

## Designing a Japanese-for-Specific-Purpose Course: Putting Theory into Practice

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Writing English-for-Specific-Purpose Courses is commonplace in English language teaching these days. You need only look at the plethora of material available in any publisher's catalogue. Writing Japanese-for-Specific-Purpose Courses, however, is not quite as commonplace.

This paper describes two Japanese-for-Specific-Purpose (JSP) courses commissioned by Qantas Airways Limited in 1988 for their ground staff employees: one for reservation staff (RSAs and PSAs), the other for airport ground staff (PAs). These two courses were developed within the framework of Language-for-Specific-Purpose (LSP) theory and course design. They serve as one example of putting theory into practice.

### Course Background

#### The Qantas International Language Strategy

At Griffith University's 1987 graduation ceremony, the chief executive of Qantas Airways, Mr. John Menadue, announced the company's intention to financially sponsor and encourage the study of foreign languages, particularly Asian languages, at all levels of education in order to provide a resource of fully trained Australian employees capable of dealing effectively in business with our Asian neighbors.

The Qantas International Language Strategy, as it came to be known, came into being for primarily two reasons: (1) the boom in the tourism industry had moved the "emphasis of the Airline's operations from a traditional European base to one on Asia and the Pacific" (Menadue, 1987: 6) and (2) "that the Australian education system is not particularly successful in helping to supply the language skills" (Menadue, 1987: 6) that the company required.

The language strategy involved investment in training both within the company

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(AUS \$5 million over the three years 1988–90) and in the community (AUS \$1 million over the same period). The company training involved: (1) offering AUS \$1,000 per employee to go towards the cost of qualifying themselves in an Asian language, for example, Japanese, Mandarin, Korean, Indonesian, Thai, or Tagalog and (2) providing in-house intensive language training programs.

Qantas began its in-house intensive language training with three different Japanese-for-Specific-Purpose Courses, which began in 1988. Japanese was chosen because Japan is Qantas's fastest growing market, having increased from six flights per week in 1983 to thirty flights per week in 1988 (Menadue, 1988: 5). The courses were for direct customer contact personnel on the ground and in the air. Cabin crew were to have a five-week, five-hour-a-day (125-hour) program, and ground staff, a three-week, six-hour-a-day (90-hour) program. The cabin crew course contract was awarded to the Institute of Language, New South Wales University<sup>1</sup> and the ground staff course to the Insearch Language Centre, University of Technology, Sydney. I was commissioned by Insearch Language Centre to write the ground staff course on its behalf.

### Ground Staff Course Aim

The course was to be directly related to the job responsibilities of the employees concerned, thereby enabling them to cope confidently “with the language/cultural requirements of specific tasks and functions associated with their jobs.”<sup>2</sup>

### Course Objectives

To enable staff to communicate in Japanese while fulfilling their job duties.

To enable staff to understand and acknowledge Japanese culture: its values and differences from Western culture in order to facilitate communication on the job.

To increase the number of personnel able to service Japanese passengers successfully in Japanese.

### Summary of Course Description

After the preliminary discussions with both management and staff it became evident that the objectives for the ground staff course could only be achieved if the course was designed along the following lines.

Qantas needed a very practical, highly specific vocational (training) language course that developed communicative competence: “when to speak, when not, and as to what to talk about with whom, when, where, in what manner” (Hymes, 1972: 277).

The course needed to be:

A course concentrating on *use*, not knowledge.

A course based on *authentic* dialogues from the specific job contexts in which Japanese is to be used—in other words, *situationally based*.

A course which would *extract grammar, functions, and vocabulary* from the situations, and train the participants to be competent in these components of the language.

<sup>1</sup> For more detail refer to Waites (1991).

<sup>2</sup> Taken from course profile provided by Qantas prior to awarding the contract.

A course which was *task based* and *learner centered*.

A course which was *empathetic* to varying rates and stages of learning.

A course which would concentrate equally on *speaking* and *listening skills*.

A course which was *flexible* enough to meet the needs of the differing job demands of airport ground staff and reservations personnel.

A course which was *interesting and enjoyable* enough to encourage further independent language development.

A course which not only presented the language, but *presented it in its cultural and situational context*.

A course which taught *culturally appropriate service behavior* as well as language.

### Participant Selection

#### The Selection Questionnaire

As the ground staff course was a pilot initiative, it was imperative for Qantas that it be successful in order to justify a continued investment in this kind of training. Participant selection was perceived as extremely important, and the company opted for a language aptitude test as the criterion for selection. Management's intention of developing a language aptitude test raised many questions about learner psychology and the relationship between native language and second language aptitude. "Intelligence tests are in certain respects poor predictors of second language aptitude" (Stern, 1984: 368). This was later replaced by a selection questionnaire, which was seen as the less contentious selection tool (Appendix A). The questionnaire was aimed at identifying learner profiles that would assist in language learning based on:

- motivation,
- proven successful second language (L2) learning experience,
- expectations of a language classroom,
- personality traits, e.g., risk taker, determined and positive attitudes, etc.,
- and (to a lesser degree) hobbies and interests.

Of 900 interested staff, 200 completed the questionnaire for the ground staff course of which 75 were chosen to attend the five pilot courses. The 200 questionnaires fell into four neat groups.

- Group A had: a second language (L2) already that they rated as either fluent or bilingual;  
studied L2 for a long period recently.
- Group B+ had: a second language already which was not as good as Group A;  
studied L2 for a shorter period than Group A and not so recently.
- Group B had: an L2 learning experience in high school or university but was not able to use it;  
substantial musical education and interest which could assist them in the language classroom.
- Group C had: no L2 experience and had nothing in particular to recommend them.

All of the participants were extremely motivated, and this appeared to be the driving

force behind participant success. In the end, the initial A, B+, and B grouping did not appear to have any significant bearing on the results.

### Profile of Target Learners

The following profile of target learners was drawn up from the selected participants.

