ESP Course Design: English for Real Estate Agents

Íñigo Guzmán Gárate

iguzman2@alumno.uned.es

Centro asociado: Marbella

Tutora académica: Eva Samaniego Fernández

Línea de trabajo del TFG:

Línea II - Traducción Profesional y Usos Especializados

Título del grado: Grado de Estudios Ingleses. Lengua, Literatura y Cultura

Departamento: Departamento de Filologías Extranjeras y sus Lingüísticas

Facultad de Filología UNED

Abstract:

This paper describes the process of designing an English course for real estate agents which meets their specific needs. Firstly, I have provided an overview of three prominent concepts which are key to *English for Specific Purposes* Course Design: needs analysis, observation of specialist discourse in the target situation and curriculum development. Secondly, the course is outlined and various activities and materials are suggested. Finally, I propose several forms of evaluation and assessment. The last section is devoted to some conclusions on the overall process of designing the course.

Key words:

English for Specific Purposes (ESP): Real Estate; ESP Course Design; needs analysis; specialist discourse; curriculum development; course materials; assessment; evaluation

1. INTRODUCTION

1.1   THE AIM OF THIS TFG

The main goal of my TFG was to design an English course for real estate agents in the light of three prominent concepts which are key to *English for Specific Purposes* Course Design: needs analysis, observation of specialist discourse in the target situation and curriculum development. Thus, my TFG lies within the domain of *English for Specific Occupational Purposes* (ESOP) since the course I have designed focuses on the English used by real estate agents in their everyday work.

Firstly, I have provided a brief overview of *English for Specific Purposes* (ESP) and examined various definitions of ESP describing its areas and features. Secondly, I have described the present state of ESP Course Design and I have focused on needs analysis, specialist discourse and curriculum development. I have then applied these concepts to outline an English course for real estate agents. The course is aimed at those real estate agents who work in tourist areas and need to resort to English as a working language, since property buyers are likely to include many foreigners.

In order to find out about real estate agents' needs, I have conducted a survey among these professionals and carried out some ethnographic research by job-shadowing them. Based on this data, I have designed a course which meets their needs. I have considered *window cards* as a typical real-estate writing genre; and two real-life settings where specialist discourse is required: the process of trying to sell property during a *house viewing*; and the guidance on how the transfer of property is carried out from one owner to another, which is referred to as *conveyancing*[1].

Finally, I have suggested several ways of assessing students' performance and evaluating the course and its materials for further

---

[1] Ultimately, *conveyancing* is done through lawyers but real estate agents are expected to walk their customers through the process.

improvement, and I have drawn up some conclusions and described the constraints and difficulties which have arisen while designing the course.

1.2   WHY I CHOSE THIS TOPIC

It is my personal goal to eventually become an ESP teacher and course developer which has made me choose the above-mentioned topic for my TFG. At present I teach General English but I would like to further my career in the field of English for Specific Purposes and ESP Course Design, especially in professional fields.

As for my personal interest in designing a course for real estate agents who use English as their working language, my TFG has helped me understand their specific needs; the situations and settings where they have to speak in English; why this kind of English constitutes a specialist discourse; the type of information which has to be collected to understand their needs, among other aspects. Besides, it has enabled me to become familiar with the methodology and procedures required to design an ESP course.

On undertaking my TFG, I have profited from the knowledge acquired in the subjects I have studied in my degree and from the possibility to see first-hand how English is used in this professional domain by interacting with real estate agents.

1.3   ACADEMIC RELEVANCE

It is still open to discussion when the history of *English for Specific Purposes* research started but we may take the publication of Swales' *Episodes of ESP* and Trimble's *English for Science and Technology: A Discourse Approach* - both in 1985 - as a symbolic year of birth to mark the beginning of modern ESP research. Be that as it may, Nunan believes English for Specific Purposes (ESP) is now an 'important subcomponent of language teaching, with its own approaches to curriculum development, materials design, pedagogy, testing and research' (7).

In ESP the student is seen as 'a language learner engaged either in academic, professional or occupational pursuits and who uses English as a means to carry out [them]' (Basturkmen 8). With this in view, designing an

English course for real estate agents falls within the scope of *English for Specific Occupational Purposes* (ESOP) and is very much in line with today's view of English as the language of career opportunity. More and more students are looking for courses which are less general and more directly employment-related or workplace-based.

The academic relevance of my TFG must be understood within the field of ESP Course Design and other similar ESP courses: English for nursing, English for home carers, English for police officers, English for flight attendants, etc. There are various works, research paper and articles devoted to ESP and to various aspects of ESP Course Design such as *The Handbook of English for Specific Purposes* (2012) by B. Paltridge and S. Starfield; *Developing Courses in English for Specific Purposes* (2010) by H. Basturkmen; *English for Specific Purposes* (2007) by K. Harding; *Research Genres: Exploration and Applications* (2004) by J. Swales, to name but a few. Additionally, there are important journals on ESP which show the academic relevance of this domain: *English for Specific Purposes*[2], *Asian ESP Journal*, *Ibérica*[3], *Taiwan International ESP Journal*, *ESP Today*, *TESOL Quarterly*, *English Language Teaching Journal*, *The Internet TESL Journal*, among others.

Furthermore, the mere fact that ESP is being gradually included in more and more university curricula shows there is an increasing awareness of the importance of ESP for profesional and academic purposes.

1.4 MY TFG IN RELATION TO THE DEGREE COMPLETED AT UNED

The topic of my TFG is directly linked to the subjects *Inglés profesional y académico I y II*, inasmuch as they analyse and discuss *English for Specific Purposes*, features of speciality languages, specialized lexis, genre theory and various ESPs: Legal English, Business English, English for Science and English for Technology.

---

[2] Founded as *The ESP Journal* in 1981.

[3] The journal published by Asociación Europea de Lenguas para Fines Específicos.

The subject *Análisis del discurso*, particularly the contents referred to interactional sociolinguistics and conversation analysis, have also been useful to analyse the specialist discourse that is likely to occur among real estate agents in property transactions: turn-taking, persuasive discourse, strategies, linguistic politeness, etc.

Furthermore, I have relied on speech act theory and intercultural pragmatics – contents I studied in *Pragmática de la lengua inglesa* – to design the course programme and some of the activities proposed, for instance: speech acts such as requesting, inviting, asking for clarification, etc., which were authentic samples of spoken discourse between real estate agents and clients.

1.5   METHODOLOGY

For my needs analysis I have conducted a survey with real estate agents by means of a questionnaire (Annex I) and one-to-one interviews (Annex II) to find out what they need English for, in which situations they use it and to elicit their expectations about the course. Ultimately, the goal was to gain insight into the needs real estate agents have in the target situation and find out about their learning styles: self-study, one-on-one sessions, small groups, etc.

I have also carried out some ethnographic research through direct observation. I job-shadowed several real estate agents to see first hand how they interact with their customers in target situations and to assess their ability to do it in specific speech events (present situation analysis). The idea was to gather data about the context, the participants, their everyday activities, etc. I drew up my own observation protocol (Annex III) to structure my observations and gather samples of actual language use.

Although I am aware of the importance of corpus analysis in today's ESP research[4] I have not carried out any research in this field. Nonetheless, I have gathered examples from authentic texts such as brochures, leaflets, websites, catalogues, etc., with a view to identifying complex noun phrases in

---

[4] See Hüttner et al., who highlights the use of corpus analysis as another valuable tool in ESP-oriented investigations because it helps us to identify patterns of language use in a specific field (99).

written discourse, commonly occurring words, key terms, collocations, etc. This data has helped me to analyse the way properties are typically described in *window cards* and to design activities which can encourage real estate agents to improve their writing skills. In this sense, Baker has coined the notion of 'keyness' and suggests comparing the frequencies in one wordlist against another, and finally drawing a list of keywords which give a measure of saliency, since a simple word list only provides frequency (125). I have employed this method on a small scale and without carrying out a proper corpus analysis.

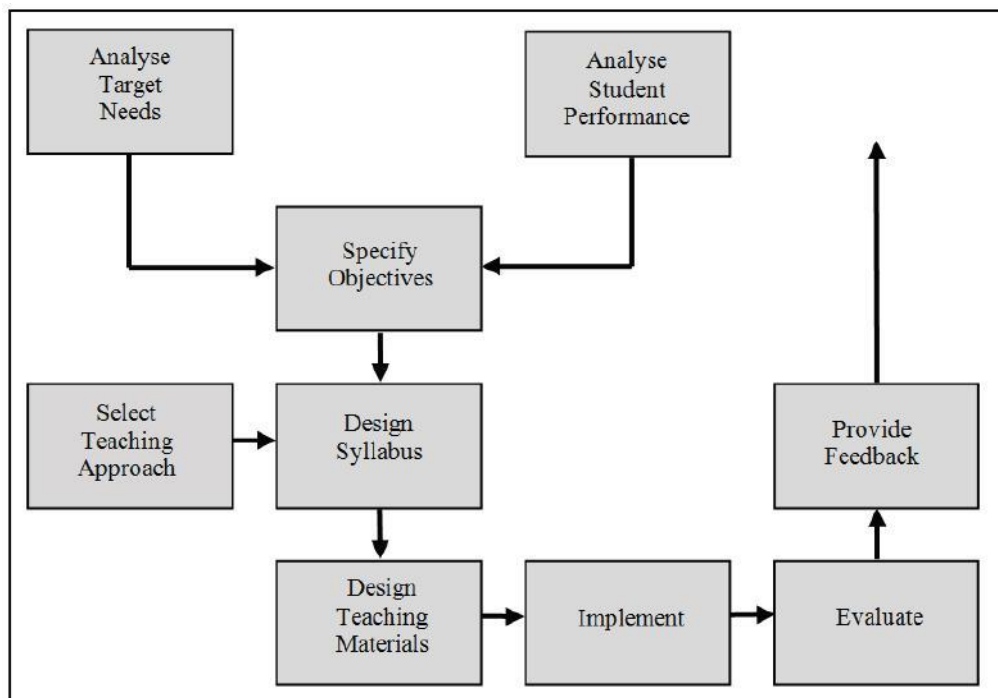To design the course, I have followed Gillet's step-by-step approach as shown in the flowchart below[5]:

Figure 1: Course design diagram. Source: Gillett; 2011, p.1.

---

[5] Gillett, in turn, adapted it from Bell (50).

2. PRESENT SITUATION OF ESP COURSE DESIGN

2.1   ENGLISH FOR SPECIFIC PURPOSES

ESP regards learners in terms of their work or study and thus, ESP courses focus on work or study-related needs, not personal goals or general interests. However, as Barnard and Zemach have pointed out, 'the dividing line between ESP and General English is not always clear' (306). Furthermore, they believe ESP should not be regarded as a discrete division of Egnlish Language Teaching (ELT), but simply 'an area with blurred boundaries whose courses are more specifically focused on their aims and choice of topics' (307).

And yet there are notable differences between general English Language Teaching (ELT) and English for Specific Purposes. Drawing on Cook's distinction between external and internal goals (325) for language teaching, we may argue that ESP is mainly focused on external goals[6], i.e., using language in the real world as an instrument to communicate. Indeed, ESP courses focus on how language is used in the particular contexts the learners will work or study in. There is thus a strong focus in ESP on situated language use.

