

Evaluating of a Teaching Intervention Contributing to Airline Agents and Customers' Communication in Famagusta-Cyprus

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Abstract

The purpose of the present monograph is to design a curriculum for those who buy airplane tickets (customers) and those who sell them (airline agents) in different airline agencies in the city of Famagusta in northern Cyprus. In other words, this study intends to contribute to their interactions which are in English. The study follows the Nation and Macalister (2010) "language curriculum design" as the framework and, in order to make it more comprehensive, tries to follow the steps of the curriculum design introducing by them in detail. In this regard, the researcher takes environmental analysis, needs analysis, principle (used to design the curriculum), goals, content and sequencing, format and presentation, monitoring, assessment, evaluation, approaches to curriculum design, are into consideration. Finally, a sample unit/module with the teaching materials, exercises, etc., reflecting what the researcher has planned is provided. Because the outcomes in different context is different, it is impossible for this design to be backward. Therefore the researcher, in this project, starts from goals and analyze the needs (of the customers and the agents), and finally will design the curriculum accordingly. In addition, the course design follows the Brumfit's (1985) "syllabus with holes in it" because 10 minute of each session is determined for more practice and fluency in the skill.

Keywords: curriculum development; customer; airline agent.

Section one

1. Context

The research aims to design a course for the airline agents and the customers who buy tickets from those agents in the city of “Famagusta” in Northern Cyprus. The reason why the researcher has chosen this city is because the best university in Cyprus (according to the world rankings) is located in this city and many students from about 80 different countries travel to northern Cyprus to study in Eastern Mediterranean University (EMU) in the city of Famagusta. Therefore there is always a large amount of people traveling from Famagusta to many countries and coming back from many countries to Famagusta. Thus most of the travellers are the students who study in the city of Famagusta and the airline agencies deal with a lot of students from different L1 (first languages). The second groups of travellers are tourists. Famagusta city, also, has a very clean air and beautiful beach and a lot of tourists visit this city per year for holiday. Famagusta is a city on the east coast of Cyprus. It is the capital of the Gazimağusa District of Northern Cyprus. It is located east of Nicosia, and possesses the deepest harbour of the island. More detail about context is mentioned in “setting” part.

2. Environmental analysis

2.1 Environmental constraints

In this project, in order to find out the environmental constraints, the researcher has divided the participants into customers and agents (learners), teachers, and situation.

2.2 Customers and agents

Age

To design a course for the travellers (tourists and students), different features of the customers and agents (learners) have been taken into consideration. In this regard, firstly, the features of the learners are so important and necessary. However, usually it is the students and parents who buy and reserve the tickets, therefore both the agents and customers are adults. Consequently, the activities, tasks, and topics in the classroom will be organized in a way that is suitable for adults.

Participants’ knowledge

The next step is to find out what the learners know. This could also help the teachers organize the activities in the classroom (ex. whether to use teacher-centered or student-centered activities, whether to translate to the first language or not) in a more efficient way. In this study, learners are so heterogeneous, but according to the goals of the curriculum, the curriculum will benefit all of them in a way that those with low proficiency levels will learn from the syllabus and those with high proficiency level will organize their knowledge.

Specific purpose

The course design in this project is already English for specific purposes, therefore it cannot be considered as constraint in the project. However the purpose of the customers and the sellers are different and this issue has been taken into consideration.

Different ways of learning

Regarding the issue that different learners learn English in different ways, the researcher has used highly motivating activities and the way the course designed is in a way that if some learners preferred not to attend the class regularly, they would benefit from the course and achieve the objectives of the course. Different ways of learning is different from different learning styles which will be discussed later.

2.1.2 Teachers

Throughout the course design, the researcher has also provided some activities for the teachers to overcome learners' constraints. In addition, some other materials have been introduced to the teachers to make them feel confident in their use of English. Finally, in order to make sure that the teaches have enough time to prepare themselves before entering to the class, the homework activities with the answer keys are given to them.

2.1.3 The situation

The classroom should not be so big that the students be far from each other and have difficulty hearing each other and it should not be so small that hinder group work activities. When the teacher has group work task, he/she should change the chairs and arrange it in a way that is similar to the airline agencies.

In order for the teachers and the learners not to run out of time, the goals are staged with time limitations. The learners have a certain amount of time to perform a set of tasks. For example, the first task for a customer is to greet with the agent when he or she enters the office. Some of the learners buy their tickets from the same agency several times, therefore the format of greeting will be different after the first visit. The agents themselves, in order to feel happy to see the customers again, should be able to greet in different ways after the first visit.

Resources

The researcher, while designing the course for airline agents and customers in Famagusta, has provided individualized material. That is, customers and agents with different characteristics and learning styles would benefit the course the most. Generally, the resources include the course file designed by the researcher, listening tasks (conversation and short videos), reading and writing.

Significance of this design

It is worthy to design a course for travel agencies and the customers who buy the tickets from them in Famagusta. The reason is that a lot of students come to this city to study in EMU university and many tourists also travel to this city to visit its' beautiful beach, therefore they communicate with the agencies in this city to book their tickets.

2.2 Wider aspects of the situation

The following wider aspects of the situation (Dubin&Olshtain, 1986) have been taken into considerations:

- 1) The language setting
- 2) Patterns of language use in society
- 3) Group and individual attitudes

The course has been designed in 2015 and the learners (with different levels), during one semester, are supposed to attend 16 sessions including 90 minutes for each. Three airline agencies in Famagusta are chosen for this course design. Two of most important and well known agencies are located in front of the university gate. The third one that is selected for this project is beside the petrol station before the white mosque.

Regarding the pattern of language use in Famagusta, this city is a place with an increasing population because of commerce, tourism and migration in addition to its existing multi-communal structure (Backhaus, 2007).

According to the group and individual attitudes of the learners which was interviewed by the researchers, learning English for the purpose of reserving, buying, and selling airplane tickets is highly prominent in the context of Famagusta.

