BIP3063

ENGLISH FOR SPECIFIC PURPOSES

ASSIGNMENT 2 – PAIR WORK

DESIGNING CLASSROOM MATERIALS

ENGLISH FOR HOSPITALITY

NAME	MATRIC ID
NUR AISHAH BINTI YAHYA	D20151070605
SITI NUR FAQIHAH BT IMRAN	D20151070660

GROUP : B

SUBMISSION DATE : 10th May 2019

Table of Contents

1.0 INTRODUCTION

The assignment is about designing classroom materials for the chosen programme which is English for Hospitality. This paper has four sections. The sections are pre-listening, while-listening, post- listening and conclusion. Pre-listening, while-listening and post-listening materials are explained with detailed descriptions supported with the strong rationale behind it.

We conducted learner needs analysis to beforehand to know what the learners would love to learn and master from Hospitality programme. Furthermore, the findings would help us to create a solid syllabus that fit the objectives of the programme. From analysed data, there are two crucial skills that are needed for Hospitality students to master a speaking skill and reading skill.

We choose listening skill as the focused skill and writing skill as an integrated skill. The reason behind this is to give the opportunity for students to master their listening comprehension skill and also to learn new terminology from the course. The proficiency levels of the students are intermediate to advance.

The materials chosen for this assignment are Podcasts audio, Pear Deck platform, MURAL Workspace and listening audios. All these materials will be used in all stages which are pre-listening, while-listening, post-listening and conclusion. We use technology as a medium for both students and teacher for this assignment because we would like

Pear Deck is a platform for teachers to engage and assess students regardless of age and grades through a web-based application. Both teachers and students can access to this platform. This functions as a creative interactive of teaching and learning process for students which will motivate them to be interested in learning. MURAL application is a workspace medium for students to design and develop their work permanently and bring their workspace

anywhere they like. Meanwhile, teachers may keep on track on students' progress in the classroom as teachers are the one who designs the workspace and students are the collaborator party.

2.0 PRE LISTENING MATERIALS

In the pre-listening stage, we choose podcasts audio as listening material. The podcasts audio is a conversation between Amanda and Joe. She is asking Joe about his stay in a budget hotel in Orlando. Joe advice Amanda to not stay in that hotel due to several reasons based on his experiences. In the end, Amanda decides to find a better hotel.

Apart from podcasts audio, we also choose MURAL application as a workspace for students. It is a digital workspace for interactive learning. MURAL offers students a permanent workspace so they can bring their work with them anywhere as well as a continuous collaboration between classmates and teachers. In the MURAL template that we have designed, it contains a title, learning objectives, and 3 tasks for students to complete during the lesson (refer to Appendix A). Students have to click the link provided by the teacher for them to enter the workspace. Once they enter the MURAL workspace, the teacher can identify how many students are already in the classroom. Students have to click 'Broadcast my cursor' for the teacher to keep track of what they are doing on their workspace.

Teacher plays the podcasts audio via Pear Deck (refer to Appendix C) and students have to listen carefully to answer the provided questions. The audio will be played twice. For Task A, students fill in their answer in the circle sticky note and answer three questions as stated below:

1. What type of hotel does Amanda looking for in Orlando?

2. What is the hotel name mentioned by Amanda?

3. List 3 reasons why Joe dislikes his stay in that hotel.

The rationale of using podcasts audio is because the technology of podcasting is readily available, easy to use and inexpensive thus making it an attractive option for providing additional flexible learning resources for students. Podcasting is also beneficial to a wide variety of learning strategies for students. According to (Boulos, Maramba, & Steve, 2006), while some students learn most effectively by taking notes during a lecture and reviewing these in their own study time, others learn more effectively by active listening, without taking notes. This is great for students who are auditory learners because this is their forte but also can help to improve other learners' listening skill to really listen to the podcasts to understand the delivered content. Meanwhile, Scutter, Stupans, Sawyer and King mention in their "How do students use podcasts to support learning? 2016 Vol. 26, Num. 2," that the podcasts appear to be important for students as it supports their conceptual understanding as well as pronunciation of new terminology. It also allowed them to re-listen to lecture content useful and to review the materials in their own time.

Based on (Courville, 2011), Internet-based technology allows teachers to form their own learning communities that are not confined to the local school site. Even more exciting as teachers may develop the design, develop and share their content amongst their peers and students. This is also mentioned by (Dempsey & Van Eck, 2007), online learning communities allow for a multitude discussion and socialization that adhere to a constructivist learning principle, in which people effectively learn information when experiencing and defining knowledge through social contexts. In conclusion, the use of digital workspace or cooperating technology in the classroom is beneficial for both teachers and students to break the physical barrier and also give them an opportunity to design the desired classroom context. Furthermore, this will facilitate the efficiency and effectiveness of technology in the classroom which also serve to increase students' achievement in schools.