Although it is clear that even in General English courses there is a selection of language, in the case of ESP the requirement to be selective is even greater. Holme thinks of ESP as a 'narrowing of the broad spectrum of students' needs to those who are specific' (3–4).

Tudor, from a different angle, points out that an important distinguishing feature of ESP is that it deals with 'domains of knowledge which the average educated native speaker could not reasonably be expected to be familiar with' (91).

---

[6] Internal goals relate to the educational aims in the classroom – improving attitudes to foreign languages, promoting thinking skills such as analysis, memorizing and social goals.

ESP has both variable and constant features. Regarding the latter, ESP almost always involves: (i) discussion of learners' needs in work- and study-related roles; (ii) a narrowing down of language and skills that are to be taught; (iii) and the methodology and materials that will be used.

On the other hand, as Basturkmen has pointed out, ESP variability stems from the range of areas for which ESP courses are developed, either in academic, professional or occupational fields (12). Its variability also springs from the differing relationships ESP learners have with their community of practice: learners who are working or studying; or those who have already worked or studied in those target workplaces or disciplines, etc. And finally, the variability in ESP also arises from differences in how familiar ESP teachers are with the target disciplines, professions and vocations and their specialist discourse.

1. Absolute characteristics
   • ESP is designed to meet specific needs of the learner;
   • ESP makes use of the underlying methodology and the activities of the discipline it serves;
   • ESP is centred on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities.
2. Variable characteristics
   • ESP may be related to or designed for specific disciplines;
   • ESP may use, in specific teaching situations, a different methodology from that of general English;
   • ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be used for learners at secondary school level;
   • ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

Figure 2: ESP characteristics. Source: Dudley-Evans and St John; 1998, p.4.

2.1.1 Areas in ESP

ESP teaching takes place in a wide range of contexts, whether academic, study-related, professional (pilots, doctors, executives) or occupational (office managers, hotel receptionists, etc.). It can take place in a variety of places too: in a classroom, at the workplace, in real-life settings, etc.

Basturkmen draws attention to the need to sort out ESP courses in relation to the learners' work or study experience prior to doing the course; simultaneous to doing the course; or the post-experience which they will acquire after doing the course (6). She also sets out three areas of ESP teaching:

Branch	Sub Branches	Example
English for Academic Purposes (EAP)	English for General Academic Purposes (EGAP)	English for academic writing
	English for Specific Academic Purposes (ESAP)	English for law studies
English for Professional Purposes (EPP)	English for General Professional Purposes (EGPP)	English for the health care sector
	English for Specific Professional Purposes (ESPP)	English for nursing
English for Occupational Purposes (EOP)	English for General Occupational Purposes (EGOP)	English for the hospitality industry
	English for Specific Occupational Purposes (ESOP)	English for hotel receptionists

Figure 3: Areas of ESP teaching. Source: Bastukmen; 2010, p.6.

Today there is an increasing demand for ESP courses, both in the English and non-English speaking world. ESP plays a key role in the international communication context because English is now a requirement for any professional seeking a successful career. However, these courses need to be necessarily specific and employment-oriented.

I will now provide an overview of three concepts which are key to ESP Course Design, i.e, needs analysis, specialist discourse and curriculum development.

2.2   NEEDS ANALYSIS

Learners do not have time to travel the length and breadth of the English language and quite often their use of English is not for general, conversational or personal purposes. Rather, they use English in a particular academic, professional or specialist situation. It therefore makes sense to carefully analyse the needs of ESP students, with a view to focusing on the language and skills which would be most interesting and relevant to them.

Needs analysis plays an important role in curriculum design and development. In particular, needs analysis largely determines the goals and contents of the course. When selecting among the many tools available to analyze needs, the course designer must consider practicality as well as validity and reliability.

The ultimate goal of ESP courses is teaching 'language and communication skills that groups of language learners need or will need to function effectively in their disciplines of study, professions or workplaces' (Basturkmen 17). Thus, *needs analysis* or identification of key language use and communicative skills is paramount in order to design and refine an ESP course. Some authors, like Johns and Price-Machada, go so far as to state that needs analysis is 'obligatory' and 'integral to curriculum design and evaluation' (49).

Another interesting term was coined by Pilbeam in 1979. A linguistic audit is a study of the strong and weak points of a company's organization in terms of the communication process carried out in a foreign language. By identifying the foreign-language communication shortcomings in an organization, we can design a specific course to bridge that gap.

2.2.1   Needs Analysis as a course development process

Within ESP, the concept of *needs analysis* is still open to discussion and counts on various definitions which broaden or constrain its boundaries.

In 1980 Chamber's *target situation analysis* comprised those communicative needs resulting from the study of the target situation. Almost twenty years later, Dudley-Evans and St John (125) offered an up-to-date concept of *needs analysis* which includes:

- *Target situation analysis* and *objectives*: Professional information about the learners and what they will be using English for (speaking on the phone, writing reports, etc.)

- *Wants*, *means* and *subjective needs*: Personal information about the learners, including the way they learn, previous learning experiences, cultural background, reasons for doing the course, attitude to English.

- *Present situation analysis*: English language information about the learners, what their current skills and language use are.

- *Lacks*: The gap between their current level of English and the level the need to acquire.

- *Learning needs*: Language learning information on effective ways of learning the skills and language.

- *Linguistic analysis, discourse analysis, genre analysis*: Professional information about how language and skills are used in the target situation.

- *Expectations* about the course.

- *Means analysis*: Information about how the course will be run and the teaching situation (classroom culture, learner factors, teacher profiles, etc.).

For his part, West highlighted the 'expanding concept of needs analysis' and conceived it as a 'language-learning journey' with several stages (70–1). Cook, in turn, suggests identifying 'the organisational, operational and individual learning needs' (65). For Basturkmen, needs analysis in ESP consists of a 'course development process' (19) which takes into account the following factors:

- Target situation analysis: Identification of tasks, activities and skills learners are/will be using English for.

- Discourse analysis: Description of the language they are/will be using.

- Present situation analysis: Identification of what the learners do and do not know and can or cannot do in relation to the demands of the target situation.

- Learner factor analysis: Identification of the learner factors such as their motivation, how they learn and their perceptions of their needs.

- Teaching context analysis: Identification of factors related to the environment in which the course will run and setting of goals that can be realistically achieved.

As Hyland (2008) has remarked, it is important to bear in mind that needs analysis involves 'decisions based on teachers' interests, values and beliefs about teaching, learning and language' (113) so there is certainly a degree of subjectivity. Thus, data about our students' needs should be gathered from various sources to avoid a particular bias in favour of preconceived ideas.

Finally, we should not forget that although needs analysis is mainly regarded as a pre-course process, it is also useful in 'refining and evaluating ongoing ESP courses' (Basturkmen 25).

Pre-course needs analysis   →   Initial course design

Ongoing needs analysis   →   Revision of course design

Figure 4:Needs analysis in course design. Source: Basturkmen; 2010, p.26.

2.3   SPECIALIST DISCOURSE IN ESP

In addition to needs analysis, an ESP course designer would need descriptions of discourse - communication and language use - in the specialist domain in question. Since ESP courses are mainly designed to enable learners to communicate effectively in their work or specialist domain, the language content of the course should derive from 'detailed, accurate and realistic descriptions of how language is actually used in these areas' (Basturkmen 36). Thus, the specific language content we select is central to ESP course design although we should not overlook the importance of other skills such as learning strategies or intersocial skills.

Wenger et al (2002) describe a *community of practice* as a group of people who share concerns, interests and challenges and as such community, they increase their knowledge and expertise in a certain domain by interacting with each other. According to Lave and Wenger (1991), learning is social and involves participation in a community of practice, where people who first join a community are on its outer borders and learn from the periphery. As they

become increasingly competent they can move towards the centre of the community.

Investigating specialist discourse contributes to ESP Course Design by providing notions about communication and language use in a community of practice or by providing descriptions of language use. We should look for those specfic discourse features which reflect functions and values related to professional activities in these communities, bearing in mind that *interviewing* or *questioning* are understood differently in different professions. As I mentioned previously, there is a strong focus in ESP on situated language use, which reflects functions and values related to professional activities in these communities.

However, investigating discourse is time-consuming so it is worth considering the effort, time and resources because empirical investigation of specialist discourse might not always be required. Besides, that information might be already available so we should look for reports and case studies on similar ESP courses. In short, investigating specialist discourse is best carried out through a combination of approaches.

According to Basturkmen, a great deal of research into specialist discourse has been conducted although some areas have received more attention than others, especially in regard to written discourse (42). Master claims that text and discourse have been the focus of most research articles in *English for Specific Purposes* since it started in the 1980s and in ESP-oriented publications, studies of written discourse generally outnumber those on spoken discourse (99). Additionally, Roberts calls attention to the fact that discourse and communication in industrial workplaces have received less research interest than that in professional settings (121).

To sum up, ESP teachers and course developers should be able to analyse discourse in known disciplines and emerging ESP areas and domains. Two major approaches to investigating specialist discourse are genre analysis and ethnography. Corpus analysis is widely used today but I will not deal with it in this paper.

2.3.1   Genre analysis

In recent years the concept of *register* has been increasingly replaced by a greater focus on the analysis of *genre*, which relates work in sociolinguistics, text linguistics and discourse analysis to the study of specialist areas of language.

Genre analysis is today one of the prevalent concepts of ESP Course Design. Its main objective is to identify patterns underlying specific texts and how discourse communities structure those texts to achieve their communicative goals in their context of use. Swales (1990) was the first to conceive *genres* as the schematic structure of a piece of discourse with a clear communicative purpose, which is recognized by the expert members of a discourse community (58). A genre exhibits various patterns of similarity in terms of structure, style, content and intended audience. It could be a specific document, lectures, abstracts, sales' letters, lab reports, etc., which share a pattern, a set of functions, linguistic features and conventional form across a discourse community. Later on, authors like Bhatia have developed this concept of *genre*. What is interesting is how each discourse community has 'its own set of genres that are essential to its function and work, genres that its members either produce or receive' (Basturkmen 44).

Another way of looking at genres is as 'the way people in a specific community typically get things done through written and spoken discourse' (Paltridge 98). This author breaks down genre analysis into several stages, depending on the purpose of the analysis and how much is already known about the genre itself.

Thus, we can either examine a genre and look for typical patterns, main features and key functions; or analyse the context to study the functions of the genre in a given discourse community.

The kind of information about a genre which is more relevant is that which refers to the speaker or writer, the target audience, the relationship between them, the main functions displayed in that genre, its purpose and content, how a genre is related to other genres, and the expectations of the

target discourse community. Typically, we would collect samples of the genre in real texts and then move on to analyze its structure and moves.

2.3.2 Ethnographic research

Ethnographic research is based on situated investigation of a phenomenon in its natural setting and in relation to a particular group. This kind of qualitative research requires long hours of fieldwork to gather data about the context, the participants, their everyday activities and any other aspect of a particular group.

There are various collection methods ethnographers resort to, such as open-ended interviews, narrative accounts, observations and analysis of documents and forms of writing. Another way of carrying out ethnographic research is through direct observation, job shadowing or other immediate techniques. Basturkmen suggests developing a protocol to structure your observation procedure and gather samples of actual language use (33).

