self-assessment grids were created as graphics by using the SPSS procedure, and presented in the form of percentages.

4.2 The Quantitative Findings

4.2.1 Findings based on the Research Question 1

The purpose of the first research question was to find out whether there was a significant difference between the experimental group and the control group students in terms of their listening skills scores at the beginning of the study. For this reason,

pre-listening test was administered to both groups in order to analyse whether the students in both groups were equal in their listening skills level or not. In order to find an answer to this question, t-test was applied to the listening pre-test scores. According to the results of listening skills pre-test, there was no significant difference between the listening skill levels of both groups. The results of the listening pre-test are presented below:

Table 4.1 Pre-test Scores of the Experimental and the Control Groups in Terms of Listening Skills

Groups	N	\bar{X}	Sd	t	df	p
Experimental	14	64.14	10.68	0,151	26	0,881
Control	14	63.64	6.20			

*p>.05

As can be seen in the table above, which shows the pre-listening test results, the listening skill levels of the students in both groups were almost the same. The mean of the experimental group was 64.14, and the mean of the control group was 63.64. The data in Table 4.1 show that there was no statistically significant difference between the experimental group and the control group in terms of their listening skill levels at the beginning of the study, $t(26) = 0,151$, $p>.05$.

4.2.2 Findings based on the Research Question 2

The purpose of the second research question was to find out whether there was a significant difference between the speaking skill scores of the students in both groups. Thus, at the beginning of the study, a pre-speaking test was administered to both groups in order to analyse whether the students in both groups were equal in terms of their speaking skill levels or not. To find an answer to this question, t-test was applied to the speaking skill pre-test scores. According to the results of the speaking skills pre-test, the groups did not show any difference in terms of their speaking skills. The results of the speaking pre-test are presented below:

Table 4.2 Pre-test Scores of the Experimental and Control Groups in Terms of Speaking Skill

Groups	N	\bar{X}	Sd	t	df	p
Experimental	14	72.14	8.01	1,161	26	0,256
Control	14	68.92	6.55			

*p>.05

As table 4.2 shows, it can be observed that the speaking skill levels of the students were almost the same. The mean of the experimental group was 72.14, and the mean of the control group was 68.92. The data in the table above show there was no statistically significant difference between the experimental group and the control group in terms of their speaking skill levels at the beginning of the study, $t(26) = 1,161$, $p > .05$

4.2.3 Findings based on the Research Question 3

In this part, we tried to find if there was a significant difference between the listening skills of the experimental group students over the course of the study according to their pre-test and post-test results. The listening pre-test and post-test scores of the experimental group were analysed in this part. The results of experimental group's pre-test and post-test analysis are indicated in the table below:

Table 4.3 The Analysis of the Pre-test and Post-test Scores of the Experimental Group in Terms of Listening Skill

Test	N	\bar{X}	Sd	df	t	p
Pre-Listening	14	64.14	10.68	13	10.26	.00
Post-Listening	14	79.78	8.91			

**p<.01

As can be seen from the table, there was a statistically significant difference between the pre-test and post-test scores of the experimental group; $t(13)= 10.26$, $p<.01$. It can be inferred from the table that in terms of pre-test (=64.14) and post-test (=79.78) results, the experimental group demonstrated a significant improvement over the course of the treatment period.

4.2.4 Findings based on the Research Question 4

The purpose of the fourth research question was to find out whether there was a significant difference between the speaking skills of the experimental group students over the course of the study according to their pre-test and post-test results. To find an answer to this question, t-test was applied to the speaking skills pre-test and post-test scores. The differences between the pre-test and post-test speaking skill levels of the experimental group are presented below:

Table 4.4 The Analysis of the Pre-test and Post-test Scores of the Experimental Group in Terms of Speaking Skill

Test	N	\bar{X}	Sd	df	t	p
Pre-Speaking	14	72.14	8.01	13	14.89	.00
Post-Speaking	14	85.00	7.33			

** $p<.01$

As can be seen from the table, the analysis indicate that there is a statistically significant difference between the pre-test and post-test scores of the experimental group; $t(13)= 14.89$, $p<.01$.

4.2.5 Findings based on the Research Question 5

The listening skills of the control group over the course of the study according to their pre-test and post-test results were analysed in this part. The results of the pre-test and post-test analysis for the control group are presented in the table below:

Table 4.5 The Analysis of the Pre-test and Post-test Scores of the Control Group in Terms of Listening Skill

Test	N	\bar{X}	Sd	df	t	p
Pre-Listening	14	63.64	6.20	13	3.21	.007
Post-Listening	14	61.42	6.65			

***p<.05

As can be seen from the table above, there is a statistically significant difference in the control group students' listening skills according to their pre-test and post-test results; $t(13)=3.21$, $p<.05$.

When the listening pre-test and post-test results for the control group are analysed, it can be inferred that this significant difference between pre-test (=63.64) and post-test (=61.42) results indicates that the grades of the control group had decreased. This significant difference was because of the decrease in the grades of the control group. Since the control group continued to have their English lessons in a traditional way, on this basis it can be concluded that the traditional method used in the control group classroom was not really effective in helping the students of the Tourism Faculty to improve their listening skills.

4.2.6 Findings based on the Research Question 6

The speaking skills of the control group students over the course of the study according to their pre-test and post-test results were analysed in this part. The results of the control group students' speaking skills according to their pre-test and post-test results are indicated in the table below:

Table 4.6 The Analysis of the Pre-test and Post-test Scores of the Control Group in Terms of Speaking Skill

Test	N	\bar{X}	Sd	df	t	p
Pre-Speaking	14	68.92	6.55	13	.806	0.435
Post-Speaking	14	68.21	6.07			

*p>.05

As it can be seen from the table above, there is no significant difference in the control group students' speaking skills according to their pre-test and post-test results; $t(13)=.806$, $p>.05$. It can be understood from the table that in terms of pre-test (=68.92) and post-test (=68.21) results, control group did not show any significant improvement during the 12-week period of English lessons that were taught in the traditional way.

4.2.7 Findings based on the Research Question 7

The seventh element of the study is to find out whether there is a significant difference at the end of the study between the listening skills scores of the experimental group who were taught through CEFR-based ESP listening activities, and the control group who were taught using traditional methods. Thus, a post-listening test was administered to both groups in order to analyse whether the students in both groups were equal in terms of their listening skills level or not. In order to answer this question, the mean scores from the listening skills post-test for both groups were analysed using t-test. The results related to the analysis can be seen below in Table 4.7.

Table 4.7 Post-test Scores of the Experimental and the Control Groups in Terms of Listening Skill

Groups	N	\bar{X}	Sd	t	df	p
Experimental	14	79.78	8.91	6,176	26	0,000
Control	14	61.42	6.65			

** $p<.01$

The data obtained from the post-listening scores of both groups show that the experimental group attained a mean value of $X= 79.78$ in the post-listening test, while the mean value attained by the control group was $X=61.42$. According to the results of the listening skills post-test, as seen in Table 4.3, there is a statistically significant difference between the listening skills scores of the experimental group and the control group in terms of their listening skills; $t(26) = 6,176$, $p<.01$.

4.2.8 Findings based on the Research Question 8

The eighth element of the study was to examine from their post-speaking test results whether there was a significant difference between the speaking skill scores of the experimental group who were taught using CEFR-based ESP speaking activities, and the control group who were taught by traditional methods using the current course book. Thus, a speaking post-test was administered to both groups in order to analyse whether the students in both groups were equal or not in terms of their speaking skill levels at the end of the study. To answer this question, the mean scores from the speaking skills post-test from both groups were analysed using the t-test. The results for the two groups are illustrated as follows:

Table 4.8 Post-test Scores of the Experimental and the Control Groups in Terms of Speaking Skill

Groups	N	\bar{X}	Sd	t	df	p
Experimental	14	85.00	7.33	6,591	26	0,000
Control	14	68.21	6.07			

**p<.01

The data obtained from the post-speaking scores of both groups show that the experimental group reached a mean value of $X=85.00$ in the post-speaking test, while the mean value of the control group was $X=68.21$. The results of the t-test show that there is a statistically significant difference between the speaking skill scores of the experimental and control groups in terms of their speaking skills, $t(26)=6,591$, **p<.01.

4.2.9 Findings based on the Research Question 9

The ninth element of the study was whether there was a significant difference between experimental group and control group students' listening skills scores according to the difference of their pre-test and post-test results. To analyse this difference, statistical analysis was applied and, as the variances were not equal, the Mann-Whitney *U* test was applied.

Table 4.9 The Analysis of the Pre-test and Post-test Scores of the Experimental and the Control Groups in Terms of Listening Skill

Groups	N	Mean Rank	Sum of Ranks	U	P
Experimental	14	21.50	301.00	.000	.000
Control	14	7.50	105.00		

**p<.01

As can be seen from the table above, the analysis shows there a significant difference between the listening skills scores in the pre-test results and post-test results of the experimental group students and the control group students; U: .000, p<.01.

4.2.10 Findings based on the Research Question 10

The tenth element of the study was whether there was a significant difference between the speaking skills scores in the pre-test results and post-test results of the experimental group students and the control group students. To find the answer to this question, the mean of the speaking skills pre-test and post-test scores were analysed for both groups using the Mann-Whitney *U* test, as the variances were not equal.

Table 4.10 The Analysis of the Pre-test and Post-test Scores of the Experimental and Control Groups in Terms of Speaking Skill

Groups	N	Mean Rank	Sum of Ranks	U	P
Experimental	14	21.43	300.00	1.00	.00
Control	14	7.57	106.00		

**p<.01

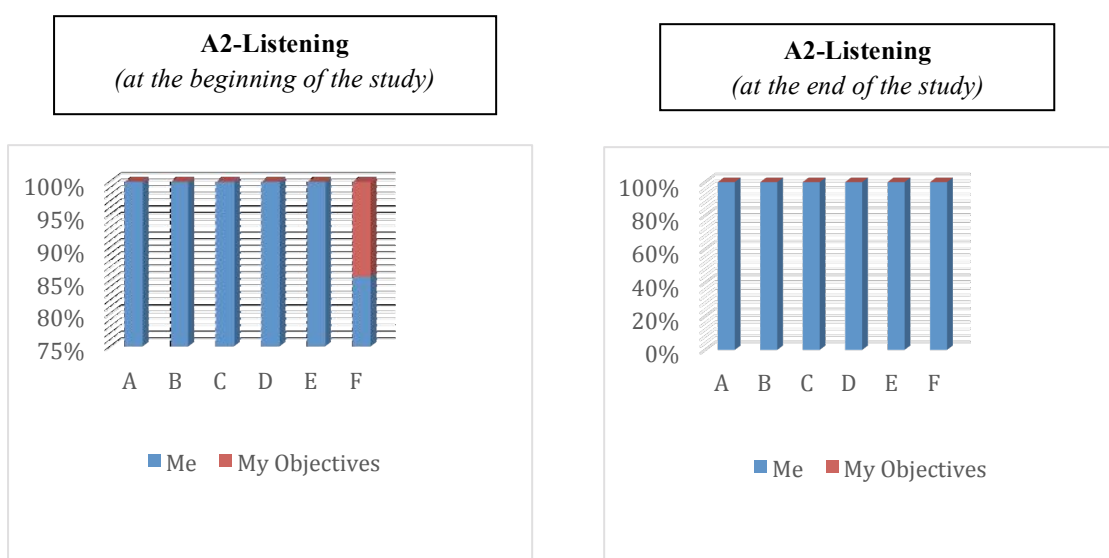
The findings indicate that the experimental group demonstrated a greater improvement, while the control group recorded very little development. Since there is a significant difference between the speaking skills scores in the pre-test results

and post-test results of both groups, it can be suggested that implementing CEFR-based ESP speaking and listening activities in English lessons increased the success of the students in the experimental group more than the traditional approach used in the control group, $U: 1.00, p < 0.1$

4.2.11 Findings based on the Research Question 11

The eleventh element of the study was whether there was a change in self-assessment level of the experimental group students based on CEFR in terms of their speaking and listening skills at the beginning and at the end of the study. The experimental group students were given the A2 and B1 level “can do” statements to help them assess themselves (see Appendix 1). The checklist was composed of four sections and there were 39 statements. Statements which represent things they could easily do, or could do under normal circumstances were shown as “me”; while statements which describe things which they could not do, and as their priorities or objectives to master were shown as “my objectives”. The students were asked to tick the statements as “me” or “my objectives”. The results are indicated as follows:

Graph 4.1 *Listening Self-Assessment of the Experimental Group with A2 “Can Do” Statements*



- A** : I can understand daily conversations if they are spoken clearly, slowly and directly.
- B** : I can identify the main topic of a discussion when people speak slowly and clearly.
- C** : I can understand words and expressions related to everyday life such as basic personal and family information, school life, local area and employment.
- D** : I can comprehend the main topic in simple short messages and announcements.
- E** : I can understand the essential information in short recorded passages dealing with everyday matters, which are spoken slowly and clearly.
- F** : I can identify the main points of TV news such as interviews, events, accidents etc. when the topic is supported visually.

As the students were expected to be at A2 level in terms of their listening skills, they mostly declared that they could do all the statements easily or under normal circumstances at the A2 level according to the CEFR at the beginning of the study, with the exception of the fifth statement. 85.7% of the students in the experimental group stated that they had difficulty in identifying the main points of TV news broadcasts such as interviews, events, accidents etc. when the topic was supported visually, and they marked it as a learning objective. The percentages at the beginning of the study are indicated as follows:

Table 4.11 *Listening Self-Assessment Percentages of the Experimental Group with “A2” at the Beginning of the Study*

	A	B	C	D	E	F
Me	100%	100%	100%	100%	100%	85,7%
My objectives	0%	0%	0%	0%	0%	14,3%.

At the end of the study, when the students were given the same self-assessment grid with A2 and B1 level as the post-test, they had become more aware of assessing themselves because the study had helped them to increase their awareness of self-assessment. Since it was found through the post-tests of speaking and listening skills after the implementation for the experimental group that experimental group had reached the level B1, all of the experimental students stated that they could do all the statements of A2 level listening. While they had difficulty of identifying the main

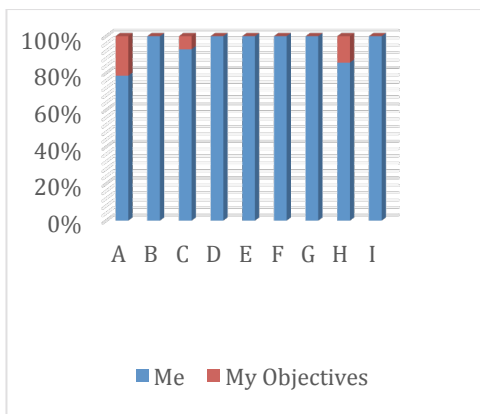
points of TV news broadcasts such as interviews, events, accidents etc. when the topic was supported visually at the beginning of the study and marked this as their objective, all of them stated that they could do this statement by the end of the study. The percentages at the end of the study are indicated as follows:

Table 4.12 Listening Self-Assessment Percentages of the Experimental Group with “A2” at the End of the Study

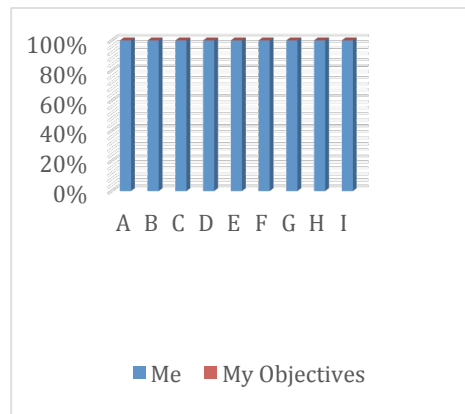
	A	B	C	D	E	F
Me	100%	100%	100%	100%	100%	100%
My objectives	0%	0%	0%	0%	0%	0%

Graph 4.2 Spoken Interaction Self-Assessment of the Experimental Group with A2 “Can Do” Statements

A2-Spoken Interaction
(at the beginning of the study)



A2-Spoken Interaction
(at the end of the study)



- A** : I can make simple transactions in post offices, shops or banks.
- B** : I can use public transport: buses, trains and taxis, ask for basic information and buy tickets.
- C** : I can get information about the travel that I will do.
- D** : I can order something to eat and drink.
- E** : I can make simple purchases by stating what I want and asking the price.
- F** : I can ask for and give directions by referring to a map or plan.
- G** : I can make and respond to invitations.
- H** : I can discuss with other people what to do, where to go and make arrangements to meet.
- I** : I can ask people questions about what they do at work and in free time and answer such questions addressed to me.

Although most students felt that they could do easily, or do under normal circumstances A2 level Spoken interaction statements, some of them indicated that they could not carry out simple transactions in post offices, shops or banks; that they could not get information about travel arrangements that they wanted to make, and that they could not discuss with other people what to do, where to go, and how to make arrangements to meet. The percentages at the beginning of the study are indicated as follows:

Table 4.13 *Spoken Interaction Self-Assessment Percentages of the Experimental Group with “A2” at the Beginning of the Study*

	A	B	C	D	E	F	G	H	I
Me	78,6%	100%	92,9%	100%	100%	100%	100%	85,7%	100%
My objectives	21,4%	0%	7,1%;	0%	0%	0%	0%	14,3%	0%

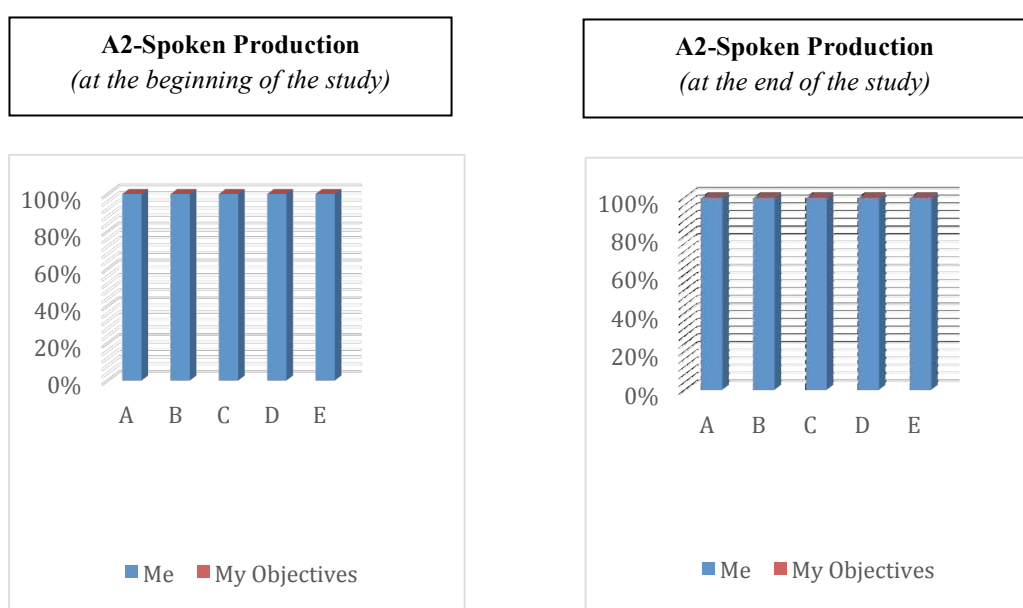
Where the students had had difficulty at the beginning of the study, in making simple transactions in post offices, shops or banks; getting information about the travel that they would undertake, and discussing with other people what to do, where to go, and how make arrangements to meet, they all marked these statements as they could do by the end of the study. Even if the students found out that they had A2 level listening skills, they had some difficulties in some issues of A2 level listening. Thus,

it is clear that the study has improved the listening skills of the students. The percentages at the end of the study are indicated as follows:

Table 4.14 Spoken Interaction Self-Assessment Percentages of the Experimental Group with “A2” at the End of the Study

	A	B	C	D	E	F	G	H	I
Me	100%	100%	100%	100%	100%	100%	100%	100%	100%
My objectives	0%	0%	0%	0%	0%	0%	0%	0%	0%

Graph 4.3 Spoken Production Self-Assessment for the Experimental Group with A2 “Can Do” Statements



- A :** I can talk about myself and my family and describe them.
- B :** I can give basic descriptions of events.
- C :** I can describe my educational background, my present or most recent job.
- D :** I can describe my hobbies and interests in a simple way.
- E :** I can describe past activities such as last week or my last holiday.

Table 4.15 Spoken Production Self-Assessment Percentages of the Experimental Group with “A2” at the Beginning of the Study

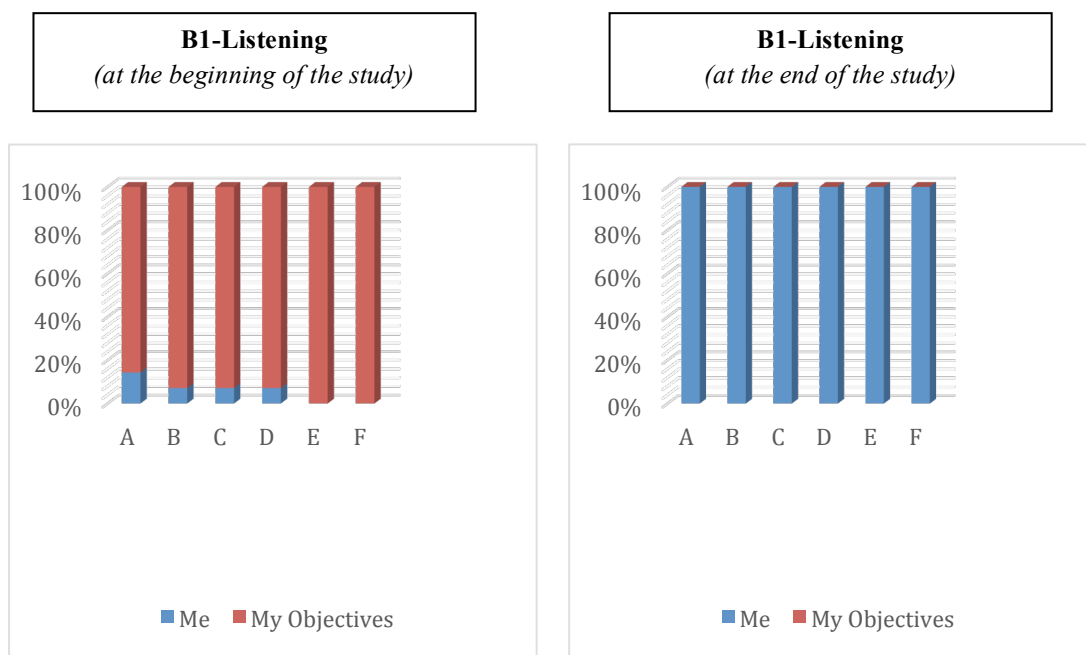
	A	B	C	D	E
Me	100%	100%	100%	100%	100%
My objectives	0%	0%	0%	0%	0%

Table 4.16 Spoken Production Self-Assessment Percentages of the Experimental Group with “A2” at the End of the Study

	A	B	C	D	E
Me	100%	100%	100%	100%	100%
My objectives	0%	0%	0%	0%	0%

As it can be clearly seen in the table above, the spoken production skills of the Tourism students appear to be at a very high level. The experimental group students all assessed themselves as having A2 level spoken production both at the beginning and at end of the study. They all marked the statements of A2 level spoken production as they can do.

