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**UNIVERSITY OF LATVIA
FACULTY OF EDUCATION AND PSYCHOLOGY
TEACHER EDUCATION DEPARTMENT**

**COMMUNICATIVE LANGUAGE TEACHING METHOD
FOR DEVELOPING ADULT LEARNERS' BUSINESS
ENGLISH COMMUNICATIVE SKILLS
KOMUNIKATĪVĀS VALODAS MĀCĪŠANAS METODES
PIELIETOŠANA BIZNESA ANĢĻU VALODAS
KOMUNIKATĪVO IEMAŅU ATTĪSTĪŠANAI
PIEAUGUŠAJIEM
DIPLOMA PAPER**

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**RĪGA
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**LATVIJAS UNIVERSITĀTES
PEDAGOĢIJAS UN PSIHOLOĢIJAS FAKULTĀTES
SKOLOTĀJU IZGLĪTĪBAS NODAĻAS**

ANĢĻU VALODAS SKOLOTĀJA PROGRAMMA

ANĢĻU VALODAS SKOLOTĀJS

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DIPLOMDARBS**

ZINĀTNISKAIS VADĪTĀJS:

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DECLARATION OF ACADEMIC INTEGRITY

I declare that this study is my own and does not contain any unacknowledged work from any source.

Laura Valtere
25 May, 2008

ABSTRACT

The generation living nowadays gives a major role to business and communication. The reason is that the world has materialized; people try to gain success in work, therefore they keep studying and developing their skills even after university graduation.

As people need to communicate the English language has become an international way of selling and buying. Due to this people all over the world use Business English for their conversations. As the author of the Diploma Paper has had an experience working with adults and leading language courses the topic of this diploma paper was closely connected with her job.

The author of the Diploma Paper used several methods for writing the paper. She collected data from questionnaires, interviews and the Needs Analysis. In addition, also self made materials were developed for the course with and without Communicative Language Teaching Method.

The result of this Diploma Paper was that Business English language communicative skills can be taught to elementary level students and that better results can be achieved by using Communicative Language Teaching Method. Still the author admitted that the course can be improved and further research can be made.

The conclusions after writing the Diploma Paper are that communication skills are of a great importance in nowadays business world. Since English has become the number one language of international communication, it is inevitable that more and more people try to look for the possibility to acquire or to improve their English language skills.

ANOTĀCIJA

Mūsdienu paaudze piešķir nozīmīgu lomu biznesam un komunikācijai. Iemesls tam ir pasaules materializēšanās; cilvēki cenšas gūt panākumus darbā, tādēļ tie turpina studēt un pilnveidot savas prasmes arī pēc universitātēs absolvēšanas.

Sakarā ar to, ka cilvēkiem ir nepieciešams komunicēt, angļu valoda ir kļuvusi par starptautisku veidu kā pirkt un pārdot. Cilvēki lieto biznesa angļu valodu savām sarunām visā pasaulē. Diplomdarba autorei ir pieredze strādājot ar pieaugušajiem un vadot valodas kursus, tādēļ arī diplomdarba tēma ir saistīta ar viņas darbu.

Darba autore izmantoja dažādas metodes, lai veiktu pētījumu darba rakstīšanai. Viņa savāca datus, izmantojot anketēšanu, intervijas un vajadzību analīzes. Papildus viņa izveidoja materiālus biznesa angļu valodas kursam ar un bez komunikatīvās valodas mācīšanas metodi.

Diplomdarba rezultātā tika pierādīts, ka biznesa angļu valodas komunikatīvās iemaņas var iemācīt iesācēju līmeņa studentiem un labāki rezultāti tiek sasniegti izmantojot komunikatīvās valodas mācīšanas metodi. Tomēr autore atzīst, ka kursu var pilnveidot un pētījumu turpināt.

Secinājumi pēc darba uzrakstīšanas ir, ka komunikācijas spējas ir ļoti nozīmīgas biznesa pasaulē. Kopš angļu valoda ir kļuvusi par starptautisku valodu ir neizbēgami, ka ar vien vairāk cilvēku mēģina atrast iespēju iemācīties vai pilnveidot savas angļu valodas zināšanas.

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INTRODUCTION

Due to the processes of globalisation English language has become one of the most important languages in the world. As in contemporary environment the significance of understanding foreigners grows with everyday, more and more people worldwide start acquiring the English language. Raymundo (2008) in her article about Business English and Its Importance to Business and Professional Success states that today there are over 1 billion people who learn the English language and that the relevance of this skill still increases. She notes that the main reason why the English language is acquired in bulk is because it has become the central international language used in every sphere of people life, including business, politics, culture and entertainment, to name only some of them.

Furthermore, she points out that in schools all around the globe the English language is taught as the second language, despite the fact that it is not the official language of the particular country. The author of the Diploma Paper believes that Latvia experiences the same situation as it is described above. In other words, the English Language is taught in almost all schools of Latvia, and that is why a great part of the young generation encounters no problems to intercommunicate with foreigners.

As a contrast to the well-educated youth, comes the generation which has experienced the times of Soviet occupation. On the one hand, those people had the possibility to learn a foreign language, but on the other hand their knowledge could not be used, since the borders of the country were closed. Moreover, the English language teaching methods of that time were stressed more on comprehending of what is being said, rather than replying and sustaining a procreant conversation. The inevitable conclusion, therefore, is that the Soviet occupation still has a great influence over the English language knowledge of the people who witnessed the period of Soviet Latvia.

Nowadays, when Latvia is an independent state and a part of European Union, it is almost compulsory for a person to be able to use the international language of communication. Hence, the people who went through the Soviet Union times and who did not have the possibility to use any other foreign language than Russian, now are forced to learn the English language, provided that they want to remain a part of the major labour force in Latvia. Obviously, their knowledge of the English language is not consistent with the international standards. As a consequence, more and more people try to find a way of acquiring their foreign language skills.