Creswell (2003) recommends researchers follow certain steps once the qualitative data has been collected, i.e. organizing, labelling and anaylising the information. Burns and Moore suggest resorting to simulations or roleplays inspired on real workplace situations, when it is very difficult to collect data or samples of language use directly (322).

Rapley describes two options of *ethnographic fieldwork*: carrying out visits to the site of investigation and shadowing someone in their job (44). This would allow us to find out about the participants' work routines and practices, whether sample documents are available, the use of specialized language and genres, among others.

A third source of information derives from previous knowledge and reports on similar ESP courses and case studies, which can help us with valuable data and buy us some precious time.

2.4 GATHERING INFORMATION FOR ESP COURSES

Various types of information can be collected in a needs analysis and ESP teachers and course developers should decide what type of information to

collect on a case-by-base basis. Time being limited, there is always a need to be selective as for what type of data to collect.

Needs analysis can be carried out by means of questionnaires, interviews, observation of interactions and analysis of language use in the target situation, collection of materials, job shadowing, analysis of modes of working, among others.

Kumar (1996) discusses the advantages and drawbacks of questionnaires and interviews. Questionnaires are easy to administer and can be addressed to a large number of respondents, who can benefit from anonymity so they are normally straightforward in their answers. On the downside, they give people enough time to provide stereotypical answers when, in fact, spontaneous ones can sometimes be more informative.

The various questionnaires could be based on the Likert scale[7], for instance:

1) *All lessons should be taught in English from day one.*				
Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Figure 5: Drawn by the author

Alternatively, a ranking system could be used:

1. Circle the number to rank the importance of the following skills in your job.	4 = very important; 3 = quite important; 2 = not very important; 1 = irrelevant			
Listening	4	3	2	1
Speaking	4	3	2	1
Reading	4	3	2	1
Writing	4	3	2	1

Figure 6: Drawn by the author

Interviews are time-consuming so they are normally carried out with fewer people. Nonetheless, the interviewer can probe responses, ask for clarification and ask follow-up questions so the resulting data tends to be more

---

[7] Likert-type or frequency scales use fixed choice response formats and are designed to measure attitudes or opinions (Bowling, 1997; Burns and Grove, 1997). These ordinal scales measure levels of agreement/disagreement.

valuable. Interviews are, however, highly dependent on the skills of the interviewers, who must be careful not to introduce their bias. Ideally, interviews should be held asking open-ended questions to allow students to explain their views, preferably in English.

Furthermore, students' opinions of needs, difficulties and the importance of language skills can also be investigated by ethnographic methods, for example, through direct observation of professionals while performing tasks in the target situation (job-shadowing) and then analysing actual samples of language use.

Bastukmen suggests a 'protocol to structure your observations and gather note samples of actual language use' (33). It should include questions about when and where the target situation takes place; its duration; how it is initiated, conducted and closed down; about the kind of questions which are asked; any difficulties which might arise, etc.

Nevertheless, we should always build on previous knowledge. There is a considerable number of works, research paper and articles devoted to ESP and to various aspects of ESP Course Design: needs analysis, development of materials, evaluation of courses and materials, case studies, etc.

Finally, all the data collected should be analysed and used to propose a tailor-made course which would meet the specific needs of our students.

2.5   ESP CURRICULUM DEVELOPMENT

Designing a curriculum is in itself a daunting task and very broad in scope. The information we have collected should certainly guide us but we do not have to follow it blindly. Course designers can and should take their own decisions. Investigations of specialist discourse may suggest ideas or we may decide to include course content and then look for descriptions of language use which validate our choice.

Once you have gathered information about your students' needs and language use in a specialist area, you need to design a course whose cardinal points will be:

- focusing the course and its target audience.

- indentifying the key content.

- developing materials.

- proposing procedures to assess students' performance and evaluate the different aspects of the course.

2.5.1 Focusing the course

As for the focus of the course, Basturkmen believes one of the key issues in ESP Course Design is the question of how specific the course should be in terms of target audience (53). Courses are normally classified as *wide angled* (designed for a more general group of learners) or *narrow angled* (for a specific group of learners).

It is still being debated among ESP experts how specific ESP courses need to be. Hyland (2006) believes they should be highly specific because different disciplines have their own views of knowledge, research practices, reflecting ideas, among other aspects (41). Basturkmen suggests a continuum of specificity, with most general ESP courses at one end and those catering for more specific language needs at the other end of the spectrum (55).

Figure 7: The wide- and narrow-angled continuum. Source: Basturkmen; 2010, p.55.

2.5.2 Identifying key content

In ESP Course Development a distinction is drawn between real and carrier content (Dudley-Evans and St John, 1998; Belcher, 2006). The former has to do with key language content and skills; the latter refers to the means of delivering real content. Typically, a syllabus will be organized in units where real content (vocabulary, skills, functions, etc.) is sequenced and materials are devised to *carry* that content.

2.5.3   Designing materials

Another issue of considerable importance to ESP is the choice of authentic or non-authentic texts and tasks. Harding recommends exploiting authentic materials and designing genuine tasks as well (10-11). Swales (2009) describes the problem for EAP practitioners of finding the appropriate texts and materials, and suggests 'instructor-written' materials (5-13).

2.5.4   Evaluating the course

Curriculum development involves planning out a course but also carrying out 'ongoing course revision and evaluation' (Basturkmen 64) to measure both students' perceptions of effectiveness and actual learning from the course.

Notwithstanding, we should establish the difference between assessment of the proficiency of the language user (tests, direct observation, assignments, continuous assessment) and evaluation, which is a term broader than assessment. All assessment is a form of evaluation, but in a language course a number of things are evaluated other than learner proficiency[8].

These may include the effectiveness of particular methods or materials, the kind and quality of discourse actually produced in the course, learner/teacher satisfaction, teaching effectiveness, etc. Besides, the use of an extensive range of assessment strategies, both reflective and traditional, allows for ongoing feedback to students and teachers.

Teachers working on ESP courses often find that their understanding of the target situation or learners' needs develops as they work on the ESP course and they realize they can use this feedback to tweak the course.

Evaluation of ESP courses has attracted the attention of researchers in recent years. For instance, Gillet and Wray argue that there has been little discussion of success in EAP (8). Chan proposes a framework drawing on findings in discourse analysis and pedagogical considerations to evaluate ESP materials (125).

---

[8] Common European Framework of Reference for Languages. Council of Europe: p. 186.

3. AN ENGLISH COURSE FOR REAL ESTATE AGENTS

3.1   CONTEXT

The real estate sector has a far-reaching economic impact on the global economy and on society as a whole, since housing is a basic necessity. In Spain, particulary in coastal areas, tourism and the real estate sector are heavily oriented towards overseas clients. Besides, these regions are home to an international and intercultural community.

Thus, the possibility for real estate agents to learn English focused on this particular domain finds in these costal areas its most appropriate socioeconomic context. Furthermore, it would also be appealing to other national and international professionals coming to do specific training or taking part in congresses on real estate matters.

As for the level of English of the real estate agents who would be taking the course, most of them seem to have a B1 CEF level[9], except for three of them who could be slightly above (B2-). In any case, they certainly need to acquire/improve some specific language skills and competences in using the English language to ensure a very effective level of communication in their professional domain. Moreover, they have to expand their knowledge, in English, of the specific terminology and notions related to the real estate sector.

3.2   WHAT ARE REAL ESTATE AGENTS' NEEDS?

Ultimately, the goal is to gain insight into the needs real estate agents have in the target situation, the language they use in their specialist domain and to find out about their learning styles: self-study, one-on-one sessions, small groups, etc.

---

[9] I made this judgement on the basis of the interviews I conducted and the data I collected while job-shadowing them.

The chart below sums up the way I have gathered information about real estate agents' daily tasks, work settings and language ability in English, which I have then analyzed to propose a course that meets their needs.
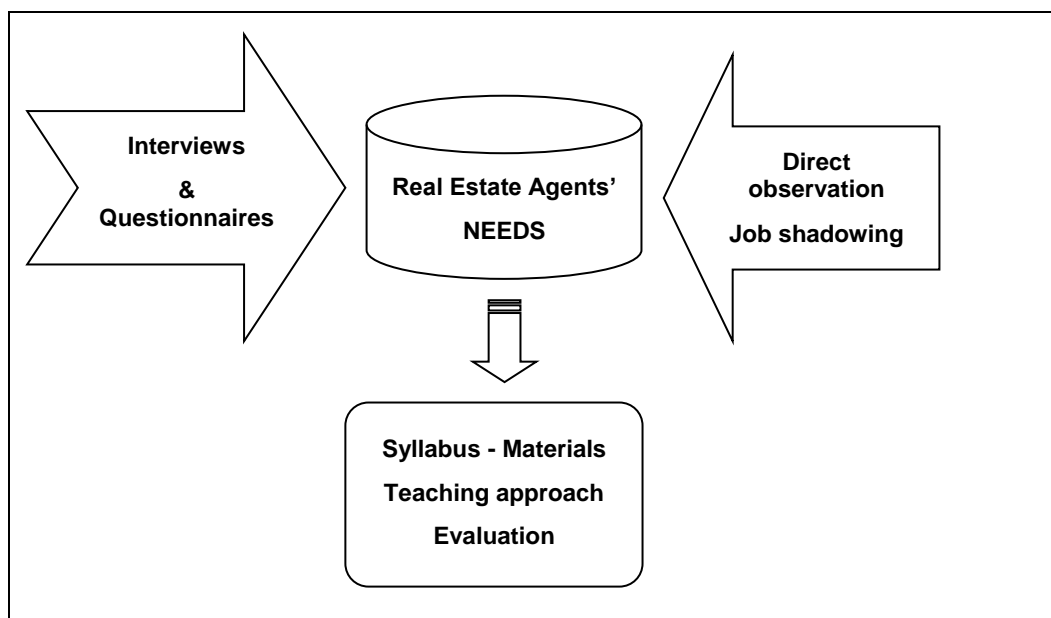

Figure 8: Drawn by the author

3.2.1   Conducting a survey

For my needs analysis I have collected data by conducting a survey with real estate agents by means of a student questionnaire (Annex I) and interviews to find out what they need English for, in which situations they use it and to elicit their expectations about the course. The questionnaire was completed by fifteen real estate agents from two agencies I have worked with.

The questionnaire asked them about their listening/speaking requirements, their perceptions of the difficulties in meeting those requirements and which particular listening or speaking skills they saw/perceived as important for their success.

I drew up my own interview plan (Annex II) with some prompts to help me interview six senior real estate agents from two different agencies. I chose those particular agencies because of their characteristics: medium size, Spanish staff and a clear intention to expand their portfolio of foreign clients.

Survey		
Number of real estate agencies: • Small and Medium size • Reaching out to win foreign clients	2	http://www.nuevosoldemarbella.com/ http://www.marbellabanus.com/
Number of real estate agents who did the questionnaire:	15	
Number of real estate agents interviewed	6	

Figure 9: Drawn by the author

3.2.2 Job shadowing

I have accompanied several real estate agents to see first hand how they interact with their customers in target situations and their ability to do it in specific speech events. I jobshadowed them in several property viewings and meetings where they provided guidance on property transferral (conveyancing).

I have developed my own observation protocol (Annex III) to structure my notes and gather samples of actual language use.

