From needs analysis to task design: Insights from an English for specific purposes context

Aleksandra Malicka
Universitat Oberta de Catalunya, Spain

Roger Gilabert Guerrero
University of Barcelona, Spain

John M. Norris
Educational Testing Service, USA

Abstract

Needs analysis (NA) has long been argued to be the prerequisite for the design of language curricula or syllabi and the selection of tasks. According to Long (2005), a one-size-fits-all approach should be substituted by a careful examination of learners' needs in a particular domain or learner community. Despite the increasing practice of carrying out a NA as a first step in curriculum design, it is still unclear how exactly the insights obtained from NA can be used in meaningful ways to take informed decisions about task and syllabus design. This study attempts to fill this gap by applying the findings obtained in a NA in the domain of a hotel receptionist's job to the design of pedagogic tasks. The goals of this study were to obtain insights into what tasks are done in this domain (task selection), what kind of language use is associated with these tasks (task discourse analysis), how the information about perceived difficulty of tasks can be translated into instructionally manipulable variables (task difficulty), and in what order the resulting tasks should be presented to learners (task sequencing). The study design employed in-depth qualitative data collection, including 10 semi-structured interviews and three observations, and the sources were domain experts and domain novices. By linking the information obtained in the NA with a theoretical task complexity model, the study provides a detailed account of how real-life tasks can be translated into an articulated set of genuine and instructionally relevant pedagogic tasks.

Keywords

Corresponding author:
Aleksandra Malicka, Open University of Catalonia, Avinguda Tibidabo 39-43, 08035 Barcelona, Spain
Email: amalicka@uoc.edu

I Introduction

One of the fundamental goals of communicative, analytic approaches to second or foreign language teaching is to relate instructional goals, processes, and practices to real-life performance outside the classroom. In order to do so, a crucial first step is the identification of students' needs (what learners need to learn) in relation to the second or foreign language (L2). One way to identify those needs is to conduct a task-based needs analysis (NA) (Long, 2005), which is a comprehensive, in-depth inquiry into the kinds of tasks learners need to be able to do, typically outside the classroom, as well as the language associated with them. A task-based NA sees tasks as goal-oriented processes, with a number of steps, which draw on a series of cognitive and communicative procedures, and that have a defined outcome. The information collected and analysed on the basis of a NA can then be used to inform instructional programs that use tasks as their organizing units. NA not only identifies a 'map' of the typical tasks and sub-tasks that a specific community of users may need, but it also provides rich information about the content and goals of each task, the steps that need to be taken in standard performance of a task, the cognitive operations, communicative procedures, and linguistic requirements needed to achieve the task goals, and the criteria for assessing the acceptable accomplishment of the task outcome.

While considerable advances have taken place in this area in the last decade (Serafini, Lake & Long, 2015), questions still remain as to how exactly the information obtained from NA can and should be used in task design and associated syllabus designs. The focus of this paper is to explore the link between NA and task design, and specifically to demonstrate how NA information may be used productively to design and sequence tasks in a reasoned manner. In order to do so, it first provides a short overview of recent advances in NA, and it then describes a study in the context of a specific community (hotel receptionists).

II State of the art in NA

The determination of learner needs and associated goals for language teaching depends heavily on the approach that one takes when designing a syllabus for L2 instruction (Long, 2005, 2015; Long & Robinson, 1998). More traditional, synthetic approaches have relied typically on a general consensus about what linguistic units (grammatical structures or words) a 'typical' L2 learner may need to know. Early NAs in the 1970s (Munby, 1978; Wilkins, 1976), though still from a synthetic conception of second language acquisition (SLA), shifted focus from structure and vocabulary to notions and functions as the organizing units of their inquiries into students' needs. While useful at the time to help syllabus designers around the world make decisions about what to teach, such pseudo NAs presented a series of problems, such as their generalist assumptions regarding language use, accompanied by an almost exclusive linguistic focus (as opposed to a domain or learner focus), their limited methodological approaches (excessive reliance on 'language expert' voices or the use of general surveys), their lack of coherence with emerging understandings of SLA processes, and the decontextualized information they provided (for a comprehensive criticism, see Long, 2005).

Analytical approaches to syllabus design, such as task-based language teaching, differ in that they set out to identify the kinds of communication tasks that specific communities of learners need to carry out in real life in an L2, typically outside the language classroom. Some of the advantages of such approaches are that:

1. they use a multiplicity of sources (domain experts, task users, scholars or applied linguists) and methods (open or semi-structured interviews, participant and non-participant observation, ethnographic methods, or surveys, etc.) and the triangulation of sources and methods;
2. they are carried out within specific 'discourse communities' (Swales, 1990), and so they embrace diversity and specificity in order to better adapt to the specific needs of each community;
3. they have started to accumulate evidence of strong and weak methodological points in NA (for a thorough analysis of advances and shortcomings in NA, see Serafini et al., 2015).

However, while there is general agreement that NA should serve as the basis for syllabus design, NAs do not necessarily say much about how exactly NA information should be used in meaningful ways for well-reasoned task and syllabus design. NA typically collects information about the general focus and goals of the task, the frequency of their performance, the task features (participants, channel, topic, spatial setting, psychosocial environment, rules of interaction, non-verbal aspects, etc.), the competencies, skills, and language needed to perform the task, the steps and sequences of procedures of the tasks, the variables contributing to task complexity (e.g. available planning time, degree of reasoning required) and the sources of difficulty (e.g. lack of material or linguistic resources), and the performance standards that can be used for the assessment of the task outcome. However, several empirical issues remain unresolved: (1) how the information obtained in NA transfers to the actual task design, (2) how the information about the variables contributing to the task's intrinsic complexity, and the users' perception of difficulty, can be used to manipulate such features in instructionally sound ways during pedagogic task design, and (3) how task information can be used for sequencing and grading pedagogic tasks. Considerably more reflection as well as empirical research is needed in this area and this is the gap the present study is trying to fill.

As advocated in Gilabert (2005), the information that NA provides – about the steps involved in a task, a tasks' outcome, degree of difficulty, and performance standards – is relevant for different stages of a task-based syllabus: task design, grading and sequencing, and assessment. Pedagogic decisions, on the other hand, are closely related to issues of complexity, which is a core component in current task complexity theorizing. 'If tasks are to be sequenced in a task-based syllabus according to increasing complexity, obtaining information about the number of elements involved in each task, the here-and-now, and the reasoning demands of each task, is particularly relevant' (Gilabert, 2005, pp. 197–198). Despite a body of research linking NAs to syllabus design, the ways in which NA can inform pedagogic decisions at the level of task difficulty or sequencing, is scant in current NA empirical work.