There are several possibilities of how an adult can commence acquiring a foreign language. One of the many regards language centres, which lately have the tendency to expand exactly the variety of offers for adults. In the centres a language is taught not only for bilateral understanding during, for example, a tourism trip, but also for using it in a business related atmosphere for people who work in international companies. English can be a way to communicate with foreign colleagues in the office or on the telephone, at meetings in Latvia or abroad, in conferences or business trips.

Evan Frenko as well as Mark Ellis and Christine Johnson agree that the use of Business English language is increasingly widespread and that more and more teachers are asked to teach it. Business English studies are not just about activities in the classroom. Rather they are about correct language use in real life situations. They admit that Business English is an exciting field and that there are loads of thought provoking issues taking place every year.

The author of the Paper holds the view that teaching Business English to elementary level students can be an entertaining process. Not always exercises, which are all alike, are the best way to teach a language. The opinion mentioned above is also shared between different linguists, researchers and book authors, for instance, Richard and Marjorie Bandains or Jenny Mawer. The researchers believe that communicative activities are more motivating and that with the help of a cheerful language style they can be studied without even noticing.

The author of the paper has had an experience with working with adults and leading General English and English for Specific Purposes courses. Accordingly, the topic of this diploma paper is “Communicative Language Teaching Method for developing Adult Learners’ Business English Communicative Skills”. During the research period the author concentrated on oral communication skills of adult learners.

The **aim** of this diploma paper is to prove that Business English language communicative skills can be taught to elementary level students and that better results can be achieved by using Communicative Language Teaching Method.

To prove the aim of the diploma paper the following **objectives** are set:

- to explore the theoretical literature about teaching Business English and teaching adults;
- to find out what Communicative Language Teaching Method is and what kind of exercises it involves;
- to create and pilot a questionnaire to find out people’s opinion about Business English language courses;

- to interview teachers about Business English language courses;
- to prepare and carry out a Needs Analysis for enterprises and students of the course;
- to develop a Business English language course for adult learners;
- to test students' abilities after using the Communicative Language Teaching Method;
- to find out students' opinion about communicative activities;
- to analyse the data.

Apart from the objectives of the work, the author of this Diploma Paper highlighted also six main **research questions**. Those are as follows:

- what the notion of Business English as a part of English for Specific Purposes and General English means;
- what are the differences between the levels of English language;
- how to design a special English language course for adults, analysing the course books and materials that are available in Latvia;
- what is the image of a Business English teacher and what roles he or she has;
- what kind of learners are adults;
- What the notion of communicative activities means and what specific features they have.

Finally, the author of this paper raises the **hypothesis**, which is the following: Communicative Language Teaching Method helps to develop Business English communicative skills of adult learners.

The **research method** of the diploma paper is a case study, by which the hypothesis is proved. The author collected data from questionnaires, interviews and the Needs Analysis. In addition, she gathered her own deductions after experimenting with teaching approaches that, firstly, include, but, secondly, do not include Communicative Language Teaching Method.

The **research sample** was an adult student, aged between 25 and 67. The research was carried out in the year 2008 during the period of time from March 17th until April 17th in four groups that were brought together with the help of the language centre "Leader".

The methods of collecting data that are used in this Diploma Paper are as follows:

- a questionnaire for adults to find out their opinion about Business English and the use of communicative activities;
- interviews with teachers to get acquainted with their opinion;
- a study of Elementary Business English course books to develop themes and materials for the author's course;
- the Needs Analysis of students and enterprises to find out the demands of the particular Business English course;
- achievement tests to prove the advantage of using communicative activities.

To **outline** the contents of the diploma paper, it can be said that it consists of nine chapters. The first chapter describes what Business English is and how it differs from General English and English for Specific Purposes. The second chapter is about the notion of students and teachers on Business English language and its teaching possibilities. The third chapter reveals opinions of language centre students and companies which agreed upon the Business English language courses for their employees with the author of the Diploma Paper being their teacher. Chapters four and five describe the image of a Business English language teacher and his/her roles and different teaching methods. Here the author also talks about problems that may rise during the study process. The next chapter describes what Communicative Language Teaching Method is and what activities can be named as communicative activities. Chapter number seven speaks about designing a course for Business English. The last two chapters reveal the course itself and the evaluation of it.

The diploma paper ends with appendices which include the questionnaires, the needs analyses, the course materials and the evaluation sheets of the Business English course.

1. THE DEFINITION OF BUSINESS ENGLISH

Nowadays when English has become an international language more and more people realise the necessity of knowing not only General English but also Business English. This ability to communicate in a foreign language is necessary for people who are working the same as for those who are still studying.

Laurence Anthony in his article has written that from early 1960's, English for Specific Purposes has grown to become one of the most important areas of English language teaching today. He as well as Mark Ellis and Christine Johnson has observed that recently not only universities and colleges, but also language centres all around the world provide students with the opportunity to learn English for Specific Purposes. The author of the Paper believes that the same situation is also in Latvia where every year a new language centre opens and learners are offered courses and programmes for developing their skills in a foreign language.

Mark Ellis and Christine Johnson (1994) in their book admit that Business English must be seen in the overall context of English for Specific Purposes. In other words, Business English shares the important elements of needs analysis, course design, and material selection and development which are common features for English for Specific Purposes. Business English equally to English for Specific Purposes satisfies the needs of a student. Learners come to language courses because their aim is to speak Business English, and almost the only way how to achieve this is by attending a business language courses.

To the author's mind Business English can be included into English for Specific Purposes because during the courses the learner gains knowledge which is used for the development of professional carrier. By speaking Business English, students get the possibility to develop their qualification that helps them to raise their salary, get higher position or even change a job. Business English knowledge allows them to communicate in international surroundings, and this skill is of great importance nowadays.

Laurence Anthony in his article writes about Dudley-Evans speech during the conference. Dudley-Evans is the co-editor of the international journal dedicated to English for Specific Purposes. During his speech he defined the characteristics of English for Specific Purposes. There he names that the target audience of English for Specific Purposes is adult learners or secondary school level students who already have some basic knowledge of the interested area.