3.2.3 Analyisis of needs

Once I obtained the survey data, I analysed it following Basturkem's concept of *need analysis* to provide an outline of an English course programme for real estate agents, which is shown below.

On the whole, I have observed lack of assertiveness and certain awkwardness due to insecurity in using the English language (grammar, vocabulary, pronunciation, etc.); difficulty understanding clients with non-standards dialects of English, especially the elderly; inappropriate stress and intonation; poor understanding of cultural values; abrupt turn-taking;

unsatisfactory writing skills, which are below the level required to write formal e-mails or describe property in *window cards*.

Target Situation Analysis

Real estate agents use English for general communication such as introducing themselves, greeting clients, etc. but also for very specialised communication: carrying out a viewing, describing property, negotiating a rental agreement, etc. Their answers showed they are very interested in learning English for real-life tasks and settings where they have to use English with accuracy and effectiveness.

The tasks and settings they described as of vital importance were: interacting with clients face-to-face and on the phone; describing property, selling or renting out property; negotiating APS or rental agreements; doing viewings; conveyancing; arranging an 'Open House', among others.

Discourse Analysis

The course should provide real estate agents with a description of the language they use and a set of real-language examples, real-life conversations and useful phrases to use English in the objectives described in the target. For example: *- Good morning, you must be Mr.Howard. Nice to meet you. Did you get my email with all the information about the property you are interested in?*

All the units should be developed taken this practical approach into account and would include real instances of the language they need.

Present Situation Analysis

In the light of the results of the questionnaires and personal interviews, I have concluded real estate agents' general competence in English can be anchored in a B1 level (CEF). Most of them can get by in English at work but they struggle in more demanding tasks (viewings, advanced-writing, etc.). A lot of work has to be done to refine their pronunciation and recurrent grammatical mistakes. Almost of all them need 'language refreshment' and they will need to work hard to meet the objectives set in the target.

Learner Factor Analysis

The real estate agents I interviewed, as well as those who filled in the questionnaire, are highly motivated and eager to improve their English skills

because they are well aware of the importance of this language in their professional field. I was surprised to see that they do have quite a clear and accurate perception of what skills they need to improve on.

As for the teaching method, they seem to prefer a hands-on approach to the subject with a lot of practice and activities based on real-life situations.

Teaching Context Analysis

Regarding other factors related to the teaching/learning environment, it is important to bear in mind that although they are highly motivated they have limited time availability and only some of them would be willing to attend some classes at the weekend. Most of them think it would be convenient to have the course at their office or in real-life settings (in a house, in a housing development, etc.).

3.3   FOCUS OF THE COURSE

The course I have designed is in the middle area of the specificity spectrum. It is targeted at real estate agents and thus it is *narrow angled* because the contents and settings I have envisaged are extremely specific, but it could be considered *wide angled* to a certain extent, because there are some general communication contents and skills involved as well.

The main area of difficulty for real estate agents was communicating with clients and colleagues in face-to-face interactions, phone conversations and while doing some highly demanding tasks (conducting a viewing in English, explaining the terms of an Agreement of Purchase & Sale, describing property in detail, etc). Therefore, I have focused on these communicative events and on strategic interaction skills.

The course aims to help students to acquire the understanding and skills which are essential in their specialist domain, by exposing them to realistic descriptions of discourse based on empirical investigations of specialist communication and language use.

3.4   COURSE PROGRAMME

In the light of the needs analysis carried out, I propose tasks replicating events from the target situation, with a strong focus on authentic language use, everyday tasks and real-life settings. Each unit can be used as a stand-alone resource and they do not necessarily need to be taught in sequential order.

Unit [Weeks]	General objectives [The student will LEARN TO…]	Specific objectives [Functions & Language Skills required]
0	Introduction About the course Introduction to Real Estate	- Overview of the course's objectives and contents. - Making students aware of key values: motivation, hardwork, self-improvement. - Introducing students to real estate law and the terminology used in real estate. - Introducing students to financial literacy in the context of real estate.
1	Interact with clients: - Face to face - On the phone	**Functional language I** - Introducing oneself to clients. - Greeting / welcoming clients. - Inquiring about clients' well-being. - Starting a friendly conversation. - Offering clients something to drink. - Creating a good atmosphere. **Functional language II** - Describing the area & landscape. - Giving directions. - Fixing a date & place for further meetings. - Asking for contact data: phone, email, address. - Spelling, numbers and symbols: @, _, /, etc. - Explaining the advantages of buying or renting at their agency.
2	Describe property in advertisements	- Using specific vocabulary to describe property in ads and explaining the most important features of flats/houses. - Writing a *window card* for websites. - Analysing premodification & relative clauses. - Writing grammatically-correct and well-structured emails to clients.

3	Sell property: - Turn-key projects - Off-plan - Already built (2nd hand)	**Negotiating Agreement of Purchase & Sale**
		- Acquiring strategies & turntaking. - Negotiation concepts, skills and styles, which are integral to any real estate transaction. - Position-based negotiating. - Critical-thinking skills. - Linguistic politeness. - Intercultural pragmatics.
		- Learning vocabulary and functional language to sell a property. - Learning to use persuasive & discursive skills. - Processes, rights, and responsibilities tenants and landlords should be aware of. - Financial planning & mortgages.
4	Rent out coastal property: - Short-term rentals - Long-term rentals	**Negotiating a rental agreement**
		- Acquiring strategies & turntaking. - Negotiation concepts, skills and styles, which are integral to any real estate transaction. - Position-based negotiating. - Critical-thinking skills. - Linguistic politeness. - Intercultural pragmatics.
		- Learning vocabulary and functional language to rent out property. - Learning to use persuasive & discursive skills. - Processes, rights and responsibilities tenants and landlords should be aware of.

5	Conduct a viewing:
	
	- For clients
	- For real estate agents
		- Watching and analysing viewings.
		- Learning vocabulary and functional language to conduct a viewing.
		- Roleplaying a viewing:
		    o Sale
		    o Rental

6	Provide guidance on property transferral: Conveyancing	- Giving a presentation. - Walking customers through the legal procedures. - Explaining a flow chart.
7	Add new properties to your portfolio	- Winning new clients in face-to-face negotiations and on the phone.
8	Arrange an *Open House*	- Contacting customers and real estate agents. - Giving a presentation. - Roleplaying and 'Open House' - Writing invitation e-mails

9	Other services	- Explaining and providing information on:
		   o Reverse mortgages.
		   o Timeshare property.
		   o Reform.
		   o Decoration.

10 **End of the course**	Course round-up. Feedback & Evaluation	- Assessment of students. - Evaluation of the course. - Self-assessment. Acquired competences ("I can…" sheet) - Open-ended questions & discussion.

3.5   SAMPLE OF A UNIT

This is the outline of UNIT 3, which comprises a set of general objectives and specific contents.

UNIT 3	
Sessions:	**1st PART:** *NEGOTIATION SKILLS* / **2nd PART:** *PURCHASE & SALE*
Week/Level:	3rd week 2nd Year / B2 – C1 (CEF)

OBJECTIVES BY THE END OF THIS UNIT STUDENTS WILL BE ABLE:	
℘ **Listening Comprehension**	📖 **Reading Comprehension**
To understand other people's points of view in a negotiation To follow other people's reasoning	To review and understand and Agreement of Purchase & Sale (APS)
🗣 **Self-expression & Spoken Interaction**	✍ **Written expression & interaction**
To put across their views To persuade other people To reason and weigh the pros and cons To negotiate a Purchase & Sale Agreement	To write down a negotiation plan To take notes during a negotiation

SPECIFIC CONTENTS	
Discursive	Negotiation styles & tactics Theme progression
Functional	Asking Qs & asking for clarification Exchanging information Expressing preference Agreeing and disagreeing
Communicative strategies	Analysing negotiation scenarios and resolving conflicts.

	Using negotiation strategies
Grammatical	Tense Review Questions & Auxiliaries "Wh" words & word order Making suggestions & counter-offers
Lexical-Semantic	Key negotiation concepts, strategies, and tactics, which are integral to any real estate transaction. Specific vocabulary related to: Agreement of Purchase and Sale, due diligence, and closing.
Sociocultural & Sociolinguistic	Interest-based and position-based negotiating in English-speaking countries.
Learning strategies	How to learn vocab: Lexical fields Error identification Rule induction
Attitudes	Empathetic understanding and a multi-perspective approach to analyzing and resolving conflicts.

For some of the activities corresponding to this unit, see Annex IV.

3.6   SEQUENCING

The contents of this course have been arranged in 10 topic-driven lessons. A general overview is provided at the beginning of the unit, as shown in the previous section (3.5). This provides thematic coherence to every unit although each of them has its own objectives and contents. The explanation, practice and assimilation of these contents make up the core of the learning process. Flexibility is a fundamental criterion. Different sections can be exploited and others omitted depending on class level, time constraints and learners' needs.

Every unit requires a previous work on the part of the teacher. Teachers' notes will serve as guidance for class development: practical tips on how to set up the activity in class, background information, common mistakes and strategies to cope with them, answer key, alternative approaches, mixed ability ideas for weak or strong students, etc.

One of the important factors in designing and implementing an English course is a realistic but flexible timeline which allows contents to be covered and objectives to be met within a clearly defined period of time. Each lesson

plan sets a series of specific objectives and contents, activities and tasks to be carried out every week.

The weekly teaching schedule will comprise 7 hours, which can be easily split into two three-and-half-hour lessons per week.

WEEKLY TIMETABLE	
1º session (3 and ½ hours)	2º session (3 and ½ hours)
• 1 hour and 45 minutes: Content 15-minute coffee break • 90-minute practice: Role plays	• 1 hour and 45 minutes: Content 15-minute coffee break • 90-minute practice: Role plays

The 10 units outlined in this syllabus have been designed to provide around 70 teaching hours throughout the course. The following timeline shows how the classroom work will be distributed, allowing for adaption if necessary.

2017							
Month 1				Month 2			
UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6	UNIT 7	UNIT 8
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Each week would comprise two three-and-a-half-hour sessions.							

Month 3		
UNIT 9	UNIT 10	Feedback & Evaluation
Week 9	Week 10	

3.7 SAMPLE OF MATERIALS

3.7.1 A Real Estate genre: Window Card

There are several documents which real estate agents work with, including property description sheets, particulars and window cards. The information in property *description sheets* and *particulars* is mainly related to the property's technical features, the owner's contact data, the price/rent, etc. and it is usually filled out in the corresponding data field.

A *window card* is a file which allows the client to see the property and read about its location, dimensions and featues. It contains a detailed text description of a property and a set of photographs. It usually includes a floor plan, a map, location info, icons, QR code, contact-us data, a date-of-appointment box. *Window cards* are usually produced by using templates and specific software[10].

Figure 10: Example of a *window card*. Source: http://www.estatesit.com

I would not go so far as to state that *window cards* constitute a specific real-estate *genre*, in all the meaningfulness that Swales gives to this term, but *window cards* are, indeed, a specialized kind of discourse with a schematic structure and specific features which are observed by the community of real estate agents.

What is really relevant from a linguistic point of view is that there is a common way to describe property which is to be marketed, i.e., real estate agents usually follow certain linguistic and stylistic conventions in their description of property and tend to use a certain kind of vocabulary. Besides, this is the most difficult part of completing a *window card* because the other data fields are simply technical information such as location, measurements, specifications, etc.

