UNIVERSITY OF JYVÄSKYLÄ

TEACHING SPECIALISED VOCABULARY IN A COMMUNICATIVE WAY

A Material Package

Master's Thesis (English as a secondary subject)

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2017

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Tiivistelmä – Abstract

Työn tarkoituksena on tutkia ammatillisen erikoissanaston opettamisen kysymyksiä tavoitteena laatia sopivaa opetusmateriaalia intensiivikurssille, joka on tarkoitus pitää *Ikean* myyntihenkilökunnalle. Sanaston opettamisen lisäksi kurssin toisena ja yhtä tärkeänä tavoitteena on parantaa työntekijöiden englannin kielen puheen sujuvuutta ja sitä kautta itseluottamusta käyttää englantia työssä.

Työ koostuu teoriaosasta, jossa haetaan sopivimpia lähestymistapoja ja opetusmenetelmiä ammattisanaston opettamiseksi ja suullisen kielitaidon parantamiseksi, sekä opetusmateriaalipaketista, johon on koottu valikoima sopivia harjoituksia ja tehtäviä, jotka perustuvat teoriaosassa valitulle teoreettiselle pohjalle.

Pääasialliseksi teoriapohjaksi valikoitui tehtäväpohjainen kielenopetus ja oppiminen (task-based language learning and teaching), joka sijoittuu laajempaan kommunikatiivisen kielenopetuksen kenttään, sekä erityisalojen englannin opetukseen (English for specific purposes).

Materiaalipaketissa on kaksi osin yhteensulautuvaa linjaa: toisaalta sanaston aktiiviseen opettamiseen keskittyviä harjoitteita, toisaalta tehtäväpohjaiseen oppimiseen perustuvia viestinnällisiä tehtäviä. Kaikki harjoitukset ovat suullisia.

Säilytyspaikka – Depository

Muita tietoja – Additional information

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1 INTRODUCTION

The inspiration for putting together this teaching material package came from a real life need from a few years ago. The school where I am employed as an English teacher was commissioned a course of English for workers of the local *Ikea* store, and I was assigned to plan and execute it. For various reasons the course actually never took place, but I had already started planning it. Doing this, I soon realized that creating such a course was no mean feat: there was much more thought and work to be put into it than I had initially thought: a course of this type would be quite different from the ones I have experience of. Writing this work offered me a chance to find out what exactly it takes to create appropriate material for such a course.

The *Ikea*-course would take place in a context quite different from the one I am used to working in: a vocational and working life one, with the single objective of helping the employees learn and efficiently use specific work-related vocabulary in oral communication situations at the place of work. For this was what the initial needs analysis carried out among the workers revealed: most of them felt the need to better master the vocabulary needed for their particular tasks, which vary from employee to employee. Obviously, there are a number of different departments in any *Ikea* store, and the workers of each one need a different set of vocabulary to cope with their daily customer service situations. On the other hand, they expressed the need to gain more self-confidence and overall fluency in the above-mentioned customer service situations. Mastering the necessary vocabulary, of course, is key here, but not the only consideration to be taken into account when reaching for this objective, for oral communication is much more than just knowing a lot of words.

There being no curriculum of syllabus to resort to this time, and more importantly, no ready-made teaching material available whatsoever, I found myself faced with a daunting task: teaching a group of workers with varying job descriptions and consequently varying vocabulary needs, on a single course, with one further twist: the course commissioned would consist of only eight 90-minute lessons to be given at their facility, and with the express wish of there being little or no homework. The

expectations were high, and to meet them I would have to find means and methods as efficient and to the point as possible.

When looking into the various approaches to language teaching, task-based learning and teaching soon started to emerge as a general pedagogical framework that might best meet my needs and purposes. It is a form of communicative language teaching based on real-life language use and particularly suited to designing specific teaching material for a group of learners with a specific need. Thus, the work also naturally falls within the larger domain of English for specific purposes.

In the first part of my work I am going to delve into the necessary theoretical framework and methodology issues pertinent to the kind of task I have at hand. I will first discuss task-based language teaching, then move on to teaching and learning vocabulary, and finally I will discuss aspects or oral communication with particular attention to developing fluency. The second part is the teaching material itself, i.e. the activities that I propose for the course, based on the theoretical backround presented in the first part.

2 TEACHING VOCABULARY IN A COMMUNICATIVE WAY

In this part I am going to look into the theories of and approaches to language teaching and learning that I deem relevant to the type of course I need to plan. The main focus will be on *task-based learning and teaching*, *teaching vocabulary,* and *oral communication*. As a whole, the work falls within the general domain of English for specific purposes.

2.1. Task-based learning and teaching

In the continuum of second or foreign language teaching methods, task-based learning and teaching (TBLT) is seen as closely related to the Communicative Language Teaching (CLT) approach (Richards 2001: 223)[1]. CLT emerged in the late 1970s and became the dominant framework of methodology of English language teaching in the late 21st century (Hall 2011: 93). In his volume on language teaching methods, Hall outlines the thinking behind the CLT methodology as a move from teaching linguistic competence to communicative competence in the sense that grammatically correct sentences alone are not enough, learners also need to know how to use real-life language in a variety of settings and situations, with different speakers. Communicating content and meaning are the focus and goal of learning activities based on CLT, instead of linguistic forms.

Richards (2001: 161) presents these four points as characteristics of the communicative *view of language*:

1. Language is a system for the expression of meaning.
2. The primary function of language is to allow interaction and communication.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

As for language *teaching activities* reflecting these characteristics, he cites the following ones as examples (Richards 2001: 223):

- activities that involve real communication are essential for language learning

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[1] Although second language (SL) and foreign language (FL) learning and teaching differ by definition, in practice they have a lot of common, and SL often seems to be used as an umbrella term covering both. Strictly speaking the context of my present work is FL teaching and learning.

- activities in which language is used for carrying out meaningful tasks promote learning
- language that is meaningful to the learner supports the learning process

Typical learning activities representing the communicative view of language teaching would be e.g. role-plays, information-gap and problem-solving tasks: anything creating a need for learners to communicate something meaningful (Hall 2011: 94).

Hall (2011: 98) points out that there are two forms of CLT to be recognized: a strong and a weak one. The strong form suggests that language is learned by using it for a specific communicative purpose, whereas the weak form proposes the view that learners first learn the language and then use it for meaningful communication. The latter, unlike the former, would then involve some linguistically focused activities preceding the actual communicative use of language. Hall remarks that the weak form is the one that has been dominating English language teaching in the West for reasons of practicality and ease of producing and marketing teaching materials to be used with it.

Task-based learning, however, can be seen as emerging from the strong view of CLT (Thornbury 2006, cited in Hall 2011: 95). Some of the traits characterizing task-based instruction can be summarized as follows (Feez 1998: 17, cited in Richards 2001: 224):

- the focus is on process rather than product
- basic elements are purposeful activities and tasks that emphasize communication and learning
- learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks
- activities and tasks are those that learners might need to achieve in real life, or those that have a pedagogical purpose specific to the classroom

As we can see, this list closely resembles the one presented earlier with characteristics of CLT activities, with the exception of the concept of *task*, obviously, becoming prominent, and with the addition of the concept of 'real life'.

Long (2015: 6) defines the meaning of 'task' in his volume on task-based learning as "the real world activities people think of when planning, conducting, or recalling their day." By this type of tasks he refers to things as simple as brushing one's teeth, reading a newspaper, or attending a meeting. Some tasks involve language use,

others do not. According to Long, these tasks (obviously in this context the ones requiring the use of language) can then be used as the content of a *task syllabus* containing *pedagogic tasks.* These will then be used by teachers and students in an instructional environment. Long insists on distinguishing these kind of tasks from what he calls "classroom tasks" in commercially published pedagogic textbooks and handbooks for teachers. He goes as far as to call them "counterfeit" tasks because they are not truly representative of any real-world activity: they might resemble one, but are used for the purpose of learning e.g. a structure and not actual communicative language use, although presented in a seemingly meaningful context. He cites as an example a role-play job interview conducted in order to practice question formation, not to cope in a real-world interview situation.

I find that Nunan (1989, cited in Ellis 2003: 4, see also Nunan 2004: 4) defines a TBLT task in a concise but useful way for it has a clear pedagogic tone:

> A communicative task is 'a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right.'

Here are some types of TLBT tasks, classified by type of interaction (Pica et al. 1993, cited in Richards 2001: 234):

1. *Jigsaw tasks*: combining pieces of information to form a whole, such as piecing together a story.
2. *Information-gap tasks*: students need to negotiate to find out missing information from each other.
3. *Problem-solving tasks*: students are provided with information to solve a problem through negotiation and discussion.
4. *Decision-making tasks*: students must choose and agree on a solution for a problem through negotiation and discussion.
5. *Opinion exchange tasks*: Learners discuss and exchange ideas without the need of reaching agreement.

Prahbu (1987, cited in Ellis 2003: 213) lists three activities, based on the kind of cognitive activity they put to use. He calls all of them gap activities, and they closely match one of the types in the list above: the information-gap activity as described

above, then a 'reasoning-gap activity' for problem-solving and finally an 'opinion-gap activity' corresponding to the opinion exchange task above. It was Prahbu's argument that reasoning-gap activities provide an ideal context for language learning because they require more negotiation on the part of the learners.

Ellis (2003: 214), on the other hand, says that while Prahbu's argument about the superiority of reasoning-gap activities makes common sense, it remains untested, and that there is no empirical research proving that reasoning-gap activities should be more effective than the other two types Prahbu presents. Ellis himself puts forward a useful 'psycholinguistic' classification of the various task types. He finds doing this is necessary in order to be able to pick those particular task types that specifically match the needs of the group of learners in question (Ellis 2003: 211). He looks at four variables which reveal how much negotiation of meaning[2] they elicit, with the assumption that the more negotiation there is, the more propitious the situation is for learning. The variables are (Ellis 2003: 215) *interactant relationship* (whether the task is two-way communication and not just one-way), *interaction requirement* (whether or not all participants in a task are required to be active in the interaction[3]), *goal orientation* (whether or not the participants are required to reach and agree on a single outcome of the task at hand) and finally *outcome options* (whether or not the task permits only one possible outcome, as opposed to several acceptable outcomes). An affirmative answer to any of these 'whether or not' questions means there will be more negotiation of meaning and thus more learning opportunities. An ideal task would then get 'yes' on all four, thus being a two-way communication situation where the participants are all required to be active while performing a task which requires collaboration and only allows for one single outcome. For example a two-way information-gap activity would tick all the boxes, while an opinion exchange would not, as its goal-orientation allows for disagreement, and its outcome options are open.

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[2] *negotiation of meaning* refers to the discussion learners have when they encounter a communication problem, such as a non-understanding, and attemp to solve it (Ellis 2003: 23, Folse 2006: 40)

[3] 'required to be active in the interaction' in this context means that the activity is designed in such a way that participants are forced by the task to be active in order to be able to finish it successfully, and not that they are all simply told to be active

Long (2015: 7, 240) emphasizes that real TLBT courses cannot be realised with ready-made materials, since they are not designed for all learners but a particular, restricted group of individuals with specific needs. For this reason there normally is no commercially produced material available, and therefore it needs to be designed and put together after an initial *needs analysis*, resulting in material relevant to learners' communicative needs. I present a needs analysis for this work in chapter 3.1. starting on page 25.

The situation described by Long above is exactly the circumstance I find myself in when planning my course for the *Ikea* employees, and consequently the reason for choosing TBLT as the main theoretical framework when designing activities for the course. Adhering strictly to the principles of TBLT is not without its problems, though. Being based on the strong form of CLT, it calls for a strong emphasis on *implicit* learning, that is, learners being exposed to a large quantity of authentic input material and learning from it through analysis and induction carried out by the learners themselves, with little interference from the teacher. Long (2015:19) labels this principle as the *analytic approach* (with focus on meaning) as opposed to the *synthetic approach* (with focus on forms) by which he refers to the more traditional methods where language is divided into its component elements such as grammar, vocabulary, sentence patterns etc., taught explicitly in a pre-set order, most often using the standard Presentation - Production - Practice pattern (PPP), expecting students to adopt separate elements of language in a given sequential order and in a restricted amount of time, and then synthesizing those elemetns into hopefully native-like usage. Although Long very much prefers the analytic approach, he points out several problems with it.

Firstly, there is the question of time. Implicit learning is time-consuming (Long 2015: 25). When learners are left on their own to notice whatever linguistic features one wishes them to detect in the input material, there is no telling how long this will take, or if they will notice those features at all. Given the strict limitations of time (only eight 90-minute lessons) this would be a major obstacle on my course for *Ikea* employees.