The same opinion is shared also between Evan Frenedo, Mark Ellis and Catherine Johnson. One of the reasons for this opinion is that it is hard to develop some specific skills of a learner who is not sure about his or her future, profession or the aims of learning. Therefore, courses with a specific language context, similarly to Business English courses can be developed only for adults.

With reference to this opinion the author's Business English language course is developed for students who are already working in a business related atmosphere. These students have an experience in their working area, they have clear aims and they know what they need to develop to get better qualification.

Anthony in his article writes that there is no clear line where General English ends and where English for Specific Purposes starts. During the years linguists have argued about the line between General English and English for Specific Purposes, nevertheless no definite answer has been given. The same problem is also observed in Business English. Furthermore, Ellis and Johnson declare that Business English includes also what some linguists call Everyday or General English. With reference to these opinions the author of the Paper has to admit that all the areas of language are connected and she admits that Business English is very closely connected with both: English for Specific Purposes and General English.

According to Raymundo (2008) Business English refers to the English language used in international trade or business. It is a specialized area of the English language learning and teaching because it is largely attributed to non-native English speakers who study the subject to enhance their chances of doing business with companies from English speaking countries. Based on this opinion the author of the Paper can draw a conclusion that the difference from Business English and General English appears when a businessperson uses the English language for communication. Of course, General English is used in a business conversation like context, but due to business vocabulary and business related lexicon it is possible to differentiate Business English from General English.

Dudley-Evans believes that English for Specific Purposes can be designed and taught generally for intermediate and advanced level students but not to elementary level students. The reason of this opinion is that they do not have the necessary background. If we accept the opinion that Business English is closely connected to General English then it is clear that Business English can be taught also to elementary level students' still the author agrees that the learners need to have some theoretical background about business itself and experience as well.

The aim of using language is communication, and business communication is of no difference. Business people use language for socializing, negotiating, writing and telephoning. This is done for a specific aim in a specific context, but to do it properly communication skills need to be developed. Correspondingly to this the author of the Diploma Paper decided to design and lead a course for adult learners who need to develop communication skills in a business related surroundings.

Evan Frenedo admits that one of the questions which often rise among Business language teachers is whether we are teaching English language or we are developing students' skills. Today Business English is considered to be not only a group of business like vocabulary, but also an area of knowledge with specific functions, for example, giving opinions, telephoning or arranging a meeting. Consequently, Business English has to develop not only language skills of a person, but also the ability to communicate with other persons and gain business success. From this the author can draw a conclusion that Business English is not only about the language but it is also about the use of it.

Moreover, communication happens not only in the company between employees but also outside with international partners, clients or colleagues from other enterprises. As this communication has a specific aim, a specific language should be used. During business conversations no deep feelings and personal opinions are asked. Business language is internationally accepted way for communication all over the world, and because of this there are certain things to know and learn. Knowledge of this business language gives a person advantage to be called a professional. This ability can be very helpful for a good career.

To summarise the author of the Diploma Paper has to emphasize the importance of Business English nowadays. She has to agree that language is not only about vocabulary or grammar knowledge. Above all it is about the ability to communicate with people as well as being sure about it.

From the practice the author of the paper has observed that the language abilities of a students influence the study process greatly. In other words, before the course students' level of knowledge should be named with a help of test. These tests allow the teacher to see the knowledge and the ability of students and divide them in equal groups. As follows, a placement test has to be carried out and the results need to be evaluated according international performance scale.

2. LEVELS OF ENGLISH LANGUAGE

The author of the Diploma Paper is working in the language centre “Leader” where a placement test is carried out before the beginning of the course. This testing is done because it helps to divide students into equal groups according to their language abilities. The reason for doing the testing is that it can prevent teacher from a situation when there are people with different language abilities in one group.

The test of language centre “Leader” consists of two parts. The first part of the test is a multiple-choice exercise with 25 sentences. The placement test is specially developed for demonstrating students’ ability in grammar: prepositions, articles, comparatives, superlatives and vocabulary. From the practice it can be said that students with elementary level knowledge never get further than sentence 6. The second part of the placement test asks students to write about their experience using the English language. Besides the placement test an interview is carried out with the future student. Comparing the results of the two parts of the test and the interview students’ language level can be drawn.

A placement test helps not only the language centre for dividing students into groups but it is also helpful for the teacher who is going to work with the students as it highlights the topics which are critical and have to be developed during the studies. After analysing the results of the test, the teacher can realise what students know and what they need to learn.

From the practise of teaching adults the author of the Diploma Paper has to emphasize that there are special characteristics that has been noticed for the placement test. Firstly, the test should be quick so that students do not spend hours for writing it. This is because adults are very busy people and their value of time differs from other people. Secondly, the test should be easy to check. This helps the teachers to announce the results of the test faster. Thirdly, the results of the placement tests should be reliable. It means that even if a student takes another placement test the results and the level of the language is the same as for the first time.

Placement tests help not only in the beginning but also in the end of the course. After the studies the teacher of language centre “Leader” has to write a description of every learner. The placement test helps him or her to compare the results of the placement test with the test at the end of the course. Based on these data the teacher can clearly see the progress of the knowledge and the development of learners’ skills. The teacher can check whether the students have gained something from the course. Besides that, it also

helps to establish the new level of the knowledge. Moreover, the company that is paying for the course are able to find out the effectiveness of the studies from comparing both placement tests.

Mark Ellis and Christine Johnson explain that there are a great number of placement tests available for purchase. This can be done on the Internet or in offices which have got the possibility to multiply the tests. The problem here is that not all of them are reliable. This is because many of these tests are tied to a special program or a special course. To avoid getting an unreliable placement test the standards of placement tests should be found. The authors mention Common European Framework or American Council for the Teaching of Foreign Languages. In other words, these institutions have developed placement tests that are considered to be more reliable because they are universal and can be used just for evaluating the knowledge of students.

Authors of the book mention also the disadvantages of these tests. The greatest disadvantage is that these tests give only a rough idea of the level of the student, as they do not test a person's professional knowledge. This means that these tests cannot be used for evaluating Business English learners' abilities. As a result, these tests do not examine the job peculiarities and skills that a person needs for the particular profession.