The most relevant features I have found in the description of property in *window cards* are:

---

[10] This company offers an interesting set of window-card templates: http://www.estatesit.com/particulars-and-window-cards

- Succinct style: Space is limited in *window cards* so real estate agents must fuflly describe the property in a few lines. The partially analytic nature of the English language allows for these concise descriptions, often relying on word order and premodification.

- Premodification:

    o Abundant use of colourful and hyperbolic adjectives: *Stunning Balinese* style; *amazing* terrace; *breathtaking* sea views; *inviting* pool; *splendid* apartment; *immaculate* condition; *ideal* family home.

    o Frequent use of premodifying compounds: *South-facing* penthouse; a *high-end* urbanisation; *fully-fitted* kitchen; *architect-design* building; *lagoon-style* pool; *well-maintained* community; *24-hour* security; *salt-water* pool; *key-less* access.

    o Long strings: *Sliding floor-to-ceiling* windows; a *built-in barbecue 'chill'* area; an *inviting heated salt-water* pool;

    o Premodifying adverbials: *tastefully* decorated; *highly* desirable townhouse; *conveniently* located; *recently* dropped in price.

- Set phrases to describe key aspects of property: location & surroundings:

    o Examples: in one of the *most sought-after areas;* only a *buggy drive from* the *golf course*; *direct access* to the beach; a *stone's throw from* the *beach; front line* beach urbanisation; villa *in prime location*; *situated in* Sierra Blanca; within *walking distance to* the beach; only a *short walk from* the beach; only *a short drive to* the airport.

- Specific vocabulary: gazebo; ensuite bathroom; semi-detached villa; split-level bungalow; open-plan living area; a rooftop solarium; enclosed urbanisation; pergola.

- Persuasive language: Real estate agents are selling a lifestyle so they often resort to enticing language to embellish property.

    o Examples: *Built to the highest standards; Must be seen!; Do not miss the opportunity to buy this house; Smart investment; Has great rental potential; Your money goes a lot further; A great place to raise a family; Call us for a viewing!.*

- Euphemisms: *ripe for* renovation; *picturesque* views; *close-to-town* villa; within *reasonably* walking distance; *professionally* decorated.

- Participle clauses: *Boasting* a fabulous private terrace, this excellent penthouse…; *Featuring* an inviting pool, this charming rural property…; *Overlooking* the beautiful beach of, this two-bedroom apartment…;

In Annex V I suggest activities to practise and acquire the necessary skills to write *window cards.*

3.7.2   A property viewing

Viewings are part and parcel of the job of a real estate agent's everyday work. It is a demanding task which requires having a command of the English language and being able to use very specific vocabulary as well as social skills.

At the course students would learn the grammar, functions and vocabulary required to conduct a viewing by watching real-life videos and analysing the functional language and vocabulary in their corresponding scripts. Then they would role-play similar viewings.

In Annex VI I suggest some activities to practise and acquire the necessary skills to conduct a viewing.

3.7.3   Guidance on property transferral: Conveyancing

Although conveyancing is ultimately carried out under the supervision of lawyers and a notary, in the interviews I carried out I learnt that customers often expect real estate agents to walk them through the process at an initial stage.

It is a challenging task in so far as it requires the use of Legal English to explain notions and procedures which are not always straightforward. Besides, the Spanish property conveyancing system is different to the one applied in the UK and other countries.

The material I have prepared for this specific content is a flowchart which shows a step-by-step diagram of a house purchase, aiming to avoid legal wrangles. See Annex VII.

3.8 ASSESSMENT & EVALUATION OF THE COURSE AND MATERIALS

Following the various kinds of assessment available, I will opt for **continuous** and **proficiency assessment** [11] because it is cumulative, it can be easily integrated into the course and it shows what someone can do/knows in relation to the subject-matter dealt with in the course and its application in the real world. Besides, since the course I have designed is needs-oriented the distinction between achievement assessment (oriented to the content of the course) and proficiency assessment (oriented to the continuum of real world ability) is rather small. In other words, if students show that they can carry out the tasks they normally do in their everyday work they will also have achieved the objectives of the course.

For continuous assessment, I will be rating on a grid of categories that reflect what the learner can do, but also how well they can do it, i.e. judging that a person is at a particular level on a scale made up of different levels, which are described by band descriptors[12]. Additionally, I have designed a self-assessment sheet (Annex VIII) based on 'Can Do' statements, which form part of a long-term research project being undertaken by the Association of Language Testers in Europe (ALTE). Furthermore, the DIALANG language assessment system, which is an application for diagnostic purposes of the Common European Framework of Reference for Languages (CEFR), also uses self-assessment statements. DIALANG is an assessment system intended for language learners who want to obtain diagnostic information about their proficiency.

The self-assessment sheet (Annex IX) I propose is user-orientated and shows what the students can do to measure their achievement and perception of effectiveness. Finally, in order to evaluate and refine the course, students would also be asked to fill in a questionnaire with various items which refer to their degree of satisfaction in respect to different aspects of the course, and to assess my work as a course designer.

---

[11] *Proficiency assessment* refers to the application of the subject in the real world. It represents an external perspective. *Idem*: p.192.

[12] *Idem*: p.198.

4. CONCLUSIONS

The process of designing an English course for real estate agents has helped me to reflect upon key concepts of ESP Course Design from a theoretical perspective and to gain insight into the practical difficulties of planning out a course. The empirical information I can draw my conclusions from is based on the questionnaires the real estate agents filled in, the interviews I had with some of them and my jobshadowing of some of their most important job tasks. Additionally, I have also arrived at some conclusions through my analysis of real estate agents' needs and by designing the course programme and its various materials.

There is no doubt that needs analysis is an unmissable milestone in the process of designing any course and we can benefit from several definitions of this concept, which has been thoroughly described and streamlined over the years. Regardless of the definition of *needs analysis* we follow, what is really important is to investigate those needs scientifically, making sure that our method is valid and reliable. To me, the concept of needs analysis is absolutely convincing but I believe a greater emphasis should be placed on explaining how to interpret our findings and how to incorporate them into the course programme. It would be possible to carry out a systematic needs analysis and yet fail to design a successful ESP course. My view is that the choice of contents, the design of tasks and the teaching approach, which undoubtedly should be inspired by a close reading of the needs analysis, are fundamental and require a better understanding within the overall process of designing an ESP course. In this respect, the information contained in reports of comparable courses is very useful to ESP designers who seek to understand better the real difficulties of implementing the findings of a given needs analysis. Not surprisingly, more and more needs analysts[13] have increasingly used tasks as the focus of inquiry.

The data I have collected by means of the interviews and job-shadowing has proven to be a priceless source of information to understand real estate

---

[13] Basturkmen (144), for example, refers to the works of Long (2005); Cowling (2007) and Thomas (2009).

agents' needs, to investigate specialist discourse and to design the course and materials. Furthermore, it has helped me to understand that there is a two-fold refining and validating process of the quality of the data collected:
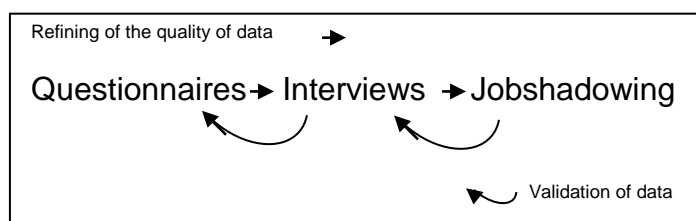
Figure 11: Drawn by the author

During the interviews and jobshadowing sessions, I have observed lack of assertiveness and certain awkwardness due to insecurity in using the English language; difficulty understanding clients with non-standards dialects of English, especially the elderly; inappropriate stress and intonation, which sometimes led to confusion; avoidance of eye-contact; poor understanding of how cultural values may impact an interaction with clients; non-observance of turn-taking and too much turn-overlapping; and unsatisfactory writing skills, which are below the level required to write formal e-mails or describe property in *window cards,* a typical real-estate writing task.

I cannot assert that *window cards* are a full-fledged *genre* as described by Swales but I do believe it is a specialized kind of discourse with a schematic structure and specific features, which are observed by the community of real estate agents: succinct style; abundant use of premodification; use of specialized vocabulary to describe key aspects of property (location, surroundings, decoration, features, etc.); use of persuasive language; use of participle clauses, among others. This subject matter is interesting enough to deserve further reflection and research.

Specificity is another essential criterion. The language content we choose has to be selective and based on real-life examples of language use. From the information I gathered, I have concluded that real estate agents would not be interested in a course which did not target their immediate needs because they tend to look upon the English language as merely a professional language tool. They are likely to reject 'General English' approaches. The more specific, the more useful they feel the course will be.

Thus, I have tried to focus the course on the contents, skills and real-life tasks which real estate agents need and use in their daily work, both in speech and writing. Real estate agents appear to be more inclined to work at the course with materials which simulate their real job tasks (conducting a home viewing, describing property in window cards, organising a home party, holding a phone conversation, etc.). Furthermore, doing tasks based on real events in real-life settings helps students to learn best what they are expected to do and the circumstances they are expected to work under (immediacy, pressure, etc.). An ESP course which is employment-related and work-based increases their motivation and is likely to lead to better results in terms of achievement.

On a different note, I believe materials are the fabric where needs and objectives are interwoven. Materials and activities, inspired by needs analysis, should help students to achieve the goals of the course in the most efficient way. I think designing the very best materials is a crucial stage which is as important as counting on an accurate needs analysis and we should always be aiming to improve them. I think the best approach is to use authentic materials and sources, allowing for certain adaptation when it serves a better pedagogical purpose. Most of the real estate agents consulted stated they preferred practical hands-on materials based on real job tasks. Real estate agents seemed to like the idea of working with simulations, mock negotiations and role-plays of target work tasks.

Watch a real work task ➤ Analyze transcript of that speech event (grammar, vocab., functions) ➤ Roleplay similar task ➤ Feedback on students' performance ➤ Start again (fail better)
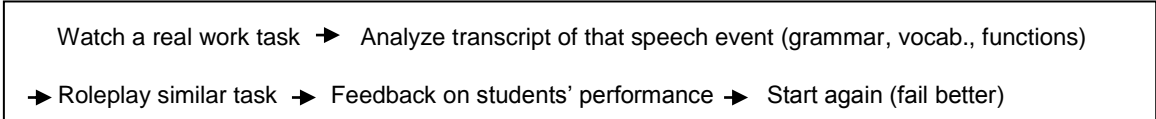
Figure 12: Drawn by the author

On the whole, I believe a greater emphasis should be placed on researching and developing teaching materials because they could lead to better results. Additionally, the piloting and refining of materials and activities in the course should also be regarded as an on-going process.

Information about learners is quite important as well. Most students seem to have a fairly clear idea about what they need to improve on but they are not aware of the hard work and commitment it requires. Some of them are truly motivated but others look at specific training in a rather naïve way, expecting to reap miraculous results effortlessly. The different learning styles of a group of

students can make or break a course. Some of them seem to be fairly autonomous but on the whole, they would require tutorial support besides group lessons.

