Needs Analysis for Greek Culinary Students: Development of English for Specific Purposes Course

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Abstract

The purpose of this paper is to examine the learning and future target needs of culinary arts students in Greece and identify the language skills and knowledge on which the ESP curriculum should be based. Thus, the present paper introduces a number of curriculum suggestions that reflect students' future English language needs as upcoming cooks in their internships and workplace. The needs analysis includes multiple methods and sources that have led to a deeper understanding of the English communication needs of the vocational occupation, namely, culinary arts. Analyses of questionnaires, interviews with chefs, students and new professionals were conducted in order to understand students' expectations, wants and needs. Results showed that pre-service and in-service cooks need and expect to develop their speaking and listening skills through the specific-based course with reading and writing following. Students' learning needs and preferences in the target language were closely taken into account aiming to delineate an accurate Needs Analysis (NA) which will serve as a tool and analytical technique for a potential English language curriculum for culinary students.

Keywords: English for specific purposes, culinary arts, needs analysis

1. Introduction

In the last decades, the importance of food in the public sphere of contemporary society has grown (Martinengo, 2015). It is a topic that is commonly discussed between friends, families, and on various social occasions. Cooking TV programs, books, and magazines published by famous chefs are more and more accepted and appeal to the consumerist society. Several anthropologists and sociologists argue that food is part of culture and functions as an identity that represents a country (Barthes, 1999; Atkins &

Bowler, 2001). In the last five years in Greece, hundreds of students have decided to enroll in private culinary schools and aspire a career in this profession. Since tourism is highly developed in Greece, students combine their passion for an occupation that is related to the most developed sector of the country, with food being considered a marketing strategy that attracts tourists (Hou, 2013). Through the culinary programs, students are given the opportunity to explore culinary specialties, traditions, and techniques and overseas working experience and internships in two-season jobs in Greek islands. Despite the great opportunities and experiences that the vocational school of culinary might offer, the acquisition of the English language for those who pursue an overseas career is not considered.. Hence, the role of this paper is to provide a needs analysis based on the quantitative and qualitative collection of data, aiming to design an English for Specific (ESP) curriculum for future culinary professionals.

2. Literature

2.1 Needs Analysis

According to Graves (2000), a needs analysis (NA) "is a systematic and on-going process of gathering information about learners' needs and preferences interpreting the information and then making course decisions based on the interpretation in order to meet the needs" (Graves, 2000, p. 98). Thus, an ESP practitioner can discover what language skills a learner requires to develop and identify the gap between what a learner is able to do and what they are expected to do.

Brown (2007) describes a needs analysis to be significant to establish and validate defensible curriculum aims that meet students' language learning needs within the framework of specific institutions that impact the teaching and learning situation. Brown also suggests that needs are not stable and that they constantly have to be re-examined. This systematic approach is therefore crucial in maintaining and designing a language curriculum.

A clear, cohesive, and thorough curriculum can only be designed when it is based on factual data and additional needs analyses where the language purpose of the learner is taken into consideration (Cunningham, 2015). Apart from the purpose of the student's language learning, emphasis should also be given to the type of language to be utilized, the starting level, and the level to be reached (Wandut, 2018). The needs analysis framework proposed by Hutchson and Waters (1987) advocated a learning-centered approach in which students' learning needs had a major role, as well as a

process-oriented approach in which focus is given to students' process of acquisition rather than merely learning.

In one of their studies, Purpura and Graziano-King (2004) introduced four types of needs analysis: *learning needs analysis*, target language use for *situation analysis*, *present learning situation*, and *means analysis*. The learning analysis focuses on the student's background along with their "goals, attitudes, motivation, expectations and learning styles" (Purpura & Graziano-King, 2004, p. 23). Target language use for *situation analysis* takes into account the students' needs that have to do with the target language outside the classroom context by providing descriptions on communication "in terms of language context, theme, function and form" (Purpura & Graziano-King, 2004, p. 4). Last, in the *means analysis*, the focus is on language policy and organizational impact on resource allocation (Purpura & Graziano-King, 2004). The authors of the study, define the first two types of needs analysis as the most essential components for any needs analysis.

