

A Content-Specific Task-Based Language Program for Online Business English Instruction

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As synchronous (face-to-face) e-learning grows in popularity, using a fluency-focused communicative approach with content-based online instruction can improve learners' communication skills. A central tenet of communicative language teaching (CLT) and task-based language teaching (TBLT) is that practical speaking experience, using content that is authentic and relevant to language learners' needs and situations, helps language learners become more effective speakers. In this paper is described the development, organization, and delivery of an English for specific purposes (ESP) e-learning course that targets the workplace communication needs of business English learners in Japan who are seeking to improve their spoken fluency, advantages of the online course, a breakdown of the lesson structure, and problems involved in online delivery. This business English course is called the Management English Course (MEC) at Business Breakthrough (BBT) University, an online university in Tokyo.

シンクロナス(対面式)Eラーニングの人気の高まる中、Content-basedのオンライン教育を伴ったfluency-focused communicative approach を使うことにより、学習者のコミュニケーションスキルを向上させることが可能となっている。Communicative Language Teaching (CLT) とTask-Based Language Teaching (TBLT) の中心的な教義とは、学習者のニーズや実際の状況に関連した内容を使用した実用的なスピーキングの経験が、より効果的に話せるようになることに役立つということである。この論文では、日本の職場において必要とされるスピーキング力の向上を目指すという、より特定された目的のための英語力 (ESP) 獲得をターゲットとしたEラーニングコースの開発、組織、配信について述べる。このビジネス英語コースは、東京のオンライン大学Business Breakthrough (BBT) 大学 における Management English Course (MEC) と呼ばれるものであり、オンラインコースにおける利点や授業構造の概要、オンライン配信に伴う問題等も述べられる。

A KEY ISSUE in business English instruction is the limited availability of ESP (English for Specific Purposes) content that is focused on English used in specific business areas. The majority of business English instructional content today is very broad and does not address the particular language needs of learners working in different industries. Furthermore, there is a lack of ESP-based business English content available for online face-to-face (synchronous) instruction. In many contexts “teachers frequently transfer tasks used in face-to-face settings to online environments without adapting them to the new setting” (Hampel, 2006, p. 106). To address these issues, an online language-learning course titled the Management English Course (MEC) was created at Business Breakthrough (BBT), an online university. The goal of the course was to help Japanese corporate executives improve their speaking skills for the industries they work in. To achieve this goal, materials were developed that employ



language used in the learners' workplace and that were tailored for an online synchronous speaking course.

Description of the Management English Course

Task-Based ESP Approach

Task-based language teaching (TBLT; Doughty & Pica, 1986) is focused on using authentic language to perform meaningful or relevant tasks in the target language. The TBLT approach is an effective way to help learners improve fluency through topical discussions, while simultaneously providing authentic content that is directly related to their needs. TBLT proponents (Doughty & Pica, 1986; R. Ellis, 2003; Nunan, 2004) have argued that this instructional approach provides an ideal framework for negotiated interaction. At BBT the MEC's TBLT content "provides and enables contexts for acting and achieving goals through completing authentic tasks" (Lai & Li, 2011, p. 500) so learners discuss problem-solving oriented tasks through defined, structured role-plays with their instructor. Students are given a task in the form of a situational problem that can be solved through discussion. Both participants take on a role and attempt to resolve an issue that has been assigned. For example, if the task is targeted at an advertising executive who needs to pitch product promotion ideas to a potential client, the learner might take on the role of a product marketer and determine how he or she might successfully propose an idea to the instructor.

The course is broken down into several units, each targeting particular business sectors in a variety of industries such as marketing and sales, finance and accounting, project planning and management, and logistics. This differentiation of content, which also reflects the subject matter of different industries, was undertaken to provide industry-specific learning content for the language needs of learners working in those industries. The choice of course content reflects Tsai's (2013) recommendations

for ESP TBLT courseware integration, which were suggested so that "the development of ESP courseware can be expanded to more professional subjects in order to enhance the professional and English skills of learners in different fields" (p. 125). The units were designed to give learners opportunities to practice with their instructor the situations they would encounter in their own workplace. In the sales and marketing unit, for example, role-play tasks include presenting and promoting a product and managing customer relations or problems. In the finance and accounting unit, learners present profit and loss statements to investors or explain budget decisions with overseas managers.