Graph 4.4 Listening Self-Assessment of the Experimental Group with B1 “Can Do” Statements



A : I can follow an everyday conversation, though I sometimes have to ask for repetition of particular words and phrases.
B : I can generally follow the main points in a conversation, provided speech is clearly articulated in standard dialect.
C : I can understand a short narrative and form hypotheses about what will happen next.
D : I can understand the main points of radio news and recorded material on topics of personal interest delivered relatively, slowly and clearly.
E : I can catch the main points in TV programmes on familiar topics when the delivery is relatively, slow and clear.
F : I can understand simple technical information, such as operating instructions for everyday equipment.

At the beginning of the study, the experimental group students assessed themselves as having A2 level listening according to the CEFR; however, with the B1 level listening skills statements they felt that they could not do the statements of B1 level listening such as catching the main points in TV programmes on familiar topics when the delivery is relatively slow and clear, and also understanding simple technical information such as operating instructions for everyday equipment. They mostly marked the statements as their objectives at the beginning of the study. The percentages at the beginning of the study are indicated as follows:

Table 4.17 *Listening Self-Assessment Percentages of the Experimental Group with “B1” at the Beginning of the Study*

	A	B	C	D	E	F
Me	14,3%	7,1%	7,1%	7,1%	0%	0%
My objectives	85,7%	92,9%	92,9%	92,9%	100%	100%

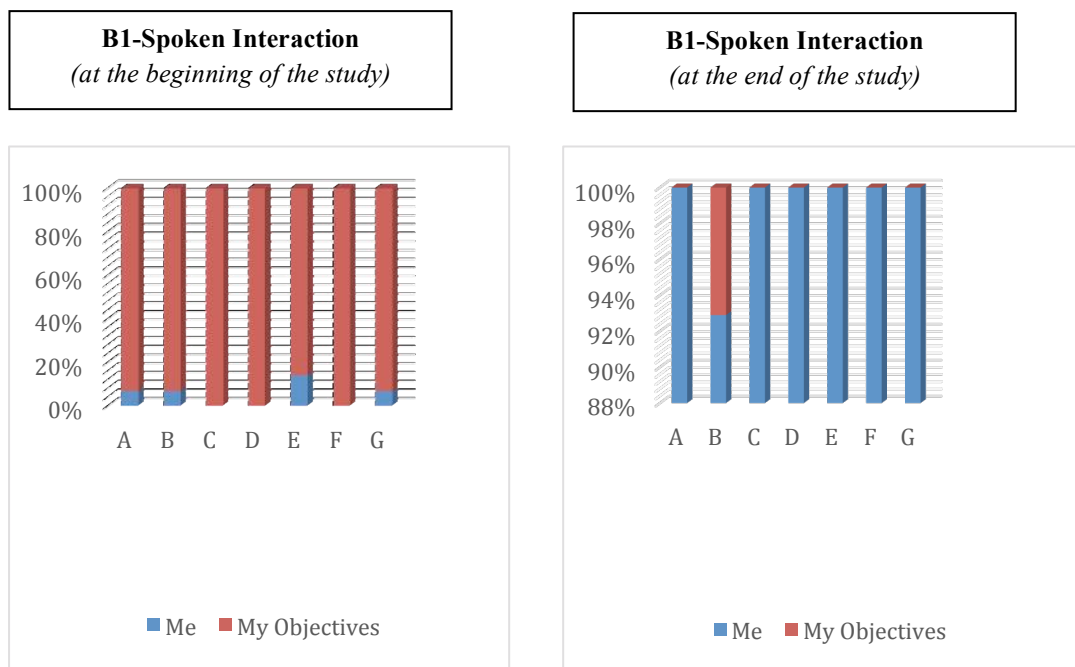
As the findings of the self-assessment grid from the perspective of the students indicate, the students of the experimental group increased their listening skills from A2 level to B1 level by the end of the study. While the statements of the B1 level listening were their objectives at the beginning of the study, they indicated that they were not their objectives anymore and that they were mostly able to understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. By the end of the study they could understand the main points of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery was relatively slow and clear.

It can be pointed out that this study helped the experimental group students to improve their listening skills derived from their own perspective. They all marked them as they can do. The percentages at the end of the study are indicated as follows:

Table 4.18 *Listening Self-Assessment Percentages of the Experimental Group with “B1” at the End of the Study*

	A	B	C	D	E	F
Me	100%	100%	100%	100%	100%	100%
My objectives	0%	0%	0%	0%	0%	0%

Graph 4.5 Spoken Interaction Self-Assessment of the Experimental Group with B1 “Can Do” Statements



- A:** I can start, maintain and end a conversation about topics that are familiar of personal interest.
- B:** I can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what I would like.
- C:** I can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling.
- D:** I can ask for and follow detailed directions.
- E:** I can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.
- F:** I can give or ask for personal views in an informal discussion with friends.
- G:** I can agree and disagree politely.

As to spoken interaction, some students stated that they could express and respond to feelings such as surprise, happiness, sadness, interest and indifference, most of them stated that they could not do the B1 level spoken interaction statements, and they mostly marked them as their objectives before the implementation of the study to the experimental group. The percentages at the beginning of the study are indicated as follows:

Table 4.19 Spoken Interaction Self-Assessment Percentages of the Experimental Group with “B1” at the Beginning of the Study

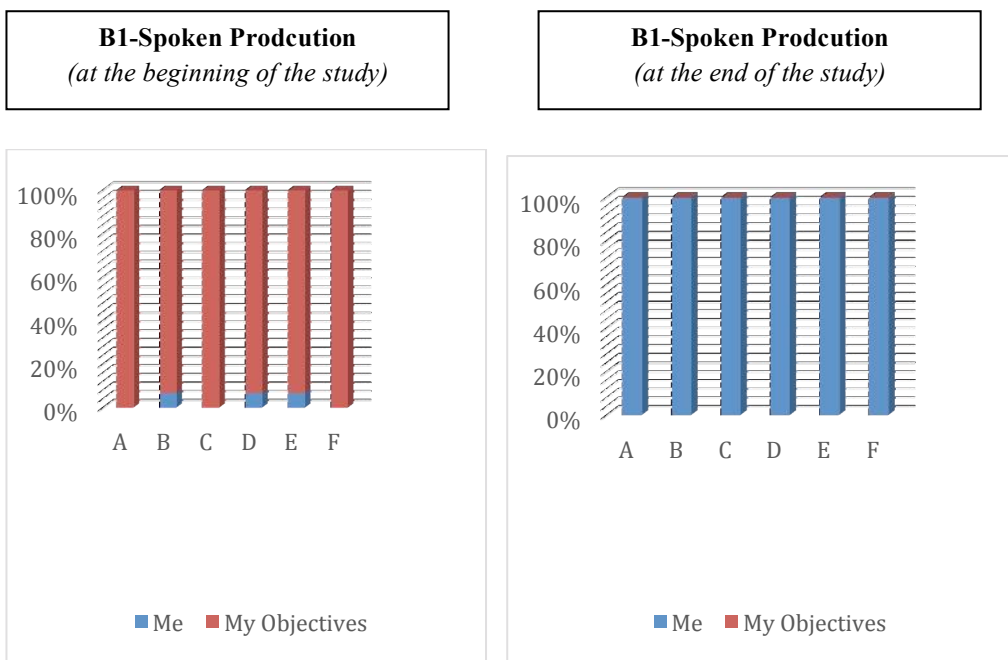
	A	B	C	D	E	F	G
Me	7,1%	7,1%	0%	0%	14,3%	0%	7,1%
My objectives	92,9%	92,9%	100%	100%	85,7%	100%	92,9%

As can be clearly seen in Graph 4.5, according to their self-assessment, the experimental group students showed a considerable improvement in their spoken interaction thanks to the suggested CEFR based ESP activities at B1 level for speaking. Although 7.1% of the students said that they had difficulty in maintaining a conversation or discussion, the suggested activities mostly helped them interact with people in English; for example, they stated that at the end of the study, they could start, maintain and end a conversation about topics that were familiar or of personal interest; and they also felt confident about giving or asking for personal views in informal discussions with friends. The percentages at the end of the study are indicated as follows:

Table 4.20 Spoken Interaction Self-Assessment Percentages of the Experimental Group with “B1” at the End of the Study

	A	B	C	D	E	F	G
Me	100%	92,0%	100%	100%	100%	100%	100%
My objectives	0%	7,1%	0%	0%	0%	0%	0%

Graph 4.6 Spoken Production Self-Assessment of the Experimental Group with B1 “Can Do” Statements



A : I can give detailed accounts of experiences by describing feelings and reactions.
 B : I can describe dreams, hopes and ambitions.
 C : I can explain and give reasons for my plans, intentions and actions.
 D : I can relate the plot of a book or film and describe my reactions.
 E : I can paraphrase short written passages orally in a simple way, using the wording and structure of the original text.
 F : I can narrate a story.

In terms of spoken production statements from the B1 level, at the beginning of the study the experimental group students felt that they could not maintain comprehensible descriptions of experiences and events, hopes, dreams and ambitions, and that they often had difficulty in briefly giving the reasons and explanations for opinions and plans. The percentages at the beginning of the study are indicated as follows:

Table 4.21 Spoken Production Self-Assessment Percentages of the Experimental Group with “B1” at the Beginning of the Study

	A	B	C	D	E	F
Me	0%	7,1%	0%	7,1%	7,1%	0%
My objectives	100%	92,9%	100%	92,9%	92,9%	100%

The findings of the self-assessment grid reveal that the students in the experimental group increased their level of spoken production from A2 to B1 level. The results are not surprising, as it can be seen from all the findings of the self-assessment grid that the students also showed improvement in terms of their listening and spoken interaction skills. At the end of the study, the students stated that they were able to narrate a story or relate the plot of a book or film and describe reactions. The percentages at the end of the study are indicated as follows:

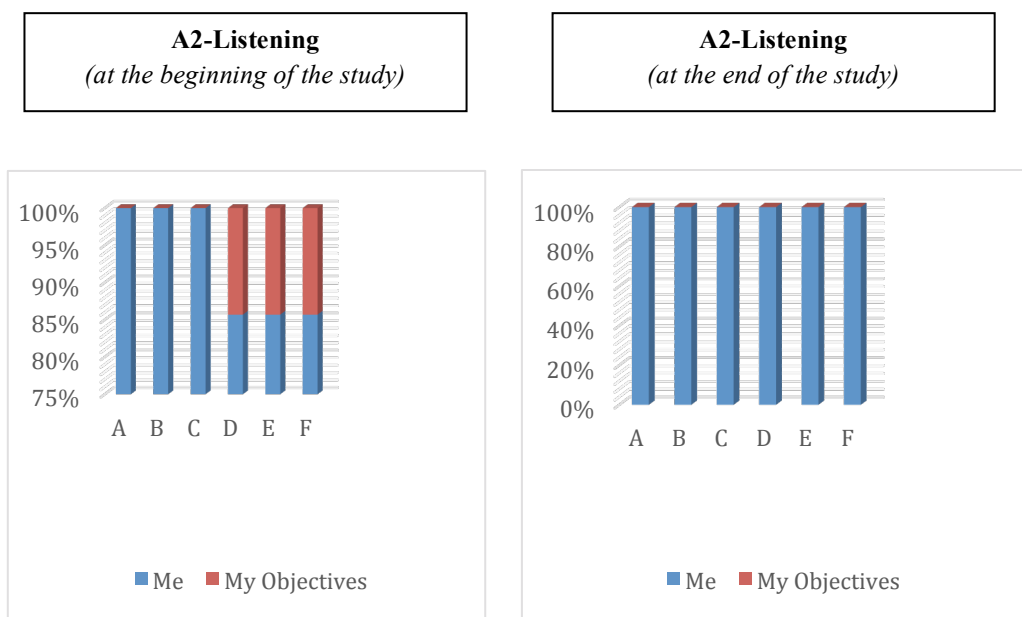
Table 4.22 Spoken Production Self-Assessment Percentages of the Experimental Group with “B1” at the End of the Study

	A	B	C	D	E	F
Me	100%	100%	100%	100%	100%	100%
My objectives	0%	0%	0%	0%	0%	0%

4.2.12 Findings based on the Research Question 12

The twelfth element of the study looked at whether there was a change in the self-assessment level of the control group students based on CEFR in terms of their speaking and listening skills at the beginning and at the end of the study. The control group students were given the A2 and B1 level “can do” statements to help them assess themselves (see Appendix 1). The results are illustrated as follows:

Graph 4.7 Listening Self-Assessment of the Control Group with A2 “Can Do” Statements



- A** : I can understand daily conversations if they are spoken clearly, slowly and directly.
- B** : I can identify the main topic of a discussion when people speak slowly and clearly.
- C** : I can understand words and expressions related to everyday life such as basic personal and family information, school life, local area and employment.
- D** : I can comprehend the main topic in simple short messages and announcements.
- E** : I can understand the essential information in short recorded passages dealing with everyday matters, which are spoken slowly and clearly.
- F** : I can identify the main points of TV news such as interviews, events, accidents etc. when the topic is supported visually.

According to the findings of the pre-test of the listening test, the control group students found out that they were at A2 level in terms of their listening skills. The findings of the self-assessment grid from the perspective of the students also indicate that they assessed themselves at the A2 level of listening skills. The table above shows that they mostly marked the statements of A2 level listening they can do, while some of them stated that some of the statements are their objective. The percentages at the beginning of the study are indicated as follows:

Table 4.23 *Listening Self-Assessment Percentages of the Control Group with “A2” at the Beginning of the Study*

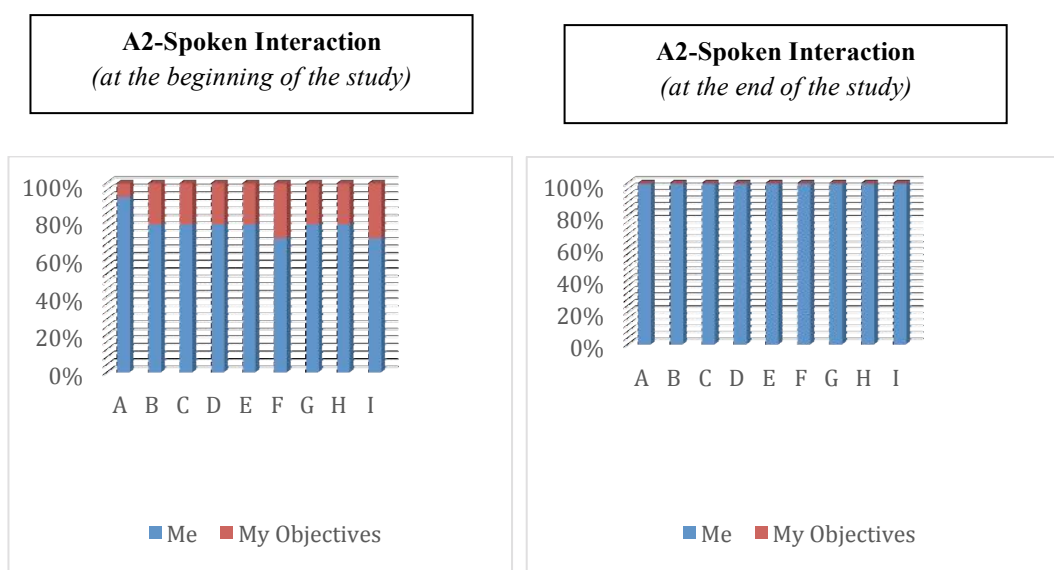
	A	B	C	D	E	F
Me	100%	100%	100%	85,7%	85,7%	85,7%
My objectives	0%	0%	0%	14,3%	14,3%	14,3%

While some students of the control group stated statements D,E,F as their objectives, they marked them as they can do by the end of the study. They showed some improvements; however, it can be seen that the control group students mostly assessed themselves at the same level in terms of their listening skills. The post-test percentages are the same for all the statements, with the students assessing themselves as A2:

Table 4.24 *Listening Self-Assessment Percentages of the Control Group with “A2” at the End of the Study*

	A	B	C	D	E	F
Me	100%	100%	100%	100%	100%	100%
My objectives	0%	0%	0%	0%	0%	0%

Graph 4.8 Spoken Interaction Self-Assessment of the Control Group with A2 “Can Do” Statements



- A** : I can make simple transactions in post offices, shops or banks.
- B** : I can use public transport: buses, trains and taxis, ask for basic information and buy tickets.
- C** : I can get information about the travel that I will do.
- D** : I can order something to eat and drink.
- E** : I can make simple purchases by stating what I want and asking the price.
- F** : I can ask for and give directions by referring to a map or plan.
- G** : I can make and respond to invitations.
- H** : I can discuss with other people what to do, where to go and make arrangements to meet.
- I** : I can ask people questions about what they do at work and in free time and answer such questions addressed to me.

The findings of the spoken interaction pre-test showed that the most of the control group students marked the statements as they can do, while some of them marked them as their objectives. The percentages at the beginning of the study are as follows:

Table 4.25 Spoken Interaction Self-Assessment Percentages of the Control Group with “A2” at the Beginning of the Study

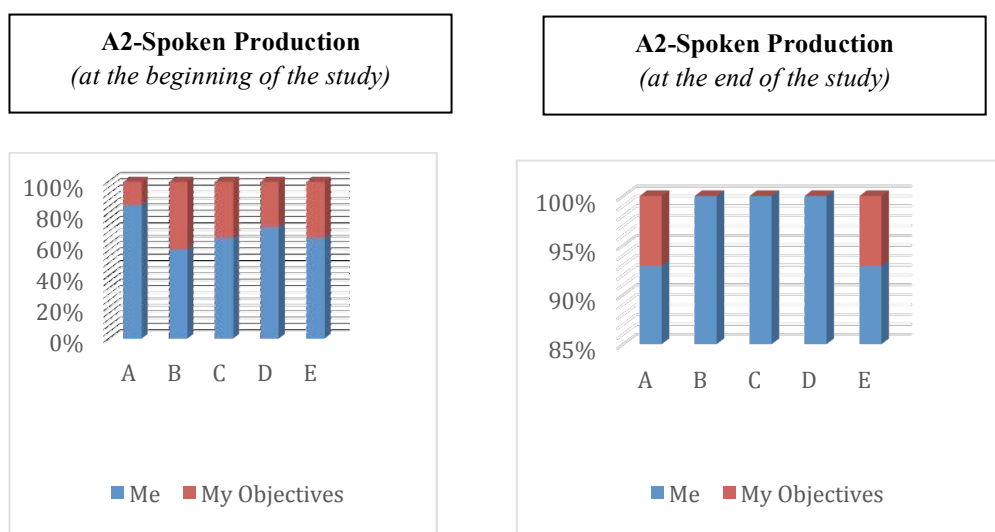
	A	B	C	D	E	F	G	H	I
Me	92,9%	78,6%	78,6%	78,6%	78,6%	71,4%	78,6%	78,6%	71,4%
My objectives	7,1%	21,4%	21,4%	21,4%	21,4%	28,6%	21,4%	21,4%	28,6%

At the end of the study, all of the students expressed that they can do the statements of the A2 spoken interaction, and the students who had marked some statements as their objectives at the beginning, they showed some improvement and marked them as they can do by the end. The percentages at the end of the study are as follows:

Table 4.26 Spoken Interaction Self-Assessment Percentages of the Control Group with “A2” End of the Study

	A	B	C	D	E	F	G	H	I
Me	100%	100%	100%	100%	100%	100%	100%	100%	100%
My objectives	0%	0%	0%	0%	0%	0%	0%	0%	0%

Graph 4.9 Spoken Production Self-Assessment of the Control Group with A2 “Can Do” Statements



- A :** I can talk about myself and my family and describe them.
- B :** I can give basic descriptions of events.
- C :** I can describe my educational background, my present or most recent job.
- D :** I can describe my hobbies and interests in a simple way.
- E :** I can describe past activities such as last week or my last holiday.

As it can be seen in the graph above, the control group students mostly could talk about themselves and their families and describe them, could give basic descriptions of events; could describe their educational backgrounds, their hobbies, interests and past activities. However, some students described these statements as their objectives. The percentages at the beginning of the study are as follows:

Table 4.27 Spoken Production Self-Assessment Percentages of the Control Group with “A2” at the Beginning of the Study

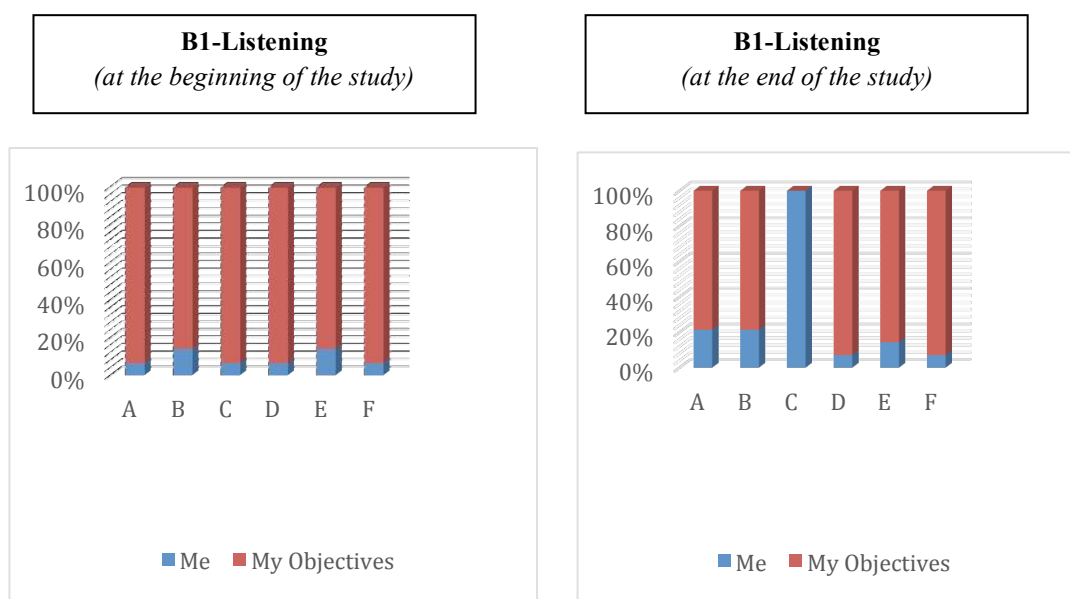
	A	B	C	D	E
Me	85,7%	57,1%	64,3%	71,4%	64,3%
My objectives	14,3%	42,9%	35,7%	28,6%	35,7%

When the students of the control group, who had continued their English lessons in the traditional way, were given the self-assessment grid at the end of the study, a great majority of them stated that they could do the statements of A2 level. The percentages are as follows:

Table 4.28 Spoken Production Self-Assessment Percentages of the Control Group with “A2” at the End of the Study

	A	B	C	D	E
Me	92,9%	100%	100%	100%	92,9%
My objectives	7,1%	0%	0%	0%	7,1%

Graph 4.10 Listening Self-Assessment of the Control Group with B1 “Can Do” Statements



A : I can follow an everyday conversation, though I sometimes have to ask for repetition of particular words and phrases.
B : I can generally follow the main points in a conversation, provided speech is clearly articulated in standard dialect.
C : I can understand a short narrative and form hypotheses about what will happen next.
D : I can understand the main points of radio news and recorded material on topics of personal interest delivered relatively, slowly and clearly.
E : I can catch the main points in TV programmes on familiar topics when the delivery is relatively, slow and clear.
F : I can understand simple technical information, such as operating instructions for everyday equipment.