What an ESP analyst must be able to identify learners' different needs and motivations in English learning and communication to bridge this gap between target needs and learning needs. So, how can we ensure that an ESP course curriculum serves both target needs and learning needs? Long (2005) suggests that input from domain experts increases the reliability and validity of a needs analysis.

Since ESP differs from English as a Second Language in terms of words, lexicons, sentences, and pragmatics learned, as well as the subject topics addressed (Hou, 2013), students are the asset for developing a NA.

2.2 The Case

This research investigates a future ESP course by looking into the language needs of culinary arts students for their English for Specific Purposes (ESP) learning of both private and public vocational schools in Athens, Greece. One of the main private schools is IEK AKMI, next there are students from Le Monde school, one student from IEK ALFA as well as one student from the public vocational school Bakery and Pastry Arts in Athens.

IEK AKMI is a private school that provides modern laboratories with the latest equipment for the complete education of its students in addition to the formal requirements (IEK AKMH, 2019). Courses include cooking, bakery and pastry workshops as well as molecular gastronomy, restaurantology, bareonontology, and computer labs (IEK AKMH, 2019). After graduation students have different job and study perspectives. Students can delve into their studies by obtaining a second

diploma in a relevant specialty of their choice, continue with an undergraduate degree in *Culinary Arts and Food Service Development* at Metropolitan, or students can participate in educational thematic seminars to enhance their knowledge and prepare them for the labor market (IEK AKMH, 2019).

Le Monde introduces a teaching methodology that prepares students for future requirements in culinary, production and organization indispensable for every food business. Furthermore, students are taught Greek traditional specialties as well as international cuisines (Le Monde, 2019). Lectures and seminars are offered daily from qualified and internationally-known chefs. Courses such as Technical and professional cooking methods, Preparation of dishes with innovative food styling, Kitchen staff coordination, Composition of menus, Organization of supplies and equipment, Hygiene and Quality control in Professional Kitchens are included in the curriculum (Le Monde, 2019).

The internships offered to the students from all vocational schools take place in Greece, either in islands or in the cities where the students reside. However, there may also be students that would like to do their internship experience overseas.

All the above mentioned vocational schools offer multiple employment opportunities to the students. Restaurants, hotels, cruise ships, catering companies are a few examples (IEK AKMH, 2019; Le Monde, 2019). Emphasis is placed on students developing their cooking skills rather than academic skills.

Students have the alternative to continue their studies on an academic level and pursue careers that require deeper knowledge and critical thinking. The needs analysis was designed with students' job perspectives, as well as the internships offered in mind.

2.3 Problems

English for Specific Purposes has very recently been developed in Greece. It is only the last couple of years that ESP practitioners have started designing specific-based courses.

Hence, it is an approach that has not been widely integrated into L2 teaching and learning programs in Greece. In our case, culinary schools are attempting to integrate an ESP course in their area, but the instructional methodology can be improved, as students are not entirely exposed to the target language and emphasis is given primarily on lexicon, thus undervaluing the development of speaking and social skills. Under these circumstances, future culinary professionals likely find it more

difficult to find jobs overseas due to the language barrier, even if they are fully qualified in their profession.

The present paper suggests an ESP course for culinary arts students who decide to pursue a career abroad, aiming to create an enduring knowledge base and transfer of skills based on students' needs and wants.

3. Method

The data was retrieved through an online questionnaire, interviews, and different existing literature. Students who have already graduated from culinary schools and therefore have working experience in the field participated in the collection of both quantitative and qualitative data. Professional cooks were interviewed to obtain valid and reliable data from qualified and experienced people in the field. Thus, a number of sources have been investigated through triangulation to improve the reliability of the research.

3.1 Design of the Study

The two research questions addressed aiming to satisfy the research purposes are influenced by Hou's (2013) article on ESP for culinary students in Taiwan adapted to the Greek context:

(1)   What are the culinary arts' learning needs as well as the learning goals necessary for students' internship?
(2)   What are the target needs for Greek students need to learn to communicate effectively in their future workplace?

To answer these questions qualitative and quantitative data was analyzed. Qualitative data collection involved semi-structured online interviews (via Skype and audio-recordings) and syllabus documents from students. Quantitative data was drawn by the analysis of the questionnaires. This allowed for triangulation of sources.