At the same time, students of English language are also interested in their ability to communicate after the course. What is more, they want to be evaluated according to international criteria because they are going to use their knowledge in an international context. This criteria is called a performance scale.

Mark Ellis and Christine Johnson emphasize that the first ever performance scale was the Stages of Attainment Scale developed in 1976 by the English Language Teaching Development Unit which was a part of Oxford University Press. Since then a great number of performance scales have been developed.

Today the idea of dividing students in language levels has become easier because most scales offer only definitions of performance in the main areas of language such as speaking, listening, reading and writing.

Language centre "Leader" is working according to the Common European Framework of Reference that was developed between 1989 and 1996. Since then the performance scale has gained popularity and nowadays it is widely used in Europe. The description of the levels is added in the Appendices with number 1.

Besides this performance scale the language centre "Leader" has developed its own performance scale which is used to describe the learners in the company. This performance scale divides students into five levels:

- Beginners who do not understand and do not speak English;
- Elementary level students who can understand a little bit and can say few phrases;
- Intermediate level students who understand and speak rather well but they are not confident enough. They are able to read and write simple sentences, but still a lot of mistakes are made;
- Upper-intermediate students who understand almost everything and are able to speak confidently in unknown situations;
- Advanced learners who communicate clearly and effectively without any problems.

There have been several reasons for developing company's own performance scale. To begin with it helps for describing the learners in the interaction between the colleagues. Moreover, additional materials can be easier found. Similarly as the levels of the books also the level of the students are declared according to this scale.

At the same time, the work of two performance scales disorganise the teacher because sometimes it is hard to equalise the two performance scales. This disadvantage appears after the course when the teacher has to evaluate the ability of the student. Thus, the language centre "Leader" has developed a commission of teachers who evaluate the students in the exam. This helps not only the teacher to evaluate the students, but it also helps to be objective. Nevertheless, it has to be admitted that these scales are very alike and mostly express the same idea.

There are also other ways how students can be divided into language level abilities. However, the author of the work considers that the above mentioned scale of levels is one of the most successful because a clear description is given, and it can be understood almost by everyone. Above all, the most important thing is to explain the students their level of abilities so that it is clear for them what they can and cannot do.

To conclude the author of the Paper has to say that there is not one and the most precise division of language learners' knowledge. Each country, each school and even every company can decide about its unique English language performance scale or test, and today organisations really try to use this opportunity. One of the reasons for doing it is because nowadays the standards of the knowledge are rising and better performance is needed. What is more, companies have decided to make their own scale of knowledge especially for their needs and requirements. As a result, there are different scales all around the world, and it is hard and even impossible to compare them all. In any case, the performance of students has to be evaluated according to the notion of language. Opinion about the themes and needs of the course has to be found out. As a result the author of the Diploma Paper found out the notion of Business English language course.

3. THE NOTION OF BUSINESS ENGLISH COURSE

Before developing Business English language course the author of the Diploma Paper found out the opinion of people about the themes of the course and preferable types of activities during the course. The author designed a questionnaire (see Appendix 2), and 20 unrelated people were questioned from which 6 were men and 14 were women. The age of the respondents was from 21 till 63. The respondents had to be adult and working; therefore they presented various professions. There were secretaries, project managers, lawyers, shop assistants, journalists, businessmen, engineers and etc.

Only four of the respondents had previously learned Business English language. Others admitted that although they have not done it, they still think that Business English is needed nowadays. They explained that more often they find themselves in situations when Business language is needed. The most popular situation, which was mentioned, was communication and students explained that speaking to foreigners causes a lot of problems to them. The situations where students faced Business English were as follows:

- during meetings with international visitors;
- reading business literature;
- using telephone;
- writing letters;
- during business trips.

The respondents mentioned that there are several activities, which help them to learn the topics properly. The most popular answer was communication activities, which were practiced with a help of dialogues. They also admitted that using games and role-plays is advisable because these activities made the lesson less formal and unthreatening atmosphere appeared.

When they were asked to mention activities, which did not help them to learn, the most popular answer was lecture type lessons where the teachers are only presenting a topic. They explained that the situation is even worse if there are no examples given to support the text and if the speech is monotonous. Students pointed out that afterwards it is hard for them to learn the material. Also presentations and posters were mentioned as activities that did not help to learn because students have to concentrate more on the creation of the poster/exercise but not on the language usage.

To get a clear picture of the most effective activities for the course the author of the Diploma Paper asked her respondents to evaluate activities, which were more suitable for Business English language course, and the results are shown in figure 1.

