INTEGRATING AMERICAN ENGLISH PRAGMATIC INSTRUCTION IN TOURISM TRAINING PROGRAMS IN LATIN AMERICA: A MATERIALS PORTFOLIO

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ABSTRACT

Title: Integrating American English Pragmatic Instruction in Tourism Training Programs in Latin America: A Materials Portfolio

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Due to the extensive number of international tourist arrivals in Latin America, the tourism industry has heightened its demand for guides to achieve advanced-level English language skills in order to provide excellent customer service for international tourists. Although most Latin American guides speak advanced-level English, some may have a lack of L2 pragmatic awareness and ability to carry out L2 speech acts according to the norms of the clients’ culture. This project aims to address the need for L2 pragmatic instruction in tourism training programs in Latin America. Through a review of the literature on teaching and learning L2 pragmatics, it is evident that an L2 pragmatic competency may never be acquired without pedagogical intervention and explicit instruction. In combination with the reviewed literature, a needs analysis confirmed that there seems to be a lack of pragmatic instruction incorporated in the language textbooks designed for this specific population. Furthermore, survey results confirmed that there are prevailing areas of pragmatic mismatch between Latin American guides and U.S. tourists from both the perspective of Latin American tour guides and U.S. tourists. This portfolio provides materials that can be integrated into Latin American tourism training programs,
specifically in regions that work primarily with clients from the United States. These materials are not intended to replace English for Tourism textbooks, but to function as supplements to enrich textbook content, and provide an opportunity for guides to develop pragmatic abilities for successful interaction with English speakers from the United States. With this L2 pragmatic instruction, learners should feel more confident and comfortable carrying out service encounters and providing quality customer service to U.S. tourists.
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CHAPTER I: INTRODUCTION

The tourism industry is one of the fastest growing and biggest economic sectors in Latin America. According to the United Nations World Tourism Organization, tourism has played a dynamic role as an economic growth stimulant for Latin American countries in the last fifty years, creating more jobs and generating national income (Prachanant, 2012; Ruggles-Brise, 2012). Due to the extensive number of annual international visitors, the tourism industry has heightened its demand for tour guides to achieve advanced-level English language skills to provide excellent customer service for tourists.

Due to the extensive number of southbound US tourists, it is essential for Latin American tour guides to understand the cultural communication strategies of the particular clientele they are serving. In 2013, I participated in several guided tour trips in Ecuador, Peru, and Costa Rica, ranging from single day exploration tours to multiple day trekking tours. On numerous occasions, there were noticeable communication breakdowns between the Latin American guides and U.S. tourists that may have stemmed from a mismatch of expectations of communication strategies. It appeared that the guides were utilizing Spanish communication strategies while interacting in English, and at times, these interactions felt somewhat inappropriate and rude to the U.S. clients. Although the guides spoke advanced-level English, the cause for communication breakdowns with U.S. tourists may have derived from a lack of awareness of American English pragmatic norms.

There seems to be inadequate pragmatic instruction in tourism training programs in Latin America. Without an awareness of differences in communication strategies, it is likely that tour guides will depend on the communicative strategic norms of their particular Spanish dialect to
carry out transactions with their clients in English. However, they may be using Spanish strategies that don’t line up with the American social expectations for these communication tasks, and the client may view this as disrespectful, socially inappropriate, or possibly even offensive. Although completely unintentional, breakdowns in cross-cultural interactions often occur when there is a lack of L2 pragmatic knowledge and awareness.

To minimize cross-cultural communication breakdowns, tourism training programs should integrate activities that explicitly explain typical pragmatic norms of American English into the course curriculum. This instruction should be designed to orient students’ attention to cross-cultural communication differences and prepare them with the skills to recognize the possible variances among cross-cultural communication strategies. Pragmatic instruction is even more essential for workers in the tourism industry because of their commitment to providing quality customer service and abiding to tourists’ expectations, and training in American English pragmatics will give guides the skills to determine how they should react based on the client’s cultural communication norms and expectations. By becoming more aware of these differences, guides may also feel more comfortable and confident dealing with difficult tourists and unsatisfied clients.

The purpose of this project is to provide activities and materials for instructors of English for tourism courses. The activities in this portfolio are designed to raise awareness and explicitly teach typical American English pragmatic norms to workers in the tourism industry in Latin America. These activities can be implemented into any English for Tourism (EFT) course, and are designed to prepare students for successful cross-cultural social interactions with their North American clientele. The activities are specifically designed for Spanish-speaking students in an English Foreign Language (EFL) setting with already-advanced English skills. By acquiring a more advanced American English pragmatic knowledge, students will be able to effectively and
appropriately use their advanced English language skills to better interact with American tourists and increase overall success for their businesses.

The five chapters that follow this introduction are the literature review, the needs analysis, the overview of materials, the portfolio collection, and the conclusion. The literature review discusses the general findings on pragmatics in language teaching, the pedagogical approaches to pragmatic instruction in foreign language contexts, and the need for pragmatic instruction for tourism business training in Latin America. The needs analysis chapter discusses the results of a survey of Latin American tour guides, a survey of American tourists, an interview with a pragmatic expert, and an analysis of two English for Tourism textbooks. This chapter illustrates the procedural process of the analyses, and discusses the implications of the results for this project. The overview of materials presents the project rationale and the portfolio criteria. This chapter also discusses general considerations and explains the organization of the project. The portfolio collection presents complete modules of L2 pragmatic instruction that can be integrated in tourism training courses in Latin America. Finally, the conclusion discusses project limitations and future investigations for this project.

*Portfolio Specifications*

**Target Level:** Advanced

**Target Audience:** English teachers of tourism training programs in Latin America

**Target Learners:** Latin American tour guides

**Target Setting:** Latin American countries

Chapter I: Introduction
CHAPTER II: LITERATURE REVIEW

The materials created in this portfolio are grounded in the empirical research in teaching and learning L2 pragmatics that this chapter provides. This chapter first discusses general research in the acquisition of an L2 pragmatic competence and advocates for the need for explicit pragmatic instruction in the classroom. It then examines various angles to pedagogical approaches in pragmatic instruction specifically in foreign language contexts. Finally, it discusses the possible business benefits that pragmatic instruction could provide for the tourism industry in Latin America.

Pragmatics in Language Teaching

From a purely linguistic angle, the acquisition of a second language requires that the L2 learner acquire the ability to accurately comprehend linguistic input and produce correct grammatical, lexical, and semantic utterances. However, if the learner cannot accurately interpret the intended meaning of the message, even the learner’s high-level linguistic expertise may produce an unsuccessful social interaction (Bardovi-Harlig, 2001, p. 14). Pragmatic instruction goes beyond the basic linguistic elements of the language and teaches the learner how to communicate in a sociocultural context (Kasper & Rose, 2001, p. 2) by combining linguistic features of the language with the sociocultural elements of the language. Pragmatic competence promotes a higher level of second language acquisition because it gives the learner tools to choose pragmatically appropriate strategies based on the social norms of the target language. With an L2 pragmatic ability, the learner will have the skills to carry out successful social interactions in the target language by selecting contextually appropriate linguistic forms to

Chapter II: Literature Review
express meaning (Kasper & Rose, 2001, p. 6), and will have the ability to interpret meaning in action. Second language pragmatic competence is not only the ability to participate in social discourse with the L2 community, but the ability to successfully perform language functions, also referred to as speech acts, that adhere to the target culture’s norms.

Cohen (2010) defines speech acts as “the ways in which people carry out specific social functions in speaking such as apologizing, complaining, making requests, refusing things/invitations, complimenting, or thanking” (p. 6). Although speech acts are prevalent in every speech community, empirical research shows that the strategies of interactional functions generally vary among different cultures and languages (Martin, 2001; Garcia, 1989; Soler, 2005; Kasper & Rose, 2001; Fukishoma, 1990). Within a speech community, speech act strategies tend to follow particular patterns of what counts as cooperative and polite (Kasper & Rose, 2001, p. 5), and members of the language community typically share a common strategic knowledge for these particular communicative acts. To carry out successful social interactions with others in the community, members need to know how to both perform and interpret pragmatic functions and norms (Cohen, 2010). Failure to do so may cause the listener to miss the key points, misunderstand the intended message, or generate a complete communication breakdown (Judd, 1999).

Although all categories of speech acts - representatives, directives, commissives, expressives, and declarations (Searle, 1976) are evident in each culture and language, different cultures assign different values on speech acts with varying weight (Cohen, 2010, pp. 10-11; Wolfson, Marmor, & Jones, 1989). For example, cross-cultural pragmatic studies have revealed that there are major strategic differences in the level of directness used in speech acts between different languages (Kasper & Rose, 2001, p. 5; Garcia, 1989; Félix-Bradesfer, 2005; Flores, 2011). Blum-Kulka (1989) found that most languages, including both Spanish and English, favor Chapter II: Literature Review
conventional indirectness in requests. However, numerous studies comparing English and Spanish request strategies have found that Spanish speakers typically prefer direct request strategies (Flores, 2011; Félix-Bradesfer, 2005), which often sound too impositive to speakers of English (Martin, 2001). Further research has shown that Spanish speakers tend to use direct requests with people of closer social distance in order to build solidarity and signify a close relationship between speaker and hearer (Félix-Bradesfer, 2005), whereas English speakers tend to maintain conventional indirectness even between close friends and familial members. (Martín, 2001; Sykes, 2015).

In the process of acquiring an L2 pragmatic ability, the learner must learn how to participate in a new way of social communication that may feel somewhat uncomfortable at first. In their studies on interlanguage pragmatics, Kasper (1992) and Takahashi (1996) found that first language and first culture have the biggest influence on pragmatic mishaps in the L2. If the L2 learner assumes that pragmatic norms in their L1 are equivalent to the norms in the L2, a communication breakdown, also referred to as a “pragmatic failure” (Delen & Tavil, 2010), may occur.

Even in the parameters of one language, context variables such as social distance and power distance between subjects play a great role in selecting pragmatic strategies, often referred to as the “situational effect” (Bardovi-Harlig, 2001, p. 29). Naturally, most native speakers have the ability to decipher what pragmatic strategies to use based on the situational social dynamic between the speakers in their own language. But when communicating in the L2, learners may not have the ability to differentiate between context variables like social power and social distance.

Surprisingly, many pragmatic variables may not be acquired by the learner without pedagogical intervention (Kasper & Rose, 2001, p. 6) and explicit instruction (Soler, 2005), Chapter II: Literature Review
especially in the EFL context. Soler (2005) found that learners’ awareness of requests improved with both explicit and implicit instruction, but the explicit group showed a noticeable advantage over the implicit group. Pragmatic research has indicated that learners who have received no explicit pragmatic instruction will likely maintain a noticeably different structure of pragmatic use in the L2 than native speakers of the L2 (Bardovi-Harlig, 2001, p. 29) in both production and comprehension. Research in L2 pragmatic acquisition has also revealed that learners who do not receive pragmatic instruction tend to diverge from L2 pragmatic norms in a variety of areas (Bardovi-Harlig, 2001, p. 31). For this reason, the incorporation of pragmatic instruction in the language classroom is vital, and thankfully, research has shown that speech acts are both teachable and learnable (Cohen, 2010; Niezgoda & Rover, 2001).

**Pedagogical Approaches to Teaching Pragmatics in the Foreign Language Context**

**Foreign language context factors**

Learners’ needs typically differ in foreign language (FL) settings and context variables should be considered before instruction is implemented to best serve the students’ particular learning needs. In some FL settings, Judd (1999) suggests that pragmatic instruction may not be useful and are perhaps unnecessary if students are not performing communicative functions with native speakers. In FL contexts where learners are planning on studying abroad or traveling to the target culture in the future, pragmatic instruction may be useful, but not necessarily crucial. However, FL learners that are in a context where the language is needed for regular communication with native speakers for a specific purpose, pragmatic instruction is a particular need. Although a minority among FL learners, workers in the tourism industry need to regularly carry out successful cross-cultural interactions with native speakers, and need skills to interpret

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pragmatic intent and meaning through context (Kasper & Rose, 2001) and skills to produce successful pragmatic interactions. Compared to other FL contexts, the tourism industry requires a relatively small set of communicative functions that are quite formulaic and predictable, which makes this a good context for pragmatic instruction.

Some FL instructors might dismiss pragmatics as a pedagogical necessity in the FL classroom because of the limitations and restrictions of the foreign language context. Neddar (2012) claims that learners in second language (SL) contexts have more opportunity for rich exposure to L2 pragmatic norms, whereas FL contexts tend to limit learners’ opportunity to engage with the pragmatic norms of the target language. However, Niezgoda & Rover (2001) found that pragmatic instruction can be taught and learned in an FL context, even with limited input. Judd (1999) argues that although there may be limitations to authentic input in FL contexts, pragmatic skills and speech acts should be an underlying factor and a regular part of all language curricula and should not be dismissed in the FL context, especially for students that are learning English for cross-cultural communication purposes. Furthermore, tourism training programs have a unique opportunity, unlike many other FL settings, to engage learners with international tourists that are currently in the local community. This rare opportunity that allows students to communicate with English speaking tourists from the U.S. would thoroughly enhance the pragmatic instruction and provide rich and realistic pragmatic exposure.

It is possible that some foreign language instructors, particularly non-native instructors who have spent little time in the target culture, may not feel adequate in their ability to direct learners’ attention to pragmatic features and how to effectively assess learners’ pragmatic ability (Ishihara, 2010a, p. 24). However, based on the students’ particular communicative needs for the tourism industry, the pragmatics needed in the tourism industry are somewhat more predictable and formulaic. Therefore, the pragmatic instruction for this specific foreign language context is Chapter II: Literature Review
consequently more straightforward and may feel more “teachable” for both native speakers and non-native speakers.

**Raising pragmatic awareness through explicit instruction**

Empirical research demonstrates that an explicit approach has been found to be the most effective approach to teaching pragmatics (Soler, 2005; Ishihara, 2010b; Ifantidou, 2012) in both foreign and second language settings. Instead of providing students with mere exposure to pragmatic input and letting them discover by themselves the strategic differences in communication styles, the explicit approach explains pragmatic functions clearly and directly (Ishihara, 2010b). In her study on instructional effects of L2 pragmatics, Takahashi (2005) found that learners’ noticing may be insufficient for developing an overall L2 pragmatic competence, indicating a need for explicit instruction. Bardovi-Harlig (2001) suggests that in general, the pragmatic input that teachers and textbooks provide generally fall short of providing realistic input to learners (p. 25), and research indicates that learners who do not receive explicit instruction show a noticeable divergence in L2 pragmatics (p. 31). However, empirical evidence has shown that when instruction brings students’ attention to the differences in L2 communication strategies, learners’ pragmatic awareness will increase more quickly and pragmatic acquisition can be fostered (Kasper & Rose, 2001).

There are two dimensions of pragmatic categories that are important for consideration when implementing pragmatic instruction in the L2 classroom: sociopragmatic ability and pragmalinguistic ability. Ishihara (2010b) defines pragmalinguistic competence as a learner’s ability “to know both the meaning and linguistic form that is associated with the expressions”, and sociopragmatic competence as a learner’s ability to use his or her “cultural knowledge about the appropriate contexts for using these expressions” (p. 114).

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The purpose of explicit teaching of pragmatics is to raise learners’ awareness of the pragmatic differences between students’ L1 and the target language. The pragmatic awareness-raising approach is utilized to speed learners’ noticing of different pragmatic norms and help them distinguish when to use these strategies (Ishihara, 2010b). Figure 1 (from Ishihara, 2010b, p. 113-114) divides possible pragmatic awareness raising tasks for the L2 classroom into primarily linguistic aspects and social/cultural elements.

<table>
<thead>
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<th>Tasks with a mainly linguistic (pragmalinguistic) focus:</th>
<th>Tasks with a mainly social and cultural (sociopragmatic) focus:</th>
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<tr>
<td>➢ Analyze and practice the use of vocabulary in the particular context;</td>
<td>➢ analyze language and context to identify the goal and intention of the speaker, and assess the speaker’s attainment of the goal and the listener’s interpretation;</td>
</tr>
<tr>
<td>➢ identify and practice the use of relevant grammatical structures;</td>
<td>➢ analyze and practice the use of directness/politeness/formality in an interaction;</td>
</tr>
<tr>
<td>➢ identify and practice the use of strategies for a speech act;</td>
<td>➢ identify and use multiple functions as a speech act;</td>
</tr>
<tr>
<td>➢ analyze and practice the use of discourse organization;</td>
<td>➢ identify and use a range of cultural norms in the L2 culture;</td>
</tr>
<tr>
<td>➢ analyze and practice the use of discourse markers and fillers (e.g. well, um, actually)</td>
<td>➢ identify and use possible cultural reasoning or ideologies behind L2 pragmatic norms</td>
</tr>
<tr>
<td>➢ analyze and practice use of epistemic stance markers (i.e., words and phrases to show the speaker’s stance, such as I think, maybe, seem, supposed, tend to, of course);</td>
<td></td>
</tr>
<tr>
<td>➢ notice and practice the use of tone (e.g., verbal and non-verbal cues and nuances)</td>
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Figure 1. Pragmalinguistic and sociopragmatic classroom tasks to raise L2 pragmatic awareness

Tasks provided in this figure contain activities that promote productive and receptive pragmatic skill development. In reality, the language element (pragmalinguistics) and culture

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element (sociopragmatics) may not be clearly distinct during the implementation of tasks. Although there may be an inevitable overlapping of the two categories, both pragmalinguistic and sociopragmatic should be considered in pragmatic awareness raising tasks to provide holistic instruction.

**Deductive and inductive approaches**

Deductive instruction is when language instructors provide explicit instruction about pragmatic norms before students have the opportunity to observe and analyze examples. An inductive approach allows students to discover the pragmatic norms through an analysis of examples. Figure 2 below illustrates a deductive approach and an inductive teaching approach to L2 pragmatic norms.

![Figure 2. Deductive and inductive approaches to teaching L2 pragmatics](image)

Takimoto (2008) found that inductive instruction may promote a higher-order of thinking, be more effective long-term, and Ishihara (2010b) suggests that this type of instruction also may be more readily accessible in real-time, particularly in FL contexts. However, because L2 pragmatic norms can be difficult to pinpoint for the second language learner, students may have difficulty finding the correct answer, and the teacher may need to offer explicit instruction after students spend time trying to discover the differences on their own. Rose and Kwai-Fun (2001) discovered that although both a deductive and inductive approach was effective in Chapter II: Literature Review.
teaching pragmalinguistic elements, the deductive approach was the only method that demonstrated positive effects on learners’ sociopragmatic development. Overall, although both approaches may be useful for L2 pragmatic development, research confirms that an inductive approach should be utilized to teach the pragmalinguistic elements and a deductive approach should be used to teach the sociopragmatic elements. However, it is clear that explicit explanation of L2 pragmatic norms should be employed at some point in the lesson.

*Pragmatic Instruction for Tourism Business Training in Latin America*

**The Current State of the Latin American Tourism Industry**

The World Tour Organization confirmed that there is been a substantial increase in international tourism arrivals in Latin America over the past 50 years (UNWTO, 2015). According to the UNWTO’s Yearbook of Tourism Statistics 1991 and 2001 (as cited in Bowman, 2013, p. 34), the percentage of international tourists has increased 700% between 1950 and 2010. In 2012, Latin America and the Caribbean received a total revenue of US$65 billion from international tourism, and as Figure 3 conveys, we can see evidence of a substantial increase in cumulative growth of real GDP per capita in most Latin American counties (Bowman, 2013, p. 7).