In the context of tourism, Jasso-Aguilar (2005) carried out a NA with the aim of identifying tasks in a housekeeper's job, and the language associated with them. Using multiple methods (observations, interviews, and questionnaires) and sources (e.g. housekeepers, human resources worker, and supervisors), the study revealed a discrepancy between the maids' and their supervisors' perceptions in terms of language needs. While according to the maids, they used very little English in their job, and they did not need to further their foreign language skills, the institutional representatives saw a need for housekeepers to do so, and they identified a variety of language needs. This study does not offer insights into the transition from NA to actual task design, nor was the perceived difficulty of performed tasks an object of the study.

A NA conducted by Lambert (2010) aimed to discover what English-language tasks are the most relevant for English majors in the Japanese context, in their everyday life and in their careers (business and education). By using job placement records, interviews, and an email questionnaire, the study revealed that a consensus can be reached as to the body of tasks relevant to this specific community of L2 speakers. Sample task types identified were, for example, translating documents from English to Japanese, interpreting between English and Japanese, or answering inquiries; these can be further broken down into target tasks: in the case of 'answering inquiries', its associated target tasks may be answering inquiries about quantities, prices, or delivery schedules. Despite the rich information this NA provides about task selection, this study does not offer a reflection of how specifically the insights obtained can be used in meaningful ways in task design: 'Although information on task types may provide a basis for specifying general program goals, it does not provide the specifics of content and performance necessary for setting course objectives, developing task sequences or specifying realistic assessment measures' (Lambert, 2010, p. 108).

Two sample studies which set out to make claims about the difficulty of investigated tasks are Chaudron et al. (2005) and Serafini and Torres (2015). With the aim of creating pedagogic tasks for learners of Korean, Chaudron et al. (2005) conducted surveys and collected discourse samples of authentic tasks. NA identified two tasks as particularly relevant to this group: giving directions and shopping for clothes. In the former task, two levels of complexity were detected: 'close and easy directions' and 'far and hard' directions. In the shopping task, the 'number of purchase decisions' (e.g. size, design, type, color, and negotiating the price) distinguished a simple task from a complex one. While this study offers insights into complexity derived from NA, it is limited in scope as it only contemplates two variables per task, and it lacks a systematic approach of classifying them as complexifying factors.

A different approach at determining the difficulty of target tasks is presented in Serafini and Torres (2015). With the objective of designing a Spanish course for business students, in this NA business graduates and professionals came up with 40 target tasks via an online survey. These tasks were subsequently rated by business majors for frequency and difficulty on a 5-point Likert scale through a questionnaire. These insights were then used to develop a course curriculum. However, this study did not embark on investigating the specific factors which render a task easy or difficult, and how these insights can inform task design.

The studies presented in this review show that current empirical investigations into NA feature some scientific enquiry into task difficulty; however, none of the studies

described above set out to single out the exact factors which make a task easy versus difficult. Conversely, a large part of conceptual work in the domain of TBLT has been involved with advancing the understanding of how a task's complexity is influenced by different variables or task parameters. Hitherto the most robust and heavily researched model, which attempts to systematically classify task variables, is Robinson's (2005, 2007) Triadic Componential Framework associated with the Cognition Hypothesis (Robinson 2001, 2003, 2005). There are three building blocks to this framework: Task Complexity (associated with cognitive factors), Task Condition (associated with interactive factors), and Task Difficulty (associated with learner factors). Of particular relevance to the current study is the Task Complexity component. It distinguishes between two categories of variables: resource-directing, which gear the learners' attention to linguistic aspects of a task, and resource-dispersing, which disperse learners' attention over many non-linguistic aspects of a task. Each of these categories is further broken down into individual variables, the occurrence of which in task design makes a task hypothetically more or less complex. Sample variables this framework features are: planning time (the time available to plan a task), reasoning demands (the amount of reasoning a task imposes on the learner), here-and-now/ there-and-then (narrating in the present versus in the past), or perspective-taking (narrative in the first versus in the third person). As can be seen, the former two are continuous variables, and the latter two are dichotomous. Following the framework's theoretical premises concerning these variables, a simple task is one in which learners are given the time to plan prior to engaging in task performance, when reasoning demands are low, when they narrate in the first person or in the present. Conversely, a complex task is associated with no availability of time to plan, high reasoning demands, and narrating in the past or taking another person's perspective (for a comprehensive overview of the framework, see Robinson & Gilabert, 2007).

To our knowledge, no empirical NA study to date has made an attempt to single out the parameters which contribute to a task's difficulty. The current study sets out to identify these parameters in the tasks performed in the specific context of a hotel receptionist's job, and it uses the Triadic Componential Framework as a basis for the subsequent categorization and classification of target tasks identified in the NA.

III The study

The current study explores language use needs in the professional domain of hotel receptionists. There were 4 aims to the study: (1) to identify the target tasks typical of an ESP context (hotel reception), (2) to understand the nature of language use associated with these tasks, (3) to see how real-life tasks can be described in terms of their relative difficulty, and how the variables present in them can be manipulated, and (4) to obtain insights into the optimal order in which they should be presented to the learners.

IV Methodology

1 Context

The data were collected in Barcelona, Catalonia, Spain. Catalonia is a bilingual region with two official languages: Spanish and Catalan. Given a large number of tourists who

visit Barcelona, English is omnipresent in hotel jobs, and in the tourism industry in general.

2   Instruments

The study employed two methods for collecting NA information: observations in the workplace and semi-structured interviews. Interviews were carried out with the goal of obtaining information about daily tasks and their frequency. They also allowed for receptionists' retrospective reflection about the perceived difficulty of tasks, and the language requirements necessary to perform a task. Observations were done with the aim of collecting discourse samples of authentic tasks and to gain further insights into the language needs of receptionists (for studies which used these methods, see e.g. Cameron, 1998; Chew, 2005; Cowling, 2007; Evans, 2013; Jasso-Aguilar, 1999, 2005; Li So-mui & Mead, 2000; Ramani, Chacko, Singh & Glendinning, 1998; Sullivan & Girginer, 2002).

Ten semi-structured interviews were conducted, and they were completed individually at a time and place convenient for the interviewees. The interview questions were divided into three blocks: (1) target tasks and their frequency, (2) cognitive difficulty of tasks, and (3) linguistic difficulty of tasks (for interview protocol and questions, see Appendix 1). In addition, four three-hour-long observations were carried out in three centrally located busy hotels in Barcelona. The observations were done by the first author of this article, who at the time of data collection had extensive experience teaching English in an ESP context (tourism).

3   Participants

The participants in the study were 5 hotel receptionists ('domain experts'), and 5 tourism students in internships ('domain novices'). The experts' experience ranged from 3 to 5 years, and that of novices was between 6 and 9 months. All participants were native speakers of Spanish, or they were bilingual Spanish/Catalan speakers, and all of them but one were female.

While the NA literature advocates using domain insiders as a valid source of information given their familiarity with tasks and procedures (Long, 2005), the current study consulted beginners to the domain apart from experts. Given that one of the study goals was to obtain information about target tasks' difficulty, consulting novices was considered a methodologically sound decision for two reasons: (1) novices were considered to be able to provide important insights into the challenge of learning how to do the tasks, and (2) they could identify the language requirements of the tasks and the challenges they face when dealing specifically with hotel reception tasks. In order to ensure data triangulation, both methods (interviews and observations) were used with both sources (domain experts and domain novices).

