1. Aim of this study

Kyoto Junior College of Foreign Languages (KJCFL) introduced *Hospitality English*, a new first-year Service Industry English course in April 2008. *Hospitality English*, a one semester, one-and-half-hour per week course aims to develop students' English spoken language skills in order to help students successfully apply for, and complete, a competitive internship program at hotels in Kyoto. Participation in the internship program is very helpful if students choose to apply for career positions in the hotel industry after graduation. In this paper, we describe the first stages of the development, implementation, and evaluation of a course syllabus which explored ways to effectively combine CALL tasks with conventional EFL teaching methods. The CALL aid featured near-authentic simulations of spoken language communication events between hotel staff and guests which were supported by classroom language learning tasks and simulations of the same events with visiting native speakers of English.

2. Course design

2.1 Participants

17 KJCFL students participated in our study. 8 students took *Hospitality English 1*, a spring-semester course, and 9 students took *Hospitality English 2*, a fall-semester course.

2.2 The CALL teaching aid: the development of learner autonomy

In the course described in this paper it was anticipated that the integration of the CALL teaching aid with conventional EFL teaching methods would create opportunities for self-directed learning which, in turn, would contribute to the development of autonomous learning skills by allowing students to make decisions about their own learning. This
self-directed learning can be expected to enhance students' spontaneous motivation (Deci & Ryan 1985, 2002; Dickinson 1995) and in addition, it was hoped that the support of the classroom instruction would help to sustain student motivation. In addition in order to foster learner autonomy, classroom lesson tasks were designed to equip students with self-directed learning strategies specific to independent study with the CALL teaching aid.

2.3 Three learning components

The Hospitality English course design included three learning task components: 1. The CALL teaching aid which included video scenes of key communication events between hotel employees and hotel guests and learning task to support grammar, vocabulary, and pronunciation learning. 2. Conventional classroom EFL learning tasks were used by teachers to teach key features of language, to allow students to practice, and to give students instructive feedback. 3. Simulations of hotel communication situations were conducted in the classroom during visits by native speakers of English. The simulations were intended to bridge the CALL and the conventional classroom learning tasks with actual work situations.

3. CALL: linking conventional language learning tasks and vocational training experiences

The combination of experiential learning experiences, internships in particular, and university coursework may be an effective way of improving the English language proficiency of Japanese university students. The availability of unpaid internships in the service industry may increase during the current economic recession because of the financial benefits for the host companies. Innovative uses of CALL for EFL students may maximize efficient outside-of-the classroom self-directed study in ways which may effectively link classroom learning and internship experiences.

References