Secondly, the capacity for implicit learning weakens dramatically with age: it is strong in early childhood but does not stay intact, albeit present at any age, for very long (Long 2015: 25, 37). My *Ikea* learners are all adults, so this, too, is a consideration to be taken into account. When teaching adult learners, which I have been doing for more than twenty years now, it is my experience that one should not automatically shy away from explicit teaching and even outright teacher-fronted methodology - a curse-word in teaching for a long time now - for it has its uses. Adults, if perhaps lacking in capacity for implicit learning as Long suggests, have the great advantage of possessing fully developed cognitive capacities and skills, compared to children and teenagers. They can simply be told how things are, using conceptual ideas and for example grammatical terminology where needed. They are goal-oriented with the need to learn as efficiently and in as short a time as possible. Attempting to expose them to too much implicit and inductive learning will likely be seen more as unnecessary dilly-dallying than anything else.

Thirdly, according to Long, as the focus of the analytic approach is on effective communication and not linguistic features, there is not supposed to be much if any error correction, or overt attention to language itself in general. This may not only lead to learners not noticing elements in the input material that they are expected to notice and learn, but also to learners not noticing their own erroneous usage: as long as there is not a breakdown in communication, they will not notice anything was wrong (Long 2015: 26). Obviously this is not a very efficient way to learn anything.

The fourth problem (or perhaps more an observation) according to Long is that there actually is overwhelming evidence that intervention (attention to language) can in fact speed up and facilitate learning more than mere exposure to meaningful L2 input material: learners' attention needs to be drawn to linguistic problems as they arise in communication. That said, there is no agreement as to what would be the best combination of implicit and explicit teaching (Long 2015: 26).

Long then proposes a third option which combines the benefits of the two opposite approaches while avoiding their shortcomings which he names analytic approaches

with *a focus on form*, allowing and encouraging attention to linguistic form and error correction in the form of for example partial recasts, when necessary (Long 2015: 27).

What becomes apparent when reading linguists' works on TBLT is that while quite a lot of attention is paid to the question of explicit versus implicit attention to language, the discussion is mainly about structural features. Very little is said about vocabulary, which is problematic for me since it is the main focus of the course I am needing to plan. However, Ellis (2003: 246-7) briefly brings up teaching vocabulary in the context of 'non-task preparation activities' by which he refers to what the teacher can do in the classroom to prepare learners for the actual communicative task. He points out that these activities often focus on vocabulary instead of grammar because pre-teaching new vocabulary can facilitate task performance more than grammar. He also brings up a problem with this: the task might be reduced to the mere practice of pre-selected words, in other words an exercise. According to Ellis, this can be of use in *task-supported* teaching but it would reduce the integrity of a task in the proper TBLT sense.

Ellis (2003: 28-30) says that task-supported teaching is traditionally implemented as PPP (see above in this chapter), which many linguists see as problematic: SLA research shows that language acquisition simply does not happen this way, but instead learners go through developmental sequences which are different for each individual and incompatible with the PPP idea of picking up language in a pre-set order. Yet Ellis warns about characterizing task-supported teaching as only PPP, and that it can be improved by e.g. reversing the order of the elements and starting with production. This would serve as a diagnosis for problems, which then could be attended to in a more useful way. Interestingly, Ellis also suggests that one possible approach might be to combine traditional and TBLT methodology in the same curriculum as separate strands (Ellis 2003: 30). This seems like a useful concept for my course. The two main requirements of, first, teaching a large amount of specialist vocabulary in a short period of time and, second, improving workers' fluency and confidence in oral communication (using that vocabulary) warrant the use of two different approaches during one and the same course.

Having familiarized myself with the core principles and practices of task-based language learning and teaching, I am convinced that it will be a good match for my needs when planning the course. Being based on the idea of real-life language use tasks, it stresses authentic communication and learner-centredness, and so perfectly lends itself to the needs of my learners. However, as is to be expected when looking into research in any subject, there are conflicting findings and even opposite views to be found (such as the divide between explicit and implicit learning). Also, it is my belief that no single 'method' can offer a panacea to learning, and indeed language teaching has moved away from the era of clear-cut methods into what for example Kumaravadivelu (1994, 2003, 2006, cited in Hall 2011: 60) describes as the Post-method era. With this in mind, it is clear that I will need to apply the principles and practices of TBLT in a careful and eclectic way, bearing in mind the advantages as well as constraints of all of the approaches and views I've presented above, as well as the time available and the needs of the specific group of learners for whom I am designing the course.

In this chapter I have discussed TBLT, the main theoretical approach for planning my course activities. Next I am going to delve into research in teaching and learning vocabulary.

2.2. Teaching and learning vocabulary

When talking about teaching and learning vocabulary in the L2 or EFL language classroom teaching context, one normally refers to the acquisition of a versatile supply of words from different walks of life, in order to improve learners' overall language ability. This is done as part of the general process of learning a new language, along with many other goals and activities such as learning sentence structure, writing, listening, pronunciation and so on. Vocabulary is built gradually, starting with high-frequency words useful in everyday communication. As learners study various input material such as texts in schoolbooks, they come across with new vocabulary which they are expected to learn, either through conscious effort or implicitly. Thus picking up vocabulary is a rather slow, cumulative process.

The course whose planning I am engaged in does not fall into this category, though, for its main aim is to teach specific work-related vocabulary to a group of employees, not overall language ability to learners interested in picking up a new language as a whole. It is a short, intensive course by nature, and I will need to find as efficient an approach as possible to help the learners acquire the vocabulary skills they are looking to learn. In this part of my work I am going to look into some of the research in the field of vocabulary teaching and learning, with the aim of defining the most useful approach for my course.

2.2.1 Choosing target vocabulary

When planning teaching vocabulary on a conventional course of English, one needs to start with deciding and narrowing down what words to focus on. Nation (2008: 7-16) bases these decisions on the *frequency* of words (high or low; how often the word occurs in the language) and *range* (how widely it occurs; how many different language use situations it is used in). According to him, low-frequency words, which are also often of limited range, do not deserve active classroom teaching time: they can be learned through for example inferring from context. High-frequency words on the other hand do deserve attention and deliberate teaching.

As for my course for *Ikea* employees these two categories do not really offer a useful angle, but a third one, also presented by Nation, does: *technical* or *specialised* vocabulary. These are words pertaining to a particular specialist area and whose use is limited to this subject area (Nation 2008: 14, 2001: 17-18). According to Nation, when teaching them, they should be treated like high-frequency words, that is with conscious attention and explicit teaching. This is the type of words I need to teach on my course. Choosing them for the course is a very straighforward task: whatever specialised vocabulary an employee needs for his or her work in whatever department of the store they work in (bedrooms, bathrooms, kitchens etc.) will be targeted. I will need to provide the learners with a list of words as comprehensive as possible and plan activities to promote the learning and retention of these words.

Next I am going to take a look at two main approaches to vocabulary learning and teaching: implicit and explicit.

2.2.2. Implicit learning

Communicative language teaching emphasized implicit (or incidental) learning of words: students were supposed to infer the meaning of new words using context as a clue and to avoid the use of bilingual dictionaries (Sökmen 1997: 237). This is still a popular view in language teaching methodology, and e.g. Nation (2008: 64) dubs guessing the meaning of words from context "the most important of all vocabulary learning strategies" and strongly advocates the teaching of this strategy to learners, for it can, according to him, result in vocabulary learning.

Sökmen (1997: 237-8), however, finds quite a lot of fault with it. She points out that while inferring certainly has its uses, it is by no means to be applied exclusively, and lists several drawbacks to it: first, guessing from context is a very slow process and for this reason it is not a very efficient way to learn words. Second, it is error-prone: she cites Presley, Levin and McDaniel (1987) and Kelly (1990) who have found that students actually seldom guess the correct meaning, and that undoing this type of damage can be troublesome. As a consequence students' comprehension may actually suffer. Third, students' ability to infer varies from one individual to another. Sökmen cites Hulstijn (1993) who found out in his study that while students with good inferring skills learned words efficiently, so did those without them: they used other strategies just as efficiently. For this reason using inferring should not be imposed on everyone, but be presented as an option, for it can frustrate especially those with lower target language proficiency. Finally, Sökmen states that even if the meaning of a word is guessed correctly from context, this does not necessarily result in long-term retention of that word. This is, of course, a grave shortcoming for any type of learning or teaching.

Nation (2001: 232-3), although a strong advocate of using inferring as a learning strategy, stresses that learning from content and direct intentional learning should not be seen as opposing each other but as complementary activities. He says that incidental learning is an important source of vocabulary for L1 learners, and should be for L2 learners as well. Yet certain conditions need to be met, and bearing in mind the nature of the course I am planning, one of them seems especially troubling. In order for guessing to be accurate, the maximum number of unknown words in the

input material must be quite limited. Nation estimates that for successful guessing to take place, only 1 out of 50 words can be an unknown one, or that 98% of the vocabulary needs to be already familiar to the learner - otherwise there will not be enough contextual clues for learners to base their guesses on. To my mind, this means that in order for learners to efficiently pick up vocabulary, they would have to be exposed to massive amounts of input, something that would be quite time-consuming. Nation (2001: 235) also says that studies on adult non-native learners' success at guessing reveal that 12% to 33% of guesses were correct and 51% to 69% partly correct or correct. He calls this rate of success 'reasonable', which I suppose can be the case when talking about general language learning, but strikes me as insufficient in the context of a course for acquiring specialist vocabulary for daily use at the work place, which is the context of my course. Furthermore, Nation, like Sökmen (see above) points out that guessing a word and learning it are two separate things. He (2001: 236) looks at some research by Horst, Cobb and Meara (1998) carried out on adult learners' retention of new words which revealed that about one in five of the unknown, correctly guessed words were learned 'to some degree'. Again, I find this level of success in learning inadequate.

Being able to infer meanings of unknown words is an essential skill for anyone operating in a foreign language environment, be it in a learning context or real life. Also, it is arguable that when presented with material dealing with their individual field of expertise, such as designing kitchens, my learners will be much better at guessing the meaning of words from context than learners studying texts with a more random and non-specialist content: the subject matter is quite limited and the vocabulary they encounter very familiar to them in their mother tongue. Still, considering the limitations and uncertainties of incidental learning of vocabulary presented above, I am inclined to more or less rule out implicit learning of words on my course, and opt for explicit teaching of vocabulary as the primary approach.

 2.2.3. Explicit teaching of vocabulary

Nation says that research has shown that deliberate learning of words easily beats incidental learning both when it comes to time spent and amount learned, and furthermore, that this type of learning promotes long-lasting retention of words

(2008: 104-5). When it comes to classroom methodology, there is any number of ways of implementing this type of teaching.

One particular technique of learning words deliberately that strikes me as well suited and easily applicable to my course, is the use of *word cards*. Thornbury says that there is "probably no vocabulary learning technique more rewarding than the use of word cards" (2002: 145). Nation, after presenting a number of research findings, concludes that "direct learning from word cards is an efficient and highly effective practice" (Nation 2001: 298-9). According to him, large numbers of words can be learned in a very short time, and that they can be remembered for a long time (Nation 2008: 106).

Nation (2008: 106) describes the technique with these eight steps:

1. Cards of about 4x2 cm are made
2. A target language word is written on one side of the card and the corresponding L1 word on the other.
3. The learner goes through the pack, trying to recall the meaning of each foreign word. If the meaning cannot be recalled, the card is turned over to check the meaning.
4. Words that were easily recalled are put back on the bottom. The more difficult ones are placed somewhere in the middle so that they will turn up again soon.
5. Having gone through the pack once or twice, it is put aside for half an hour and then looked at again.
6. The cards in the pack are looked at again an hour later, then later in the day, the next day, two days later and so on.
7. Words that prove difficult to remember can be transferred to a separate new pack and other techniques can be applied to them.
8. When the words have been learned receptively (meaning of the foreign word is recalled), the cards are turned over and the words are learned productively (target language word is recalled by looking at the L1 word).

Thornbury (2002: 146) presents a very similar list. In addition to the above, he recommends that the pack be shuffled every now and then in order to avoid remembering meanings merely because of the order in which they appear, and that the words which have been learned should be left out and replaced with new ones.

I am convinced this activity will be a very good way to introduce and start learning new, specialised vocabulary. Learners can be provided with a new pack of cards after each lesson, which they will then work on during the week before the next lesson. I intend to provide the learners with an initial set of words to which they can, of course, easily add any words that they deem necessary. In the classroom, this new set of words will then be put to use in communicative, fluency-enhancing tasks. This would be what Sökmen (1997: 239-244) suggests when she talks about useful practices when teaching vocabulary explicitly: in addition to mere repetition, she suggests that students should be allowed to manipulate words so as to create a deeper level of processing where they can relate words to their own experiences, especially in real life - something right at the core of my learners' needs.

In the following part of my work I am going to discuss oral communication, the context in which my learners will be using English as part of their work.

2.3. Teaching oral communication

The most pressing need of the *Ikea* employees signing up for the English course was to acquire vocabulary relevant to their particular job descriptions. The context in which they will be using this vocabulary is oral: helping customers with their various needs by instructing, giving advice, negotiating and of course, selling various products efficiently. In order to do this, they need confidence and fluency in oral communication, a wish that also came up high on the list of expectations towards the course.