4   Procedure

In interviews, first the participants were given an informed consent to sign, which explained the general objective of the interviews. The interviewer first established rapport

with the interviewees by asking them a few general questions about their experience as receptionists. The interviews lasted between 45 and 75 minutes and they were audio-recorded. They were conducted in English, but the interviewees were told that they could switch to their mother tongue if necessary.

During observations, the researcher sat in the hotels' reception areas at a distance that did not interfere with the receptionists' tasks, but close enough to gain insights into client–receptionist interactions. The participants knew that they were being observed. In order to guarantee that the researcher's presence did not obstruct client–receptionist interactions, instead of audio-recording the interactions, the researcher took paper-and-pencil notes.

V   Analysis

The collected data included 10 audio-recorded interviews, and field notes from four observations. The interviews were transcribed and manually coded for the following categories:

- Informant's level of expertise (novice vs. expert);
- Target task (individual tasks mentioned by the participants);
- Target task frequency, as identified in interviews and observations (frequent vs. infrequent);
- Interaction mode (face-to-face vs. over phone);
- Task difficulty (easy vs. difficult task);
- Factors adding to the complexity of a task;
- Linguistic difficulty;
- Other (aspects not captured by any of the above categories, such as interlocutor characteristics, or aspects irrelevant to the current study, such as tasks performed in a language other than English).

Concerning field notes taken during the observations, whenever an instance of any of the above categories was observed, it was noted down (chronologically interviews were done before observations). The field notes were organized and typed on a computer. The analysis of field notes prompted the emergence of a new category, 'Target discourse sample'.

1   Identification of target tasks: Findings from both interviews and observations

Both novices and experts agreed that, given that they worked in the city's major hotels, performing tasks in English was extremely common in their job. Some also reported using French, German, or Italian. Experts added that when big-scale international events take place in the city, due to the number of international guests, virtually all communication occurs in English.

Interacting in English comes down to communicating specifically with the clients, and not other staff members. It can be speculated that non-client–receptionist interaction

occurs in Spanish and Catalan. While most of the tasks are performed face-to-face, performing some of them on the phone is common as well.

As reported by most informants, the tasks done in English are normally performed orally. Thus, the receptionists routinely engage in two modalities: listening and speaking. However, expert informants pointed to the fact that they also reply to clients' e-mail messages, although it represents a relatively low percentage compared to oral tasks. Therefore, perhaps engaging in different modalities – listening and speaking vs. reading and writing – is related to the receptionists' level of expertise.

The information about the daily tasks and their frequency was elicited by the following questions: 'What are the regular daily tasks you do at the hotel reception in English?', and 'Would you say that some of these tasks happen more often than others?' The tasks that were identified during the interviews are presented in Table 1, and the order of presenting them follows their frequency, as reported by the informants.

The column 'Target task' shows the actual tasks identified by the receptionists, and the column 'Target task type' is the researchers' classification of the individual tasks into superordinate categories. 'Target task frequency' is the frequency of the tasks reported in the interviews, and identified during observations. Due to space limitations, only a selection of target tasks is included. Overall, over 50 target tasks were identified, and they were classified into 8 target task types. Concerning task frequency, some of these are performed on an hourly basis and in specific time slots (e.g. check-in and check-out), others on a daily basis (giving directions or making recommendations), several times a day (e.g. attending requests, solving problems), and still others from time to time (e.g. attending to an incident). Performing tasks which combine two or more of the above tasks is also common (e.g. recommending a place and giving directions to arrive to that place). Apart from these tasks, some informants reported occasionally doing atypical tasks, such as translating a restaurant menu from Spanish into English, dealing with a client who is reluctant to present their credit card on arrival when they had already paid for their stay, dealing with clients who complain about multiple aspects of their stay to be offered a compensation, or convincing the client to choose a certain restaurant due to an agreement between the hotel and the restaurant.

A task that none of the interviewees mentioned, but that occurred in most client–receptionist interactions during observations, was small talk. Perhaps the interviewees did not consider casual conversations with the clients in terms of a task, but rather as something accompanying the 'main' tasks typical of their profession. However, in general, observations corroborated interviewees' intuitions both about the daily tasks and their frequency.

Observations also revealed that the components and stages of the different tasks can be broken down into mental operations, such as describing, explaining, apologizing, convincing, and justifying. These were observed in different client–receptionist interactions, ranging from giving instructions and recommending, through solving a problem with the malfunctioning of a device, to assigning a different room or hotel.

2 Determining the cognitive difficulty of target tasks

This section presents insights into the cognitive difficulty of tasks gathered in the interviews. First, with the aim of classifying tasks as 'easy' and 'difficult', the informants

Table 1. Target task types, target tasks, and target task frequency.

Target task type	Target task	Target task frequency
Greeting and saying goodbye to clients	• Check-in • Check-out	On an hourly basis
Providing information	• Providing information about the hotel's facilities and services • Giving information about the prices	On an hourly basis
Giving directions	• Giving directions to places located in city • Giving directions to places located outside the city	On a daily basis
Making recommendations	• Recommending places of interest • Recommending restaurants serving local cuisine • Recommending cultural events (spectacles, etc.)	On a daily basis
Responding to requests	• Preference for a non-smoking room • Preference for a room with a particular view • Preference for a room of a certain size • Preference for a room on a particular floor • Wake-up call • Request for additional room supplies	Several times a day
Solving problems	• Malfunctioning of a device inside a room (TV, air conditioning, no light, no hot water)	Several times a day
	• Overbooking	From time to time
Responding to complaints	• Noise in the room • Slow elevator • Humidity in the room • Poor breakfast	Several times a week
Dealing with accidents and incidents	• On hotel property (e.g. guest falling in the swimming pool area) • Outside the hotel property: lost passport or other document/ money when visiting the city	From time to time

were asked two questions: 'Do you think some tasks are more difficult than others?' and 'Could you tell me about an easy/difficult task you've had to do?' They were then asked a follow-up question about the factors which make a specific task difficult. For example, in the direction-giving task, they were asked: 'Could you give me an example of an easy and a difficult direction-giving task? What makes one direction-giving task easy and another one difficult?' The objective of this part of the interview was for the receptionists to retrospectively reflect on the factors which render a task easy or difficult.

There was consensus among the interviewees that some tasks can be classified as easy and others as difficult. In articulating their reasons for certain tasks being 'easy', such as check-in and check-out, these tasks were reported to always be performed following the same steps in the same order, without external circumstances affecting them. In dealing with requests, such as supplying additional blankets, the receptionists mentioned being only mediators between the guest and the maintenance department as conditions making this task easy.