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Due to this substantial increase of international tourism in Latin America, it can be inferred that most Latin American countries heavily depend on the success of their tourism industry for economic development and success. For this reason, workers in the tourism industry must be fully competent in their ability to interact with international tourists and cultivate genuine professionalism.

**Improving pragmatic competence to increase quality of customer service and profit**

Because of the significant need for successful cross-cultural interactions and quality customer service in the tourism industry, teaching pragmatic competency to tourist trainees should be a priority. Based on their study on the sociolinguistic aspects of hospitality and tourism, Blue and Harun (2003) suggest that teaching cross-cultural hospitality language to non-native speakers in the hospitality/tourism industry has been generally neglected in foreign language settings. Through an analysis of their study of “hospitality language,” Blue and Harun (2003) have developed a framework of three sociolinguistic aspects that promote successful cross-cultural communication in the tourism and hospitality industries (p. 89). This framework presents three
sociolinguistic strands that should ensure successful cross-cultural service encounters. These include:

- *element of attitude* (politeness, courtesy, gratitude, attentiveness),
- *element of linguistic function* (language transactions carried out effectively),
- *cultural knowledge* of the tourists’ home country

First, the language learner must master the *element of attitude*, which includes politeness, courtesy, propriety, gratitude, and attentiveness based on the communicative norms of the tourists’ culture. In order to perform successful social interactions with customers, the guide must understand the clients’ expectation of these particular elements of attitude. Generally, the element of attitude could be considered sociopragmatics.

The *element of linguistic function* is typically the focus of English for Tourism (EFT) courses. This element centers on teaching students how to perform successful language transactions such as taking a booking, using the phone, describing a meal, confirming reservations, and presenting information about historical sites. This element of linguistic function could be considered pragmalinguistics.

Lastly, Blue and Harun (2003) suggest that guides must have some cultural knowledge about their clients’ home country. In most EFT courses and other tourism training programs, guides spend substantial time studying facts about their own country. However, EFT courses typically do not provide much, if any, information or training on the cultures or contexts of the clientele. Blue and Harun (2003) argue that to acquire pragmatic knowledge, a basic cultural knowledge of the guests’ country of origin should be taught in the training course as well.

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This framework classifies the three significant elements that should be considered in teaching L2 pragmatics in a FL context for workers in the tourism industry, and this project incorporates the three elements of this framework in its materials.

**Improving pragmatic competence to understand tourist behavior**

Because cross-cultural behavior expectations vary among cultures, tour guides may find it difficult to interpret tourist behavior. In the tourism industry, the majority of tourists arrive in the host country expecting quality customer service because they are only concerned with the quality of their own travel experiences (Pearce, 2005). For that reason, clients may quickly become offended if an interaction does not meet their expectations, beliefs, or preferences that stem from their cultural background (Sulaiman, 2014). As Figure 4 indicates, there are several elements that factor into the tourist behavior.

![Diagram](image)

*Figure 4. Concept map for understanding tourist behavior*

*Source: Pearce, 2005, p. 17*

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Cross-cultural customer service is a unique social science, and it is important that tour guides gain skills to interpret tourist behavior so that they can address a variety of situations appropriately and maintain quality customer service. It is essential that guides develop skills to distinguish what is considered inappropriate behavior by US standards because inappropriate US tourist behavior is certainly not uncommon. Furthermore, because the boundaries of pragmatic norms are often quite fuzzy, acquiring a general knowledge of the typical pragmatic expectations of the clients' culture should give guides more confidence in distinguishing appropriate and inappropriate tourist behavior. With the integration of pragmatic instruction in tourism training programs, guides should develop skills to accurately interpret tourist behavior, and be confident in deciding whether or not the tourist is behaving appropriately according to his or her cultural interactional norms and expectations.

**Conclusion**

The literature reviewed in this chapter discusses a critical need for pragmatic instruction in all language teaching contexts. The empirical research suggests that pragmatic instruction can be taught and learned through several approaches in both FL and SL settings, and advocates for the implementation for pragmatic instruction in FL contexts. Furthermore, the literature suggests that pragmatic instruction provides an element of cross-cultural communicative preparation for workers in the tourism industry. The literature also indicates that pragmatic instruction should help workers in the tourism industry develop skills to accurately assess tourist behavior and respond appropriately in specific situations.

This chapter also suggests that FL learners' particular needs should be evaluated and assessed before pragmatic instruction is implemented. To ensure a holistic and accurate

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understanding of the needs of the workers in the tourism industry in Latin America, a detailed
needs analysis was employed. The analysis, along with the literature reviewed in this chapter,
were heavily considered and greatly valued in the creation of the materials in this portfolio.
CHAPTER III: NEEDS ANALYSIS

This chapter consists of four methods of data collection: a survey of Latin American tour guides, a survey of American tourists, an English for Tourism textbook analysis, and an interview with an expert in the field of pragmatics.

Survey of Latin American Tour Guides

The purpose of this survey was to determine which cross-cultural interactions tour guides typically find difficult to carry out when speaking English, if any. The survey was designed to evaluate and compare guides’ self-determined English level with their feelings towards carrying out social functions with clients in English.

Participants

Ten Latin American tour guides completed this survey from four different countries:

- One tour guide from Honduras
- Four tour guides from El Salvador
- Two tour guides from Chile
- Three tour guides from Venezuela

All of the respondents indicated that their first language is Spanish. Three guides indicated that they have been working as tour guides for less than six months, two guides reported that they have been guides for one to two years, three guides indicated they have been guides for more than five years, and two guides did not report how long they have been working in the industry. All respondents indicated that they have received tourism training in an academic institution or through a tourism-licensing course.

Chapter III: Needs Analysis
Instruments

This survey was conducted using an electronic survey from the online software Qualtrics. The survey (located in Appendix A.1) contained 19 questions and was conducted in Spanish. This survey asked guides to indicate their prior training in the tourism industry, the types of tours they typically lead, what geographical groups they regularly work with, whether or not they have been to the US, and the level of their English speaking and listening skills. The survey also asked participants to indicate which social functions, from a presented list, they did not feel completely comfortable carrying out in English.

Procedures

This survey was sent to 43 tour companies in ten Latin American countries. The e-mail was written in Spanish and explained the purpose of this project in detail. The link to the electronic survey was included in the e-mail. The survey was completely anonymous, although a geographical indicator revealed the location of where the survey was completed.

Results

The results indicated that all ten tour guides received some type of tourism training, but eight guides reported that they have never received a class on American culture. As Figure 1 indicates below, when asked if they thought tour guides should receive training courses regarding US language and culture, five tour guides indicated yes, three indicated maybe, and zero guides indicated no.

Chapter III: Needs Analysis
Figure 1. **Tour guides’ opinions about receiving US language and culture training courses**

As Figure 2 indicates, when asked if they think they would receive more tips if they improved their knowledge of US culture, three responded yes, four responded maybe, and only one responded no.

Figure 2. **Tour guides’ opinions about receiving more tips with improved knowledge of US culture**
Perhaps the most useful information received from this survey is the tour guides’ beliefs about their individual stated levels of comfort with carrying out particular social functions in English. Although these results do not indicate whether or not the guides actually carry out successful speech acts, the results indicate which speech acts may be more difficult and cause uncertainty from the perspective of Latin American tour guides. As Figure 3 illustrates, the Latin American tour guide survey participants indicated that there are particular speech acts that they are not completely comfortable carrying out in English.

In which of the following activities do you not feel completely comfortable speaking English?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greeting clients</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Introducing yourself</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Making requests to clients</td>
<td>1</td>
<td>13%</td>
</tr>
<tr>
<td>Being polite</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Apologizing</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Refusing invitations</td>
<td>1</td>
<td>13%</td>
</tr>
<tr>
<td>Making suggestions</td>
<td>1</td>
<td>13%</td>
</tr>
<tr>
<td>Giving advice</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>Giving compliments</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Receiving compliments</td>
<td>1</td>
<td>13%</td>
</tr>
<tr>
<td>Making small talk</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Dealing with unsatisfied clients</td>
<td>3</td>
<td>38%</td>
</tr>
<tr>
<td>Answering questions from clients</td>
<td>1</td>
<td>13%</td>
</tr>
<tr>
<td>Thanking clients</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Asking for attention</td>
<td>1</td>
<td>13%</td>
</tr>
<tr>
<td>Giving presentations</td>
<td>3</td>
<td>38%</td>
</tr>
<tr>
<td>Saying goodbye</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Writing e-mails</td>
<td>1</td>
<td>13%</td>
</tr>
<tr>
<td>Making phone calls</td>
<td>1</td>
<td>13%</td>
</tr>
</tbody>
</table>

Figure 3. Social interactions that tour guides indicated are difficult to carry out in English with clients

Although this data is just small sample of Latin American tour guides, these results provide evidence that Latin American tour guides find some functions show more difficult than

Chapter III: Needs Analysis
others. The top three social functions indicated as “not completely comfortable carrying out in English” were giving advice, dealing with unsatisfied customers, and giving presentations.

The survey asked the guides to indicate their level of English speaking and listening skills. The guides were asked to rate their speaking and listening levels on a scale of zero to ten. The scale was clearly labeled: zero as beginner, five as intermediate, and ten as advanced. As Figure 4 indicates, six out of ten guides considered themselves to have an advanced level of listening in English and five out of ten guides considered themselves to have an advanced level of speaking in English.

<table>
<thead>
<tr>
<th>Level</th>
<th>Listening</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Intermediate</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Beginner</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

*Figure 4. Tour guides’ self-determined English level*

However, these levels are self-determined, and there is no way of verifying the accuracy of these responses. This evidence may support the literature review’s suggestion that although language learners may have an overall grasp of the language from a linguistic angle, a general pragmatic knowledge and awareness may still be lacking.

Although this information is useful for the creation of materials in this portfolio, it is critical to consider that some guides may feel as though they are successfully carrying out L2 social functions, but because of a lack of L2 pragmatic awareness, the functions may not be completely successful. In this circumstance, the success of the performed functions are not completely reliable from the perspective of the guides themselves due to possible unawareness of Chapter III: Needs Analysis
American English pragmatic norms. This consideration indicates that there is a need to collect perspectives and accounts from American tourists who have used Latin American tour guides about the performance of the guides’ cross-cultural interactions.

*Survey of US Tourists*

The purpose of this survey was to reveal if the American tourists in this study perceived any noticeable pragmatic mishaps between tour guides and their clients during their tours in Latin America. Although these results are based solely on individual experiences and personal perspectives of American tourists, the results are valuable to the project because they reveal an overall need for pragmatic instruction for tour guides in Latin American.

*Participants*

Twenty-four Americans who used a tour guide in a Latin American country participated in this survey. The American participants indicated that they used a Latin American tour guide in the following countries:

- Six tourists used a tour guide in Mexico
- Six tourists used a tour guide in Peru
- One tourist used a tour guide in Chile
- One tourist used a tour guide in Guatemala
- Eight tourists used a tour guide in Costa Rica
- One tourist used a tour guide in Puerto Rico

Thirteen tourists participated in a one-day tour and ten tourists participated in a tour that lasted two or more days. These tours included informational tours, exploration tours, and extreme activity tours.

Chapter III: Needs Analysis
Instruments

This data was collected with an electronic survey created with the online software Qualtrics. The survey (located in Appendix A.2) contained 19 questions and was conducted in English. American tourists were asked about their overall experience with a guide in Latin America, including the types of tours they participated in and their perspectives on the social interactions and English language level of their tour guides.

Procedures

The survey was distributed to the participants through social media, personal connections, and word of mouth. I posted the link to the survey publically on Facebook, and several people reposted and shared the link with others who have participated in tour trips in Latin American countries. I also shared the survey link with colleagues who have traveled in Latin America. The survey was also distributed to a colleague in Costa Rica who passed the electronic survey link to several American students who were currently studying at the Intercultura Language School in Costa Rica.

Chapter III: Needs Analysis
Results

The survey asked American participants to indicate the specific areas in which their tour guide performed poorly, if any. As Figure 5 indicates, the survey participants noted that Latin American tour guides performed poorly in thirteen of the nineteen social functions.

<table>
<thead>
<tr>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introducing himself/herself</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making requests</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Apologizing</td>
<td>2</td>
<td>18%</td>
</tr>
<tr>
<td>Complimenting you and other people in your group</td>
<td>2</td>
<td>18%</td>
</tr>
<tr>
<td>Thanking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making small talk</td>
<td>4</td>
<td>36%</td>
</tr>
<tr>
<td>Always being polite</td>
<td>3</td>
<td>27%</td>
</tr>
<tr>
<td>Making presentations</td>
<td>3</td>
<td>27%</td>
</tr>
<tr>
<td>Asking questions</td>
<td>5</td>
<td>45%</td>
</tr>
<tr>
<td>Answering questions</td>
<td>7</td>
<td>64%</td>
</tr>
<tr>
<td>Problem solving</td>
<td>2</td>
<td>18%</td>
</tr>
<tr>
<td>Overall customer service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting others' attention</td>
<td>1</td>
<td>9%</td>
</tr>
<tr>
<td>Writing e-mails</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Making phone calls</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Receiving compliments</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Giving suggestions</td>
<td>2</td>
<td>18%</td>
</tr>
<tr>
<td>Greeting you or others</td>
<td>2</td>
<td>18%</td>
</tr>
</tbody>
</table>

Figure 5. US tourist perspectives of guides' performance of social functions in English

These results indicate that from an American tourist perspective, Latin American tour guides not are performing these functions in alignment to U.S. pragmatic norms and expectations.

The top five social functions “performed poorly” were making small talk, always being polite, making presentations, asking questions, and answering questions.

Chapter III: Needs Analysis
Figure 6 indicates the overall average of all participant responses about their guides’ speaking and listening skills. The results indicate that, from the tourist perspective, the guides had an overall advanced level of English communicative skills.

<table>
<thead>
<tr>
<th>Speaking</th>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Poor</td>
<td>1 Poor</td>
</tr>
<tr>
<td>2 Fair</td>
<td>2 Fair</td>
</tr>
<tr>
<td>3 Good</td>
<td>3 Good</td>
</tr>
<tr>
<td>4 Very Good</td>
<td>4 Very Good</td>
</tr>
<tr>
<td>5 Excellent</td>
<td>5 Excellent</td>
</tr>
</tbody>
</table>

*Figure 6. U.S. tourists’ perspectives of their Latin American guide’s English speaking and listening skills*

This data reveals that although guides were reported to have advanced-level English language skills, the U.S. tourists indicated noticeable communication breakdowns in functions such as apologizing, thanking, complimenting, always being polite, and making small talk. In congruence with the findings in the tour guide survey and the literature review, an advanced level of English does not directly correlate with a successful performance of L2 pragmatic functions.

*Interview with Pragmatic Expert*

The purpose of this interview was to collect qualitative data from a pragmatic expert about teaching and learning L2 pragmatics. This interview gathered essential information about the importance of teaching L2 pragmatics in language courses, the portrayal of pragmatics in textbooks, and the most prevalent differences between communication strategies in English speaking countries and Spanish speaking countries.

Chapter III: Needs Analysis
Participant

The interviewee was Dr. Julie Sykes, an expert in the field of pragmatics and language teaching at the University of Oregon. She received her Ph.D. in Applied Linguistics and Second Language Acquisition from the University of Minnesota, and is currently the director of CASLS, University of Oregon’s Center for Applied Second Language Studies. Sykes’ research focuses on the use of digital technology for second language acquisition with a particular focus on improving L2 pragmatic and cross-cultural competence.

Instrument

There were seven questions in the interview (located in Appendix A.3). Sykes received the interview questions two weeks before the interview was conducted.

Procedure

This interview was held at CASLS, University of Oregon’s Center for Applied Second Language Studies. The interview was a face-to-face interview and was recorded for later review.

Results

In her discussion of the importance of pragmatics in the L2 classroom, she reported that because pragmatics is the underlying factor of expressing and interpreting meaning, pragmatic instruction should be a key portion of second language instruction. Sykes stated:

Pragmatics is all about how we express and interpret meaning, and interaction is about people to people communication. What we know, in general, is that what we say is not always what we mean. Language instructors need to help learners understand, cross-culturally, how that meaning is communicated. Even if the learner is at an advanced level.

Chapter III: Needs Analysis
of language structure and grammatical competence, mishaps in communication stem from the inability to understand intended meaning, and a lack of pragmatic competence may make it impossible for people to get along in society.

When asked how well she thought SL and FL textbooks accurately portrayed pragmatics, she reported:

All the research on textbooks in general shows that there is a really strong mismatch. Across the board, every language textbook is basically void of pragmatic considerations. It doesn’t mean that [textbooks writers] don’t touch here or there on formal and informal, but across the board, what we see in most textbooks is [a focus on] grammatical structure. Very often, communication is communicated with no structure… via silence… and we don’t see that in the majority of language textbooks.

In her discussion of the most effective ways to teach L2 pragmatics, Sykes explained that the empirical research tells us that explicit learning combined with discovery in some way is the most effective way to teach pragmatics. She discussed that students can learn L2 pragmatics just like they can learn another other subject and they should work through four stages that include observation, analysis, exploration, and extension.

In university Spanish courses, Sykes has taught L2 Spanish pragmatics to speakers of English. When asked to describe the main differences between typical pragmatic features of Spanish-speaking cultures and the typical pragmatic features of English speaking cultures, Sykes expanded on three particular areas: hearer vs. speaker orientation in any speech act, the level of directness, and the use of money.

Chapter III: Needs Analysis
Overall, Sykes described English as a more speaker-centered. For example, English speakers tend to create the emphasis on themselves to build solidarity and be polite. Spanish, however, tends to be more hearer-centered, and the speaker commonly emphasizes the hearer to build solidarity and convey politeness. Secondly, Sykes described the common differences between the levels of directness used in the two languages. In most dialects of Spanish, directness is used to build solidarity between close friends, whereas in English, indirectness is typically still a social obligation even if the two speakers are close friends. Lastly, Sykes described the typical differences between the use of money in Spanish speaking countries and English speaking countries. In Spanish speaking countries, money doesn’t necessarily indicate repair, and the common “repair strategy” is to show the owner of the item that you are going to make an effort to repair the item yourself. However, the typical repair strategy in most English speaking dialects is to immediately offer to pay for a new item.

When asked if she thought explicit instruction of American English pragmatics would be helpful for those working in the tourism industry, Sykes responded with an immediate, “*Always. Yes. You have* to teach pragmatics.” Overall, this interview indicated that there is a prevalent need for pragmatic instruction in all language classrooms, and learners should be given the tools to be able to interpret the intended meaning of the interaction. Sykes confirmed that language textbooks are not a reliable source to teach L2 pragmatics, and defined particular areas where she has noticed differences in speech act strategies between native Spanish speakers and native English speakers.

Chapter III: Needs Analysis
Textbook Analysis

The purpose of this textbook analysis was to evaluate how well English pragmatic instruction is incorporated into English for Tourism textbooks. This analysis assessed the pragmatic aspects of textbook activities that are specifically designed to teach students how to communicate in different situations with customers.

Textbooks

The textbooks used in this analysis were English for International Tourism by Jacob & Strutt (2002) and Oxford English for Careers: Tourism 1 by Walker & Harding (2009).