2.3.1. Skill-learning versus natural learning

TBLT already highly stresses the importance communicative language use, thus readily lending itself to oral activities, as does CLT. The core ideas of CLT call for *meaningful* communication, whereas TBLT places additional weight on the *purposefulness* and *authenticity* of communication: it is a pre-requisite of any TBLT activity that it fills an actual communicative need and closely reflects a corresponding real-life language use situation (cf. lists of characteristics on page 7). This poses a formidable challenge for FL classroom activities, for the classroom is not

a real-life language use environment, and any language learning activity that goes on within its confines is unavoidably contrived.

In his work on teaching oral communication, Littlewood (1992) draws the readers' attention to the same dichotomy of approaches to learning as Long in his work on TBLT (see previous chapter): on the one hand language learning as *skill-learning* with focus on a specific target skill at a time, isolated and explained by the teacher, and language learning as a *natural process* on the other, comparable to a child's L1 learning process where through involvement in communication, the language is adopted "naturally" without instruction. Just like Long, he proposes to integrate the two for purposes of efficient language learning.

Others, like Krashen in his Monitor Model, theorize that the two are completely separate systems: only the language material that has been *acquired* subconsciously through these so-called natural processes can be readily accessed in real-life communication, whereas what has been *learned* consciously, cannot enter this system (Littlewood 1992: 63). This strict division simply does not ring true for me, speaking from experience both as a learner and a teacher, and of course accepting this view unmitigated would mean great problems for classroom language teaching in general.

In Littlewood's model both input from instruction (skill-learning) and input from communication (natural process of learning) can simultaneously serve as a starting point for the formation of language ability available for use in communication; the former through conscious learning and practice, the latter through subconscious learning (Littlewood 1992: 65). Unlike Krashen, Littlewood proposes that learned items can be automatized through practice and use, and become incorporated into a learner's active repertoire in meaningful communication.

As for applying this to designing learning activities, Littlewood proposes a gradual model, progressing in stages from *part-skill practice* to *whole-task practice*, part-skill referring to the practice of individual and isolated components of communicative ability, and whole-task referring to the inclusion of these practiced components in expressing meanings which gradually become more personal and creative

(Littlewood 1992: 79). This is how, according to Long (2015: 225), a TBLT pedagogic task can be built, too: gradually increasing in complexity, starting with the components of the target-task broken down into smaller sub-tasks.

An integrated approach to learning oral communication will have to be the basis of my course and the starting point when designing its activities. With the main aim of the course at efficiently teaching a mass of specific vocabulary in a short space of time, conscious effort into learning it will have to be made initially (skill-learning or part-skill practice). Later on during the course, this vocabulary will then be put to use in communicative, meaning-focused contexts (natural learning or whole-task practice).

2.3.2. Fluency

Fluency is obviously a key concern in any communication, and very much so in the salesperson's work where the interaction between the customer and the member of staff is oral, spontaneous and highly interactive in nature. A salesperson needs to be able to convince the customer of the superiority of the products and help him or her make a satisfying purchase decision. Unlike reading or writing, speaking is very much a think-on-your-feet situation where language needs to be produced in real time. Too much pausing and hesitation will hinder efficient communication.

Thornbury (2005: 6-8) says that while fluency might be seen as the mere speed with which a speaker produces language, it is not the only factor when defining it. He lists others such as pausing, the placement of pauses, filling pauses and the length of runs of words between pauses. Fluent speakers would then not have too many pauses in their speech, they would be placed in the right spots, they would be filled with pause fillers such as *uh, um, erm* etc. or expressions of vagueness like *sort of* and *I mean*. Nation and Newton (2009: 151) add the notion of fluent language use not requiring much attention and effort from the learner, and that a fluent speaker will not hold up the flow of talk. One of my learners' central concerns was to become more fluent in speaking - how can this be achieved?

Nation and Newton (2009: 152-3) list some prerequisites for fluency to develop in learners: Firstly, that the activity is meaning-focused, that is, the learners' interest is on the message and there is some pressure to make the communication successful. Secondly, that the learners work with familiar topics and language items which are within their previous experience (known vocabulary and structures). Thirdly, that there is support and encouragement for the learner to perform at a higher than normal level, in other words that there is for example some time pressure to speak and comprehend faster.

As an activity to develop fluency in speaking, Nation (2008: 56) recommends the 4/3/2 technique, originally developed by Maurice (1983) as the 5/4/3 technique. It is based on the benefits of repetition and increasing time pressure when developing fluency. In this activity, students are asked to mentally prepare a short talk on a given subject. They will then give their talk to another student using four minutes. After this they change partners and give the same talk again, but in three minutes, and finally change partners again and talk for two minutes. According to Nation, this exercise increases the speed of speaking, decreases hesitation, reduces the number of errors and also results in the use of more complex sentences. He also points out that this activity can easily be made into a vocabulary development activity (Nation 2008: 57). Other linguists present the same activity as one way of developing fluency in speaking, such as Folse (2006: 178), calling it 'Tell it three times: 3-2-1'. In his version students form groups of three, are encouraged to ask questions while one member of the group is talking, and the time allocation is a bit shorter, but essentially it is the same activity. In my opinion asking and answering questions is a good idea, for it adds the element of negotiation to the task and makes communication two-way, enhancing its authenticity.

The above-mentioned technique is well suited to the needs of my course. It can cater to both of the main needs of my learners: learning vocabulary and developing fluency. Target vocabulary use can, and in my opinion needs to, be incorporated into the activity, but with the caveat that it needs to be learned in advance. As stated earlier in this chapter, fluency cannot develop if the learner is struggling with content: one of the prerequisites for fluency development is that the language used in

the task is familiar. In this case, the target vocabulary needed in the talk needs to have been learned earlier using for example word cards. Learners can for example prepare a short presentation of a specific product or a product line. This would be a very real-life task and it would offer learners an opportunity to engage in some meaning-focused output. Folse (2006: 42), among others, talks about the benefits of output, calling it *pushed output*. Input (being exposed to target language material) is essential for learning, but according to research the learner's own output is a valid source of learning as well: it allows learners to test their hypothesis about language in communication and, when they fail to communicate as efficiently as they had wished, they can then alter and modify their interlanguage[4]. Folse refers to a number of research findings which indicate that both input and opportunities for output are important in language learning (ibid). This is also called *the output hypothesis*. Increased fluency offers one further benefit: it seems to result in an increase in accuracy, as well: as students' fluency increases, they can pay more attention to the quality of the language they use (Nation and Newton 2009: 152).

As the final part of my investigation into the necessary theoretical framework to support the planning of my course, I am next going to attempt to summarize and draw conclusions on the various points I have raised, and then move on to writing the actual course activities based on the framework.

2.4. Summary

When planning activities for my course, I will need to ensure that they serve the dual purpose of improving vocabulary skills and developing fluency in equal measure. This calls for compromise: I will need to base some of the activities, such as teaching vocabulary, on explicit, deliberate learning and others, such as enhancing fluency, on implicit, meaning-focused learning. Task-based learning and teaching, being based on the communicative view of language learning, readily lends itself to the latter, but at the risk of sometimes reducing these activities into somewhat less meaningful vocabulary 'exercises', I feel I will need to include some explicit attention to

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[4] *Interlanguage* is a learner's developing internal second language system that is somewhere between the learner's L1 and L2 which develops as learners revise their hypotheses about the target language they are learning (Hall 2011: 247)

vocabulary in them as well. The length of the course simply does not allow for relying entirely on process-focused, implicit learning activities.

The repertoire of concrete activities for my course will include the use of word cards to introduce and teach the specialised target vocabulary of the course. This vocabulary will then be put to active use in activities with specific attention to the target vocabulary, and gap-type tasks peculiar to task-based learning: the information-gap, problem-solving, opinion exchange etc. where their retention will be tested and enhanced through meaningful negotiation and output. While fluency, too, can be expected to develop while engaging in these activities, it will also be improved through activities specially planned for this purpose, applying techniques such as the 4/3/2 activity.

An important addition to teaching the actual technical vocabulary that I intend to include in the material is teaching and practising *compensation* or *paraphrasing strategies*. This is the skill of being able to cope with gaps in vocabulary or temporarily being unable to recall a specific word in conversation (Nation 2008: 44). In my work as a teacher I am constantly witnessing situations where a student, because of not knowing or remembering a word, will simply stop talking mid-sentence, or resort to their mother tongue. This is of course a serious rupture in communication. This can easily be avoided by talking around the word by explaining it in other words, and quite often the speaker's interlocutor will then come up with the proper word or expression, which offers is a good, interactive learning opportunity. Salespeople will inevitably run into these situations in their interactions with clients, and in two ways: either through having to compensate for their own shortcoming in vocabulary, or being able to understand what word the customer is searching for when facing a similar vocabulary gap.

Also, I intend to include the practice of one single structural feature in the course: question formation. The question - answer adjacency pair is abundant in the type of interaction that salespeople are involved in. Again, in my work I have seen that forming proper questions is very difficult indeed for a great number of learners, and

a source of great uncertainty. Perfecting that skill will no doubt increase the confidence and fluency of my learners.

3 KEY FEATURES OF THE TEACHING MATERIAL

Before providing descriptions of the various types of activities in the teaching material package, I am briefly going to return to the concept of needs analysis, and present such an analysis for my course. Doing this, I will also place my course in the larger context of English for Specific Purposes, using some of its concepts to justify and help make the analysis.

3.1. The group of learners and needs analysis

When starting to plan a TBLT course, the first step is to conduct a *needs analysis*, defined by Ellis (2004: 215, see also Nunan 2004: 215) as "a procedure for establishing the specific needs of language learners. These needs include the situation in which the language will be used and the communicative purposes it will be put to". The same goes for any activity within the English for Specific Purposes (ESP) domain, a domain within which the course I am planning falls, and the basic characterisics of which largely overlap with the those of TBLT. The roots of ESP and Communicative Language Teaching in general are interwined in the 1970s Europe where the number of immigrants and guest workers rapidly grew, creating the need for these people to be able to communicate effectively in a foreign language, and for a specific purpose (Savignon 1993, cited in Nunan 2004: 7-8). Later on, TBLT then emerged as a form CLT classroom methodology, stressing the importance making classroom activities that are purposeful tasks rather than mechanical exercises.

Robinson (1991: 2-4, see also Basturkmen 2006: 17-18), when listing features criterial to ESP courses, at the same time sums up the core features of the TBLT course I am planning, and the group I need to teach: first, these type of courses are goal-directed with students not so much interested in the English language itself, but with a need to use it for work purposes; second, the course is based on a needs analysis closely specifying what students need to do with English; third, there is a clearly specified time period for the course; fourth, students on an ESP course are likely to be adults and experienced members of the workforce, and finally, all students in class are involved in the same kind of work or specialist studies.

As for the needs analysis for the course I am planning, I have first defined the target language use situation and then the communicative purposes for which the learners need to learn English, as outlined in Ellis's definition above.

Hutchinson and Waters (1987: 53), while broadly defining ESP as "an approach to course design which starts with the question 'Why do these learners need to learn English?'", also point out the obvious fact that this should be the starting point of *any* course of English. To distinguish an ESP course from a General English one, they emphasize the importance of the needs analysis as a reflection of the *awareness of the target situation*, creating a definable need to communicate in English (Hutchinson and Waters 1987: 54). This ties in very well with the choice of using Task-Based Language Learning as the principle form of classroom methodology on my course, for it has the very same preoccupation of being aware of learners' real-life language use needs. Hutchinson and Waters propose a simple but useful *target situation analysis framework* to chart the basic target needs using simple WH-questions (Hutchinson and Waters 1987: 59-60). In TABLE 1 (next page), I have presented those questions with answers pertaining to my course.

TABLE 1: Target situation analysis

QUESTIONS	ANSWERS
Why is the language needed?	*for work*
How will the language be used? medium channel type of discourse	 *speaking* *face-to-face* *technical, informal, salestalk*
What will the content areas be? subjects level	 *home improvement, kitchens* *salesperson, expert*
Who will the learner use the language with? native/non-native level of knowledge of receiver relationship	 *predominantly non-natives* *layperson* *expert-layman, salesperson-customer*
Where will the language be used? physical setting human context linguistic context	 *furniture store salesroom* *sales negotiation* *English as a Lingua Franca, English for Specific Purposes*
When will the language be used?	*concurrently with the course and after*

The other part of the needs analysis for this course is the wish list that the employees made when asked what type of instruction they felt they need. They were given the choice between five types of course content. The result of this inquiry can be seen in TABLE 2 on the following page.

