# Korea TESOL

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Denok Lestari

presented

The Use of the ASRI Method in Teaching English for Hospitality

at

## The 28th Korea TESOL International Conference

## Re-envisioning ELT
## Altogether, All Together
## February 19-28, 2021
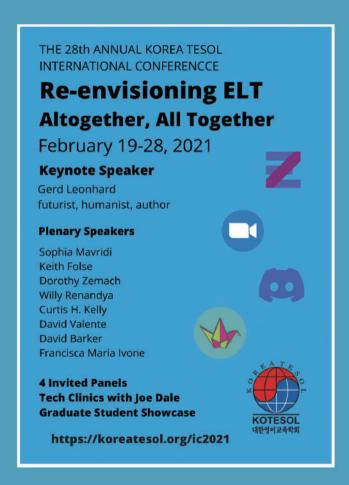
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# KOTESOL Proceedings 2021

### Re-envisioning ELT Altogether, All Together

THE 28th ANNUAL KOREA TESOL
INTERNATIONAL CONFERENCCE

## Re-envisioning ELT
## Altogether, All Together

February 19-28, 2021

**Keynote Speaker**

Gerd Leonhard
futurist, humanist, author

**Plenary Speakers**

Sophia Mavridi
Keith Folse
Dorothy Zemach
Willy Renandya
Curtis H. Kelly
David Valente
David Barker
Francisca Maria Ivone

**4 Invited Panels**
**Tech Clinics with Joe Dale**
**Graduate Student Showcase**

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Proceedings of
The 28th Korea TESOL International Conference
February 19 – 28, 2021; Online

Korea Teachers of English to Speakers of Other Languages
(Korea TESOL / KOTESOL)

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# KOTESOL Proceedings 2021

## *Re-envisioning ELT*
## *Altogether, All Together*

Proceedings of the 28th
Korea TESOL International Conference Online
February 19－28, 2021

### Edited by

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# Foreword

The 2021 Korea TESOL International Conference, our 28th annual event, continued as planned, despite the spread of the COVID-19 pandemic. Knowing that the show must go on, a lot of additional strategic planning took place and the organizers were able to host an entirely online event, with the conference theme *Re-envisioning ELT Altogether, All Together*. Organizers hosted sessions through various platforms, including Zoom, Discord, Padlet, and other virtual event spaces. The online event took place over a ten-day period, February 19–28, 2021.

Our keynote speaker, Gerd Leonhard, a professional virtual keynote speaker, futurist, and humanist, was well received. In addition to Gerd Leonhard, eight plenary speakers gave thoughtful, insightful presentations on the general topic of "What is the future of ELT from my point of view?" Throughout the ten days, we had five invited discussion panels, four invited speaker sessions, a graduate Student Showcase, not to mention our regular slate of over 100 member presentations. Of special interest, we also hosted *Tech Clinics with Joe Dale*, who gave workshops throughout the week.

In this volume of collected papers, 27 in total, we showcase the spirit and resilience of KOTESOL by addressing the concerns of presenters and members. The lion's share of these papers epitomize what is foremost in the minds of nearly everyone: technology, and the move to teaching online. There are five categories of papers: Research (16), Action Research (1), Workshops (4), Techniques and Activities (5), and Panel Discussion (1).

KOTESOL members have much to consider, learn, and adapt to as they forge their way through to post-Covid classroom realities. Our traditional ways of teaching and learning may no longer be relevant tomorrow, so these papers included here provide a pertinent way forward, either as starting points for your own professional development or even solutions to challenges you might be facing.

The 28th Korea TESOL International Conference must be considered a resounding success, especially considering global challenges. It was gratifying to see speakers and attendees overcome technical hurdles, find comfort in community, and come away with new ideas of practical value.

Building on the success of 2021, members can look forward to the 22nd Annual Korea TESOL International Conference, *More Than Words: Teaching for a Better World*. It is to take place April 30 – May 1. Again, the event will be hybrid: part online, part face-to-face sessions, anticipating an abatement in the pandemic situation.