3.2 Participants

The demographic data showed that the average age of the participants is 23 years old, of whom 34% (5 participants) of the subjects were females and 66% (10 participants) were males.

The study involved 15 participants of a B1-B2 English language level randomly selected from culinary schools. The population consisted of first and second-year students, as well as students that had already completed their studies and officially worked as cooks. Participants were recruited online.

Two interviews with two professional chefs are also included. The first chef (Chef 1) has over ten years of experience as a professional cook in his field. He specialized in Mediterranean and Asian cuisine at the vocational school of Le Monde. His current job is in an Italian restaurant with staff members from different cultural backgrounds.

The second chef (Chef 2) has fewer years of experience, however, he has been in charge of many cuisines enriching his professional background. He has graduated from the vocational culinary school of IEK AKMI and has worked as a chef primarily in two-season jobs on Greek islands for big restaurants and hotel chains.

3.3 Material

For the collection of the quantitative data, a questionnaire was designed. The items of the questionnaire were divided into the importance and knowledge of English, target needs, students' expectations, and preferences. The questions were mostly in Greek and a few in English to test the participants' comprehension of the target language. The respondents were given open-ended, multiple-choice and Likert-Scale questions.

To gather the qualitative data, semi-structured interviews were developed and closely analyzed. The questions of the interview were a more elaborated version of the questions in the questionnaire and some were adapted according to participants' profiles.

4. Results

4.1 Quantitative Data

Results suggested that 53.3% of participants were first exposed to the English language between the ages of 8 and 12. Others (33.3%) seem to have had their first contact at an

early age between 0 and 8 years old whereas, 13.3% were originally exposed during adolescence (between 12 and 18 years old).

Regarding the use of English on a weekly basis, slightly more than half of the participants (53.3%) use the target language very frequently during the week, while 26.7% use English every day. However, 20% of responders use English very rarely in their daily lives. The contexts in which students use English are mainly on social media (33.3%) and for amusement (33.3%) such as listening to songs or watching a movie. There are also cases of participants who are required to use English at work (26.7%) while only 6.7% make use of the language while being with friends and family.

Eighty percent of respondents considered English to be a very important language. All participants agreed that culinary English will be useful to them, especially for the 53,3% of the students that plan to continue their studies abroad. Thus, they consider an ESP course for them necessary. They are worried about not being able to communicate well enough, which may prevent them from meeting the requirements of their superiors in the kitchen environment. Almost all participants agreed that speaking and listening are the most required language skills to be developed by reading and writing.

According to their personal preferences, 60% of participants want to develop their speaking skills, then 26,6% want to improve their writing. Listening and reading follow with 6,7% each. After a self-evaluation, the majority of the respondents reported having a B1 and B2 level in speaking. The same results coincide with listening skills, whereas in writing the majority has an A2 level following the ones with a B2 level. Concerning the reading skills, most of the participants seem to have a B2 level. The differences that appear for each language skill are due to a lack of (target) language contact through the years. Participants provided answers based on their English language qualifications and experience.

In the section of course structure and content, findings suggest that respondents prefer activities in groups (64.3%). Activities in pairs and individuals follow with 14.3% each, and the remaining 7.1% claimed not to have a particular preference. Moreover, 53.3% of responders would like to receive feedback from both their classmates and instructor, and 33.3% prefers only feedback from their instructor. There was one student wanting feedback from his fellow students and another one that does not want any kind of feedback.

Interestingly, 93.3% would like the course to include simulations of potential real-life situations in a kitchen during working hours. Again, 93.3% of participants would like an ESP course with more authentic material that will encourage them to interact more and raise their interest during the language process acquisition.

Current students claimed that professors are demanding apropos techniques and basic knowledge in culinary arts. Simultaneously, students are encouraged to individually explore ingredients and combinations that contribute to their culinary growth. Thus, it is significant for the ESP curriculum to cover the related topics and teach students the required linguistic needs of their profession. New professionals in the field confirmed that there is a difference between the workplace and studying context. All professional cooks unanimously agreed that working under pressure is a regular phenomenon in a kitchen. This implies that the ESP course ought to aim in building a solid knowledge of the English language so that upcoming cooks will not allow potential Foreign Language Anxiety to interfere with their performance in the workplace.