These textbooks were selected for this analysis because they are each from a series of English for Tourism course books that are published from major presses, Pearson Education and Oxford University Press. Each of these textbooks is geared toward high-intermediate level English learners who will need English for their career in the tourism industry. Although both of these textbooks teach British English, they make frequent comparisons between British English

Chapter III: Needs Analysis
and American English. Widely used English for Tourism textbooks that are focused specifically on American English could not be located.

**Procedure**

For each textbook, I analyzed five activities (displayed in Figure 7 below) that are centered on teaching communicative functions (with customers) in English. Each activity was chosen based on its clear objective to teach a communicative element that would likely be used in the tourism industry.

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Titles of activities evaluated:</td>
<td>Titles of activities evaluated:</td>
</tr>
<tr>
<td>- Asking questions politely</td>
<td>- Suggestions and advice</td>
</tr>
<tr>
<td>- Telephone skills</td>
<td>- Email to a client</td>
</tr>
<tr>
<td>- Advising a client</td>
<td>- Asking questions politely</td>
</tr>
<tr>
<td>- Handling a complaint</td>
<td>- Responding politely to questions and requests</td>
</tr>
<tr>
<td>- Apologizing</td>
<td>- Controlling passengers</td>
</tr>
</tbody>
</table>

*Figure 7. Activities evaluated in textbook analysis*

**Instrument**

The evaluation criteria used for this analysis was adapted from Cisar's (2000) Foreign Language Standards Implementation from Indiana University. The criteria were determined through a combination of Cisar's standards and the findings in Chapter 2 of this project.

- Demonstration of successful and unsuccessful interactions
- Authenticity, accuracy, and currency of the language use
- Explanation of possible social effects with pragmatic mishaps
- Opportunities for student comparison between cross-cultural strategy differences
- Explicit explanation of English pragmatic norms
- Opportunity for students to showcase their newly learned knowledge

Chapter III: Needs Analysis
The activities were rated with the following table:

<table>
<thead>
<tr>
<th>Name of activity</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does this activity demonstrate a realistic dialog of a successful interaction?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does this activity allow students to analyze a sample of an unsuccessful interaction?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do the examples in this activity represent authentic, accurate, and current language?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does this activity explain the possible social effects if this communicative function is not carried out successfully?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does this activity offer opportunities for students to compare the cultural communication strategy differences and/or similarities between English and their language?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does this activity explicitly explain English pragmatic norms and expectations for this communicative function?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the activity allow students to demonstrate (or showcase) their newly learned knowledge of this communicative function?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For each activity, the questions were evaluated and given a score from 0 to 4, according to the following rating scale:

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Partially</th>
<th>Completely</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Results

As Figure 7 illustrates, each activity had a possible score of 28 points. As for the five activities analyzed in Textbook 1, the total score was 24 out of 140. For the five activities analyzed in Textbook 2, the total score was 22 out of 140. Complete textbook evaluation is located in Appendix A.4.
<table>
<thead>
<tr>
<th>Textbook 1: <em>English for International Tourism</em></th>
<th>Scores</th>
<th>Total scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asking questions politely</td>
<td>4</td>
<td>= 24/140</td>
</tr>
<tr>
<td>Telephone Skills</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Advising a client</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Handling a complaint</td>
<td>3</td>
<td>= 22/140</td>
</tr>
<tr>
<td>Apologizing</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Textbook 2: <em>Tourism 1</em></th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggestions and advice</td>
<td>5</td>
</tr>
<tr>
<td>Email to a client</td>
<td>2</td>
</tr>
<tr>
<td>Asking questions politely</td>
<td>2</td>
</tr>
<tr>
<td>Responding politely to questions and requests</td>
<td>8</td>
</tr>
<tr>
<td>Controlling passengers</td>
<td>4</td>
</tr>
</tbody>
</table>

*Figure 7. Textbook analysis results*

These results indicate that there is a lack of in-depth pragmatic instruction in the English for Tourism textbooks evaluated in this analysis. It is possible that other activities in these textbooks, if evaluated, may result in higher pragmatic ratings. It is also possible that other English for Tourism textbooks in the market may have more pragmatic instruction incorporated into the overall curriculum. It would be difficult to determine how regularly these two textbooks are used in tourism training programs in Latin America. However, it is likely that the textbooks

Chapter III: Needs Analysis
evaluated in this analysis are a valid representation of the current textbook offerings to this population based on their major publishers.

The overall results indicate that textbook writers are intentionally incorporating activities that teach guides how to carry out social functions into the lessons; however, there is little to no explicit instruction about English pragmatic norms, little to no opportunity for students to analyze successful and unsuccessful interactions, little to no opportunity for students to compare communication strategies across cultures, and little to no opportunity for students to practice L2 communication strategies. However, it is likely that the textbook writers are, in fact, aware of the lack of extension activities provided in the textbook content due to the notion that good teachers can make extension activities themselves. Nonetheless, it is clear that there is inadequate L2 pragmatic instruction integrated into the textbooks designed for this specific population.

Conclusion

The information accumulated through this needs analysis reveals that there is a great need to incorporate pragmatic instruction in Latin American tourism training programs. This analysis provided fundamental guidelines for the creation of the activities in this portfolio. The activities are centered on the pragmatic functions recommended by the interview and surveys. In the following chapter, I will discuss the rationale for the project based on the findings in the literature review and the needs analysis.

Chapter III: Needs Analysis
CHAPTER IV: OVERVIEW OF MATERIALS

This chapter presents the project rationale, general considerations, and the portfolio criteria. The project rationale includes elements that are linked to the findings in the literature review and needs analysis, and discusses their implications for this project. This chapter also presents general considerations that should be accounted for in the implementation of these activities. Lastly, this chapter explains the overall portfolio criteria and the organization of the portfolio.

Project Rationale

The literature review and needs analysis reveal that there is a critical need for pragmatic instruction in tourism training programs in Latin America. The reviewed literature presented evidence of an overall inadequacy of pragmatic instruction in most language textbooks (Bardovi-Harlig, 2001), and my textbook analysis confirmed that there is little to no explicit L2 pragmatic instruction in English for Tourism language textbooks. Although textbooks for this specific population include an array of activities to teach students how to interact with foreign clients, there is inadequate instruction of L2 pragmatic norms. The materials in this portfolio are not intended to replace the textbooks utilized in these courses, but rather supplement and enrich the current textbook materials. By integrating these materials into the curriculum, students should be more prepared to carry out successful cross-cultural interactions with U.S. tourists when they enter the tourism industry.

With evidence from the literature review, we can conclude that all cultures and languages perform speech acts with different linguistic approaches (Soler, 2005; Kasper & Rose, 2001; Fukishoma, 1990), and without explicit instruction about L2 pragmatic norms, communication
breakdowns may be likely to occur in cross-cultural transactions (Kasper & Rose, 2001; Soler, 2005). However, because this project is designed specifically for Spanish-speaking learners of English, it targets specific pragmatic areas that tend to vary significantly between English and Spanish. The literature review and needs analysis determined that the main differences between typical pragmatic features of Spanish-speaking cultures and typical pragmatic features of English speaking cultures were the difference in hearer vs. speaker orientation in any speech act, the level of directness in any speech act, and the use of money in repair strategies.

To highlight these pragmatic areas in different manners, the portfolio is divided into three modules. Each module is focused on a particular speech act or communicative function that is utilized regularly in the tourism industry and across various situational contexts. The first module is the speech act of requesting, the second module is the speech act of apologizing, and the third module is writing and responding to e-mails. The three elements mentioned above (hearer vs. speaker orientation, level of directness, and monetary reimbursement in repair strategies) are heavily integrated into each module. The activities provide opportunity for comparison of the pragmatic elements between the two languages, and offer explicit L2 pragmatic instruction in regards to the speech acts, communicative functions, and the three pragmatic features.

General Considerations

English is now globally recognized as a lingua franca (Jenkins, 2006), and utilized as a language for cross-cultural international business. According to Kaur and Raman (2014), there are currently more non-native English speakers than native speakers of English in the world today. This is very important in regards to the tourism industry because millions of international travelers use English as a lingua franca, and therefore, should be assumed that Latin American
tour guides are speaking English with native speakers of other languages. Although English is frequently utilized as a common language, it should be considered that English does not directly equate with a uniform set of pragmatic norms. However, the materials in this portfolio are specifically designed to teach the typical communication strategies of English speakers from the United States, and guides should be aware that the application of these strategies may not be effective when communicating with native speakers of other languages, even if English is utilized as the common language. It is suggested that the activities in this portfolio be implemented in tourism training programs in countries that have a high number of tourists from the United States.

The types of materials chosen for the modules in this portfolio were carefully considered. Second language pragmatic instruction has revealed that materials that portray realistic conversations are the most effective and most useful instructional materials for foreign language contexts (Gilmore, 2007; Neddar, 2012). Although research shows that authentic audiovisual input is necessary for L2 pragmatic instruction, Soler (2005) suggests that it should be integrated with other sources of awareness-raising tasks and input-enhancing techniques. While several authentic materials are incorporated into this portfolio, and the materials are designed to be as realistic as possible, this portfolio does not depend solely on authentic materials as a teaching foundation. Rather, the authentic materials incorporated into the portfolio act as a supplement to enrich the authenticity of the instruction.

In the needs analysis, tour guides and tourists both indicated that giving presentations was a difficult communication task to carry out in English. Although giving quality presentations in English is an essential part of the guides’ job, it is not necessarily an interactive function. Because the materials in this portfolio are heavily focused on improving cross-cultural interactional skills through L2 pragmatic instruction, professional presentation and information-giving skills will not be a focus in this particular instruction. However, the needs analysis Chapter IV: Overview of Materials
confirms that tour guides may need more instruction giving professional presentations in tourism training programs.

**Portfolio Criteria**

The criteria for the activities in this portfolio are based on the findings from the literature review and needs analysis.

- **High-intermediate to advanced level learners**: The materials in this portfolio are designed for guides who have an advanced level of English expertise and are able to function independently using the language. To benefit from the activities in this portfolio, students must have an adequate grasp on the English language and an overall high proficiency level.

- **L1 Spanish speakers**: The activities in this portfolio are designed for L1 Spanish speakers, and focus on targeting the prominent social functions that typically differ in pragmatic norms between Spanish speaking countries and English speaking countries (as discussed in the needs analysis).

- **Tourism related scenarios**: The materials are designed to focus on real interactions, situations, and scenarios that students would encounter in the tourism industry.

- **Opportunity for comparison**: The activities in this portfolio allow students to compare the similarities and differences of pragmatic norms between cultures.

- **Deductive & Inductive approach**: The activities in this portfolio include a variety of both inductive and deductive teaching approaches.

- **Receptive & productive focus**: The activities in this portfolio are geared toward developing both receptive and productive pragmatic skills.

Chapter IV: Overview of Materials
• **Explicit instruction/awareness raising:** The activities in this portfolio are designed to raise pragmatic awareness through explicit instruction with a focus on both pragmalinguistic and sociopragmatic aspects. The activities in this portfolio are all related to pragmatics in requests, apologies, and e-mail communication. The extension activities provided at the end of Chapter 5 could be applied to any module.

*Explanation of Organization of Portfolio*

This portfolio is divided into three modules that are organized in the following order: requests, apologies, and writing and responding to e-mails. Requests and apologies are speech acts that seem to be utilized in most service encounters, and the performance and interpretation of both functions are needed in cross-cultural communication interactions. Writing and responding to e-mails are communicative functions that are frequently employed in the communication of potential tourists before arrival. E-mail conversations often incorporate numerous speech acts such as greeting, requesting, apologizing, and thanking. Although it is not face-to-face communication, writing and responding to e-mails is an essential communication skill for this particular industry, and students will be able to apply the communication strategies learned in the Requests and Apologies modules into the Writing and Responding to E-mails module.

As mentioned above, the three areas of particular pragmatic interest in this portfolio are in hearer vs. speaker orientation in speech acts, the level of directness in speech acts, and the use of money in repair strategies and are interwoven throughout. Because writing and responding to e-mails often integrates both speech acts of requesting and apologizing, the e-mail module is presented last so students can practice applying the L2 pragmatic norms of requests and apologies in e-mail communication.

Chapter IV: Overview of Materials
CHAPTER V: PORTFOLIO COLLECTION

This portfolio contains three modules: requesting, apologizing, and writing and responding to e-mails. Each module includes both inductive and deductive activities, and activities that allow students to compare the similarities and differences between speech act strategies used between Spanish and English. Each module includes explicit instruction about American English pragmatic norms, and allows students to practice and perform newly-learned L2 pragmatic norms. Following the three modules, an additional Field Activities section is included that provides activities for further exploration and evaluation of L2 pragmatic norms through data collection. These activities can be applied to any of the three previous modules to deepen understanding of the pragmatic instruction. The activities in this extension section allow students to collect their own L2 pragmatic data while interacting with native English speakers, through media sources, and with corpus data. The collected data could be beneficial for both students and teachers to confirm and verify the accuracy of L2 pragmatic norms in real time and real interactions.

Requesting

The nine activities in this section are designed to teach American English request strategies to Latin American tour guides. The activities allow students to compare the similarities and differences between English and Spanish request strategies, and develop the ability to recognize the social factors that may alter the form and structure of requests. The activities in this module provide explicit instruction about American English request strategies, and provide opportunities for students to practice making requests in English. If instructors would like to

Chapter V: Portfolio Collection
provide further extension opportunities, the activities in the Field Activities section in this portfolio can be applied at any point in the module.

### Overview of Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Names of activities</th>
<th>Materials needed</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity #1</td>
<td>Introduction to English Request Strategies</td>
<td>Handout 1 (Appendix C.1.1)</td>
<td><strong>Schema activation/awareness raising</strong>: The purpose of this activity is to activate students’ schema and prepare them for learning about American English request strategies. This activity will allow students to brainstorm factors that may cause a shift in request strategies. Students will also become aware that there are different request strategies used in English and Spanish. This activity will also inform the teacher about what students already know about English requests.</td>
</tr>
<tr>
<td>Activity #2</td>
<td>Rank of Imposition</td>
<td>Handout 2 (Appendix C.1.2)</td>
<td><strong>Evaluation/explicit instruction (element of attitude)</strong>: The purpose of this activity is to help students develop an understanding that request strategies may alter based on the rank of imposition of the request.</td>
</tr>
<tr>
<td>Activity #3</td>
<td>Social Distance and Level of Directness in Requests</td>
<td>Handout 3 (Appendix C.1.3)</td>
<td><strong>Evaluation/explicit instruction (element of attitude)</strong>: The purpose of this activity is for students to understand how social distance affects the level of directness used in English requests. Through observation and analysis, students will understand the differences between the level of directness in English and Spanish request strategies.</td>
</tr>
<tr>
<td>Activity #4</td>
<td>Using Would and Could in English Requests</td>
<td>Handout 4 (Appendix C.1.4)</td>
<td><strong>Explicit instruction/observation/analysis (element of linguistic function, element of attitude)</strong>: The purpose of this activity is to explicitly explain the differences between the use of the present indicative in Spanish and English requests. Students will observe the differences between “will/can” and “would/could” and analyze the difference in meaning.</td>
</tr>
<tr>
<td>Activity #5</td>
<td>Modifying Requests</td>
<td>Handout 5 (Appendix C.1.5)</td>
<td><strong>Explicit instruction/comparison of English and Spanish/exploration (element of cultural knowledge, element of attitude, and element of linguistic function)</strong>: Students will learn ways to modify English requests to make them seem less imposing. Students practice writing requests with these modifications.</td>
</tr>
<tr>
<td>Activity #6</td>
<td>Other Differences Between Spanish and English Request Strategies</td>
<td>Handout 6 (Appendix C.1.6)</td>
<td><strong>Explicit instruction/exploration/comparison of English and Spanish (element of attitude, element of linguistic function, element of cultural knowledge)</strong>: Students will learn the difference between hearer-centered and speaker-centered requests, and compare the use of these strategies in Spanish and English. Students will practice writing speaker-centered request strategies in English. Through explicit instruction, students will also become aware of the difference between the use of negation in requests in English and Spanish.</td>
</tr>
<tr>
<td>Activity #7</td>
<td>Request Scenarios</td>
<td>Handout 7 (Appendix C.1.7)</td>
<td><strong>Exploration/analysis/comparison of English and Spanish request strategies</strong>: Students will practice writing requests for different scenarios, and compare the linguistic/structure differences between English and Spanish requests.</td>
</tr>
<tr>
<td>Activity #8</td>
<td>Reviewing English Request Strategies</td>
<td></td>
<td><strong>Analysis/exploration</strong>: Students will demonstrate knowledge of the differences between English and Spanish request strategies.</td>
</tr>
</tbody>
</table>
### Activity #9: Role Play

**Handout 1** (Appendix C.1.1)

**Extension:** Students will demonstrate the ability to carry out a pragmatically successful English request through role-play performance.

#### Activity #1: Introduction to English Request Strategies

**Objectives**
- Students will be able to identify situational factors that may affect the form and structure of the request.
- Students will become aware that there are different request strategies in Spanish and English.

**Procedure**

1. **Class discussion (schema activation):**
   - *When are situations when you would have to make requests to your clients?*
   - *Do you think it’s important to make polite requests with your clients? Why or why not?*
   - *Is it okay to use commands with your clients? Why?*
   - *How do you think you could make English requests more polite?*

2. **Teacher distributes Handout 1 with scenarios (see Appendix C.1.1). Teacher instructs students to read the scenarios and discuss the following questions with a group of four.**

   Discussion questions: *What factors may impact way the request is made? How do we determine how “polite” to be when making a request? When might it be necessary to make requests more polite?*

3. **Class discussion: Students share with the class what they talked about in small groups. Students may mention factors such as social distance, social power, and rank of imposition (however, it is likely students won’t use those terms). If students do not mention these factors in the class discussion, the teacher should suggest these factors as possibilities that may alter the form, structure, and directness of the request.**

4. **Teacher introduces the topic of “Requesting in English.” Teacher tells the students: Request strategies differ between different cultures and languages. As a tour guide, it is important to be able to make appropriate requests to your clients and understand how they are requesting things to you.**

5. **Teacher asks students if students know how request strategies may differ in English and Spanish.**

**Assessment**

Through class discussion, the teacher will be able to assess students’ prior knowledge of English request strategies, and assess the students’ ability to identify the factors that may change request strategies.

---

Chapter V: Portfolio Collection
### Activity #2: Rank of Imposition

#### Objectives
- Students will be able to distinguish and identify low, medium, and high impositions of requests.
- Students will be able to discuss the importance of understanding the severity of the imposition before making the request, and how the style and form of the request may shift due to the rank of imposition of the request.

#### Procedure
1. Teacher distributes Handout 2 (see Appendix C.1.2), and explains the overall concept of *Rank of Imposition* and how this factor may alter the style and form of the request.
2. Students rank the imposition for various scenarios on Handout 2.
3. Class Discussion: Students share and discuss their answers with the class.
4. Students answer Question #2 on Handout 2 and share answers with the class.
   - **Question #2:** *How do you think the request might change based on the rank of imposition?*
5. Class Discussion #2: Students share and discuss their answers with the class.

#### Assessment
The teacher will monitor the students as they complete the ranking task and determine whether or not the students are choosing logical answers. The teacher may offer suggestions if students are struggling with completing the task. It should be noted that this activity is introspectively based, and students may rank the scenarios differently. However, through class discussion and students’ individual written answers to #2, the teacher will be able to evaluate students’ overall understanding of the overall concept.