In a host of other tasks, however, there was agreement that levels of difficulty of tasks can be determined. Sample insights are presented here based on three tasks: making recommendations, giving directions, and dealing with overbooking. These tasks were selected for inclusion here as all the interviewees coincided in that there are factors which render these tasks more or less difficult, and most informants provided insightful accounts of their perceptions.

3   Making recommendations

In making recommendations (e.g. of a restaurant), a simple task was reported to be one in which the receptionist was familiar with the area and with the types of restaurants available, and when there were few options to choose from (in the leaflets available at the hotel). By contrast, a complex task was reported to be one with multiple options and when the receptionist did not know the area very well, or when they had not been to a restaurant they recommended. As stated by a novice informant,

> I think that the oral part is not difficult. I think choosing from all the options is difficult … maybe the leaflets are in English … I want that you recommend me one of them only and I don't know which one.

This interviewee's insight signals that many options, and lack of familiarity with the options, is what makes this task difficult. It is also worth noting that they identified 'multiple options' as a condition making this task difficult, and not the 'linguistic part', suggesting greater cognitive than linguistic demands. Another informant mentioned that she always recommended the restaurants she had been to, which can be interpreted as a strategy to decomplexify this task.

4   Giving directions

Giving directions was identified as containing a wide range of potentially complexifying factors. An easy task was reported to consist in providing directions within a familiar, small area, face-to-face, and where few transportation options are available, as illustrated in the following insight form an expert receptionist:

> Easy task is when you work in Paseo de Gracia and the clients want to get to Plaza Cataluña or Las Ramblas. It's like, <Ok you go down Paseo de Gracia and you get to Plaza Cataluña>. And then it's easy you show on the map.

This task's more complex counterpart includes aspects such as an unfamiliar, large area, many transportation options, and providing directions over the phone. An extremely difficult version of this task is when the receptionist has to provide directions on the phone to someone who is driving and got lost on their way to the hotel, in a location unfamiliar to the receptionist (and perhaps also to the driver). The following account by an expert participant demonstrates this:

> By phone you can't say 'left' or 'right' because you don't know exactly where the person is … in the map you can say 'it's this street and this street' … you can also see the place where they are or where they want to go, so there's no problem with 'left' and 'right'. But on the phone you have to think: the first street, the second street, turn left, turn right, and sometimes you don't even know where the person is … You're checking on the internet and speaking on the phone at the same time.

This comment reveals other conditions which make this task difficult: understanding where the customer is, which involves taking the perspective of the other person, and using multiple resources to help them. The two accounts quoted above suggest that there are many points on the easy-difficult continuum where a direction-giving task can fall. It also seems apparent that the individual versus simultaneous occurrence of conditions within a task is the main complexifying factor: whereas one condition alone may not pose a significant burden, it does in co-occurrence with other factors.

5   Overbooking

Dealing with overbooking was generally perceived as a difficult task for a number of reasons: alternative options to choose from, finding an optimal match for a client taking into consideration their original booking, customer status, or the distance to the new hotel. An easy task was reported to take place when the new hotel is physically close to the original one, and the receptionist can offer a room with very similar characteristics to the originally booked one. A difficult one is when the new hotel is far away from the original one, the receptionist deals with a client in the hotel's loyalty program, and it is impossible to find a satisfactory solution, rendering this task complex in terms of causal reasoning. This comment by a novice informant exemplifies this:

> We work with an agency that sells rooms when we are already full so sometimes we have to move guests to other hotels … you have to make them understand that we have a cancellation from their agency and find them a room or another hotel … of course it's a problem because they have to get back in the car to go to the hotel and they are normally not very happy.

Complexifying factors notwithstanding, many informants reported that what adds to the relative simplicity of some tasks is the fact that they are performed multiple times. Task repetition is therefore potentially a factor that decomplexifies some tasks. As reported by one of the informants,

> If a problem happens more than one time you have experience and you know how to deal with it … maybe repetition it's important because you already know what to say or what to do … of course the first times it's a mess.

6   Linguistic difficulty of target tasks

There was consensus among the interviewees that linguistic demands are an integral component of any task's difficulty. A common comment was that a task's difficulty increases or decreases as a function of the technical lexis a task requires. The interviewees reported

that they frequently lacked specific terminology, but they considered it indispensable for 'good task performance'. This concern was expressed mostly by novice participants, however, and they mentioned that their lacking vocabulary knowledge made them feel incompetent. Examples of reported vocabulary problems include:

- hotel's facilities or services (e.g. "ice box");
- food items (*At the beginning vocabulary was a problem … I didn't remember how to say 'seafood' because this is not a word I normally use*);
- restaurant options (*When they ask me I know now what a 'casual restaurant' is but I didn't know before*);
- language associated with giving directions (*I confuse 'go along' with 'go straight'; I don't know things such as 'roundabout' or 'take an exit'*).

During observations, while the lack of a specific vocabulary item did not interfere with conversational flow, it was evident that it posed a burden on the receptionist as they had to come up with a synonym. Additionally, during observations several technical vocabulary items related to a malfunctioning of a device and food items were identified as challenging. However, a common opinion among experts was that knowing how to be polite and kind in a foreign language is more important than a good command of specific vocabulary:

Knowing technical vocabulary is not the most important thing (…) if you don't know a word, there is another word that says more or less the same (…) maybe you can be polite without being a very good speaker of English.

In fact, the informants spontaneously identified being polite in a foreign language as a prerequisite for successful communication. The following quote from a novice informant shows how they learned about it from a more experienced receptionist:

Once I said 'I need your credit card' to the client and one of my colleagues said, 'You'd better say <Could I have your credit card, please?>'. So maybe it was polite but not as polite as it could have been (…) I realized it's better not so say <I want your credit card>.

During observations, however, client–receptionist interactions revealed occasional deficiencies in politeness. For example, during check-in the way receptionists asked clients questions could be interpreted as too direct (e.g. *I need your passport, You need internet?, Come here*, or *I want your identity card*). Although in the interviews the receptionists mentioned being polite as an integral part of their job, it turned out to be occasionally lacking in practice.

Considering all the results obtained, the following conclusions can be formulated regarding the different sources and methods this study employed: (1) novice informants' accounts focused exclusively on oral tasks, whereas the insights obtained from experts revealed engaging in the written modality as part of the job; (2) observations corroborated interviewees' intuitions about the daily tasks and their frequency; (3) both novice and expert informants provided useful insights into the linguistic requirements of the tasks, but only during observations was it possible to collect discourse samples.

7 Cognitive difficulty results in light of task complexity models

The previous two sections showed that both cognitive and linguistic aspects of a task influence a task's difficulty. This section focuses on cognitive aspects of tasks, and links them to current task complexity work.

As was observed before, there are internal features that make a task more or less cognitively demanding. This was exemplified by receptionists' comments about three tasks: making recommendations, giving directions, and dealing with overbooking. Sample complexifying factors identified in these tasks were the size of area, receptionist's familiarity with the area, or few vs. many options. Some of the identified dimensions are dichotomous while others represent a continuum, with the minimal value of zero and potentially infinite number on the opposite side of the spectrum (number of elements). Also, within the same task they can occur in separation or simultaneously.