TABLE 2: Employees' wishlist

	Count	Percent %
Grammar	7	17.9 %
Vocabulary	10	25.6 %
Oral activities	10	25.6 %
Written activities	7	17.9 %
Listening comprehension	5	12.8 %
Other	0	0 %

Vocabulary and oral activities come top with equal percentages. When asked about their expectations towards the course with open-ended questions, the answers that learners gave reflect the percentages in the table above: employees were eager to acquire the necessary professional vocabulary and to gain fluency and confidence in oral communication in interaction with customers.

The result of the needs analysis is the basis for the choices I have made when deciding on the approaches and methodology for the course: a combination of active, explicit teaching of vocabulary combined with TBLT learning tasks and fluency-developing oral activities to help learners to master the specific vocabulary they need and to improve their ability to use it fluently in customer service situations.

As for the description the material, I start with the introduction of the principal way of feeding the target vocabulary, namely word cards. Descriptions of the various types of tasks and activities then follow. The teaching material itself, in APPENDIX 1, is meant for employees working in the kitchen department of the store.

3.2. Word cards

I have chosen the use of word cards as the primary way to introduce the target vocabulary to the learners. They are to be used as described in Chapter 2.2.3 (p.17), first *receptively* (target language side up) and later *productively* (first language side up), prior to the weekly gathering in the classroom. The idea is that as much of the set of words will be memorized by then, at least receptively, so that they can be used orally for revision, fluency-enhancing activities and other tasks in pairs and small groups.

On the following pages I present five sets of word cards, each consisting of 30 kitchen-related words. The pages, for example CARD STACK 1a and CARD STACK 1b, are to be printed on either side of a sheet of carton or other thick paper so that the corresponding English and Finnish words are matched on the two sides of the sheet. The cards are then cut off along the lines and stacked, and are ready for use as suggested by e.g. Nation and Thornbury (see p. 17 in this work).

Learners can be given a new stack of word cards at the end of each lesson, and the pronunciation of the words can be rehearsed with the teacher. As the course progresses, it is easy to add or remove words according to the needs of the learners.

These days there are smart phone applications available that can be used for browsing word cards, and they are of course a very convenient way of doing it. However, as some of the activities that I have planned require cards to be spread out on a table and visible to many people simultaneously, I opt for physical cards made of carton or paper instead.

3.3. Quick warm-up activities with word cards

These are very simple and quick classroom activities using the word cards, to be carried out in small groups or pairs at the beginning of a lesson, mainly as warm-up and vocabulary revision: guessing and memory games etc. They are nothing new, but a good match for my needs. Thornbury (2004: 147) proposes a peer teaching

vocabulary game called 'Guess My Word', and Folse (2009: 159) another called 'Twenty Questions', bot similar to the ones I have made for the course.

3.4. Question formation

All customer service personnel need to ask and answer a great number of questions as part of their daily interaction with the people they communicate with at the place of work, be they customers of fellow workers. This is certainly true for salespeople, and that is why I think it makes sense to make sure any major problems in question formation are attended to first off. Also, asking and aswering questions is essential when performing almost any type of TBLT task such as the information-gap task, or almost any gap task for that matter. Making questions in English is almost always structurally different from making questions in Finnish, which is a great source of interference and uncertainly for many students. Being able to make correct questions without having to think about grammar while making them increases fluency and confidence.

To tackle the challenge, I propose to use the PPP aproach, but in reverse order, as suggested by Ellis, as a kind of pre-task or task-supported teaching (Ellis 2003), see p. 12 in this work. Thus, instead of starting with Presentation (grammatical rules of question formation), we start with Production. I propose two activites for doing this, one a more simple, basic information-gap pair work activity, and the other a three-person group task which lends an element from the 4/3/2 type fluency-enhancing activity with increasing time pressure. However, instead of reducing the time allotment for each round, the number of questions to be formed within the same space of time is gradually increased. By observing learners' performance and interviewing them afterwards, the teacher can then decide how much and what kind of active attention to grammar needs to be paid.

The first activity (QUESTION FORMATION 1) is a pair work information-gap task, where each learner gets a fact sheet of 20 general facts about the *Ikea* company, half of which are incomplete. By looking at the incomplete fact, the learner needs to figure out what information is missing, and then how to ask for it. Learner A has the first gap and starts by making a question, while learner B has the complete fact and can

give an answer. For the next fact the roles are reversed. The teacher goes around the class, making observations about the possible problem areas. The questions need to vary in form, so as to include both subject-verb inversion questions and DO/DOES/DID -auxiliary questions.

The second activity (QUESTION FORMATION 2) is a timed one, carried out in groups of three. One of the learners (learner A) has a list of initially ten facts. Another learner (learner B), is charged with making questions, and has a list of beginnings of the questions to be formed, echoing the fact read out by learner A as if he or she had not quite understood what was just said, like this: "Excuse me, WHERE... / Excuse me, HOW... / Excuse me, WHAT...". The third learner (learner C) has the correct questions and acts as a judge.

<u>The activity plays out as follows</u>:

1. The timer is set for 4 minutes (or any number of minutes deemed appropriate) and started. Learner A reads out loud fact number one on the list.

    F1: *Most Ikea stores are located outside of city centres.*

2. Learner B listens and looks at the beginning of question one on his/her list and forms the question.

    Q1: Excuse me, WHERE... *are most Ikea stores located?*

3. Learner C looks at the list of correct questions. If the question is correctly formed, the group moves on to the next fact/question. If learner B gets the question wrong, learner C reads out loud the correct question, which learner B repeats, and group then *starts over from the beginning of the list.*

4. The group goes through the list of ten facts/questions in this way until all ten questions are correctly formed within the given time. If at any point they run out of time, they have to start over from the top and reset the timer for four minutes.

5. Once they manage to get all ten questions correct within the time frame, the A-B-C learner roles are rotated, and *a further set of five facts/questions* is given to the group, and they now need to go through both the ten initial facts and questions *plus* the five new ones in the same time allotment of four minutes, each participant now in a new role.

6. Finally, once they successfully finish the second round of fifteen questions, a final set of three new facts and questions is added, and the roles are again rotated within the group. They have one more go at the questions, of which there are now 18, following the rules above.

The time allotment, as well as the number of questions to be formed, can be adjusted according to the level of the group. This activity effectively engages all group members, for every group member's input is necessary to complete the task successfully. Everyone is exposed to both oral and written input, and is required to engage in negotiation and output. Furthermore, as far as the vocabulary and the complexity of the facts do not exceed the performance level of the group, this activity can be expected to have the benefit of increasing fluency, as it contains the elements of repetition and time pressure. The teacher's role, after handing out the material and giving instructions, is merely to observe and decide whether the group needs to revise the rules of question formation.

3.5. Split information task for vocabulary revision

This activity is an example of a split information task, adapted from an activity proposed by Nation (2008: 50). Learners pair up, are assigned the roles of learner A and learner B and are given a list of halved sentences. What they need to do is combine the halves into whole sentences: learner A reads out a beginning of a sentence from his or her list, and learner B finishes the sentence using his or her list and so on, reversing the roles continually. The twist is that not all the sentences formed are factually correct. Whenever they are not, the learner who read out the beginning of the sentence needs to correct it. The exchange would then look like this for example:

> Learner A: *Decorative mouldings...*
> Learner B: *... are made of cardboard.*
> Learner A: *No, decorative mouldings are not made of cardborad, they are made of wood.*

Each sentence contains at least one word from the target vocabulary. This task forces the learners to communicate with each other and allows for manipulation of the target vocabulary. It makes sense to have most of the sentences contain false information as this will elicit more talk, allow learners get to use their professional knowledge of the products and thus engage them more comprehensively in the task.

3.6. The disappearing story

In his volume on teaching speaking, Thornbury (2005: 63) divides the learning process into three consecutive stages: *awareness, appropriation,* and *autonomy.* Appropriation in this context is taking ownership of something, or exercising *practiced control:* "demonstrating progressive control of a skill where the possibility of making mistakes is ever-present, but where support is always to hand." I think this is very much the stage where my learners are by the time they enter the classroom: they will have learned, at least receptively, the necessary target vocabulary using word cards. In the classroom, appropriation can then be promoted through the use of activities and tasks, with the teacher available for help. One such activity proposed by Thornbury (2005: 77) is the disappearing dialogue (elsewhere called the vanishing dialogue or text). I am going to adapt it to a game of disappearing words.

The idea is simple: the teacher prepares a text which is reflected onto a screen for the learners to see. It is then read aloud together as a group. After this, the teacher presents a new version of the same text, but with a number of words removed and replaced with blanks. Learners now read the text aloud again, filling in the removed words from memory as they go. The text is again replaced with one with even more words missing, and again read aloud filling in the blanks from memory. This is repeated until the entire text is nothing but blanks and is read from memory only.

I am going to adapt this idea to serve the dual purpose of my course: learning vocabulary and developing fluency. The activity can be carried out in many ways: the whole class as one group, or divided into smaller competing groups which take turns reading the text, one individual having a go at the text at a time, or as pair work, in which case the pairs will have to be provided with all the different versions of the text on paper or on a computer or tablet etc. To make it more efficient in developing fluency, it could be timed so that each reading is to be finished in a restricted amount of time, shorter by for example 10 seconds each time round. It the time is exceeded, the text is reread until the time limit is satisfactorily met.

Depending on how advanced the group is, it might be a good idea to have students read the initial, complete text a few times over. When removing words, it makes

sense to first remove words that do not carry much meaning such as articles, prepositions, connectives and other easily predictable, shorter words. When it comes to collocations, I would recommend removing the second part first as this makes recalling easier. Take for example 'microwave oven': the gapped version 'microwave _____ ' is a lot easier to fill in from memory (or by guessing, if need be) than '_____ oven' because there is really only one word to logically follow 'microwave' but there are a number of words that could easily precede the word 'oven': electric, steam, gas, convection etc. Gradually, more and more of the specialised target vocabulary is removed, but not all at once. Once the text is all gone and read for the final time, learners can write it down from memory which will further promote the retention of target vocabulary.

I would recommend adjusting the length of the gap to the lenght of the word removed as this will facilitate the task. A further way of making the activity easier would be to leave one or two initial letters visible.

Using computers, this type of activity could be reversed: learners are presented with a "text" consisting of nothing but blanks for words which they then start guessing at by typing them in one by one, into a field provided for this purpose (that is, not into the blanks themselves). If, for example, they type in "and", all the "ands" of the text are added at once etc. Little by little the whole text appears. This of course requires access to appropriate, ready-made software (or the ability to create it). This type of activity would not suit my purposes, though, as it does not include any oral activity.

3.7. Jigsaw puzzle split-text task

The jigsaw puzzle is often mentioned when listing types of TBLT material. For example Ellis (2003: 344) defines it as a task where learners need to exchange information divided between them in order to complete the task, and calls it "a two-way information gap". It is my view that in order to call something a 'jigsaw' it needs to be more than just exchanging information, namely figuring out what to do with it, too. Just like when building an actual physical jigsaw puzzle, you need to figure out where each piece should go, and finally you get it right, often through trial and error.

Richards (2001, cited in Nunan 2004:58) sees jigsaw puzzles in this context as tasks which "involve learners in combining different pieces of information to form a whole", such as piecing together a story. Ellis (2003: 264) presents a jigsaw task that uses pictures depicting a story. The pictures are jumbled and given to a group of students, one each, and they describe to the class what is in their pictures. The teacher then asks one student from the class to try and tell the story as a whole. If he or she gets the storyline wrong, questions can be asked about the pictures and someone else tries to put thet story together etc., until it is correct.

As the learners on my course are not likely to be much involved in story-telling while at work, I am going to adapt this task into one that uses chopped-up expository text instead of pictures, with *Ikea* kitchen planning as subject matter. The text is broken up into sentences printed on strips of paper, jumbled and dealt out to learners. It is their task then to try and create the original text. The task starts with the teacher reading out loud the title of the text: COVER PANELS, DECO STRIPS AND PLINTHS. Learners look at their strips with sentences, and if they think their sentence is the starting point of the text, they read it aloud. If it actually is the first sentence, the teacher will say so, and project the first sentence onto a screen for everyone to see. The sentence is read aloud again, and someone proposes the next sentence and so on. If it was not the right sentence, learners have another go. Little by little the whole text will then appear on the screen. There are 26 sentences in my example. If there are fewer learners in the class, all or some can be given more than one sentence, but not too many: otherwise there will be a lot of silent reading of sentences instead of an exchange. If the group is very small, the text can be divided into smaller chunks dealth with consequtively instead of tackling the whole text at once. If the group is very large, it could be divided into to or three groups with one group member assuming the teacher's role.

The text is teeming with kitchen vocabulary. As is the idea of TBLT, learners are exposed to the target material, in this case specialised kitchen vocabulary, while focusing on successfully completing the task, and not the words themselves. Once the learners have assembled the original text, I think it would be an excellent idea to use it as the starting point of another disappearing story (see chapter 3.6. p. 54), for example at the beginning of the next lesson.