At the beginning of the study, the control group students stated they had difficulty in understanding the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., and also that they could not understand the main points of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. The percentages at the beginning of the study are as follows:

Table 4.29 Listening Self-Assessment Percentages of the Control Group with “B1” at the Beginning of the Study

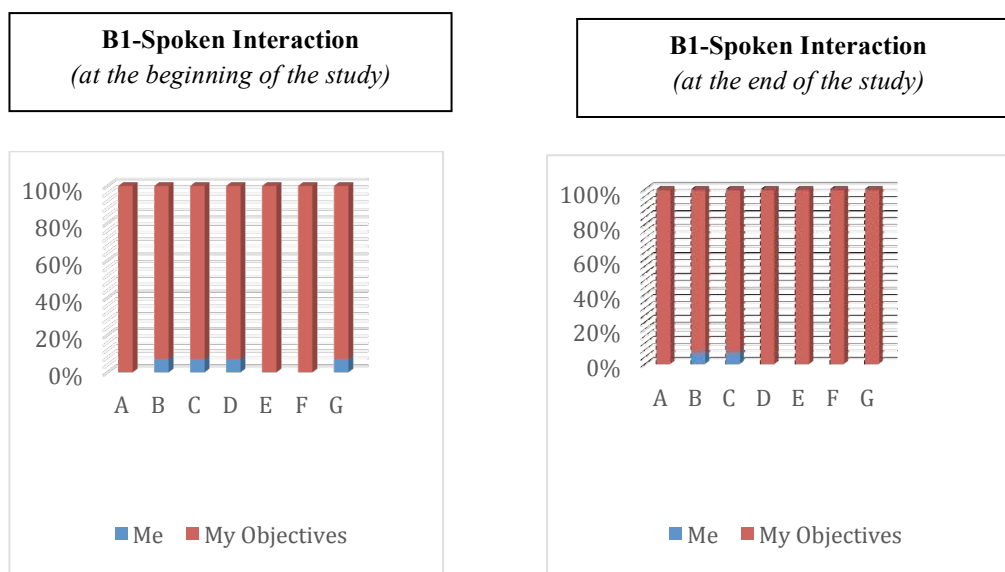
	A	B	C	D	E	F
Me	7,1%	14,3%	7,1%	7,1%	14,3%	7,1%
My objectives	92,9%	85,7%	92,9%	92,9%	85,7%	92,9%

By the end of the study, the control group students who had not taken part in the CEFR-based ESP listening activities still had the same difficulties. In the table above it can be seen that some of the students marked that they could understand a short narrative and form hypotheses about what would happen next. Even though this indicates some improvement in some of students’ listening skills, it is clear that they feel their level of listening to be the same as at the beginning of the study. The percentages at the end of the study are indicated as follow:

Table 4.30 Listening Self-Assessment Percentages of the Control Group with “B1” at the End of the Study

	A	B	C	D	E	F
Me	21,4%	21,4%	100%	7,1%	14,3%	7,1%
My objectives	78,6%	78,6%	0%;	92,9%	85,7%	92,9%

Graph 4.11 Spoken Interaction Self-Assessment of the Control Group with B1 “Can Do” Statements



- A** : I can start, maintain and end a conversation about topics that are familiar of personal interest.
- B** : I can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what I would like.
- C** : I can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling.
- D** : I can ask for and follow detailed directions.
- E** : I can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.
- F** : I can give or ask for personal views in an informal discussion with friends.
- G** : I can agree and disagree politely.

It was found at the beginning of the study that the students of the control group did not seem bright in terms of spoken interaction skills. A great majority of the students marked the statements as their objectives. The percentages at the beginning of the study are as follows:

Table 4.31 *Spoken Interaction Self-Assessment Percentages of the Control Group with “B1” at the Beginning of the Study*

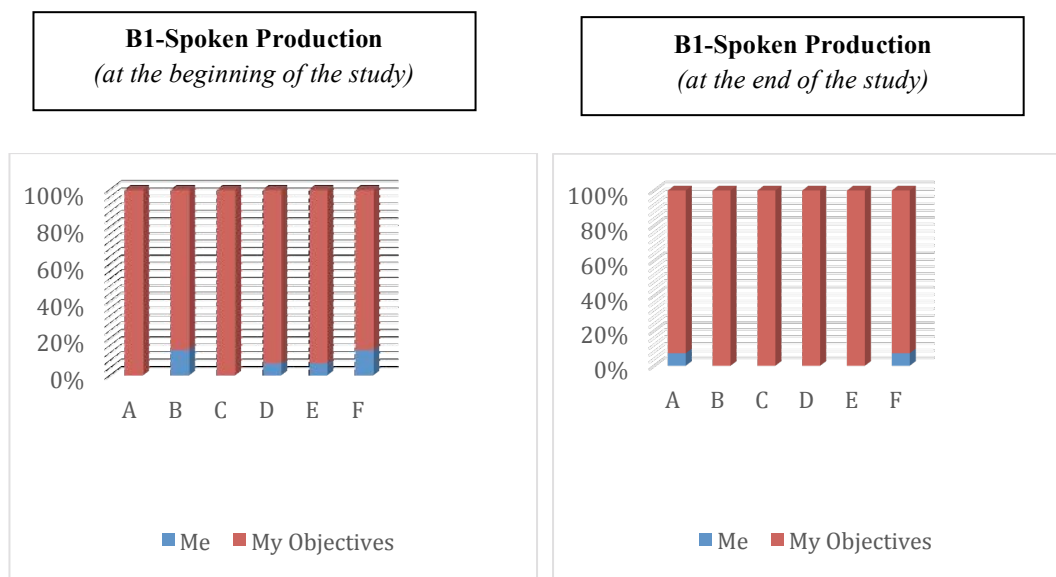
	A	B	C	D	E	F	G
Me	0%	7,1%	7,1%	7,1%	0%	0%	7,1%
My objectives	100%	92,9%	92,9%	92,9%	100%	100%	92,9%

The findings above indicate that most students also indicated that they could not do the statements of B1 level spoken interaction under normal circumstances, and marked them as learning objectives at the end of the study. The percentages at the end of the study are as follows:

Table 4.32 *Spoken Interaction Self-Assessment Percentages of the Control Group with “B1” at the End of the Study*

	A	B	C	D	E	F	G
Me	0%	7,1%	7,1%	0%	0%	0%	0%
My objectives	100%	92,9%	92,9%	100%	100%	100%	100%

Graph 4.12 Spoken Production Self-Assessment of the Control Group with B1 “Can Do” Statements



A : I can give detailed accounts of experiences by describing feelings and reactions.
 B : I can describe dreams, hopes and ambitions.
 C : I can explain and give reasons for my plans, intentions and actions.
 D : I can relate the plot of a book or film and describe my reactions.
 E : I can paraphrase short written passages orally in a simple way, using the wording and structure of the original text.
 F : I can narrate a story.

Both at the beginning and end of the study, the students of the control group stated that they could not maintain a comprehensible description of experiences and events, dreams, hopes and ambitions, and could not briefly give reasons and explanations for opinions and plans. They were not able to narrate a story or relate the plot of a book or film, or describe reactions. The percentages at the beginning of the study are as follows:

Table 4.33 Spoken Production Self-Assessment Percentages of the Control Group with “B1” at the Beginning of the Study

	A	B	C	D	E	F
Me	0%	14,3%	0%	7,1%	7,1%	14,3%
My objectives	100%	85,7%	100%	92,9%	92,9%	85,7%

Table 4.34 Spoken Production Self-Assessment Percentages of the Control Group with “B1” at the End of the Study

	A	B	C	D	E	F
Me	7,1%	0%	0%	0%	0%	7,1%
My objectives	92,9%	100%	100%	100%	100%	92,9%

The table above shows that while some of the students marked the statement D and E as they can do at the beginning of the study, they marked them as their objectives at the end of the study. It can be concluded that the students mostly did not show any improvement in terms of their level of spoken production according to their self-assessment.

CHAPTER V

CONCLUSION, DISCUSSION AND SUGGESTIONS

5.1. Conclusion and Discussion

The purpose of this study was to see if it is possible to improve the speaking and listening skills of students in the Faculty of Tourism through the use of ESP speaking and listening activities using materials designed in accordance with the objectives stated in the Common European Framework of Reference for Languages (CEFR). In other words, the study aimed to measure the effect of CEFR-based ESP speaking and listening activities on the success of students in Faculties of Tourism. To accomplish the purpose of the study, a programme of experimental research was conducted, and the findings of the research questions based on the purpose of the study were evaluated in detail.

Before the implementation of the activities, speaking and listening pre-tests were applied and the results were collected. The findings of the pre-tests revealed that both groups were equal regarding their speaking and listening skills at the beginning of the study. According to the results of the speaking and listening pre-tests, the students were found to be at A2 level within the scope of the CEFR. In this study, it was also important to understand the level of the students from their own point of view. Therefore, the students were given the opportunity to assess their own speaking and listening levels of proficiency in English by using the self-assessment grid. The analysis of the students' self-assessments indicated that the level of the both group students according to the CEFR was A2 at the beginning of the study.

The CEFR offers the self-assessment grid as “a draft for a self-assessment orientation tool based on the six levels” that is “intended to help learners to profile their main language skills, and decide at which level they might appear to be on a checklist of more detailed descriptors in order to self-assess their level of proficiency” (Council of Europe 2001, p.25). Self-assessment by the students with the use of can-do statements can help the students to raise their language awareness. As Kostopoulou (2010) states, since self-assessment promotes the personal development of learners, it is valuable for them at both an emotional and intellectual level. “By being

responsible for the evaluation of their own learning process and learning outcomes, learners can ‘appreciate their strengths, recognise their weaknesses and orient their learning more effectively’ (Council of Europe 2001, p. 192). Therefore, students can take responsibility for their own learning to discover the stronger and weaker parts of their learning process. It is clear that, when more actively involved in their assessment, students can learn and develop in a more productive way. Self-assessment not only helps to follow the progress of students and their achievements from their own perspectives, it also makes it easier for teachers to evaluate the effectiveness of their teaching. Self-assessment works at a higher level than the traditional assessment made by the teacher only.

During the implementation period of the study, the CEFR-based ESP speaking and listening activities were applied to the experimental group. Since the activities were appropriate to the needs and interests of the Tourism students, the students displayed a greater degree of enthusiasm and interest in the lessons. “Materials provide a stimulus to learning. Good materials do not teach; they encourage learners to learn” (Hutchinson and Waters, 1987, p.107). Materials play an important role in the design of any language course. If students do not find the materials interesting and the methodology creative, they will lose their motivation. It is the role of the teacher to put the learners on the right track by creating an environment which is conducive to learning. In addition to this, the selection of appropriate teaching materials is one of the most characteristic features of ESP in practice (Hutchinson and waters 1987). In fact, a language teacher or institution should provide teaching materials that are suitable for the specific subject areas of individual learners according to the needs of their academic or professional specialisations.

At the end of the implementation period, speaking and listening post-tests were applied to both groups and the results were collected. The mean scores of the speaking and listening skills post-tests of both groups were analysed by using t-test. The findings of the speaking and listening skills tests that were applied as post-tests to the students at the end of the study proved that the students in the experimental group were significantly more successful in their speaking and listening skills. The scores of the post-tests were taken into consideration when assessing the effects of

CEFR-based ESP speaking and listening activities on the success of students in English classes in the Faculty of Tourism.

Following the speaking and listening post-tests, the self-assessment checklist was again given to the students so that they could assess themselves at the end of the study. Since the students had become more aware of self-assessment of their speaking and listening skills, they found it easier to complete the checklist, and they filled in the answers more consciously. Analysis of the self-assessment checklist revealed that the experimental group students assessed themselves at B1 level after the implementation, while the control group students mostly assessed themselves at A2 level. It can be inferred that the students in the experimental group indicated that from their own perspective that they were aware of a noticeable improvement in their speaking and listening skills. By contrast, the control group were still at A2 level according to their self-assessment. It can be concluded therefore that the CEFR-based ESP speaking and listening activities were effective for the experimental group.

In this study, it was also essential to analyse the results of the differences in the pre-test and post-test results of the speaking and listening scores of both groups. The findings of the data analysed revealed that the experimental group has shown a much greater improvement, while the control group displayed a lesser degree of development. The pre-listening and pre-speaking test scores, and the post-listening and post-speaking test scores of the experimental group were also compared, and the findings indicated that the experimental group demonstrated a significant improvement over the course of the treatment period. By contrast, when the pre-test and post-test results of the control group's listening skill were compared, the findings indicated that the grades of the students had decreased. Also, the findings of the pre-test and post-test results of speaking skill demonstrated clearly that the control group had failed to show any significant improvement during the 12-week period of English lessons that were taught in the traditional way. In view of the fact that the control group had continued to be taught English using traditional methodology and the activities were not based on the ESP, it can be concluded that the traditional method used in the control group classroom was not really effective in helping the students of the Faculty of Tourism to improve their listening skills.

The modern world requires learners to improve their communicative skills to a level where they can interact successfully, and many learners have become aware of the importance of learning a foreign/second language for their profession. For example, English is now absolutely necessary to follow a career in the tourism industry. As the international language of tourism is English, all tourism professionals need to communicate in English and they need to have a specific knowledge of English for Tourism, which belongs in the field of English for Occupational Purposes (EOP), a subdivision of English for Specific Purposes. According to Dudley-Evans and St. John (1998), one of the basic characteristics of an ESP course is that language skills are taken into consideration. This study focuses on speaking and listening skills, and those skills cannot be separated from each other as the interaction between speakers is necessary. It is also important to point out that listening is the key to all effective communication. Speaking and listening go hand-in-hand; when the teacher speaks the students listen, when one of the students speaks the other students listen, and so forth. Therefore, the speaking activity of one student becomes a listening activity for the others.

As has been demonstrated by the findings of the speaking and listening pre-test and post-test results analysis, there is a significant difference between the results achieved by the experimental and the control group students. It must therefore be recognized that implementing CEFR-based ESP speaking and listening activities in the English lessons of the Faculty of Tourism led to a significant improvement in the success of the students in the experimental group compared to the control group which had traditional teacher-led classes.

Dudley-Evans and St. Johns (1998) concluded that in more general ESP classes the interaction may be similar to that in a General Purpose English class, whereas in the more specific ESP classes the teacher sometimes becomes more like a language consultant, enjoying equal status with the learners who have their own expertise in the subject matter. The evidence seems to indicate that in this study, the implementation of CEFR-based ESP suggested activities made the lessons more learner-centred. The involvement and interaction experienced by the students during the study can be understood to be a reflection of learner-centeredness.

5.2. Suggestions

This study provides a deeper insight into the effects of using CEFR-based ESP speaking and listening activities as part of English lessons in the Faculty of Tourism where the traditional approach to language teaching is normally used. Considering the findings of the study, the following suggestions can be given:

In higher education institutions of Turkey, it is mostly General English language courses which are included in the curriculum of the faculties. As higher education institutions prepare students for their professional lives, the language teaching programmes in the academic units should be reviewed. Because ESP takes into consideration the learners' academic and professional needs and interests, English for Specific Purposes (ESP) courses should be integrated into the language teaching programmes of the academic units.

There are remarkable changes in English language teaching throughout Europe and the world, and as a result of this CEFR has been developed by the Council of Europe for language education. CEFR is a new concept in Turkey, and Turkey must keep up with this development. Therefore, materials and coursebooks used in higher education institutions for English language teaching should be based on the CEFR.

Speaking and listening skills are among the most difficult skills for Turkish learners of English. Considering the importance of speaking and listening skills, more priority can be given to these skills in English language teaching in the higher education institutions.

Furthermore, considering the limitations and the findings of the current study, the following suggestions can be given for further studies:

This study was carried out at Akdeniz University Faculty of Tourism, first year experimental and control group students and the results are limited to 1st year Tourism and Hotel Management Department students. Similar studies can be carried out for the different grades and different class hours at different faculties of the universities such as Engineering, Law and Medicine where ESP is supposed to be taught. An increase in the number of contexts would probably increase the reliability of the results of the study, and make its conclusions much more generally applicable in a wider range of situations.

As this study was only carried out with speaking and listening skills and limited to B1 CEF level, it is also possible to carry out researches in assessing other skills. Furthermore, assessing the other or all comprehension skills with the suggested activities at different CEF levels is possible to carry out.

As Şahinkarakaş (2007) points out in her study on “the CEFR and the needs of the ESP students”, more descriptors according to the needs of the ESP learners can be adapted and developed. It is also suggested that an ELP can be developed for the learners at the Faculties of Tourism and they can use it during their university education, in their future lives and, after their graduation.

Since this study is based on the quantitative data, qualitative data can also be used for the other studies including observations and interviews with the students. Also, teachers’ views of their students’ attitudes towards English for Specific Purposes and CEFR can be searched.

In this study, B1 level CEFR-based ESP speaking and listening activities were suggested by taking into account the aim of the study. The study can make contributions for further studies on suggested syllabus for B1 level CEFR-based ESP speaking and listening or can also include other skills at different levels. Moreover, suggested syllabus based on the CEFR can be prepared for the other study fields where ESP is used.

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APPENDICES

APPENDIX 1

AVRUPA DİL GELİŞİM DOSYASI

European Language Portfolio

Adı Soyadı :

Yaş : 18-19 20-21 22-23 24+

Cinsiyet : Kız Erkek

Kişisel Dil Başarılarım

My Personal Language Achievement

Dil: İngilizce

LANGUAGE: English

Avrupa Dilleri Öğretimi Ortak Çerçeve Programı sözlü iletişim becerileri A2 ve B1 düzeyi için belirtilen “Kendini Değerlendirme Listesi”nde aşağıda ifadeler yer almaktadır. Bu ifadelerin doğru ya da yanlış yanıtı bulunmamaktadır. Her bir ifadeye verilecek yanıt kişiden kişiye değişebilir. Sizden beklenen ifadeleri dikkatlice okuduktan sonra ifadenin sizin düşünce ve duygularınıza ne derecede uygun olduğuna karar vermenizdir.

Normal şartlar altında ve kolayca yapabildiklerinizi (Sütun 1); bir sonraki ve öncelikli hedeflerinizi (Sütun 2); kaydedebilirsiniz.

İşaretlemede aşağıdaki sembolleri kullanınız:

Sütun 1’de

- normal şartlar altında ve kolayca yapabildiklerim [+]

Sütun 2’de

- bir sonraki hedefim ve öncelikli hedefim [++]

A2

DİNLEME LISTENING	Ben Me	Hedeflerim My Objectives
Günlük konuşmaları eğer konuşmacı benimle açık, yavaş ve doğrudan konuşursa anlayabilirim. <i>I can understand daily conversations if they are spoken clearly, slowly and directly.</i>		
Yavaş ve açık konuşulduğunda bir tartışmanın ana konusunu anlayabilirim. <i>I can identify the main topic of a discussion when people speak slowly and clearly.</i>		
Aile, okul, ev, iş, yakın çevre gibi kişisel bilgileri içeren temel sözcük ve ifadeleri anlayabilirim. <i>I can understand words and expressions related to everyday life such as basic personal and family information, school life, local area and employment.</i>		
Kısa, basit mesajların ve duyuruların temel konusunu anlayabilirim. <i>I can comprehend the main topic in simple short messages and announcements.</i>		
Günlük konularla ilgili kaydedilmiş kısa metinlerdeki temel bilgileri yavaş ve açık ifade edildiğinde anlayabilirim. <i>I can understand the essential information in short recorded passages dealing with everyday matters, which are spoken slowly and clearly.</i>		
Televizyon haberleri görüntüyle verildiğinde (röportaj, kaza haberleri vb.) kolaylıkla anlayabilirim. <i>I can identify the main points of TV news such as interviews, events, accidents etc. when the topic is supported visually.</i>		
KARŞILIKLI KONUŞMA SPOKEN INTERACTION	Ben Me	Hedeflerim My Objectives
Postane ya da bankalardaki basit işlemleri yapabilirim. <i>I can make simple transactions in post offices, shops or banks.</i>		
Toplu taşıma araçlarını (otobüs, tren, taksi vb.) kullanabilmek için gerekli bilgileri isteyebilir ve bilet satın alabilirim. <i>I can use public transport: buses, trains and taxies, ask for basic information and buy tickets.</i>		

Yapacağım bir seyahatle ilgili bilgi alabilirim. <i>I can get information about the travel that I will do.</i>		
Yiyecek ve içecek birşeyler sipariş edebilirim. <i>I can order something to eat and drink.</i>		
Ne istediğimi belirtip fiyat sorarak basit alışverişler yapabilirim. <i>I can make simple purchases by stating what I want and asking the price.</i>		
Bir harita ya da şehir planına bakarak yön tarifi yapabilir ve isteyebilirim. <i>I can ask for and give directions by referring to a map or plan.</i>		
Davette bulunabilir ve gelen davetlere cevap verebilirim. <i>I can make and respond to invitations.</i>		
Ne yapılacağı, nereye gidileceği gibi, buluşma planlarına ilişkin fikir alışverişi yapabilirim. <i>I can discuss with other people what to do, where to go and make arrangements to meet.</i>		
Kişilere işte ve boş zamanlarında neler yaptıklarını sorabilir ve bu tür soruları cevaplayabilirim. <i>I can ask people questions about what they do at work and in free time and answer such questions addressed to me.</i>		
SÖZLÜ ANLATIM SPOKEN PRODUCTION	Ben Me	Hedeflerim My Objectives
Kendimden ve ailemden bahsedebilir ve onları tanıtabilirim. <i>I can talk about myself and my family and describe them.</i>		
Olayları ana hatlarıyla anlatabilirim. <i>I can give basic descriptions of events.</i>		
Eğitim durumumu, önceki ya da şu anki işimi anlatabilirim. <i>I can describe my educational background, my present or most recent job.</i>		
Basit bir şekilde hobilerim ve ilgi alanlarımdan bahsedebilirim. <i>I can describe my hobbies and interests in a simple way.</i>		
Haftasonu ve tatil etkinlikleri gibi geçmiş olayları anlatabilirim. <i>I can describe past activities such as last week or my last holiday.</i>		