James Kimball & David Shaffer
Editors

# KOTESOL Proceedings 2021

## *Re-envisioning ELT Altogether, All Together*

Proceedings of the 28th Korea TESOL International Conference

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# Teaching Language Functions Using the ASRI Method: The Context of English for Hospitality

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The objective of this article is to introduce an innovation in teaching ESP in the hospitality context. The ASRI method was implemented in a tourism school, where English learning is designed to provide the students with communicative skills required for their future careers in the hospitality industry. The ASRI method introduced in this article was based on communicative language teaching (CLT) with the principle of fluency before accuracy. The ASRI method focuses on oral skills based on the realization of language functions used in the professional field. This method aims to improve speaking skills in English by providing flexibility for students to develop their ability to communicate without worrying too much about grammatical accuracy.

## INTRODUCTION

English for tourism and hospitality is a category of English for Specific Purposes (ESP) predominantly used in the international tourism and service industry (Kaharuddin et al., 2019; Simion, 2012; Tsao & Xu, 2008). Tourism has become a vital industry for a country since it directly impacts social, cultural, educational, and economic growth (Narottama et al., 2017). Due to the development of business management and communication technologies, some changes have occurred in English language teaching. One of these shifts is the emphasis on English for more practical purposes rather than academic English (Zahedpisheh, et al. 2017).

There are several methods for language learning that have been used for a long time, but the most suitable for ESP learning in vocational schools is communicative language teaching (CLT), which involves communicative activities, such as role-plays and simulations. However, the role-playing technique used in CLT takes a lot of time to prepare, and it is challenging to measure each student's competence in a large class (Richards & Rodgers, 2001). In addition, linguistic theory regarding language functions has not been widely applied in any of the language learning methods mentioned above. None of these methods follow operational procedures in the vocational field. Therefore, incorporating language functions and focusing on improving students' speaking skills is necessary for the hospitality school.

# THE ASRI METHOD

The learning method developed in this study is referred to as the ASRI method. Like the ethnography theory of SPEAKING (Hymes, 1974), an acronym, the ASRI method is also an acronym for the four main components: *Aims*, *Sequence*, *Role-play*, and *Interaction*. The ASRI method puts forward the principle of language as a medium of communication and interaction to achieve specific goals, such as the communicative approach proposed by Richards and Rodgers (2001, p. 167). The language learning theory used is a development of communicative language teaching (CLT), which focuses more on how students are able to use language compared to their knowledge of the structure of the language being learned. Thus, learning activities emphasize role-playing activities, pair work, and group work.

The design of the ASRI method is based on the communicative principle, namely, that every conversation must have goals (aims), for example, to greet and welcome guests, recommend foods, and handle complaints. The objective, in this case, is the expected intentions and results in a conversation, according to Hymes (1974, p. 56). This objective reflects the realization of the function of language in serving guests in restaurants. It is also in line with Halliday's (1985) theory, namely, that the purpose of language is to reach the aims and objectives pursued in a speech function.

## A is for Aims

*Aims* is the goal or purpose that the speaker wants to achieve through language functions that are realized in the form of exponents or sentences. This goal follows Hymes (1974, p. 56), which states that the purpose of a conversation reflects the realization of language functions. Halliday and Hassan (1985) also agrees that the function of language aims to achieve objectives pursued in a speech act. The communicative goal is what the speaker wants to achieve by using language functions in a specific context. This communicative goal then underlies the ASRI method and becomes the first component (i.e., aims). It is essential to mention here that aims is not the goal of the learning method.

The main component in the ASRI method emphasizes the use of language functions in the form of exponents adapted to the context of learning English in food preparation. For example, when recording a food order, the exponents used are "Are you ready to order?" "What would you like for the starter?" "How would you like the steak done?" "Would you like something to drink?" When recommending food/drinks, additional phrases include "Why don't you try the Caesar salad? It's very popular" and "The sirloin steak is delicious, madam."