According to second-year students and new professional chefs, there were no significant differences in what they have been taught and what they were asked during their internship. Nevertheless, during the internship, they will be asked to assist as professionals and not as learners. Senior students affirmed that during the internship the requirements were the same as for their experienced colleagues. Discussions on the preparation of dishes and further clarifications would usually take place before working hours. During working time, direct instructions and orders would be given.

This information is relevant to the NA and the future design of an ESP culinary curriculum in understanding the language aspects that students need to focus on and build their knowledge before entering a potential international workplace.

4.2 Qualitative Data

The qualitative data, namely interviews, open-ended questions from the questionnaire as well as the textbook provided by the students were analyzed.

Chef 1 points out that in his profession it is important to know languages, especially "kitchen language". He claimed that many times during his career he had to use English either to communicate with colleagues or clients or for writing and reading recipes written in English. Also, he admitted to having faced difficulties in language use as he had not acquired the necessary language knowledge with the specific-based vocabulary.

Ergo, he believes that an ESP course for culinary students would be beneficial as it will help them develop the skills, grammar, lexis, register, discourse appropriate and necessary in their field. Speaking and listening are the two language skills that he believes students should immediately start developing in their ESP course, and gradually progress on the other language skills.

Another interesting observation that he made is that the vocabulary that students are to acquire depends also on the cuisine in context. For instance, terminology in Asian cuisine may differ from the Italian or the Mediterranean however students should develop basic vocabulary and through learning, strategies to enhance their vocabulary according to their context.

Chef 2 admitted to developing his speaking skills the past summer as he had to interact with the kitchen staff from different cultural backgrounds. At first, he was quite hesitant and insecure about his speaking skills, however, he pointed out that perfect grammar and syntax are not so significant as long as the message is understood by the listener.

During the interview, the interviewee mentioned that he has an intermediate language level and that he attempted to read culinary books in English in the past. Lack of specific lexicon was one of the main difficulties he encountered during his reading as he had to look up many words he was not acquainted with. The chef believes that an ESP course for culinary students is necessary for their occupation not only for those who want to pursue a career overseas but also for those who will remain in their country and encounter people of different nationalities.

Professional chefs claimed that staff members must have basic prior knowledge as during work cooks cannot interact and ask for explanations that a well-prepared cook ought to know. Therefore, communication during working hours in a kitchen cannot always be courteous and affable. Instead, an overload of instant information can unintentionally create communication barriers between a speaker and a listener. This phenomenon is common under time pressure primarily when various tasks are to be completed (depending also on the hierarchical position that someone has in the kitchen).

The two professional chefs claimed that two essential aspects looking for in their new interns are eagerness for effective collaboration and passion for their profession. Based on the chefs, interns in Greece are not treated as learners but as new professionals. Hence, chefs reject the idea of closely training their interns. Instead, the expectancy is for interns to retain prior knowledge and put it into practice in an authentic kitchen working environment. It is only this way that the upcoming cooks feel more motivated to impart and improve their culinary knowledge through experience, and teamwork.

5. Discussion

Results suggest that Greek culinary students need an ESP culinary program that would set realistic objectives and would stimulate them into language practices necessary for their profession. The set of realistic objectives will result in a narrower conclusion of students' needs. Hitherto, culinary English courses offered by the vocational study programs in Greece have moderately helped students develop their culinary vocabulary. Culinary students' lack of confidence in using the language of a professional kitchen in English is connected to their inexperience and privation of target language exposure and practice.

Emphasis has been given to lexicon without investigating the extent to which students are acquiring language knowledge during the process. For these reasons, students consider significant their exposure to the target language as it will assist in developing language skills but also social skills and competencies through a common language.