Content Development

In the area of business English textbooks, there has been some movement recently toward industry-specific ESP-type business English texts developed in conjunction with subject matter experts. For example, Pearson Longman's *Market Leader* series (Helm, O'Driscoll, & Widdowson, 2010) employed subject matter experts who focused on language and topics found in industry sectors such as finance and accounting, marketing, and business law, among others. However, in the area of online ESP content, there are few materials available that target the language needs of individual business sectors. This is particularly relevant among language learners with subject matter knowledge and experience who seek instructional content that relates to their area of expertise. As M. Ellis and Johnson (1994) emphasized, "material designed for Business English that aims at learners who have some knowledge of the subject must be seen to represent the world that those learners are familiar with" (p. 94). The BBT MEC courseware was created by a language courseware developer and subject matter experts from different industries because relevant and authentic content can "provide meaningful exposure to language as it is actually used, motivate learners, help them develop a range of communicative compe-

tencies and enhance positive attitudes towards the learning of a language” (Tomlinson, 2012, p. 161).

Advantages of Synchronous Online Course Instruction

There are several differences between the instruction MEC delivers and traditional classroom instruction. The first critical difference is instructor and lesson availability. Convenience and flexibility are critical factors when businesses search for appropriate language-learning solutions. Business English learners, and particularly executive-level learners, have a limited amount of time available for English lessons. The principle of *time is money* plays a significant role in the increasing preference among businesses to use online English instruction to train employees and web-based interactive instruction provides a flexible, convenient, and globalized learning environment for English learners. The learners in the MEC program are predominantly senior-level executives working at large Japanese corporations for whom time is a limited resource and this is frequently leading to the choice of online over classroom instruction.

A second advantage of face-to-face online learning is that learners feel less apprehensive and communicate more openly than they do in a traditional classroom setting. Online learning can enhance fluency and interactive communication by providing opportunities to question, clarify, and discuss learning content in a less inhibitive and more comfortable learning environment. In their study of the effects of synchronous instruction on student learning experiences, McBrien, Jones, and Cheng (2009) determined that online instruction allowed students to feel more comfortable when expressing opinions and empowered them to speak more freely.

A final benefit to learners and companies that invest in language training is cost savings. Over the past decade, as corpo-

rations have integrated e-learning solutions into their internal systems, online instruction has become more common and is a cost-effective way to train and educate employees. Zhang, Zhao, Zhou, and Nunamaker (2004) noted, “The Internet is becoming the dominant means of delivering information and knowledge because of low cost and real-time distribution” (p. 76).

During the development of the MEC, discussions with educational program decision makers at corporate clients in Japan revealed that program quality and cost were two critical elements that dictated adoption or rejection of language learning programs. Because efficiency and effectiveness are critical to the success of any business, corporate education decision makers predominantly focus on program quality and cost when selecting a language learning option. Quality is imperative; however, cost-effectiveness is equally important when clients decide on a language learning solution.

A Breakdown of the MEC ESP Lesson Structure

Each MEC online lesson begins with a short pretask reading activity that allows the learners to familiarize themselves with the discussion topic and the related language. The learner does this activity prior to the start of the online lesson and submits written responses to open-ended questions that follow the reading. The instructor can check the learner’s familiarity with the lesson topics before the lesson begins. This approach also allows the instructor to discover any comprehension problems and, if necessary, provide feedback to the learner. Online instructors have an opportunity to familiarize themselves with their learner prior to engaging with them online, an opportunity that is not often available in a traditional classroom setting.

The MEC lessons use Microsoft PowerPoint™ and follow the pattern described below throughout the course. First, an overview and presentation of the task problem is given to the learner

through the course website several days before the lesson date. The student submits a response to the questions on the first slide (Figure 1) at least 6 hours before the lesson start time.

Lesson 14: Website or Server Issues

Problem Goal Reflection Practice Solution

Problem Breakdown

You are Operations Director at a financial services company in London. Your site was just hit by a server attack & several servers have crashed. You need to explain what happened to your network security manager and ask her for help. You think: ① It's a DoS* attack by a hacker. ② Servers should stay offline until the issue is resolved. ③ The issue must be resolved quickly before it seriously damages business operations.

Talk to Daniela Volnich and explain the situation about the server crash. Use the target phrases below to tell her what you think needs to be done.

**DoS = a type of hacker attack that overloads servers and can shut them down*

Target Phrases

- We have a problem with _____. Could you...?/ I need you to... for me.
- I'm not sure what's happening/ what's going on, but (we need to/ we'd better)...
- The best way forward/ what we need to do (now) is...

Got It?

1. What is your role and what will you discuss with Daniela?
2. What do you think happened and what do you need to do?
3. What might Daniela tell you or advise you?