The complexifying conditions of target tasks identified in this NA can be conceived of as manipulable task parameters of pedagogic tasks. The classification of tasks as 'easy' and 'difficult', and singling out the conditions which make the latter difficult, allows us to link these conditions to current task complexity work described at the beginning of the article, Robinson's Triadic Componential Framework.

The complexifying conditions identified in the NA can be linked to the variables in this framework as follows (the variables from the framework are provided in parentheses): the options to choose from while making a recommendation (±*number of elements*), apologizing to the client and justifying one's choice when solving a problem (±*reasoning demands*), or giving directions (±*spatial/causal reasoning*, ±*familiar area*, or ±*size of area*). According to the framework, these are so-called 'resource-directing dimensions', which direct the learner's attention to the linguistic aspects of a task. Let us see how some of these variables are defined, and how a variable can be manipulated to establish a simple vs. a complex task.

'Number of elements' covers those components of a task which are subject to be processed during task performance, and it is the number of occurrences of a particular component or components which distinguishes between a simple and a complex task. When making a recommendation, a simple task is one associated with choosing from among few elements, and a complex task with choosing from among many elements. 'Reasoning demands' indicate the amount of online computation and depth of mental processing required to perform a task: the heavier the reasoning demands posed on the speaker, the more cognitively challenging a task is. A potentially simple task is one in which someone describes the options available at the hotel, and a complex one when they apologize for not being able to offer the optimal solution.

Another group of parameters in the TCF are resource-dispersing variables, which disperse learners' attention over non-linguistic aspects of a task. These include: the number of repetitions of the same task (±*task repetition* and ±*task familiarity*), the time available to respond to a problem (±*planning time* and ±*time pressure*), the number of threads when resolving an incident (±*tight storyline*), or the stages involved in task performance and how closely related they are (±*few steps* and ±*independency of steps*). Variables from both groups are controllable by the researcher and they can be manipulated in task design. By contrast, learner factors (e.g. motivation or aptitude) cannot be manipulated; rather, they are each learner's unique characteristics.

The next section explains how the findings from the NA and the theoretical premises of the Triadic Componential Framework were combined in order to design a pedagogic unit for students of tourism, with a sequence of three task of differing complexity levels.

VI Development of NA-based pedagogic unit

1 Context

On the basis of the NA and the link established with the Triadic Componential Framework, a pedagogic unit consisting of three oral tasks was designed. The topic 'Overbooking' was chosen for two reasons: (1) it is a problem-solving task, and this category of tasks is typical of a hotel receptionist's job; (2) it can be broken down into variables, so it allows for the design of tasks which vary in the degree of complexity (unlike e.g. check-in, generally reported in NA as unchallenging).

In the three tasks, the participants were asked to imagine that they had just started working as hotel receptionists and that the hotel they worked for was famous for its personal touch when dealing with the clients. The receptionists participated in training sessions, each one being one task, in which they practiced their skills when dealing with the clients. The tasks were contextualized in a scenario in which, due to overbooking, they had to find a solution for different clients from among the available room and hotel options. The receptionist had to leave a message on the clients' voice mail.

2 Complexifying factors in the 'Overbooking' task

In terms of this task's parameters, the following complexifying conditions fall under the category 'number of elements': (1) pieces of information the receptionist possesses about the client, (2) reservation details, and (3) information about the alternative solution(s). The more pieces of information are available and need to be dealt with in performing the task successfully, the more cognitively challenging the task is (for examples of studies which manipulated this variable in task design, see e.g. Gilabert, Barón & Llanes, 2009; Michel, 2011, 2013; Robinson, 2001; Sasayama, 2016). In the task design reported here, 'number of elements' embraced two components of the target tasks: client profiles and room or hotel options. On the other hand, the mental operations involved in dealing with an overbooking (e.g. apologizing for the situation, describing alternative options, or justifying a decision) can be interpreted as 'reasoning demands' (for examples of studies which manipulated this variable in task design, see e.g. Gilabert, 2007c; Kormos & Trebits, 2012; Nuevo, 2006).

The next three sections present and analyse the design of the three tasks.

3 Complexity in the simple task

In terms of reasoning demands, in the simple task (Appendix 2) the learner is required to describe to some clients (a young couple, a group of scholars, and a group of friends) the rooms currently available at the hotel. The receptionist does not have to take client

characteristics into consideration when performing the task. The variable 'elements' is defined as the information about the available rooms that the receptionist must communicate to the clients (location, price, view, and meal plan). Successful task completion means providing the clients with all the relevant information.

Two factors make this task simple: the fact that it involves only one mental operation (describing), and that there is no need to contrast different pieces of information. In terms of cognitive load, this task is composed of isolated, rather than interactive elements (instructions and task components), and therefore they can be 'easily held and processed in working memory' (Pollock, Chandler & Sweller, 2002, p. 66). All of the available attentional resources are channeled towards information transmission.

4   Complexity in the complex task

In the complex task (Appendix 3), the learner has to describe the available room options, and also apologize to the client for the situation and recommend the best alternative. Successful task completion therefore means finding an optimal match for each client. The learner's attention has to be split between different aspects of the task: instructions, client characteristics, and room options.

Cognitive complexity is also simultaneously increased along 'number of elements' understood as the clients' characteristics (original booking, budget, view, and meal plan) and the alternative rooms' characteristics (location, price, view, and meal plan). A simultaneous increase in reasoning demands and elements requires a great deal of attention being allocated to multiple task components, which places a heavy demand on working memory. In addition to an increased number of mental operations, element interactivity is high because different pieces of information have to be held in working memory in parallel (comparing and contrasting clients' characteristics and room options).

5   Complexity in the +complex task

In terms of reasoning demands, the +complex task (Appendix 4) possessed all the characteristics of the complex task (apologizing, describing, and recommending), and an additional one, justifying one's choice when recommending an option. Regarding 'elements', in the +complex task more categories of elements are included in client characteristics and the available hotel options. There are therefore many interacting factors, which have to be processed all together. These factors' simultaneous occurrence renders this task's intrinsic load very high.

In terms of clients' characteristics, the number of elements increases compared to the complex task: originally booked rooms, price, length of stay, special requests, and the clients' likes and dislikes about the original hotel. Also, there are multiple hotel characteristics: location, availability of public transport, price, availability of internet, sea view, terrace, parking lot, swimming pool, meal plan, and availability of hotel rooms. The receptionist's task is to find the best match for each client taking into consideration all of the above.

To sum up, the designed pedagogic tasks were manipulated taking into consideration (1) individual vs. simultaneous occurrence of reasoning demands and elements, and (2)

their gradual build-up from one task to another (i.e. increasing their number and intensity). Increased cognitive complexity is therefore the function of the number of mental operations and elements, and their co-occurrence in a task.