B1

DİNLEME LISTENING	Ben Me	Hedeflerim My Objectives
Zaman zaman bazı sözcük ve deyimlerin tekrarını istemek zorunda kalsam da günlük bir konuşmayı takip edebilirim. <i>I can follow an everyday conversation, though I sometimes have to ask for repetition of particular words and phrases.</i>		
Genelde konuşma standart dilde açıkça ifade edildiği sürece ana hatlarını takip edebilirim. <i>I can generally follow the main points in a conversation, provided speech is clearly articulated in standard dialect.</i>		
Kısa bir öykü anlayabilir ve sonra ne olacağına ilişkin varsayımlar oluşturabilirim. <i>I can understand a short narrative and form hypotheses about what will happen next.</i>		
Yavaş ve net olduğunda ilgi alanıma giren konulardaki radyo haberlerini ve bant kayıtlarını ana hatlarıyla anlayabilirim. <i>I can understand the main points of radio news and recorded material on topics of personal interest delivered relatively, slowly and clearly.</i>		
Yavaş ve net olduğunda hakkında bilgi sahibi olduğum konulardaki televizyon programlarının ana hatlarını anlayabilirim. <i>I can catch the main points in TV programmes on familiar topics when the delivery is relatively, slow and clear.</i>		
Ev ve ofis aletlerinin kullanım kılavuzlarındaki basit teknik bilgiyi anlayabilirim. <i>I can understand simple technical information, such as operating instructions for everyday equipment.</i>		

KARŞILIKLI KONUŞMA SPOKEN INTERACTION	Ben Me	Hedeflerim My Objectives
<p>Bilinen ya da ilgi alanıma giren konulardan oluşan bir konuşmayı başlatabilir, sürdürebilir ve bitirebilirim.</p> <p><i>I can start, maintain and end a conversation about topics that are familiar of personal interest.</i></p>		
<p>Bazen tam istediğimi söylemem ya da söyleneni takip etmem zor olsa bile bir konuşma ya da tartışmayı sürdürebilirim.</p> <p><i>I can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what I would like.</i></p>		
<p>Yolculuk planlarında ya da yolculuk sırasında karşılaşılabileceğim durumlarda derdimi anlatabilirim.</p> <p><i>I can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling.</i></p>		
<p>Ayrıntılı yön tarifi isteyebilir ve anlatılanları takip edebilirim.</p> <p><i>I can ask for and follow detailed directions.</i></p>		
<p>Şaşırma, mutluluk, üzüntü, ilgilenme ve kayıtsızlık gibi duyguları ifade edip bunlara karşılık verebilirim.</p> <p><i>I can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.</i></p>		
<p>Samimi bir ortamda yapılan tartışmalarda arkadaşlarıma görüşlerimi belirtebilir ya da onların görüşlerini alabilirim.</p> <p><i>I can give or ask for personal views in an informal discussion with friends.</i></p>		
<p>Bir görüşe katılıp katılmadığımı kibar bir dille ifade edebilirim.</p> <p><i>I can agree and disagree politely.</i></p>		

SÖZLÜ ANLATIM SPOKEN PRODUCTION	Ben Me	Hedeflerim My Objectives
Duygu ve düşüncelerimi katarak deneyimlerimi ayrıntılarıyla ifade edebilirim. <i>I can give detailed accounts of experiences by describing feelings and reactions.</i>		
Hayallerimi, umutlarımı ve amaçlarımı ifade edebilirim. <i>I can describe dreams, hopes and ambitions.</i>		
Planlarımı, hedef ve davranışlarımı nedenleriyle açıklayabilirim. <i>I can explain and give reasons for my plans, intentions and actions.</i>		
Bir kitap ya da filmin konusu hakkında bilgi verebilir ya da düşüncelerimi söyleyebilirim. <i>I can relate the plot of a book or film and describe my reactions.</i>		
Kısa bir yazıyı metne sadık kalarak sözlü olarak basit bir dille anlatabilirim. <i>I can paraphrase short written passages orally in a simple way, using the wording and structure of the original text.</i>		
Öykü anlatabilirim. <i>I can narrate a story.</i>		

APPENDIX 2

SPEAKING TEST

You take the test with another student. There are two examiners in the room. One examiner talks to you and the other examiner listens to you. Both the examiners give you marks.

Part 1

Phase 1

Examiner

A/B Good morning / afternoon.

A/B I'm.....and this is

He/she is just going to listen us.

A Now, what's your name?

Thank you.

B And, what's your name?

Thank you.

Phase 2

Examiner

(Select questions from the list to ask each student).

Do you enjoy studying English? Why (not)?

Do you think that English will be useful for you in the future?

Do you enjoy studying Tourism? Why (not)?

What do you enjoy doing in your free time?

Can you tell me about the job you would like to have in the future?

What are the advantages and disadvantages of cruise holidays? Would you like to go on one?
Where to?

What makes Turkey a popular holiday destination?

What kind of customs is there in your country? Think about the following:

Greeting people

Body language

Dress code

Communicating

What special events usually take place in your country? How does the city or area prepare for the events?

Part 2

Examiner *(Say to both students)*

In the summer, you would like to go for a holiday together. On your sheets, there are some possible destinations to spend your holiday. Talk to each other about the good and bad points of the places and then try to agree which are the three places that you would prefer to go. Start when you are ready.

Prompts for Candidate A & B





Part 3

Examiner (Say to both students)

Now, I'd like each of you to talk on your own about the following pictures.

Students A, please tell us what you can see in the picture. And talk about

Look at the tourist attractions in New York. Which of them would be of interest to these tourists? Why?

A young married couple

A group of students

A family with young children

A married couple in their 50s

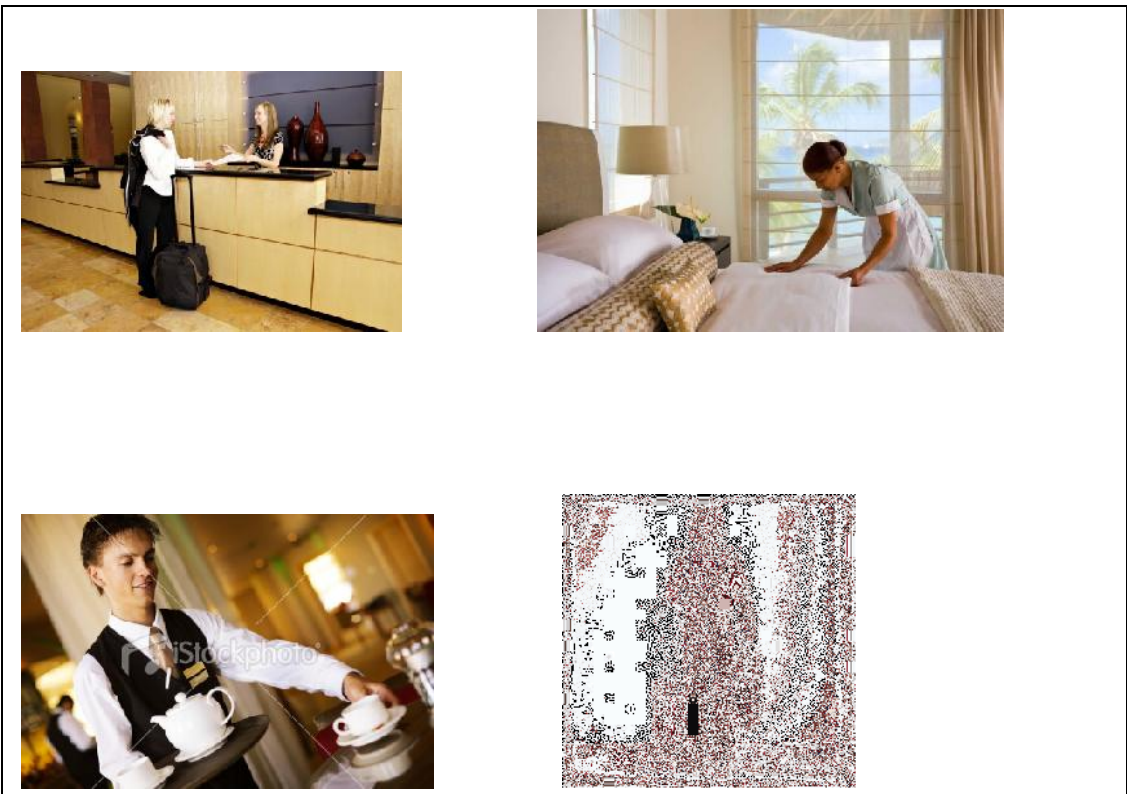




Part 4

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a picture of people.

Student A, here is your Picture. Please show it Student B and talk about what jobs do these pictures show? What services do these people provide for hotel guests?



Now, Student B, here is your Picture. Please show it Student A and talk about.

Examiner (*Say to both students*)

Your pictures showed people and photographs. Now I'd like you to talk together about the type of holidays you like to spend.

APPENDIX 3

LISTENING TEST

Part 1 **You will hear a man called Paul Hart talking about his trip to Africa with a team of scientists. For each question, put a tick (✓) in the correct box.**

1. Why did Paul choose the part of Africa he visited?

- A It is good for walking
- B It will soon change.
- C He had been there before.

2. What made the team's journey slow?

- A clearing paths through the forest
- B finding somewhere safe to camp
- C carrying heavy equipment

3. What did Paul worry about during the trip?

- A the number of dangerous animals
- B getting the information he needed
- C being responsible for a team of people

4. Paul says that the team didn't have enough food because

- A some people ate more than they should.
- B the walk took longer than expected.
- C some of the food went bad too quickly.

Part 3 You will hear a woman talking about flights in a hot air balloon. For each question, fill in the missing information in the numbered space.

Hot Air Balloon Flights

Children under 12 must be with an adult.

All passengers need to be (1)

Balloon flights are best when there are light winds, no (2)and a clear sky.

Passengers need to wear outdoor clothes and (3)

Flights travel between 5 and 30 kilometres.

Passengers return to the airfield in a (4)

Flights are available from the month of (5) each year.

For booking and information, phone (6) or visit

www.hotairballoons.com

Part 4 **You'll hear some guests asking for information. Listen and tick (✓) the boxes to show the right answers.**

1. The first guest wants to know...
when lunch starts. when lunch ends.

The receptionists advises him to ...

reserve a table. get there early.

2. The second guest wants to know where she can buy...
a gift sun lotion.

The pool attendant...

gives her a towel. doesn't give her a towel.

3. The third guest wants to...
order today's special. find out about today's special.

The waitress recommends...

the special. another dish.

4. The fourth guest wants to get a ticket for...
a concert. the opera.

The hall porter (conciierge) tells her that she should...

pay him for the ticket now. not pay him for the ticket.

5. The fifth guest wants to know...
where he can wash clothes. how to get his washing done.

The housekeeper tells him to put his dry-cleaning in...

the same bag. a different bag.

APPENDIX 4

TAPESCRIPTS

Part 1 You will hear a man called Paul Hart talking about his trip to Africa with a team of scientists. For each question, put a tick (✓) in the correct box. You now have 45 seconds to look at the questions for Part 1.

[pause]

Now we are ready to start. Listen carefully. You will hear the recording twice.

Woman: With us today, to tell us about his trip across Africa, the biologist Paul Hart.

Man : We started on the east coast and travelled on foot across Africa to Gabon in the west, collecting plants and flowers along the way. It wasn't easy, but my route crossed a region rich in plants and I choose it because it won't stay that way for long when more roads are built. It was my only chance to get information about the natural life of the area.

I had a team of eleven scientists. We walked from six in the morning, but the forest was so thick it took hours to cut our way through it, and some days we only walked one kilometer before dark. Fortunately, we carried special equipment that was very light and we took as little food as possible. But we were always tired when we put the tents up at night.

Sometimes we saw elephants or lions. They were amazing to watch and never attacked us. Every day, I collected plants and added to my notes. There was so much new information to write down. There were, of course, some low points, especially when I got anxious about the team. It was my job to make sure everyone got home safely.

Towards the end of the trip, I suddenly discovered one day that the food had nearly all gone. It was strange because we'd brought enough dried food with us to last the trip – food that wouldn't ever go bad – and we'd stopped at villages for fresh food too. But then I found that some of the team had eaten much more than they were supposed to. I was angry with them because it was a silly thing to do.

Then we started walking again. There were no maps for the area, but we had a local guide. Then one of the team got sick and we couldn't go any further. We let him rest, but he got much worse. Thankfully his life was saved by a fisherman who came along the river in a boat and took him to a doctor in the nearest village.

Finally, I returned home, and I'm back with my family and friends. I really missed them while I was away. But I learnt so much on the trip and I'm really glad I went. I was asked to go on another trip – this time to Australia – but I said that I couldn't because I'm busy here in London. And I think I've done enough travelling.

Part 2

You will hear a man called Stephen Mills talking to a group of people about a trip to India to see tigers.

For each question, fill in the missing information in the numbered space. You now have 20 seconds to look at Part 2.

[pause]

Now we are ready to start. Listen carefully. You will hear the recording twice.

Man:

Hello. I'm Stephen Mills. I will travel with you on the Tiger Tour to India, but I'm not your tour guide. I work as an artist and I'm going to take some photographs of tigers so that I can use them when we arrive in India, but I'm leading the group until then.

We leave London on the 6th of November, arriving in India the following day. It's a good time of year to visit the wildlife park where tigers live. The rainy season finishes in October. And later in the year, the park gets more crowded and the tigers become shy.

We'll spend ten days in the wildlife park. There are twenty other types of animal and three hundred types of bird to see as well as tigers. There are eighteen of us altogether and everything is organized for our comfort by the tour company. For example, although we're in the jungle, we won't have to sleep in tents! The hotels where we'll stay are all very comfortable.

To be sure of seeing tigers, we'll stay in two different parts of the wildlife park. We'll spend three days in the north, where we'll travel around in an open truck, and the rest of the time in the south, where we'll travel around on elephants. That should be fun!

On the way back to London, we have dinner and one night's bed and breakfast in the Indian capital, Delhi. There you can either go sightseeing or go shopping, whichever you prefer. But please note that lunch is not provided on our day of departure, as the plane leaves at two in the afternoon.

Now, if there any questions...

Part 3

You will hear a woman talking about flights in a hot air balloon.

For each question, fill in the missing information in the numbered space. You now have 20 seconds to look at Part 3.

[pause]

Now we are ready to start. Listen carefully. You will hear the recording twice.

Woman

If you are looking for an extra special present for yourself or a friend, why not book a flight in a hot air balloon! These exciting trips give you the chance to enjoy a really unusual view of the countryside.

Children under 12 must be accompanied by an adult. There's no upper age limit and everyone is welcome. However, it is essential that all passengers are fit. This is because you will have to climb in and out of the basket under the balloon. For a successful flight we need light winds. It's also important that there's no rain and that we have a clear sky. If there is too much clouds we'll cancel the flight and re-arrange it for another date.

The temperature in the air is similar to that on the ground so you should wear casual outdoor clothes. Also, you must remember to wear boots. That's because you may have to walk in fields that are wet and dirty at the end of the trip!

The direction the flight takes depends on the wind. The pilot will choose a suitable landing place which may be between 5 and 30 kilometers from the airfield we start from. But don't worry because transport is provided- a mini-bus will collect you. You won't have to walk all the way back to the airfield!

All our flights take place in the evening and departure times depend on when the sun sets. The season starts in March, and in May, for example, the flights would be at 6.00 p.m. The last flights are in October, and after that we close for the winter.

If you'd like to book a flight or to receive more information about hot air balloons, just call 01252, double 8, 492, or visit our website www.hotairballoons.com. It'll be a trip you'll never forget.

APPENDIX 5

Speaking Scoring Procedure – Analytic Rubric

Category	Excellent (4)	Good (3)	Poor (2)	Needs Work (1)	Score
Vocabulary Use	The students makes use of a wide range of vocabulary.	The student makes adequate use of vocabulary.	The student makes some inadequate use of vocabulary.	Inadequate use of vocabulary.	
Fluency	The student's message has easy flow and rhythm and presents normal hesitations and pauses.	The student's message is generally understandable and presents few hesitations and pauses.	The student's message is difficult to understand presenting awkward hesitations and pauses.	The student's message cannot be understood presenting many hesitations and pauses that interfere with the ideas.	
Accuracy	The student uses a variety of grammar structures which facilitate the speech comprehension	The student makes few errors in grammatical structures even though the speech is understandable.	The student makes frequent grammatical errors which makes it difficult to understand.	The student makes many grammatical errors which makes the message non comprehensible.	
Organization of Ideas	The student presents all the information in a logical sequence.	The student presents most of the information in a logical sequence.	The student presents lack of coherence in the majority of ideas.	The student presents incoherence and no logical sequence of ideas.	
Interaction	The student cooperates actively with each other.	The student cooperates partially with each other.	The student cooperates deficiently with each other.	The student does not cooperate with each other at all.	

APPENDIX 6

THE SUGGESTED CEFR-BASED ESP SPEAKING AND LISTENING SKILLS ACTIVITIES FOR B1 LEVEL

ACTIVITY 1 WORKING IN TRAVEL AND TOURISM

PART A

Working in travel and tourism



JANINE



FIONA



JANE



LISA

Discuss these questions:

- What do you think are the jobs of the people in the photos?
- Look at the speech balloons. Can you guess who said what?
Write the name of the speaker beside the correct speech balloon.

*I have no routines.
I meet different people.
I go to different places.
I have lots of responsibilities in my work.
I look after people.*

1

*We do different shifts.
There's also a lot of paperwork.
It's very varied.
There's never a dull moment.
You just meet so many different people.*

2

*It's very rewarding.
It's enjoyable seeing other people's dreams
coming into reality.
It's always nice to have some feedback.*


3

*The weekends are obviously the busiest.
We get paid an hourly rate and then I get
tips on top of that.
I enjoy the people I work with.
It's really hard work.
Dealing with the general public can be a
complete nightmare at times.*

4


PART B

 You'll hear the people in the photos describing their work. Listen and find out if you guessed right about who said what. Write their jobs beside their names under the photos.

 Listen again and decide if these statements are true (✓) or false (X). You do not need to understand every word the people say, only the main points they make.


- 1 Jane likes not knowing what she'll be doing next week.
- 2 Her main responsibility is serving food and drink.
- 3 Lisa does the same work whichever shift she's working.
- 4 She often gets the duty manager to help people who have complaints.
- 5 Janine doesn't sell package tours, only flights.
- 6 She doesn't often hear from her customers after their holiday.
- 7 Fiona depends on tips to supplement her basic pay.
- 8 She enjoys meeting her colleagues after work.

PART C

 Look at the advertisement and discuss these questions:

- What does a local rep have to do?
- What are *three* things you might enjoy about the work?
- What are *three* things you would not enjoy about the work?

*He or she has to ...
It would be interesting to ...
It would be awful to have to ...
Something I wouldn't enjoy is ...
Another thing he or she has to do is ...
It would be awful to have to ...
Something I wouldn't enjoy is ...*



LOCAL RESORT REPRESENTATIVES

Utopia Holidays are looking for representatives in your region

The reps' duties will include:

- meeting clients at the airport and escorting them to their hotels
- holding welcome parties for each group on the day after their arrival
- organising and escorting coach excursions to local places of interest
- answering clients' questions and dealing with their problems
- assisting clients who cannot speak the local language
- escorting clients from their hotels to the airport at the end of their holiday
- being on call 24 hours a day to deal with emergencies

Please apply in writing, enclosing your CV, to
Alice Watson, Utopia Holidays, Utopia House, Skyway Drive, Crawley, RH12 4PJ

PART D

HOTEL PUZZLE

There are five hotels in a row as shown in the table below. Try to complete the missing information about the hotels by sharing, **NOT SHOWING**, your clues with a partner.

	HOTEL 1	HOTEL 2	HOTEL 3	HOTEL 4	HOTEL 5
NAME OF HOTEL					
SINGLE ROOM PRICE					
SPORTS FACILITY					
EATING/ DRINKING FACILITY					

STUDENT B

- 1) The first hotel is the Royal Court.
- 2) The price of a single room in the hotel which has a bar is £25.
- 3) The West Side is next to the hotel with the single room priced at £35.
- 4) The hotel with a gym is next to the hotel where the price per night of a single room is £32.
- 5) The Templeton has a squash court.
- 6) A single room at the hotel with the 3 star restaurant costs £40 a night.
- 7) The hotel where the single room costs £30 per night is next to the hotel which has a coffee lounge.
- 8) The Red Star has a self-service restaurant.

HOTEL PUZZLE

There are five hotels in a row as shown in the table below. Try to complete the missing information about the hotels by sharing, **NOT SHOWING**, your clues with a partner.

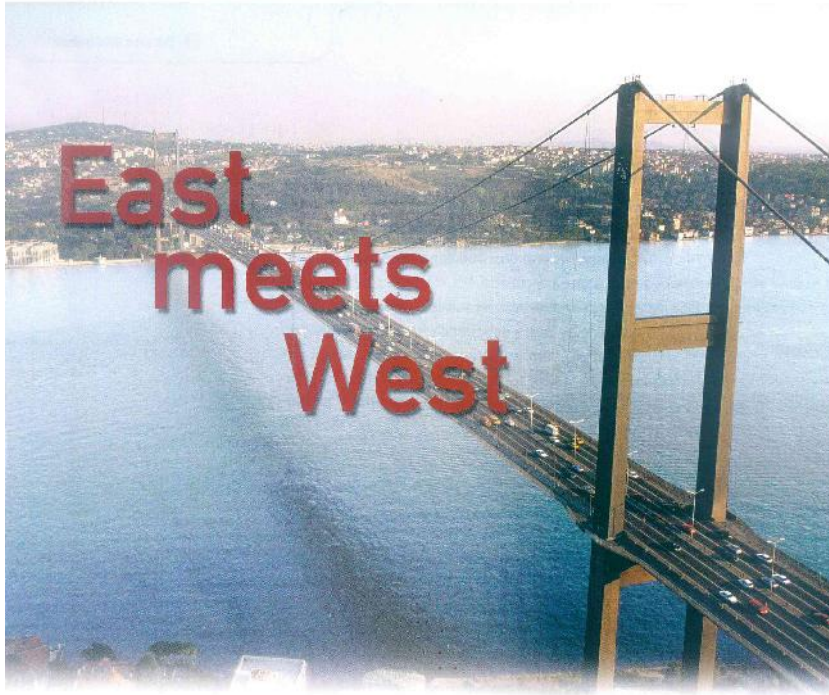
	HOTEL 1	HOTEL 2	HOTEL 3	HOTEL 4	HOTEL 5
NAME OF HOTEL					
SINGLE ROOM PRICE					
SPORTS FACILITY					
EATING/ DRINKING FACILITY					

STUDENT A

- 1) A single room at the Royal Court costs £30 a night.
- 2) There is a coffee lounge at the Templeton.
- 3) The hotel which has a squash court is next to the hotel where the price per night of a single room is £25.
- 4) The hotel with a 3 star restaurant has a golf course.
- 5) The hotel where the price per night of a single room is £35 has a swimming pool.
- 6) The West Side has a bar.
- 7) The hotel which has a tennis court also has a snack bar.

**ACTIVITY 2
EAST MEETS WEST**

PART A



speaking Look at the pictures of Turkey on these two pages. What kind of tourist attractions do they show? What makes Turkey a popular holiday destination?

PART B

listening A radio programme

Listen to the first part of a radio programme about holidays and complete the table.

	listener 1	listener 2	listener 3
destination	Corfu	.....	.....
reason	.....	.....	.....

Now listen to the next part of the programme. Are these statements true or false? Correct any false statements.