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Figure 1. Sample of pretask lesson overview.

On the second slide, language that was introduced in the first slide is presented in context with a sample conversation and gap-fill exercise using the target language (Figure 2). The instructor reviews the learner's responses through the online messaging system before the lesson.

Lesson 14: Website or Server Issues

Problem Goal Reflection Practice Solution

Dialogue Task

In this dialogue, a systems engineer and financial director are discussing a problem with their data analysis software. You'll use the expressions below in your role play later. Put the phrases below into the blank spaces in the dialogue.

A: What's going on? I can't access any of our online files or log into my account.
B: I know, _____ we need to shut down for a bit and figure out what's going on.
A: Oh no. What happened? Can't you do anything?
B: _____ our online server. _____ contact our guy on the web server and get him to help us?
A: Sure, I'll give him a call right away and have him take a look at it...
B: I think _____ to suspend site operations temporarily until we figure this out.
A: Right. Let me contact our server guy and then move forward from there...

Select & Add

- We have a problem with _____. Could you...?/ I need you to... for me.
- I'm not sure what's happening/ what's going on, but (we need to/ we'd better)...
- The best way forward/ what we need to do (now) is...

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Figure 2. Sample of pretask gap-fill dialog.

When the lesson begins, the instructor and learner review the learner's responses and the instructor may ask additional questions to ensure that the learner understands the task objective. The instructor may then introduce other language or situation-specific points to be aware of and may ask the learner to clarify or explain how the task might be accomplished. When the learner is ready to move on, they role-play short practice scenarios (called "Reflection Practice") that correspond to the tasks the learner may need in the workplace (Figure 3). The goal in this section is to help the learner practice using the language needed to complete three short discussion tasks.

Lesson 14: Website or Server Issues

Problem Goal Reflection Practice Solution

Reflection Practice

Next, you will use the phrases below in the following role plays with your instructor:

SITUATION 1: You are partner at a consulting firm. 50 consultants just had a laptop crash. Talk to IT director, Dale Kim. ① Your firm just bought 150 new PCs. ② 20 consultants' PCs were replaced and are now OK. ③ You think a server or network virus is the cause.

SITUATION 2: Your company runs an online casino in Macau. Someone hacked into your system. They: ① Took personal information from 250,000 users. ② Corrupted several game applications. ③ Installed a virus. Talk to your IT director, Graham Lai.

SITUATION 3: You are Operations Director for a logistics* company. Your server crashed and now your schedules are in disorder. Talk to your IT manager to learn: ① How to get back the schedules. ② How to get the system up again. ③ What caused the crash.

*logistics = warehousing, inventory management and delivery

Target Phrases

- We have a problem with _____. Could you...?/ I need you to... for me.
- I'm not sure what's happening/ what's going on, but (we need to/ we'd better)...
- The best way forward/ what we need to do (now) is...

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Figure 3. Sample of task practice discussion exercises.

The next section (Figure 4) involves one or more in-depth and context-specific role-plays to help the learner practice problem solving using information provided with each task. Depending on time remaining, the learner may only complete one task. However, this section is designed to help the learner acquire the language needed to tackle the final problem-solving role-play in the unit.

Lesson 14: Website or Server Issues

Problem Goal Reflection Practice Solution

Practice Situation 2

Situation Details

Your company is a network provider that helps set up and run websites all over the world. Your system just went down and you will speak with your IT manager to try to fix it. Tell him: ① 1 week ago your company installed new software and today started running it system-wide. ② You also moved a new application from a test server to the main servers yesterday. ③ You had your monthly maintenance done 3 days ago.

Speak to your manager Chris DeColis and ask him to help you. Use the target phrases below to make your request.

Target Phrases

- We have a problem with _____. Could you...?/ I need you to... for me.
- I'm not sure what's happening/ what's going on, but (we need to/ we'd better)...
- The best way forward/ what we need to do (now) is...

Feedback

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Figure 4. Sample of in-depth task practice exercises.

The final role-play section (Figure 5) begins with a review of the original problem introduced at the beginning of the lesson and a short Q&A to help students think about how they might accomplish the task objective. The role-play begins and the learner uses language that has been acquired to complete the problem-solving task. A sample lesson is provided (Appendix) to illustrate the entire lesson structure and composition.

Lesson 14: Website or Server Issues

Problem Goal Reflection Practice Solution

Discussion & Role Play Solution

Before you begin, talk with your instructor about the following points:

- What do you need to resolve in this role play?
- Who will you speak with and what will you ask them?
- What do you expect Daniela to do in response?