#### Reference
# Activity #3: Social Distance and Level of Directness in Requests

## Objectives

- Students will be able to identify and describe the differences between the level of directness typically used in English and Spanish requests.
- Students will be able to describe how grammar and word choice may alter based on social distance.
- Students will be able to write successful English requests that demonstrate a logical amount of directness based on social distance.

## Procedure

1. Teacher distributes Handout 3 (see Appendix C.1.3) and students complete PART A, which includes:
   - Marking the level of social distance for the following relationships.
   - Writing four different requests in Spanish: One scenario/four people of different social distance.
   - Explaining how the requests vary based on social distance.

2. Students and teacher discuss the *Level of Directness* section in PART B (explicit instruction).

3. Students complete PART B, which includes:
   - Answering the following questions: *Why is it important to use indirect requests in English? If you use a direct request, even with someone you know well, how do you think they might interpret your request?*
   - Writing four requests in English: One scenario/four people of different social distance (same scenario as PART A).

4. Students share their written requests, and teacher facilitates discussion based on answers.

## Assessment

Teacher monitors students’ understanding of overall concepts based on the answers to the questions and request writing in PART B. Teacher confirms whether or not the English requests produced by students in PART B would be successful interactions. Teacher can grade students’ work more formally by collecting Handout 3 and thoroughly assessing students’ responses.

## Reference


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Chapter V: Portfolio Collection
<table>
<thead>
<tr>
<th>Activity #4</th>
<th>Using “Would” and “Could” in English Requests</th>
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</thead>
</table>
| **Objectives** | • Students will be able to identify the typical differences between the grammar forms in Spanish and English requests.  
• Students will be able to determine the difference of the level of directness between “could/would” and “can/will” in English. |
| **Procedure** | 1. Teacher distributes Handout 4 (see Appendix C.1.4), and teacher discusses the Spanish/English differences in request strategies (explicit instruction).  
2. Students answer the following questions:  
   • *Which requests seem less direct? Why do you think so?*  
   • *Which type of requests should you typically use with your US clients? Why?*  
3. Class Discussion: Students share their answers with the class. |
| **Assessment** | Teacher monitors students’ understanding through class discussion and students’ answers to the questions. Teacher can grade students’ work more formally by collecting Handout 4 and thoroughly assessing students’ written responses. |

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<table>
<thead>
<tr>
<th>Activity #5</th>
<th>Modifying Requests</th>
</tr>
</thead>
</table>
| **Objectives** | Students will be able to describe different ways to modify requests that may make the requests seem less imposing.  
 Students will be able to distinguish the monetary reimbursement strategy as a typical request strategy in American English.  
 Students will be able to write requests in English that make the request seem smaller than it really is.  
 Students will be able to write requests in English using mitigators to downgrade the request. |
| **Procedure** | 1. Teacher distributes Handout 5 (Appendix C.1.5).  
 2. Students complete Part A. Students answer questions:  
   1. *Do you think this strategy is often used in Spanish? If yes, when do you use this strategy? If no, what strategy do you typically use?*  
   2. *Have you seen a U.S. client use this strategy before? If so, when?*  
 3. Teacher facilitates class discussion about the typical monetary reimbursement strategy often used as a repair strategy in American English.  
 4. Students complete Part B and Part C. Students write English requests that make the request seem smaller, and practice using mitigators to downgrade the request.  
 5. Class Discussion: Students share their written-requests to Part B and Part C. |
| **Assessment** | Teacher will monitor the students’ understanding of concepts based on class discussion and students’ ability to write requests according to the guidelines. For more formal assessment, teacher can collect worksheets and assess students’ written responses. |
### Activity #6  
**Other Differences between Spanish and English Request Strategies**

**Objectives**
- Through explicit instruction, students will gain awareness of and identify the difference between hearer-centered and speaker-centered request strategies.
- Students will understand that Spanish requests typically rely on hearer-centered requests and English requests typically rely on speaker-centered requests, although they do use both.
- Students will be able to write speaker-centered requests in English.
- Through explicit instruction, students will understand that negation is typically not used in English requests and could be perceived as rude.

**Procedure**

1. **PART A (Hearer-Centered vs. Speaker-Centered Request Strategies):** Teacher distributes Handout 6 (see Appendix C.1.6), and explains the difference between hearer-centered and speaker-centered request strategies.

2. Students write 10 speaker-centered requests in English.

3. Class Discussion: Students share their speaker-centered English requests with the class.

4. **PART B (Negation in Requests):** Teacher explains the difference of the use of negation in requests between English and Spanish. Teacher explains how the affirmative and negated requests carry equivalent pragmatic force in Spanish, whereas they carry different pragmatic forces in English. Negation in Spanish is typical of suggestions and requests as a mitigating force, but it can be perceived as rude or manipulative in English.

*Note: PART B does not include an exploration or extension activity. The purpose of PART B is to provide awareness about the possible negative effects of using negation in English requests.*

**Assessment**
Teacher will monitor students’ understanding of concepts through students’ written speaker-centered requests.

**Reference**
### Activity #7: Request Scenarios

**Objectives**
- Students will be able to write pragmatically successful requests in English for two scenarios.
- Students will be able to compare the differences and similarities between request strategies between Spanish and English.

**Procedure**
1. Teacher distributes Handout 7 (see Appendix C.1.7). Students answer the following questions for two different scenarios:
   - *How would you say this request in Spanish?*
   - *How would you say this request in English?*
   - *What are the differences in the way you phrased the request in English and Spanish?*

2. Class Discussion: Students share their English and Spanish requests, and the similarities and differences of the request strategies used between the two languages.

**Assessment**
Teacher monitors students’ understanding of concepts based on their written requests and their reports of differences between request strategies between languages. For more formal assessment, teacher can assess students’ written responses on Handout 7.

### Activity #8: Reviewing English Request Strategies

**Objectives**
- Students will be able to explain the differences between request strategies in English and Spanish.
- Students will be able to explain possible negative effects of using request strategies incorrectly with clients.

**Procedure**
1. Students write a letter to another tour guide about the differences in request strategies between Spanish and English.

   **Instructions:** Write a letter to another tour guide about the differences in request strategies between Spanish and English. Make sure you include what might happen if you don’t use the typical English request strategies when speaking to your clients.

2. Class Discussion: Student volunteers read letters aloud.

**Assessment**
Teacher monitors students’ understanding of the differences in request strategies between Spanish and English by thoroughly reading and assessing students’ written letters.
### Activity #9: Role-play

**Objectives**
- Students will be able to demonstrate the ability to make successful English requests with clients based on various social and contextual situations.

**Procedure**
1. Partners are assigned one scenario from Handout 1 (see Appendix C.1.1).
2. Partners create a skit based on the scenario.
3. Partners role-play the skits in front of the class.
4. Students take notes on the request strategies utilized in each skit.
5. Class Discussion: After each skit is performed, students evaluate, analyze, and discuss the request strategies used in each skit with the class.

**Assessment**
Teacher will be able to monitor students’ understanding based on the accuracy of request strategies utilized in the role-plays. The teacher will also be able to determine students’ understanding of request strategies based on students’ individual notes.

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**Apologizing**

The seven activities in this section are designed to teach American English apology strategies to workers in the Latin American tourism industry. The activities allow students to compare the similarities and differences between English and Spanish apology strategies, and recognize the social and situational factors that may alter the way apologies are typically performed by English speakers from the United States. This module provides explicit instruction about the typical strategic differences that Spanish-speakers and English-speakers tend to use in apologies, and provides two extension activities for students to practice using these L2 apology strategies. If teachers would like more extension activities, the activities provided in the Field Activities section could be implemented into this module.

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## Overview of Activities and Materials

<table>
<thead>
<tr>
<th>Activity #</th>
<th>Name of Activity</th>
<th>Materials Needed</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity #1</td>
<td>Introduction to Apologies</td>
<td>Handout 8 (Appendix C.2.1)</td>
<td><strong>Explicit instruction/awareness raising (element of attitude):</strong> The purpose of this activity is to introduce the importance of knowing how to apologize in English, and how apology strategies differ between Spanish and English.</td>
</tr>
<tr>
<td>Activity #2</td>
<td>Severity of Offense</td>
<td>Handout 9 (Appendix C.2.2)</td>
<td><strong>Inductive approach/observation (element of attitude):</strong> The purpose of this activity is for students to understand how apology strategies and language use may differ based on the extremity of the offence.</td>
</tr>
<tr>
<td>Activity #3</td>
<td>English Apology Expressions and Phrases</td>
<td>Handout 10 (Appendix C.2.3)</td>
<td><strong>Evaluation/analysis (element of linguistic function):</strong> The purpose of this activity is for students to decipher which apology expressions and phrases in English may be used for more formal situations and situations with a higher severity of offence.</td>
</tr>
<tr>
<td>Activity #4</td>
<td>Apology Strategies</td>
<td>Handout 11 (Appendix C.2.4), video clips, projector/computer</td>
<td><strong>Deductive approach/observation/analysis/use of authentic material (element of cultural knowledge):</strong> This activity introduces the five typical apology strategies. This activity allows students to compare these strategies with Spanish strategies. Students will watch a video of an apology, and identify apology strategies utilized.</td>
</tr>
<tr>
<td>Activity #5</td>
<td>Comparing English and Spanish repair strategies</td>
<td>Handout 12 (Appendix C.2.5)</td>
<td><strong>Inductive approach/ analysis/explicit instruction (element of attitude, element of linguistic function, element of cultural knowledge):</strong> This activity allows students to compare Spanish and English repair strategies through an inductive approach. The difference between the monetary reimbursement repair strategies is explicitly explained.</td>
</tr>
<tr>
<td>Activity #6</td>
<td>Read &amp; Rewrite Apology Letter</td>
<td>Handout 13 (Appendix C.2.6)</td>
<td><strong>Extension/use of authentic material:</strong> This activity allows students to identify an infelicitous apology with a real Trip Advisor review and response. The students will identify the strategies used and rewrite the apology letter based on their knowledge of American English apology strategies.</td>
</tr>
</tbody>
</table>
| Activity #7| Role-Play                                         | Handout 14 (Appendix C.2.7)  
Handout 15 (Appendix C.2.8) | **Extension:** This activity allows students to demonstrate their knowledge of American English apology strategies through a role-play. |
## Activity #1 Introduction to Apologies

### Objectives
- Students will be able to describe the purpose and importance for learning American English apology strategies.

### Procedure
1. Teacher tells students to think about a time when they have had to apologize to clients. Teacher writes on the board: *What was the situation? What did you have to apologize for? How did you apologize?*

2. Think/pair/share: Students think about their own experiences, students share about their experiences with partners, students share their experiences with the full class.

3. Teacher distributes Handout 8 (see Appendix C.2.1). Students read the handout and underline, highlight, or take notes about the most important points.

4. Students share what they think are the most important points on the handout.

### Assessment
Teacher assesses students’ understanding of concepts based on students’ responses in the class discussion. Teacher could also collect students’ notes for further assessment.

### Reference

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<table>
<thead>
<tr>
<th>Activity #2</th>
<th>Severity of offense</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td></td>
</tr>
<tr>
<td>- Students will be able to describe how apologies may differ depending on the severity of offense.</td>
<td></td>
</tr>
<tr>
<td>- Students will be able to write different types of apologies in English based on the situation and severity of offense.</td>
<td></td>
</tr>
<tr>
<td><strong>Procedure</strong></td>
<td></td>
</tr>
<tr>
<td>1. Teacher distributes Handout 9 (see Appendix C.2.2). Teacher facilitates class discussion about PART A, students observe the differences of the form, structure, and word choice in the apologies between the different scenarios.</td>
<td></td>
</tr>
<tr>
<td>2. Students complete PART B.</td>
<td></td>
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<tr>
<td>3. Class Discussion: Students share their answers to PART B. Students discuss and evaluate peers' responses as a class.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Through class discussion, the teacher will be able to monitor students' overall understanding of the concept and participation/engagement with the material. For a more formal assessment, the teacher can collect Handout 9 and assess students’ answers in PART B.</td>
<td></td>
</tr>
<tr>
<td><strong>Reference</strong></td>
<td></td>
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</tbody>
</table>

Chapter V: Portfolio Collection
<table>
<thead>
<tr>
<th>Activity #3</th>
<th>English Apology Expressions and Phrases</th>
</tr>
</thead>
</table>
| **Objectives** | Students will be able to indicate which apology expressions and phrases might be used in more formal settings.  
Students will be able to indicate which expressions and phrases might be used with more severe acts. |
| **Procedure** | 1. Teacher distributes Handout 10 (see Appendix C.2.3).  
2. Student volunteers read the apology phrases in the Word Bank at the top of the page.  
3. Students complete worksheet and answer the following questions:  
   - Which apology expressions would typically be used for a high severity apology situation?  
   - Which apology expressions would typically be used for a low severity apology situation?  
   - Which apology expressions are more formal?  
   - Which apology expressions are more informal?  
4. Partner Discussion: Students share and discuss their answers with a partner.  
5. Class Discussion: Students share their answers with the class and discuss which phrases might be used for more severe acts and which phrases may be used in more formal settings. |
| **Assessment** | Through class discussion, teachers will be able to monitor students’ general understanding of the concept. For more formal assessment, teachers can collect Handout 10 and assess students’ written responses. If the teacher desires a more formative assessment, the teacher can require students to write a self-reflection about situations when certain apology phrases and expressions may be employed with clients. |
### Activity #4: Apology strategies

#### Objectives
- Students will be able to identify all five apology strategies in English dialogues.
- Students will be able to identify different phrases used to make an apology.
- Students will be able to identify different body gestures used to make an apology.
- Students will be able to identify and discuss different responses to apologies.

#### Procedure
1. Teacher distributes Handout 11 (see Appendix C.2.4). Students and teacher read through the five apology strategies in English.

2. Teacher asks students to compare these apology strategies with the apology strategies typically used in Spanish. Students discuss with a partner and share ideas with the class.

   
   *Video clips:* From the “Men Tell All” episode the Bachelorette (Season 11, Episode 11). *Context:* Ian behaved inappropriately on the show. In the first clip, he apologizes to the men for behaving poorly. In the second clip, he apologizes to Kaitlyn (the Bachelorette) for behaving poorly on the show.

   
   https://www.youtube.com/watch?v=drVFPePli8
   https://www.youtube.com/watch?v=9kHhE9zL8ag

4. Class Discussion #1: *What are the words used that make the apology seem sincere? What are the different apology phrases that Ian uses? What are the body gestures that make the apology seem sincere? What tone of voice does the speaker use to show that the apology seems sincere? How do the men respond to Ian’s apology? How does Kaitlyn respond to Ian’s apology?*

5. Students watch the clips again and write down the strategies that Ian uses to apologize.

6. Class Discussion #2: *Are all the strategies used to make the apology? It not, which does he leave out, and why?*

#### Assessment
Through Class Discussion #1, the teacher will be able to assess if students understand the apology strategies utilized in the clips. Through the Class Discussion #2, the teacher will be able to assess students’ ability to recognize the five typical apology strategies used in American English.

#### References

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<table>
<thead>
<tr>
<th>Activity #5</th>
<th>Comparing English and Spanish Repair Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td>Students will be able to describe the typical differences between English and Spanish repair strategies in apology speech acts.</td>
</tr>
</tbody>
</table>
| **Procedure** | 1. Teacher writes scenario on the board: *You dropped your clients’ brand new iPhone 6 while you were taking a picture of the group.*  
2. In partners, students write an apology in Spanish based on the following scenario.  
3. A few student volunteers read their Spanish apologies aloud.  
4. Teacher distributes Handout 12 (see Appendix C.2.5). Students read the English apology conversation.  
5. Students compare the similarities and differences between the English apology dialogue and the apology dialogue they just wrote in Spanish.  
6. Teacher asks: *Between your Spanish dialogue and this English dialogue, is there something different about how the guide offers to repair or fix the phone?*  
7. Teacher offers explicit explanation of typical differences in repair strategy in English speaking countries and Spanish speaking countries. *In English speaking countries, a typical repair strategy is to offer to buy someone something new if you ruined or broke their belonging. In Spanish speaking countries, people usually expect the person who broke and ruined an item to make an effort to fix it themselves, and typically offering money isn’t the best repair strategy.* |
| **Assessment** | Teacher will monitor students’ understanding of a typical English repair strategies regarding monetary reimbursement through students’ observations and class discussion. |

Chapter V: Portfolio Collection
### Activity #6

**Read & re-write apology letter**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Students will demonstrate an ability to use effective English apology strategies and phrases based on the situation and context.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Procedure</th>
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<tbody>
<tr>
<td>1. Students read the Trip Advisor review on Handout 13 (Appendix C.2.6).</td>
</tr>
<tr>
<td>2. Class Discussion #1: <em>What is the problem? Why is the client complaining?</em> As students share their answers, the teacher writes key points on the board.</td>
</tr>
<tr>
<td>3. Students read guide’s Trip Advisor response (Handout 13), and mark the apology strategies used in the letter.</td>
</tr>
<tr>
<td>4. Class Discussion #2:</td>
</tr>
<tr>
<td><em>What about this apology makes it an unsuccessful apology? Are there good things about this apology? If so, what? What do you think the client thought when reading this apology?</em></td>
</tr>
<tr>
<td>5. Students (individually) re-write the apology letter.</td>
</tr>
<tr>
<td>6. Student volunteers read their apology letters to the class.</td>
</tr>
<tr>
<td>7. Class Discussion #3: Students discuss and evaluate the revised apology letters.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
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<tbody>
<tr>
<td>Through the class discussions, the teacher will be able to assess students’ understanding of English apology strategies. The teacher will be able to assess students’ ability to use effective English apology strategies based on their individual revisions of the Trip Advisor apology.</td>
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Chapter V: Portfolio Collection
<table>
<thead>
<tr>
<th>Activity #7</th>
<th>Role-play</th>
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</table>
| **Objectives** | • Students will demonstrate an understanding of English apology phrases, expressions, and strategies.  
• Students will demonstrate ability to carry out a pragmatically successful apology in English. |
| **Procedure** | 1. Students are grouped into partners.  
2. Teacher distributes Handout 14 (see Appendix C.2.7), and the teacher assigns a scenario to each pair.  
3. Students discuss with partners the questions in Handout 15 (see Appendix C.2.8) about the social factors of the scenario.  
4. Students create a skit based on the scenario.  
5. Students take turns role-playing the skits in front of the class.  
6. At the end of the each role-play, teacher asks students about the apology strategies, and students evaluate whether all strategies were included in the role play.  