Based on the syllabus, students must know vocabulary related to kitchen utensils and facilities, food ingredients along with terminology and techniques. Specifically, knowledge of different cuts and carvings in meat and fish with their terminology is to be acquired. Students are also required to know the types of alcoholic beverages that can be paired with a variety of cheese or desserts. Fruits and vegetables are also important as they are much requested in restaurants as well. In addition, baking and pastry arts along with the knowledge of raw materials are included in vocabulary development. The integration of grammatical structures necessary to focus on during the ESP course is primarily on imperatives as the characteristic of the food services area and culinary arts is giving and receiving instructions or commands. For this reason, the curriculum should train students in using authentic language structures that are needed in their profession. Imperatives might not seem ideal to structure language education around them since they are tenseless, do not admit modals, lack subjects, and in cooking language often lack objects too (Paesani, 2006, p. 167). However, in practice, commands are interwoven with a large variety of language structures (Celce-Murcia & Larsen-Freeman, 1999). Celce-Murcia and Larsen-Freeman (1999) add that a course built around imperatives is easier to be assessed by merely testing the learner to have completed his/her operation.

Eventually, students can intersect their vocabulary and grammar knowledge with the development of speaking and listening. If these skills are cultivated, students will be able to improve their social skills which are also important in their field. Situations such as discussions between colleagues, dialogues with customers or even receiving clients' complaints may occur. Upcoming cooks aspire to be confident when

speaking using appropriate verbal language along with gestures and body language, all of which lead to effective social interaction.

Concerning the reading skills, findings reported that they are important in developing as students will be constantly asked to read and produce a recipe. Culinary students themselves reported their desire in reading culinary articles and books that analyze different aspects of the field. Reading skills may not be that indispensable for the learning culinary needs- because as we already mentioned vocational schools in Greece focus on the job-training and not on academic learning- but in terms of students' preferences, reading strategies appear to be fundamental. Some of the strategies could be the activation of previous knowledge, the identification of keywords, using inferences and contextual clues, or even using visualization through the pictures that cooking books usually include. In their future workplace, reading will be narrowed to their need in reading recipes but, the future cooks' needs may differ with the years according to their position in the kitchen.

Such factor also influences the learners' writing needs as in the first phase of their work gain experience they will not be required to produce written compositions. Nevertheless, we cannot exclude the possibility of developing some writing strategies to ensure learners' preparation in dealing with potential requests from their superiors. As it has already been mentioned, language needs may be modified through the years depending on their position regardless of their occupation. Therefore, it is the instructor's responsibility to prepare the students.

Regarding the instructional content, students expressed their preference for simulations of real situations that may occur during working hours. Activities will be designed according to the context and content and will aim in developing language skills as naturally as possible. Based on their language needs the material introduced will be closely designed to be comprehensible to all students. Interaction among instructor and students will undoubtedly be of help during implicit and explicit language teaching. Feedback will be given to enhance existing and new knowledge so that students' expectations are met. Through constant repetition, exchange of information, and through building on students' previous knowledge, the culinary ESP course will serve students' target needs and expectations.

6.   Conclusion

A descriptive qualitative and quantitative study was conducted aiming to develop a needs analysis for in-service and pre-service chefs concerning an ESP course development.

The needs analysis was based on the learning needs of upcoming culinary professionals, in particular those who pursue a career abroad in their vocational occupation. With Greece being a country that is receiving more and more working immigrants, such a phenomenon can also be noticed in a kitchen environment which can result to be multicultural. Hence, the development of culinary English is significant for effective communication among colleagues.

Responding to the first research question concerning the internships, results suggested that students' learning needs and learning goals are primarily focused on vocabulary development. By the time of their internship, students must have acquired essential vocabulary in cooking and carving techniques, ingredients, utensils, and terminology. At the same time, learners want to have developed their speaking and listening skills as they would like to feel more confident when using the language. Reading skills are also important to be developed as students will be asked to create dishes out of the recipes they will be given. Writing skills are not as important for the two-year preparation as students are not required to write recipes or critically analyze any culinary literature. Last, the target group wants also to develop learning strategies that will help them build enduring basic knowledge in the target language and also improve such knowledge in the future.

Regarding the future needs for effective communication in the workplace, students want and need to have progressed and cultivated the abovementioned skills. Additionally, they would like to improve pronunciation and grammar as part of their social skills. Nonetheless, learners acknowledge that pronunciation is not an important aspect when it comes to effective communication but simultaneously some express their desire in improving it. Finally, upcoming culinary professionals believe that their constant exposure to the English language during the ESP course will help them boost their confidence in using the language and will enhance their learning in the culinary context.