- 1 Turkish beaches will be very crowded this year.
- 2 Lisa thinks Bodrum is the most interesting place in Turkey.
- 3 The name *Pamukkale* means 'Snow Castle' in Turkish.
- 4 You can't swim in the natural pools of Pamukkale.
- 5 Lisa thinks Turkey will be one of the top ten tourist destinations this year.
- 6 *Holiday Options* has a leaflet for listeners who want information about Turkey.

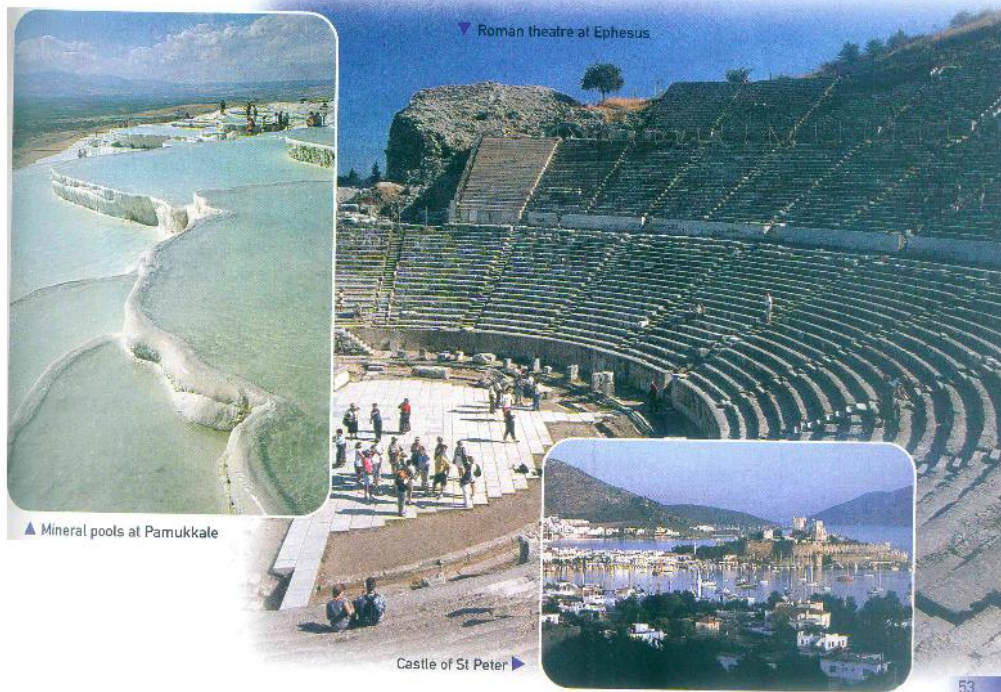
PART C

speaking ● Work in pairs. Which is the best tourist resort in your country? Consider the following and choose the most popular three resorts in your class.

type of tourism accommodation and facilities
value for money transport location

My favourite resort in Turkey is Kas. It's the best resort because you can go on cruises and also visit the Greek ruins.

I think Bodrum is better than Kas because there are more hotels.



PART D

speaking Shopping in Istanbul

● Work in pairs. Look at the pictures. What kind of gifts or souvenirs would you buy in Istanbul's markets for the following people?

younger brother / sister
mother and father

aunt and uncle
an elderly relative

a classmate
your teacher

What to Buy in Istanbul

WITH ITS ENDLESS BAZAARS, markets, shops and stalls, Istanbul is a souvenir hunter's paradise. If you are seeking a bargain, jewellery and leather can be worth investing in.



Grand Bazaar
The largest market in the world, the Grand Bazaar contains about 4,000 shops.



Handicrafts
Jewellery boxes crafted from wood or bone make unusual souvenirs.



Blue glass-eye pendants
Jewellery includes pendants made from gold, silver and other materials. A simple blue glass eye is said to protect you from evil.



Turkish delight
Delicious sweets such as halva, Turkish delight and baklava are very popular.



Carpets
Most of the carpets offered for sale will be almost new. Antique carpets are far more expensive.



Blue and white plate
Ceramics form a major part of Turkey's artistic tradition. The style varies according to the area of origin.

Pipes
Classic nargiles (bubble pipes) are still used by older Turkish men. They make attractive ornaments even if you do not smoke.



webtask Traditional gifts

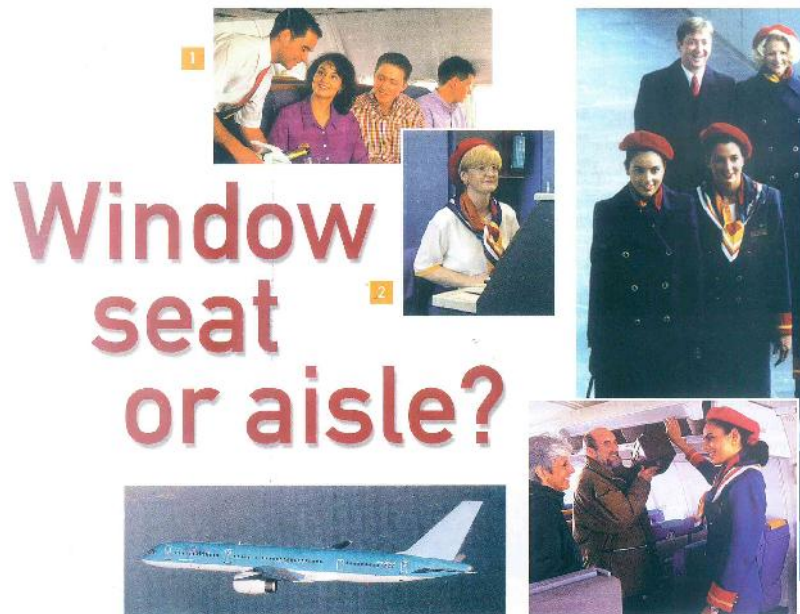
- Find information about traditional gifts from three countries of your choice.

speaking Work in pairs. What are your partner's plans for his / her next holiday?

where and when length of stay transport
the weather holiday activities accommodation food

ACTIVITY 3 WINDOW SEAT OR AISLE?

PART A



Window seat or aisle?

speaking 1 Look at the pictures. Who are the people and what are they doing?

PART B

Speaking

Work in pairs. Student A, you are a flight attendant flying to London from New York. Use this information to answer a passenger's questions about various procedures on board aircraft.

- non-smoking flight
- no seats available in business class for economy class passengers
- vegetarian meals must be booked in advance
- if overhead locker for hand luggage full, put under seat
- no mobile phones
- laptops no problem
- landing card necessary for non-EU citizens

Student B, you are a passenger on a plane flying economy class to London from New York. Ask the cabin crew about the following things:

- Change to business class
- Where to put my hand luggage?
- Smoke?
- Use my mobile phone?
- Use my laptop?
- Fill out a landing card if not from the European Union?
- Have a vegetarian meal?

PART C

Flight information

Look at the flight information screen and answer the questions.

- 1 What is the abbreviation for Newark airport?
- 2 What is the abbreviation for London Heathrow?
- 3 What is the abbreviation for 'operated by'?
- 4 How many different airlines have flights to London?
- 5 What does the asterisk (*) mean?

Departing from New York on Sunday October 7							
Depart	Arrive	From	To	Flight	OP BY	Gate	Remarks
18.35	06.35*	EWR	LHR	BA184	BA	45	BOARDING
18.55	06.55*	EWR	LHR	AA 092	AA	.....²	.....³
19.45	07.30*	EWR	LHR	.....⁴	UA	62	.....⁵
20.45	08.45*	EWR	LHR	BA 188	BA	.....⁶	.....⁷

* arrives one day later

listening Now listen to the airport announcements and complete the information.



BA flight attendant David Torra

listening Cabin crew training

10 Listen to David Torra, a BA flight attendant, talking about his five-week training course. When does each part of the training course happen?

	Week				
	1	2	3	4	5
How to read an airline ticket	✓	✓			
Different types of aircraft					
Collect new uniform					
Safety and emergency procedures					
Emergency flight simulations					
Medical training					
How to serve food and drink					
First real flight					

PART D

listening Selling duty-free

Listen to David sell in-flight duty-free to a passenger and answer the questions.

- 1 What size is the perfume bottle?
- 2 How much is it in dollars?
- 3 What types of cuddly toy are there?
- 4 Which toy does the passenger buy?
- 5 How much did the passenger spend in total?



▲ Wilbur Bear

speaking

Work in pairs. Student A, you are a flight attendant. Turn to page 118. Student B, you are a passenger on a flight from the USA. Look at the duty-free brochure and buy something. Ask to pay in dollars.



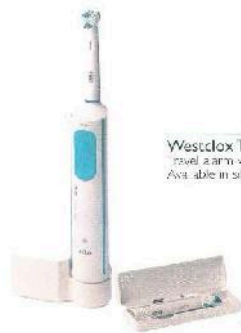
£20.00 / \$30.00
Lancôme Eye Shadow Coffret
Mini colour focus eye shadows in an attractive palette.



£48.00 / \$72.00
Swatch Skin Watch
Stainless steel lined bracelet waterproof to 30m.



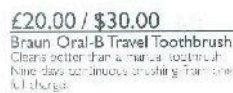
£59.00 / \$88.00
Diesel Sunglasses
Metal rectangular sunglasses in matt or black colour with lenses offering 100% UV protection.



£10.00 / \$15.00
Westclox Trelmate Alarm Clock
Travel alarm with day/night function. Available in silver or platinum.



£20.00 / \$30.00
Travel Wallet by Taurus
Taurus leather travel wallet features a flight ticket slot, pocket inside zip compartment and credit card slot.



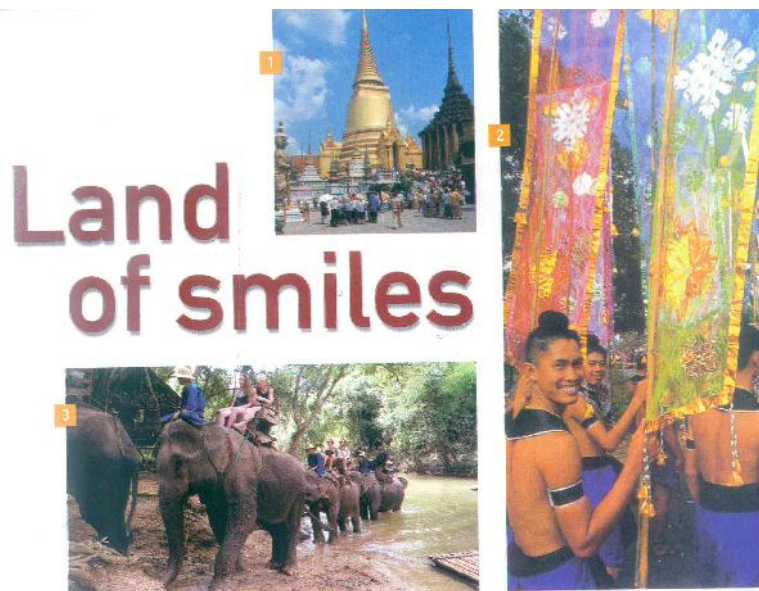
£20.00 / \$30.00
Braun Oral-B Travel Toothbrush
Cleans better than a manual toothbrush. Nine days continuous brushing from one full charge.



£10.00 / \$15.00
British Airways Model Aircraft
Models require no glue or paint and simply snap together. Please ask your cabin crew to see the range.

ACTIVITY 4 LAND OF SMILES

PART A



Land of smiles

speaking ● What are the tourist activities on this page? What benefits and problems does tourism bring to a country like Thailand?

PART B

speaking ● Work in groups. Discuss these questions.

- How do tourists damage the environment in your country or region?
- What types of ecotourism are there in your country or region?
- Do tourists have to pay a fee to enter national parks and other green areas?
- Do you think nature should be free for everyone?



PART C

listening A holiday in Thailand

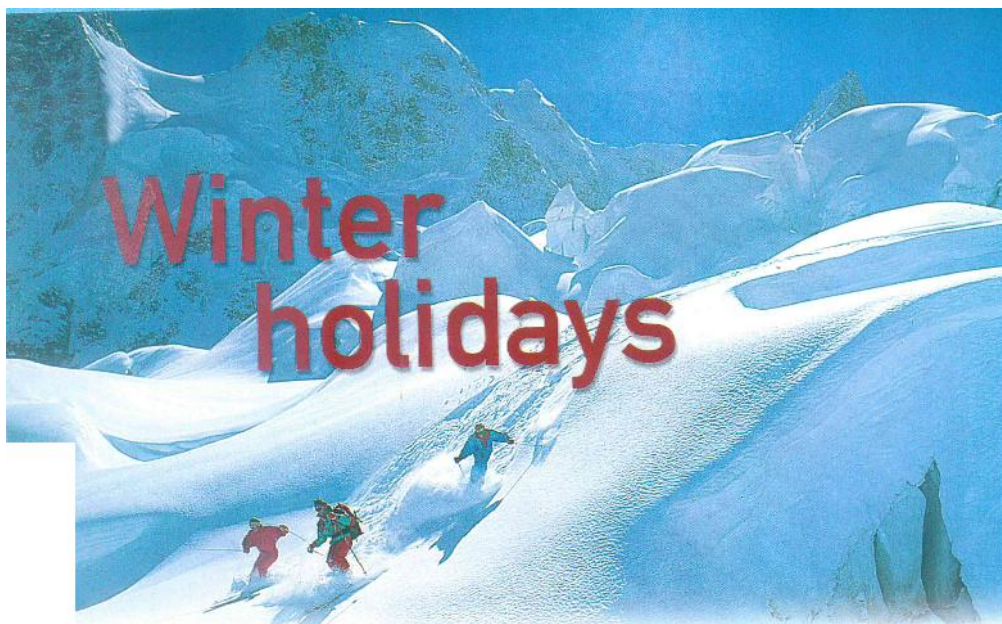
● Listen to Anne-Marie booking a holiday in Thailand. What does her travel agent try to sell her? Is the travel agent good at selling?

● Listen again and answer the questions.

- 1 What kind of insurance does the travel agent recommend?
- 2 Why is it better than the customer's own insurance company's cover?
- 3 What does the package include?
- 4 When would any medical costs be paid?
- 5 What else does the insurance include?
- 6 How much does the insurance cost?

ACTIVITY 5 WINTER HOLIDAYS

PART A



speaking ● Look at the picture. What are the people doing? What other winter sports can you think of?

PART B

listening Ski resort jobs

● Listen and match the speakers to the jobs. Would you like to do any of these jobs?

ski instructor chairlift attendant ski hire shop assistant
cafeteria staff resort representative

● Listen again and answer the questions.

- 1 What ski equipment is mentioned?
- 2 What should you do after you sit down on a chairlift?
- 3 What is the person learning to do in the skiing lesson?
- 4 Where is the entertainment?
- 5 What can you buy in the self-service area?

PART C

Discuss in pairs:

What special sporting events usually take place in your country?

How does the city or area prepare for the event?

Work in groups:

Imagine the Olympic Games are going to be held in your country.

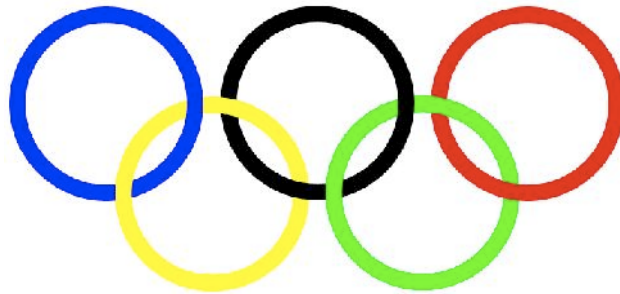
How would you plan for the following?

Choosing the best city

Accommodation

Special preparations

Transport



ACTIVITY 6 DEALING WITH ENQUIRIES

PART A



You'll hear three short conversations in which clients are asking for information. The first time you listen, tick (✓) the boxes to show the right answers. The second time you listen, fill the blanks in the sentences.

- 1a The first guest wants to know about ...
 a room for himself. a room for someone else.
- 1b He is told that Room is free.
- 2a The second guest wants to know how long it takes to get to the airport ...
 by bus. by taxi.
- 2b She is told that she has to check in at least minutes before her flight.
- 3a The third guest wants to know what time ...
 breakfast service begins. breakfast service finishes.
- 3b He is told that breakfast is served from to on weekdays and from to at weekends.

Listen again and tick (✓) the boxes to show which phrases in the speech balloons are used by the receptionist.

Good evening. How can I help you?
How nice to see you again!
Hello again, Mr Grey! How are you today?
It's really nice to see you again!
Welcome back!
I hope you enjoy your stay with us!

Good morning. What can I do for you?
Is there anything else I can do for you?
Have an enjoyable day!
Have a good day!
You're welcome!
You're very welcome.
It's a pleasure.

- When would you say the phrases in the first balloon?
 When would you say the ones in the second balloon?

PART B ROLE-PLAY

This activity consists of six short role plays. In each role play there are two roles:

GUEST or MEMBER STAFF.

There is also an OBSERVER, who listens to the role play and then gives the others feedback on how polite and friendly they sounded.

You can make people feel welcome and help them to feel at home by using their names instead of addressing them impersonally as *Sir* or *Madam*. Look for clues on credit cards, forms, luggage labels, etc. Make sure they know *your* name too, and show them that you remember their names when you meet them again.

A sincere smile shows people that you want to be friendly. Good eye contact shows that you're interested in them. Try to treat every client in the same way that you'd like to be treated yourself — or even better!

In these six short role plays you'll be playing the role of guest or member of staff — or observer. The observer listens to the role play and then gives the others feedback on how polite and friendly they sounded.

- 1 You are a GUEST. Find out where the nearest toilet is. Start by saying 'Good morning'.
- 2 You are a MEMBER OF STAFF. Explain that there is a bus to the city centre from the bus stop opposite (tickets cost 80 cents). Or a taxi would cost about \$5.
- 3 You are the OBSERVER. Listen to your partners. Tell them how polite, helpful and friendly they sound. If they sound cold or rude, ask them to do the role play again.
- 4 You are a GUEST. Find out where you can get a good local meal.
- 5 You are a MEMBER OF STAFF. Explain that there is a kiosk just round the corner. They have postcards and stamps. A stamp for a postcard abroad costs 50 cents.
- 6 You are the OBSERVER. Listen to your partners. If they sound cold or rude, ask them to do the role play again.

ACTIVITY 7 GOOD MORNING

PART A

Good morning!



Discuss these questions:

- What is usually served for breakfast in a hotel in your country?
- What do people in your country usually have for breakfast when they're at *home*?
- What do *you* usually have for breakfast?

BREAKFAST

Kindly indicate the number of orders and the time your breakfast to be served. Please hang this menu on the doorknob before 11:00 P.M.

Date	Room No.	Name	No. of P

To be served between:

- | | |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> 6:30 ~ 7:00 | <input type="checkbox"/> 8:30 ~ 9:00 |
| <input type="checkbox"/> 7:00 ~ 7:30 | <input type="checkbox"/> 9:00 ~ 9:30 |
| <input type="checkbox"/> 7:30 ~ 8:00 | <input type="checkbox"/> 9:30 ~ 10:00 |
| <input type="checkbox"/> 8:00 ~ 8:30 | |

AMERICAN BREAKFAST ¥2,000 Orders

- | | | | |
|-----------|------------------------------------|------------------------------------|--|
| Juice | <input type="checkbox"/> Orange | <input type="checkbox"/> Tomato | <input type="checkbox"/> Grapefruit |
| Eggs | <input type="checkbox"/> Fried | | |
| | <input type="checkbox"/> Scrambled | | |
| | <input type="checkbox"/> Poached | with <input type="checkbox"/> Ham | <input type="checkbox"/> Bacon <input type="checkbox"/> Saus |
| | <input type="checkbox"/> Boiled | <input type="checkbox"/> Minutes | |
| Breakfast | Rolls with Jam & Marmalade | | |
| Beverage | <input type="checkbox"/> Coffee | | |
| | <input type="checkbox"/> Tea | with <input type="checkbox"/> Milk | <input type="checkbox"/> Lemon |
| | <input type="checkbox"/> Milk | | |

PART B

Food and drink



You'll hear three guests phoning to order breakfast in their rooms. Listen and note down (1) what the guest in Room 213 wants by ticking the breakfast menu; (2) what the guests in Rooms 121 and 305 want by filling in the form.

CONTINENTAL BREAKFAST ¥1,100	Orders
Juice <input type="checkbox"/> Orange <input type="checkbox"/> Tomato <input type="checkbox"/> Grapefruit Breakfast Rolls with Jam & Marmalade Beverage <input type="checkbox"/> Coffee <input type="checkbox"/> Tea with <input type="checkbox"/> Milk <input type="checkbox"/> Lemon <input type="checkbox"/> Milk	
The items on the regular Room Service breakfast menu are also available. Please write in here any you would like. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<small>A 10% service charge, 8% consumption tax and 3% meals and hotel tax will be added to the above prices.</small>	

ROOM NUMBER	TIME REQUIRED	BREAKFAST ORDER
121		
305		

PART C

Pronunciation



Listen, and repeat the questions used by the person taking the order.

I'd like some tea, please.

— *Would you like it with milk or lemon?*

Can I have some fruit juice, please?

— *Would you like orange juice or grapefruit juice?*

Role play



Take it in turns to play the roles of a GUEST and a WAITER/WAITRESS.

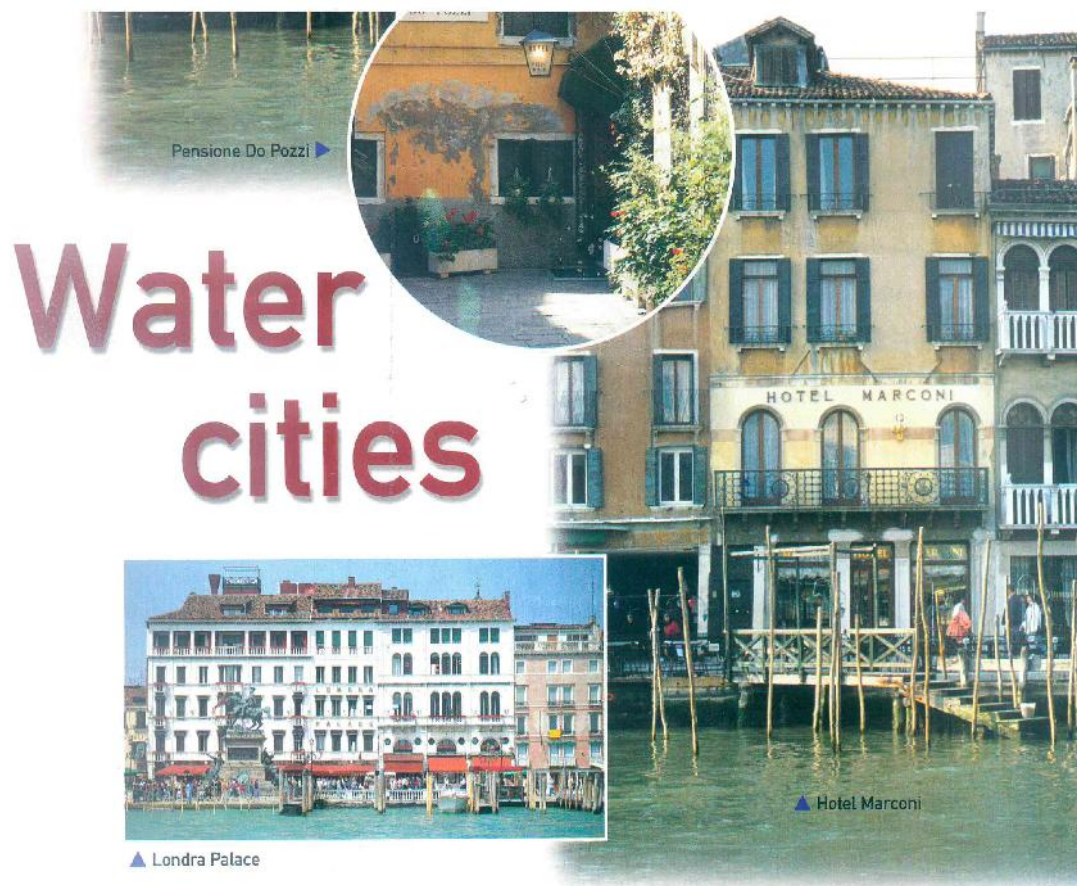
GUEST	WAITER/WAITRESS (<i>try to sound bright and helpful</i>)
bacon and eggs	scrambled or fried?
an egg	poached or boiled?
tea	with milk or lemon?
fruit juice	orange or grapefruit?
hot drink	tea or coffee?
coffee	with cream or without?
fried eggs	with ham or bacon?
breakfast rolls	butter or margarine?