2.3 Constraint of time

The researcher, in this project, has determined a specific period of time for the course semester to achieve the required goals. In this regard, the amount of class time available is 1440 hours and in order to achieve the goals of the course, one should devote half of this time on learning out of the class to review the covered lessons at least once. Finally, according the time proposed time, the customers are supposed to be able to communicate (greet, reserve ticket face to face or on phone, reserve the tours, and discuss about the conditions of the flight).

Environmental constraints, in this project, are approached through two ways (Nation & Macalister, 2010): the researcher, in some cases, has limited the goals of the course to fit the available time. Accordingly, he has worked within the constraint and picked the most frequent and necessary language items. However, in some other cases, the researcher has overcome the constraints and has provided more self-study options for work to be done outside of class time.

3. Needs analysis

3.1 Different focuses

Two types of needs analysis, namely target needs and learning needs (Huchinson & Waters, 1987) are introduced at the beginning and more detail about needs analysis are discussed in the following sentences.

Regarding the target needs (what the learners need to do in the target situation), the customers are supposed to be able to easily communicate (reserving tickets and tours) to the airline agencies. Accordingly, the researcher has looked at the necessities, needs, and wants. The results are as following:

- a) The students are not supposed to do any writing tasks (because it is not necessary).
- b) The customers usually are not able to maintain the conversations with the airline agents and sometimes they have difficulty in comprehending them, because some words are new for them (lacks).

c) The customers themselves wish to be able to discuss with the agents and ask for more detailed information about the flights (wants).

Regarding the learning needs (what the learners need to do in order to learn), different tasks of listening comprehension (listening to different customer agent conversation) and speaking are determined for the learners. In addition, the way to perform those tasks is determined as well. There is no reading comprehension for the learners, but they get familiar with different ticket samples and tour brochures.

3.2 Investigating needs

The researcher, in order to find out the needs, has used a structured set of questions and interview. However, because of some serious limitations, needs analysis has done mostly through interview. Accordingly, one agent, 12 tourists, and 20 students were given a self-report questionnaire and the researcher had a thirty minutes interview with each agents and the customers. The needs of the customers are as following:

- a) Meeting the agents
- b) Greeting for the first and second and more than second times
- c) Ask for the prices
- d) Ask for different times
- e) Ask for types of flights
- f) Bargaining
- g) Discuss about the luggage weigh limitations
- h) Discuss about the services
- i) Discuss about different facilities of the tours

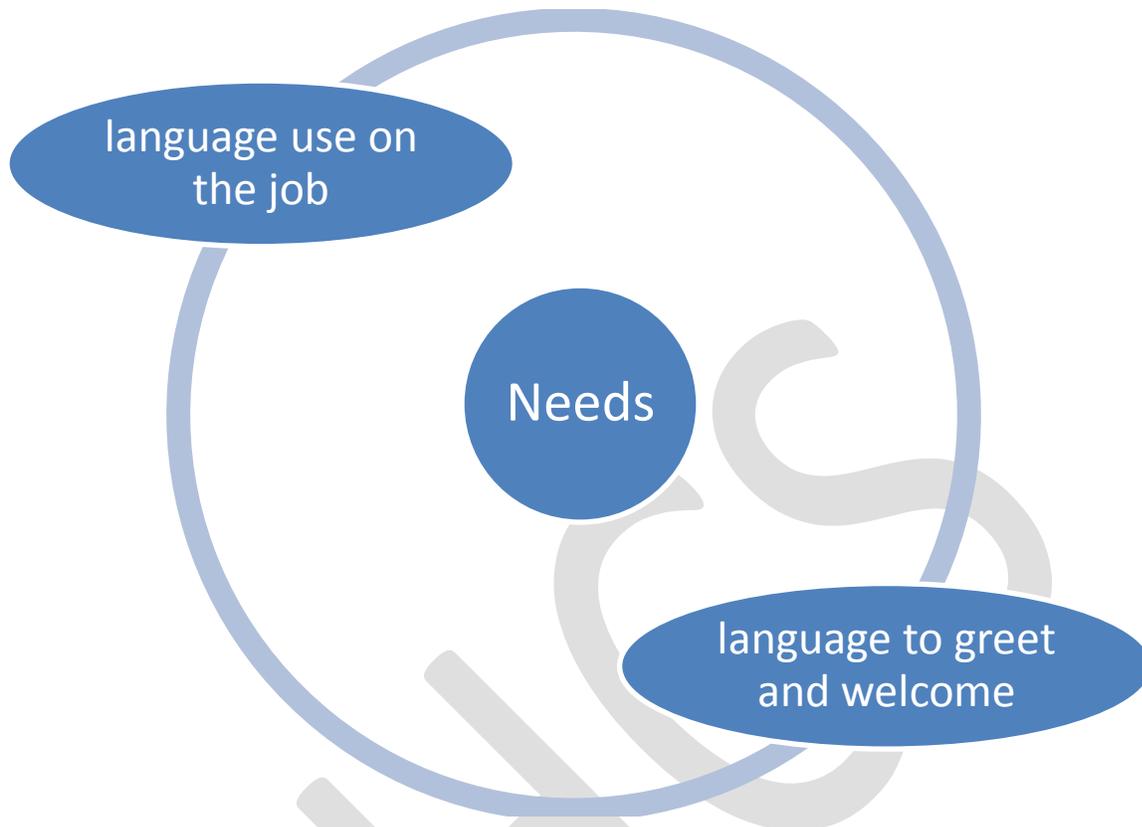
The needs of the agents are as following:

- a) Meeting and welcome those customers that are going to buy ticket from them for the first time
- b) Greeting the customers who come after first time
- c) Explaining the prices
- d) Explaining different times
- e) Explaining different types of flights
- f) Explaining the luggage weigh limitations
- g) Explaining the services that they will receive during the flight and after they arrived to the destination
- h) Explain the facilities of the tours

3.3 The evaluation of needs

3.1 Needs identified

Three distinct needs were identified in the course design:



3.2 Reliability, validity, and practicality of the needs analysis

The researcher makes sure of the reliability of the needs analysing by using standardised tools that are applied systematically. Forexample, rather than just observing people, the researcher has systematised the observation by using a checklist and interview.