Future research could undoubtedly use a larger sample population to obtain more reliable and generalizable results. Potentially, in-class observations from researchers would provide a more accurate and deeper understanding of the target needs that Greek culinary students have.

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Appendix A – Questionnaire Distributed to Participants

Ηλικία *

Η απάντησή σας

Φύλο *

Η απάντησή σας

3. Πότε ήταν η πρώτη σου επαφή με τα αγγλικά; *

○ μεταξύ 0-8 ετών

○ μεταξύ 8-12 ετών

○ μεταξύ 12-18 ετών

○ στα 18

4. How often do you use English? *

○ I use English every day

○ I use English frequently during the week

○ I rarely use English during the week

○ I never use English

(1) Age

(2) Gender

(3) When was your first contact with English?
   i.   Between 0-8 years old
   ii.   Between 8-12 years old
   iii. Between 12-18 years old
   iv.   18 years old

5. Πότε κάνεις χρήση της αγγλικής γλώσσας; *

○ σε κοινωνικά πλαίσια- με οικογένεια και φίλους

○ στη σχολή

○ στη δουλειά

○ στα μέσα κοινωνικής δικτύωσης

○ στην ψυχαγωγία: ταινίες, τραγούδια κλπ...

(5) In what contexts do you use the languages?
   i. To socialize
   ii. At school
   iii. At work
   iv. On social media
   v. For entertainment: games, tv shows, etc.

6. Do you think learning English is important? Rate from not important (1) to very important (5).

	1	2	3	4	5	
not important	○	○	○	○	○	very important

7. Do you think learning English is important in your job? Rate from not important (1) to very important (5).

	1	2	3	4	5	
not important	○	○	○	○	○	very important

8. Πιστεύεις ότι η γνώση της αγγλικής γλώσσας (culinary english) θα σου είναι χρήσιμη στο μέλλον;

○ ναι

○ οχι

(8) Do you believe that the acquisition of culinary English would be essential for your future? (yes/no)

9. Αξιολόγησε τον εαυτό σου με βάση τις γλωσσικές σου δεξιότητες (skills) στα αγγλικά. Tick on your level of proficiency.

(9) Self-evaluation of language skills

	A1- beginner	A2	B1- pre- lower	B2- lower/ intermediate	C1- advanced	C2- proficiency
speaking	○	○	○	○	○	○
listening	○	○	○	○	○	○
writing	○	○	○	○	○	○
reading	○	○	○	○	○	○

10. Ποια γλωσσική δεξιότητα θα ήθελες να βελτιώσεις; *

○ speaking

○ listening

○ writing

○ reading

(10) Which language skills would you like to improve?

Ποια από τις παραπάνω γλωσσικές δεξιότητες πιστεύεις ότι είναι σημαντικές για την δουλειά σου;

Η απάντησή σας

(11) Which of the above mentioned language skills do you consider essential for your profession?

Αισθάνεσαι άβολα εάν οι ακροατές σου διακρίνουν μια διαφορετική προφορά όταν μιλάς στα αγγλικά;

○ Very much

○ somewhat

○ A little

○ Not at all

Απάντησε στις ερωτήσεις ανάλογα με τα δικά σου πιστεύω. Τι είναι σημαντικό να γνωρίζει καλά στα αγγλικά ένας μάγειρας; *

