

Needs analysis and curriculum development for
teaching/learning of foreign languages for specific
purposes in hospitality and tourism

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Purpose of the Communication

Description of the process that allows the creation of adapted language lessons with regard to professional language goals

Basics

Two (2) orientations in foreign language teaching :

- General language : used in situations common to « everyone »
- Language for specific purposes : more specific to a group of people such as professionals (doctors, tourist guides, etc.)

Basics

1. The discourses are structured by the *context* that generates them :

Who is speaking/writing ?, for whom ? where ?
in which circumstances ? with what purpose ?

Notion resulting from linguistic pragmatics

2. *Speech Acts* : use of language to do something
(introduce oneself, to inform, reproach, express
an opinion, etc.)

Communicative Approach

Adapt language lessons in class to use in real-life situations

➔ Create language programmes based on :

- real-life communicative situations
- speech acts
- discourses

(need identification tools)

General French Syllabus

- Inform about one's identity, job, express likes and dislikes, relate an experience (*Défi 1*)
- Understand and comment on information, prepare a journey, discuss an economic topic (*Tendances B1*)

French syllabus for a specific purpose

Doctors' French, (2008)

- Get to know the medical and paramedical staff
- Interview patients
- Examine patients
- Give instructions to a nurse
- Write clinical observations, consult a senior doctor
- etc.

French for Hospitality and Tourism

- Which professions?
- Which area of application?

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Examples from manuals :

- confirm a reservation, host a group, inform about local sights, describe local dishes, prepare the departure of customers (*Hôtellerie-restauration.com*)
- inform travellers, offer services, create tourist brochures (*Bon voyage*)

Syllabus Development

Fieldwork – data collection

- Meet professionals –
- Learn about communicative situations in their working context where they will come into contact with German-, Russian, etc.-speaking foreign tourists: Who are they talking to ? about what? under which terms ? in written form ? etc.
- Record exchanges, collect writings

Syllabus Development

Based on the fieldwork, teachers

- Determine the communicative situations to work on
- Create course material : dialogues to be reconstituted from what has been recorded or noted during fieldwork, simplify writings...
- Develop learning activities : comprehension of dialogues, role playing, reading, writing, vocabulary and grammar work ...

Institutional Dimension

Syllabus development = a comprehensive activity and a methodological competency

- Cannot simply be integrated into the teaching activity
- Requires investment of the institution
 - with regard to time
 - with regard to financial and technical means
 - with regard to education (initial or secondary)

Conclusion

- Objective-specific syllabus is the interface of the institutional and didactic dimension.
- It is the institution that gives the didactic dimension the necessary means to be realised.