Age:	19–45
Stage:	Beginners and quasi beginners.
Purpose:	Japanese for Special Purposes related to Qantas Airline operations on the ground: <ol style="list-style-type: none"> <li>1. Airports</li> <li>2. Reservations</li> <li>3. Travel Centres</li> </ol>
Occupation:	<ol style="list-style-type: none"> <li>1. Passenger Agents (PAs)—Airports</li> <li>2. Reservation Sales Agents (RSAs)—Reservations</li> <li>3. Passenger Sales Agents (PSAs)—Travel Centres</li> </ol>
Level of Education:	Learners all had successfully completed secondary education. Some had tertiary education, and all were fully trained Qantas personnel.
L1 Literacy:	Excellent (fluent). Many learners were native-born Australians while others were migrants.
Culture and Ethnicity:	Learners were middle-class Australians and permanent residents from Asia and Europe.
Previous L2 Experience:	Majority of learners had a proven successful L2 learning experience. Some learners were already multilingual.
Attitudes:	All had extremely high motivation and a monetary incentive to achieve. Successful participants received a Language Badge which entitled them to a higher weekly wage.
IQ:	Appeared to be average to high.
Aptitude:	Expected to be high.
Sex:	Approx. 65 percent female and 35 percent male.
Study Time:	Six hours' classroom time per day. One-two hours' homework per day.

### Needs Analysis

The course objectives presupposed that the language to be selected for the course would need to be “airline specific” or more precisely, “airline specific for ground staff.” This presupposition thus assumed a detailed needs analysis. Wilkins (1976: 19) defined a needs analysis as follows: “The process of deciding what to teach is based on consideration of what the learners should most usefully be able to communicate in the foreign language. When this is established, we can decide what are the most appropriate forms for each type of communication.”

The Needs Analysis survey involved six major steps:

1. Talking with management.
2. Talking with customer contact staff.
3. Talking with Japanese nationals within customer-contact areas.
4. Tour of Sydney Airport, Reservations (North Sydney) and Travel Centre (Qantas International Centre).
5. Collecting official job descriptions for:  
Passenger Agents (PAs)  
Reservation Sales Agents (RSAs)  
Passenger Sales Agents (PSAs)
6. Isolating job functions that could be executed in Japanese and then selecting ones with the highest priority to go into the course.

### **Talking to Management**

Initially, management needed to be reassured that staff would benefit from a Language-for-Specific-Purposes (LSP) training course. It was then important to find out what management hoped their staff would be able to do. Many were concerned that staff would not be competent enough to handle a face-to-face encounter successfully in Japanese, thereby upholding the high service standards in Qantas. Basically they felt if staff were to start using Japanese they had better do it very well or else not at all.

### **Talking to Customer Contact Staff**

It was necessary to find out in what situations staff encountered Japanese and find out how staff reacted and related to the passenger. It became clear that encounters with Japanese passengers were predictable in the three operational areas on the ground, that is, at the airport, at telephone reservations, and travel centres. For example, Japanese were more likely to ring reservations to reconfirm a flight rather than to get a fare quote, and Japanese were more likely to check in individually in business and first class than in economy class, where they were likely to be a member of a group.

### **Talking to Japanese Nationals Employed by Qantas**

Japanese nationals employed by Qantas in customer contact-areas are there to cater to Japanese passengers' needs. They were therefore full of information on passenger complaints and provided suggestions on how to improve service. They could also suggest job functions that a PA with minimal Japanese could do successfully with ease. It became clear a PA with minimal Japanese could do many job functions in Japanese, such as boarding pass checks at the boarding gate, while not encroaching on the job responsibilities of the Japanese nationals. In fact, if this were to become a reality, the Japanese nationals could be freed up to deal with more important things, such as assisting an invalid passenger or handling a complaint, etc.

Japanese language used by Japanese nationals in the course of their work both at the airport and in reservations was collected on tape.

Table 1 Service Areas Available on Cassettes in English and/or Japanese

Airports	Reservations (telephone)	Travel Centre (face to face)
(list of areas) Check-in Boarding Gate Transfer Desk Baggage Claim Baggage Services First Class Lounge (airside & landside)* Standby Desk Enquiries Desk Reservations & Sales Service Desk	(list of services) Flight Notification (Delayed/Early)	
	Reconfirmation Complaints Booking Flight Information Open-dated Booking	
		Revalidation Endorsement Ticket Sale Ticketing Reissuing Refunds Damaged Bags

\* Airside refers to airport facilities prior to formally entering or leaving a country through immigration. Landside is the opposite side to airside.

Note: The services shared by Reservations and Travel Centres are listed under both columns. Within the airport, the only service function that related to operations of Reservations and the Travel Centre were the services at the Reservations and Sales Service Desk.

### Tours

Qantas airport, reservations, and Travel Centre operations were observed in detail. All the situations were recorded on tape, and relevant training videos were collected and viewed. The data was collected on cassette tape in English and/or Japanese from the service areas, as shown in Table 1.

### Job Descriptions

Official job descriptions provided an indication of the scope of the employees' responsibilities and acted as a cross-check to the previously outlined observations.

Taping authentic material in Australia was difficult as the law requires all parties involved to give permission. This, then, effectively discounted the usefulness of the "authentic" material, as most exchanges were unnatural due to the tape recorder's presence. However, owing to the difference in privacy laws in Japan, Qantas reservations in Tokyo were able to tape authentic material which although slightly different from Sydney situations was adaptable and formed the core of the reservations course.

### Prioritization of Job Functions

It was clear at this point that the job functions of passenger agents and reservation sales agents passenger sales agents were totally different and that combining them into one course would be disadvantageous to participants, since at least half of the course

would be irrelevant to all of the participants. This reflected the delicacy in airline register<sup>3</sup> between face to face and telephone encounters as well as area-specific lexis.