Role play



Take it in turns to play the roles of a GUEST ordering breakfast over the phone, and a MEMBER OF STAFF taking the order. Order from the same breakfast menu that you used before.

ACTIVITY 8 WATER CITIES



PART A

speaking ● Look at the pictures of hotels in Venice. What do you think their star ratings are? What kind of rooms, facilities and services would you expect to find in these hotels?

PART B

listening ● Listen to two guests and choose the best hotel for each of them.
Guest 1 Guest 2

PART C

speaking ● What are the most important facilities for you when staying in a hotel?

PART D
Work in groups.

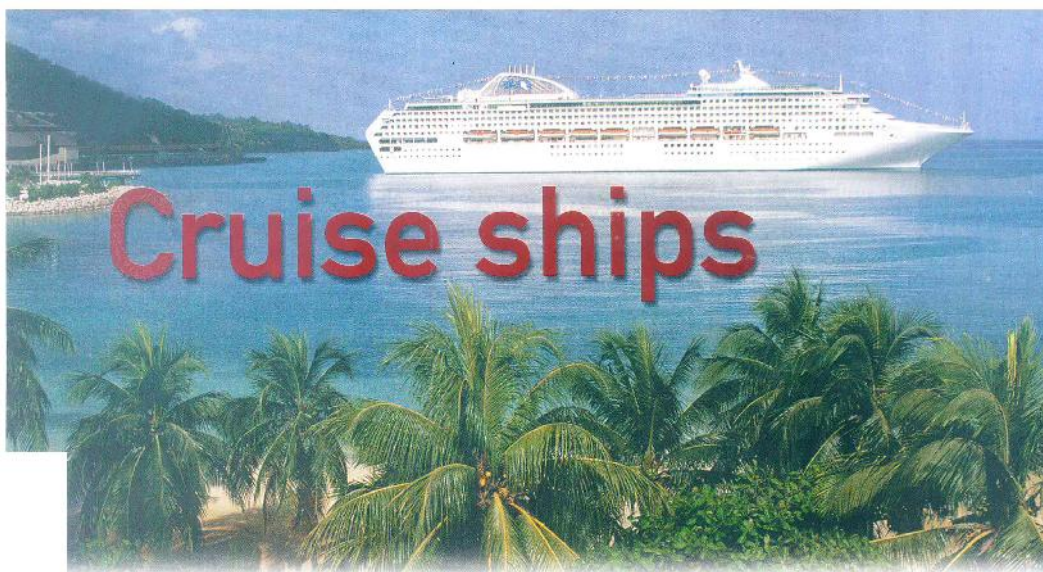
HOTEL FACILITIES

John Barry is the President of a large chain of hotels in the U.K. Next year he will be opening three new hotels. As the project is already over budget, the company has to decide very carefully which facilities they will provide in each hotel. Look at each of the hotels and decide which facilities you feel are essential for this hotel. You are allowed a maximum of 20 for all three.

FACILITIES	<i>KINGS HOTEL</i> This hotel will receive mainly business men and be a venue for conferences.	<i>SEA BREEZE</i> This hotel will be situated near the sea. It is a holiday hotel and will cater mainly for families and retired people.	<i>TRAVELLER'S REST</i> This hotel will be located near a major road. It will be a stop over place for travellers.
TV in all rooms			
Minibar in all rooms			
Room safe in all rooms			
Swimming pool			
Sauna			
Tennis court			
Squash court			
Gymnasium			
Meeting rooms			
Conference hall			
Business centre with fax machine and computers			
Restaurant			
Cocktail lounge			
Bar			
Nightclub			
TOTAL			

TOTAL FOR ALL THREE = _____ (max 20)

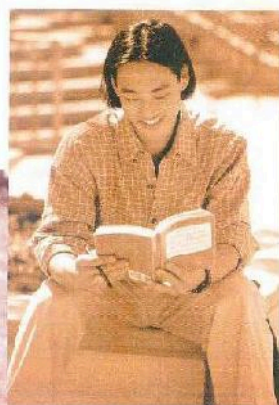
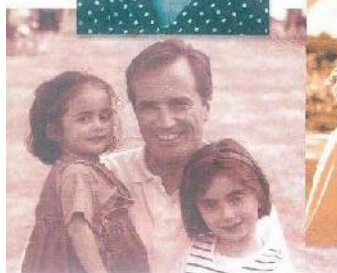
ACTIVITY 9 CRUISE SHIPS



speaking ● Work in pairs. What are the advantages and disadvantages of cruise holidays? Would your partner like to go on one? Where to?

PART A

PART B



● Which of these people would be suitable to work on a cruise ship? Look at the text and give reasons for your answers.

Teresa Merrick: I was fifty last month. I work as a nurse in an old people's home but it's very hard work at my age. I've always loved my holidays abroad. I'm studying French and Spanish at evening classes. I'll talk to anyone and I'm a capable and reliable worker.

Mario Vega: I like to finish work punctually so I can see my daughters before they go to bed. I'm not a very sociable person – I like to work in my garden at weekends and watch a film on TV in the evening. I'm a very responsible person.

Martin Lee: I'm twenty-two and studying at university. I help in my parents' restaurant at the weekends. In my free time I love playing football, going out with my friends and partying. I like meeting new people. I'd like a job for the summer.

PART C

listening How to write a CV

Listen to a lecturer giving advice about writing CVs and complete the information below. Is the advice true for your country?

Professional practice Writing a CV (curriculum vitae)

ACE — the CV checklist

Appearance

- Is it no more than one side of A4 paper?
- Do you yourself by including all your experience?

Clarity

- Do your personal details appear of the page?
- Are your qualifications and jobs in chronological order?
- Are the and grammar correct?

Emphasis

- Does it show your both in and out of work?
- Does it give a good first impression of you?

The people who get are the ones who write the CVs!

PART D

Speaking

Work in pairs. Interview your partner and find out enough information to write his/her CV. Then write the CV for your partner.

ACTIVITY 10 EXPLAINING DISHES

PART A

You'll hear a description of how to make the Spanish dish, *paella*. Before you listen, look at the picture. How many of the ingredients can you identify? Do you know what goes into a *paella*?



Listen to the description and decide if these statements are true (✓) or false (X).

- The rice is cooked first.
- The basic ingredients are stir-fried.
- A *paella* is baked in the oven.
- It must be stirred all the time it's cooking.
- The rice takes about 20 minutes to cook.

Discuss these questions:

- Is it a dish you'd like to eat? Why/Why not?
- Is it a dish you'd like to make? Why/Why not?

PART B

Look at the pictures. Use the words in the list below to identify the methods of cooking shown in each one. One method isn't illustrated. Which one is it?

steam boil grill/broil stir-fry
 deep fry bake roast



PART C

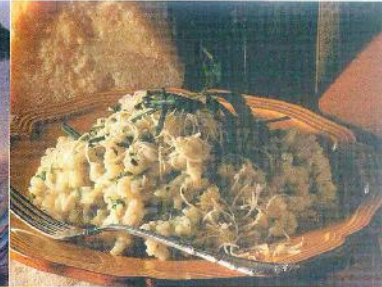
 How do things taste?
Discuss how you think these dishes taste, using the words in the list.

spicy (hot) creamy (rich)
plain sweet salty
sour bitter

lemon sorbet



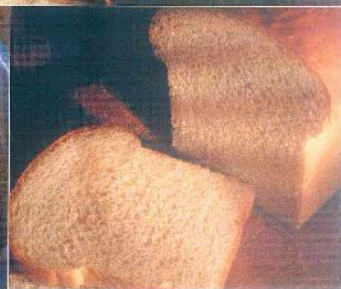
risotto



chocolate mousse



curry



bread

 Think of some more ingredients, dishes or sauces that you can describe with the words in the list above.

PART D

Role play

 Take it in turns to play the roles of a CUSTOMER and a WAITER/WAITRESS.

WAITER/WAITRESS

Show your menu to the customer.

CUSTOMER

Ask about each of the dishes on the menu.

WAITER/WAITRESS

Explain how each dish is prepared.

Moules marinière?

Lasagne al forno?

Paella a la valenciana?

That's mussels cooked in wine with onions and herbs.

That's layers of pasta, meat sauce and creamy sauce baked in the oven.

That's rice cooked with meat, shellfish and vegetables flavoured with saffron.

ACTIVITY 11 EATING HABITS

PART A

 Discuss these questions:

- Do you follow the Mediterranean diet? Why/Why not?
- Have you ever tried to lose weight? What did you eat and what didn't you eat?




PART B



You'll hear four people talking about what they eat. Listen and put a tick (✓) by the things they do eat and a cross (X) by the things that they don't eat.

- | | | | | | | | | |
|--------------|---------|--------------------------|-------------------|----------------|-------|-------------|------------|-------------|
| Sally | beef | cheese | chicken | dairy products | eggs | nuts | pulses | vegetables |
| Tim | cheese | commercial meat products | free range meat | garlic | pasta | spicy foods | vegetables | |
| Peter | bread | cakes | eggs | fish | meat | pasta | vegetables | wheat flour |
| Steve | chicken | chocolate | convenience foods | desserts | fish | nuts | | |

PART C

 Carry out this survey with the members of your group. Fill in each box with the number of times that each person tells you. First of all, fill in your own answers.

Survey on eating habits

How many times have you eaten each of these kinds of food or meal during the past seven days?

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> wholemeal bread	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> white bread
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> fast food	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> a traditional local meal
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> a meal with meat	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> a vegetarian meal
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> convenience food	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> food prepared from fresh ingredients
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> a snack or a sandwich	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> a full meal
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> a meal in a cafeteria	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> a meal in a restaurant
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> a meal at home	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> a picnic

Compare the results of your survey with the other groups and discuss these questions:

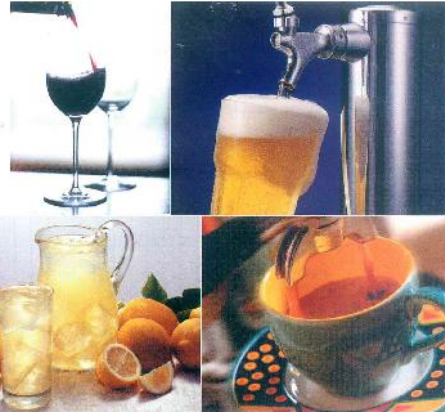
- Which are the *three* most popular kinds of food or meal in your group? (Which scored the highest in your survey?)
- Which are the three *least* popular? (Which scored the lowest in the survey?)
- Why do so many people eat junk food when they know it isn't healthy?

PART D

Drinks, snacks and desserts

 Look at the pictures and label the drinks that are shown. Then discuss these questions:

- Which of the drinks are the most popular in your country?
- Which very popular drinks are *not* shown?



PART E

Presentation:

Think about dishes you know – starters, main courses and desserts.
How can you describe them to a guest?
Prepare a short menu including five dishes that are typical of your town/city.
Present it to the class.

ACTIVITY 12 TO AND FROM THE AIRPORT

PART A



Read the information about Tokyo Narita Airport. What would you say to a client who asks these questions:

- 1 How long does it take to get from the airport to downtown Tokyo by train?
- 2 How much does the taxi ride cost?
- 3 Is it a good idea to take the bus to the centre?
- 4 How much time should I allow to make my connection with an internal flight?
- 5 What's the best way to get to downtown Tokyo from the airport?

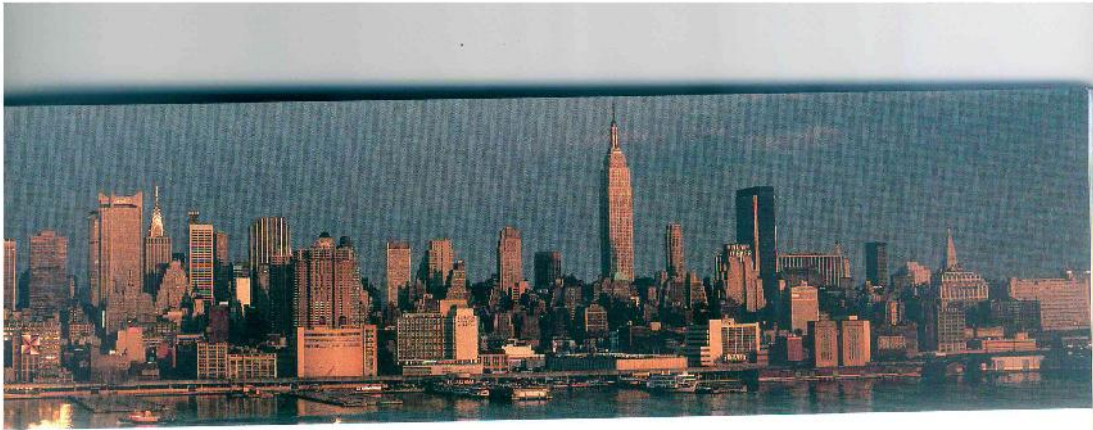
TOKYO NARITA


Narita International Airport is 65 km east of downtown Tokyo. The taxi ride takes at least 90 minutes, but much longer at busy times of day (and it costs a small fortune). Far cheaper than a taxi is the Airport Limousine Bus, which will take you to the Tokyo City Air Terminal. The JR Narita Express (N'EX) train goes to Tokyo Station in downtown Tokyo and takes about an hour (reservation essential). The Keisei Skyliner train to Keisei Ueno Station also takes about an hour. Both Tokyo and Ueno stations are on the Yamanote loop line which runs all round central Tokyo, but this is not recommended if you have heavy baggage.

Most Japanese domestic flights leave from Haneda Airport (80 km away on the other side of the city). The inter-airport bus takes at least 2 hours at busy times, so it may be quicker to take the JR Narita Express to Shinagawa Station (beyond Tokyo Station) and then transfer to the Keikyu Line for another train to Haneda in about two hours. The Keikyu Airport Express also links the two airports in about two hours, but the service is not very frequent.



PART B



 You'll hear three conversations at a travel agent's. The clients are finding out how to get to and from John F. Kennedy Airport in New York. Listen and match the answers to the questions.

Questions	Answers
1 How long does it take by subway to Manhattan?	15 minutes
2 How long does it take by Carey Airport Express bus?	20 minutes
3 The Carey Airport Express buses run every ...	30 minutes
4 How long does it take by Gray Line Air Shuttle?	1 hour
5 How long does it take by taxi to Manhattan — if you're lucky?	1¼ hours
6 How long does it take by taxi to Manhattan — if you're unlucky?	1½ hours
7 How long does it take by helicopter?	2 hours


PART C

 Think about your own town or city and discuss these questions:

- Where is the nearest international airport?
- Where is the nearest main train station?
- How do you get to the airport from your school, college or place of work by bus or train?
- How do you get to the main train station?
- What routes would you take to the airport and station by car?

PART D

2 Role play

 Take it in turns to play the roles of a VISITOR and a LOCAL RESIDENT.

VISITOR Play two of the roles shown in the pictures. Ask the local resident these questions:

*How do I get to the airport from here? -
What's the best way to get to the train station from here?*

*The best thing to do...
The quickest way to get to...
If you take the... it'll take about...
... minutes and it'll cost...
It's not a good idea to...
because... [give reason]*

LOCAL RESIDENT Answer the visitor's questions.



ACTIVITY 13 THE FUTURE OF TOURISM

PART A

Discuss these questions:

- What are the advantages and disadvantages of tourism in your region?
- Which of these points made in the broadcast are most relevant to your country?
- In general, how well do tourists in your country behave?

PART B

listening The future of tourism

Listen to four experts in the travel industry make predictions for the future of tourism. Match each speaker to one of the following subjects.

- a) a new type of tourist c) technological changes
b) changes in the type of holidays d) changes in developing nations

Listen to the four speakers again. Are these statements true or false? Correct any false statements.

- 1 There will need to be more holidays for older tourists in future.
- 2 People will take longer holidays in future.
- 3 The cost of travel is predicted to increase.
- 4 The market for tourism will only increase in western countries.
- 5 The majority of people will not want mass-market holidays.

PART

Look at these pictures showing tourists behaving badly. What are they doing? Which of the behaviour do you think is the worst? And which is the least bad?



C

PART D

listening The Hermosa development

● Hermosa is a beautiful island whose government wants to increase tourism. Look at the map on the opposite page. Listen to a development proposal and mark the sites on the map. Then answer the questions.

- 1 How will visitors get to the island?
- 2 Where is the new resort going to be built?
- 3 What will the new visitors' centre have?
- 4 What types of accommodation will there be?
- 5 What is the main benefit of the proposal?

PART E

speaking ● Work in groups. You are the Hermosa Tourist Board. Look at the map and choose one of the possible sites for development. Then prepare and give a presentation to support your choice. Consider the following points.

Proposal 1
The quiet fishing port on the east coast where most of the islanders live.

Proposal 2
Beaches to the north - no roads to the area and no buildings or facilities there at the moment.

Proposal 3
Delta to the south of the island close to the fishing port and where many unusual species of birds can be seen.

Transport

How will holidaymakers get to and around the island?

- airport
- ferry service
- new roads for cars and buses
- car rental, bicycle and motorbike hire services

Entertainment / activities

- historical / sightseeing trips
- bars and restaurants
- water sports
- hiking

Accommodation

- hotels and hostels
- camp sites
- self-catering apartments
- rooms in family homes



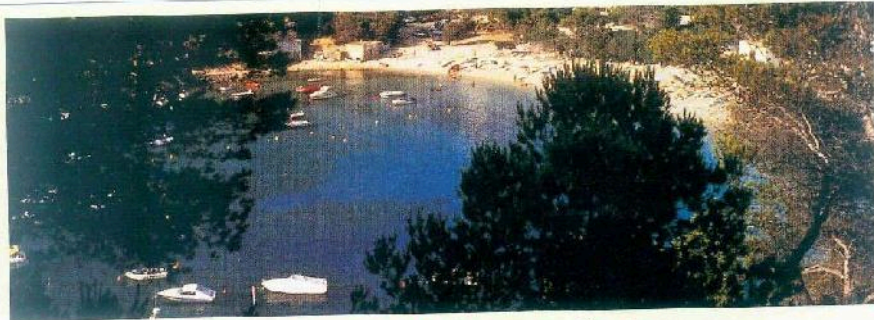
ACTIVITY 14 SUN, SEA, SAND

PART A



Find the answers to these questions in the advertisement:

- How many attractions that begin with the letter *s* are mentioned?
- What other attractions *not* beginning with the letter *s* are mentioned?



Sun, Sea, Sand, Summer, Spain

IT'S NO COINCIDENCE that so many people's idea of an ideal holiday starts with the same letter. Over the years, the beach holiday has become synonymous with *Spain*. And rightly so. In *Spain*, you can still enjoy all the fun of the fair without your beach towel. Of course, should you tire of soaking up the sun lying down, you can always soak up the sea in a variety of other positions. For the energetic, most Spanish resorts offer every watersport under the sun (and several under the sea). And for the less energetic a cool glass of sangria (there's that letter again) is normally within easy reach. When the Spanish sun reluctantly dips below the horizon, the nightlife lights up the night and continues to do so until the sun makes a reappearance. At the end of the holiday, you'll begin to understand why the natives occasionally feel the need for another word beginning with a sibilant sound. *Siesta*.

For further information please contact your travel agent. The Spanish Tourist Office, 57 St. James's Street, London SW1A 1LD



You'll hear three people who have visited different parts of Spain. Listen and tick (✓) the boxes to show the reasons why they enjoyed their visits.



- It used to be very unspoilt.
- There are lots of parks to walk in.
- The food is delicious.





- The weather is hot and sunny.
- The nightlife is brilliant.
- You can get everywhere easily by public transport.



- The beach was beautiful with white sand.
- The people are really friendly.
- It's a great place for a relaxing holiday.

PART C

 Why do tourists come to visit *your* region (or country)? Make a list of the main reasons.

 *Join another pair* Compare your lists and discuss these questions:

- What are the *four* most important reasons you've listed?
- Why are visitors sometimes disappointed when they visit your region (or country)? What might discourage them from coming again?
- What is your own idea of an ideal holiday destination? Where would you go if you could afford it, and what would you do there?

PART D

Read the advertisement for Thailand.

Which of the attractions would apply to your own region?



Fun & sun in THAILAND

Southern Thailand offers beautiful sunshine in equal measure. And while it's wonderful to stretch out on a deserted beach, there are plenty of other options to fill your time with.

Take a boat trip to our outlying islands; submerge yourself in our spectacular coral reefs or go exploring in pristine rainforests.

And, when you're ready for refreshment, enjoy fresh, succulent seafood straight from the sea.

With convenient flights from all over Asia to Bangkok, and easy connections to Phuket and Krabi, a rejuvenating adventure in southern Thailand is a lot closer than you might think.

THAI, smooth as silk.

ACTIVITY 15 A PLACE TO STAY

PART A

Questionnaire

Users' perceptions of hotels

What's a hotel for you? Choose one or two of the options below.

- | | |
|--|--|
| <p>a A bed for the night <input type="checkbox"/></p> <p>b A place to hide away <input type="checkbox"/></p> <p>c Home from home <input type="checkbox"/></p> <p>d The office when away from the office <input type="checkbox"/></p> | <p>e A bit of luxury once in a while <input type="checkbox"/></p> <p>f A place where you can let your hair down <input type="checkbox"/></p> |
|--|--|



Take off

- 1** Match the options in the questionnaire with the pictures.
- 2** Which two options would you choose? Why?
- 3** Which option has no picture?
- 4** What do you think this option means?

PART B

Customer care

Welcoming guests



Eight simple rules for welcoming guests

- Smile when you greet the customer
- Listen to what the customer is saying
- Make eye contact, but don't stare
- Make sure you look interested
- Address the customer by name
- Don't interrupt the customer
- Keep a reasonable distance from the customer, not too close and not too far
- Always thank the customer when appropriate

In groups of three, practise welcoming each other to your class 'hotel'. Take turns to be

- A the receptionist – ask some simple questions, e.g. about the journey
- B the guest – get the information you want
- C the monitor – watch the receptionist and see how many of the 'eight simple rules' he or she follows.