VII   Conclusions

This study presented how the information obtained from a NA conducted in the domain of a hotel receptionist's job can be effectively applied to task design, and in particular how the information about a task's difficulty can serve to establish tasks that vary in levels of cognitive load. Cognitive load was manipulated along two complexifying conditions identified in semi-structured interviews and in observations, which were linked to variables contemplated in a current theoretical task complexity model, the Triadic Componential Framework.

1   Implications

The information obtained in this NA can serve many pedagogical purposes. First, the information obtained about the target tasks and their frequency can be employed when taking decisions about which tasks should be part of a curriculum and in which order they should be presented to the learners. In this sense, frequent and infrequent tasks are equally important, but perhaps the former should appear in the curriculum before the latter. The same holds true for difficulty; easy tasks should appear before their complex counterparts. It therefore seems commonsense to expose learners to 'checking in customers' (easy, frequent) before 'dealing with an accident' (difficult, infrequent). However, a task or curriculum designer must be mindful of the fact that there are tasks which defy such a linear relationship between frequency and difficulty. For example, in this NA, 'giving directions' was reported as very common, but a simultaneous occurrence of complexifying factors significantly augments its difficulty. It is therefore an example of a frequent task, which can be simple or complex depending on the presence and co-occurrence of complexifying factors in task design. A close analysis of the complexifying factors presented in this study, their contextualization in light of a current task complexity model, and subsequent practical application to actual task design, pushes the theoretical boundaries of a needs analysis, and extends previous empirical scientific enquiry (e.g. Chaudron et al, 2005; Jasso-Aguilar, 2005; Lambert, 2010; Serafini & Torres, 2015) to include the identification of exact parameters which render a task simple vs. complex.

   The findings obtained allow for the design of not only a variety of tasks to be delivered in the classroom but, on the basis of the insights about linguistic difficulty, they can also inform the pre- and post-task stages of a task. The information obtained about the linguistic difficulty of tasks can be used when deciding which lexical items learners should be exposed to in the pre-task stage. In this sense, technical vocabulary was identified as a relevant component of task completion. Thus, a sample task 'describing hotel facilities' could be preceded by the pre-task in which learners are exposed to lexis relevant to this task in the form of listening to client–receptionist interactions. On the other hand, in those tasks which require extreme politeness, as in 'Overbooking', the pre-task stage could provide rich input based on the language of apologizing. In the post-task

stage, learners could be exposed to different ways in which receptionists apologize to a customer, rate them from 'unacceptable' to 'exemplary', and discuss how the substandard performances can be improved.

Apart from the cognitive and linguistic factors discussed in the previous sections, informants in this study also identified interlocutor characteristics as crucial to receptionists' performance. In client–receptionist interactions acted out in the classroom, the 'clients' could be instructed to adhere to certain behaviors such that they put varying amounts of pressure or anxiety on the 'receptionist'. By keeping the task design for the receptionist constant, and manipulating interlocutor characteristics, the receptionist could be put to test in task scenarios which feature a range of client profiles, from undemanding to extremely demanding.

NA also provides information about performance standards of any particular task (i.e. what 'good task performance' means). Obtaining this information can be a first conceptual step in developing criteria for and taking informed decisions concerning task-based assessment. While the NA reported here did not target performance standards per se, the gathered data perhaps suggest that a task-based assessment in the domain of a hotel receptionist's job should include aspects such as interlanguage pragmatics (politeness), using domain-specific lexis (employing a range of technical vocabulary), or successfully engaging in informal conversations with the clients (small talk).

2 Limitations

The study this article reports is small scale. A larger scale investigation in this professional domain should include quantitative data, such as questionnaires, in addition to the qualitative ones. A greater variety of sources and methods should be consulted (e.g. job description manuals). An in-depth NA should also closely investigate tasks done in different modalities, such as written tasks, in addition to the oral ones. A larger scale project could also target other aspects such as task-based assessment: given that one of the objectives of conducting a NA is to obtain information about what constitutes optimal task performance, such insights are instrumental in developing benchmarks for task performance standards against which to assess learner's performance.

Declaration of conflicting interest

Funding

References

Cameron, R. (1998). A language focused needs analysis for ESL-speaking nursing students. *Foreign Language Annals*, *31*, 203–218.

Chaudron, C., Doughty, C. J., Kim, Y., et. al. (2005). A task-based needs analysis of a tertiary Korean as a foreign language program. In M. Long (Ed.), *Second language needs analysis* (pp. 225–261). Cambridge: Cambridge University Press.

Chew, K. (2005). An investigation of the English language skills used by new entrants in banks in Hong Kong. *English for Specific Purposes*, *24*, 423–435.

Cowling, J. D. (2007). Needs analysis: Planning a syllabus for a series of intensive workplace courses at a leading Japanese company. *English for Specific Purposes*, *26*, 426–442.

Evans, S. (2013). Designing tasks for the business English classroom. *ELT Journal*, *67*, 281–293.

Gilabert, R. (2005). Evaluating the use of multiple sources and methods in needs analysis: A case study of journalists in the Autonomous Community of Catalonia (Spain). In M. Long (Ed.), *Second language needs analysis* (pp. 182–199). Cambridge: Cambridge University Press.

Gilabert, R. (2007c). Effects of manipulating task complexity on self-repairs during L2 oral production. *IRAL – International Review of Applied Linguistics in Language Teaching*, *45*, 215–240.

Gilabert, R., Barón, J., & Llanes, M.A. (2009). Manipulating cognitive complexity across task types and its impact on learners' interaction during task performance. *IRAL – International Review of Applied Linguistics in Language Teaching*, *47*, 367–395.

Jasso-Aguilar, R. (1999). Sources, methods and triangulation in needs analysis: A critical perspective in a case study of Waikiki hotel maids. *English for Specific Purposes*, *18*, 27–46.

Jasso-Aguilar, R. (2005). Sources, methods, and triangulation in needs analysis: A critical perspective in a case study of Waikiki hotel maids. In M.H. Long (Ed.), *Second language needs analysis* (pp. 127–158). Cambridge: Cambridge University Press.

Kormos, J., & Trebits, A. (2012). The role of task complexity, modality, and aptitude in narrative task performance. *Language Learning*, *62*, 439–472.

Lambert, C. (2010). A task-based needs analysis: Putting principles into practice. *Language Teaching Research*, *14*, 99–112.

Li So-mui, F., & Mead, K. (2000). An analysis of English in the workplace: The communication needs of textile and clothing merchandisers. *English for Specific Purposes*, *19*, 351–368.

Long, M.H. (2005). *Second language needs analysis*. Cambridge: Cambridge University Press.

Long, M. (2015). *Second language acquisition and task-based language teaching*. Chichester: John Wiley.

Long, M.H., & Robinson, P. (1998). Focus on form: Theory, research and practice. In C.J. Daughty & J. Williams (Eds.), *Focus on form in second language acquisition* (pp. 15–41). Cambridge: Cambridge University Press.