After consultation with Qantas management, the course was split into two. One course (90 hours) for airport passenger agents (hereafter called the PA course) and one (90 hours) for reservation and passenger sales agents (hereafter called the RSA/PSA course).

The job functions for the PA course were as follows:

Location	Functions
At Arrival Point	meeting disembarking passengers (pax). meeting transit pax.
At Baggage Claim	directing pax through customs procedures. directing pax to airport facilities.
At Check-in	checking in first class and economy pax. checking in standby pax. handling seat requests.
At Boarding Gate	negotiating excess baggage charges. farewelling embarking pax. farewelling transit pax. removing oversized cabin bags.
Public Relations*	limiting pax to one piece of cabin baggage. taking and posing for photographs. making introductions.

\* Public relations functions occurred anywhere in the airport and were not isolated to any one particular area.

The job functions for the RSA/PSA course were as follows:

Location	Function
Reservations only	notification of schedule changes.
Travel Centre only	selling tickets. endorsing tickets.
Reservations and Travel Centre	reconfirming a flight for an individual or group. revalidating a ticket (changing an existing booking). giving out flight arrival and departure time information.

Having isolated specific job functions and ordered these according to frequency and importance as regards the job descriptions, the next stage was to look at the language used to perform these functions and begin course development.

<sup>3</sup> For an explanation of register see Halliday et al., 1964: 90-94.

## Course Development

### Tape Transcription

The first step in course development was to transcribe for each function the appropriate dialogues that were collected either during the interviews with the Japanese nationals or during the tours. The taped dialogues collected by Qantas reservations in Tokyo were culled, and the appropriate dialogues were transcribed.

To the extent that was possible the course was designed around real situations and real language, thereby ensuring that whatever was presented in class adequately reflected the situation at work.

### Dialogues

Unfortunately, not all the job functions had sample dialogues on tape, thus many dialogues were written and then later checked by Japanese nationals to ensure correctness and naturalness. Some of the authentic material from Tokyo had to be adapted to be relevant to the situation in Sydney. Once the dialogues were compiled, syllabus design was possible.

### Course Emphasis

The emphasis of the two courses was essentially the same. The participants were to learn to speak and understand Japanese relevant to their job functions. However, from the needs analysis, it was obvious the PAs needed to be able to control each language situation; they were usually the question askers and explainers of rules and regulations. Further, they needed to know and use the airline register in Japanese, using honorific, humble, and formal forms in a sophisticated manner. They needed to be trained in information-listening strategies more than in gist-listening, since passengers were always predictable in their needs due to the constraints of the situation. Thus at check-in a passenger's needs are those of checking in. It is unnecessary to find out what they want but mandatory to be able to ask and understand the answers to information questions regarding such things as name, destination, number of passengers, seat preferences, etc. Similarly it wasn't a question of learning just information questions but of learning polite, indirect information question forms to meet the requirements of the register. For example PAs needed to be able to say, *Nannin de goryokō desu ka*, rather than, *Nannin desu ka*. And similarly, *Kochira ga tōjōken de gosaimasu*, instead of, *Kore ga tōjōken desu*. The PA course thus tended to be product oriented; it "... tended to focus on the things that learners should know or be able to do as a result of instruction" (Nunan, 1988: 11).

Unlike the PA course the RSA/PSA exchange was not constrained by the situation. A passenger entering a travel center or ringing up may request any number of services. Therefore the RSA/PSA needed a range of listening strategies to cope with the unpredictable needs of a customer. This was particularly evident over the phone, since one cannot resort to gestures, pictures, etc. RSA/PSAs had to be able to find out what the customer needed. Thus, learning strategies such as listening for gist, checking and confirming information, etc., needed to be addressed. In this way the RSA/



PSA course was more process oriented than the PA course. By this is meant, the syllabus content was specified in terms of learning tasks and activities (Nunan, 1988: 11). However, both courses were a combination of product and process orientations.

The RSA/PSA course had to further address two modes of communication: (1) face-to-face conversation and (2) telephone conversation. There was thus attention paid to appropriate Japanese telephone manners and etiquette.

Finally, as indicated previously, the job functions performed by Reservations and Travel Centre staff were fewer than passenger agents at the airport, but lengthier and more complex, therefore requiring more teaching time. Thus, the PA course had many more job functions included in the course than the RSA/PSA course.

### Syllabus Design

The syllabus design, that is, the grading and sequencing of the dialogues and their content was organized around the most important job tasks or services provided by the customer contact staff. Every service was airline specific and highly defined.

PA course: major job tasks

1. Directing passengers to airport facilities.
2. Checking in passengers.
3. Meeting passengers.
4. Farewelling passengers.

Two more topics were added to the above list:

1. "Can you speak Japanese?" (language skills necessary to initiate service and if necessary skills to back out of situations which are beyond their linguistic capacity).
2. Public relations (language skills needed to provide the "personal touch," such as introductions, photo taking, etc.)

RSA course: major services

1. Reconfirmation.
2. Revalidation (changing existing Qantas flight /OF] bookings).
3. Ticket Endorsement (altering another carrier's ticket).
4. Ticket Sales.
5. Flight Information.

Again the topic "Can you speak Japanese" was added for the reasons outlined above, and "Flight Information" was split into: (1) arrival and departure times and (2) flight notification: delayed and early (this service is initiated by the company, not by the passenger, whereas all other services are initiated by the passenger).

### Sequencing

The sequencing of the job tasks/services was determined by two criteria:

1. length of the service.
2. linguistic complexity.

If a service involved a short linguistic exchange then it was placed either at the beginning or end of the course, because the students needed to be eased in and out of the course as painlessly as possible. Further, lengthy services tended to involve lin-

guistic complexity, e.g., checking-in or ticket revalidation, thus these were dealt with as the core of the course and occurred midcourse. These longer services initially posed a problem in terms of how to break them down into manageable lesson sizes. However, each service neatly broke down into generic stages which neatly fit into a three-hour class.