Main Discussion: remember to be clear but polite when asking for help solving a problem. Be prepared to answer questions about your server issues.

 **Role Play**

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Figure 5. Sample of main role-play problem-solving task.

Online Synchronous e-Learning Technology Issues

In the process of implementing the BBT Management English Course, it was also necessary to consider the technological issues that can impact the delivery and presentation of online instruction. In the second part of this paper, technological issues that impact learning outcomes are examined, including technological platforms and applications and how they can affect content and instructional delivery, as well as the familiarity of learners and instructors with online learning technology.

Preparing for Issues Related to Technology

The efficacy of technological applications, platforms, and systems for online synchronous language learning depends on the technology being used to deliver the content, who is instructing and learning through that technology, and whether the learning materials have been adapted for online instruction. Zhao (2003) explained in his meta-analysis of technology and language learning, "The effectiveness . . . is dependent on how it is used. Certain technologies are more suitable than others for certain learning tasks for certain learners" (p. 22). Furthermore, the system that connects content to learners can be either constructive or disruptive to the flow of online instruction.

MEC PowerPoint content is presented using the Adobe® Connect™ web conferencing platform and can be displayed on a range of devices and operating systems. Upon review of the development and implementation of the MEC, the design team highlighted a number of issues in delivering content.

- Program versions and features may impact how the materials appear to the end user. This refers to problems such as software program versions that display content differently depending on the version used. At BBT, PowerPoint slide content is formatted to be viewable in earlier versions of MS Office™. However, learners may have very early versions running on their computers or may want to use a mobile device, such as a Google Android™ running a non-Microsoft application, to view the lesson content. In either case, certain functions will be disabled or content may appear different on the learner's device.
- The platform software may not have been downloaded on the learner's device. This is a situation in which the user has not installed the programs or platforms necessary to use the e-Learning system. At BBT, support staff members assist learners with installation and site usage prior to commencing their courses in order to prevent such problems after lessons begin.

- Login or security software issues may conflict with the platform on the learner's device. Security programs running on user devices can inhibit or prevent content from running normally. In some cases, a learner's computer security program uses firewalls or pop-up window blockers that impede the delivery of online lessons.
- Device display features and screen sizes may impact how the content appears to the end user. This depends on the device the learner uses to engage in the lesson. Smaller tablets and smart phones can make instructional content difficult to view and also inhibit instruction. If text is difficult to read due to a small screen or a display that does not match the recommended screen settings, it can also disrupt the flow of the lesson.
- The instructional participants may not be comfortable with the technology being used. Many instructors and learners are familiar with interactive video conferencing applications such as Skype or Line. But if a different system is used for content delivery, the more difficult or complex the system is, the more support resources will be needed to use the system.

To overcome some of these issues, the learner and instructor need to be prepared for potential problems that may impede instruction and disrupt the online lesson. Ng's (2007) analysis of the implementation of a synchronous e-learning system for online tutorials pointed to the technical challenges of using new learning tools as one issue that affected the lesson tutorials in her study. Another problem Ng incurred was interruptions of online classes due to malfunctioning devices. In Ng's case, the learners were IT students, which meant they would have had a greater faculty for solving these issues as they arose. At BBT, technological impediments are often dealt with by IT support staff. If this sort of support system is not in place, technological issues can cause serious impediments to synchronous online lessons.

Over time both instructors and learners learn to familiarize themselves with the online learning system. Indeed, there are benefits to be gained from the combination of learning the language and learning to use the technology. Online learning has progressed from being simply a new way to acquire knowledge to becoming "an integrative . . . approach combining traditional language skills . . . with electronic literacy skills such as learning to interact with others through the use of a variety of technological tools and an integral part of language teaching" (Hauck & Stickler, 2006, p. 464).

Student Feedback

Preliminary feedback regarding the effectiveness of the content and its usefulness to learners for their workplace language needs has been positive. Executives in the banking sector have commented that lesson content related to outlining financial reports has helped them with presenting reported earnings and corporate accounting statements during meetings conducted in English. Other encouraging feedback has come from management staff working in the product marketing and pharmaceutical industries. However, survey responses must be collected from a greater number of participants in a wider variety of industry sectors before any conclusions or assessments can be made. Further research is required to determine whether the program has fulfilled learner needs and expectations.