*Did the person apologizing include the following strategies?*  
1. Expression of an apology  
2. Acknowledgement of responsibility  
3. Explanation of an account  
4. Offer of repair  
5. Promise of non-recurrence |
| **Assessment** | Through students’ performances in the role-plays and discussion about apology strategies, the teacher will assess students’ ability to apologize successfully according to American English pragmatic norms. |
Writing and Responding to E-mails

In most English for Tourism textbooks, there is often one or perhaps multiple lessons devoted to writing and responding to e-mails. The activities in this section are designed to be implemented into an already-set lesson plan or unit that focuses on teaching writing and responding to e-mails in the tourism industry. These activities will provide opportunity for students to compare and discuss formality, politeness, and indirectness in e-mails. Students will study common phrases used in English e-mails, and students will study basic e-mail etiquette based on U.S. norms and expectations. Students will compare well-written e-mails and badly written e-mails, practice sequencing e-mails, and practice writing e-mails to U.S. clients in English. After working through these materials, students will develop a holistic understanding of how to write to U.S. tourists through e-mail, and feel comfortable and confident responding to U.S. clients in a professional manner.
# Overview of Activities and Materials

<table>
<thead>
<tr>
<th>Activity #</th>
<th>Name of Activity</th>
<th>Materials Needed</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity #1</td>
<td>Introduction to Pragmatics in E-mails: Ranking and Writing Activity</td>
<td>Handout 16 (Appendix C.3.1)</td>
<td><strong>Inductive approach/analysis/exploration (element of attitude):</strong> This activity begins with an e-mail response homework assignment. The purpose of this assignment is for students to write their own response e-mail with a given prompt and later assess and revise according to L2 pragmatic standards and format expectations. Students will rate sample e-mail responses and discuss their reasoning for each ranking choice.</td>
</tr>
<tr>
<td>Activity #2</td>
<td>E-mail Etiquette &amp; Formatting: Guidelines</td>
<td>Handout 17 (Appendix C.3.2)</td>
<td><strong>Explicit instruction/comparison between L1 and L2 norms (element of cultural knowledge):</strong> Through explicit instruction students will learn basic e-mail etiquette according to U.S. standards. Students will have an opportunity to compare these guidelines with the cultural expectations of professional e-mails in their country.</td>
</tr>
<tr>
<td>Activity #3</td>
<td>E-mail Etiquette &amp; Formatting: Question swap</td>
<td>Handout 18 (Appendix C.3.3)</td>
<td><strong>Exploration:</strong> This activity will allow students to re-visit the etiquette and formatting guidelines (from activity #2) in a fun and interactive way.</td>
</tr>
<tr>
<td>Activity #4</td>
<td>E-mail Language: Common Phrases and Vocabulary Used in E-mails</td>
<td>Handout 19 (Appendices C.3.4) Handout 20 (Appendix C.3.5)</td>
<td><strong>Evaluation (element of linguistic function):</strong> Students will observe common phrases used in English e-mails, and compare formality of the phrases. Students will also complete a worksheet that presents multiple e-mail phrases and good vocabulary for writing e-mails.</td>
</tr>
<tr>
<td>Activity #5</td>
<td>E-mail Sequencing</td>
<td>Handout 21 (Appendix C.3.6)</td>
<td><strong>Exploration/use of authentic material (element of linguistic function):</strong> Students will have the opportunity to practice sequencing e-mails in the correct order. The e-mails used in this activities are real e-mails written by travel assistants and tour guides in Costa Rica and Peru.</td>
</tr>
<tr>
<td>Activity #6</td>
<td>E-mail Writing and Role Play</td>
<td>Handout 22 (Appendix C.3.7)</td>
<td><strong>Extension:</strong> Students will demonstrate an overall understanding of writing an e-mail through role-play.</td>
</tr>
</tbody>
</table>
### Introduction to Pragmatics in E-mails: Ranking and Writing Activity

#### Objectives

- Students will be able to analyze, read, and rate variety of pragmatically varied e-mail responses, and discussing how the recipient's response would vary based on the e-mail responses.
- Students will be aware that there are successful and unsuccessful pragmatic responses to e-mail requests and that a pragmatic misstep may cause conflict or customer dissatisfaction.
- Students will be aware that American e-mail etiquette may differ from their own culture's e-mail etiquette.

#### Procedure

1. **E-mail responses assigned as homework.** (Because the teacher will receive these e-mail responses before the pragmatic lesson is instructed, the teacher may be able to find common pragmatic issues in students’ work that may inspire the teacher to focus on specific issues in following lessons based on the particular student needs.)

   a. Teacher distributes a handout of Loretta's e-mail to each student:

   ```
   Hi,

   My name is Loretta Johnson and I read about the tours that you offer on your website. My husband and I are going to Costa Rica on the 18th of May and we are interested in using your company! We are interested in going on the 3 day, 2 night tour to Monteverde. I read on the website's description that we will stay in a hotel. What is the hotel like? Will there be internet? It's essential that there is internet, because I need to contact my son each night. Will there be hot showers? If the hotel has both internet and hot showers, we will register for your tour. Please get back to me as soon as possible because the trip is right around the corner!

   Kindly,
   Loretta
   ```

   b. Students write a professional response to this email and send it back to the teacher by due date.

   c. Teacher assigns a due date (allowing a few days for students to respond will increase the likelihood of better-written responses).

   d. Teacher prints out all of the students' e-mail responses on individual sheets.

2. **Ranking activity (analysis of e-mail responses):**

   a. Teacher distributes the Handout 16 (see Appendix C.3.1) to the students.

   b. Individual rating activity: Students read each e-mail response and circle excellent, good, poor, or terrible.
b. Partner discussion: Students explain their ranking choices by telling their partner at least one clue in each e-mail that helped them decide their ranking choice.

c. Class discussion: Students explain their ranking for each e-mail response. Teacher allows students to express their opinions. Teacher asks students what/how they think Loretta would respond to each e-mail.

4. Revision of students' original e-mail responses:

a. Teacher passes out printed versions of students' individual responses.

b. Students work for 10 minutes to revise their own e-mail response message.

c. Students talk with partner about why they changed or didn't change specific things and answer these questions:

- How do you think Loretta would respond to your first e-mail response? Why?
- How do you think Loretta would respond to your second e-mail response? Why?
- Which e-mail response do you think is a more “successful” response? Why?

<table>
<thead>
<tr>
<th>Assessment</th>
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<tbody>
<tr>
<td>Teacher will be able to assess students’ overall understanding through class discussion of the ranking activity. Teachers can formally assess students’ e-mail revisions.</td>
</tr>
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<tr>
<th>Reference</th>
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<tbody>
<tr>
<td>Activity #2</td>
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<td>------------</td>
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</tbody>
</table>
| **Objectives** | ▪ Students will understand basic e-mail etiquette according to the professional e-mail standards in U.S. culture.  
▪ Students will be able to explain differences between formatting, structure, words, and phrasing between professional e-mails in their country and professional e-mails in the United States. |
| **Procedure** | 1. Teacher distributes Handout 17 (see Appendix C.3.2). Teacher explains American e-mail etiquette guidelines.  
2. Partner discussion: Students locate phrases and identify structural/format similarities and differences between professional e-mails in their country and the e-mail on this handout. Teacher tells students to underline, highlight, or circle the differences that they can identify on Handout 17.  
3. Class discussion: Students share similarities and differences they have identified. Teacher writes similarities and differences on the board. |
<p>| <strong>Assessment</strong> | Through the class discussion, the teacher will be able to assess students’ prior knowledge of U.S. e-mail etiquette and the major differences between U.S. e-mail etiquette and the e-mail etiquette in the students’ country (based on student perception). The teacher will also be able to assess certain differences between e-mail expectations between the students’ country and the U.S. and therefore, know what areas to focus on in further instruction and activities. |</p>
<table>
<thead>
<tr>
<th>Activity #3</th>
<th>E-mail Etiquette Question Swap</th>
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<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td>Students will be able to demonstrate complete understanding of the e-mail etiquette guidelines that were explained in Activity #2.</td>
</tr>
</tbody>
</table>
| **Procedure** | 1. Teacher cuts up T/F slips in Handout 18 (see Appendix C.3.3). Teacher gives each student a slip of paper.  
2. Students mingle with each other. Students ask each other the questions on the slips about e-mail etiquette. Students switch slips of paper once they have answered the question correctly. |
| **Assessment** | Based on students’ answers, the teacher will be able to assess whether or not students’ are understanding basic e-mail etiquette rules. |
### Activity #4  Common Phrases and Vocabulary Used in E-mails

#### Objectives
- Students will be able to identify formal and informal e-mail phrases.

#### Procedure
1. Teacher explains vocabulary words and phrases in Handout 19 (see Appendix C.3.4). Students ask clarification questions about phrases or words if needed.
2. Students brainstorm other vocabulary words and phrases they know that might be utilized in writing e-mails, and students share ideas with class. *What are some common words/phrases you have seen in English e-mails?*
3. Students complete Handout 20 (Appendix C.3.5).

#### Assessment
Through the class discussion, the teacher will monitor students’ understanding of common vocabulary words and phrases in English e-mails. As a formative assessment, the teacher will assess and grade Handout 20.

#### References

### Activity #5  E-mail Sequencing Scramble

#### Objectives
- Students will be able to put an e-mail in the correct sequence, indicating a holistic understanding of basic e-mail formatting.

#### Procedure
1. Teacher uses slips from sample e-mails in Handout 21 (Appendix C.3.6).
2. Students unscramble pieces and put the slips in correct order.
3. Students share their answers. Answer Key is located in Handout 21 (Appendix C.3.6).

#### Assessment
While students are putting the e-mails in the correct order, teacher should monitor students’ progress. Teacher will be able to assess students’ understanding of sequencing based on students’ ability to complete task.

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<table>
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<tr>
<th>Activity #6</th>
<th>E-mail writing and role-play</th>
</tr>
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</table>
| **Objectives** | - Students will be able to write a good e-mail response and bad e-mail response.  
  - Students will be able to describe possible negative reactions from clients that may arise from bad e-mail responses.  
  - Students will be able to describe characteristics of good emails and bad emails and the possible customer responses to both good & bad e-mails. |
| **Procedure** | 1. Teacher distributes Handout 22 (Appendix C.3.7). Teacher and students read prompt e-mail together (top of Handout 22).  
2. Students work in pairs and write a good e-mail response and a bad e-mail response to the prompt. Students write the recipients possible reactions to reading the e-mail.  
3. In pairs, students stand in front of class and read their e-mail responses. Student A pretends he or she is typing the e-mail and reads the e-mail aloud. Student B pretends to be the recipient of the e-mail and discusses his/her reactions to the e-mail.  
4. Class Discussion: Students discuss and evaluate each e-mail response. |
| **Assessment** | The teacher will determine student’s ability to write e-mails according to U.S. etiquette standards by assessing the written e-mail responses. |

Chapter V: Portfolio Collection
Field Activities

Typically, language teachers always wish for more instruction time in the classroom, and the activities in the three modules (requests, apologies, writing and responding to e-mails) are geared to realistically and practically fit into the curriculum and nicely integrate into the lessons and activities in English for Tourism textbooks. However, if teachers do have more instructional time and would like to expand on these pragmatic activities, students could benefit from inductive, independent data-collecting activities. The following activities can be applied to any of the three modules as further inductive instruction. These activities could be utilized at any point during the modules. The collected data extracted from these activities could be used for foundational support of L2 pragmatic norms, and could be of particular use for non-native English speaking instructors.

Overview of Activities and Materials

<table>
<thead>
<tr>
<th>Activity #</th>
<th>Name of activity</th>
<th>Materials Needed</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity #1</td>
<td>Collect L2 pragmatic data from tourists in the local community</td>
<td>Observation journal</td>
<td>Option (1): Students interview U.S. tourists about pragmatic behavior norms. Option (2): Students observe U.S. tourists on a day tour. Option (3): Students experiment using previously learned English communication strategies with U.S. tourists in the community.</td>
</tr>
<tr>
<td>Activity #2</td>
<td>Collect L2 pragmatic data through the media</td>
<td>Media clips, TV or computer with projector, possible need for Wi-Fi</td>
<td>Students evaluate and discuss L2 pragmatic norms seen in video clips.</td>
</tr>
<tr>
<td>Activity #3</td>
<td>Using corpora to collect L2 data</td>
<td>Computers, Wi-Fi, Corpus website</td>
<td>Students use the Corpus for Contemporary American English online database to discover and evaluate linguistic elements associated with speech acts.</td>
</tr>
</tbody>
</table>

Chapter V: Portfolio Collection
<table>
<thead>
<tr>
<th>Activity #1</th>
<th>Collect L2 Pragmatic Data From Tourists in the Local Community</th>
</tr>
</thead>
</table>
| **Objectives** | o Students will be able to observe L2 speech acts and collect data of L2 pragmatic elements through interactions with native speakers.  
  o Students will be able to evaluate and analyze their findings. |
| **Procedure** | Option (1): Students interview U.S. tourists about pragmatic behavior norms.  
  - Students ask tourists how they would typically respond in a specific scenario. Students take notes and pay attention to specific words and phrases that the English speakers report.  

  Option (2): Students observe U.S. tourists on a day tour.  
  - Students observe English speakers from the United States while interacting with others and the tour guide. Students keep a reflection journal about their findings.  

  Option (3): Students experiment using previously learned English communication strategies with U.S. tourists in the community.  
  - Students keep an observation journal. If permission is granted, students could audio record their interaction with tourists for later review, evaluation, analysis, and discussion.  

  (If guides are already leading tours, they could implement this activity while working.)  

  **Extension for options (1), (2), and (3): Evaluation and class discussion.**  
  - Students share and reflect on their findings in class. Students compare the observations of English communication strategy-use with typical Spanish communication strategies in a class discussion. |
| **Assessment** | By reviewing the students’ notes and observation journals, the teacher will be able to assess the depth of the data collected by the students. To assess individual students’ understanding of the concepts, students should write a short reflection essay about their main findings and what they have learned from their collected data. |

Chapter V: Portfolio Collection
**Field Activities**

Typically, language teachers always wish for more instruction time in the classroom, and the activities in the three modules (requests, apologies, writing and responding to e-mails) are geared to realistically and practically fit into the curriculum and nicely integrate into the lessons and activities in English for Tourism textbooks. However, if teachers do have more instructional time and would like to expand on these pragmatic activities, students could benefit from inductive, independent data-collecting activities. The following activities can be applied to any of the three modules as further inductive instruction. These activities could be utilized at any point during the modules. The collected data extracted from these activities could be used for foundational support of L2 pragmatic norms, and could be of particular use for non-native English speaking instructors.

**Overview of Activities**

<table>
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<tr>
<th>Activity #</th>
<th>Name of Activity</th>
<th>Materials Needed</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Activity #1** | Collect L2 pragmatic data from tourists in the local community | Observation journal | Option (1): Students interview U.S. tourists about pragmatic behavior norms  
Option (2): Students observe U.S. tourists on a day tour.  
Option (3): Students experiment using previously learned English communication strategies with U.S. tourists in the community. |
| **Activity #2** | Collect L2 pragmatic data through the media | Media clips, TV or computer with projector, possible need for Wi-Fi | Students evaluate and discuss L2 pragmatic norms seen in video clips. |
| **Activity #3** | Using corpora to collect L2 data | Computers, Wi-Fi, Corpus website | Students use the Corpus for Contemporary American English online database to discover and evaluate linguistic elements associated with speech acts. |

Chapter V: Portfolio Collection
**Activity #2**  Collect L2 pragmatic data through the media

**Objectives**
- Students will be able to recognize, interpret, and evaluate L2 pragmatic norms and communication strategies through media.

**Procedure**

**Option (1)**
1. Teacher plays the video clip in class that demonstrates communication strategies or techniques.
2. Students take notes on words, phrases, and body gestures used in the clip.
3. Students discuss the situational effects and factors that influence the act. Students compare the differences between English and Spanish.

**Option (2)**
1. Students find video clips that portray an L2 speech act or pragmatic element.
2. Students take notes on the strategies used in the clip.
3. Students show the clip in class, and students facilitate a discussion about the communication strategies.

**Notes:**
1. It could often be helpful to provide an L1 and L2 clip that depict the same speech act, so students can compare the differences in communication strategies between languages.
2. Situational comedies often demonstrate pragmatic failure and could be useful in teaching pragmatic norms. Although pragmatic violations may be exaggerated, it still could help learners to identify L2 pragmatic expectations.
3. Natural pragmatic usages are not always reflected in scripted material, but can still be a reasonable method for data collection and observation.

**Possible Media:**
1. Annie Hall (film): Apologies and requests in English
2. Few Good Men (film): Requests in English
3. La flor de mi secreto (The Flower of My Secret) (film): Requests in Spanish
4. La ardilla roja (The Red Squirrel) (film): Requests in Spanish
5. Tootsie (film): Terms of address in English
6. Seinfeld (sitcom): Self-introduction routine in English
7. Seinfeld (sitcom): Indirect requests (hints) in English
8. Stargate (TV series): Requests in English
9. Desperate Housewives (TV series): Implicature in English
11. Friends (sitcom): English Requests https://www.youtube.com/watch?v=uz3CpATe7p4

**Assessment**
The teacher will be able to assess students’ understanding of the concepts by requiring the students to write a short reflection essay about their main findings and what they have learned from their observations and evaluations of L2 pragmatic norms in the chosen media sources.

**Reference**


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<table>
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<tr>
<th>Activity #3</th>
<th>Collect L2 Pragmatic Data Through Corpora</th>
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<tr>
<td><strong>Objectives</strong></td>
<td>- Students will gain a broader understanding of how speech acts are expressed and utilized in American English through corpus data.</td>
</tr>
</tbody>
</table>
| **Procedure** | 1. Students use the Corpus for Contemporary American English online database: http://corpus.byu.edu/coca/  
2. Students compare different words used that may be common in speech acts. (Example: "I'm sorry" vs. "I apologize")  
3. Students compare the written vs. spoken frequency usage of these words.  
4. Students analyze sentences with chosen words (such as "I'm sorry"), and discuss the possible context.  
5. Students discuss how these words may be used differently in situational and social contexts.  
*Note: Corpus data collection may be beneficial to use after explicit instruction of L2 pragmatic norms for specific speech acts. For example, the words "I'm sorry" could be utilized in any stage of the apology speech act sequence such as acknowledging responsibility, offering repair, providing an explanation, and promise of non-recurrence. If students are familiar with the typical sequence in a speech act, the corpus may be even more useful. |
| **Assessment** | The teacher will be able to assess students’ understanding of the concepts by requiring the students to write a short reflection essay about their main findings about L2 pragmatic norms through corpus data. |
CHAPTER VI: CONCLUSION

To ensure successful cross-cultural communication interactions with U.S. clients, American English pragmatic instruction should be integrated into tourism training programs in Latin America. With explicit American English pragmatic instruction, guides will know how to avoid communication breakdowns with clients and have the ability to successfully carry out communicative functions. By integrating the American English pragmatic instruction presented in this portfolio, guides will understand particular pragmatic differences between English and Spanish, and be able to apply their L2 pragmatic knowledge in service encounters with U.S. clients. With this instruction, guides will be able to analyze and understand tourist behavior, and feel more comfortable and confident dealing with difficult tourists and unsatisfied clients.

Project Limitations

Despite the effort to collect evidence to defend the need for this project, there were a few limitations. There were only ten Latin American tour guides who participated in the needs analysis survey. However, if there had been a larger sample population the survey results may have offered the project more direction in the selection in the materials content. Secondly, the researcher was not able to observe tourism training courses or English for Tourism language courses in Latin American countries. Observation of live tours and a thorough evaluation of the educational offerings in tourism training programs may have impacted the module content.

Because of the limitations of space in this project, only three modules were created. Although these modules cover specific pragmatic differences in English and Spanish, there is a multitude of other speech acts that could be beneficial for this population. For example, leave-takings, expressing gratitude, complaining, giving compliments, and giving advice are all speech

Chapter VI: Conclusion
acts that would be beneficial for workers in the tourism industry, and could be complete modules added to this portfolio. In the future, more modules could be designed to create a holistic portfolio of American English pragmatic instruction that would include all speech acts. This greater portfolio could potentially supplement an entire English for Tourism textbook.

**Future Investigations**

In the future, it would be beneficial for the researcher to travel to numerous Latin American countries and observe tourism training courses. Further investigations about the current curricula and teaching materials used in tourism training programs in numerous Latin American countries may inspire and develop more specified content for L2 pragmatic instruction. Because different Latin American countries may use various teaching materials in their tourism training curricula, first hand observation of these courses may be useful.