Michel, M.C. (2011). Effects of task complexity and interaction on L2 performance. In P. Robinson (Ed.), *Second language task complexity. Researching the Cognition Hypothesis of language learning and performance* (pp. 141–174). Amsterdam: John Benjamins.

Michel, M.C. (2013). The use of conjunctions in cognitively simple versus complex oral L2 tasks. *The Modern Language Journal*, *97*, 178–195.

Munby, J. (1978). *Communicative syllabus design*. Cambridge: Cambridge University Press.

Nuevo, A. (2006). *Task complexity and interaction*. Unpublished PhD dissertation, Georgetown University, Washington, DC, USA.

Pollock, E., Chandler, P., & Sweller, J. (2002). Assimilating complex information. *Learning and Instruction*, *12*, 61–86.

Ramani, E., Chacko, T., Singh, S.J., & Glendinning, E.H. (1988). An ethnographic approach to syllabus design: A case study of the Indian Institute of science, Bangalore. *English for Specific Purposes*, *7*, 81–90.

Robinson, P. (2001). Task complexity, task difficulty and task production: Exploring interactions in a componential framework. *Applied Linguistics*, *22*, 27–57.

Robinson, P. (2003). Attention and memory during SLA. In C. Doughty & M.H. Long (Eds.), *The Handbook of Second Language Acquisition* (pp. 631–78). Malden, MA: Blackwell.

Robinson, P. (2005). Cognitive complexity and task sequencing: Studies in a componential framework for second language task design. *IRAL – International Review of Applied Linguistics in Language Teaching*, *43*, 1–32.

Robinson, P. (2007). Task complexity, theory of mind, and intentional reasoning: Effects on L2 speech production, interaction, uptake and perceptions of task difficulty. *IRAL – International Review of Applied Linguistics in Language Teaching*, *45*, 193–213.

Robinson, P., & Gilabert, R. (2007). Task complexity, the Cognition Hypothesis and second language learning and performance. *IRAL – International Review of Applied Linguistics in Language Teaching*, *45*, 161–176.

Sasayama, S. (2016). Is a 'complex' task really complex? Validating the assumption of cognitive task complexity. *The Modern Language Journal*, *100*, 231–254.

Serafini, E.J., Lake, J.B., & Long, M.H. (2015). Needs analysis for specialized learner populations: Essential methodological improvements. *English for Specific Purposes*, *40*, 11–26.

Serafini, E.J., & Torres, J. (2015). The utility of needs analysis for nondomain expert instructors in designing task-based Spanish for the professional curricula. *Foreign Language Annals*, *48*, 447–472.

Sullivan, P., & Girginer, H. (2002). The use of discourse to enhance ESP teacher knowledge: An example using aviation English. *English for Specific Purposes 21*, 397–404.

Swales, J. (1990). *Genre analysis: English in academic and research settings*. Cambridge: Cambridge University Press.

Wilkins, D. (1976). *Notional syllabuses*. Oxford: Oxford University Press.

Appendix 1

Interview Protocol

Workplace: _____

Interviewee: _____

Interviewee's position (mark the correction option):

Receptionist   Trainee

This interview will be audio-recorded. The data obtained during this interview will be used only for research purposes. The interview will last for about an hour, during which time you will be asked questions about your job. It will be conducted in English, but you can use Spanish or Catalan whenever necessary.

This project focuses on material development for tourism students and the objective of this interview is obtain information about different aspects of a hotel receptionist's job.

If you agree to participate, please sign below.

_____

Participant's signature

Interview questions

Tasks and task frequency

1. How long have you worked as a hotel receptionist?
2. What are the regular daily tasks you do at the hotel reception in English?
3. Would you say that some of these tasks happen more often than others? For instance, do you do some of them every day and others once a week or month?
4. Are some of these tasks more relevant than others?

Task difficulty

1. Do you think some tasks are more difficult than others?
2. Let's talk about 'easy' tasks. Could you explain to me an easy task you've had to do? What do you think makes this task easy?
3. Let's talk about 'difficult' tasks. Could you explain to me a difficult task you've had to do? What do you think makes this task difficult?

Linguistic difficulty

1. Is it difficult for you to communicate with the clients in English?
2. If so, what linguistic difficulties have you encountered when dealing with the clients?
3. How did you deal with these difficulties?

Appendix 2: Simple task

Resolver problemas en la recepción

¿Qué opciones hay?

La situación. Trabajas de recepcionista en el Hotel Verdi en Barcelona. Acaban de llegar tres clientes y les gustaría saber que habitaciones hay en el hotel para escoger la que les guste.
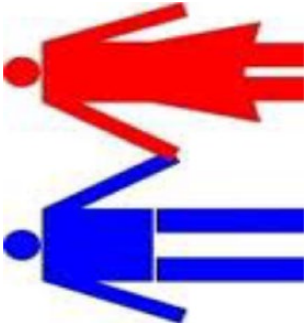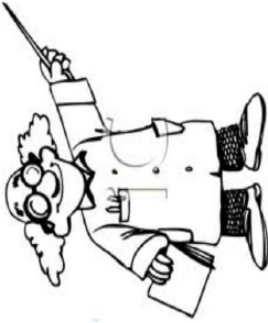
Tu tarea

*   Explícales a los clientes las diferentes opciones.

Tus recursos

*   Un listado de perfiles de clientes que nos suelen visitar
*   Un listado de habitaciones disponibles

Algunos de los clientes que nos visitan...

Parejas jóvenes	Universitarios	Grupos de amigos
Las parejas jóvenes son unos de nuestros clientes más frecuentes. Normalmente vienen de vacaciones para algunos días. Suelen tener un presupuesto bajo y por eso les gustan las opciones baratas, pero también valoran la calidad.	Como nuestro hotel se encuentras a unos pasos de la Universidad, recibimos muchos profesores de fuera. Normalmente están dispuestos a pagar un poco más pero disfrutar de mejor calidad.	Dependiendo de la edad, buscan opciones realmente baratas o prefieren pagar un poco más por buena calidad. Les suelen gustar estudios y suites.

Guest room

Precio	25€/ noche
Ubicación	2ª planta
Vista	al jardín
Desayuno	incluido
Descuento	desde 5 noches

Instalaciones
- internet
- nevera
- TV
- cuarto de baño
- teléfono
- secador

Estándar

Precio	15€/noche
Ubicación	planta baja
Vista	a la calle
Desayuno	no incluido
Oferta	-

Instalaciones
- TV
- internet
- nevera
- secador
- cuarto de baño
- teléfono

Lujosa

Precio	50€/ noche
Ubicación	3ª planta
Vista	vista del mar
Desayuno	15€
Descuento	desde 5 noches

Instalaciones
- mini-bar
- aparcamiento gratis
- caja de seguridad
- teléfono
- cuarto de baño
- secador

Estudio

Ubicación	última planta con terraza
Precio	80€/noche
Vista	horizonte urbano
Desayuno	incluido
Oferta	descuento en la temporada baja

Instalaciones
- cocina
- wi-fi
- TV
- cuarto de baño
- aire acondicionado
- aparcamiento gratuito

Suite

Ubicación	última planta
Precio	35€/noche
Vista	al jardín
Desayuno	no incluido
Oferta	a partir de 7 noches, 10%

Instalaciones
- internet
- nevera
- TV
- cuarto de baño
- teléfono
- secador

Appendix 3: Complex task

Resolver problemas en la recepción

¿Qué ha pasado con mi habitación?