Conclusion

As e-learning instruction continues to expand, the hope is other relevant ESP content will be created to fulfill the needs of language learners working in various industries and professions. Although issues such as the ones mentioned in this paper may be prevalent in online synchronous instruction environments, problems related to this instructional approach can be overcome

with adequate planning, training, and preparation. By anticipating and preparing for potential impediments, online instructors, developers, and administrators can focus on the production of relevant language learning materials that foster a successful online learning experience for all stakeholders. Such materials will help learners develop the communication skills needed for an increasingly globalized workplace.

Bio Data

M. Michael Hadas taught in Japan at the college level for 5 years, before returning to Canada to complete an MBA at McGill University. He worked in marketing at General Motors Canada and in advertising and e-commerce in New York. He returned to Japan and completed his MSED TESOL at Temple University, Japan campus and works in Tokyo for Soka University and BBT University, where he developed the Management English Course.

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Appendix A

Sample BBT University Online Lesson for Management Executives: Solving IT-Related Problems

Lesson 14: Website or Server Crash



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-  PROBLEM
-  GOAL
-  REFLECTION
-  PRACTICE
-  SOLUTION

Lesson 14: Website or Server Issues

? Problem



Goal



Reflection



Practice



Solution

Problem Overview

You are Network Operations Director at a financial services company. Your web servers just crashed. You need to talk to your network security manager about what happened. You will talk to Daniela Volnich and try to find ways to resolve the issue.

To: You

SUBJ: Server Crash

Hi _____,

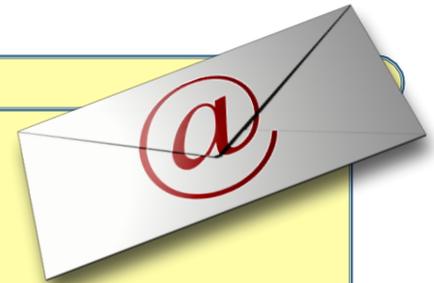
I just got your message regarding the DoS* attack on our servers. I am out of the office but we can video conference and you can fill me in* on the situation. Do you have time to discuss the details soon? If possible, please let me know when you are available.

Thanks,

Daniela

**DoS = Denial of Service attack is a type of server attack used by hackers*

**fill me in on = tell me about*



Lesson 14: Website or Server Issues

? Problem



Goal



Reflection



Practice



Solution

Problem Breakdown

You are Operations Director at a financial services company in London. Your site was just hit by a server attack & several servers have crashed. You need to explain what happened to your network security manager and ask her for help. You think: ① It's a DoS* attack by a hacker. ② Servers should stay offline until the issue is resolved. ③ The issue must be resolved quickly before it seriously damages business operations.

Talk to Daniela Volnich and explain the situation about the server crash. Use the target phrases below to tell her what you think needs to be done.

**DoS = a type of hacker attack that overloads servers and can shut them down*



Target Phrases

- We have a problem with _____. Could you...?/ I need you to... for me.
- I'm not sure what's happening/ what's going on, but (we need to/ we'd better)...
- The best way forward/ what we need to do (now) is...



Got It?

1. What is your role and what will you discuss with Daniela?
2. What do you think happened and what do you need to do?
3. What might Daniela tell you or advise you?



Lesson 14: Website or Server Issues

? Problem



Goal



Reflection



Practice



Solution

Dialogue Goal

By the end of the lesson, you will be able to explain a problem resolve issues related to system and server crashes.

Use the phrases below to ask explain a situation and give your viewpoint in the upcoming role play.



Target Phrases

- We have a problem with _____. Could you...?/ I need you to... for me.
- I'm not sure what's happening/ what's going on, but (we need to/ we'd better)...
- The best way forward/ what we need to do (now) is...



Lesson 14: Website or Server Issues

 Problem

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 Solution

Dialogue Task

In this dialogue, a systems engineer and financial director are discussing a problem with their data analysis software. You'll use the expressions below in your role play later. Put the phrases below into the blank spaces in the dialogue.

A: What's going on? I can't access any of our online files or log into my account.

B: I know, ____ we need to shut down for a bit and figure out what's going on.

A: Oh no. What happened? Can't you do anything?

B: ____ our online server. ____ contact our guy on the web server and get him to help us?

A: Sure, I'll give him a call right away and have him take a look at it...

B: I think ____ to suspend site operations temporarily until we figure this out.

A: Right. Let me contact our server guy and then move forward from there...

Select & Add

- We have a problem with _____. Could you...?/ I need you to... for me.
- I'm not sure what's happening/ what's going on, but (we need to/ we'd better)...
- The best way forward/ what we need to do (now) is...