The needs analysis of the design is highly valid because the researcher, in order to gather the data, has visited the agents and interviewed them in real world. In addition, in order to increase the validity of the design, the researcherasked the agents about the customers' needs and the results were compared with those of the customers' answers. Finally, through a checklist, it was asked from 3 other agents, 36 other students, and 22 other tourists from Kazakhstan and Russia who came for summer school whether those needs are realistic or not.

The researcher did his best to analyse the learners needs in a realistic and practical way. Acordingly, while interviewing and giving the checklists, he tried not to occupy too much of the learners' and teachers' time. In addition, the results of the analysis is easy to understand and clear.

4. Content

4.1 Special discourse

The main needs in this regard are oral styles that are fulfilled through different online videos that are designed in the syllabus. The content (frequent vocabulary and syntax), which will be discussed later, is designed accordingly.

4.2 Frequent items

The content of the course is designed according to the Nation and Macalister (2010) course evaluation. Accordingly, the most frequent words and structures in the airline agencies are accumulated in the course design. To make this happen, the researcher has observed and recorded several conversations in the airline agencies (online and face to face) and finally compared them to the frequent words of travelling in *English vocabulary in use* book (elementary, pre intermediate, upper intermediate, and advanced). Some of the words that were not used in the real conversation of the agents and the customers were removed in the course design.

4.3 Strategies

Two learning strategies are suggested in the design. They are “*peer interaction strategies*” and “*coping strategy*”. Peer interaction strategies helped the learners to memorize the common words and retrieve them easier, and coping strategy (inferring vocabulary from context) helped the learners overcome the situations in which they come across new vocabularies. Accordingly, the students are supposed to make a conversation in a pair work form and repeat it every session. Also, in the tasks, the students sometimes use the words from the book *English vocabulary in use* that was not mentioned in the main result and the interlocutors are supposed to guess the meaning of those words from the context.

4.4 Repetition

The main language item in this design is vocabulary and structure. Therefore the learners need to repeat the new vocabularies and structures in different tasks and every session. To achieve this, each session, the previous vocabularies and structures are included in the lesson plan. That is, the learners repeat the vocabularies and structures taught in the first session for 16 times. The most frequent items are included in very beginning sessions.

4.5 Specified features of language

Those language structures that are regular and generalizable are chosen as the content of the syllabus. For example, in order to be able to greet in different ways, the learners are supposed to learn some formulaic structures and phrases, and substitute the words in them.

4.6 Sequence

The structure is sequenced according to the psychological complexity of that structure (Pienemann et al., 1988). The psychological complexity of a structure depends on the amount of rearranging that is needed when the message that the speaker wants to communicate is expressed in language. The teachability hypothesis says that teaching cannot change the sequence in which the structures are learned. The sequence of the structure in the course design is as following:

- a) Single word and formulae (in greeting mostly, ex. Hello, Hi again, Good afternoon, May I have a sit?)
- b) SVO (+ adverb preposing)
- c) Topicalization (ex. tes I want this)
- d) Negative
- e) Wh. Question
- f) Active and passive

5 Format and presentation

5.1 Four strands of the language

The available time for the learners that is determined in the course design, as mentioned previously, is 1440 hours. In a session, that is 90 minutes, the teacher is supposed to divide the class time to four parts, namely, meaningful input, focus on language, meaningful output, and fluency (such as repetition activities). Accordingly, 20 minutes is considered for each strand and 10 minutes left is used for more repetition.

5.2 Motivation

The teachers are supposed to behave and teach in a calm and appropriate way. In order to do so, a pleasant and supportive atmosphere in the classroom is needed. In this regard, the students should feel that the teachers are there for them and he/she is available to answer all of their questions passionately. Furthermore, the teachers should make the classroom a unified and cohesive classroom.

5.3 Differences in learning styles

The learners, in this course design, approach activities in a variety of ways. For example, the teacher should work with the learners both individually and in group work; the teacher should teach fast and slow (not always fast and not always slow); the teacher should not present the lesson orally, sometimes he/she needs to write some notes on the board; the teachers should consider that some learners learn practically and some others through understanding, the teacher should not control the class all the time there sometimes should be a negotiated process.

6 Monitoring

The researcher incorporated the Ellis' taxonomy of corrective feedback while designing this course. Any time that the learners perform a task in the classroom, the teacher should continuously provide written and oral feedback. The teacher is supposed to provide different corrective feedbacks. In order for the class not to be boring, the teachers should always use different varieties of feedbacks. The following typology of the corrective feedback is proposed by Ellis (2009) that is an effective source for the teachers to be familiar with those feedbacks.

6.5 Implicit feedback

6.2.1 Recast

The corrector incorporates the content words of the immediately preceding incorrect utterance and changes and corrects the utterance in some way (e.g., phonological, syntactic, morphological or lexical). For example:

L: I went there two times.

T: You've been. You've been there twice as a group?

6.1.2 Repetition

The corrector repeats the learner utterance highlighting the error by means of emphatic stress. For example:

L: I will checked the flight for you.

T: I will checked the flight for you.

L: I'll check the flight for you.

6.1.3 Clarification request

The corrector indicates that he/she has not understood what the learner said. For example:

L: I am reserve a ticket.

T: What?

6.6 Explicit feedback

6.6.1 Explicit correction

The corrector indicates an error has been committed, identifies the error and provides the correction. For example:

L: On May.

T: Not on May, In May.

We say, "It will start in May."

6.6.2 Elicitation

The corrector repeats part of the learner utterance but not the erroneous part and uses rising intonation to signal the learner should complete it. For example:

L: I'll come if it will not rain.

T: I'll come if it?