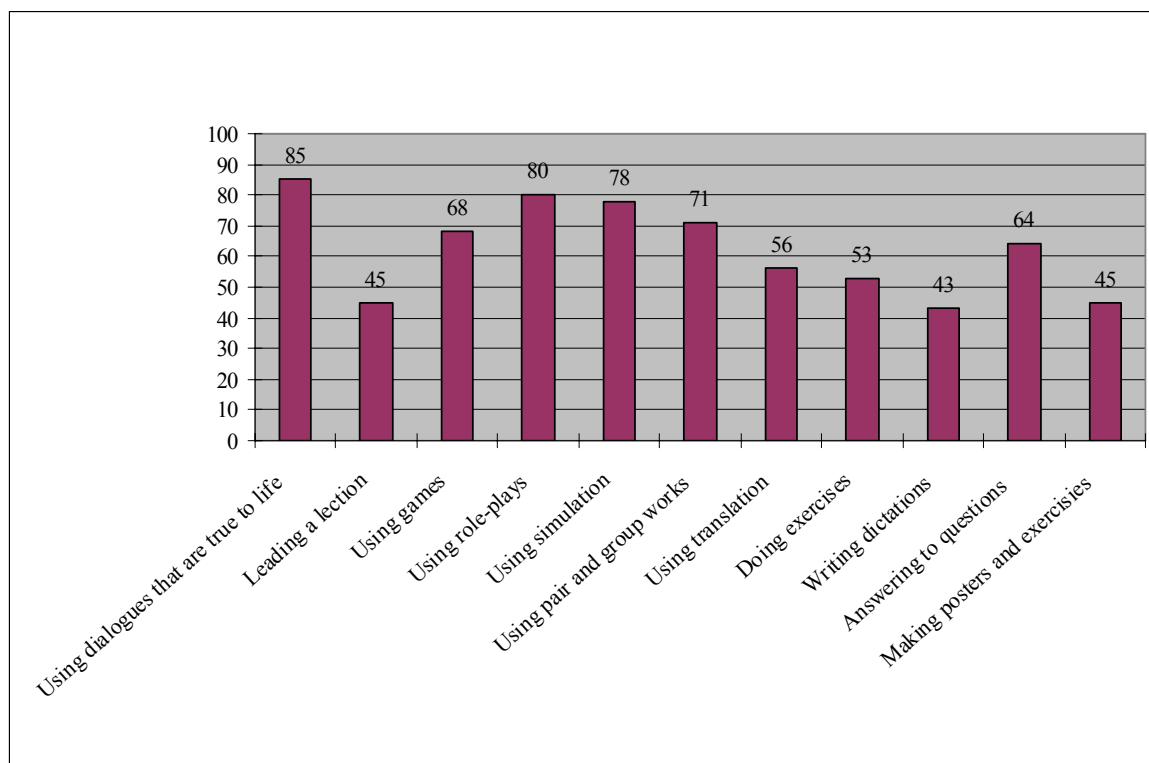


Figure 1. Evaluation of Activities for Business English Course.

The data presented in this figure shows that the most popular way how to teach Business English language course is through dialogues that are close to life, role-plays and simulations. These activities give the students a possibility to experience a real life situation that can occur during their working time.

Another alternative for teaching Business English language course was by using pair and group works. This fact was surprising to the author because there is an opinion that adults in Latvia do not like to work in groups and pairs because they are not used to it. The reason for this opinion comes from the political influence of the state and its history of methodology. Moreover, from the practice the author can state that adults do not like to communicate because they are afraid to make mistakes.

According to this data, the respondents admitted that using pair or group work communication skills can develop better. This proves that communicative skills need to be taught using interactive activities which are based on real life situations.

The activity that respondents did not accept as helpful for teaching Business English was writing a dictation. Respondents explained that this activity does not develop

communication skills that are necessary for Business English. Other rejected activities were lectures and making posters during the class. In addition making exercise by themselves was also considered as not successful type of activity for the course.

The last important thing for the author of the Paper was to find out the themes that should be included in the course of Business language. The respondents were given ten topics which they had to evaluate according to the scale from 1 (unnecessary) to 5(necessary). From this evaluation figure 2 was made.

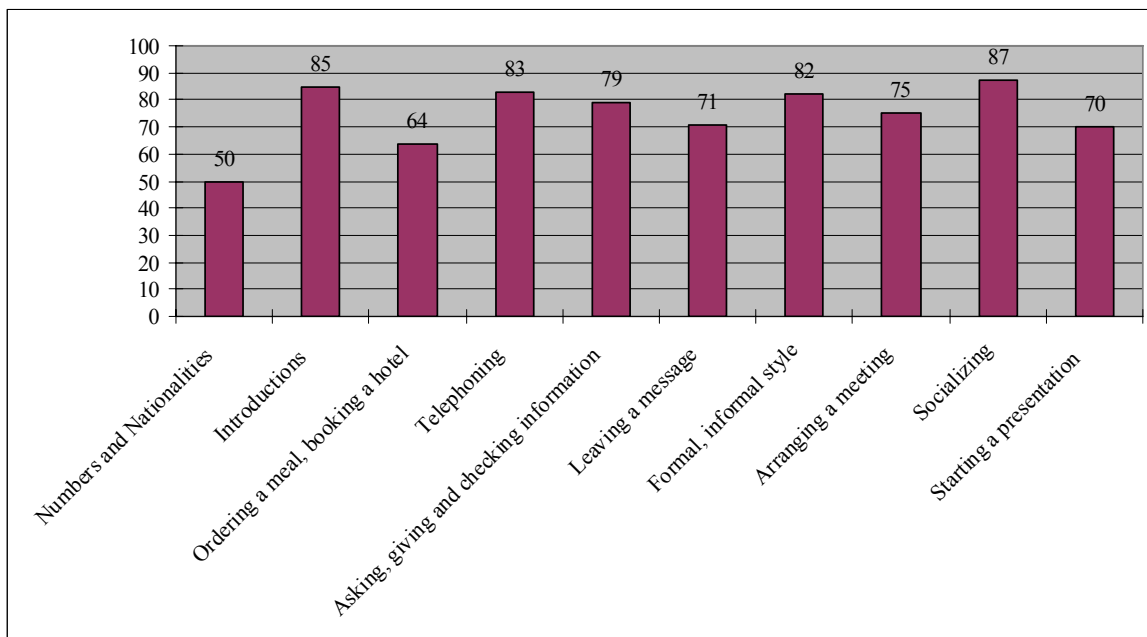


Figure 2. Evaluation of Themes for Business English Course

The conclusions that can be drawn from the data presented in the figure above is that respondents consider that the most important themes for Business English language course is socializing which is followed by getting acquainted to a person and the ability to introduce people. The next major theme to learn was using telephone in a formal and informal style of language.

The respondents disagreed that numbers and nationalities are a theme for Business language courses. Furthermore, also ordering a meal or booking a hotel was considered to be unimportant for the course. Also starting a presentation got fewer points because this knowledge is more specific and needed only for people who are dealing with it every day.

In conclusion, the author of the Diploma Paper has to point out that with a help of a questionnaire the notion of Business English was developed. Moreover, the themes and methodology of the course was stated.

On the other hand, not only the notion of unrelated people can be helpful for designing a language course. Besides this opinion, also the notion of specialists has to be taken in consideration before developing materials. Therefore the author of the Diploma Paper tried to find out also the notion of English language teachers. Collecting data from both sides more reliable data can be gained. At the same time, not only the opinion of the Business English language course is important. Also understanding of the teachers' roles has to be named before the course.