3.8. Paraphrasing activities

Paraphrasing is a way to cope with situations in conversation where the speaker comes across a gap in their vocabulary (Nation 2008: 44). This can happen either productively when speaking, or receptively when listening to others. In the first case the speaker needs to be able to explain the missing word so that his or her interlocutor can understand what is meant (and possibly provide the missing word), and in the second case the interlocutor needs to ask the speaker for such an explanation and figure out what the unknown word means. Either way, paraphrasing not only prevents a rupture in communication, but I it also offers a good opportunity to pick up and learn new vocabulary.

In my experience students do not very often spontaneously resort to paraphrasing when they are speaking; an observation shared by many teachers (Baxter 1980, Brown 1979, Woodeson 1982, cited in Nation 2008: 45). Instead, they will just stop or use their mother tongue, which unfortunately is an option in a classroom with students who share the same first language. Therefore, paraphrasing is a strategy that needs to be taught and practised so that its use becomes automated.

Flowerdew (1992, cited in Nation 2008: 45) presents a pattern for a basic *defining sentence* that can be used when explaining a word to someone who does not know it. It is a three part sentence with (1) the name of the item, (2) the category it falls into, and (3) its features. An example: "(1) A *plinth* is (2) a narrow piece of wood painted and cut to measure (3) used at the base of kitchen cabinets to cover the gap between the floor and the cabinet bottom". When explaining an item whose name one cannot recall, the first part is simply replaced by a word like *it* : "It is that narrow piece of wood that is painted and cut to measure...".

I propose two different activities for *Ikea* workers where paraphrasing can be practised and the retention of target vocabulary enhanced in the process. I deem it best to place these activities towards the end of the course, when learners will have familiarized themselves with most of the target vocabulary of the course.

3.9. Enhancing fluency

Like paraphrasing activities, activities designed specifically to develop fluency are best placed towards the end of the course for reasons more closely explained in chapter 2.3.2. in this work: in order for fluency to develop, the material must not include unknown vocabulary or other language material beyond the learner's level of linguistic competence. When most or all of the target vocabulary as been acquired, attention can be directed to speaking more fluently.

I propose to use the 4/3/2 type of activity on my course for this purpose, combining it with use of target vocabulary. The activity itself is again very simple and requires a minimum amount of preparation from the teacher.

3.10. Combined information exchange and problem-solving task

The final piece of the teaching material is a combination of two types of TBLT tasks: first, an information exchange (or information-gap) task, followed by a decision-making task based on it. It is meant to tick all the boxes in Ellis's list of features defining an efficient task, i.e. one that elicits a maximum amount of negotiation (see p. 9 in this work). These requirements are that the task should call for two-way communication (interactant relationship), that all participants are required to be active in the completion of the task (interaction requirement), that participants are required to reach and agree on a single outcome (goal orientation), and finally that the task only allows for one possible outcome (outcome options).

In the first stage, learners in groups of four are each presented with an information grid containing information about four different customers in need of a new kitchen. Each has some of the information missing, and learners need to fill in their grids by asking one another for it.

At the same time, another group of four have the same task, but instead of information about customers, they need to complete grids of four different types of kitchens designed for people with different budgets and needs.

The grids contain a lot of target vocabulary. As learners communicate with one another to fill in their grids, they get to manipulate the vocabulary while engaging in a meaningful exchange.

After the completion of the grids, learners move on to the second stage, which is the problem-solving part of the task. The two groups are combined, and together they present the information in their finished grids and then negotiate in order to find the best match between customers and different kitchen solutions. The material is designed so that initially it should be fairly easy to match the customers with the kitchens, but closer inspection will reveal that all four kitchen plans need to be adjusted to better suit the customers' wishes and budgets. Learners need to negotiate and agree on what changes to make. Apart from one case, budget is the main issue. To make sure all learners participate in communication in the final stage of the task, the eight students must be split into pairs of two, each one assigned one of the customer-kitchen pairs and charged with making the necessary changes to the plans. They will then present their solution to the others.

Here are the instructions for the task in a nutshell:
1. Two groups of four learners are formed.
2. One group are given the customer grid, and the other group the kitchen grid.
3. Groups fill in the gaps by asking each other questions.
4. The two groups are merged and together they decide which kitchen best suits which customer.
5. Learners are split into four pairs of two, one learner from the kitchen group, one from the customer group in each pair, and negotiate the final adjustments to one of the kitchens
6. The pairs present their solution to the other learners.

Here is the intended customer/kitchen match with the issues to deal with:

CUSTOMER A --> KITCHEN C
-        short delivery time is a problem as custom made solutions are needed
CUSTOMER B --> KITCHEN A
-        over budget
-        wrong worktop material
-        includes dishwasher which the customer does not want
-        expensive fridge-freezer no suitable
CUSTOMER C --> KITCHEN D

- over budget, but financing available
- because of the shape of the kitchen, customers cannot have the island they desire

CUSTOMER D --> KITCHEN B
- over budget, applied but not approved for financing
- fridge probably too modest for their needs, no freezer

In addition to the problems listed above, learners can of course find other issues that need correcting, which they are welcome to do as this will only elicit more talk.

4 DISCUSSION AND CONCLUSION

In this work I set out to look for and decide on the most suitable theoretical framework and classroom methodology for creating effective teaching material for an intensive course to be given to *Ikea* sales personnel. The main requirements from the employees were to learn the specialised vocabulary they need when helping English speaking customers, and to gain fluency and self-confidence when using the English language in customer service situations. I deemed it best to teach the necessary vocabulary explicitly, and then put it to use in oral activities and tasks in the vein of the principles of task-based language learning and teaching.

The difficulty with creating material of this kind is the TBLT demand for 'real-life' tasks instead of mere excercises. This is a tall order for any classroom activity simply because the foreign language classroom with non-native speakers of English and a non-native teacher, all sharing a common first langauge, is not a real-life environment when it comes to language use. Also, and this is a concern mentioned in much of the ESP and TBLT literature, when making the initial needs analysis, experts of the field in question should be available for consultation when delineating and creating course content - something I did not have access to.

If not always 'real-life', the material I present does, however, allow for meaningful communication to take place in oral interaction with others, and I managed to combine the two goals in one, without compromising too much one or the other. As was the plan, some of the tasks and activities that I have written are more traditional classroom activities focusing on vocabulary acquisition explicitly, some proper task-based learning tasks in which the focus is on completing a task collaboratively in meaningful communication. Whether they are 'activities' or 'tasks', they all call for at least two-way oral activity in collaboration with others, and they all also require the use of target vocabulary, thus meeting the two main objectives of the course.

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APPENDIX 1

A material package for teaching specialised professional vocabulary and enhancing fluency in oral customer service situations for IKEA employees

TABLE OF CONTENTS

INTRODUCTION TO THE TEACHER

The teaching material starts with the presentation of the cornerstone of the entire package: the word cards. The cards are how learners are introduced to the target vocabulary which is then put to work in the activities. All of this material is meant for employees working in the kitchen department of the store.

The word cards are primarily meant for independent use outside the classroom. However, they can also easily be used in the classroom for purposes of revision and in warm-up activities. At the same time, pronunciation can be checked and practised with the teacher. These type of activities start the material package. From then on, the activities and tasks get gradually more complex, but never complicated: they are all meant to elicit talk with a minimum amount of fuss. Many of the activities, such as the warm-ups and practising paraphrasing, only require the use of the word cards, and some not even that, as e.g. the 4/3/2 fluency-developing task.

All of the activities and tasks are designed to elicit as much talk and manipulation of the target vocabulary as possible without almost any interference from the teacher at all. That said, it is the teacher's responsibility to constantly observe the learner's performance and make sure learners get the help they need if they should get stuck at any point or get sidetracked in any way while performing the tasks.

CARD STACK 1a   **Target language**

CABINET	WALL CABINET	BASE CABINET
HIGH CABINET	TOP CABINET	SHELF, SHELVES
SINK	DRAWER	WASTE SORTING CABINET
SINGLE BOWL SINK	DOUBLE BOWL SINK	WIRE BASKET
PLINTH	LEG	SUSPENSION RAIL
OPEN CABINET	VENTILATED PLINTH	VENTILATION GRILLE
CABINETRY	ASSEMBLY KIT	COVER PANEL
MOULDING	DECO STRIP / MOULDING	CHAMFER MOULDING
ROUNDED MOULDING	CORNER FITTINGS	LEG FRAME
MOUNT	INSTALL	ATTACH

CARD STACK 1b   **First language**

ALAKAAPPI	SEINÄKAAPPI	KAAPPI
HYLLY, HYLLYT	YLÄKAAPPI	KORKEA KAAPPI
JÄTEVAUNUKAAPPI	LAATIKKO	ALLAS / TISKIPÖYTÄ
RITILÄKORI	KAHDEN ALTAAN TISKIPÖYTÄ	YHDEN ALKAA TISKIPÖYTÄ
KIINNISTYSKISKO	JALKA	SOKKELI / JALKALISTA
TUULETUSRITILÄ	RITILÄSOKKELI	AVOHYLLY
PEITELEVY	ASENNUSSARJA	KAAPISTOT
VIISTOTTU KORISTELISTA	KORISTELISTA	JALKA/KATTOLISTA
JALUSTA	KULMAHELAT	PYÖRISTETTY KORISTELISTA
KIINNITTÄÄ	ASENTAA	ASENTAA / KIINNITTÄÄ

CARD STACK 2a   **Target language**

WORKTOP / COUNTER TOP	CUSTOM MADE	SINGLE-LEVER MIXER TAP
SPLASHBACK	WALLPANEL	TAP / FAUCET
INSET SINK	WATER TRAP AND STRAINER	ISLAND
OPEN CONCEPT KITCHEN	CUTLERY TRAY	PUSH OPENER
DOOR DAMPER	CORNER BASE CABINET CAROUSEL	DRAWER DIVIDER
UTENSILS TRAY	DISH DRAINER	VACUUM HOSE HOLDER
WASTE SORTING BIN	WASTE BIN	LID
UTENSIL	WALL-MOUNTED	LIGHT FITTING / FIXTURE
ASSEMBLE	HINGE	SOFT-CLOSING DEVICE
SOFT-CLOSING HINGE	KNOB	HANDLE

CARD STACK 2b   First language

YKSIOTEHANA	MITTATILAUKSENA TEHTY	TYÖTASO
HANA	SEINÄLEVY VÄLITILAAN	VÄLITILA
SAAREKE	VESILUKKO JA POHJAVENTTIILI	UPOTETTU TISKIALLAS
PONNAHDUSSALPA	ATERINLAATIKKO	AVOKEITTIÖ
LAATIKON JAKAJA	ALAKULMAKAAPIN KARUSELLI	OVIVAIMENNIN
IMURIN LETKUN PIDIKE	VALUTUSRITILÄ	KEITTIÖVÄLINE-LAATIKKO
KANSI	JÄTEASTIA	JÄTELAJITTELUASTIA
VALAISIN	SEINÄLLE ASENNETTU	KEITTIÖVÄLINE
OVEN VAIMENNIN	SARANA	KOOTA
KAHVA / VEDIN	NUPPI	PEHMEÄSTI SULKEUTUVA SARANA

CARD STACK 3a   **Target language**

ACCESSORY	SUPPORT BRACKET	ASSEMBLY KIT
ADJUSTABLE SHELF	COLANDER	SIEVE
REFRIDGERATOR / FRIDGE	BUILT-IN / INTEGRATED	FREE-STANDING
FREEZER	FRIDGE-FREEZER	FREEZER COMPARTMENT
ENERGY RATING	ENERGY EFFICIENCY RATING	VOLUME
WIDTH	DEPTH	HEIGHT
CORD LENGTH	DOOR COMPARTMENT	ENERGY CONSUMPTION
APPLIANCE	DISPLAY	FEATURE
SETTING	CRISPER DRAWER	DEFROST
MAINTENANCE FREE	SPACIOUS	NO-FROST

CARD STACK 3b   **First language**

KIINNITYSTARVIKE-SARJA	TUKIKANNATIN	LISÄVARUSTE
SIIVILÄ	LÄVIKKÖ	SÄÄDETTÄVÄ HYLLY
ERILLINEN, ERILLIS-	KALUSTEESEEN UPOTETTAVA	JÄÄKAAPPI
PAKASTELOKERO	JÄÄ-PAKASTINKAAPPI	PAKASTIN
TILAVUUS	ENERGIATEHOKKUUS-LUOKKA	ENERGIATEHOKKUUS
KORKEUS	SYVYYS	LEVEYS
ENERGIANKULUTUS	OVILOKERO	VIRTAJOHDON PITUUS
OMINAISUUS	NÄYTTÖ	KODINKONE
SULATUS	VIHANNESLAATIKKO	ASETUS
JÄÄTYMÄTÖN	TILAVA	HUOLTOVAPAA