PART C

Listening

The staff structure of hotels

- 1 Look at these hotel staff titles. Say if the people would work in

- 1 the front office
- 2 housekeeping
- 3 food and beverages

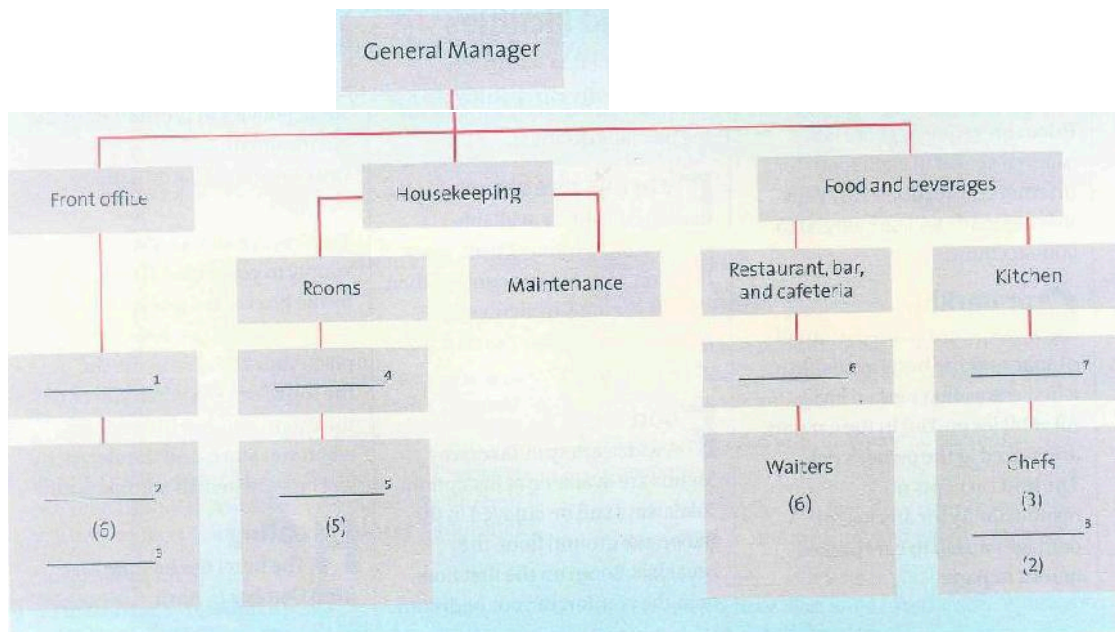
kitchen assistant
chambermaid
conciERGE
front office manager
head chef
head waiter
housekeeper
porter
receptionist

- 2 Listen to Roberta, the General Manager of the Hotel Concordia in Milan. Listen to her talking about the staff structure of the hotel and complete the diagram.

- 3 Listen again and answer the questions.

- 1 What does the food and beverages department cover?
- 2 How many housekeepers does Carlotta have in the high season?
- 3 Why does Roberta prefer the term *housekeeper* over *chambermaid*?
- 4 What does Silvio do?



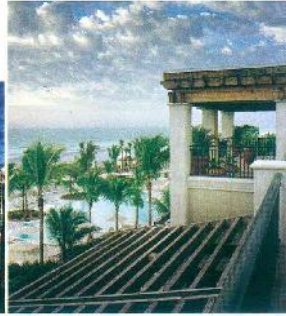


ACTIVITY 16 HOTEL ENTERTAINMENT

PART A

Take off

- 1 Why do you think hotels need to offer entertainment facilities to their guests?
- 2 Which sort of entertainment do you think guests look for in
 - 1 a city centre hotel?
 - 2 a luxury beach resort hotel?
 - 3 a small rural hotel?
- 3 Which different types of hotel entertainment have you used?



PART B

Look at the pictures below and find these hotel entertainment facilities and activities in the pictures.



PART C

Listening

Getting the job



Listen to Ineke talking about how she got a job as a hotel entertainer in Bali, Indonesia. Answer the questions.

- Why did she want to work as a hotel entertainer?
- How did she find the job in Bali?
- What happened at the initial selection?
- Which of the following techniques does Ineke say she practised during the training session?
 - using the right tone of voice
 - using a microphone
 - keeping groups under control
 - how to stand on stage
 - how to organize games
 - elementary first aid
- Which did Ineke enjoy more – the training or the job? How do you know?

Where in the world?

PART D

MGM Grand LAS VEGAS

The MGM Grand is one of the world's biggest hotels with over 5,000 rooms. Las Vegas, of course, is famous for its casinos, but if you lock is down, is there anything else to entertain you? And what about kids? What is there for them? Read on and find out.

Guests to the MGM Grand are fascinated by the glamour and excitement of its sophisticated shows, high-class dining, and first-class nightlife. But if you want to take it easy, it's cool by the pool, and you've decided which one. This city of entertainment offers its guests so much that it's more like a big-budget film studio than a place to sleep. And it's just as big. With 5,034 rooms, the \$1 billion MGM Grand resort hotel offers the maximum Vegas experience.

Attractions: the Lion Habitat is a glass-enclosed area where you can watch the lions feed, play, and sleep; the CBS Television City Research Center screens new television shows daily.

Dining: try cordón rojo cooking at the Mansion; fresh fish at Michael Mueck; Scorpion restaurant; the Louisiana Bayou of the New Orleans Fish House; the nouvelle cuisine of the Wildging Park Bar & Grill; or a taste of Italy at the Hamma Trattoria.

Entertainment: different visiting stars at the MGM Grand Garden Arena; a 15,800-seat special events center; the Hollywood Theatre; a 740-seat theater.

Health club: stay fit or get fit. Either way, the health club is what you need.

Nightlife: choose the Studio 54 nightclub and the tub lounge. Or visit them both.

Pools: the 2,500 m² water complex features five pools, three jacuzzis, and a unique 300-m-long hot pool.

Shops: Studio Walk; Star Lane Shop; Floor Page News Stand; Grand Spinn; MGM Grand & Co.

Wedding chapel: Las Vegas weddings are world famous, and the Forever Grand Wedding Chapel offers once-in-a-lifetime wedding ceremony packages.

Spa: our 2,700 m² spa boasts more than 20 treatment rooms and all kinds of massages and spa services.

Child-care facilities: No.

Speaking

Preparing a daily programme

- Work in pairs. Look back at *Reading*, and analyse the activities programme. Ask questions like this.
 - Does the programme have something for everyone?
 - Is there something to do at all times of the day?
 - Are the activities varied and fun?
- When you have identified the weak points in the programme, think of better activities.
- Prepare a programme of events for an imaginary hotel. Think of original names for the kids' club, the activities for teenagers, and so on.
- Work with another two pairs. Present your programme. Student A, announce the daytime activities. Student B, announce the evening activities. Say things like this:

Student A *Good morning, everyone. We hope you slept well and are ready for a lot more fun. Today's programme has something for everyone. To start the day...*

Student B *Good morning, everyone. We hope you have had a great day and are ready for a lot more fun. This evening's programme has something for everyone. To start the evening...*

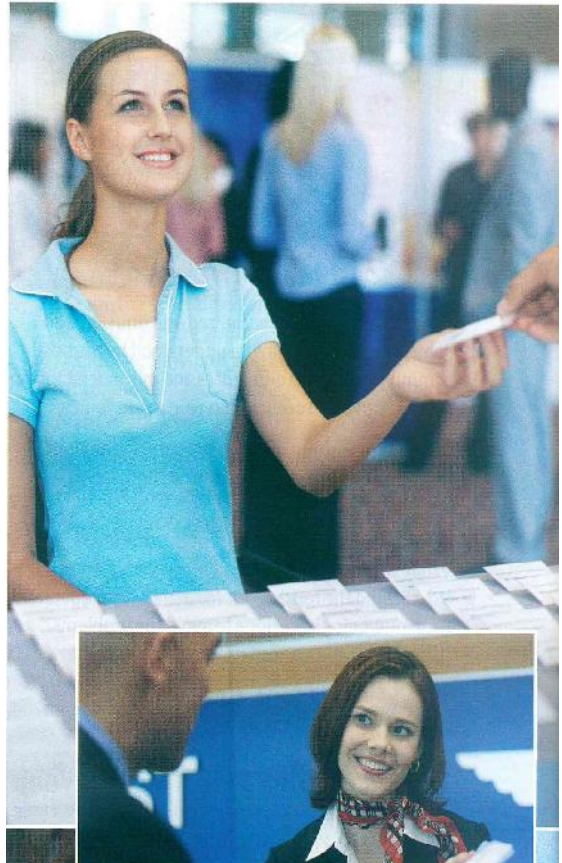
ACTIVITY 17 BUSINESS TRAVEL

PART A

- 1 Look at the figures on inbound and outbound business travel to and from the UK.

INBOUND	%
Business travel as % of all travel to UK	26.7%
Region of origin:	
North America	13.1%
EU Europe	67.4%
Non-EU Europe	5.9%
Rest of world	13.6%
OUTBOUND	%
Business travel as % of all travel from UK	15.8%
Region visited:	
North America	9.6%
EU Europe	73.2%
Non-EU Europe	9.0%
Rest of world	8.2%

- 2 Do you think the figures would be different for your country? How could you find out?
- 3 What do business travellers do when they come to your country, for example, *meetings, conferences*?



- 4 Which type of businesses do they visit? Think of the names of two or three large companies in your country that might be involved in international business travel.

PART B

Listening

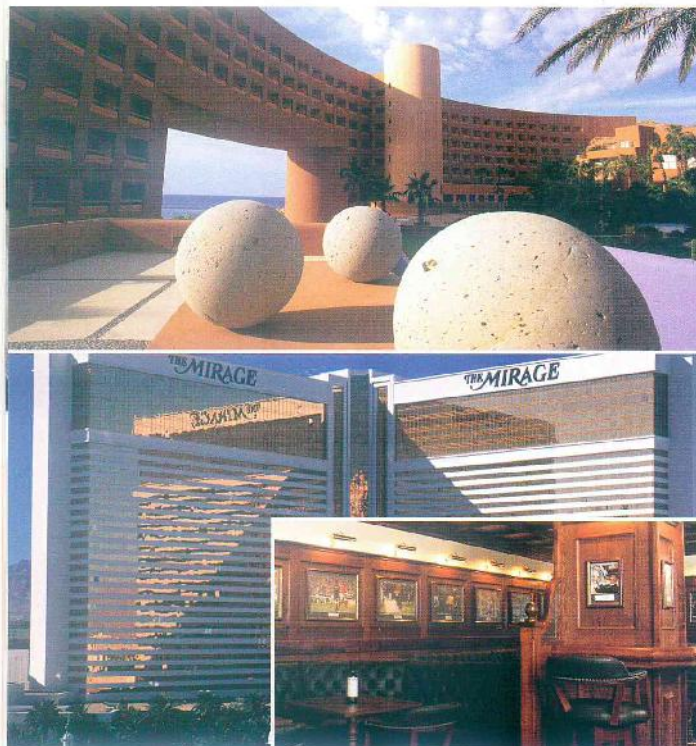
The needs of the business traveller

- 1 Which of these are more important for business travellers than for non-business tourists and travellers?
 - 1 time to choose from different travel options
 - 2 possibility to make reservations at short notice
 - 3 access to reservations 24 hours a day
 - 4 express check-in at airports
 - 5 packaged travel arrangements – flight, transfer, accommodation, meals, etc. all included
 - 6 fast internet connections in hotels
 - 7 hotel in a quiet relaxing location
 - 8 support information on local area and culture
- 2  Carlos Lozano is a travel agent specializing in business travel. Listen to the interview. Which of the items in 1 does he say are more important for the business traveller?
- 3  Listen again.
 - 1 What is the role of the account manager?
 - 2 How does Carlos's company 'go the extra mile'?
- 4 What topics would you expect to be included in a 'Culture guide' covering basics of social etiquette and doing business with different cultures?

PART C

Speaking

Comparing conference centres



Work in groups of three. Find out about three hotels with conference and corporate facilities. Student A, go to p.113. Student B, go to p.114. Student C, go to p.117.


- 1 Describe the conference facilities to each other and make notes on the following areas.
 - Name and location
 - Hotel facilities
 - Conference rooms and facilities
 - Other conference services
 - Corporate hospitality
 - Other business services
 - Extra events and activities
- 2 In groups, decide which of the conference venues, if any, would be suited to the companies you looked at in *Find out*.
- 3 Which of the venues would you like to work at? What job do you think you could do?

ACTIVITY 18 ON TOUR

PART A

Discussion

- 1 What do you know about the three places in the pictures?
- 2 Can you find them on a map of the world?
- 3 Why do you think tourists would visit them? What types of tours might they go on – for example, *cruises*, *walking tours*, *museum visits*?



a **Libya – Lost cities of the Greek and Roman Empires**

- Starting from Tripoli, ancient city and capital of Libya. Nearby is Leptis, probably the best preserved Roman city in the Mediterranean world.
- Fly east to the less often visited region of Cyrenaica, a land of beautiful green hills running down to the crystal turquoise waters of the Mediterranean.
- Discover the ancient port of Apollonia, an enchanting city now partly sunk beneath the sea which forms a dazzling backdrop to its theatre and the columns of its Byzantine churches.
- Visit the city of Cyrene, founded in the 7th century BC and for centuries the most important Greek city in North Africa – its stunning temple of Zeus is larger than the Parthenon in Athens.
- Extra tour to the Sahara Desert.

b **Ecology of Ecuador – The enchanted islands of the Galapagos**

- A special tour accompanied by guest lecturer, Dr Michael Brooke, Curator of Birds, Cambridge University Museum of Zoology.
- Travel in a specially modified cruiser, adapted for the Galapagos. All cabins are air-conditioned outside cabins with private toilet / shower room.
- The tour begins with a visit to colonial Quito, plus a tour of the Avenue of Volcanoes, among stunning scenery.
- The South American archipelago of the Galapagos Islands is home to an amazing variety of wildlife – giant tortoises, marine iguanas, and many more.
- Optional tour of the Ecuadorian Amazon – a journey to another world.

PART B

- 3 Which tourism professionals will be employed on the tours?

EXAMPLE
a guide at the museum

- 4 Which tour would you most like to work on? What job would you like to do on the tour? Why?

Airport arrival - meet and greet?
Book coach transfers (plus local guide)?
Local guides at various sights?
Check accommodation arrangements for the Sahara tour - tents?

PART C

Listening

From tour guide to tour manager



- 1 Tourism trainees do not usually find a job as tour managers their first job. Listen to Gina Meadows describe what she did before she became a tour manager. Note down the training she did and any jobs she had.
- 2 Listen again and write T (true) or F (false).
 - 1 Gina always wanted to work in tourism.
 - 2 The qualification she got is recognized in many European countries.
 - 3 She got the job she wanted immediately.
 - 4 Her experience of travelling was more important than the qualification.
 - 5 She spent two years working as a tour guide before becoming a tour manager.
 - 6 She likes her job.

PART D

Speaking

Coach tour role-play

- 1 In pairs, prepare a tour of an area you know well. You can use or adapt the notes you made in *Writing*.
 - Things to remember at start
 - Top Visual Priority - description
 - Must Tell - story / anecdote
 - Getting off reminders
- 2 Work in groups of five or six. Take turns to give your commentary to the rest of the group. The 'passengers' should make notes on each guide's performance using the Standards of performance in *Vocabulary* on p.71.

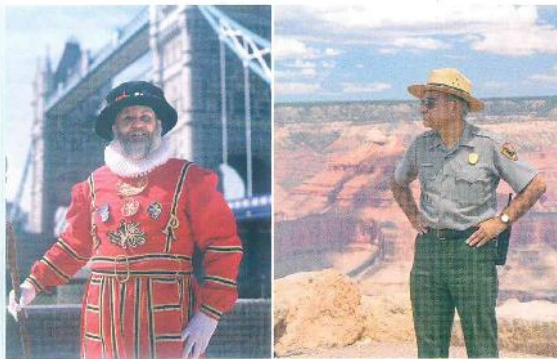


ACTIVITY 19 ATTRACTIONS AND EVENTS

PART A

Take off

- 1 What are these places? Are there similar visitor attractions in your country?



- 2 Work in pairs. Say the name of a country or a city to your partner. Your partner must think of a visitor attraction there.
- 3 Take turns to say the names of different countries or cities, until you have each got ten places plus attractions.

PART B

Types of visitor attractions

- 1 What are the most popular visitor attractions in your city or region?
- 2 Which of the categories in the table do they belong to?
- 3 Can you think of another example for each of the types of attraction?
- 4 Explain the difference between the following pairs of words.

1 lake / river	5 festival / parade
2 mountain / hill	6 nightclub / casino
3 museum / art gallery	7 theme park / national park
4 palace / castle	8 theatre / concert hall

Natural	Built
<ul style="list-style-type: none"> mountains (e.g. the Himalayas) lakes and rivers national park (e.g. Yosemite, USA) heritage coast 	<ul style="list-style-type: none"> historic site (e.g. Shakespeare's birthplace, Stratford-upon-Avon, UK) archaeological site (e.g. Forum, Rome, Italy) monument (e.g. Nelson's Column, Trafalgar Square, London) museum art gallery (e.g. Louvre, Paris) theme park (e.g. Disneyland) palace / stately home (e.g. Versailles, France) castle
Events	Entertainment and leisure
<ul style="list-style-type: none"> music / arts festival (e.g. Edinburgh Festival, UK) religious festival carnival (e.g. Rio de Janeiro, Brazil) parade (e.g. Gay Pride, San Francisco) 	<ul style="list-style-type: none"> theatre concert hall nightclub casino zoo shopping sports centre / stadium (e.g. Wembley, London)

PART C

Listening

Describing a festival

👂 Listen to a guide describing the Festa del Redentore in Venice. As you listen, follow the written text and indicate places where the guide

- adds something that is not in the text [↑],
- misses out, changes, or uses different words [_].

The first paragraph is done for you as an example.

.....

👂 Listen again. Complete the key expressions used by the guide.

- Good morning, _____ . Welcome to Venice.
- My name is Carlotta and I _____ your guide for this weekend.
- Before I start, can _____ me at the back?
- Let me start _____ a little about the history of the festival.
- From 1575 to 77, as _____, Venice was ...
- Now, _____ the festival itself. What _____ is this:
- By _____, if you're wondering about ...
- The climax of the festival and the most significant part if you remember _____ about the history of the festival, is ...
- Oh, one thing I _____ is that ...
- So, that's the Festa del Redentore. As _____, it's a wonderful event.
- Are there _____?

Festa del Redentore

Location	Venice, Italy
Timing	third weekend of July
Duration	two days
Information	www.comune.venezia.it/turismo



Introduction

↑ The Festa del Redentore – the Festival of the Redeemer – is a high point of the Venice summer. Thanks to a spectacular firework display, the Redentore is a major tourist attraction.

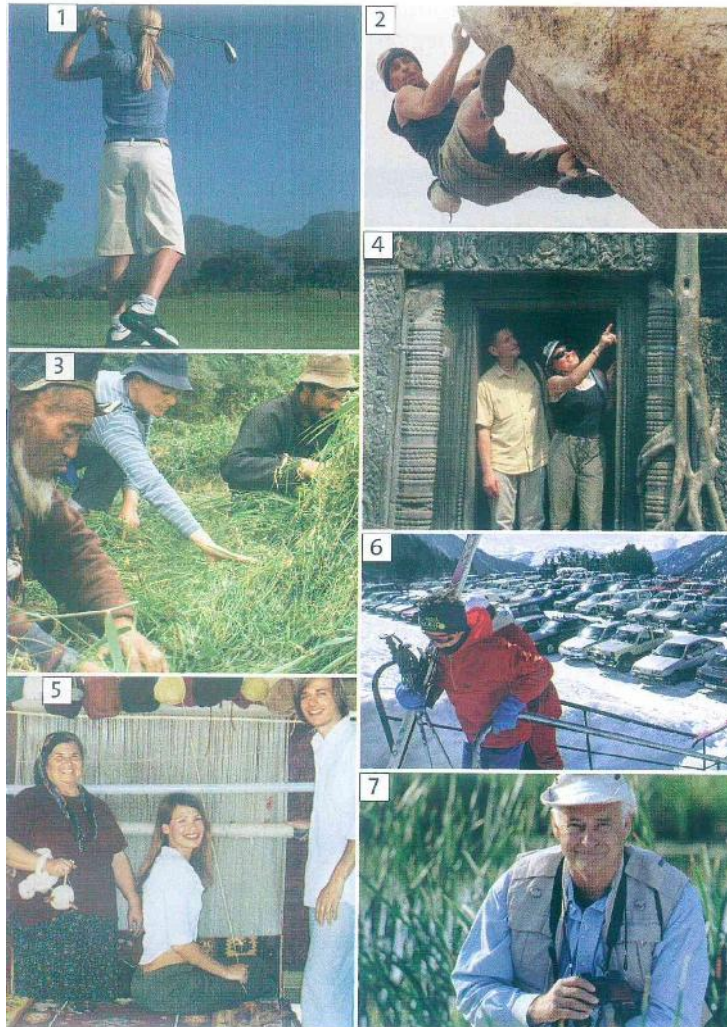
History

From 1575–77, Venice was hit by a terrible plague which killed more than a third of the city's inhabitants. In 1576, the city's leader, the Doge, promised to erect a church dedicated to the Redeemer, in return for help in ending the plague. On July 13, 1577, the plague was declared over, and work began to construct the church. It was also decided that Venice would forever give thanks on the third Sunday of July.

ACTIVITY 20 RURAL TOURISM

PART A

- 1 Look at the pictures of different tourist activities. What can you see in each picture?



- 2 Work in groups. Which pictures show people participating in rural tourism activities? Explain your answers to your partners.
- 3 Name three other activities that are typical of rural tourism.
- 4 Try to produce a simple definition of what rural tourism is. Share your definition with the rest of the class.

PART B

Listening

Local people and rural tourism

- 1 Say which activities in *Take off 1* involve these people.



- 2 Listen to three of the people in 1 talking about rural tourism. Identify each speaker.
- 3 Which speaker
- has a formal tourism qualification?
 - is carrying on the work their parents did?
 - thinks that their area has a lot of different activities to offer rural tourism visitors?
- 4 Listen again and make notes about the way(s) each speaker or their region has benefited from rural tourism.
- 5 We didn't hear one person speak. What do you think they would say about rural tourism? (Hint: think about how tourism will affect their job.)

PART C SPEAKING

Receiving Campers

Work in pairs. Student A, you are the receptionist.

Receiving campers

Student A

Situation 1

You are the receptionist. Welcome the camper and complete the registration screen.

New Haven Camping

Date: 21 June 20--

Receipt number: [redacted]

Client's name: [redacted]

Identification: ID card (10789872)

Booking system: Booking Walk-in

Email Telephone

Fax Letter

No. adults: 4

No. children: 1

Tents: 1 small tent

Waterhard: Y Caravan: Y/N

Back-up: N Car: Y/N

Pitches: 1 (024)

Arrival: 2 June 20-- Departure: 30 June 20--

Student B

You are the camper.