	strongly agree	agree	neutral	disagree	strongly disagree
Είναι σημαντικό να γνωρίζει τα μαγειρικά σύνεργα που χρησιμοποιεί.	☐	☐	☐	☐	☐
Είναι σημαντικό να γνωρίζει τη μαγειρική ορολογία	☐	☐	☐	☐	☐
Είναι σημαντικό να κατανοεί τις οδηγίες στα αγγλικά.	☐	☐	☐	☐	☐
Είναι σημαντικό να γνωρίζει να δίνει οδηγίες στα αγγλικά.	☐	☐	☐	☐	☐
Είναι σημαντικό να γνωρίζει τα ονόματα των υλικών	☐	☐	☐	☐	☐
Είναι σημαντικό να δοθεί βάση στα γραμματικά φαινόμενα που είναι αναγκαία για τη "γλώσσα" μιας επαγγελματικής κουζίνας .	☐	☐	☐	☐	☐
Είναι σημαντικό να εξελίξει κοινωνικές δεξιότητες (άλλους μάγειρες, σεφ, πελάτες).	☐	☐	☐	☐	☐
Είναι σημαντικό να ξέρει να εξηγεί τεχνικές στη μαγειρική.	☐	☐	☐	☐	☐
Είναι σημαντικό να μπορεί να διαβάσει με ευκολία μια συνταγή	☐	☐	☐	☐	☐
Είναι σημαντικό να μπορεί να γράψει μια καινούργια συνταγή	☐	☐	☐	☐	☐

(12) Do you feel uncomfortable if the listeners can distinguish a non-native speaker's pronunciation?

(13) Rate the following statements based on what you believe. What do you consider as essential for a new cook to know in English?
  i. It is important to know the names of all cooking tools.
  ii. It is important to know all the terminology used in a kitchen.
  iii. It is important to understand the orders/ instructions given in English.
  iv. It is important to know the names of the ingredients.
  v. It is important to focus on the grammatical structures that will constantly be used in a professional kitchen.
  vi. It is important to develop social skills (with other cooks, clients etc.)
  vii. It is important to know how to explain new techniques in cooking.
  viii. It is important to understand a recipe.
  ix. It is important to be able to read a new recipe without any difficulty.
  x. It is important to be able to write and develop a new recipe.

23. Τι αποτέλεσμα περιμένεις να έχεις αφότου τελειώσεις τα μαθήματα;

Η απάντησή σας

24. Θα προτιμούσες το μάθημα να βασίζεται κυρίως στο εκπαιδευτικό εγχειρίδιο ή να ενσωματώνει και καινούργιο εκπαιδευτικό υλικό;

○ να δουλέψουμε περισσότερο ακολουθώντας το βιβλίο

○ περισσότερο καινούργιο εκπαιδευτικό υλικό.

25. Θα ήθελες τα μαθήματα να περιλαμβάνουν περισσότερη θεωρία ή περισσότερες δραστηριότητες βασισμένες σε πραγματικές καταστάσεις που θα μπορούσαν να επικρατήσουν μέσα σε μια κουζίνα;

○ θεωρία- από το βιβλίο και άλλα έγγραφα

○ πρακτική- προσομοίωση πιθανόν σεναρίων

26. Σκοπεύεις να ακολουθήσεις καριέρα ως μάγειρας στο εξωτερικό ; *

○ ναι

○ οχι

○ δεν γνωρίζω ακόμα

27. Θα προτιμούσες οι περισσότερες δραστηριότητες που θα πραγματοποιούνται κατά τη διάρκεια της διδασκαλίας να είναι ατομικές, ομαδικές ή σε ζευγάρια;

○ ατομικές

○ σε ζευγάρια

○ ομαδικές

○ δεν έχω κάποια συγκεκριμένη προτίμηση

28. Θα προτιμούσες να αξιολογηθείς απο τους συναδέλφους σου ή απο την καθηγήτρια σου;

○ συναδέλφους

○ καθηγήτρια

○ και τα δύο

○ κανένα από τα δυο

(23) What are your expectations of this course?

(24) Would you prefer a course that is primarily based on a didactic and pedagogical book or would you prefer the integration of new material?
  i. Work more on the book
  ii. Integration of new/authentic material

(25) Would you prefer more theoretical language learning lessons or real-life activities that could potentially occur in a professional kitchen?
  i. Theory-based on the book and other support material
  ii. Simulations and real-life activities

(26) Are you aiming to pursue a career overseas?
  i. Yes
  ii. No
  iii. Not to my knowledge

(27) Would you rather have more individual, group or in-pair activities?
  i. Individual
  ii. In pairs
  iii. Group
  iv. I don't have a particular preference

(28) Would you rather be evaluated by your colleagues or teacher?
  i. Colleague
  ii. Teacher
  iii. Both
  iv. Neither