For example, a ticket revalidation over the telephone broke down into the following five generic stages and thus lessons:

Lesson 11. Passenger Name Registration

Lesson 12. Confirming Booking Change

Lesson 13. Changing the Booking

Lesson 14. New Booking Details

Lesson 15. Directing Passenger to Travel Centre

Lesson 16. Review: Combining the generic stages to form a realistic exchange

The sequencing of the services/job tasks was consequently not based on any grammatical criteria, thereby falling into the category of analytic syllabus types: analytic meaning "... organized in terms of the purposes for which people are learning language and the kinds of language performance that are necessary to meet those purposes" (Wilkins, 1976: 13). Thus an analytic syllabus is "... based on non-linguistic units such as topics, themes, settings and situations. Learners are exposed to holistic 'chunks' of language and are required to extract patterns and regularities from these" (Nunan, 1988: 158).

### Grading

Once the sequencing of the services/job tasks was determined, the dialogues relating to each were scrutinized for functions, forms/structures, notions and useful expressions. These lists illustrated two kinds of "language": (1) language that *operated across services* and (2) language that was *service specific*.

#### Across Service Types:

Functions: Apologizing, thanking, confirming, informing, etc.

Forms: Verb "to be" (*desu*); thematic particle *wa*.

Useful Expressions: Please wait a moment (*Shōshō omachi kudasai*).

Sorry to have kept you waiting (*Omatase itashimashita*).

#### Service Specific Types:

Functions: Explaining facility locations.

Forms: Location verbs and particles ( *ni arimasu/gozaimasu*).

Notions: Left and right (*hidari/migi*); beside (*tonari*); above (*ue*); below (*shita*).

Useful Expressions: Do you have anything to declare? (*Shinkoku suru mono ga gozaimasu ka.*)

The "across service type" functions, forms, notions, and expressions were dealt with first and continually recycled throughout the course. The "service specific types" were dealt with in each relevant service/job task in order of appearance. The advantage of grading in this manner meant students quickly built up a store of familiar and known language components which built confidence and lessened the

trauma of being constantly exposed to new material. Every lesson consistently contained less and less new material.

### **Course Weight**

The first two weeks of each course were demanding both in terms of course content and psychological pressure, but in the third week the amount of content and pressure was relaxed. This was deliberately planned to take advantage of student motivation and commitment early on in order to get through the material in the time allotted. It also avoided the "burn-out" syndrome. Students felt highly successful at the completion of the course primarily because the third week was consolidation.

### **Course Methodology**

The job tasks of the Qantas employees though very clearly defined were also highly dynamic, that is, variation occurs within each defined situation. For example, a passenger checking in may have a special seating request, may have excess baggage, and may request something using a non-standard form. In order to prepare the employees for this experience and to be successful in such an encounter, a communicative, task-based approach to teaching was used in the classroom as opposed to a formalist approach looking at grammatical accuracy, etc.

This communicative approach involved classroom work "aimed at the situational and contextualized use of particular language: this language [was] specified in relation to the following components of events: WHO [speaking] about WHAT with what PURPOSE in which types and stages of DISCOURSE to what general AIM" (Piepho, 1983: 20).

All the classroom activities were situationally appropriate, negotiated meaning, and provided checks to account for successful communication. These activities or tasks were "an activity or action which [was] carried out as the result of processing or understanding language" (Richards et al., 1985: 289).

Further, the classroom was too contrived an environment to gauge the future success of their communication on the job, so non-English-speaking Japanese students were invited to attend class as Qantas passengers and practice with the participants. This resembled the "on-the-job" situation more closely and assisted in demystifying the Japanese traveler as well.

The course used airline realia whenever possible, such as: airline tickets, boarding passes, baggage claim tags, passports, computer timetables, etc., as well as the more standard classroom teaching aids like flash cards, clocks, maps, and illustrations, etc.

Each student was given a set of tapes which contained all the dialogues used in the course and was encouraged to listen ahead and try to understand the gist of each lesson before it was presented. Receptive/passive skills (developing ways and means to understand) and productive skills (developing ways and means of saying) were given equal attention. Students were expected only to produce language at the level of airline register but to understand other levels of politeness and/or plainness that a passenger might use. Further, the productive lexis was far more restricted than the pas-

sive lexis. The passive skills tended to be in the listening activities and the productive skills in the speaking activities.

Dialogue transcripts, translations, and grammar notes were only given out at the end of each lesson to further develop aural skills and reduce over-reliance on the written word. The grammar notes were very concise and only addressed usage within the airline register.

### Lesson Format

Each lesson was presented in a "Presentation, Practice, and Production" (PPP) format. The presentation stage either introduced new material in a very focused manner, for example, teaching "wh" questions through structure, or else in an unfocused or global manner by approaching the dialogue in its entirety and working down to the specific item that was new. This often neatly incorporated the revision component.

Every lesson was approximately three hours long with a review section at the beginning followed by a vocabulary/useful expression test based on the previous lessons. New "job tasks" or functions were introduced in the morning sessions when students were the freshest, and the afternoon classes were used as consolidation and extension of the morning material.

Fridays were used as a partial rest day. The morning session was a review of the week's work and role-playing with the Japanese students while the afternoon was taken up with a culture lecture, discussion, and video.

The standard lesson format in the text was as follows:

- Core Dialogue(s): These were either simulated authentic, adapted, or when unavoidable, composed dialogues;
- Dialogue Translation(s);
- Listening Activities;
- Speaking Activities;
- Useful Expressions List;
- Vocabulary Lists;
- Grammar Explanations and Examples.

### Activity Types

All the activities were designed especially for the course. They all involved the students in meaning negotiation and constituted a communicative task. Comprehension checks appeared in every activity either implicitly or explicitly. All lessons contained activities that progressed from highly controlled to loosely guided.