Additionally, it may be particularly beneficial for the researcher to observe tour guides interacting with U.S. clients, and evaluate the common pragmatic missteps that are typically occurring. This observation may lead to further development of L2 pragmatic instruction for the Latin American tourism industry.

Based on the findings in further observation and research, additional modules could be created. After additional modules are created, a thorough piloting of the materials should be executed to measure the effectiveness of the instruction. Further research could be generated through a trial implementation in a tourism training course in several Latin American countries. Latin American tour guides and U.S. tourists could be interviewed before and after the instructional implementation, and through a thorough evaluation, evidence should show an overall improvement in cross-cultural communication with U.S. clients.

Chapter VI: Conclusion
Not only could this content be integrated into the current curriculum in tourism training programs, but it could be taught in a training conference for workers in the tourism industry. This material could also be sold to English for Tourism textbook publishers as supplemental textbook material to enrich the overall textbook content.

Chapter VI: Conclusion
REFERENCES


References


References


References


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MATERIALS REFERENCES

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Materials References
APPENDIX A: INSTRUMENTS FROM NEEDS ANALYSIS

Appendix A.1: Survey for Latin American tour guides (Spanish version)

¿De qué país es usted?

¿Es el español su primer idioma?
- Sí
- No

¿Cuánto tiempo lleva trabajando como guía de turista?
- Menos de 6 meses
- 6-12 meses
- 1-2 años
- 3-5 años
- Más de 5 años

¿Qué tipo de entrenamiento tiene en el campo del turismo?
- Cursos por internet
- Cursos en alguna institución académica
- Una licenciatura en turismo
- Otro: ________________

¿Con cuáles grupos geográficos trabaja usted regularmente? Marque todo lo que aplique.
- Estadounidenses
- Canadienses
- Europeos
- Latino Americanos
- Asiáticos
- Australianos
- Africanos

¿Cuánto duran los viajes que dirige?
- Viajes de dos días o más
- Viajes de un día
- Los dos tipos de viajes

Appendix A: Instruments from Needs Analysis
¿Qué tipos de viajes usted dirige?
○ Viajes informativos (ej. a museos, lugares históricos)
○ Viajes de exploración (ej. en la ciudad, caminatas en la naturaleza)
○ Viajes de actividades extremas (ej. zip-lining, puenting, surfing)

¿Cuántos años lleva estudiando inglés?

¿Qué nivel de inglés cree que tiene en los siguientes aspectos lingüísticos?*
   ______ Escuchar (comprensión oral)
   ______ Hablar (expresión oral)

¿En cuál de las siguientes actividades no se siente usted completamente cómodo hablando inglés? Marque todo lo que aplique:
○ Saludar a los clientes
○ Presentar a sí mismo
○ Hacer peticiones a los clientes
○ Ser educado
○ Ser disculpa
○ Rechazar invitaciones
○ Hacer sugerencias
○ Dar consejo
○ Dar elogios
○ Recibir elogios
○ Propiciar conversaciones pequeñas
○ Tratar con clientes insatisfechos
○ Responder preguntas a los clientes
○ Agreder a los clientes
○ Pedir atención
○ Dar presentaciones
○ Ser despide
○ Escribir correos electrónicos
○ Hacer llamadas
○ Nunca hago estas cosas

Appendix A: Instruments from Needs Analysis
¿Ha estado alguna vez en los Estados Unidos?
  o  Sí
  o  No

(If No Is Selected, Then Skip To Question “¿Qué nivel de conocimiento tiene de la cultura de los Estados Unidos?”)

¿Cuánto tiempo estuvo en los Estados Unidos?

¿Cuál fue el propósito de su visita a los Estados Unidos?
  o  Estudios
  o  Trabajo
  o  Visita a amigos o familia
  o  Otros: ____________________

¿Qué nivel de conocimiento tiene de la cultura de los Estados Unidos?
  o  Nada
  o  Un poco
  o  Bastante
  o  Mucho

¿Ha tenido algún tipo de entrenamiento acerca de la cultura estadounidense?
  o  Sí
  o  No

¿Le dan buenas propinas los turistas de los Estados Unidos?
  o  Sí
  o  No
  o  Algunas veces

¿Cree que los guías de turista deberían recibir cursos de entrenamiento de lengua inglesa y cultura estadounidense?
  o  Sí
  o  No
  o  Tal vez

Appendix A: Instruments from Needs Analysis
¿Considera que recibirá más propinas si mejora su conocimiento de la cultura de los Estados Unidos?
- Si
- No
- Tal vez

(Opcional) Algún comentario adicional que usted quisiera agregar sobre su experiencia con turistas estadounidenses:

Appendix A: Instruments from Needs Analysis
Survey for Latin American tour guides (English version)

What country are you from?

Is Spanish your first language?

- Yes
- No

How long have you been working as a tour guide?

- Less than 6 months
- 6-12 months
- 1-2 years
- 3-5 years
- More than 5 years

What type of training do you have in the tourism industry?

- Online classes
- Courses at an academic institution
- Tourism licensing training
- Other: __________________

With which geographical groups do you work with regularly? Check all that apply:

- Americans (USA)
- Canadians
- Europeans
- Latin Americans
- Asians
- Australians
- Africans

What length of tours do you lead?

- Day trips
- Overnight trips
- Both types of trips

What type of trips do you lead?

- Informational tours (i.e. museums, historical sites)
- Exploration tours (i.e. City tours, nature hikes)
- Extreme activity tours (i.e. zip-lining, bungee jumping, surfing)

Appendix A: Instruments from Needs Analysis
How many years have you been speaking English?

What level of English do you think you have in the following linguistic categories?

- Listening *
- Speaking *

In which of the following activities do you not feel completely comfortable speaking English? Check all that apply:
- Greeting clients
- Introducing yourself
- Making requests to clients
- Being polite
- Apologizing
- Refusing invitations
- Making suggestions
- Giving advice
- Giving compliments
- Receiving compliments
- Making small talk
- Dealing with unsatisfied customers
- Answering questions
- Thanking clients
- Asking for others’ attention
- Giving presentations
- Saying goodbye
- Writing e-mails
- Making phone call

Have you ever been to the United States?
- Yes
- No

If No is selected, then skip to question “How much do you know about US culture?”

How long did you stay in the US?
What was the purpose of your visit to the US?
  o To study
  o To work
  o To visit friends or family
  o Other: ________________

How much do you know about US culture?
  o Nothing
  o A little
  o Some
  o A lot

Have you had any type of training regarding US culture?
  o Yes
  o No

Do US tourists tip well?
  o Yes
  o No
  o Sometimes

Do you think that tour guides should receive training courses about English and US culture?
  o Yes
  o No
  o Maybe

Do you think that if you improved your knowledge about US culture you would receive more tips?
  o Yes
  o No
  o Maybe

(Optional) Any other additional comment you would like to add about your experience with US tourists:

Appendix A: Instruments from Needs Analysis
Appendix A.2: Survey for American tourists

An asterisk (*) by the question indicates that there is a slider scale on the online survey for that question. The slider allows participants to place a slider at the exact level they choose.

In what Latin American country did you use a tour guide?
- Brazil
- Mexico
- Colombia
- Argentina
- Peru
- Venezuela
- Chile
- Guatemala
- Ecuador
- Cuba
- Haiti
- Bolivia
- Dominican Republic
- Honduras
- Paraguay
- Nicaragua
- El Salvador
- Costa Rica
- Panama
- Puerto Rico
- Uruguay

What was the duration of this tour?
- Single day trip
- Overnight trip
- Two+ days

What was the main focus of the tour?
- Informational tour (i.e. museums, historical sites, cultural centers)
- Exploration tour (i.e. city tours, nature hikes)
- Extreme activities tour (i.e. zip-lining, mountain biking, surfing)

*From your perspective, how well did your tour guide understand English?

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*From your perspective, how well did your tour guide speak English?

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*From your perspective, how good were your guide's presentational skills? (public speaking)

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*From your perspective, how good were your guide's interactional skills?

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*From your perspective, how much did your guide know about his/her own country?

None  | A little  | Some  | A Lot  | Everything |
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*In your perspective, how much did your tour guide know about the United States?*

None  |  A little  |  Some  |  A Lot  |  Everything
1     |  2        |  3     |  4      |  5

**From your perspective, in which areas did your tour guide perform poorly, if any? Check all that apply:**
- Introducing himself/herself
- Greeting you or others
- Making requests
- Apologizing
- Complimenting you and other people in your group
- Receiving compliments
- Giving suggestions
- Thanking
- Making small talk
- Always being polite
- Making presentations
- Asking questions
- Answering questions
- Problem solving
- Overall customer service
- Getting others' attention
- Writing e-mails
- Making phone calls

*From your perspective, how much effort did your guide put into making social connections with the people in your group?*

None  |  A little  |  Some  |  A Lot  |  All
1     |  2        |  3     |  4      |  5

**Did you feel like your guide was socially awkward?**
- Yes
- No
- Sometimes

**Do you feel like your guide had an interest in getting to know you?**
- Yes
- No
- A little

**Do you feel like your guide liked some people in your group more than others?**
- Yes
- No
- I don't know

Appendix A: Instruments from Needs Analysis
Did you tip this tour guide well?
- Yes
- No
- I didn't tip

What might have caused you to tip more?

*How satisfied you were with the overall experience with your tour guide?
My overall experience ★ ★ ★

Do you think it's necessary for tour guides to take a US culture class?
- Yes
- No
- I don't know

Appendix A: Instruments from Needs Analysis
Appendix A.3: Interview of an expert in the field of pragmatics

1. What is your background in the pragmatics field and/or teaching pragmatics?

2. Why do you think it’s important to incorporate L2 pragmatics in teaching?

   - Have you seen any ESP books that have done a better job?

4. What do you think are the best ways to teach L2 pragmatics?
   - Inductive/deductive
   - Explicit/implicit
   - Tasks/materials/activities

5. How do you think teaching L2 pragmatics in an EFL setting differs from teaching L2 pragmatics in an ESL setting?

6. What are the biggest pragmatic differences between Spanish-speaking countries and the US?

7. Do you think explicit teaching of American English pragmatics would be helpful for those working in the tourism industry? Why?

Appendix A: Instruments from Needs Analysis
### Appendix A.4: Textbook Analysis

**English for International Tourism by Miriam Jacob & Peter Strutt (2002)**

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Appendix A: Instruments from Needs Analysis
### Handling a complaint (page 65)

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### Apologizing (page 66)

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Appendix A: Instruments from Needs Analysis
### Suggestions and advice (page 144)

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### Email to a client (page 54)

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<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

### Asking questions politely (page 83)

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does this activity demonstrate an authentic dialog of a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>successful interaction?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does this activity allow students to analyze a sample of an</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>unsuccessful interaction?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do the examples in this activity represent authentic, accurate,</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>and current language?</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Does this activity explain the possible social effects if this</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>communicative function is not carried out successfully?</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Does this activity offer opportunities for students to compare</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>the cultural communication strategy differences and/or</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>similarities between English and their language?</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Appendix A: Instruments from Needs Analysis
### Responding politely to questions and requests (page 83)

<table>
<thead>
<tr>
<th>Question</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does this activity demonstrate an authentic dialog of a successful interaction?</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does this activity allow students to analyze a sample of an unsuccessful interaction?</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do the examples in this activity represent authentic, accurate, and current language?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Does this activity explain the possible social effects if this communicative function is not carried out successfully?</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does this activity offer opportunities for students to compare the cultural communication strategy differences and/or similarities between English and their language?</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does this activity explicitly explain English pragmatic norms and expectations for this communicative function?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Does the activity allow students to demonstrate (or showcase) their newly learned knowledge of this communicative function?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

### Controlling passengers (page 107)

<table>
<thead>
<tr>
<th>Question</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does this activity demonstrate an authentic dialog of a successful interaction?</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does this activity allow students to analyze a sample of an unsuccessful interaction?</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do the examples in this activity represent authentic, accurate, and current language?</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does this activity explain the possible social effects if this communicative function is not carried out successfully?</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does this activity offer opportunities for students to compare the cultural communication strategy differences and/or similarities between English and their language?</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does this activity explicitly explain English pragmatic norms and expectations for this communicative function?</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the activity allow students to demonstrate (or showcase) their newly learned knowledge of this communicative function?</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Appendix A: Instruments from Needs Analysis
APPENDIX B: LESSON PLANS

Lesson Plan Title: Apologizing to Clients

**Texts/materials/technology:** All activities from Apologies Module (Chapter V), all handouts in Appendix C.2, video clips for Module Activity #4, English for International Tourism (Jacob & Strutt (2002) p. 66

**Terminal Objectives:** Through explicit instruction, students will be aware of differences between apology strategies in English and Spanish. Through extension activities, students will be able to demonstrate ability to apologize successfully according to American English pragmatic norms.

**Assessment:** Formative assessment through teacher observation throughout lesson. Informal feedback on extension activities.

<table>
<thead>
<tr>
<th>Time</th>
<th>Procedures</th>
<th>Step-by-step description</th>
<th>Type of Interaction</th>
<th>Materials &amp; technology needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 min</td>
<td>Introduction to Apologies</td>
<td>Apologies Module: Activity #1 *See Chapter V for detailed description of activity</td>
<td>Individual/pair/class</td>
<td>Handout 7 (located in Appendix C.2.1)</td>
</tr>
<tr>
<td>15 min</td>
<td>Severity of offense</td>
<td>Apologies Module: Activity #2 *See Chapter V for detailed description of activity</td>
<td>Individual/class</td>
<td>Handout 8 (Appendix C.2.2)</td>
</tr>
<tr>
<td>15 min</td>
<td>English apology expressions and phrases</td>
<td>Apologies Module: Activity #3 *See Chapter V for detailed description of activity</td>
<td>Individual/pair/class</td>
<td>Handout 9 (Appendix C.2.3), Textbook p. 66 (Appendix D)</td>
</tr>
</tbody>
</table>

Appendix B: Lesson Plans
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Content Description</th>
<th>Collaboration Type</th>
<th>Handout</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 min</td>
<td>Apology strategies</td>
<td>Students will be able to identify all five apology strategies in English dialogues. Students will be able to identify different phrases and body gestures used to make an apology, and discuss different types of responses to apologies. Students will discuss apology strategies in regards to writing a letter of apology to clients.</td>
<td>Individual/pair/class</td>
<td>Handout 10 (Appendix C.2.4), video clips, Textbook p. 66 (Appendix D)</td>
</tr>
<tr>
<td>10 min</td>
<td>Comparing English and Spanish repair strategies</td>
<td>Students will be able to describe the typical differences between English and Spanish repair strategies. The difference between the monetary reimbursement repair strategies is explicitly explained.</td>
<td>Apologies Module: Activity #5 *See Chapter V for detailed description of activity</td>
<td>Handout 11 (Appendix C.2.5)</td>
</tr>
<tr>
<td>30 min</td>
<td>Re-writing an apology letter</td>
<td>Students will demonstrate ability to use effective English apology strategies and phrases.</td>
<td>Apologies Module: Activity #6 *See Chapter V for detailed description of activity</td>
<td>Individual/pair</td>
</tr>
<tr>
<td>30 min</td>
<td>Letters of apology</td>
<td>Students will discuss reactions to complaints and brainstorm ways to apologize. Students will write an apology letter in response to a letter of complaint.</td>
<td>Textbook: Activity #12, #13, and #14 in textbook (p. 66)</td>
<td>Individual/pair</td>
</tr>
</tbody>
</table>

Appendix B: Lesson Plans
# APPENDIX C: ADDITIONAL SAMPLE MATERIALS

Appendix C is divided into three sections. Appendix C.1 includes all of the materials for the first module: requesting. Appendix C.2 provides all of the materials for the second module: apologizing. Appendix C.3 includes all of the materials for the third module: writing and responding to e-mails.

<table>
<thead>
<tr>
<th>Appendices #</th>
<th>Handout #</th>
<th>Name of Activity</th>
<th>Module</th>
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<tbody>
<tr>
<td>C.1.1</td>
<td>Handout 1</td>
<td>Scenarios</td>
<td>Requests</td>
</tr>
<tr>
<td>C.1.2</td>
<td>Handout 2</td>
<td>Rank of Imposition</td>
<td>Requests</td>
</tr>
<tr>
<td>C.1.3</td>
<td>Handout 3</td>
<td>Social Distance and Level of Directness in Requests</td>
<td>Requests</td>
</tr>
<tr>
<td>C.1.4</td>
<td>Handout 4</td>
<td>Using Would and Could in English Requests</td>
<td>Requests</td>
</tr>
<tr>
<td>C.1.5</td>
<td>Handout 5</td>
<td>Modifying Requests</td>
<td>Requests</td>
</tr>
<tr>
<td>C.1.6</td>
<td>Handout 6</td>
<td>Other Differences between Spanish and English Request Strategies</td>
<td>Requests</td>
</tr>
<tr>
<td>C.1.7</td>
<td>Handout 7</td>
<td>Request Scenarios</td>
<td>Requests</td>
</tr>
<tr>
<td>C.2.1</td>
<td>Handout 8</td>
<td>An Introduction to Cross-Cultural Apologies</td>
<td>Apologies</td>
</tr>
<tr>
<td>C.2.2</td>
<td>Handout 9</td>
<td>Severity of Offense</td>
<td>Apologies</td>
</tr>
<tr>
<td>C.2.3</td>
<td>Handout 10</td>
<td>Expressions of Apologies in English</td>
<td>Apologies</td>
</tr>
<tr>
<td>C.2.4</td>
<td>Handout 11</td>
<td>Typical Apology Strategies in American English</td>
<td>Apologies</td>
</tr>
<tr>
<td>C.2.5</td>
<td>Handout 12</td>
<td>Repair Strategies</td>
<td>Apologies</td>
</tr>
<tr>
<td>C.2.6</td>
<td>Handout 13</td>
<td>Revising an Apology Letter</td>
<td>Apologies</td>
</tr>
<tr>
<td>C.2.7</td>
<td>Handout 14</td>
<td>Scenarios</td>
<td>Apologies</td>
</tr>
<tr>
<td>C.2.8</td>
<td>Handout 15</td>
<td>Role-Play</td>
<td>Apologies</td>
</tr>
<tr>
<td>C.3.1</td>
<td>Handout 16</td>
<td>Ranking Activity</td>
<td>E-mails</td>
</tr>
<tr>
<td>C.3.2</td>
<td>Handout 17</td>
<td>Guidelines</td>
<td>E-mails</td>
</tr>
<tr>
<td>C.3.3</td>
<td>Handout 18</td>
<td>Question Swap</td>
<td>E-mails</td>
</tr>
<tr>
<td>C.3.4</td>
<td>Handout 19</td>
<td>Common Phrases in Professional E-mails</td>
<td>E-mails</td>
</tr>
<tr>
<td>C.3.5</td>
<td>Handout 20</td>
<td>Common Words and Phrases in E-mails</td>
<td>E-mails</td>
</tr>
<tr>
<td>C.3.6</td>
<td>Handout 21</td>
<td>E-mail Sequencing Scramble</td>
<td>E-mails</td>
</tr>
<tr>
<td>C.3.7</td>
<td>Handout 22</td>
<td>Responding to an E-mail</td>
<td>E-mails</td>
</tr>
</tbody>
</table>
Appendix C.1.1: Handout 1

Scenarios

You are sitting around the dinner table after Day 3 of the hiking trek. Everyone is tired, but enjoying their time. There is a lot of laughter. You ask Jamie next to you to pass you a napkin.