CARD STACK 4a   **Target language**

OVEN	STEAM OVEN	CONVECTION OVEN
PYROLYTIC FUNCTION	STAINLESS STEEL	SELF-CLEANING FUNCTION
TEMPERATURE SETTING	BAKE	HOB / COOKTOP
CERAMIC HOB	INDUCTION HOB	GAS HOB
BURNER	COOKING ZONE	ANTI-OVERFLOW DETECTION
COOKER / RANGE	EXTRACTOR HOOD	CEILING-MOUNTED
CHARCOAL FILTER	DISHWASHER	WASHING MACHINE
RANGE	MICROWAVE OVEN	WARRANTY
ROTATING TURNTABLE	DIAMETER	INFINITE HEAT SETTING
GREASE FILTER	VENTED / DUCTED	RACK

CARD STACK 4b   **First language**

KIERTOILMAUUNI	HÖYRYUUNI	UUNI
ITSEPUHDISTUS-TOIMINTO	RUOSTUMATON TERÄS	PYROLYYSITOIMINTO
KEITTOTASO	PAISTAA UUNISSA	LÄMPÖTILA-ASETUS
KAASUKEITTOTASO	INDUKTIOKEITTOTASO	KERAAMINEN KEITTOTASO
YLIKIEHUMISSUOJA	KEITTOALUE	KAASUPOLTIN
KATTOON ASENNETTAVA	LIESITUULETIN	LIESI
PESUKONE	ASTIANPESUKONE	HIILISUODATIN
TAKUU	MIKROAALTOUUNI	VALIKOIMA
PORTAATON LÄMMÖNSÄÄTÖ	HALKAISIJA	PYÖRIVÄ ALUSTA
PAISTORITILÄ	HORMIIN KYTKETTY	RASVASUODATIN

CARD STACK 5a　　　　　　　　**Target language**

FINISHING / FINISH	**COVERING STRIP**	**DIFFUSION BARRIER**
CHOPPING BOARD	**EDGING STRIP**	**INTERIOR FITTINGS**
DRAWER FRONT	**FOIL FINISH**	**PARTICLE BOARD**
TEMPERED GLASS	**BEVELLED**	**FIBREBOARD**
KITCHENETTE / COOKING RECESS	**GALLEY KITCHEN**	**CONTOURED EDGE / STRIP**
WOOD GRAIN PATTERN	**BIRCH / PINE VENEER**	**SOLID WOOD**
FROSTED GLASS	**POWDER-COATED ALUMINIUM**	**APPLIANCE FRONT**
MODULAR KITCHEN	**LACQUERED**	**RANGE HOOD**
THIN-LAYER WOOD WORKTOP	**CHROME-PLATED**	**COOKWARE**
OAK	**BEECH**	**WALNUT**

CARD STACK 5b   **First language**

KOSTEUSSUOJA	REUNALISTA	PINTA, PINNOITE
LAATIKON / KAAPIN SISUSTEET	TAKAREUNALISTA	LEIKKUULAUTA
LASTULEVY	KALVOPINNOITE	LAATIKON ETULEVY
KUITULEVY	VIISTOTTU	KARKAISTU LASI
PROFILOITU REUNA / LISTA	KAPEA KEITTIÖ	KEITTOKOMERO
MASSIIVIPUU	KOIVU- / MÄNTYVIILU	PUUNSYYKUVIO
KODINKONEEN ETULEVY	JAUHEMAALATTU ALUMIINI	MAITOLASI
LIESITUULETIN	LAKATTU	MODULIKEITTIÖ
RUUANLAITTO-ASTIAT	KROMATTU	PUUPINNOITETTU TYÖTASO
PÄHKINÄPUU	PYÖKKI	TAMMI

QUICK WARM-UPS AND VOCABULARY REVISION WITH WORD CARDS

Who am I ?

One-sided versions of the word cards are made with only the target language word on. In groups of 4-6, learners sit facing each other in a circle. The cards are placed in the middle face down. Each learner pics up one card without looking at the word and places it on their forehead, holding it there with their forefinger so that others can see the word but they themselves cannot. To find out what word they are holding, they start asking YES/NO questions: *Am I an appliance? Am I a part of cabinetry? Am I a type of worktop material?* and so on, until they can successfully guess the word.

Classic memory game

The classic memory game is easy to arrange using one-sided word cards. Two sets of the same selection of cards are needed so that each word is on two cards. The cards are first placed face up on a table. Students have a few moments to look at them and memorize their position. The cards are then flipped over and students start searching for pairs of words by lifting up a card, saying the word aloud and trying to find the other card with the same word on it. If they succeed, they keep the pair of cards. If they fail, they put the cards back. The game continues until all the cards have been taken. The learner with the most cards wins.

What was that word again?

Ten or twelve (or any number, really, but I would suggest using at least ten) cards are put in a row face up so that everyone can see them. The teacher points at each card from left to right and says the word. Then he or she flips some of the cards around so that learners can only see the blank back. The teacher then points at the cards again one at a time, from left to right, and one of the learners has to read aloud the word if it is visible, and remember the ones that have been hidden. If the learner makes a mistake, another learner takes his/her place. Once someone manages to read all words correctly, more cards are flipped over until finally all the words are hidden. Another set of cards can then be laid on the table for another round of the game. The activity can be made more challenging by pointing at the cards from right to left, or in a random order instead of always going from left to right. The overturned cards can also be

Grab the words

Groups of for example four learners are formed. A selection of cars (for example the 30 cards in one of the stacks prepared for the course) is laid on a table with the Finnish side up. One by one, learners point at a card and say the corresponding English word. The card is flipped over. If the learner gets the word right, he or she gets to keep the card and has another go immediately. If they get the word wrong, the card is put back and another learner has a go. When all the cards are gone, the learner with the most cards is declared the winner.

QUESTION FORMATION 1

IKEA FACTS   **A**

Half the facts on this page have a piece of information missing. Your task is to figure out what this information is and form a question to ask your partner for it. Then it is your turn to answer your partner's question.

Example: Ikea was founded in Sweden in _____?_____.
                   --> *When was Ikea founded?*

1.   Ikea is a multinational company that sells _____?_____.
2.   Ikea was founded in Sweden in 1943.
3.   Its founder Ingvar Kamprad was _____?_____ old at the time.
4.   The company is known for its modern Scandinavian furniture design.
5.   Ikea owns and operates _____?_____ stores worldwide.
6.   Apart from its stores, Ikea also sells goods on its website.
7.   Ikea uses about 1 per cent of _____?_____.
8.   The world's largest Ikea store is situated in South Korea.
9.   Inside an Ikea store, the customers move _____?_____ through several showrooms.
10. At the end of the tour, customers pick up their furniture in a self-service warehouse.
11. Most Ikea stores are located _____?_____.
12. In addition to the showrooms, all Ikea stores have a restaurant.
13. Because of _____?_____, the restaurant menu is not exactly the same in all countries.
14. Almost all of Ikea's furniture is designed to be self-assembled, because this helps reduce cost.
15. Ikea products are largely manufactured in _____?_____.
16. The Ikea catalogue is published in 20 different languages.
17. Ikea dining tables and chairs are named after _____?_____.
18. The catalogue is the main marketing tool of the company.
19. The Ikea loyalty card is called _____?_____ and can be used to get discounts.
20. Ikea opened its first store in India in Hyderabad in July 2014.

IKEA FACTS   **B**

Half the facts on this page have a piece of information missing. Your task is to figure out what this information is and form a question to ask your partner for it. Then it is your turn to answer your partner's question.

Example: Ikea was founded in Sweden in _____?_____ .
                    --> *When was Ikea founded?*

1.   Ikea is a multinational company that sells ready-to-assemble furniture.
2.   Ikea was founded in Sweden in _____?_____ .
3.   Its founder Ingvar Kamprad was seventeen years old at the time.
4.   The company is known for _____?_____ .
5.   Ikea owns and operates 351 stores in 46 countries.
6.   Apart from its stores, Ikea also sells goods _____?_____ .
7.   Ikea uses about 1 per cent of Earth's wood supply.
8.   The world's largest Ikea store is situated _____?_____ .
9.   Inside an Ikea store, the customers move clockwise through several showrooms.
10.   At the end of the tour, customers pick up their furniture _____?_____ .
11.   Most Ikea stores are located outside of city centres.
12.   In addition to the showrooms, all Ikea stores have _____?_____ .
13.   Because of cultural differences, the restaurant menu is not exactly the same in all countries.
14.   Almost all of Ikea's furniture is designed to be self-assembled, because _____?_____ .
15.   Ikea products are largely manufactured in developing countries.
16.   _____?_____ is published in 20 different languages.
17.   Ikea dining tables and chairs are named after Finnish place names.
18.   The catalogue is _____?_____ of the company.
19.   The Ikea loyalty card is called IKEA family and can be used to get discounts.
20.   Ikea opened its first store in India in _____?_____ in 2014.

QUESTION FORMATION 2 - TIME PRESSURE TASK FOR THREE

The timer is set for four minutes and started. Learner A reads out the facts one at a time. Learner B makes a question on each one, using the given beginnings. Learner C checks if the questions are correct. If not, learner B repeats the correct one, and the whole groups starts over from the top and the time is reset. Once the first 10 questions are successfully made, roles are rotated within the group and five more facts added, and the same drill is repeated with 15 questions to be made. Finally, one more go with three additional questions, and that's it!

LEARNER A: LIST OF FACTS

Read out the facts one at a time. Learner B will make a question on each one.

F1   Ikea furniture is so affordable because it is mass produced.

F2   At the Ikea restaurants, most people eat meatballs and mashed potatoes.

F3   Ingvar Kamprad founded the company in 1943.

F4   Ikea manufactures most of its products in Asian countries.

F5   Customers move through the showrooms clockwise.

F6   Ikea operates 351 stores in 46 countries.

F7   Customers pick up their furniture in a self-service warehouse.

F8   Ikea dining tables are named after Finnish place names.

F9   Ikea is famous for its flat packaging of products.

F10 Customers love Ikea because they can find everything they need under one roof.

_____

F11 Ikea's first store in India was opened in Hyderabad.

F12 The company is known for its modern Scandinavian design.

F13 Most people don't know that there is also an Ikea museum in Sweden.

F14 On average, customers spend 155 euros when they visit an Ikea store.

F15 The best-selling Ikea product is the BILLY bookcase.

_____

F16 Ikea doesn't sell tiles for bathrooms.

F17 Ikea favours recycled materials wherever possible.

F18 You can see the Swedish flag outside every Ikea store.

LEARNER B: BEGINNINGS OF QUESTIONS

Listen to the facts read out by learner A and form questions based on them, using the beginnings of questions below. Learner C will check if you get them right. Whenever you don't, he/she will read the correct question to you and you must repeat it. If you got it wrong, you must start again from the top!

Q1 Excuse me, WHY…?

Q2 Excuse me, WHAT…?

Q3 Excuse, me, WHEN…?

Q4 Excuse me, WHERE…?

Q5 Excuse me, HOW…?

Q6 Excuse me, HOW MANY…?

Q7 Excuse me, WHERE…?

Q8 Excuse me, WHAT…?

Q9 Excuse me, WHAT…?

Q10 Excuse me, WHY…?

_____

Q11 Excuse me, WHERE…?

Q12 Excuse me, WHAT…?

Q13 Excuse me, WHAT…?

Q14 Excuse me, HOW MUCH…?

Q15 Excuse me, WHAT…?

_____

Q16 Excuse me, WHAT…?

Q17 Excuse me, WHAT KIND OF…?

Q18 Excuse me, WHAT…?

LEARNER C: CORRECT QUESTIONS

Listen to the questions made by learner B and check that they are correctly formed. If they are not, read out loud the correct question and have him/her repeat it.

Q1   Excuse me, why is Ikea furniture so affordable?

Q2   Excuse me, what do most people eat at the Ikea restaurants?

Q3   Excuse me, when did Ingvar Kamprad found the company?

Q4   Excuse me, where does Ikea manufacture most of its products?

Q5   Excuse me, how do customers move through the showrooms?

Q6   Excuse me, how many stores does Ikea operate?

Q7   Excuse me, where do customers pick up their furniture?

Q8   Excuse me, what are Ikea dining tables named after?

Q9   Excuse me, what is Ikea famous for?

Q10 Excuse me, why do customers love Ikea?

_____

Q11 Excuse me, where was Ikea's first store in India opened?

Q12 Excuse me, what is the company famous for?

Q13 Excuse me, what don't most people know?

Q14 Excuse me, how much (money) do customers spend when they visit an Ikea store?

Q15 Excuse me, what is the best-selling Ikea product?

_____

Q16 Excuse me, what doesn't Ikea sell?

Q17 Excuse me, what kind of materials does Ikea favour?

Q18 Excuse me, what can you see outside every Ikea store?