4. TEACHERS OF ENGLISH LANGUAGE AND THEIR NOTION OF BUSINESS ENGLISH LANGUAGE COURSE

Successful course needs a teacher who is able to present the course material understandable and captivate also the learner. Business English is an area where teachers cannot always be full of experience and knowledge as they know more about the language and the usage of it but they cannot always be so educated in business itself. From this the author of the Diploma Paper can continue that teachers do not need to be experts in business; however, it is advisable that they have some awareness of the business world itself.

The same opinion is expressed also by Evan Frenedo. In his book he states that while the teacher knows more about the communication in the English language, the students know more about the job and its communication needs. Teacher's role in the studies is more like a language expert who is able to present and explain the usage of the phrases or words and a person who makes conclusions about the problems that learners have and decide about the solutions.

Not only is the knowledge important for a good teacher. More significant are the personal skills of the course leader. Students like to work with outgoing personalities who are able to contact with different people. In other words, students have always evaluated a good sense of humour and openness; however, learners need to realise that their course is taken seriously.

The same as Evan Frenedo also Mark Ellis and Christine Johnson have expressed their opinion about Business English language teachers. They believe that language teachers need to be good members of conversation. They explain that this is needed because in the groups there are persons with different characteristics and opinions. Authors advice the teachers to be sure of their own thoughts and keep to them, still trying to find a compromise. Ellis and Johnson note that situation when learners start to dictate the rules of the learning process are more run across with job-experienced students who are used to give commands. To solve this problem teacher should discuss the principles of the course at the beginning of the cooperation.

When the teacher stands in front of the class he should realise that his or her aim is to help students to learn. Everything that the teacher tries out to help their students is his or her advantage to be called a professional. One of the first things that should be done is to

tell the students what will be taught and how it will be done. Frendo thinks that the teachers and the learners should discuss about the objectives and methods of the course at the beginning of work. It is even valuable to explain the goals of the lesson and give reasons why certain activities or materials are used. What is more, it is advisable to continue doing it during the whole course not only in the first lesson. Consequently, learners can play an important role in deciding how to teach a course material better.

As students are working and almost all of them have families, the time for study process is limited. Besides, adults know the value of time therefore teachers need to be good organisers. If the course is well organised, students will be able to learn the course material easier as well.

In addition, adult learners have an experience of study process. Hence, it is hard for teacher to know what the students already know and what not. To avoid this situation Ellis and Johnson advise the teachers not to tell everything but only the most important things of the theme and be flexible enough to change the way of lesson. They also suggest that a good idea for the teachers is to teach the course in topic themes, for example, getting acquainted or leaving a message because adults want to use the learned language as soon as possible. When the teacher has decided how the learner will use this knowledge, it will also be easier for teacher to realise how to teach it properly.

According to this advice the author of the Diploma Paper divided the course into four themes. After every theme an achievement test was made. First reason for doing that was to evaluate the students, but the second reason was to give a feedback for the students. It was interesting for them to find out their mistakes and whether these mistakes influenced their performance greatly.

A challenge for a teacher is to get their students to use their knowledge in real life situation. Here communicative language teaching activities can be of a great help. With these exercises teacher can stimulate their students to use the language in unthreatening atmosphere in the classroom and later on also in real life. Communicative activities give a great opportunity for learners but it also asks a lot of work from the teacher before and during the lesson.

There are several reasons for the teacher to take up different characteristics. Firstly, teachers' attitude during the lesson can support the study process. For doing it, teachers have several roles to keep in mind. Secondly, these characteristics help the learners to gain more from the courses and study materials. For better understanding, in the next subchapter some of these roles of the teachers are described.

4. 1. Teachers' roles

During study process teachers have several roles. In Business English courses teacher's role changes from traditional ones. These changes appear because teachers' task is not to educate a student so that they succeeds in their further carrier, but they are more like trainers who try to change students' behaviour or abilities to communicate so that specific skills of a student develop.

Evan Frenedo explains the difference between a trainer and a teacher. He states that trainer is more oriented on the job of the student, while teacher is more oriented to a person. To make it more clear, the trainer is training a person to behave in a certain way. A good trainer is able to work with all learners. It will not make a difference whether student is the manager of the company or just a secretary. Trainer will be able to use the answers of the student and gain materials from other sources to develop not only the course, materials and activities but also the learners thinking approach.

Next role of Business English language teacher mentioned by Frenedo is a coach. In this role the teacher helps student to understand his or her weaknesses and strengths better. Moreover, during this process the learner takes full responsibility for the learning process. Teacher only supplies the student with the possibility to progress. From the practise the author of the Diploma Paper has to say that adult learners are more willing to do the work themselves. With a help of individual work students check their ability to do the task.

The last role of a teacher is consultant. Consultant is able to analyse the students' communication needs and companies' communication needs. When teachers carry out the needs analysis, they have the possibility to contact with learners and the heads of the enterprise. This gives the advantage for teacher to be in an important role as he or she is able to access every level of the company.

Mark Ellis and Christine Johnson believe that not only the roles of the teacher, but also the atmosphere in the classroom can influence the study process. Learner needs to feel free and no criticism from the members of group is allowed. Learners should feel like equals who are all facing a common problem together. If they are able to laugh about their mistakes, the atmosphere in the group will help a lot to manage with difficulties. Strained atmosphere can be gained also by choosing inappropriate activities; therefore exercises should be seen as a chance to practise and develop skills in a free and relaxed way, not as a test of abilities.

Business people are competitive by their nature. Because of this they will take activities as a challenge which can influence the students' willingness to learn. Instead of asking a lot of the students, the tasks have to be set for appropriate level of the learner. Even if something is not clear, student should not feel embarrassed. They need to use the teacher as a resource. Even this action of asking a question is used in business world—checking and clarifying the information.