3.0 WHILE LISTENING MATERIALS

There are two stages in while-listening activities, which are the presentation stage and practice stage. In the presentation stage, we choose audio tape, authentic material; online reservation receipt, Pear Deck website and MURAL application as materials. Students go to Task B presentation stage. The online reservation receipt is an authentic material which we obtained from our friend. We attached an image of the receipt for students. The teacher will explain the important category in an online reservation form for students to understand such as types of room, timely arrival, services and so on.

The audio tape is a conversation between a receptionist and a hotel guest. Teacher plays the audio twice for students to understand the content. The audio will play via Pear Deck (refer to Appendix C and D). After students listen for the first time, students have to classify the details from the conversation to their category on the attached receipt. Students have to click 'Drawing' icon to do the circle on the receipt. Students may check their answer while listening to the audio again.

Next, in the practice stage, the teacher assigns students to do Task C on MURAL application (refer to Appendix A). In Task C, students will listen to another listening audio via Pear Deck and transfer the details from the audio in an online reservation template. Students work on Task C individually. After they finish, students discuss their answer with a person next to them. For Task C, students have to click on the pink sticky note to type their answers.

The rationale of using listening audio as teaching and learning materials is because it is generally said that students like the class more when teachers use different audio-visual materials because it motivates them to pay more attention in the class and they can relate to their learning with their real life (Al Mamun, 2014). Meanwhile, the rationale of still using

Pear Deck and MURAL as technology-based for teaching aids is because students can independently progress in mastering teaching materials, to choose the pace of work, to repeat the material that is not sufficiently clear and to track their progress (Stosic, 2015). Furthermore, educational technology motivates students to work independently where the students are more motivated to return to learning and working because modern technical equipment is widely available at any given moment. Hence, students will be more responsive to their own works as they have access to it.

4.0 POST LISTENING MATERIALS

In Post Stage, production and closure are conducted by the teacher. Throughout the activities, the MURAL application is used as an online workspace for the students and the Pear Deck application is used to upload all the activities that will be carried out during the activity.

The teacher will show a special code on the projector. Students will need to open the Pear Deck page and enter the special code to enter the online classroom (refer to Appendix B). Once students are in, the teacher can start the class. In the slides, there is a brochure of Mandarin Oriental Hotel and situations given on Pear Deck (refer to Appendix E and F). The students will work in groups. Students will need to type in the answers in Pear Deck one by one before they can move onto the next situation. Once they finish, students evaluate other groups work and give feedback on it.

During the closure, the teacher will recap the lesson using Pear Deck slide (refer to Appendix E). The teacher will post the question on the Pear Deck and show it on the projector. The question is as follows;

> *"If you are the hotel manager, what should you add in your hotel brochure to help your guests understand more about your hotel services?"*

Students must answer the question as an exit ticket before the activity ends. The teacher incorporates the use of technology by using Mural and Pear Deck throughout the activities. Dudeney & Hocky (2008), states that the rationale of using technology in the classroom is important because younger learners are growing with technology and the use of technology is a way to bring the outside world into the classroom. Dallat, J. (2013) states as both students and teacher summarise and the teacher synthesis of main points and checking that they have been understood is considered as cognitive closure

5.0 CONCLUSION

This report discussed on the materials used in an activity of English for Hospitality programme and the usage of it. The activities has been planned are targeted for intermediate learners. The focused skill is listening skills and integrated skill in writing skills. The activities for pre, while and post listening have been described explicitly in the report and is supported with rationale and references. In conclusion, we hope students can improve their listening comprehension skill from the designated materials.

6.0 REFERENCES

Abunowara, A. M. (2014). Using Technology in EFL/ESL Classroom. *International Journal of Humanities and Cultural Studies Vol. 1, Issue. 2*, 1-18.

Al Mamun, M. (2014). *Effectiveness of Audio-visual Aids in Language Teaching in Tertiary Level.* Dhaka: BRAC Universitiy.

Boulos, M. N., Maramba, I., & Steve, W. (2006). Wikis, blogs and podcasts: a new generation of Web-based tools for virtual collaborative clinical practice and education. *BMC Medical Education2006*, 1-8.

Courville, K. (2011). Technology and its use in Education: Present Roles and Future Prospects. *Current Trends and Recommendations in Technology*, 1-19.

Dempsey, J. V., & Van Eck, R. N. (2007). *Trends and Issues in Instructional Design and Technology.* Upper Saddle River: Pearson.

John, D. (2013). Set Induction and Closure: Key Teaching. *Learning and Teaching Set Induction and Closure: Key Teaching Skills*, 1-9.

Scutter, S., Stupans, I., Sawyer, T., & King, S. (2016 Vol. 26, Num. 2). How do students use podcasts to support learning? *Australasian Journal of Educational Technology*, 180-191.

Stosic, L. (2015). The Importance of Educational Technology in Teaching. *International Journal of Cognitive Research in Science, Engineering and Education Vol. 3, No. 1*, 111-114.

7.0 APPENDICES