The language function is the goal to be achieved by using language. In the context of hospitality, the language functions include stating, asking, responding, greeting, and saying goodbye (Brown, 2007, p. 245). A speaker wants to convey through the use of (exponential) language a function, such as to ask for something, apologize, promise, argue, express emotion, give praise, and make a complaints (Searle, 1981, p. 167). There are six language functions primarily used in the hospitality industry:

- Permissive (to soften utterances, to avoid repetition, and to adjust intonation)
- Interactive (to greet, to have small talk, and to say farewell)
- Informative (to introduce, to show, to state, to explain, to ask, to agree, to reject, and to confirm)
- Persuasive (to offer, to promise, to suggest, and to persuade)
- Directive (to tell, to order, and to request)
- Indicative (to praise, to complain, to thank, and to apologize)

Understanding language functions and their realization in language learning is fundamental. Yalden (1987, p. 37) states that language learning can be more oriented to the needs of students by analyzing speech events using the target language and classifying speech into language functions than by teaching appropriate linguistic forms to realize these functions. A language learner may master the proper grammar, syntax, and lexical items but not know how to achieve an expected and implied function through careful selection of words, structure, intonation, nonverbal cues, or perceptions of a context (Brown, 2007, p. 247). Therefore, understanding how to use linguistic forms to achieve language functions is a crucial point in learning a second or foreign language.

## S is for Sequence

The second component, i.e., *sequence*, aligns with Hymes' (1974) theory that states that the flow of speech will develop in the order arranged by the speaker. The sequence of services in a restaurant is as follows:

1. Greetings and welcoming the guest
2. Presenting menu
3. Taking food orders
4. Serving the food
5. Handling complaints
6. Handling payment
7. Farewell

## R is for Role-Play

Since the ASRI method will be applied in language learning, the third component is *role-play*, namely role-playing activities. Following Nunan's theory (2003), students' communicative competence will be improved through role-playing activities in explaining something, conversing in pairs, and simulations of offering assistance.

## I is for Interaction

The fourth component is *interaction*; according to Harmer's (2001) theory, students must be able to establish interactions in speech events and use aspects of kinesics, gestures, and nonverbal signs along with verbal language.

## The Syllabus

The syllabus in the ASRI method focuses on language functions and their realization in the form of exponents, which are then taught communicatively to students. Each language function is equipped with its realization in the form and expression of the language and various related vocabulary (Lestari et al., 2017). For example, when using the function "to ask," students need to understand lexis such as *what time*, *how many*, *arrive*, *when ... for*, and so on. In addition to vocabulary and language expressions, the syllabus can also be designed to include the pronunciation of words or expressions thought to cause difficulty. For example, the phrase "May I ..." should be pronounced as /meI aI/, but many students still pronounce it as /maI aI/. Likewise, the expression *fully booked,* which should be pronounced /fʊlI bʊkt/ is incorrectly pronounced by students as /fʊlI bʊkəd/ because they are still affected by the spelling of the phrase. Therefore, awareness of vocabulary and pronunciation gets more attention in the ASRI method syllabus.

Additionally, students also need to know the types of non-standard English that are often used in daily conversations. However, the permissive function that is realized in using non-standard language needs to be supplemented with examples of standard English expressions. It is vital to provide students with an understanding of everyday English expressions through contextualized examples in the hospitality industry.

For the ASRI method, the teaching materials have been reworked to include examples of the hospitality context, mainly in restaurant service: handling reservations, greeting and welcoming the guest, presenting the menu, taking orders, delivering the food, handling complaints, dealing with payment, giving directions, and bidding farewell. These topics were summarized in the functional-notional syllabus so that language learning could help students learn the communication goals more authentically, according to their needs.

## THE AUTHOR

**Denok Lestari** is a lecturer in the Hospitality Management Program, where she teaches ESP. She is the editor-in-chief of the *Journal of Business on Hospitality and Tourism* (JBHOST), the head of the Research and Community Service Department, and the head of the publishing unit at the International Institute of Tourism and Business. Her interest in language learning has led her to various scientific meetings such as CamTESOL and TEFLIN. She participated in a short-course program in Tourism and Hospitality at Auckland University of Technology in 2018, a collaborative program between the Indonesian and New Zealand governments. She was assigned by the Indonesian Ministry of Education and Culture as the ambassador to teach Bahasa Indonesia at the Université de La Rochelle in France in 2020. Email: denoklestari@ipb-intl.ac.id

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