ESP courses have been paying attention to strategic skills for quite a while now and, in the light of my research with real estate agents, I have concluded that there is indeed a strong need to raise their awareness of vocabulary issues (collocation, connotation, register, lexical fields); promote their learner autonomy (for example, encourage them to go into more detailed research on a particular topic); provide them with strategies for effective language learning (for example, how to study English, how to make the most of a dictionary, etc.); lead them to language learning resources available; and introduce them to basic concepts of language they are unaware of (basics of English phonology, pragmatic functions, discourse markers and transitions, etc.)

Another factor which I have had to deal with is coping with a potential client as an ESP designer. It seems reasonable to argue that a course should be designed if there is a demand for such kind of training but it is also true that when a company or group of professionals request an ESP course they will mainly measure the results in terms of proficiency assessment, i.e., what the students can do in the real world at the end of the course. Thus, some of the students' longer-terms needs might have to be put aside to help them communicate effectively with their clients in specific contexts over a short period of time. Nothwitstanding our client's ambitious goals, we cannot lose sight of what can be realistically be achieved by an ESP course.

Finally, I must admit that since the real estate agents I dealt with have not actually done the course I cannot fully describe the constraints and difficulties involved during the actual course nor can I present an evaluation of the course and materials or actual assessment of the students. There were, however, constraints due to the confidential nature of some of real estate agents' negotiations during the job-shadowing sessions. Besides, carrying out my research of real estate agents' need was time-consuming so an ESP designer should necessarily strike a balance between fieldwork and the actual design and implementation of the course.

5. REFERENCES

Bacha, N. N. and Bahous, R. 'Contrasting Views of Business Students' Writing Needs in an EFL Environment', *English for Specific Purposes*, 27, 74–93. 2008. Print.

Barnard, R. and Zemach, D. 'Materials for Specific Purposes' in B. Tomlinson (ed.) *Developing Materials for Language Teaching*. London: Continuum, 2003. Print.

Baker, P. *Using Corpora in Discourse Analysis*. London: Continuum, 2006. Print.

Basturkmen, H. *Developing Courses in English for Specific Purposes*. Palgrave Macmillan, 2010. Print.

Bhatia, V. K. *Analysing Genre – Language Use in Professional Settings.* London: Longman,1993. Print.

Bhatia, V. K. *World of Written Discourse: A Genre-Based View.* London: Continuum: 2004. Print.

Bell, R. *An Introduction to Applied Linguistics: Approaches and Methods in Language Teaching.* London: Batsford, 1981.

Belcher, D. D. 'English for Specific Purposes: Teaching to Perceived Needs and Imagined Futures in Worlds of Work, Study and Everyday Life', *Teaching English to Speakers of Other Languages Quarterly*, 40, 133–56. 2006. Print.

Burns, A. and Moore, S. 'Questioning in Simulated Accountant-Client Consultations: Exploring Implications for ESP Teaching', *English for Specific Purposes*, 27, 322–37.2008. Print.

Chambers, F. 'A Re-Evaluation of Needs Analysis' in *English for Specific Purposes Journal*, 1, 25–33.1980. Print.

Chan, C. S. C. 'Forging a Link between Research and Pedagogy: A Holistic Framework for Evaluating Business English Materials', *English for Specific Purposes*, 28, 125–36. 2009. Print.

Cook, S. 'Learning Needs Analysis: Part 1: What is Learning Needs Analysis?' *Training Journal*, 2005. Print.

Cook, V. 'Language Teaching Methodology and the L2 User Perspective' in V. Cook (ed.) *Portraits of the L2 User*. Clevedon: Multilingual Matters, 2002. Print.

Cowling, J. D.'Needs Analysis: Planning a Syllabus for a Series of Intensive Workplace Courses at a Leading Japanese Company', *English for Specific Purposes*, 26, 426–42. 2007. Print.

Creswell, J. W. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches.* London: Sage, 2003. Print.

Dudley-Evans, T. and St John, M. J. *Developments in English for Specific Purposes*. Cambridge: CU Press, 1998. Print.

Gillett, A. *What is EAP?* Using English for Academic Purposes, 2011. Retrieved from http://www.uefap.com/bgnd/eap.htm

Gillet, A. and Wray, L. 'EAP and Success' in A. Gillet and L. Wray (eds) *Assessing the Effectiveness of EAP Programmes.* London: British Association of Lecturers in English for Academic Purposes, 2006, pp. 1–11. Print.

Harding, K. *English for Specific Purposes.* Oxford: OU Press, 2007. Print.

Holme, R. *ESP Ideas.* Harlow, Essex: Longman, 1996. Print.

Hyland, K. *English for Academic Purposes: An Advanced Resource Book*. London: Routledge, 2006. Print.

- - - . 'The Author Replies', *Teaching English to Speakers of Other Languages Quarterly*, 42, 113–4. 2008. Print.

Hüttner, J., Smit, U. and Mehlmauer-Larcher, B. 'ESP Teacher Education at the Interface of Theory and Practice: Introducing a Model of Mediated Corpus-Based Genre-Analysis', *System*, 37, 99–109. 2009. Print.

Johns, A. M. and Price-Machada, D. 'English for Specific Purposes (ESP): Tailoring Courses to Students' Needs – and to the Outside World' in M. Celce-Murcia (ed.) *Teaching English as a Second or Foreign Language*. 3rd edn. Boston: Heinle and Heinle, 2001. Print.

Kumar, R. *Research Methodology: A Step-By-Step Guide for Beginners.* Melbourne: Addison Wesley Longman, 1996. Print.

Lave, J. and Wenger, E. *Situated Learning: Legitimate Peripheral Participation.* New York: CU Press, 1991. Print.

Long, M. H. 'Methodological Issues in Learner Needs Analysis' in M. H. Long (ed.) *Second Language Needs Analysis*. Cambridge: CUP, pp.19–78. 2005. Print.

Master, P. 'English for Specific Purposes' in E. Hinkel (ed.) *Handbook of Research in Second Language Teaching and Learning.* Mahwah, NJ: Lawrence Erlbaum Associates, 2015. Print.

Nunan, D. *Task-Based Language Teaching.* Cambridge: CU Press, 2004. Print.

Paltridge, B. *Discourse Analysis: An Introduction.* London: Continuum, 2006. Print.

Pilbeam, A. *The Language Audit.* Language Training, 1979. Print.

Rapley, T. *Doing Conversation, Discourse and Document Analysis*. London: Sage, 2007. Print.

Roberts, C. 'English in the Workplace' in E. Hinkel (ed.) *Handbook of Research in Second Language Teaching and Learning.* Mahwah, NJ: Lawrence Erlbaum   Associates, 2005. Print.

Swales, J. *Genre Analysis: English in Academic and Research Settings.* Cambridge: CU Press, 1990. Print.

Swales, J. *Research Genres: Exploration and Applications.* Cambridge: CU Press, 2004. Print.

Swales, J. 'When There is no Perfect Text: Approaches to the EAP Practitioner's Dilemma', *Journal of English for Academic Purposes*, 8, 5–13. 2009. Print.

Thomas, J. *The Language Based Tasks of Civil Engineers in a New Zealand Workplace*. MA dissertation, Department of Applied Language Studies and Linguistics, University of Auckland. 2009. Print.

Tudor, I. 'LSP or Language Education?' in R. Howard and G. Brown (eds) *Teacher Education for LSP*. Clevedon: Multilingual Matters, 1997. Print.

West, R. (1997) 'Needs Analysis: State of the Art' in R. Howard and G. Brown (eds) *Teacher Education for LSP.* Clevedon: Multilingual Matters, 1997. Print.

Wenger, E., McDermott R. and Snyder, W. M. *Cultivating Communities of Practice.* Boston: Harvard Business School Press, 2002. Print.

ANNEX I. STUDENT QUESTIONNAIRE

Student questionnaire

Fill out this questionnaire as accurately as you can by circling the appropriate number according to the scale displayed next to each item.

Please do not write your name. The purpose of this questionnaire is to find out your opinions of your needs of English at work.

1. Circle the number to rank the importance of the following skills in your job.	4 = very important 3 = quite important 2 = not very important 1 = irrelevant			
Listening	4	3	2	1
Speaking	4	3	2	1
Reading	4	3	2	1
Writing	4	3	2	1

2. Circle the number that best indicates your perception of your language ability in English.	4 = very good 3 = fairly good 2 = not very good 1 = poor			
Listening	4	3	2	1
Speaking	4	3	2	1
Reading	4	3	2	1
Writing	4	3	2	1

3. What do you need your speaking skills for?	4 = a lot 3 = sometimes 2 = rarely 1 = never			
Face-to-face conversations	4	3	2	1
Viewings	4	3	2	1
On-the-phone conversations	4	3	2	1
Negotiating	4	3	2	1
Other uses: _____	4	3	2	1

4. What kind of writing in English do you do at work?	4 = a lot 3 = sometimes 2 = rarely 1 = never			
E-mails	4	3	2	1
Letters	4	3	2	1
Window cards	4	3	2	1
Reports	4	3	2	1
Invoices	4	3	2	1
Other uses: _____	4	3	2	1

5. What kind of reading in English do you do at work?	4 = a lot 3 = sometimes 2 = rarely 1 = never			
E-mails	4	3	2	1
Letters	4	3	2	1
Contracts & Agreements	4	3	2	1
Reports	4	3	2	1
Other uses: _____	4	3	2	1

6. Which of the following skills do you feel you need to improve most on?	4 = a lot 3 = to a certain extent 2 = not much 1 = already good at it			
Grammar & structures	4	3	2	1
Writing correctly	4	3	2	1
Speaking & Pronunciation	4	3	2	1
Understanding clients	4	3	2	1
Understanding texts	4	3	2	1

7. How often do you have to use specific vocabulary at work?	4 = very often 3 = often 2 = sometimes 1 = rarely			
Viewings	4	3	2	1
Writing window cards	4	3	2	1

Negotiating	4	3	2	1
Conveyancing	4	3	2	1
Other uses:_____	4	3	2	1

8. How important are negotiating skills in your daily work?	4 = very often 3 = often 2 = sometimes 1 = rarely			
Sales	4	3	2	1
Rentals	4	3	2	1
Conveyancing	4	3	2	1
Adding new properties to your portfolio	4	3	2	1
Other uses:_____	4	3	2	1

9. What would you most like this course to focus on?	4 = very often 3 = often 2 = sometimes 1 = rarely			
Real-life situations with clients	4	3	2	1
Grammar & vocabulary	4	3	2	1
Reading & writing	4	3	2	1
All of them could be suitable	4	3	2	1
Other uses:_____	4	3	2	1

10. Where and when would you most like this course to take place?	4 = fully agree 3 = it could work 2 = don't mind 1 = not the best place			
At your office	4	3	2	1
In a classroom	4	3	2	1
In real-life settings	4	3	2	1
All of them could be suitable	4	3	2	1
During the week	4	3	2	1
At the weekend	4	3	2	1

ANNEX II. INTERVIEW PLAN

INTERVIEW PLAN

Course:	English course for real estate agents	
Date of the interview:		Time of the interview:	
Interviewee's name:		Current position:	
Real Estate Agency:			
Number of years in the real estate sector:			

These are the prompts I used to conduct the interviews:
- Experience in the real estate sector and current position.   - Importance of English in the sector.   - Level of English in the sector.   - Most common language difficulties real estate agents face.   - Previous English courses for real estate agents?   - When? Where? Which approach?   - What did you like most/least about it?   - Strategic contents, situations and contexts.   - Importance of specialized terminology in the sector.   - Importance of intersocial skills at work   - Negotiation skills   - Personal goals and expected outcome.   - Motivation   - Tools & materials to be used in class.