6.2.3 Paralinguistic signal

The corrector uses a gesture or facial expression to indicate that the learner has made an error. For example:

L: Yesterday I go cinema.

T: (gestures with right

forefinger over left
shoulder to indicate past)

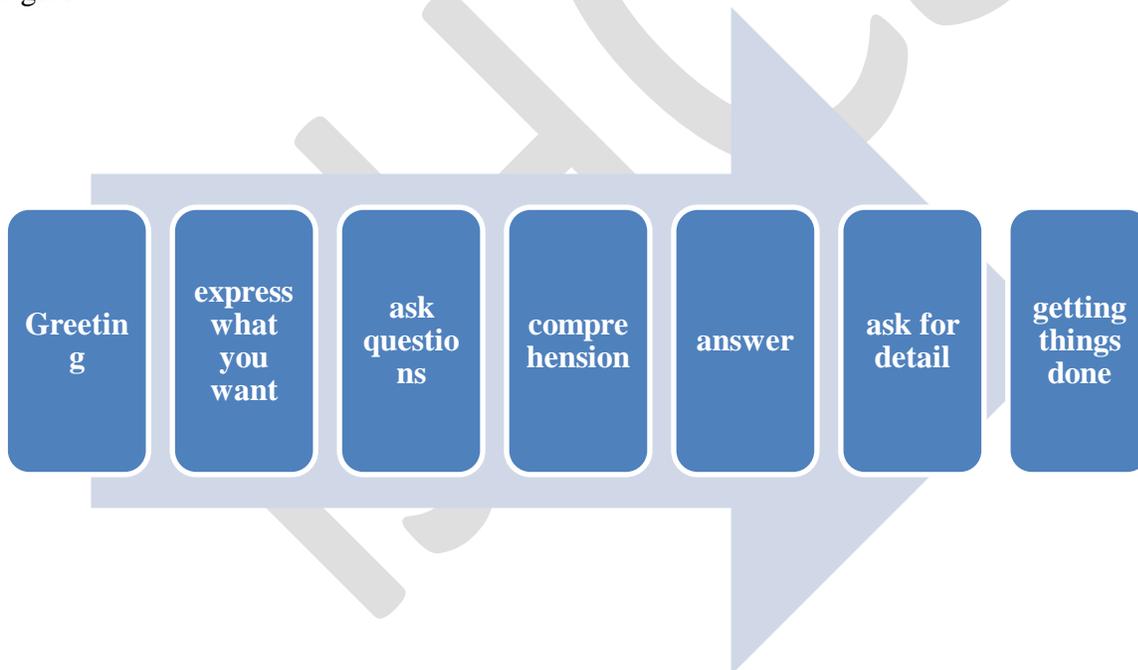
In addition to the corrective feedback provided to monitor the learners' performance, when focusing meaning-based output, the teacher should be careful that each learner has the opportunity to produce language.

7 Assessment

Proficiency test is not suggested in this design. The reason is that those with lower proficiency will learn from this syllabus design and those with high proficiency will organize their knowledge. The teacher is required to give quiz after four sessions to be able to reflect on the progress of the learners.

8 Goals and sequencing content

The main goal of the course is to provide the learners the necessary resources to perform well in airline agencies and reserve their favorite flights or tours. Therefore function is the unit of progress in the course design. The goals of the course are simply displayed in the following figure:



The content of the course is sequenced according to Bruner's (1962) *spiral curriculum*. Accordingly, the major items of the course are covered several times during the semester.

9 Evaluation

In order to make sure of the effectiveness of the course, it is evaluated through different perspectives (Nation & Macalister, 2010).

- a) The researcher has gathered the data in the city of Famagusta and therefore the course exactly suits the environment in which it will be used.
- b) The content of the course is designed according to the needs of the students, therefore the course meets the needs of the learners.
- c) The movement in format and presentation has been from practice to theory (goals to principle, therefore the course applies sensible principles of teaching and learning).
- d) The content of the course is beneficial for both high and low proficient learners. High proficient learners can organize their previous knowledge and low proficient students can learn from the course.
- e) Different learning styles of the learners have been taken into consideration, therefore it attracts a lot of them.
- f) The course covers four strands of language, therefore it leads to a lot of learning.
- g)

9.1 Steps in evaluation

There are some steps that the researcher has considered while evaluating the course design:

- a) who the evaluation is for (those who benefit from it)
- b) the usage of results (help the customer and agents communicate meaningfully and benefit from the conversations happening between them)
- c) available time and money (better communication would lead to more customers and more discounts)

9.2 Summative evaluation

The type of evaluation of the course design is summative. That is, the researcher has made a summary or judgement on the quality or adequacy of the course.

10 Principles

Audio lingual method and communicative language learning are two main methods that the teachers are supposed to use.

10.5 Audio lingual method

The audio-lingual method is a style of teaching used in teaching foreign languages. It is based on behaviorist theory (Fries, 1945) which professes that certain traits of living things, and in this case humans, could be trained through a system of reinforcement and repetition. Charles C. Fries, the director of the English Language Institute at the University of Michigan, the first of its kind in the United States, believed that learning structure, or grammar was the starting point for the student. In other words, it was the students' job to orally recite the basic sentence patterns and grammatical structures.

The learners, in this course design, are supposed to repeat the words and the structures at the very beginning sessions of the semester. They substitute the words of the sentences and

repeat them again and again and finally receive feedback from the teachers. After this step, and after are able to articulate the worlds and structures and comprehend their meanings, they become ready to communication tasks and get things done. Communication language learning (CLL) is the method that is implied after the learners are familiar with the dictation and pronunciation of the words and structures.

10.6 Communicative language learning (CLL)

Community language learning (CLL) is language-teaching method in which students work together to develop what aspects of a language they would like to learn. It is based on the *Counseling-approach* in which the teacher acts as a counsellor and a paraphraser, while the learner is seen as a client and collaborator. The CLL emphasizes the sense of community in the learning group, it encourages interaction as a vehicle of learning, and it considers as a priority the students' feelings and the recognition of struggles in language acquisition (Curran, 1969). When the learner got familiar with the surface structure, it is time to use them to make meaningful conversation and get things done.