SPLIT INFORMATION TASK FOR VOCABULARY REVISION

You have parts of sentences on your sheet: either the beginning or the end of a sentence. The ones with <u>odd</u> numbers (1, 3, 5 etc.) are the beginnings, read them to your partner. Your partner will then finish the sentence. You must listen carefully and decide whether the complete sentence makes sense. If it doesn't, you must correct it. The sentences with <u>even</u> numbers (2, 4, 6 etc.) are the endings, read them out to complete the beginnings read by your partrer. Here's an example:

YOU:	*Decorative mouldings...*
YOUR PARTNER:	*... are made of cardboard.*
YOU:	*No, decorative mouldings are made of wood.*

1. Soft-closing drawers...

2. ... is a ceiling-mounted model.

3. All Ikea kitchen worktops...

4. ... Ikea carries a large selection of ceramic kitchen tiles.

5. A utensils tray such as the STÖDJA...

6. ... need to be self-assembled by the customer.

7. Modular Ikea kitchens such as the KNOXHULT...

8. ... are integrated into cabinetry so they can't be seen.

9. You need to use plinths...

10. ... you normally don't need to buy an assembly kit.

11. As far as mouldings go...

12. ... help create a sleek, uniform look for the kitchen.

13. The price of suspension rails...

14. ... is to make bulding storage in corners easy.

15. A high cabinet with an integrated fridge-freezer...

16. ... in a melamine laminate worktop.

17. If you purchase a solid wood countertop for you kitchen...

18. ... a diffusion barrier needs to be mounted to the underside of it.

19. Our sink accessories such as colanders...

20. ... pre-cut holes for inset sinks and single-lever taps.

LEARNER B

You have parts of sentences on your sheet: either the beginning or the end of a sentence. The ones with <u>even</u> numbers (2, 4, 6 etc.) are the beginnings, read them to your partner. Your partner will then finish the sentence. You must listen carefully and decide whether the complete sentence makes sense. If it doesn't, you must correct it. The sentences with <u>odd</u> numbers (1, 3, 5 etc.) are the endings, read them out to complete the beginnings read by your partrer. Here's an example:

YOU:	*Decorative mouldings...*
YOUR PARTNER:	*... are made of cardboard.*
YOU:	*No, decorative mouldings are made of wood*

1. ... are only available for a limited selection of Ikea kitchen base cabinets.

2. The GRILJERA extractor hood with three speeds...

3. ... can be custom made to fit any kitchen.

4. For your kitchen working area backsplash...

5. ... is used for straining water out of cooked vegetables, for example.

6. All Ikea kitchens...

7. ... are ideal for small kitchens and low budgets.

8. Free standing kitchen appliances such as fridge-freezers...

9. ... as a finishing touch to make your kitchen cabinetry look neat.

10. To mount your wall cabinets properly...

11. ... the chamfer molding is the most simple one.

12. Cover panels and deco strips...

13. ... is included in the price of all wall cabinetry.

14. One purpose of corner fittings...

15. ... needs to be equipped with a ventilation grille.

16. You cannot install a ceramic sink...

17. ... you don't need a separate chopping board for cutting things.

18. When a solid beech worktop is above a dishwasher...

19. ... will only fit the BOHOLMEN double-bowl sinks.

20. All our worktops come with...

THE DISAPPEARING STORY

Learners read the text aloud a couple of times individually or in pairs, and then together as a group. Using a stopwatch, see how long the group reading takes. Then present learners with the same text with words removed. Instruct learners to read the text aloud again, filling in the missing words from memory, and tell them to try and do it in a space of time ten seconds shorter than the first time. If they fail, have them read the text again until they succeed. If they get stuck, you can help them out by mouthing or whispering the missing word! This text can be dealt with in two parts, if it proves too long for the group to process as a whole. Two gapped text versions are presented here as an example.

COMPLETE TEXT

Make your kitchen dream come true! When you are planning the kitchen of your dreams, you shouldn't have to compromise neither style nor function. Our range of kitchens allows you to choose from thousands of options. All of the individual parts from cabinet bases to knobs and handles are designed to go together. We also carry a wide selection of energy-efficient appliances: freezers, fridges, dishwashers (both free-standing and integrated), convection ovens and microwaves.

You can choose from dozens of different worktops, sinks, taps, splashback materials etc. Doors, front panels, and drawer fronts come in a variety of colours and finishings. You can pick up the products yourself from our self service warehouse, or we can do it for you and deliver them to your doorstep. You can install your kitchen yourself, but don't hesitate to ask for help. We can take measurements of your kitchen, plan it, deliver it and install it. Our METOD kitchens come with a 25-year guarantee.

GAPPED TEXT VERSION 1

Make your kitchen dream come ___! When you ___ planning the kitchen of your _____, you shouldn't have to compromise neither style ___ function. Our range of _____ allows you to choose from thousands of options. All of ___ individual parts from cabinet bases __ knobs and handles are designed to go _____. We also carry a ____ selection of energy-efficient _____: freezers, fridges, dishwashers (both free-standing and integrated), convection _____ and microwaves.

You can choose from _____ of different worktops, sinks, taps, splashback _____ etc. Doors, front panels, ___ drawer fronts come in a variety __ colours and finishings. You can pick up the products yourself ____ our self service warehouse, or we can do it for ___ and deliver them to ____ doorstep. You can install your kitchen yourself, ___ don't hesitate to ask for ____. We can take measurements of your _____, plan it, deliver it and install __. Our METOD _____ come with a 25-year guarantee.

GAPPED TEXT VERSION 2

Make your _____ dream come ____! When you ___ planning the kitchen of your _____, you shouldn't have to _____ neither style ___ function. Our range of _____ allows you to _____ from thousands of options. All of ___ individual parts from _____ bases __ knobs and handles are _____ to go _____. We also carry a ____ selection of energy-_____ _____: freezers, _____, dishwashers (both free-standing and _____), convection _____ and microwaves.

You can choose from _____ of different _____, sinks, taps, splashback _____ etc. Doors, front panels, ___ drawer fronts _____ in a variety __ colours and finishings. You can pick up the products yourself ____ our self service _____, or we can do it for ___ and deliver them to ____ doorstep. You can _____ your kitchen yourself, ___ don't hesitate to ask for _____. We can _____ measurements of your _____, plan it, _____ it and install __. Our METOD _____ come with a 25-____ guarantee.

JIGSAW PUZZLE SPLIT-TEXT TASK

Below is the original text that the learners need to arrive at in the end. The sentence strips are on the following two pages, cut them out and deal out to the learners. Read the title to the class, after which the learner who thinks he or she has the opening line of the text will read it aloud. If it is the right sentence, display it on the overhead projection screen. If not, invite another learner to have a go and so on, until the text is complete and on the screen in full.

COVER PANELS, DECO STRIPS AND PLINTHS

When you're starting the planning of your kitchen, first you decide on the cabinets and doors for your kitchen. The next thing to consider is whether you want to use some of these: plinths, cover panels or deco strips. They're not only practical – they're also important decorative details that contribute to the overall look of your kitchen. Most of our cover panels and plinths have the same name as the doors they match. This means that it is easy for you to create a uniform look for your kitchen.

Let's first take a look at cabinet cover panels. They can also be called 'kitchen end panels'. This name nicely describes their funtion, because you install them to the side of a cabinet at the end of a row. You can choose a cover panel in the same finish as your doors. But if you so wish, you can choose a different one that complements your door finish.

Next, let's consider deco strips/mouldings. These can be used as a decorative strip to hide the lighting units under wall cabinets, above your counter top, for example. Another use for them is to apply them as a moulding on top of wall cabinets. This gives your kitchen a finished look. We have a large selection of deco strips, including rounded and contoured ones. This allows you even more possibilities to personalise your kitchen.

The third item on our list are plinths. They cover the gap between the bottom of the base cabinets, or high cabinets, and the floor. This gives your kitchen a tidy, seamless and integrated look. Plinths come in many forms. First, there are the regular plinths, and decorative plinths. Then there are plinths with a gap for ventilation. These are used at the base of integrated fridge/freezers. Finally, there are separate plinths to be used with diswashers. The regular length of a plinth is 220cm, but they can be cut to any size required. You don't always need to use plinths at all, though. As an alternative, you can choose to put legs on your base cabinets. This will give a light and spacious look to your kitchen.

Cut out the sentences along the lines, shuffle them and give each learner one.

_____

When you're starting the planning of your kitchen, first you decide on the cabinets and doors for your kitchen.

_____

The next thing to consider is whether you want to use some of these: plinths, cover panels or deco strips.

_____

They're not only practical – they're also important decorative details that contribute to the overall look of your kitchen.

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Most of our cover panels and plinths have the same name as the doors they match.

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This means that it is easy for you to create a uniform look for your kitchen.

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This name nicely describes their funtion, because you install them to the side of a cabinet at the end of a row.

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You can choose a cover panel in the same finish as your doors.

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But if you so wish, you can choose a different one that complements your door finish.

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Next, let's consider deco strips/mouldings.

_____

These can be used as a decorative strip to hide the lighting units under wall cabinets, above your counter top, for example.

_____

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Another use for them is to apply them as a moulding on top of wall cabinets.

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This gives your kitchen a finished look.

_____

We have a large selection of deco strips, including rounded and contoured ones.

_____

The third item on our list are plinths.

_____

They cover the gap between the bottom of the base cabinets, or high cabinets, and the floor.

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Plinths come in many forms.

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First, there are the regular plinths, and decorative plinths.

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Then there are plinths with a gap for ventilation.

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These are used at the base of integrated fridge/freezers.

_____

Finally, there are separate plinths to be used with diswashers.

_____

The regular length of a plinth is 220cm, but they can be cut to any size required.

_____

You don't always need to use plinths at all, though.

_____

As an alternative, you can choose to put legs on your base cabinets.

_____

This will give a light and spacious look to your kitchen.

_____

PARAPHRASING ACTIVITIES

Timed paraphrasing game

Divide the class into groups of four. Within each group, have the learners form pairs, pair A and pair B. The pairs will play the paraphrasing game against each other. Place 30 word cards (or any number that seems appropriate) on a table with the English word up. Set a stopwatch (one can be found on any smartphone) for thirty seconds. Pair A goes first and the stopwatch is started. One of them starts explaining one of the words to the other, using the three-stage defining sentence described above. As soon as his or her partner realises which word is meant, he or she grabs the card. They go on this way until the time is up. Pair B then does the same. This goes on until all the cards are gone, changing the role of speaker and listener within the pair. The pair with the largest number of cards at the end wins.

NOTE: A more difficult version of the game is easily made by not having the cards visible. Instead, the learner whose turn it is to do the explaining pulls out a word card from a bag and starts describing the word. This version will likely elicit a lot more talk, as the listener will likely need many more clues to arrive at the correct word.

There's a word behind you!

The class is divided into four groups of three, named group 1, 2, 3 and 4. The members in the groups are named A, B and C. The groups all sit in the classroom, facing an overhead projection screen. Member A of group 1 comes to the front of the classroom and sits down, facing the class, with his or her back to the screen. The stopwatch is set for 30 seconds. The time is started and the teacher projects a word onto the screen. Members B and C start describing the word and member A tries to guess it. Once he or she gets it right, another word is projected until time runs out. The teacher acts as a judge and keeps score of the number of words guessed correctly. Member A of group B then takes the hot seat and the same procedure is repeated and so on, until all three members of the four groups have taken their turn in the seat. The groups with the most correct guesses wins.

DEVELOPING FLUENCY

Tell it three times

Learners are asked to prepare a presentation on an aspect of their work. This is done without prior warning in the classroom, making brief notes. The subject can be anything they desire: their job description, the pros and cons of their job, a presentation of a product line, the advantages of *Ikea* kitchens over others etc. It should be about four minutes in lenght when given orally. In addition, learners must incorporate at least ten words from the target vocabulary (word cards) into their presentation. It is important that learners themselves choose these words, as this will make sure that they use words that are familiar to them.

Groups of three are made, and the members named A, B, and C. The teacher sets the stopwatch for 4 minutes (or any length of time that seems appropriate considering the performance level of the group), starts it and member A in each group gives his or her talk to the other members. The same is repeated with members B and C talking.

For the next round, the time is reduced to 3 minutes, and the same presentations are given again, but to a different audience: learners swap places so that everyone gets new listeners. This makes repeating the same thing more appealing for both the speaker and the listeners. Again all three give their presentation, but in 3 minutes instead of 4.

Finally, the same is done for the third time in 2 minutes.

COMBINED INFORMATION EXCHANGE AND DECISION-MAKING TASK

Have learners form two groups of four. Deal out the four grids with information about four different customers to them, and instruct them to fill in the missing squares by asking each other for the information. Give the other group of four the grids with the kitchen information, with the same instructions.

Once they are done, combine the two groups and tell learners to find the best match between the customers and the kitchens. Finally, split the eight learners into pairs of two, one learner from the original customer group and one from the kitchen group in each, and charge each pair with making any and all necessary final adjustments to one of the customer-kitchen pairs, so that the final match is as satisfactory as possible.

Finally, tell each pair to present their solutions to the others.

Make sure that at no stage do the learners look at each other's information grids!