Interviewer's Notes

ANNEX III. OBSERVATION PROTOCOL

OBSERVATION PROTOCOL

Event:	*An agent conducts a viewing with a client*

Date of observation:		**Time observation began:**	
Observer:		**Time observation ended:**	
Real Estate Agency:		**Agent's name:**	
Description of what I expect to be observing and why I have selected it.			

Describe the setting of the event (outdoors, in an office, etc.)
Describe how the session begins. Who is present? What is it said at the beginning?
Describe the chronology of events in 15 minute intervals.

15 Min.	
30 Min.	
45 Min.	
60+	

Who is interacting? Adults with adults? / Social backgrounds?
What do they say? Examples of language use.

Is there any turn-taking? Do they interrupt each other?
Are there any changes in the interactions during the observation?
Document examples of decisions that are made during the observation.
Describe nonverbal communication. How do participants get each other's attention? How much do they move around? How do participants place themselves in the setting?
How does the program end? What are the signals that the activity is ending? Who is present? What is it said? How do participants react? How is the completion of this activity related to other activities?

ANNEX IV. LESSON PLAN 3

UNIT 3	
Sessions:	**1ˢᵗ PART:** *NEGOTIATION SKILLS* / **2ⁿᵈ PART:** *PURCHASE & SALE*
Week/Level:	3ʳᵈ week 2ⁿᵈ Year / B2 – C1 (CEF)

NEGOTIATION SKILLS

1) Introduce the topic of negotiation by having students view the following movie clips, which highlight various types of negotiations:
 	
      Erin Brockovich:https://www.youtube.com/ watch?v=5Jdk3riKKwo
 	
      Just Go With It: https://www.youtube.com/ watch?v=898OUCyBulM
 	
2) Discuss the following as a group:
    • Which negotiation was the most successful? Why?
    • Which negotiation tactics did you observe?
    • What kinds of behaviours make someone more or less successful when negotiating?
 	
3) Analyze the negotiation in the video you have watched *Just Go With It:*
 	
 https://www.youtube.com/ watch?v=BAj2j26kuzo
 	
4) The teacher provides an overview of basic negotiation concepts, types, styles, tactics, and techniques. Check for understanding and clarify any points that are unclear.

PURCHASE & SALE
1) Start the class with the following debate: *Is Renting Always a Waste of Money?* Watch the following video to fish for ideas: https://www.youtube.com/watch?v=KAMeI4uHAFE **2)** What are the advantages of renting and buying?

There are advantages to both renting and buying. The choice is not always a clear one and depends on a person's circumstances and preferences. Look at the ideas in the chart below and explain in your own words why they are advantages. Identify further comparative advantages for both renting and buying.

COMPARATIVE ADVANTAGES OF RENTING VS. BUYING	
Renting	Buying
Generally cheaper	Increase net worth
Less hassle, less responsibility	More control over property
More freedom	More security and attachment

3) We often hear that the housing market has become unaffordable in recent years. Do you think that home ownership will continue to rise in the long term, or do you think more people will be inclined to rent? Why?

4) Present students with the essential concepts relating to the three-stage process of buying a house, including the Agreement of Purchase and Sale, due diligence, and closing.

5) Read and discuss this example of **Agreement of Purchase and Sale**:

5) Explain to students that they are going to be conduct a negotiation of the purchase and sale of a home.

MOCK NEGOTIATION FOR THE PURCHASE AND SALE OF A HOUSE

Teacher's Instructions for Seller & Buyer

You will work in pairs to complete a mock negotiation of a purchase and sale of a home. One student will play the role of the seller and the other will play the role of the buyer. Before beginning the negotiation, take time to develop your negotiation strategy and tactics, and

record the details in the Negotiation Plan.

When both parties are ready, begin the negotiation. The goal is to finalize the terms of your agreement and record the details in the Agreement of Purchase and Sale.

• You have been living in your home for the past 15 years. Your children have moved out and you are looking to downsize because you simply do not require 3 bedrooms anymore and the upkeep is becoming more difficult to maintain every year.

• You have listed your property for €300,000 but are prepared to accept an offer as low as €250,000.

• The house is in a desirable location, close to shopping and most amenities and in good shape for a 25 year-old building.

• You are hoping to move as soon as possible as you have already found a condo to move into.

• As you are downsizing, you are prepared to sell some of the furniture at a modest cost.

• You have a home inspection report which notes that despite some minor deficiencies, the home is in good shape, except that a new roof will have to be installed in the near future. You prefer not to undertake any more work on your home before you move out. You have obtained estimates which indicate that the work to replace the roof ranges from €15,000 to € 20,000.

• You are looking for a 3- or 4-bedroom home for you and your three children.

• You have a down payment of 10% and have been approved by your bank for a loan on a purchase price up to €225,000.

• The seller has a home inspection report which notes that despite some minor deficiencies, the home is in good shape, except that a new roof will have to be installed in the near future. You have no money for this and want to negotiate and have the seller do the work prior to you taking possession or reducing the purchase. The seller has estimates which indicate that the work ranges from €15,000 to €20,000.

• You need to move in two months time.

• The home is listed for sale at €300,000. It is in a desirable location for your children's school

and your work.

Develop Your Negotiation Plan	Each student (seller & buyer) individually complete their Negotiation Plan.	10 mins

Seller & Buyer Negotiation

Step 1	The seller and buyer should set out the issues to be discussed and negotiated.	5 mins
Step 2	The seller and buyer meet to discuss the home for sale and the purchase details. The students negotiate the terms under which they will agree to sell/buy the home. During this stage, generate settlement proposals that satisfy the interests of both parties.	20 mins
Step 3	Put the agreed points for the sale/purchase of the home into the Agreement of Purchase and Sale (APS) for the parties to sign. Have both the seller and the buyer sign the APS with the teacher or another student signing as the witness.	5 mins

Class Discussion

	Debrief with the whole class by comparing the results of the negotiations.	15 mins

NEGOTIATION PLAN TEMPLATE			
OBJECTIVES:			
OVERALL STRATEGY:			
TACTICS AND TECHNIQUES:			
OFFERS:	Opening Offer	Target	Bottom Line
FINAL NEGOTIATION AGREEMENT:			

6) Complete the following worksheet for homework. Match the following terms with the correct definition.

Agreement of Purchase and Sale (APS)	Down Payment	Due Diligence	Easement / Right of Way
Balance Due on Closing	Appraisal	Closing Date	Deed of Land / Transfer
Encroachment	Land Transfer Tax	Survey	Tax Roll Assessment

TERM	DEFINITION
	The contract which sets out the terms of the purchase and sale and binds the sellers and buyers. It starts as an offer to purchase and once accepted by the seller, becomes the APS.
	An assessment of the current market value of the property. Banks typically will order an appraisal for financing purposes

	The amount of money that the buyer needs to pay the seller on closing, which is usually prepared by the seller's lawyer for review by the buyer's Sawyer
	Date on which the sale becomes final, the legal title is transferred, the seller delivers vacant possession to the buyer and the buyer takes possession and becomes responsible for the ongoing cost and maintenance of the property
	The document which is signed by the seller and registered by the lawyer in the Land Registry Office to transfer the title to the property from the seller to the buyer. In actual fact, today, the transfer is recorded in electronically.
	The amount of money the buyers contribute to the purchase of the property on closing.
	This is the process during which the buyer will seek to satisfy him/herself that what he/she thinks he/she is getting or bargained for, is actually what he/she will get. The buyer's lawyer will search the title of the property to ensure the buyer gets a good and marketable title, subject only to known and agreed upon exceptions or limitations.
	A right held by a third party to use or pass over another person's property. Typically we refer to a right of way for a temporary and intermittent passage (i.e. a road or driveway) and an easement for a permanent use of part of the land (i.e. a cable, pipe or building)
	An intrusion onto an adjoining property – such as a neighbour's fence, storage shed or overhanging roof line that partially (or even fully) intrudes onto another property
	A tax paid by the buyer, being a percentage of the purchase price. The rate depends on the value of the property.

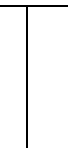|	
	A plan produced by a surveyor that sets out the boundaries of the land and locates the structures and important features in relation to the boundaries. Without a survey it is impossible to know where or if a structure (i.e. house) is actually within the boundaries of the land being purchased or mortgaged. Every buyer should get an up-to-date survey when they purchase or undertake any improvements to the land.
	All municipalities raise money by taxing properties in their jurisdiction. The municipality maintains a list (tax roll) and each property is given a number (tax roll number). In order to calculate property tax, each property is given a value by the city (tax roll assessment), which value is often not equal to market value.
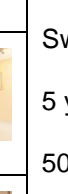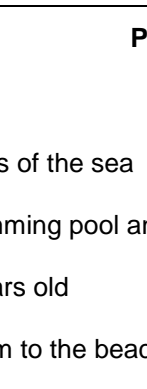
ANNEX V. WRITING A WINDOW CARD

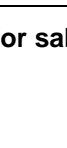**1)** Look for examples of collocations, compounds and adjectives in the following advertisements and write them in the chart below.

	A very cosy apartment in a central position. The apartment has recently undergone a major facelift and thus creating a Scandinavian feel and comfort. Situated in the heart of Nueva Andalucia within walking distance to local ammenities. Situated in south western orientation with fantastic open views over the valley and towards the sea. A true little gem that must be seen to be fully appreciated. 2 Bedrooms - 1 Bathroom - 64 m² Built - Communal garden -
	A beautiful and very well built house Front line to Los Naranjos Golf in a small gated and private urbanisation. The welcoming hallway with its large staircase leads you into the spacious living and dining room with access to the covered terrace and pool area. The house has been decorated in a modern style and is being offered fully furnished. Further on the ground floor there is a modern kitchen and an office /study which could be a 5th bedroom. On the top floor there are 3 spacious suites. The basement level with natural light consists of a cinema room, guest suite, laundry room, utility area and a large garage. The house has underfloor heating, state of the art ac system, central vacuum cleaner, heated pool. A true gem!! 4 Bedrooms - 4 Bathrooms - 680 m² Built - 1.460 m² Plot - 208 m² Terrace - Private pool - Private garden - Private garage -

Location	Specific vocabulary	Compounds	Colourful adjectives	Set phrases (location & surroundings

2) Write a 'window card' for the following properties shown in the pictures below. Use the vocabulary and phrases provided in the the following list of <u>real-estate vocabulary</u> to describe the houses and flats.

	Penthouse for sale east Marbella Views of the sea Swimming pool and gardens 5 years old 500 m to the beach Built 95m² • 2 Beds • 2 Baths • Terraces 66m²
	Apartment for sale in Marbella East, Marbella Duplex in Los Monteros 7 years old 10-minute drive to golf course All amenities in the area Built 114m² • 2 Beds • 2 Baths • Terraces 16m²

3) Gather at least ten advertisements from websites, brochures, newspapers and draw up your own list of vocabulary to write window cards, sorting it out into various categories.