10.7 Ideology and rationale behind the course design

According to the interview that the researcher did, those learners who are highly proficient in English, believe that the agents in Famagusta need to improve their English to higher levels. They believe that they should know some more necessary words and structures rather than just greeting and telling the type and time of the flights. Those learners say that usually we are not satisfied of our flights because of the agents' lack of ability to explain correct and in detail about the flight.

For each step of the course design there is a rationale that is discussed in the following sentences:

The rationale of Audio lingual method:repetition is beneficial in a way that it could increase the ability of the mind (considering mind as muscle) and help the learners to retrieve their implicit knowledge easier (Kachroo, 1962; Saragi et al., 1978).

The rationale of communicative language learning:when there is a meaningful conversation task, the focus is mostly on the quality of learning, and according to the "levels of processing hypothesis" (Craik and Lockhart, 1972), the most important factor in learning is the quality of mental activity in the mind of the learners at the moment that learning takes place.

The rationale of choosing highly frequent items: If the learners need to learn English for specific purposes, they should learn the most sensible words and structures accordingly. They should learn merely the words needed but move from the highly frequent ones to the less frequent ones. If they learn the most frequent words and structure at the beginning, because the syllabus is spiral, they would learn the most necessary and needed items efficiently. Consequently, they would have a successful communication that would lead to the customer and the agent satisfaction (Hindmarsh, 1980). So "*learn what you need*".

The rationale of considering learning strategies while designing the course: Good language learners have their own language strategies and if we want our students become successful language learners we should introduce those learning strategies to them. The philosophy of autonomous learning assumes that everybody is free to learn something in any way he/she likes (Wong, 1983; Naiman et al., 1996).

The rationale of spaced retrieval in this course design: The rationale behind spaced retrieval is the same as audio lingual method because in both cases they appraise the benefits of repetition. What's more, the learners need time to comprehend the already learned knowledge.

The rationale of teachability in this course design: in learning structure, there is a sequencing system that learners follow while learning and teaching cannot change the sequence in which the structures are learned. Based on this, and based on the fact that the psychological complexity of a structure depends on the amount of rearranging that is needed, it is better to sequence the structures in a way that teaching becomes more efficient (Pienemann, 1988).

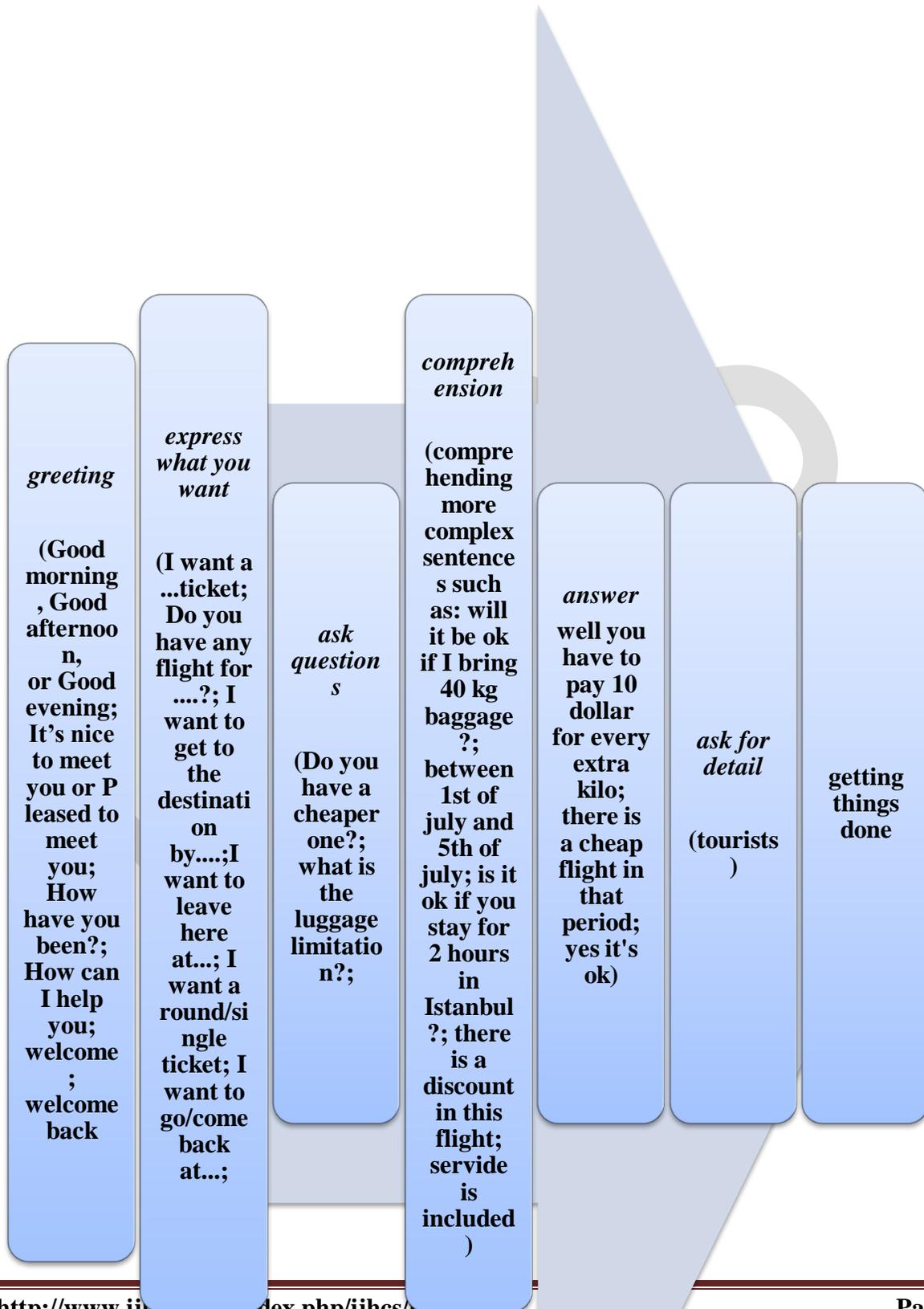
The rationale of following four strands of language learning: The rough rule of thumb is that on average roughly equal time should be given to each of the four strands of language learning in the total experience of the learner (Nation and Macalister, 2010).