Grids on the following pages.

GROUP I - The customers   LEARNER A

Below is a grid with information about four different customers. Some of the information is missing, though: ask the other group members for it and fill it in. Do not show your grid to other group members! Once you are finished, ask your teacher for further instructions.

Eg.   *Does customer C need financing?*
         How soon does customer B need the kitchen?

	CUSTOMER A	CUSTOMER B	CUSTOMER C	CUSTOMER D
size of household	family of five	young woman		young couple
type of housing	detached house	flat	terraced house	
type of kitchen	open concept	kitchenette / cooking recess	narrow galley-type	separate space
kitchen size		small, cabinetry on a single wall		medium, cabinetry on three walls
appliances needed	fully equipped	basic	fully equipped	fully equipped
planning service	in-store	in-home	in-store	not needed
installing service	installation needed		installation needed	not needed
measuring service	house under construction, blueprints available		measuring by customer	not needed
financing		not needed		applied, but not approved for financing
Ikea family member	yes	no	no	yes
desired overall style	rustic		traditional	
other considerations		no wooden surfaces, no dishwasher needed		glass and high gloss finishes preferred
urgency		needed within a week	high urgency, old kitchen damaged by water damage	
other considerations	kitchen shape unconventional, slanted ceiling, corners in various angles	first home, budget needs to allow for complete set of dishes and cookware etc		customers are restauranteurs and eager home cooks
pick-up and delivery service	both needed		by customer	both needed
cash budget	not an issue	€1800	€6000	€7000

GROUP I - The customers   LEARNER B

Below is a grid with information about four different customers. Some of the information is missing, though: ask the other group members for it and fill it in. Do not show your grid to other group members! Once you are finished, ask your teacher for further instructions.

Eg.   *Does customer C need financing?*
             How soon does customer B need the kitchen?

	CUSTOMER A	CUSTOMER B	CUSTOMER C	CUSTOMER D
size of household		young woman	elderly couple	young couple
type of housing	detached house		terraced house	flat
type of kitchen	open concept	kitchenette / cooking recess	narrow galley-type	separate space
kitchen size	large, three walls suitable for cabinetry	small, cabinetry on a single wall	medium, cabinetry on two walls	medium, cabinetry on three walls
appliances needed		basic		fully equipped
planning service	in-store	in-home	in-store	
installing service		self-assembly and installation	installation needed	not needed
measuring service	house under construction, blueprints available	needed		not needed
financing	not needed		applied and approved for financing	applied, but not approved for financing
Ikea family member	yes		no	yes
desired overall style	rustic	modern	traditional	modern, youthful
other considerations	darker colours preferred	no wooden surfaces, no dishwasher needed	ceramic tile backsplash desired	
urgency	house under construction, kitchen needed in two weeks	needed within a week		kitchen needed in two months
other considerations		first home, budget needs to allow for complete set of dishes and cookware etc	customers would like to have an island in the new kitchen	
pick-up and delivery service	both needed	by customer		both needed
cash budget		€1800	€6000	€7000

GROUP I - The customers   LEARNER C

Below is a grid with information about four different customers. Some of the information is missing, though: ask the other group members for it and fill it in. Do not show your grid to other group members! Once you are finished, ask your teacher for further instructions.

Eg.   *Does customer C need financing?*
             How soon does customer B need the kitchen?

	CUSTOMER A	CUSTOMER B	CUSTOMER C	CUSTOMER D
size of household	family of five		elderly couple	young couple
type of housing	detached house	flat	terraced house	flat
type of kitchen		kitchenette / cooking recess	narrow galley-type	separate space
kitchen size	large, three walls suitable for cabinetry		medium, cabinetry on two walls	
appliances needed	fully equipped		fully equipped	fully equipped
planning service	in-store	in-home		not needed
installing service	installation needed	self-assembly and installation	installation needed	not needed
measuring service		needed	measuring by customer	
financing	not needed	not needed	applied and approved for financing	applied, but not approved for financing
Ikea family member		no	no	yes
desired overall style	rustic	modern		modern, youthful
other considerations	darker colours preferred		ceramic tile backsplash desired	glass and high gloss finishes preferred
urgency	house under construction, kitchen needed in two weeks		high urgency, old kitchen damaged by water damage	kitchen needed in two months
other considerations	kitchen shape unconventional, slanted ceiling, corners in various angles		customers would like to have an island in the new kitchen	customers are restauranteurs and eager home cooks
pick-up and delivery service	both needed	by customer	by customer	both needed
cash budget	not an issue	€1800		€7000

GROUP I - The customers   LEARNER D

Below is a grid with information about four different customers. Some of the information is missing, though: ask the other group members for it and fill it in. Do not show your grid to other group members! Once you are finished, ask your teacher for further instructions.

Eg.   *Does customer C need financing?*
            How soon does customer B need the kitchen?

	CUSTOMER A	CUSTOMER B	CUSTOMER C	CUSTOMER D
size of household	family of five	young woman	elderly couple	
type of housing		flat		flat
type of kitchen	open concept			
kitchen size	large, three walls suitable for cabinetry	small, cabinetry on a single wall	medium, cabinetry on two walls	medium, cabinetry on three walls
appliances needed	fully equipped	basic	fully equipped	
planning service			in-store	not needed
installing service	installation needed	self-assembly and installation		not needed
measuring service	house under construction, blueprints available	needed	measuring by customer	not needed
financing	not needed	not needed	applied and approved for financing	
Ikea family member	yes	no		
desired overall style		modern	traditional	modern, youthful
other considerations	darker colours preferred	no wooden surfaces, no dishwasher needed	ceramic tile backsplash desired	glass and high gloss finishes preferred
urgency	house under construction, kitchen needed in two weeks	needed within a week	high urgency, old kitchen damaged by water damage	kitchen needed in two months
other considerations	kitchen shape unconventional, slanted ceiling, corners in various angles	first home, budget needs to allow for complete set of dishes and cookware etc	customers would like to have an island in the new kitchen	customers are restauranteurs and eager home cooks
pick-up and delivery service		by customer	by customer	
cash budget	not an issue		€6000	€7000

GROUP II - The kitchens   LEARNER A

Below is a grid with information about four different kitchen plans. Some of the information is missing, though: ask the other group members for it and fill it in. Do not show your grid to other group members! Once you are finished, ask your teacher for further instructions.

Eg.   *What type of door finishing does kitchen B have?*
         What material is the worktop in kitchen A?

	KITCHEN A	KITCHEN B	KITCHEN C	KITCHEN D
name	KNOXHULT	METOD/VOXTORP	METOD/LAXARBY	
door/front colour		white		off-white
door/front finish	melamine foil	high gloss	wood grain	melamine foil
worktop	KARLBY solid wood, beech €89	EKBACKEN thick laminate, white €387		KARLBY particle board thin-layer wood, oak €89
oven	GÖRLIG basic oven €199		MIRAKULÖS convection oven with pyrolytic function €599	BEJUBLAD white convection oven €449
fridge/freezer		FROSTFRI fridge €639	SVALKAS fridge with freezer compartment €349	
hob	LAGAN ceramic €119	HÖGKLASSIC induction €699	SMAKLIG induction €379	FOLKLIG induction €279
dishwasher	MEDELSTOR €349		RENODLAD integrated €599	LAGAN integrated €279
sink		HÄLLVIKEN double bowl quartz composite, white €256	DOMSJÖ ceramic double bowl farm style onset sink €199	HILLESJÖN 1.5 bowl stainless steel with drainboard €129
price of cabinetry		€5331	€4405	€5277
SUM TOTAL	**€1993**	**€8560**		**€7301**

Additional costs:
measuring service: €79
in-store planning service: €99 (Ikea Family members €49)
in-home planning service: €129
pick-up + delivery: €49
assembly + installation: €500

GROUP II - The kitchens   LEARNER B

Below is a grid with information about four different kitchen plans. Some of the information is missing, though: ask the other group members for it and fill it in. Do not show your grid to other group members!Once you are finished, ask your teacher for further instructions.

Eg.   *What type of door finishing does kitchen B have?*
           What material is the worktop in kitchen A?

	KITCHEN A	**KITCHEN B**	**KITCHEN C**	**KITCHEN D**
name	KNOXHULT		METOD/LAXARBY	METOD/BODBYN
door/front colour	light gray		dark brown	off-white
door/front finish	melamine foil	high gloss	wood grain	melamine foil
worktop		EKBACKEN thick laminate, white €387	OXSTEN custom-made stone, dark, 4 meters €2396	
oven		KULINARISK convection oven with steam and pyrolytic function €749	MIRAKULÖS convection oven with pyrolytic function €599	BEJUBLAD white convection oven €449
fridge/freezer	ISANDE built-in fridge-freezer €799			KYLSLAGEN fridge-freezer €799
hob	LAGAN ceramic €119	HÖGKLASSIC induction €699	SMAKLIG induction €379	
dishwasher	MEDELSTOR €349	SKINANDE integrated €499	RENODLAD integrated €599	
sink	BOHOLMEN single bowl stainless steel €49	HÄLLVIKEN double bowl quartz composite, white €256		HILLESJÖN 1.5 bowl stainless steel with drainboard €129
price of cabinetry	€389	€5331	€4405	€5277
SUM TOTAL	**€1993**	**€8560**	**€8926**	

Additional costs:
measuring service: €79
in-store planning service: €99 (Ikea Family members €49)
in-home planning service: €129
pick-up + delivery: €49
assembly + installation: €500

GROUP II - The kitchens   **LEARNER C**

Below is a grid with information about four different kitchen plans. Some of the information is missing, though: ask the other group members for it and fill it in. Do not show your grid to other group members! Once you are finished, ask your teacher for further instructions.

Eg.   *What type of door finishing does kitchen B have?*
           What material is the worktop in kitchen A?

	KITCHEN A	KITCHEN B	KITCHEN C	KITCHEN D
name		METOD/VOXTORP	METOD/LAXARBY	METOD/BODBYN
door/front colour	light gray	white	dark brown	
door/front finish		high gloss	wood grain	
worktop	KARLBY solid wood, beech €89	EKBACKEN thick laminate, white €387	OXSTEN custom-made stone, dark, 4 meters €2396	KARLBY particle board thin-layer wood, oak €89
oven	GÖRLIG basic oven €199	KULINARISK convection oven with steam and pyrolytic function €749		BEJUBLAD white convection oven €449
fridge/freezer	ISANDE built-in fridge-freezer €799	FROSTFRI fridge €639	SVALKAS fridge with freezer compartment €349	KYLSLAGEN fridge-freezer €799
hob	LAGAN ceramic €119			FOLKLIG induction €279
dishwasher		SKINANDE integrated €499	RENODLAD integrated €599	LAGAN integrated €279
sink	BOHOLMEN single bowl stainless steel €49		DOMSJÖ ceramic double bowl farm style onset sink €199	
price of cabinetry	€389	€5331	€4405	€5277
SUM TOTAL	€1993		€8926	€7301

Additional costs:
measuring service: €79
in-store planning service: €99 (Ikea Family members €49)
in-home planning service: €129
pick-up + delivery: €49
assembly + installation: €500

GROUP II - The kitchens   LEARNER D

Below is a grid with information about four different kitchen plans. Some of the information is missing, though: ask the other group members for it and fill it in. Do not show your grid to other group members! Once you are finished, ask your teacher for further instructions.

Eg.   *What type of door finishing does kitchen B have?*
           What material is the worktop in kitchen A?

	KITCHEN A	**KITCHEN B**	**KITCHEN C**	**KITCHEN D**
name	KNOXHULT	METOD/VOXTORP		METOD/BODBYN
door/front colour	light gray	white	dark brown	off-white
door/front finish	melamine foil			melamine foil
worktop	KARLBY solid wood, beech €89		OXSTEN custom-made stone, dark, 4 meters €2396	KARLBY particle board thin-layer wood, oak €89
oven	GÖRLIG basic oven €199	KULINARISK convection oven with steam and pyrolytic function €749	MIRAKULÖS convection oven with pyrolytic function €599	
fridge/freezer	ISANDE built-in fridge-freezer €799	FROSTFRI fridge €639	SVALKAS fridge with freezer compartment €349	KYLSLAGEN fridge-freezer €799
hob		HÖGKLASSIC induction €699	SMAKLIG induction €379	FOLKLIG induction €279
dishwasher	MEDELSTOR €349	SKINANDE integrated €499		LAGAN integrated €279
sink	BOHOLMEN single bowl stainless steel €49	HÄLLVIKEN double bowl quartz composite, white €256	DOMSJÖ ceramic double bowl farm style onset sink €199	HILLESJÖN 1.5 bowl stainless steel with drainboard €129
price of cabinetry	€389			
SUM TOTAL		**€8560**	**€8926**	**€7301**

Additional costs:
measuring service: €79
in-store planning service: €99 (Ikea Family members €49)
in-home planning service: €129
pick-up + delivery: €49
assembly + installation: €500