Location	Specific vocabulary	Compounds	Colourful adjectives	Set phrases (location & surroundings

ANNEX VI. A VIEWING BY APPOINTMENT

1) Watch this video about how NOT to show a house and write down the real estate agent's faults.

https://youtu.be/afwDvw8Z3Is

2) Analyse the following script based on a real viewing and <u>underline</u> the key functional language and vocabulary.

- **Real Estate Agent (REA):** Good morning, how do you do? You must be Mr. Shipton
- **Client:** Yes, that's right. Are you from XXXXX agency?
- **REA:** Yes, my name's Jose. We spoke on the phone yesterday evening.
- **Client:** Yes, we did. You can call me George.
- **REA:** All right, then. So shall we start the viewing?
- **Client:** Yes, please.
- **REA:** Well, as you can see, this is the main walking entrance into the housing development. It leads directly into these beautiful communal gardens.
- **Client:** And that's the way into the garage, right?
- **REA:** Yes, of course. You drive into the garage through the automatic garage door and there's a lift which will take you directly to your flat. We'll visit the garage at the end of our viewing.
- **Client:** Ok, brilliant.
- **REA:** There's garden maintenance all year round, as you can see. And just there you can see the swimming pool, which you can use from March till November. It's closed only in winter. And next to the swimming pool, there's a paddle court. Shall we walk there to have a closer look?
- **Client:** Yes, I'd like that very much.

  [Later on, at the entrance of the block of flats]

- **REA:** All right, so here we are now. So this is the way into the block if you come through the gardens. As I told you, if you came by car you would access the building through the garage. Here, you can see the entryphone which features a camera so that you can see who's ringing your bell.
- **Client:** Yes, that's very good.
- **REA:** So these are, obviously, the letter boxes. Through that door, there's a staircase which takes you to the garage. There's also a room for domestic refuse collection.
- **Client:** All right. Is there a caretaker?
- **REA:** Yes, of course. There's Manuel and Sebastian. They are both in charge of the

---

general maintenance of the housing development.

- **Client:** How much is the maintenance fee for the flat I'm interested in?
- **REA:** Well, I can't give you an exact figure right now but it's in the region of 200€ a month. However, you should bear in mind that this fee includes general maintenance, gardening and security.
- **Client:** Ok, I see. And then of course each owner pays for utility bills: electricity, water, heating, etc.
- **REA:** Yes, that's correct. All right, let's take the lift to the third floor.

[Ok, here we are]

- **REA:** It's a reinforced door, you see. You'll be safe in here.
- **Client:** What kind of security does the community rely on?
- **REA:** There's a 24-hour security service and the housing development has a CCTV camera system. You'll see the security guards either in their booth at the entrance or on their every-hour walk around
- **Client:** Thanks, that's reassuring.

- **REA:** Ok then. As you can see, this is the hall. And this way, we find the kitchen. It is fully equipped: fridge, dishwasher, electric induction hob, extractor fan. The fittings and cupboards are made of cedar wood and the tiling is Travertine. The worktop is made of black marble, very robust and elegant at the same time.
- **Client:** I see. It looks very nice. I can't see an oven. Is there one?
- **REA:** Yes, it's over here.
- **Client:** Ah, there you go.
- **REA:** And just here, this small ventilated utility room, where we have fitted in the washing machine. You can use it to store food, or keep all the cleaning products, etc. There's no tumble dryer but you want need one here. The sun will do the job.
- **Client:** Yeah, that's practical. How much would I pay for water? On average?
- **REA:** Well, it all depends on the consumption, of course. But, for a family, I would say between 80-100 € every two months.

  Let's carry on, shall we?

- **Client:** Yes, of course.
- **REA:** This corridor leads to the living room. As you can see, it's very bright because you get plenty of light coming through the terrace and this window here.
- **Client:** It looks very spacious but it's because there's no furniture in it.
- **REA:** Well, that's up to you. It's quite large. The TV should be there and just opposite you could place a sofa. Maybe a coffee table in front of the sofa. And you would still have enough space for a dinning table and some chairs.
- Anyway, the wooden floor is made of floorboards and the walls are painted in white

acrylic paint.

- **Client:** Let's have a look at the terrace. Wow, the views are beautiful.
- **REA:** Yes, it overlooks the gardens and in the background you can see the sea.
- **Client:** It's not too big but there's enough room for a little table and a couple of chairs.
- **REA:** What some people do is expand the living room by joining it to the terrace. You would need to glaze it but it's an interesting option.
- **Client:** Yeah, but that must be expensive.
- **REA:** Well, you could do it further down the line. These flats are open to lots of possibilities. Would you like to see the bedrooms now?
- **Client:** Yeah, let's have a look.
- **REA:** This is the master bedroom. It has a big in-built wardrobe and a bathroom en suite with two in-line washbasins, a bathtub, a toilet and bidet. The tiling is white ceramic.
- **Client:** It's nice and cosy. It looks good.
- **REA:** And next to it, the guest room. It's obviously smaller but it also comes with a wardrobe.
- **Client:** This would be for my children. I'm wondering whether I could fit in two bunk beds.
- **REA:** It should be alright. You just have to measure them up.
- **Client:** Yeah, I've got to think about that.
- **REA:** And right here, we find the other bathroom. It comes with one washbasin, a toilet and bidet and a shower cubicule with a shower tray.
- **Client:** Yeah, that's very convenient.
- **REA:** Well, if you want to walk around, feel free. Or if you have any questions, I'll be delighted to answer them?
- **Client:** So how many square metres does the flat have?
- **REA:** It has 110 square metres in total, 95 square metres of living space.
- **Client:** Let me write down down as well…And, can we have a look at the garage.
- **REA:** Yes, of course.

[At the garage]

- **REA:** The lift takes you directly down to the garage. This flat comes with a medium size parking space but unless you have a very large car, it's more than enough.
- **Client:** We've got an Audi A4.
- **REA:** It'll be alright then…Here we are, this way, please…This is your parking space. You would get two remote controls to get in and out the garage.
- **Client:** I assume the parking space is already included in the price.
- **REA:** Yes, that's right.

[Back at the main entrance]

- **Client:** Well, thanks a lot for the viewing. Let me sleep on it and I'll get back to you next week.
- **REA:** You're welcome. If there's any further information thay you need, let us now. I'll call you back next week and we could make an appointment at my office and discuss the paperwork, finance, etc.

---

3) Roleplay a similar viewing.

	Penthouse for sale east Marbella
	Views of the sea
	Swimming pool and gardens 5 years old 500 m to the beach Built 95m² • 2 Beds • 2 Baths • Terraces 66m²

4) Go through the key phrases and functions in the script one more time.

5) Roleplay the viewing again.

ANNEX VII. FLOWCHART OF A PURCHASE

1) Look at the flowchart of a house purchase shown below and try to explain each stage in your own words.

BUYING PROPERTY UNDER SPANISH LAW

Find property
&
Establish your maximum price

Apply for bank loan:
- Interest rate
- Repayment period
- Set up fees
- Cancellation fees

Unconditional loan approval or proof of funds

Valuation by a chartered surveyor

Pre-reservation legal checks / Due diligence

- Home inspection
- Search the title of property
  - Land Registry extract (nota simple)
  - No contravention of Land Planning Law
- Community fees & taxes
- Different certificates: energy efficiency, compliance, etc.

Reservation contract

Put down a deposit

Negotiation

APS = Agreement of Purchase and Sale

Review of sale terms

Negotiate amendments

Completion at notary office

Notary issues the public deeds

Pay Purchase Tax (related to cadastral value of property)

Pay Stamp Duty Land Tax

Registration at Land Registry

Register at Town Council Register

2) Now focus on the pre-reservation legal checks and explain to your partner why all the bullet points of the list are of vital importance to ensure a smooth purchase.

Pre-reservation legal checks

- Home inspection
- Search the title of property
  - Land Registry extract (nota simple)
  - No contravention of Land Planning Law
  - No debts, charges or mortage(s) on the property
  - Paid-up receipt for the previous owner's annual property tax (IBI)
  - Receipt to prove all utility bills have been paid
- Certificates
  - Building Regulations Compliance Certificate
  - Cadastral certificate
  - Energy Efficiency Certificate
  - Pest & strata inspection
  - Certificate signed by the President of the Community of Property Owners stating that there are no outstanding debts.
- Planning permissions (if off-plan purchase)

ANNEX VIII. CONTINUOUS ASSESSMENT

CONTINUOUS ASSESSMENT SHEET

English Course for
Real Estate Agents

STUDENT:_____
_____

TASK: UNIT ☐   WEEK ☐   GROUP: DATE:
_____

SPEAKING 🕭: A VIEWING						
	OUTSTANDING	**VERY GOOD**	**GOOD**	**NEEDS TO TRY HARDER**	**POOR**	
PRAGMATIC ADECUACY Turntaking strategies, co-operating strategies, asking for clarification. Format, extension, register.	10	8	6	3	0	
PHONOLOGICAL CONTROL Stress, intonation, fluency. etc.	15	12	9	5	0	
COHERENCE AND COHESION Discourse markers, thematic progression, concord, etc.	20	16	12	6	0	
GRAMMATICAL ACCURACY Grammatical competence	35	28	21	10	0	
VOCABULARY RANGE Vocabulary range and control.	35	28	21	10	0	
Overall mark: _____/100						**Teacher's signature:**

ANNEX IX. SELF-ASSESSMENT SHEET

Unit	Self-Assessment Sheet [I CAN…]	
1	I can interact with clients face to face.	
	I can interact with clients on the phone.	
	I can introduce myself to clients.	
	I can greet and welcome clients.	
	I can inquire about clients' well-being.	
	I can start a friendly conversation.	
	I can offer clients something to drink.	
	I can create a good atmosphere.	
	I can give directions and describe the area & landscape.	
	I can fix a date & place for further meetings.	
	I can ask for contact data: phone, email, address.	
	I can spell words out, take down numbers and understand symbols: @, _, /, etc.	
	I can explain the advantages of buying or renting at their company.	
2	I can describe property in advertisements.	
	I can use specific vocabulary to describe property in ads and explaining the most important features of flats/houses.	
	I can write a 'window card' for websites.	
	I can write grammatically-correct and well-structured emails to clients.	
3 / 4	I can use vocabulary and functional language to sell property.	
	I can use vocabulary and functional language to rent out property.	
	I can effectively use persuasive discourse.	
	I can use turn-taking strategies.	
	I can use language politely.	

5	I can conduct a viewing for clients.	
	I can conduct a viewing for real estate agents.	
	I can watch a video and analyze functional language and vocabulary.	
	I can roleplay a viewing of a sale & rental.	
7	I can provide guidance on property transferral: Conveyancing	
	I can walk customers through the legal procedures.	
	I can explain a flow-chart.	
8	I can add new properties to your portfolio	
	I can get new clients on the phone.	
9	I can arrange an 'Open House'.	
	I can contact customers and real estate agents.	
	I can give a presentation during an 'Open House'.	
	I can roleplay an 'Open House'	
10	I can explain and provide information on reverse mortgages.	
	I can explain and provide information on timeshare property.	
	I can explain and provide information on reform.	
	I can explain and provide information on decoration.	