Both courses contained the following activity types:

#### I. Listening Activities (for receptive skills)

- A. Gap Fill Listening;
  - (1) for useful expressions;
  - (2) for content words and phrases (e.g., time, dates, names, flight numbers, money, etc.);
  - (3) for combinations of (1) and (2).
- B. Listening for Gist;

- C. Listening for Form/Expression Variations;
  - D. Listening Comprehension;
  - E. Jigsaw Listening (Geddes et al., 1979);
  - F. Feedback Response Listening; the activity deals with Japanese feedback and how to give it appropriately. It is, therefore, more of an activity relating to discourse strategies;
  - G. Listening for Register Variables;
  - H. Fill-in-the-Picture Listening.
- II. Speaking Activities (for productive skills)
- A. Pairwork: Level Practice with
    - (1) Verbs;
    - (2) Nouns;
  - B. Pairwork: Information Substitution using cue cards;
  - C. Pairwork: Location and Directions;
  - D. Pairwork: Time;
  - E. Pairwork: Finishing Sentences and Dialogues;
  - F. Pairwork: Building Nominal Strings;
  - G. Gap Fill;
  - H. Write Your Own Dialogue;
  - I. Role-playing using authentic aids (airline tickets, boarding passes, baggage claim tags, etc.).

## CONCLUSION

The experience of researching and writing a JSP course, observing its implementation, and then experiencing the service provided by these newly trained Qantas employees confirmed for me the need for and effectiveness of JSP courses. The common opinion is that general Japanese needs to be taught before any JSP material in order to establish a firm grounding in the language. This is not necessary. What is necessary is thorough research into the language requirements of different learners of Japanese. Provided the language covered in the classroom matches the language encountered on the job, then the notion of a firm grounding loses its relevance.

The commissioning of these courses by Qantas was a milestone in corporate Australia. Traditionally, Australian companies have not taken on the responsibility of staff training to the extent that is commonplace in Japan. Rather, companies expect their new recruits to arrive ready-trained. Qantas, however, decided to invest in its staff in order to maintain and improve its edge in an increasingly competitive international market. At the time that Qantas mounted these courses, the Australian government began looking for ways to improve the nation's productivity and competitiveness. This culminated in the Training Guarantee Act 1990, a law requiring small and large businesses alike to devote a minimum of 1.5 percent of their national payroll to in-house staff training. "The principal objects of this Act are to increase and improve the quality of the employment related skills of the Australian workforce so that it works more productively, flexibly and safely thereby increasing the efficiency and international competitiveness of Australian industry."<sup>4</sup>

The fact that Qantas instigated specialized in-house training before the Training Guarantee Act highlights the innovation and forethought of the company's senior management, without whom these courses would not have happened.

### Appendix A

#### The Selection Questionnaire

NAME: \_\_\_\_\_ AGE: \_\_\_\_\_  
 Years of Secondary Education: \_\_\_\_\_  
 Qualifications: \_\_\_\_\_

#### JAPANESE LANGUAGE SKILLS

1. Which *one* of the following best describes your current competence in *speaking* Japanese? (Please circle the appropriate letter below.)
  - a. can't speak a word
  - b. just a few words
  - c. just a few phrases
  - d. can handle simple conversations
  - e. reasonably fluent
2. Have you ever undertaken any formal study/training in the Japanese language?
 

YES                      NO

If YES, was this:

  - a. at secondary school      YES      NO
  - b. after secondary school    YES      NO
  - please specify \_\_\_\_\_
  - c. How long did you study Japanese?
 

\_\_\_\_\_ years                      \_\_\_\_\_ months
  - d. your last year of study was 19\_\_
3. Has your proficiency in speaking Japanese ever been assessed by any person or organization, whether formally or informally?      YES      NO
 

If YES please indicate:

  - a. year when assessed      19\_\_
  - b. by whom/which organization? \_\_\_\_\_
  - c. result of your proficiency assessment \_\_\_\_\_
4. Have you previously applied to learn Japanese under the Qantas language training assistance scheme?      YES      NO
 

If YES, was your application:

  - a. approved
  - b. not approved
5. If you answered "NO" to Q4, please indicate the reasons why you have not so far applied to learn Japanese under the Qantas training assistance scheme.

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<sup>4</sup> For more information on the Training Guarantee Act 1990, refer to Acts of the Parliament, Commonwealth of Australia, no. 60 of 1990.

6. Have you ever been to Japan? YES NO  
 If YES, please give details, e.g., on duty/vacation, length of stay, and any other comments. \_\_\_\_\_
7. Why do you particularly want to learn Japanese now? \_\_\_\_\_
8. How many hours per week of your own time would you be either *willing* or *able* to spend on practicing Japanese during the intensive course?  
 (Please tick *once* in *each* column.)
- |                      | Willing | Able |
|----------------------|---------|------|
| 0 hours/week         |         |      |
| 1-3 hours/week       |         |      |
| 3-5 hours/week       |         |      |
| 5 or more hours/week |         |      |
9. If you are selected as a course participant, are you prepared to devote more of your own time to undertake further Japanese language training *after* completing the course?  
 YES NO
10. Which of the following strategies do you think will help you to learn Japanese successfully? (Please number the options from 1-5 in the order you think is most *important*.)
- \_\_\_\_\_ concentrating mostly on learning the grammar.
  - \_\_\_\_\_ listening to and repeating important words and phrases.
  - \_\_\_\_\_ practicing using the language in real life situations.
  - \_\_\_\_\_ learning vocabulary lists.
  - \_\_\_\_\_ concentrating on translation of English words and phrases into Japanese.