The rationale of considering motivation: Two broad philosophies, rational and behavioral, differ in their foundational beliefs about human nature. Rational philosophy assumes that people are able to make assessments of their surroundings, and recognize and work towards goals (implicit motivation). In contrast, behavioral philosophy assumes that all behaviors are learned, and that people are not able to recognize goals and work towards them. Behaviors are shaped by the reinforcement that is received (explicit motivation) (Motivating employees, (n.d.). In *Peninsula Builders Exchange*. Retrieved from <http://www.constructionplans.org/motivatingemployees.htm>)

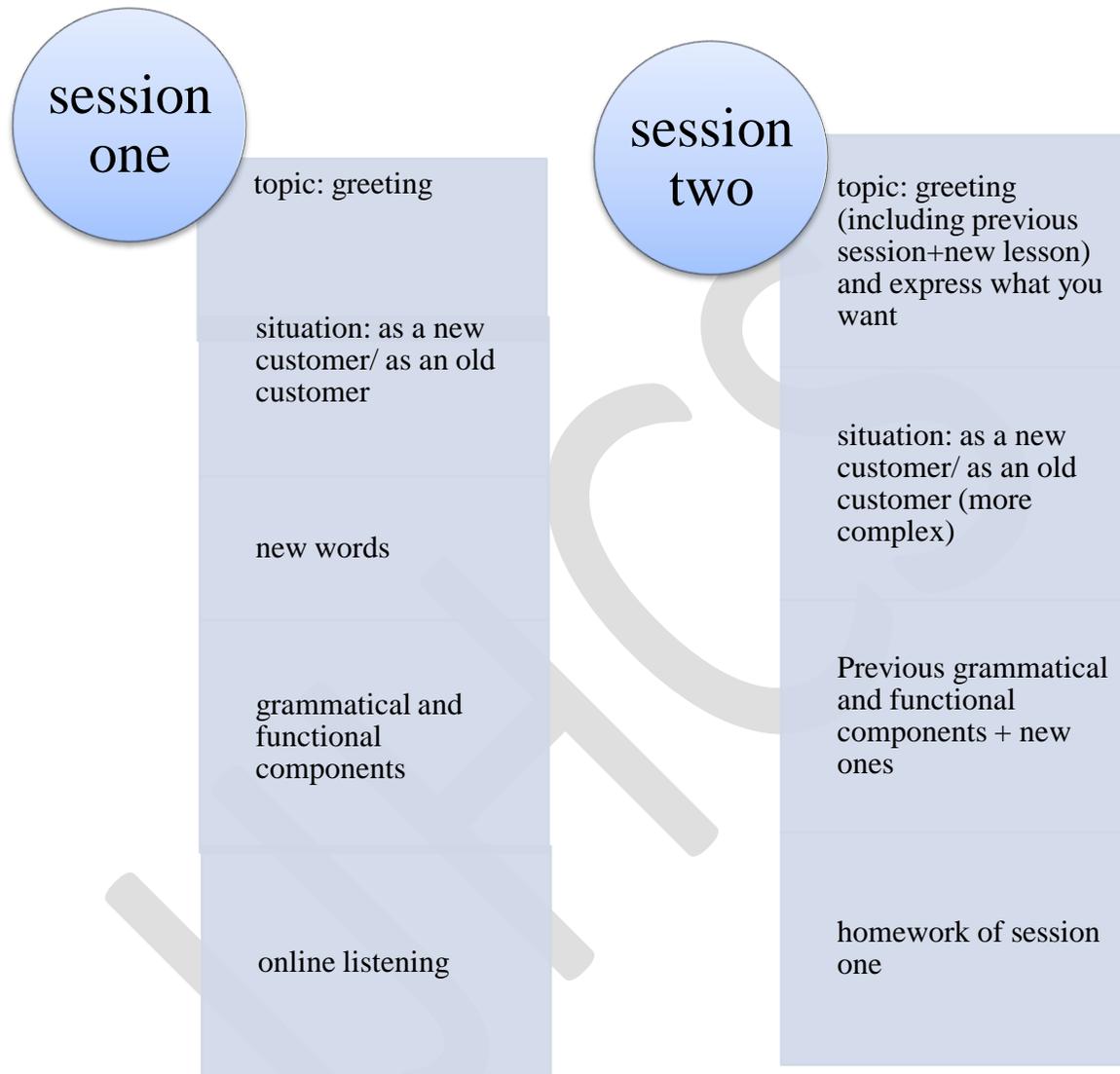
The rationale of different corrective feedbacks: unless the teachers do not reflect on the learners' performance, how would they know about their progress and mistakes (Ellis, 2009)? When the learners learn language differently (group vs. individual, speed, medium, representation of information, etc.), they need different feedbacks accordingly (Ellis, 2009).

11 The suggested module

The entry of the design is goal (backward syllabus) and other factors are analyzed accordingly.



Section 2: a sample module from week one to week four is introduced in this section
Week 1



In session one, conversation (greeting), new words, and listening are covered. greeting is covered through four strands. Accordingly, at first, different forms of greeting, for new and old customers, are written on the board by the teacher. They are as following:

New customer

Conversation one

C: hello Ms./Mr. good morning

A: good morning my friend, how can I help you?

C: I want a ticket to Tehran please

A: Sure

Conversation two

C: hi, good afternoon

A: hello! Welcome to our airline agency, please have a sit!