To conclude the author has to admit that authors of the books emphasize the meaning of a teacher in the course. Not only the role of the Business English teacher is of a great importance, but also the teacher's attitude during the course is significant. According to the work of the teacher students will or will not gain the needed knowledge, feel free and maintain the willingness to learn. He or she should think also about the classroom environment in which study process can take place and where the knowledge can be practised. Author of the Diploma Paper thinks that if the teacher is opened and approachable, learners will feel confident and relaxed. They will be able to speak freely and that will develop their fluency.

Above all, very important opinion about the Business English language course can be expressed by the teachers. As a result, the author of the Diploma paper interviewed five teacher of English language for understanding their notion of the Business English course.

4. 2. Teachers' Notion of Business English

When a general picture of Business English language courses was highlighted the author of the Diploma Paper decided to interview teachers who have been working with adults. These interviews are added in the Appendices with numbers from 3 till 7. The main reason for doing that was to find out different opinion about the Business English course and understand the needs of adult learners. Three of the teachers are working in the language centre "Leader", one is a teacher of the language centre "Language Embassy" and the fifth teacher is working in a school and with juridical entities. The age of the teachers was from 22 till 32.

During the interview the teachers were asked to answer similar questions and from the answers a clear picture about teachers' opinion about Business English language courses and Communicative Language Teaching Method was found out.

Firstly, teachers were asked to name what methods to their mind would be more advisable during Business English language courses if the learners were adults. The answers to this question were alike. Above all, teachers named communicative approach or

activities that involved communication like role-plays and dialogues with real life situation. This method was considered to be the most appropriate one because the teachers agreed that adult learners need to get experience during their language studies.

Apart from this opinion, teachers also named Direct Method where no native language and translations is used. The established advantage of this method was that students are taught to think in the foreign language from the beginning of the study process. Teacher also suggested teaching adults through content or using task based activities.

Opposite these points of view there was also an opinion that Grammar-Translation Method is very helpful if the students are of elementary language level. Teachers explained that this method focuses on grammatical side of the language and translation to native language is used a lot. Because of this the understanding of the foreign language can be gained much faster the same as first results to success.

Despite these opinions there was a teacher who admitted that she does not believe in methodology at all. She considers that only contact and good communication between teacher and student will help to acquire language better. She holds a view that the best way to teach person is to create individual approach to each person or a group. If this is not done then no methodology will help.

The author of the Paper asked the teachers to characterize communicative activities. From these descriptions it is clear that communicative activity:

- puts stress on communication with a specific aim;
- looks like role-plays, simulations or dialogs;
- gives a lot of speaking tasks;
- encourages students to speak in the target language with the aim to communicate and exchange with ideas;
- trains case situations to get the experience to talk so that they do not get scared in a real life situation.

All of the teachers admitted that communicative activities are very useful and even necessary during the course. They admitted that communication practice in the classroom is the only way how to learn language and develop communicative skills. Teachers declared that these activities should be used as much as possible during the teaching process and because of this reason also they try to use them every lesson they lead.

Teachers were also asked to name the activities, which they use during their lessons and give also the reasons why they are using them. From these answers the author of the work made table 1 which can be seen in the next page.

The conclusions that can be drawn from the data presented in the table are that most frequent used activities are dialogues and role-plays. Teachers declared that these activities help to develop learners' communicative skills that are closely connected to real life. The same is for exercise with information gaps. Games and simulation are also used frequently because in such kind of exercises student needs to talk a lot and use their knowledge in practice.

TABLE 1. Comparing Communicative Activities.

<i>Activities</i>	<i>Usage</i>	<i>Because...</i>
Group Surveys	1	These activities promote cooperation between the students
Dialogues true to life	5	Dialogues develop the usage of foreign language Prepares for real-life communication
Exercises with information gaps	4	Exercises supplies with authentic information gap
Games	4	Motivates students because are not like typical exercises Works as an entertainment
Picture stories	3	Makes associations and students can visualize the situation
Role-plays	5	Ensure with different options of a task Gives different opinions and variations Insure cooperation and communication in one exercise
Simulation	4	True to life situations Place for cooperation and communication Has an information gap to fill
Exercises based on context	1	Develops analyzing skills

Teachers admitted that they rarely use group surveys because not always these activities can be applied for the theme of the lesson. These activities can work better as an ice-breaker or warm-up activities before the lesson. Picture stories were also more seldom

used because it takes a lot of time to find them, equalize to the theme and use during the lesson. As this activity takes a lot of time teachers did not really like it.

Interviewees also came out with a proposal. Exercises that are based on the context of the lesson should also be included in the course. This kind of activities can be helpful for practicing the new knowledge during the lesson.

After that the interviewees were asked about the themes that should be included in the Business English language course. They admitted that it depends on the level of the students on the Needs Analysis. Only according to this analysis a teacher can decide what to put in the course and what not.

In addition, the teachers were asked to evaluate the themes by using a scale form 1 (unnecessary) to 5 (necessary). The evaluation of the themes can be seen in figure 3.