OTHER LANGUAGES, SKILLS AND GENERAL QUESTIONS

11. Do you speak a language other than English? Please specify.
- a. Which language(s)? \_\_\_\_\_
- b. Did you learn it (them)
- |                |     |    |
|----------------|-----|----|
| i in Australia | YES | NO |
| ii overseas    | YES | NO |
- Please specify \_\_\_\_\_
- c. Did you learn the language(s)
- |                                  |       |        |
|----------------------------------|-------|--------|
| i in a formal educational course | YES   | NO     |
| for how long? _____ years        | _____ | months |
| ii elsewhere                     | YES   | NO     |
- d. Did you learn to
- |                               |     |    |
|-------------------------------|-----|----|
| i <i>read</i> the language    | YES | NO |
| ii <i>speak</i> the language  | YES | NO |
| iii <i>write</i> the language | YES | NO |
- e. How would you rate your ability to *speak* that language now (i.e., in 1988)?
- 1 2 3 4 5  
 nil fluent
- f. Are you still studying that language
- |                                |     |    |
|--------------------------------|-----|----|
| i privately                    | YES | NO |
| ii in a formal course of study | YES | NO |
- Please specify \_\_\_\_\_
12. What is your mother tongue? \_\_\_\_\_  
 If English is *not* your mother tongue, how would you rate your English? (Please tick

- one alternative)
- \_\_\_\_\_ I am bilingual. \_\_\_\_\_ adequate for my job  
 \_\_\_\_\_ very fluent \_\_\_\_\_ I can get by.  
 \_\_\_\_\_ reasonably fluent \_\_\_\_\_ poor  
 \_\_\_\_\_ good in only certain situations
13. Is a language other than English spoken in your family? YES NO  
 If YES, what language? \_\_\_\_\_
14. Is a language other than English spoken by  
 a. any of your close friends? YES NO  
 what language? \_\_\_\_\_  
 b. any of your colleagues? YES NO  
 what language? \_\_\_\_\_
15. Have you ever previously considered learning a foreign language? YES NO  
 If YES, what language and why? \_\_\_\_\_
16. Do you think you have a "good ear" for  
 a. languages YES NO  
 b. music YES NO
17. Do you play a musical instrument? YES NO  
 If YES, what instrument \_\_\_\_\_
18. Have you ever studied music? YES NO  
 If YES, please specify \_\_\_\_\_
19. Have you ever  
 a. performed (acting, singing) in public? YES NO  
 b. spoken formally to a group or before an audience YES NO  
 Please specify \_\_\_\_\_
20. Do you think you have  
 a. a very good memory? \_\_\_\_\_  
 b. a good memory? \_\_\_\_\_  
 c. an average memory \_\_\_\_\_  
 d. a fair memory \_\_\_\_\_  
 (Please tick *one* alternative)
21. Do you think you have any special abilities which you think may help you to learn a foreign language? Please specify. \_\_\_\_\_
22. What are your particular interests and hobbies?  
 Please specify \_\_\_\_\_
23. Have you ever undertaken any formal courses of study or training in your own time since leaving school? YES NO  
 If YES, what course? \_\_\_\_\_  
 How long was the course? \_\_\_\_\_ years \_\_\_\_\_ months  
 Did you complete the course? \_\_\_\_\_  
 When did you complete the course? \_\_\_\_\_
24. When conversing in English with someone whose command of English is very basic, what technique(s) would you use to try to communicate successfully?  
 \_\_\_\_\_
25. What strategies would you use when overseas and trying to communicate in a language other than English? \_\_\_\_\_

Thank you

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**Appendix B**  
Syllabus: Reservations and Sales Centers

Situation	Functions	Useful expressions	Grammar/form	Notions	Activities
1. "Can you speak Japanese?" (Travel Centre)	apologizing excusing calling someone to help explaining lack of understanding asking for information confirming information asking pax: to wait : to speak slowly	<i>Mōshi wake gozaimasen ga.</i> (I'm sorry.) <i>Sumimasen/chotto.</i> (Excuse me.) <i>Nihongo ga wakari-masen.</i> ((I) don't understand Japanese.) <i>Shōshō omachi kudasai.</i> (Please wait a bit.) <i>Yukkuri osshutte kudasai.</i> (Please speak slowly.)	Sentence <i>ka</i> (Question form) Noun <i>no</i> Noun (possessive particle) <i>wa</i> (____ <i>desu</i> ) (Vb: "to be") Vb <i>masu/masen</i> (formal present tense +ve/-ve) Vb <i>te</i> ( <i>kimasu</i> ) ( <i>mairimasu</i> ) (Vb: "go and Vb")	Terms of address: <i>okyakusama</i> ____ <i>san</i> ____ <i>sama</i>	Gap-fill listening (Same as in airport course) Level practice
2. "Can you speak Japanese?" (Reservations)	telephone greeting asking pax not to hang up transferring calls asking pax to say it again	<i>Moshimoshi.</i> (Hello.) <i>Kantasu kōkū yoyaku de gozaimasu.</i> (This is Qantas Reservations.) <i>Odenwa o kirazu ni, omachi kudasai.</i> (Please wait and don't hang up.) <i>Odenwa karuari-mashita.</i>	____ <i>de gozaimasu</i> (polite formal of <i>desu</i> ) (company) <i>no</i> (name) <i>desu</i>	Japanese surnames Japanese company names	Gap-fill listening 1 Gap-fill listening 2