Lesson 14: Website or Server Issues



Problem



Goal



Reflection



Practice



Solution

Reflection Points

Making Requests to Resolve a Technical Issue



Language Point

Using requests to help resolve a problem:

- State the issue or problem as clearly as possible right away and explain what you think is wrong and give as much detail as possible (e.g. “*We have a problem with _____. Could you...?*”)
- You can also give suggestions to try to resolve the issue - but expect many questions and don't expect others to agree with your ideas (e.g. “*The best way forward/ what we need to do (now) is...*”)



Lesson 14: Website or Server Issues



Problem



Goal



Reflection



Practice



Solution

Reflection Practice

Next, you will use the phrases below in the following role plays with your instructor:

SITUATION 1: You are partner at a consulting firm. 50 consultants just had a laptop crash. Talk to IT director, Dale Kim. ① Your firm just bought 150 new PCs. ② 20 consultants' PCs were replaced and are now OK. ③ You think a server or network virus is the cause.

SITUATION 2: Your company runs an online casino in Macau. Someone hacked into your system. They: ① Took personal information from 250,000 users. ② Corrupted several game applications. ③ Installed a virus. Talk to your IT director, Graham Lai.

SITUATION 3: You are Operations Director for a logistics* company. Your server crashed and now your schedules are in disorder. Talk to your IT manager to learn: ① How to get back the schedules. ② How to get the system up again. ③ What caused the crash.

**logistics = warehousing, inventory management and delivery*



Target Phrases

- We have a problem with _____. Could you...?/ I need you to... for me.
- I'm not sure what's happening/ what's going on, but (we need to/ we'd better)...
- The best way forward/ what we need to do (now) is...



Lesson 14: Website or Server Issues



Problem



Goal



Reflection



Practice



Solution

Practice Situation 1



Situation Details

You are IT Director at a drug maker. Your website was corrupted by a new security application. The app was supposed to provide secure access only for staff but in fact, allowed anyone to access information from outside your network. You will talk to the security company director and explain: ① Someone needs to resolve the problem right away. ② The site needs to be checked for any unrestricted access. ③ An inspection needs to be done to see whether any information was leaked.

Talk to Dustin Bullock, the Security Company Director, about your server access issue. Use the target phrases below to make your demands.



Target Phrases

- We have a problem with _____. Could you...?/ I need you to... for me.
- I'm not sure what's happening/ what's going on, but (we need to/ we'd better)...
- The best way forward/ what we need to do (now) is...

Feedback



Lesson 14: Website or Server Issues



Problem



Goal



Reflection



Practice



Solution

Practice Situation 2



Situation Details

Your company is a network provider that helps set up and run websites all over the world. Your system just went down and you will speak with your IT manager to try to fix it. Tell him: ① 1 week ago your company installed new software and today started running it system-wide. ② You also moved a new application from a test server to the main servers yesterday. ③ You had your monthly maintenance done 3 days ago.

Speak to you manager Chris DeColis and ask him to help you. Use the target phrases below to make your request.



Target Phrases

- We have a problem with _____. Could you...?/ I need you to... for me.
- I'm not sure what's happening/ what's going on, but (we need to/ we'd better)...
- The best way forward/ what we need to do (now) is...

Feedback



Lesson 14: Website or Server Issues



Problem



Goal



Reflection



Practice



Solution

Role Play Review

Making Requests to Resolve a Technical Issue

You are Operations Director at a financial services company in London. Your site was just hit by a server attack & several servers have crashed. You need to explain what happened to your network security manager and ask her for help. You think: ① It's a DoS* attack by a hacker. ② Servers should stay offline until the issue is resolved. ③ The issue must be resolved quickly before it seriously damages business operations.

Talk to Daniela Volnich and explain the situation about the server crash. Use the target phrases below to tell her what you think needs to be done.

**DoS = a type of hacker attack that overloads servers and can shut them down*



Target Phrases

- We have a problem with _____. Could you...?/ I need you to... for me.
- I'm not sure what's happening/ what's going on, but (we need to/ we'd better)...
- The best way forward/ what we need to do (now) is...



Lesson 14: Website or Server Issues



Problem



Goal



Reflection



Practice



Solution

Discussion & Role Play Solution

Before you begin, talk with your instructor about the following points:

- **What do you need to resolve in this role play?**
- **Who will you speak with and what will you ask them?**
- **What do you expect Daniela to do in response?**

Main Discussion: remember to be clear but polite when asking for help solving a problem. Be prepared to answer questions about your server issues.



Role Play