One of your clients fell over. His knee is bleeding. You don't have your first aid kit with you because it is in the van and the driver took it. You know that one of the other US tourists in the group has a first aid kit. You need to ask her to let you borrow it.

There is one man in your group that you cannot understand. He always talks really fast. Every time he talks to you, you need to ask him to repeat. Eventually, you feel like you need to tell him that he just needs to talk slower in general when he speaks with you because you can't understand him and you feel bad always asking him to repeat.

One of the tourists in your group has fallen off a cliff and is seriously injured. First, you need to ask the rest of the clients in your group to go back to the waiting lounge, and not to worry. Secondly, you need to get the medical forms from the mother of the injured girl. The mother is hysterical and crying uncontrollably.

You told the group last night that you needed everyone's passports. One person forgot his passport for the third time. Without being rude, you need to ask him to get his passport or he won't be able to continue with the tour.

Your clients are being very loud and disrespectful in the historical museum. They need to be quiet to start the tour. You are very frustrated because no one has been listening to you when you have been trying to get their attention. You need to request their attention and tell them that they need to be quiet throughout the entire tour.

One of your clients spilled a bottle of Gatorade in the tour bus. You need to ask him to clean up the mess.

Your clients are being incredibly disrespectful to the indigenous people at the market. You need to tell them to be polite.
Appendix C.1.2: Handout 2

Rank of Imposition

Imposition: Putting a burden or obligation on somebody else.

How big is the imposition of the request?

- A low imposition indicates a small request (e.g., a glass of water).
- A high imposition indicates a large request (e.g., borrowing $10,000).

1) You have to make a request to a U.S. client in various situations. Based on the situation, the rank of imposition of the request changes.

In each situation, indicate with an (X) the rank of imposition for each scenario.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>You can't understand your client and you need to ask him to repeat himself.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your client forgot his paperwork and you need to ask him to fill out new paperwork that will take him at least 30 minutes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your client's mother fell off a cliff and you need to ask her daughter to call the ambulance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You need to borrow your client's shoes because you forgot yours.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You want your client to pass you the ketchup.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You lost your bag and you need to borrow clothes and toiletries from your client because there is no other option.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your client brought a gun with him on the tour, which is completely illegal. You need to ask him to leave the tour.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your client broke a rock climbing belt during the climbing excursion. It is another company's belt, and the client is responsible for paying for the damage. You need your client to pay the money.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2) How do you think the request might change based on the rank of imposition?

Adapted from Center for Advanced Research on Language Acquisition, CARLA. (2015).

Appendix C: Additional Sample Materials
Appendix C.1.3: Handout 3

Social Distance and Level of Directness in Requests

PART A: Social Distance

Social distance refers to how close the two speakers are (e.g., distant, semi-close, or close). Social distance is a great factor in making requests.

(1) Mark the level of social distance for the following relationships:

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Distant</th>
<th>Semi-close</th>
<th>Close</th>
</tr>
</thead>
<tbody>
<tr>
<td>You and your boss</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You and your US client that you just met</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You and your US client that you have known for five days</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You and the driver of your tour bus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You and your mother</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You and your husband/wife/boyfriend/girlfriend</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You and your teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You and your best friend</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(2) Scenario: You forgot your jacket and you are freezing. You desperately need to borrow someone else's jacket. Make a request to the following people to borrow their jacket. Write the requests in Spanish.

Your best friend:

*A client from the U.S. that you have known for five days:

The driver of your tour bus:

*A client from the U.S. that you have just met:

(3) How are the requests different?

Appendix C: Additional Sample Materials
PART B: Level of Directness

In Spanish, the level of directness of requests is very dependent on social distance. However, in English, indirect requests are typically still used between the two close subjects.

SPANISH REQUESTS

In Spanish, imperatives (command form) and present tense indicative verbs are commonly used in informal situations where there is little social distance (e.g., among friends or close family members).

For example, Carlota if wants to use her roommate’s computer, she could say:

*Dame tu computadora (por favor) or ¿Me das tu computadora?

This is an acceptable strategy to use for requesting when there is little social distance between the two speakers. This is the second most commonly used strategy for requesting in Spanish.

ENGLISH REQUESTS

In English, even between two close friends, requests are still typically indirect.

A comparison: Requests between close friends in Spanish and English

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Me pasas la sal? → (Will) you pass me the salt?</td>
<td>Could you pass me the salt, please?</td>
</tr>
<tr>
<td>*Me pasas = present indicative</td>
<td>Can you pass the salt, please?</td>
</tr>
<tr>
<td>Pasame la sal (por favor). → Pass me the salt (please).</td>
<td>Would you mind passing the salt over here?</td>
</tr>
<tr>
<td>*Pasame = imperative</td>
<td></td>
</tr>
<tr>
<td>¿Me das la pluma? → (Will) give me the pen?</td>
<td>Could you hand me the pen?</td>
</tr>
<tr>
<td>*Me das = present indicative</td>
<td>Would you mind handing me the pen?</td>
</tr>
<tr>
<td>Dame la pluma (por favor). → Give me the pen (please).</td>
<td>Could you give me the pen, please?</td>
</tr>
<tr>
<td>*Dame = imperative</td>
<td></td>
</tr>
</tbody>
</table>

Appendix C: Additional Sample Materials
When native Spanish speakers make requests in English, sometimes they use Spanish request strategies while speaking English. However, English speakers may perceive the level of directness of the requests as too direct and rude, even among friends.

(4) Why is it important to use indirect requests in English?

(5) If you use a direct request, even with someone you know well, how do you think they might interpret your request?

(6) Scenario: You forgot your jacket and you are freezing. You desperately need to borrow someone else’s jacket. Make a request to the following people to borrow their jacket. Write the requests in English.

Your best friend:

A client from the U.S. that you have known for five days:

The driver of your tour bus:

A client from the U.S. that you have just met:

(7) How are these requests different?

Adapted from Center for Advanced Research on Language Acquisition, CARLA. (2015).

Appendix C: Additional Sample Materials
Appendix C.1.4: Handout 4

Using "Would" and "Could" in English Requests

In Spanish, present indicative forms are often used for requests (will you...?).

¿Me marcas manana? → Will you call me tomorrow?
¿Me prestas tu celular? → Will you let me borrow your cell phone?
¿Me pasas una servilleta? → Will you pass me a napkin?
¿Me das la botella de agua? → Will you give me the water bottle?

If you observe native speakers of English they tend to use conditional forms (e.g., would you...) more often than present indicative forms (e.g., will you...), even in situations of familiarity.

Would you mind letting me borrow your book?
Could you help me with my homework?
Could you come talk to me when you’re done with that?

<table>
<thead>
<tr>
<th>Would/could</th>
<th>Will/can</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you pass the salt?</td>
<td>Will you pass the salt?</td>
</tr>
<tr>
<td>Could you pick me up at three?</td>
<td>Can you pick me up at three?</td>
</tr>
<tr>
<td>Would you mind letting me borrow your phone?</td>
<td>Will you let me borrow your phone?</td>
</tr>
<tr>
<td>Could you let me borrow ten dollars?</td>
<td>Can you let me borrow ten dollars?</td>
</tr>
<tr>
<td>Could you hold my purse for a second?</td>
<td>Can you hold my purse for a second?</td>
</tr>
</tbody>
</table>

(1) Which requests seem less direct? Why do you think so?

(2) Which type of requests do you think you should typically use with U.S. clients? Why?

---

Language note: "WOULD YOU MIND..."

"Would you mind..." is followed by a gerund (verb + ing)

Example: "Would you mind lending me your book?"

The response to a "would you mind..." request is either:

A: "No, I don’t mind." (which is a positive response to the request. It means that I accept to lend you my book)

B: "Yes." (which is a negative response to the request. It means that I don't want to lend you my book.)

Adapted from Center for Advanced Research on Language Acquisition, CARLA. (2015).

Appendix C: Additional Sample Materials
Appendix C.1.5: Handout 5

Modifying Requests

There are many strategies are used to make requests. Since there is usually little benefit to the person granting the request, the person asking for something uses various strategies to minimize the imposition of the request.

1. Offering money reimbursement is a strategy often used in English.

If you do this for me, I will totally pay you for your time.
I will pay you for all the gas it takes you to drive there, and then I'll give you some more money for your time.
I will buy you coffee if you do this for me!
I'll reimburse you for all the costs. Just give me all the receipts, and I will pay you.

When offered money, it's typical that someone would respond, "Oh, don't worry. You don't have to pay me. I'll do it for free. It's not a problem." But be prepared if they do want your money!

This strategy is often used to lower the intensity of the imposition and making the person feel like they will get something for their time.

a) Do you think this strategy is often used in Spanish? If yes, when do you use this strategy? If no, what strategy do you typically use?

b) Have you seen a U.S. client use this strategy before? If so, when?

2. The speaker can make the request seem smaller than it really is.

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Me haces un favorcito?</td>
<td>Could I ask you for a tiny little favor?</td>
</tr>
<tr>
<td>¿Tienes un minutito para ayudarme?</td>
<td>Do you have just a few minutes that you could possibly help me?</td>
</tr>
</tbody>
</table>

Think of some more requests in English. Phrase them to make the request seem smaller than it really is.
3. The speaker might use mitigators to soften the request.

Mitigators are language strategies which lessen the obligation of the person to actually grant the request. The use of the conditional allows the person to decide to pass the salt and is a way of expressing politeness in Spanish. What are other mitigators in English?

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Me podría pasar la sal?</td>
<td>Could you please pass the salt?</td>
</tr>
<tr>
<td>¿Me podrías prestar el libro?</td>
<td>Is there any way you could possibly let me</td>
</tr>
<tr>
<td></td>
<td>borrow your book?</td>
</tr>
</tbody>
</table>

**English mitigators:** a bit - just a little - a little - a little bit - just a little bit - slightly – possibly - a few – a tiny – just a minute – only a moment - could you – would you possibly mind – is there any way

Think of some more requests in English. Use mitigators to lessen the feeling of obligation.

Adapted from Center for Advanced Research on Language Acquisition, CARLA. (2015).
Appendix C.1.6: Handout 6

Other Differences between Spanish and English

Requests in most varieties of Spanish utilize hearer-centered strategies. Hearercentered strategies are preferred in Spanish.

Requests in most varieties of English utilize speaker-centered strategies more than hearer-centered strategies, although both are used.

In order to understand this strategy better, let's suppose you wanted a cup of coffee.

The hearer-centered request would be something like:

Could you get me a cup of coffee?

The speaker-centered request strategy would be something like:

Could I please have a cup of coffee?

<table>
<thead>
<tr>
<th>Hearer-centered</th>
<th>Speaker-centered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Could you bring me a glass of water?</td>
<td>Could I have a glass of water?</td>
</tr>
<tr>
<td>Can you bring your computer tomorrow?</td>
<td>I was hoping that you could bring your computer tomorrow.</td>
</tr>
<tr>
<td>Could you let me use your bathroom?</td>
<td>Can I use your bathroom?</td>
</tr>
<tr>
<td>Could you let me borrow your pen?</td>
<td>Could I borrow your pen?</td>
</tr>
</tbody>
</table>

Make a list of ten speaker-centered requests in English:
(2) Negation in Requests

Negation can be used as an appropriate request strategy in Spanish, but it is typically not used in English requests. Negation in English requests can actually have a negative connotation, making the request be perceived as rude.

In order to understand this strategy, let's think about how negation works in Spanish and the message it sends.

**Situation:** Two friends are sitting in the living room and one wants to borrow a pair of pants from the other.

<table>
<thead>
<tr>
<th>SPANISH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Request 1:</strong> ¿Me puedes prestar tus pantalones para mi cita?</td>
</tr>
<tr>
<td><strong>Request 2:</strong> ¿No me puedes prestar tus pantalones para mi cita?</td>
</tr>
</tbody>
</table>

**Do each of these requests seem the same to you? Are they both considered polite?**

<table>
<thead>
<tr>
<th>ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>However, in English, in order to request to borrow the pants, she says one of these two requests:</td>
</tr>
<tr>
<td><strong>Request 1:</strong> Could you lend me your pants for my date tonight?</td>
</tr>
<tr>
<td><strong>Request 2:</strong> Couldn't you lend me your pants for my date tonight?</td>
</tr>
</tbody>
</table>

Request 1 seems more polite and appropriate; whereas **Request 2 may sound negative or manipulative.** In English, negation has a strong intensifying force on the request and is often perceived as **rude.**

---

Adapted from Center for Advanced Research on Language Acquisition, CARLA. (2015).

Appendix C: Additional Sample Materials
Appendix C.1.7: Handout 7

Request Scenarios

Scenario #1
You are sitting around the dinner table with a group of US tourists. You have been with them for four days and have gotten to know them well. You have created a good friendship with them and you have been joking with them a lot. You feel as though you are sitting around the dinner table with good friends. You ask Bob, who is at the other end of the table, to pass you the hot sauce.

How would you make this request in Spanish?

How would you make this request in English?

What are the similarities differences in the way you phrased this request in English and Spanish?

Scenario #2
You have just arrived with your tour group at the hot springs. This is your first day with the group and you don’t know anyone. Everyone just got off the bus and is so excited. You need to make an announcement to tell people the instructions for the day, but you can’t get them to be quiet. How would you request attention from the group?

How would you make this request in Spanish?

How would you make this request in English?

What are the similarities and differences in the way you phrased this request in English and Spanish?
Appendix C.2.1: Handout 8

An Introduction to Cross-Cultural Apologies

What is an apology?

In an apology, the speaker:

- recognizes an offense caused through his or her fault
- attempts to repair the relationship with the hearer

How might apologies differ between cultures and languages?

Apology strategies vary between cultures and languages. It’s important to realize that typical apology strategies may differ between your dialect of Spanish and American English.

When working with clients from the United States, it is important to understand typical American English apologies because:

- You will be able to accurately interpret US clients’ apologies and respond accordingly
- You will be able to apologize to US clients in an effective way

What makes apologies difficult?

Apologies are a very difficult communicative act to perform for a number of reasons. A few of these reasons are:

- When speaking another language, you may need to change the way you apologize for the speaker to understand your sincerity.
- Apologies in Spanish tend to require more complex language structures and longer interactions.
- Apologies in Spanish tend to be more hearer-centered and apologies in English tend to be more speaker-centered.
- You may apologize in different ways based on the context and situation.
- You may apologize in different ways based on the person you are apologizing to.
- You may apologize in different ways based on the intensity of the action.

Appendix C: Additional Sample Materials
As you can imagine, the social and contextual factors that influence apologies have a major impact on their performance. It is essential to learn how to perform apologies in various social contexts so that you are able to convey your willingness to repair the situation.

As nonnative speakers, these mistakes may seem more pronounced and can have a profound impact on your relationship with native speakers. Even a small pragmatic error can cause distrust and major conflict if you do not know how to convey your apology.

Various factors may influence the way you decide to apologize in different situations:

- familiarity with the person being apologized to
- the intensity of the act
- the relative authority that each of the people have
- relative ages
- gender
- the place where the exchange takes place
- modality (orally vs. in writing)

Generally speaking, English speakers typically use more speaker-centered strategies and Spanish speakers typically use more hearer-centered strategies.

**English**

I'm sorry → emphasis on the speaker
I'm so sorry, I forgot to bring the essay! → emphasis on the speaker
I wanted to apologize for not showing up when I told you I would. → emphasis on the speaker

**Spanish**

Disculpame → emphasis on the hearer
Entonces, mira mil, disculpas → emphasis on the hearer
Mil perdon es que de verdad, que vergüenza contigo → emphasis on the hearer
Tengo que pedirte disculpas → emphasis on the hearer

There are times in Spanish where the speaker will use lo siento (which is a speaker-oriented) apology strategy. When do you typically use lo siento to apologize?

Adapted from Center for Advanced Research on Language Acquisition, CARLA. (2015).

Appendix C: Additional Sample Materials
Appendix C.2.2: Handout 9

Severity of Offense

PART A: Scenario 1 If you bumped into someone in the market, you might say:

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perdón, disculpe</td>
<td>Sorry</td>
</tr>
</tbody>
</table>

Scenario 2 If you accidentally ruin a friend's brand new shirt by spilling wine on it you might say:

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disculpa. No sé que pasó. La limpié esta noche y te la devuelvo mañana.</td>
<td>Oh my gosh! I am SO sorry! It was a total accident. I didn’t mean to do that. I will buy you a new shirt… let’s go to the store right now.</td>
</tr>
</tbody>
</table>

As you can see, the apologies used in these scenarios vary based on the situation. The severity of offense refers to how big the mistake really was and the impact it will have on the relationship. It is probably not surprising that a different type of apology is needed for stepping on someone's foot and ruining their brand new laptop.

PART B: Think about different situations that call for an apology. Think of one situation that might be a low offense and one situation that might be high offense.

Low offense:

High offense:

Based on what you have learned so far about apologies, how do you predict that your apology might change based on the severity of the offense? Write an apology in English for both of the offenses you listed above.

Low offense apology:

High offense apology:

Adapted from Center for Advanced Research on Language Acquisition, CARLA. (2015).
Appendix C.2.3: Handout 10

Expressions of Apologies in English

<table>
<thead>
<tr>
<th>I'm (so/very/really) sorry.</th>
<th>Please forgive me.</th>
<th>Will you forgive me?</th>
<th>Please accept our sincerest apologies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sorry.</td>
<td>I take all the blame.</td>
<td>I'm so sorry. It was all my fault.</td>
<td>It's my fault.</td>
</tr>
</tbody>
</table>

Can you think of any more English apology phrases?

Which expressions would typically be used for a very high severity apology situation?

Which expressions would typically be used for a very low severity apology situation?

Which expressions are more formal?

Which expressions are more informal?

Adapted from International House Bristol, (2015).

Appendix C: Additional Sample Materials
Appendix C.2.4: Handout 11

Typical Apology Strategies in American English

1. Expression of an apology

A word, expression, or sentence containing a verb such as “sorry,” “excuse,” “forgive,” or “apologize.” In American English, “I apologize…” is found more in writing than it is in oral language. An expression of an apology can be intensified – in American English usually by adding intensifiers such as “really,” “terribly,” “awfully,” “so,” “very,” or some combination of them – for example, “I’m really very sorry.”

2. Acknowledgement of responsibility

Acknowledgement of responsibility is a degree of recognition of fault. This strategy includes a continuum: accepting the blame: “It’s my fault”; expressing self-deficiency: “I was confused/I didn’t see/You are right” lack of intent: “I didn’t mean to”; implicit expression of responsibility: “I was sure I had given you the right directions”; not accepting the blame/denying responsibility: “It wasn’t my fault”; or even blaming of the listener: “It’s your own fault.”

3. Explanation of an account

Explanation of an account is a description of the situation which led to the offense, serving as an indirect way of apologizing. This explanation is intended to set things right. At times it is interpreted as an excuse.

4. Offer of repair

The apologizer makes a bid to carry out an action or provide payment for some kind of damage which resulted from his/her infraction (e.g., “Let me pick those up for you” “I’ll be there in half an hour”). This strategy is situation-specific and only appropriate when actual damage has occurred.

5. Promise of non-recurrence

The apologizer commits him/herself to not having the offense happen again (e.g., “I’ll never forget our anniversary again.”). This strategy is situation specific and less frequent than the other strategies.