Situation	Functions	Useful expressions	Grammar/form	Notions	Activities
		(You have been transferred—after a call has been given to someone else.) <i>Hai, kashikomari-mashita.</i> (Yes, certainly.) <i>Mō ichido onegai shimasu.</i> (Once more, please.)			
3. Reconfirmation 1 Telephone Etiquette Opening and Closing (Reservations)	opening a call closing a call thanking customers for calling Qantas	<i>Osewasama desu.</i> (Thank you for your help.) <i>Osewa ni natte orimasu.</i> (Thank you for your patronage.) <i>Dōmo arigatō gozaimashita.</i> (Thank you very much—after the event) <i>Shitsurei (itashimasu) shimasu.</i> (Excuse me/Good-bye.)	Name to <i>mōshimasu</i> / <i>moshimashita</i> (I am called <i>name</i> .) <i>shimasu/itashimasu</i> (formal form/humble formal form) <i>deshita</i> (past tense Vb: “to be”)		<i>Aizuchi</i> (feedback) response listening Telephone pair-work Level practice
4. “Is QF21 on time?” (Reservations)	asking if flights are on time (arrival and de-	same as above	flight number <i>ni noru</i> (board a <i>vehicle</i> ) <i>deshō ka</i>	Flight numbers time ___ <i>ji</i> ___ <i>fun</i> <i>gosen/gogo</i>	Further telephone pairwork Listening for gist

parture)	(tentative Vb "to be") (A.M./P.M.)	Listening for times
	sentence/ <i>ga</i>	Pairwork using
	/ <i>keredomo</i>	flight numbers/
	/ <i>keredo</i>	schedule check
	(coordinator: but/	(Role-playing)
	however)	
5. Reconfirmation 2	"Wh" questions	Listening for
Flight Details	<i>doko</i> —where	variation
(Reservations)	<i>nan/nani</i> (what)	Pairwork sheet
	<i>itsu</i> (when)	
	(Sentence) <i>ne</i>	
	(agreement-seeking	
	practice)	
	(Noun 1) <i>kara</i> (noun	
	2) <i>made</i>	
	(from N1 to N2)	
	<i>Nanmeisama desu ka?</i>	
	(How many passen-	
	gers?)	
	<i>Okyakusama no</i>	
	<i>onamae wa nan to</i>	
	<i>osshaimasu ka?</i>	
	(What is the passen-	
	ger's name?)	
	<i>Kiroku o dashimasu.</i>	
	(I am locating the	
	booking.)	
	<i>Ijō desu.</i>	
	(That's all.)	
6. Reconfirmation 3	(Sentence) <i>no de</i>	Gap-fill listening
Check-in Details	(because/as/since	counter for hours
(Reservations)	sentence)	(____ <i>jikan</i> )
	<i>Shukkohei sei to</i>	
	<i>seikan teitsukiryō</i>	
	<i>o oshiharai kudasai.</i>	
	(Please pay departure	
	<i>nasatte kudasai</i>	

Situation	Functions	Useful expressions	Grammar/form	Notions	Activities
	advising pax about departure and immigration clearance fee	tax and immigration clearance fee. <i>Ikura desu ka?</i> (How much is it?)	(Please do—honorific) (time) <i>made ni</i> (by ___) (Noun) <i>no</i> (time) <i>mae ni</i> (Before ___) (Noun) <i>to</i> (Noun) (N and N)		
7. Reconfirmation 4 Contact Details (Reservations)	asking for pax contact address and telephone number	<i>Dochira ni otomari desu ka?</i> (Where are you staying?) <i>Odenwa bangō wa nan deshō ka?</i> (What is your telephone number?)	<i>Otomari desu ka?</i> (Nominalized Verbs) <i>o</i> Noun <i>ga</i> Noun	telephone number ( <i>namban</i> )	Listening for variation Listening for telephone numbers Reconfirmation role-playing
8. Reconfirmation Review					Listening comprehension Gap-fill listening Reconfirmation role-playing
9. Week One Review Practice with Japanese students					
10. Culture 1					

<p>11. Revalidation 1 Name Registration (Travel Centre)</p>	<p>asking for airline ticket leading/guiding a pax finding out pax's inquiry</p>	<p><i>Kōkū-ken o omochi desu ka?</i> (Do you have (your) ticket?) <i>Kochira e dōzo.</i> (This way please.) <i>Omatase itashi- mashita.</i> (Sorry to have kept you waiting.)</p>	<p>(Vb) <i>tai n desu ga</i> (“want to Vb”)</p>	<p>Listening for gist (all different kinds of inquiries)</p>
<p>12. Revalidation 2 Confirming the Booking Change (Travel Centre)</p>	<p>asking for pax's ticket confirming infor- mation asking for pax's date preferences</p>	<p><i>Kōkū-ken o itadake- masu ka.</i> (Can I have your ticket?) <i>Yoroshii desu ka?</i> (Is that all right?) <i>Shirabete mimasu.</i> (I'll have a look.) <i>Eto desu ne . . .</i> (Well, let me think . . .) <i>Hai, dōzo.</i> (Here you are.)</p>	<p>(Sub) <i>ga yoroshii desu</i> <i>ka</i> (Is sub all right?) (Noun) <i>wa arimasu</i> <i>ga gozaimasu</i> (formal Vb “to exist/ have”) ____ <i>o itadakemasuka</i> (Can I have ____?) (Noun) <i>o onegai</i> <i>shimasu</i> (Noun, please) <i>Dōzo</i> (Please)</p>	<p>Noun phrase pairwork (building “no” strings) (using Personal Name Records, PNRs) <i>arimasu/gozaimasu</i> worksheets</p>
<p>13. Revalidation 3 Changing the Booking (Travel Centre)</p>	<p>asking for seat preferences making a new booking</p>	<p>(A) <i>to (B) to dochira</i> <i>ga yoroshii desu ka?</i> (Which would you like, A or B?)</p>	<p><i>ii/yoroshii</i> (plain/polite adjective form) (A) <i>to (B) to dochira</i> <i>ga yoroshii desu ka.</i> (“or” question form 1)</p>	<p>Listening for variation 1 and 2</p>