La situación. Trabajas de recepcionista en el Hotel Verdi en Barcelona. Ha habido un problema y algunos clientes tendrán que ser trasladados a otras habitaciones. Tu tarea es dejar un mensaje en el contestador de cada cliente. Haz lo siguiente:

Tu tarea

- Discúlpate por la situación. Sé muy amable, ¡no quieres perder los clientes!
- Explica las diferentes habitaciones donde se pueden trasladar los clientes.
- Recomiéndale una opción a cada cliente. Puedes ofrecer la misma solución a más de un cliente.

Tus recursos

- Un listado de tus clientes
- Un listado de habitaciones disponibles

LOS PERFILES DE TUS CLIENTES

¡Recuerda que las habitaciones que habían reservado no están disponibles!

Compañeros de trabajo

Reservaron — *3 suites en la última planta*
Presupuesto — *100€/noche*
Vista — *al jardín*
Comidas — *pensión completa*

Un grupo de estudiantes

Reservaron — *3 habitaciones económicas*
Presupuesto — *30€/noche*
Vista — *piscina*
Comidas — *-*

Un profesor universitario

Reservó — *guest room*
Presupuesto — *65€/noche*
Vista — *vista al mar con terraza*
Comidas — *-*

LAS OPCIONES DISPONIBLES

DOBLE

Ubicación	3ª planta
Precio	50€/noche
Vista	a la calle
Comidas:	-

ESTÁNDAR

Ubicación	todas las plantas excepto la última
Precio	40€/noche
Vista	a la calle
Comidas	desayuno 10€

JUNIOR SUITE

Ubicación	2ª planta
Precio	80€/noche
Vista	al jardín
Comidas	-

SUITE

Ubicación	1ª planta
Precio	100€/noche
Vista	piscina
Comidas	desayuno

DELUXE

Ubicación	última planta
Precio	120€/noche
Vista	vista al mar con terraza
Comidas	desayuno

Appendix 4: +Complex task

Resolver problemas en la recepción

¿Sabes afrontar una crisis?

La situación. Trabajas de recepcionista en el Hotel Verdi en Barcelona. Ha habido overbooking y varios clientes tienen que ser trasladados a otros hoteles. Eres responsable de trasladar a 3 clientes. Deja un mensaje en el contestador de cada uno siguiendo los siguientes pasos.

Tus tareas

- Discúlpate   por la situación. Sé muy amable, ¡no quieres perder los clientes!
- Explica   las diferentes opciones disponibles. ¡Asegúrate de informar bien a los clientes!
- Recomienda   la solución que te parece mejor según los perfiles de los clientes y la disponibilidad de los hoteles.
- Justifica   tus soluciones. ¿Por qué la opción que acabas de recomendar es la mejor?

Tus recursos

- Un listado los perfiles de tus clientes
- Un listado de hoteles disponibl

LOS PERFILES DE TUS CLIENTES

	Un grupo de investigadores	Una familia de cuatro	Un hombre de negocios
Reservaron / Reservó	6 habitaciones individuales 5 de octubre	1 habitación doble con 2 camas desmontables 1 de octubre	suite en la última planta 1 de octubre
Precio	35€/habitación individual	70€/4 personas	140€/noche
Duración de estancia	3 noches	1 semana	2 noches; posiblemente más
Pedidos / Petición	habitaciones en la misma planta	habitación en la última planta con vistas al mar	terraza y vista al mar
De este hotel les gusta … / De este hotel le gusta …	Ubicación (el centro) Internet gratis las 24 horas Desayuno incluido	Ubicación (el centro) piscina Paseo de 10 min hasta el transporte público	Ubicación (el centro) wi-fi gratis aparcamiento gratis
Información adicional			cliente habitual (5 visitas previas)

TUS OPCIONES

CATALONIA HOTEL

Ubicación	*cerca del centro*
Transporte público	*paseo de 10 min*
Precios	*50€/hab. indiv.*
	69€/hab. doble
	no hay estudio
	130€/suite
Wi-fi	*2€/hora*
Vista al mar	*no disponible ahora*
Terraza	*cargo adicional*
Parquing	*15€/día*
Piscina	*sí*
Comidas	*Desayuno incluido*
Disponibilidad	*todas disponibles ahora*

AVENIDA DE ESPAÑA

Ubicación	*el centro*
Transporte público	*paseo de 5 min*
Precios	*50€/hab. indiv.*
	100€/estudio familiar
	75€/hab. doble
	170€/suite
Wi-fi	*gratis*
Vista al mar	*no hay*
Terraza	*en algunas habitaciones*
Aparcamiento	*gratis*
Piscina	*no hay*
Comidas	*no incluidas*
Disponibilidad	*todas disponibles ahora*
	estudio disponible para 5 días

PLAZA HOTEL

Ubicación	*suburbios*
Transporte público	*paseo de 20 min*
Precios	*45€/hab. indiv.*
	60€/hab. doble
	70€/estudio de 3 camas
	no hay suites
Wi-fi	*10€/todo el día*
Vista al mar	*+10€ todas las habitaciones*
Terraza	*solamente hab. en la última planta*
Aparcamiento	*no hay*
Piscina	*no*
Comidas	*no incluidas*
Disponibilidad	*5 hab. ind. : a partir del 7 de octubre*
	doble: disponible
	estudio: disponible ahora

EMPERADOR HOTEL

Ubicación	suburbios
Transporte público	autobús: 15 minutos hasta el centro
Precios	40€/habitación individual
	70€/hab. doble
	140€/estudio
Wi-fi	10€/24h
Vista al mar	no hay
Terraza	algunas habitaciones
Aparcamiento	20€/24h
Piscina	ahora no disponible
Comidas	no incluido
Disponibilidad	estudio disponible durante 6 días
	Hab. individual y doble disponible

HOTEL W

Ubicación	al lado del mar
Transporte público	2 líneas de metro cerca
Precios	285€/noche/hab. doble
	335€/noche/King-size bed
	2240€/estudio para 4 personas
Wi-fi	gratis
Vista al mar	la mayoría de las habitaciones
Terraza	algunas habitaciones
Aparcamiento	sí
Piscina	sí
Comidas	desayuno
Disponibilidad	todas disponibles ahora

Camas desmontables disponibles en todas las habitaciones por un cargo adicional de 10€.