Appendix C.2.5: Handout 12

Repair Strategies

Scenario: The guide just dropped the clients' brand new iPhone6 while he was taking a picture of the group.

Guide picks up the phone he just dropped (looks shocked and embarrassed).

Client: Oh my gosh! The screen is completely shattered! All my pictures are on there!

Guide: Oh my gosh. I am SO sorry! I didn’t mean to drop it, it just slipped out of my hand! It was totally an accident. I am SO sorry.

Client: Ugh, do you know how expensive these are? And it's brand new, and I don’t have insurance to fix it.

Guide: I am SO, SO sorry. I will call the tour company right now and I will see what I can do to get you a new phone, or to reimburse you the money to buy a new one. I am so sorry. I take all the responsibility. Don’t worry. We will figure it out.

What is the guide’s solution to the problem?

Compare this apology with the Spanish apology that you just wrote. What are the differences?

What are some words the guide uses to show sincerity?

Appendix C: Additional Sample Materials
Appendix C.2.6: Handout 13

Revising an Apology Letter

“Great transfer up until the end”  
Reviewed April 10, 2015

Used for airport transfer. Pick up prompt upon arrival. Brought directly to our hotel. On the day of departure same driver that brought us to the hotel. Ride back was fine. Once we got to the airport we got out and went in to the terminal. My husband immediately realized he left his phone in the van. We called the number on the website to only reach a recording. He then went outside and found our driver within 15 minutes. The phone wasn’t there and the driver said he didn’t see it. The situation was definitely suspicious since the driver had not picked up his next customer. My advice is to make sure to hold on to your belongings.

Guanacaste Viajes & Tours  
Responded to this review, 2 weeks ago

I am so sorry for this inconvenience, my sincerely apologize for this situation. I understand your position but let me explain about what I know about everyone who works in the company. This guys have been working in the company for more than 3 years and it is not the first time that some traveler leave some belongings in the van, in other times the drivers has returned it to my offices, cellphones, cameras, wallets, and other personal items, everyone who work in this small company we know that our reputation on TripAdvisor is very important, for this reason we have been doing a great job in our 4 years approximately on TripAdvisor and we don’t want to discredit our effort and determination stealing your belongings. How know that you left the phone in the van? or it could be dropped somewhere at the airport, and you thought it was in the van?? we consider your review injurious, because other time the same driver went running to look inside at the terminal because one client forgot his camera in the van, other day he brought to the reception of the hotel a cellphone. I am sure if we have found your cell phone in the van, I have been the first person to get in contact with you, I want to be clear our reputation does not cost one cellphone and this situation is way to learn that we have to double checks the vans immediately and avoid this inconvenience again in the futures. I know you post a bad review on TripAdvisor but that is okay many people trust on our job!!! but let me ask you? Why do you think that found the driver on the parking place and the call to my office with not response sound suspicious? I receive 100 phone calls every day with people talking for 5,10 and 20 minutes and that is normal in our company…I tried to get the video film from the security cameras of the airport but it does not show us too much information since is rotating camera. We appreciated your comment because that is a way to learn to be better every day.

Thank you.


Appendix C: Additional Sample Materials
Appendix C.2.7: Handout 14

Scenarios

A. Your alarm goes off 30 minutes late and you are late to work. You arrive and a group of 20 U.S. tourists are waiting. You can tell that they are not happy.

B. You cannot understand what one of your clients is saying to you.

C. You insulted a client during the conversation at lunch.

D. You accidentally charged a US client the wrong amount of money.

E. A client blames you for stealing his camera.

F. You accidently spilled coke all over your clients’ white shirt.

G. You accidently left one of your clients’ on the bus, and the bus is now 10 minutes away.

H. You accidently opened the door too hard, and it hit one of your clients so hard that he fell on the ground.

I. You lost one of your clients’ passports.

J. You called your clients the wrong name.

K. You burped really loudly.

L. You borrowed your clients’ jacket while on an overnight tour because you forgot yours and he noticed you were really cold. You accidently lost it.
Appendix C.2.8: Handout 15

Role Play

Answer the following questions about the scenario before you begin writing your skit.

What is the scenario?

What are the ages and genders of the two speakers?

How well do the speakers know each other?

How severe was the offense (high/medium/low)?

Where does the place of exchange take place?

Based on the social factors and context of the scenario, what are some apology phrases you might use in your skit? List some ideas:

While writing your skit, don’t forget to use apology strategies. If you don’t use some of them, have a reason for why.

- Expression of an apology
- Acknowledgement of responsibility
- Explanation of an account
- Offer of repair
- Promise of non-recurrence

Appendix C: Additional Sample Materials
Appendix C.3.1: Handout 16

Ranking E-mail Responses

Responses to Loretta’s E-mail:

Instructions: Read the following responses to Loretta’s e-mail and rank each response by circling excellent, good, poor, or terrible. Write one sentence about why you think so.

Response #1:
Hello. Thank you for choosing us. We will like to work with you too. Sorry. The showers will maybe have hot water, we don’t know yet. Please, I will ask and get back to you soon. Please forgive if there is no internet. If there is no internet, we take you to a coffee shop where there internet, please. We look forward to work with you. If you have questions, please call. 541048492732 Thank you. Dante

Circle one: EXCELLENT GOOD POOR TERRIBLE

Why?

Response #2:
Hi Loretta,

Thank you for contacting Guanacaste Tour Company. I am thrilled to hear that you are interested in joining us on a tour! We will be staying at La Finca Hotel during the tour. Unfortunately, we cannot guarantee that there will be hot water at the hotel. The water is usually hot; however, it is very hot in Costa Rica right now, so you will probably enjoy a cooler shower. As for internet, there is no internet at the La Finca Hotel. We apologize for this, but the tour company will gladly drive you to an internet café whenever you need. Please let us know if you have any other concerns.

Thank you and pura vida,
Dante

Circle one: EXCELLENT GOOD POOR TERRIBLE

Why?
Response #3:

Loretta,
I am so sorry, but La Finca hotel does not have hot water all the time. Please understand that Costa Rica does not always have the luxuries like America. La Finca Hotel has internet sometimes, but we don't know. Please forgive us. Sorry for any inconvenience. We still want to work with you.
Thank you,
Dante

Circle one:   EXCELLENT   GOOD   POOR   TERRIBLE

Why?

Response #4:

Hey Loretta,
Pura Vida! Thanks so much for inquiring about our tours at Guanacaste Tour Company! It's such a pleasure to work with you! Although I'd really like to confirm that there will be hot showers, the showers are not always hot. I'm so sorry for this. However, you probably won't want a hot shower, because it's REALLY hot here!!!! Also, there is no internet at the hotel, although we can ALWAYS take you to the internet café to talk to your son. We will make sure you feel at home here!!!!
Pura Vida, mal.
Dante

Circle one:   EXCELLENT   GOOD   POOR   TERRIBLE

Why?

Appendix C: Additional Sample Materials
Appendix C.3.2: Handout 17

Basic E-mail Guidelines

**E-mail: Inbox**

To: All members of staff

From: Anna Randolf <ar@gmail.com>

Date: 25 February 2015

Subject: E-mail Writing Guidelines

**Subject**

Give the message a subject/title to prepare the recipient for what they are going to read about. E-mail messages without a subject may not be opened because of a fear of viruses.

**Subject content**

Keep the subject short, clear, and direct.

Avoid headings, such as: "Good News", "Hello", "Message from An." These headings are common in messages containing viruses.

**Greeting**

Start the message with a greeting so as to help create a friendly but business-like tone.

The choice of using the first name or the last name will depend on who you are writing to. If you have communicated with the receiver previously and he/she is at a similar level to you, then the use of the first name is appropriate. If the receiver has a higher social status than you, or if you are in doubt, it would be safer (particularly in the first communication) to use the person's last name together with a title. Don't forget the comma after the name!

Example: Dear Mr. Smithson,
Example: Hi Mr. Smithson,

**Purpose**

Start with a clear indication of what the message is about in the first paragraph. Give full details in the following paragraph(s). Make sure that the final paragraph indicates what should happen next.

Example: I will send a messenger to your office on Tuesday morning to collect the faulty goods.
Example: Please let me have your order by the beginning of the month.
Action
Any action that you want the reader to do should be clearly described, using politeness phrases. Use expressions such as “Could you...” or “I would be grateful if...”.

Attachments
Make sure you refer, in the main message, to any attachments you are adding, and of course, make extra sure that you remember to include the attachment(s).

Copy-and-paste text-only contents into the body of the e-mail. If you use an attachment, make sure the file name describes the content, and is not too general.

Endings
End the message in a polite way. Common endings are:
Best, Regards, Thank you, Sincerely

Names
Include your name at the end of the message. Underneath your name, add your job title, company, and contact information.

Best,
Anna Randolf
Human Resource Manager
University of Oregon
ar@gmail.com

Adapted from http://www2.etc.polyu.edu.hk/CILL/eiw/e-mail.htm
Appendix C.3.3: Handout 18

Question Swap

True or False: I should always leave the subject of my e-mail titled [NO SUBJECT].

True or False: I should always use spell-check when writing an e-mail.

True or False: Using CAP LOCKS in my e-mail may make the reader think I’m screaming.

True or False: If I use the word “sorry” too much, the reader may think I’m desperate.

True or False: If I use the word “please” too much, the reader might think I’m desperate.

True or False: I should always inform the recipient that there is an attachment in the e-mail.

True or False: The first paragraph should clearly state the main purpose of the e-mail.

True or False: I should always close with a word like “Best,” “Cheers,” “Respectfully,” “Sincerely,” before I sign my name.

True or False: I should always leave my contact information at the below my name.

True or False: I should start every e-mail with “Yo, dude! Whasssup?”

True or False: The tone of every e-mail should be casual – like the one you use with friends.

True or False: Every e-mail I send represents my company.

True or False: I should always wait 3 days to respond to an e-mail.

True or False: If the e-mail is not polite (the way American’s judge politeness), my company may be reflected poorly.

True or False: It’s always good to start with Dear __________, or Hi ____________, ...

True or False: Using too many exclamation points may make the reader think I’m screaming.

True or False: Paragraphs should be very long and detailed.

True or False: It is important to write e-mails according to American e-mail etiquette when communicating with potential clients from the United States.

Adapted from http://www2.elc.polyu.edu.hk/CILL/ew/e-mail.htm

Appendix C: Additional Sample Materials
Appendix C.3.4: Handout 19

Common Phrases in Professional E-mails

**More Formal**

Thank you for your e-mail regarding ...

Thank you for contacting our company about...

I would be grateful if you could ...

I would appreciate it if you could ...

I would be delighted to ...
(delighted = very happy)

I apologize for the delay in replying.

I/We apologize for the inconvenience.

I/We apologize for any inconvenience this may have caused you.

Please accept our/my sincere apologies.

I/We regret that ...

I/We regret to inform you that ...

I look forward to your reply.

I/We wish to draw your attention to ...

If you would like further information, please do not hesitate to contact me.

**Less Formal**

Thank you for your e-mail about ...

Thank you for getting in touch with us...

Could you possibly ... ?

Could you please ... ?

I will be happy to ...

Sorry for the delay in replying.

Sorry for the inconvenience.

(I'm/We're) sorry for any trouble caused.

I/We are very sorry ...

Unfortunately ...

I am sorry to have to tell you that ...

I look forward to hearing from you.

I wanted to inform you about ...

Feel free to contact me with any questions.


Appendix C: Additional Sample Materials
Appendix C.3.5: Handout 20

Common Words and Phrases in E-mails

Which word is each list connected to?

<table>
<thead>
<tr>
<th>Word Bank:</th>
<th>Attach</th>
<th>Best</th>
<th>Inform</th>
<th>Please</th>
<th>(In)convenience</th>
<th>Write</th>
<th>Hi</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Forward</td>
<td></td>
<td>Hear</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Please find the document ______ed/ As you can see from the ______ment...

2. All the ______/ ______ wishes/ Pass my ______ wishes on to your boss/ ________ regards

3. Please reply at your earliest _________ / We would like to apologize for any ______ caused/ Please let me know what dates are ______ for you

4. ______ Mrs. Green/ ______ Mr. Smith

5. I look ______ to hearing from you soon/ Please ______ this to your boss

6. I look forward to ______ing from you (soon)/ Hope to ______ from you soon/ It was really nice to ______ from you

7. We regret to ______ you that.../ We would like to ______ you that.../ If you need any further ______ation, please do not hesitate to contact me

8. ______ let me know if you have any questions/ If you need any further information, ______ do not hesitate to contact me at any time

9. ______ you/ ______ you soon/ ______ you then/ It was a pleasure to ______ you again last week/ Hope to ______ you again soon

10. I look forward to hearing from you ______ / See you ______ / Write ______

11. ______ it took me so long to get back to you/ ______ not to reply sooner

12. ______ again/ ______ in advance/ _______ for your email/ ______ for getting back to me so quickly/ _______ for your quick reply/ _______ for taking the time to see me yesterday/

13. ______ whom it may concern/ I'm writing ______ you concerning...

14. ______ soon!/ Thanks for ______ing back so quickly/ I am ______ing to you in connection with.../ I am ______ing to you concerning.../ I am ______ing to you about...

Adapted from Alex Case (2014). Business Emails Tips and Useful Phrases.

Appendix C: Additional Sample Materials
Appendix C.3.6: Handout 21

E-mail Sequencing Scramble

E-MAIL 1

```
Dear Hannah,

Warmest Regards,

Dante Perez A.
Ejecutivo de ventas
Dirección: Av. El Sol
1010-1 Cusco – Perú
Telf: 0051 95 266587

My name is Dante and I work for Viajes Cusco, Travel Agency. Thank you for contacting us! I will be glad to help you.

If you have any queries, do not hesitate to contact us. We will be glad to organize this tour for you. I am looking forward to hearing from you soon.
```

E-MAIL 2

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Dear Maggie,

Appendix C: Additional Sample Materials

We have received your registration form via the web and have confirmed classes and homestay accordingly.

Please take the time to review the attached registration information, and inform us immediately with any discrepancy.

If you do not contact us to make any changes to the dates or information presented in the attached document, we will proceed with the final confirmation including your invoice, stay dates, and general information regarding the program.

If applicable and not included in the attachment, you may later receive a separate email confirming the homestay or hotel reservation including the names, address, general information about the family, and once again your stay dates. Again, if you have any questions or see any discrepancies in the information, please contact us immediately.

Thank you, and we look forward to seeing you in Costa Rica.
Claudia Navarro
Intercultura, Centro de Idiomas
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ANSWER KEY

E-MAIL 1

Dear Hannah,

My name is Dante and I work for Viajes Cusco, Travel Agency. Thank you for contacting us! I will be glad to help you.

I am writing you about your information request on the **5D/4N Salkantay Trek**. I am sending the itinerary of this trek and an application form if you decide to travel with us, if you are interested, please fill it in.

If you have any queries, do not hesitate to contact us. We will be glad to organize this tour for you. I am looking forward to hearing from you soon.

Warmest Regards,

Dante Perez A.
Ejecutivo de ventas
Dirección: Av. El Sol 1010-1 Cusco – Perú
Tel: 0051 95 266587
reservas@cuscoperviajes.com

E-MAIL 2

Dear Maggie,

We have received your registration form via the web and have confirmed classes and homestay accordingly. Please take the time to review the attached registration information, and inform us immediately with any discrepancy.

If you do not contact us to make any changes to the dates or information presented in the attached document, we will proceed with the final confirmation including your invoice, stay dates, and general information regarding the program.

If applicable and not included in the attachment, you may later receive a separate email confirming the homestay or hotel reservation including the names, address, general information about the family, and once again your stay dates. Again, if you have any questions or see any discrepancies in the information, please contact us immediately.

Thank you, and we look forward to seeing you in Costa Rica.
Claudia Navarro
Intercultura, Centro de Idiomas

Appendix C: Additional Sample Materials
Appendix C.3.7: Handout 22

Responding to an E-mail

Hi Dante,

I just wanted to confirm that you got my confirmation emails about the 5D/4N Monteverde Trek for July 3rd. I have attached my credit card information, copy of my passport, and our reservation forms. Please confirm that we have 2 spots reserved and let me know if you have received all the necessary documents!

On another note, I'd like to know if there will be showers available during the trek. Do we need to bring our own tent, or will the tour company provide one for the four of us?

Thank you,

Bob Winters

(1) Write a GOOD e-mail response to this e-mail. (Keep in mind: formality, format, etiquette.)

(2) What did the client think after reading this e-mail? (Write this response as if you are Bob.)

(3) Write a BAD e-mail response to this email:

(4) What did the client think after reading this e-mail? (Write this response as if you are Bob.)

Appendix C: Additional Sample Materials
APPENDIX D: ADDITIONAL LESSON PLAN MATERIALS

Writing

Letters of apology

11. Do you agree or disagree with the following statements?
   a. You should thank the person for having made the complaint.
   b. You should avoid making an apology unless it is requested.
   c. You should never say anything was your fault.
   d. You should never blame a member of staff who works in the same organisation as yourself.
   e. You should always explain the cause of the problem.
   f. You should say that the error was exceptional.
   g. You should say what action is being/has been taken.
   h. You should make some sort of special offer as compensation.

12. You are the General Manager of a catering firm which has been subcontracted to provide food, drinks and table service to a famous museum. You have recently received this letter of complaint.

   Before you read the letter, think of some of the reasons someone might have for wanting to complain about the catering. Then read the letter, see if your predictions were right and answer these questions.
   a. What is your reaction to the letter?
   b. How do you explain the poor services she accuses you of?
   c. What would you do?

13. You want to apologise to Ms Shapur and have made some notes. Expand them into a letter of apology.

   THANK YOU + SORRY
   UNTYPICAL
   MAIN REASONS - SHORTAGE OF STAFF (SHORERES & HOLIDAYS)
   VERY BUSY PERIOD
   ACTION TAKEN (SPECIFY WHAT)
   VOUCHER (FREE MEAL & WINE)
   HOP FOR IMPROVEMENT

   14. "Send" your letter to a partner. Is he/she satisfied with your response?

   7 July

   Dear Sir,

   I am writing to complain about the appalling standard of service I received yesterday at the Heritage Museum Coffee Shop.

   On entering the self-service restaurant at three o'clock, my mother and I found a very long queue. We had to reject two trays before finding a clean one. Once at the counter we found most of the food had gone except for three, tired man-handled open sandwiches and the cold cake. There was no one to serve us - a girl rushed up only when a man started to help himself to soup. The girl obviously had no training; she knew neither what the soup was made of nor whether there were any more sandwiches available. (Ten minutes later she appeared with a big cardboard box and threw some sandwich packets on the counter.)

   The two girls at the drinks counter were also slow and snappy. I had a ten-minute wait for a coffee half spilled across my tray and there was a further wait for the one cash till in operation.

   I was disgusted to find the cutlery covered with dried bits of food and grease. The table we occupied was dirty, and finally the soup I bought was greasy, heavy and over-salted. I regret to say that I was sick in the museum toilets shortly afterwards.

   None of this is an exaggeration. I cannot believe that such atrocious service could exist in a world-famous institution. I was embarrassed and furious not only for myself but on behalf of all the visitors who come to this otherwise beautiful country.

   I am a regular visitor and, as an employee in the travel industry, I am in a position to recommend that visitors boycott this restaurant unless I receive a letter indicating what measures you intend to take to improve the level of service.

   Yours faithfully,

   Mini Shapur