Situation	Functions	Useful expressions	Grammar/form	Notions	Activities
14. Revalidation 4 New Booking Details (Travel Centre)	going over flight details with pax advising pax on airport proce- dures	<i>Yoroshiku onegai shimasu.</i> Thank you—Lit- erally, please take good care of the matter for me.) <i>Yoi goryokō o!</i> (Have a nice trip!) <i>Sore de wa,</i> (Well then . . .)	(A) <i>ga yoroshii desu ka</i> , (B) <i>ga yoroshii desu ka?</i> ("or" question form 2) A <i>desu ka?</i> ( <i>soretomo</i> ) B <i>desu ka?</i> ("or" question form 3)	days of the week	Listening for information
15. Revalidation 5 "Go to the Travel Centre, please" (Reservations)	instructing pax to go to Travel Centre creating a new Personal Name Record (PNR) offering	<i>Itsumo Kantasu kōkū o goriyō itadaki- mashite, arigatō gozaimasu.</i> (Thank you for call- ing Qantas.) <i>Otesū desu ga . . .</i> (It is troublesome/ bothersome, but . . .)	Vb <i>te imasu/orimasu</i> (formal/humble "stative form") Vb <i>mashō ka</i> ("offering" form) (Noun) <i>no hō</i> ("in the direction of" (Noun)) True adjectives (Sentence) <i>kara</i>	days of the week	Listening for gist (Seat request)

<p>16. Revalidation Review</p>	<p><i>Jimusho no hō made o koshi itadakemasu ka?</i>                  (“Because”) N/Vb <i>te itadakemasu ka</i>                  (“Can you ___ for me?”)  <i>Kore de yoroshii desu ka?</i>                  (Is that it (all)?)</p>	<p>Write your own dialogue                  Listening for gist</p>
<p>17. Ticket Endorsement 1</p>	<p><i>Misete itadakemasu ka?</i>                  (Can you please show me?)  <i>Kōku ken o omochi de irasshaimasu ka?</i>                  (Do you have your ticket?)  <i>Vb ka dō ka shirabe ni kita n desu.</i>                  (I have come to find out whether or not...)</p>	<p>Why did the pax come in?                  Listening for gist (<i>made</i> ve)</p>
<p>18. Ticket Endorsement 2</p>	<p>___ o <i>gozoyji desu ka?</i>                  (Do you know ___?)</p>	<p>Endorsement pairwork with coupons</p>

Names  
 Airline + *san*

Noun *no* location  
 (location words)  
 Vb *ni narimasu*

explaining endorsement  
 asking pax to go to

Names  
 Airline + *san*

Situation	Functions	Useful expressions	Grammar/form	Notions	Activities
19. Week Two Revision Practice with Japanese students	issuing airline's office explaining location of issuing airline	<i>Goyoyaku o omachi shite orimasu.</i> (We'll be expecting you to make a reservation) <i>Dō shitara ii desu ka?</i> (What should I do?) — <i>to iu to?</i> (What do you mean by ___?) <i>Dō itashimashite.</i> (You're welcome.)	(formal honorific Vb form) Sentence <i>te</i> , sentence (Vb conjunction "and") Location <i>ni arimasu</i> / <i>gozaimasu</i> ("to exist" in a location)		Location pairwork Listening for locations
20. Culture 2					
21. Ticket Sales 1 (Travel Centre) Ticket Enquiry	explaining fare prices understanding itinerary prefer- ences	<i>Sō narimasu to, ...</i> (In that case, ...) <i>Jitsu wa ...</i> (Actually ...)	(Number) <i>go</i> Noun <i>ni narimasu</i> — <i>nara</i> ("to be" condition- al) Sentence <i>to omou</i> (Embedded sentences I think, ___) <i>mo</i> (particle "too")	percentages time nouns: <i>kinō</i> , etc.	Level gap-fill worksheet



22. Ticket Sales 2  
(Travel Centre)  
The Booking
- selling a ticket  
making a new  
booking
- Ikura ni narimasu ka?*  
(How much is (it)?)  
*Okaeri wa itsu ni  
nasaimasu ka?*  
(When would you  
like to return?)
- Noun *no hō ga ii*  
(N is better.)  
A *ni shimasu*/  
*nasaimasu*  
(make it A/decide on  
A)
- Listening to  
authentic  
bookings  
(Comprehension  
question 1)
23. Ticket Sales 3  
(Travel Centre)  
Payment Credit  
Card  
Cash
- asking for method  
of payment  
asking for signature  
receiving payment  
returning change
- Kochira ga kōkū-ken  
desu.*  
(Here is your airline  
ticket.)  
*Oshiharai wa ikaga  
nasaimasu ka?*  
(How would you like  
to pay?)  
*Dochira no kaado o  
omochi desu ka?*  
(Which credit card  
do you have?)  
*Yoi gofuraito o!*  
(Have a nice flight!)  
\$ \_\_\_ *o oasukari  
shimasu.*  
(I'm taking charge of  
\$ \_\_\_)  
\$ \_\_\_ *o okaeshi  
shimasu.*  
(I'm returning \$ \_\_\_  
change.)
- Vb (r)*e ru*  
potential Vb form  
o Vb stem *shimasu*  
humble formal form
- Kochira/sochira*/  
*Dochira*  
Demonstrative  
nouns  
Counters for money  
*doru sento*
- Ticket payment  
pairwork
24. Ticket Sales  
Review

Write your own  
dialog  
Listening for gist

Situation	Functions	Useful expressions	Grammar/form	Notions	Activities
25. Delayed flight Notification (Reservations)	notifying pax of flight changes offering to pay for extra accommodation apologizing asking to speak to a pax	<i>Hikōki no ojikan no henkō no shirase nan desu ga . . .</i> (This is a flight change notification.) <i>Hikōki ga okuremasu.</i> (The flight is delayed.)	(Noun phrase) <i>nan desu</i> "It is a matter of (noun phrase)." vehicle <i>go okuremasu</i> ___ is delayed.		Gap-fill listening
26. Early flight Notification (Reservations)	notifying pax of flight changes	<i>Iie, chigaimasu.</i> (No, it is different.) <i>Gomewaku o okake itashimasu.</i> (We are sorry to inconvenience you.)	embedded clauses		
27. Course Review					
28. Course Review					
29. Examination: Listening and Written Section Practice with Japanese students					
30. Interview testing					

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