C: thank you very much, I just want to check the ticket price

A: to where?

C: to Istanbul

A: let me check

C: thank you

Then the students should work them in pair work and repeat them (drill). The suggested time is 7 minutes, because this task is one subcategory of meaning-focused input and we have two other meaning-focused input which leads to 7 minutes for each. Then the teacher introduces the new words, they are as following:

Map, customer, timetable, luggage, passport, return/single ticket, ...

Finally the students will listen to an online conversation in which the link is quoted in the bellow.

<https://www.youtube.com/watch?v=gmEYLMakQ4k>

The teacher writes the text of the conversation on the board and the students are supposed to memorize them for the next session. In session two the process is the same as process one but more items are added to the course. For example, the following conversation is added in the second session:

For the new customer

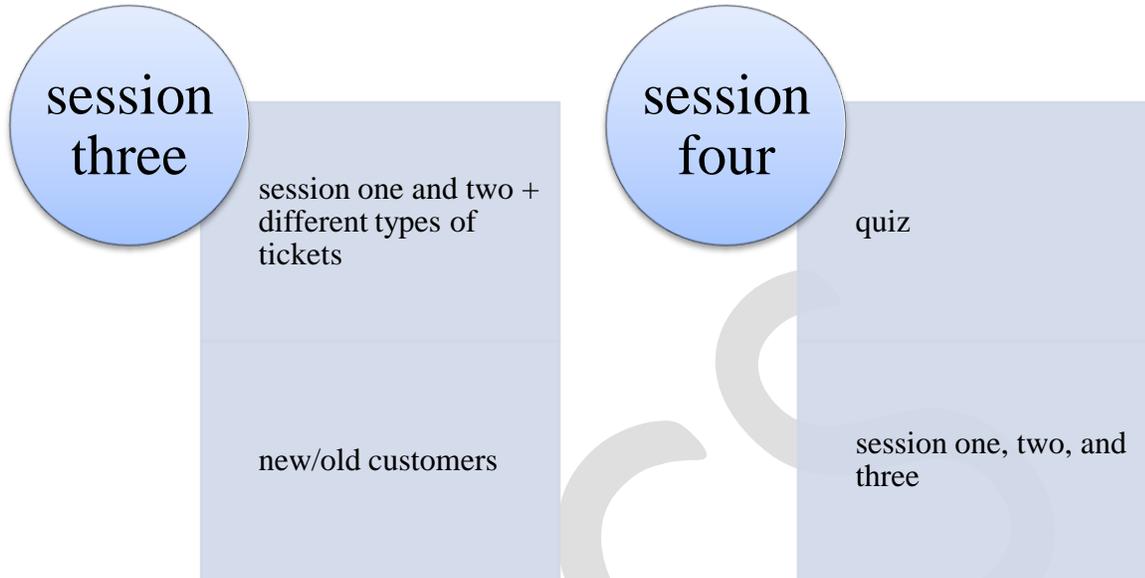
C: Hello Ms/Mr.

A: O hi sir/Ms, how can I help you?

C: I want a ticket from Ercan to Tehran, in 20th of august, could you please check the price for me?

A: Sure, please, have a sit (smiling)

Week 2



A new type of conversation will be added in week two, that is, conversation between the old customer and the agent.

C: Hi Ms. Myor

A: Hi Radi, how is everything? Welcome back!

C: thank you, like always, I want a ticket from Ercan to Berlin

A: OK, let me check which one is the cheapest...there is a cheap flight for you, but I don't think you would like it

C: why?

A: because your luggage will not be transited to the Berlin, you should deliver it in Istanbul

C: O no, please check the cheapest one with the luggage transition

A: OK, there is one for 800 TL

C: that's ok

A: please give me your passport

C: sure

In session four the students continue this conversation and add the following sentences:

A: how are you going to pay?

C: like always, I'll pay cash

In addition, in session four, the students will get familiar with the flight ticket and the new words in the ticket will be introduced as the necessary words of week two:

Flight Summary

One Way 1 Adult

Outbound Flight 87.99 TRY

Kayseri -->-- Izmir

Flight No: PC2419 Class: T

Departure ASR(ASR) 16.09.2014 - 09:10

Arrival IZM (ADB) 16.09.2014 - 10:40

Fare	68.99 TRY
Fuel Surcharge	15.00 TRY
Service Fee	10.00 TRY
Airport check-in fee	7.00 TRY
Tax	4.00 TRY

Fare Total 104.99 TRY

Change currency TRY

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IATA CODE:KK / 17.02.2014 08:17

6102424121743

PASSENGER NAME / YOLCUNUN ISMI

SAEID SAADATMANESH (ADLT)

AIRLINE DATA / PNR: H5646A

ENDORSEMENT / RESTRICTIONS: Economy Plus

ELECTRONIC PASSENGER TICKET / ELEKTRONIK YOLCU BILETI

Flight Uçuş No	Date Tarih	From Nereden	To Nereye	Departure Kalkış	Arrival Varış	Class Sınıf	Status Durum	Baggage Baga
KK6571	19.02.2014	TAHRAN	ISTANBUL (Ataturk)	05:30	07:10			
KK1012	19.02.2014	X ISTANBUL (Ataturk)	ERCAN	09:30	11:00	X	OK	30KC