Use the information and book into the campsite

Situation 2

You are the camper. Use the information and book into the campsite.

Name: give your own name or invent a name.

Booking: no

Identification: passport K987630G

No. in group: 3 adults, 1 teenager (aged 15 – check this is still child rate)

No. of pitches: 1 pitch for 1 frame tent and 1 small tent.

Car: two

Stay: 9 days

Electricity: no

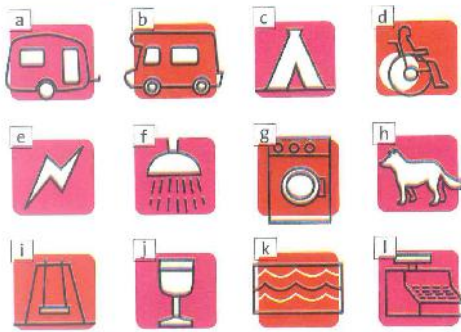
Facilities: check that there is a laundry

PART D

Listening

Checking in at a campsite

- 1 Listen to two situations in which campers check in to a campsite. Which camper
- has made a previous reservation?
 - has a vehicle?
 - is staying for less than a week?
 - has children?
 - only needs one pitch?
- 2 Look at the campsite symbols. Do you know what they mean? Which ones correspond to which situation in 1?



- 3 Listen again and complete the sentences.
- And it's _____ for a motorhome and a _____ for a family tent.
 - Could you _____ for a moment?
 - Will you be using an _____?
 - OK, _____ here, please?
 - We've got _____ Friday.
 - What were you _____?

PART E

Pronunciation

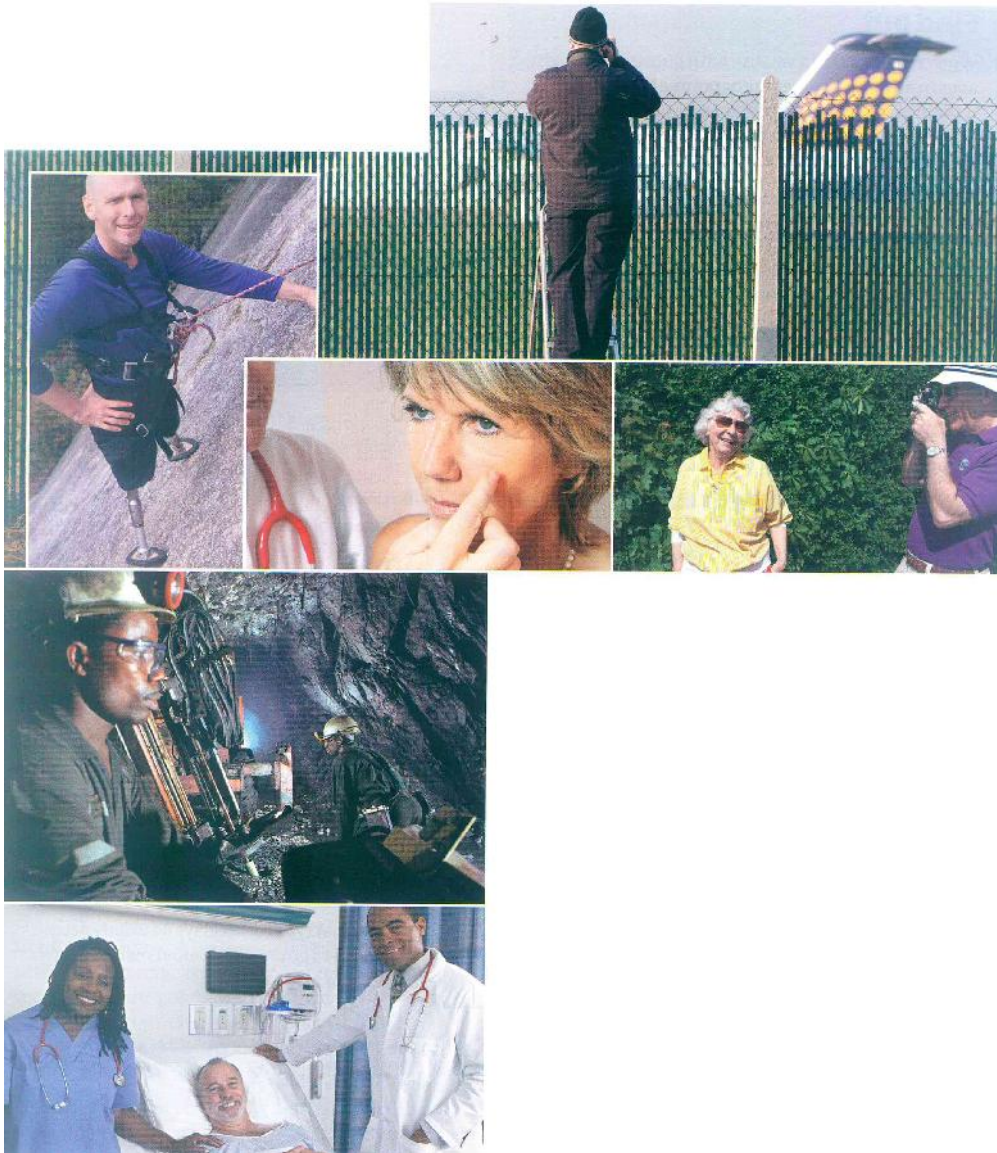
- 1 Listen to these phrases from situation 1. Note how the words in *italics* in each phrase are stressed.
- Receptionist** Here you are. Two adults, two children, *two weeks*. And it's one pitch for a *motorhome*, and a *second* pitch for a *family tent*.
- Camper 1** Two pitches, that's right. But it's not a *family tent*. It's a *small tent* – for the *children*.
- Receptionist** Oh, I'll just change it. There you are. One *motorhome* and one *small tent*.
- 2 Which words are stressed in order to *confirm* information that is right, and which are stressed to *correct* information that is wrong?
- 3 Listen to these phrases from situation 2. Decide which word will be stressed in each of the phrases underlined, then listen and check.
- Camper 2** There are four of us. We've got tents.
- Receptionist** Are they family tents?
- Camper 2** No, no. They're small tents. They're mountain tents.
- Receptionist** And is that four tents?
- Camper 2** No. Only two.
- Receptionist** Have you got a car?
- Camper 2** No, we've got bikes.
- Receptionist** Motorbikes?
- Camper** No, they're normal bikes. You know, pedal bikes.

ACTIVITY 21 SPECIALIZED TOURISM

PART A

Discuss

1. How are these photos connected to tourism?
2. Can you think of any holidays that would include these experiences?



PART B

Listening

Special requests

🔊 Listen to five dialogues between a tourist and a guide.

- 1 Match each dialogue with one of the tour logos.
- 2 In each dialogue, what request is the tourist making?
- 3 Will the guide be able to meet the request?

Speaking

Four specialized tours

- 1 Work in pairs. What do you think these specialized tours involve? Where could they take place? What special services might tourists require?
 - 1 Adventure sports – diving
 - 2 Life-seeing tourism
 - 3 Medical tourism
 - 4 Genealogy tourism
- 2 Find out about the tours. Student A, go to p.109. Student B, go to p.114. Tell each other about the tours.
- 3 Match these requests for special services with the four tours in 1.
 - a Visit a criminal court and meet a group of lawyers.
 - b Get special access to records kept in the local Town Hall.
 - c Go out on a trip to deeper waters.
 - d Health spa with meditation classes.
 - e Visit a traditional working farm to see how people worked a hundred years ago.
 - f Consultation with a doctor for possible weight-reduction surgery.
 - g Have a guided tour of a hospital.
 - h Find out more about opportunities for working as a qualified instructor.
- 4 Choose one of the special services and role-play conversations between a tourist and a tour guide, as in the *Listening and Language spot*.



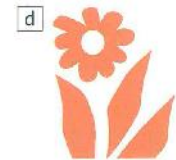
Gastro-adventures



Religious buildings of Central Europe



Photo-tours



Flora and fauna of South America



Industrial Africa

Listening

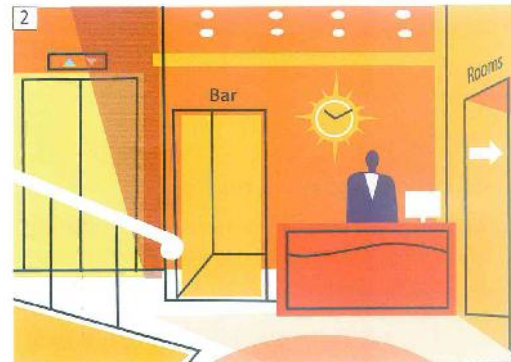
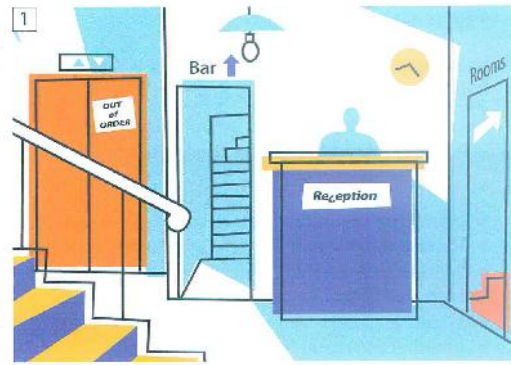
Disability access

A group of tourists with mobility disabilities are on a special tour involving adventure sports. They are staying at an old country hotel, which has recently been renovated to allow access for all.

- 1 The tour guide is phoning ahead to check arrangements. Listen to the conversation and tick (✓) the disabled facilities that are currently in operation at the hotel.

- 1 Access for wheelchairs to ground floor rooms
- 2 Automatic door opening on ground floor rooms
- 3 Low-level light switches in ground floor rooms
- 4 Disabled facilities in toilets
- 5 Signage
- 6 Lift to top floor bar
- 7 Garden walkways and general access
- 8 Low-level reception desk
- 9 Entrance access (ramps, etc.)

- 2 After they leave the hotel, the group are going by coach to an adventure sports activity centre, where they are planning to do some of the following activities – hillwalking, rowing, canoeing, overnight camping. What facilities will the guide need to check with the coach company and the activity centre?



Language spot

Identifying and checking special needs

- 1 Look at picture 1. What needs to be done to the hotel to make it accessible to people with disabilities?

EXAMPLE

reception area (renovate) The reception area needs renovating / to be renovated.

doors (widen)

ramps (install)

lift (repair)

etc.

- 2 Look at picture 2. What has been done?

EXAMPLE *The reception area has been renovated.*

- 3 A tour guide is bringing a group of tourists with disabilities to the hotel. She last visited when it was like picture 1. Write the questions she will ask, and then act out the conversation she has with the hotel to check the facilities for her group.

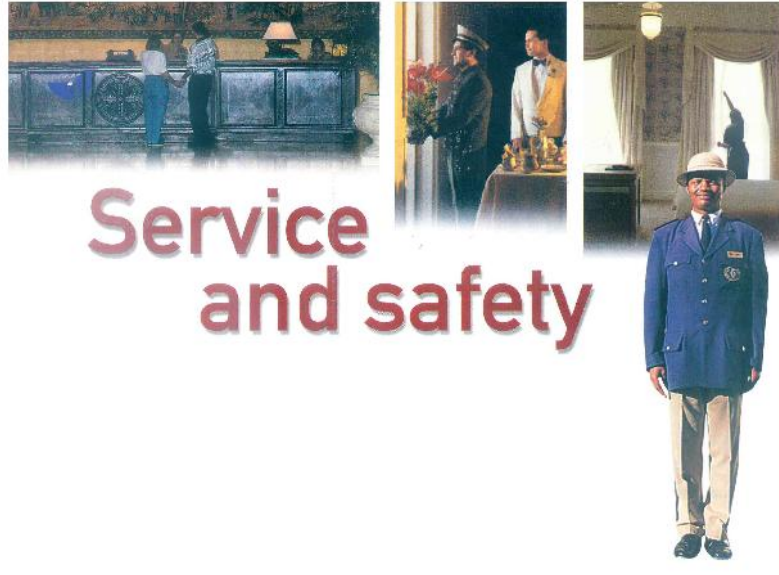
EXAMPLES

Has the hotel been renovated?

Are there guest rooms on the ground floor?

- 4 Use the information you noted in *Listening 2* to role-play the conversations between the tour guide and (a) the coach company, and (b) the manager of the adventure sports activity centre.

ACTIVITY 22 SERVICE AND SAFETY



PART A

Speaking:

1. Work in pairs. What jobs do these pictures show?
What services do these people provide for hotel guests?

PART B

listening Checking in

● Two guests check in at the reception of the Cape Grace Hotel in Cape Town, South Africa. Listen and put the following actions in the correct order. Is the receptionist polite?

- a) requests the guests' passports
- b) informs the guests of the check-out time
- c) asks the guests their names
- d) greets the guests
- e) advises them about the time for breakfast
- f) checks how to spell their surname
- g) gives the room number and directions
- h) offers to have a porter carry their luggage

PART C

Discuss the following question with the whole class.

- Look at the following advice for dealing with guests. What is considered polite in your country? How is it different from other cultures?

Professional practice Dealing with guests


When dealing with guests you should always:

- address a guest by his / her title and surname or say sir or madam
- show that you are listening and understand
- be patient and answer all the guest's questions
- say please when asking the guest for something
- say thank you when the guest replies


listening Mr and Mrs O'Donnell talk to the receptionist at the Cape Grace Hotel. Listen to their conversation and answer these questions.

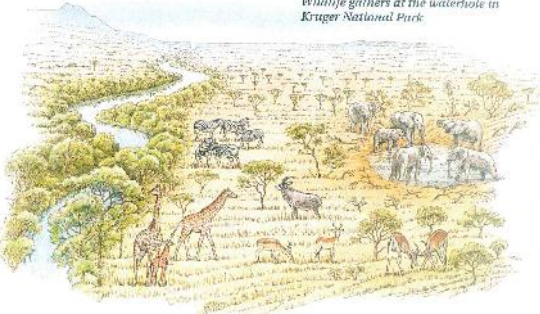
- 1 What are Mr and Mrs O'Donnell going to do?
- 2 What does Beverley tell them not to take?
- 3 Where is Mr O'Donnell going to leave his camera?
- 4 What advice does Beverley give them about their car?
- 5 Where does Beverley tell them not to go?
- 6 What does Mrs O'Donnell want to visit?


speaking 11 Work in pairs. Student A, you want to visit the Kruger National Park. Student B, you are a hotel receptionist. Read the information below and give the guest advice.



 Kruger is South Africa's largest national park and one of the best places to see wildlife in the world. To ensure that visitors are safe and conserve the park, some regulations are necessary. It is important not to drive fast because the animals also use the roads. Visitors are not allowed to leave their cars except at the special picnic areas. It is also possible to book guided safaris. Do not give food to the animals because it changes the animals' natural habits and can produce aggression.

Forest and bush fires are a major danger, especially during the dry winter months. So don't throw away burning matches or cigarette ends. Always protect yourself from the sun with a hat and sunblock. Most snakes in South Africa are not poisonous but watch where you put your hands and feet when on safari. Malaria is still common in the Mpumalanga region where the park is located so take precautions.


Wildlife gathers at the waterhole in Kruger National Park.



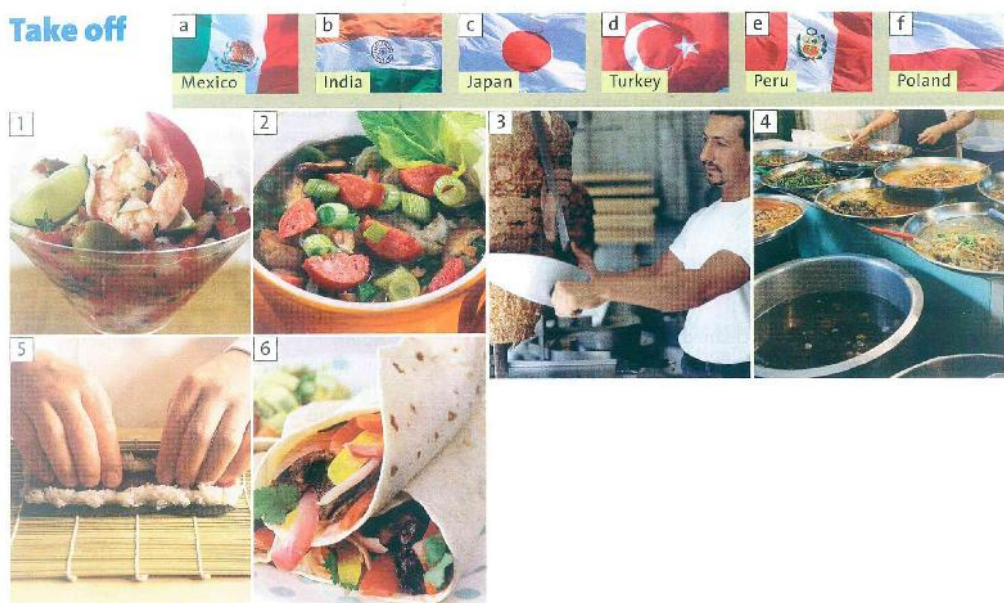

 Rangers have to limit the number of elephants, impalas and giraffes that the park can support by moving young animals to other reserves.

ACTIVITY 23 EATING OUT

PART A

Take off



Find out

Is food used as a tourism resource in your region?

Find out

- 1 what the most representative dishes are for the food in your region
- 2 what the most common local ingredients are that are used in making these dishes

- 3 which of these dishes is used in local tourist festivals or offered by local restaurants.

(Hint: go to your local tourist information office, look at the menus of restaurants and hotel restaurants used by tourists, check on the internet, or ask your family and friends.)

PART B

Listening

Our national dish

- 1 Listen to three people talking about their national dish. Match them with the pictures and flags above.
- 2 Which of the three is happiest about their national dish?
- 3 Which of them is the least happy about their national dish?
- 4 Are you happy about your national dish?
- 5 If you could choose another dish to represent your country, which would it be?

PART C

Speaking

Taking an order

- 1 Look at these phrases. In what order would a waiter use them during a meal?
 - 1 Are you ready to order?
 - 2 Enjoy your meal.
 - 3 Good evening. A table for two?
 - 4 Here's the menu. Today's special is ...
 - 5 This way, please.
 - 6 Would you like to order some wine with your meal?
 - 7 Can I get you an aperitif?

- 2 Work in pairs. Student A, you are the customer. Student B, you are the waiter. Choose one of the situations opposite:

- 3 Act out the restaurant situation. The waiter should use phrases from *Language spot*.
- 4 Now change roles. Act out the other situation.
- 5 Think of your local dishes. Choose a starter, a main course, and a dessert.
- 6 Act out a restaurant situation. Student A, you are a visitor to E's region. Student B, you are the waiter. Try to describe the dishes.
- 7 Now think of some different dishes. Change roles and act out the restaurant situation.

Our national dish

1

I think it's great to see Japanese restaurants opening all over the world. I really love our food, especially sushi, which is our national dish. And I also really like sashimi – which is just raw fish. That's fantastic, too.

2

The problem with curry is that it isn't really Indian. At least, what a lot of non-Indians understand by the word *curry* isn't really much like what we eat in our homes in India. And to a lot of people, the word *curry* means something hot and spicy, but a lot of Indian dishes are very mild, and use yogurt or cream.

3

There are so many dishes here that it's hard to say what our national dish is. But the basic food of ordinary Mexicans is tortillas. We eat them with a meal like bread. They're used in lots of typical dishes – baked for enchiladas, fried for tacos, or grilled for quesadillas.

ACTIVITY 24 A TOURISM DEVELOPMENT PROJECT

PART A

speaking A tourism development project

- Work in groups. Choose an area in your country that hasn't been developed yet for tourism. Use the information below to prepare a tourism development plan. Then present your plan to the class.



Mass tourism/beach holidays

Holidays in the country

Professional practice

Giving presentations (2)

The following phrases are useful when giving presentations.

- use visuals such as maps and charts to present your ideas
This map / chart shows ...
As you can see, there is / are ...
- present the development project in a positive way
This is an exciting opportunity for ...
The benefits of this plan include ...
- summarise the main points in your conclusion
To summarise, we think that ...
- be prepared to answer questions about the project
Does anyone have any questions?
Would anyone like to ask a question?
That's a good question. I think ...

PART B

GAME

The holiday rep game

- You are a tour operator representative for a party of twenty tourists. Start at the airport, accompany your clients on holiday and follow all the instructions to get them safely home again.





The singer you hired for entertainment is ill. Sing a song in English.

The plane back home is delayed. Apologise to your party.

HOME! Congratulations! Everyone has got home safe and sound.

Describe the scenery from the bus.

Arrange car hire for a family of four.

While walking in the hills, you lose two members of your party. Go back three spaces.

Someone is pleased with the hotel. Move forward three spaces.

You haven't read your guidebook. Invent a history about a famous building.

You are going to take your party on a walking tour in the hills. Advise them on what to take for the trip.

Curriculum Vitae

Personal Information

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Education

Degree of BA : Hacettepe University, Faculty of Education,
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Work Experience

Trainings:

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- TRANS Association, Spain
- Camp Lochearn – Post Mills, VT, USA
- Ankara Atatürk Anatolian High School, Turkey

Projects :

- Educathe+ International Vocational Education Project / Croatia, 2016
- International Volunteers in Education Projects (INVEP) / Spain, 2015
- Astialdian Skills-Be Part Project Seminar / Spain, 2015
- Activation Policy and Youth Employment Project/ Slovakia, 2015
- Youth researchers: upgraded/ Lithuania, 2014
- Good Youth Work Project / Turkey, 2014
- International Week of the Erasmus Project / Portugal, 2012
- Germany Meets Turkey./Germany, 2011
- International Week of the Erasmus Project / Lithuania, 2011

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Date : 12th February 2016

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CHAPTER 1 INTRODUCTION 1.1. Background to the Study The advance of globalization and technology in the present century has led to a world in which the development of international relations is profoundly affected by varying levels of communication. People now have the opportunity to communicate as citizens of the world with any person or company regardless of their location for a wide variety of purposes such as travelling the world, sharing information, or cooperating in commercial activities. Whatever the reason might be, an international language is a necessity for communication. As Spichtinger (2001, p.54) argues, "it is possible to use

German as one's national language and English as one's European language".

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It can be therefore said that English dominates the world in a way that no other language can match. Although English is not the most widely spoken language in the world, it is the most widely spoken second language (Crystal, 2003). Hutchinson and Waters (1987, p.6) reveal that,

"the end of the Second World War in 1945 heralded an age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale." As a

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result of this, the demand for an international language became much greater, and in order to adapt to this new world where one language was fast becoming the most widely used medium of communication, people were required to learn English. This requirement for an increase in language learning generally, also led to an expansion in the use of English for Specific Purposes (ESP). Rogers

(1969, as cited in Hutchinson and Waters, 1987) believed that developments in educational psychology also made a contribution to the rise of ESP by emphasising the central importance of learners and their attitudes to learning. Individual learners have different needs and interests

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