X: Transfer

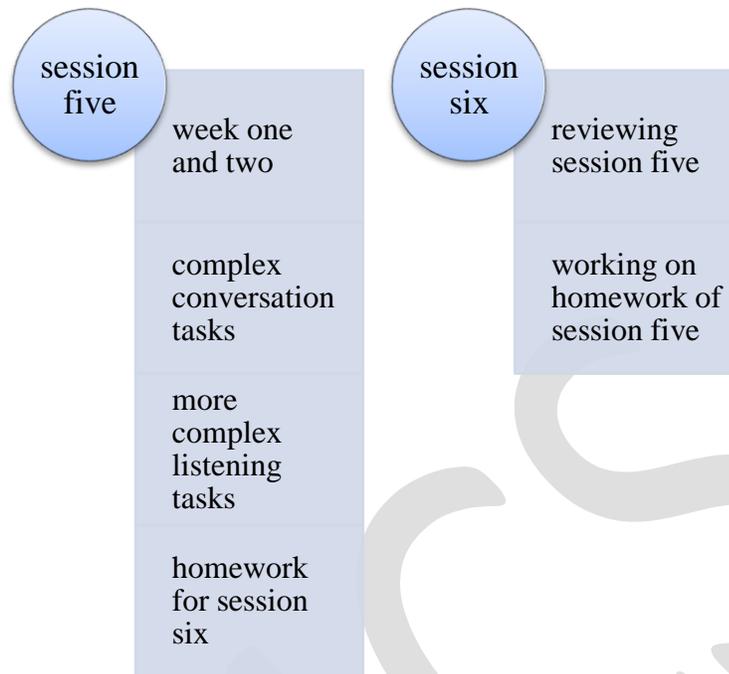
N.V.B. : Not Valid Before / **İ.G.Tarihi :** İlk Geçerlilik Tarihi

N.V.A. : Not Valid After / S.G.Tarihi : Son Geçerlilik Tarihi

Your fare details/ Ücret Detayları:

Fare / Ücret:	202 USD	SN. SAEID SAADATMANESH
Taxes, Fees, Charges / Vergi, Harç, Masraf:	17 USD	Payment Type / Ödeme Tipi:
Surcharge / Harç:	0 USD	Nakit Dolar
Total / Toplam:	219 USD	Firm Name / Firma Adı:
SF / Hizmet Bedeli:	35 USD	-
Grand Total / Genel Toplam :	254 USD	Tax Office-Tax Number / Vergi Da
(Tax Base / Vergi Matrahı : 0 USD)		-
(0 USD Tax is included to the tickets fare / KDV Bilet Bedeline Dahildir.)		Address/Adres:
(219USD)		-

Week 3



More complex conversation:

The new customer:

C: Hello Ms./Mr.

A: Hi sir/Ms, welcome to our agency, how can I help you

C: I want to to buy a ticket but I am not sure whether I have enough money with me or not

A: Then let me change the prices for you....where do you want to go?

C: To Nigeria, Zaria

A: when?

C: Next week

A: (while waiting)...would you like anything to drink?

C: No thanks I'm good

A: OK...the cheapest flight for the next week is 1900 TL return

C: No Ms/Mr. I want a single ticket

A: Then the price would be 1000 TL

C: That's good, please reserve it for me

A: Sure...please give me your passport

C: There you are

A: how are you going to pay it?

C: Credit card

A: Alright...could you enter your password?

C: Sure

A: Here you are... have a safe trip and nice to meet you...I hope to see you again

C: Thank you...nice to meet you too

In addition to the conversation, the listening was more complex as well:

<https://www.youtube.com/watch?v=X56vLEYKBqE>

<https://www.youtube.com/watch?v=vjaCjVAy-sE>

Session six is the review of session five, but the teacher writes down the conversations of the listening and the students are supposed to role play them in week four.

Week 4



In session seven, the learners role play the listening conversation of the previous session and then the items covered in previous sessions are all reviewed again, the new complex conversation is taught through an online conversation in the flight agency:

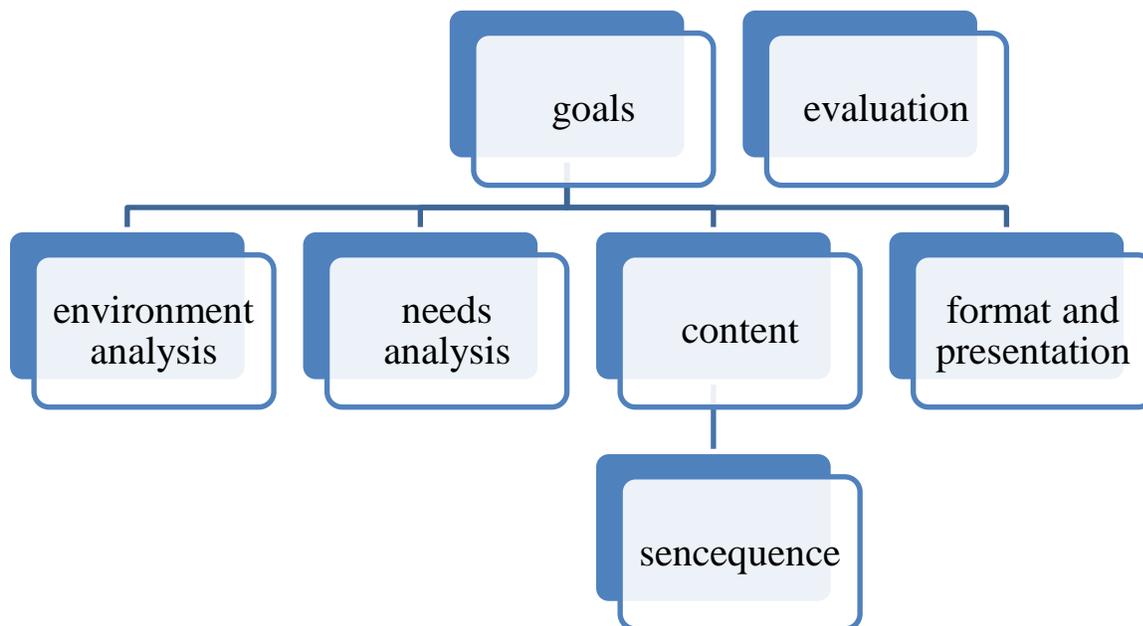
<https://www.youtube.com/watch?v=zkieQSzK9hY>

The learners, in this session, get familiar with the tour brochures, here is an example:



Summary

The movement and main units of the design is displayed in figure below:



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