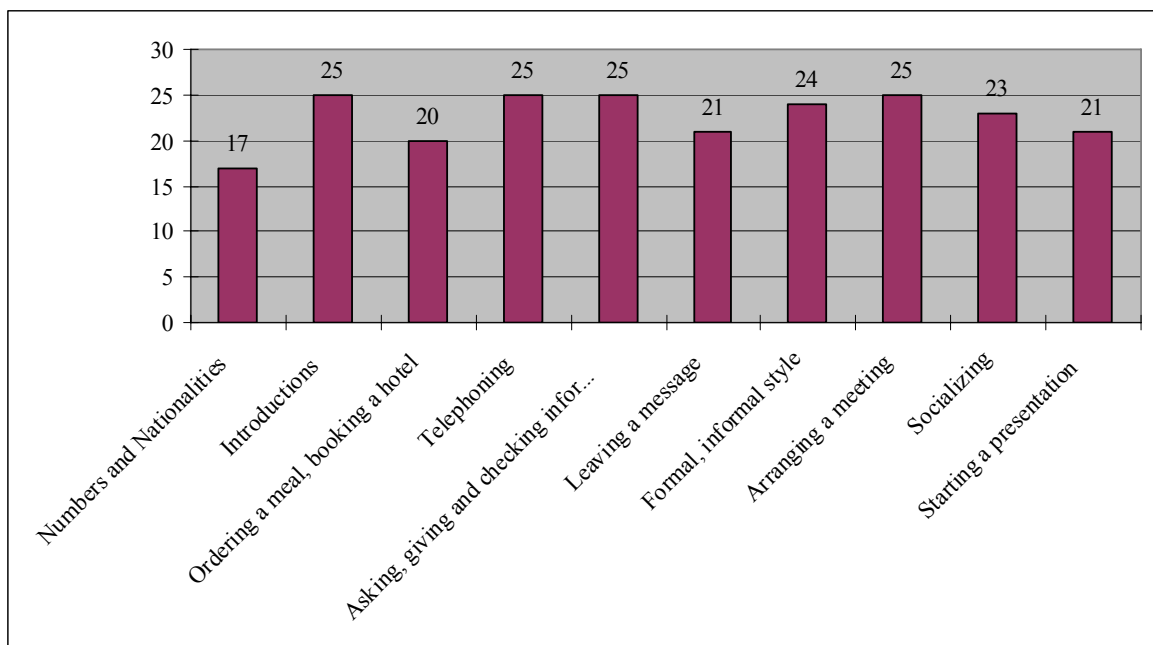


Figure 3. Evaluation of the Themes for the Business English Course

Teachers consider that introductions, telephoning, asking, giving and checking information and arranging a meeting are the topics that Business English language student should know after the course. They also admitted that socializing in formal and informal style is of a great importance as well. Teachers' expressed an opinion that nationalities, numbers, ordering a meal and booking a hotel are not important themes for Business English language students. Instead, few teachers suggest other topics like international terminology of the Business English or effective verbal and written communication that can be of a great help while working with clients.

After finding out the themes that teachers would include in the course the author of the Diploma Paper wanted to find out about the way or activities that should be used especially for Business English language learners. The author stated that the aim for the course is to develop communicative skills and figure 4 was made from the answers of the teachers.

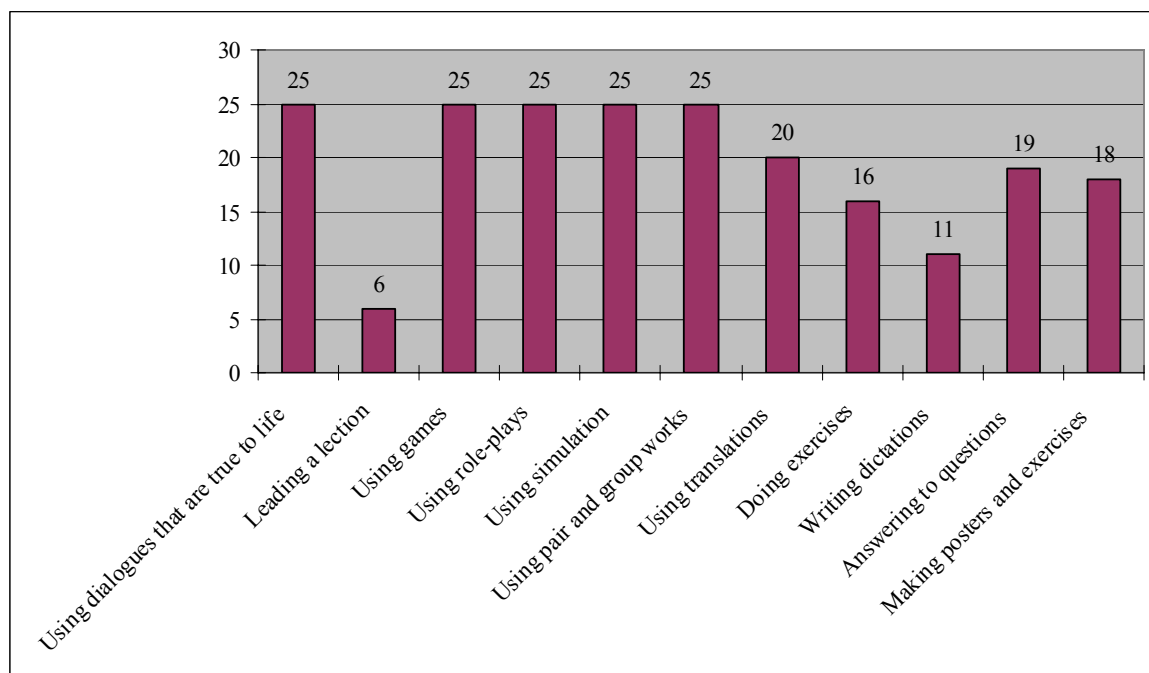


Figure 4. Evaluation of the activities for Business English course

According from the data in figure 4 a conclusion is that communicative skills in Business English can be developed by using dialogues, games, role-plays, simulations and pair or group works. These activities also allow practicing situations that can occur during their work. Translations need to be used as an indicator whether students understand the meaning of the words or later they can get confused during the studies. Because of this translations can be helpful and even advisable during elementary language course.

Unwelcoming way how to develop communication skills was leading a lecture and writing a dictation because during these activities no communication is happening. Also doing exercises one by one is not motivating students to communicate and to develop their skills.

An interesting opinion appeared when the respondents had to evaluate activity that involves only asking questions to a student. Teachers admitted that this type of teaching is an inevitable part of communication, but it depends on how the question is asked. If the questions are formed teacher-centered then there is no use of it.

Teachers also admitted that making posters and exercises on their own is a good idea how to learn, but still they do not use it very often. The explanation was that these activities takes a lot of time and it can also give unexpected result because one student can learn something new from these activities while other will just gain nothing. By way of contrast, teachers advised to think about exercises that work more on the gained knowledge so to practice the usage of it and to strengthen students' competence of the developed skills.

Moreover, author's respondents admitted that after the course students' knowledge should be evaluated according to the programme that was made especially for their needs and priorities. Teachers emphasized that after the course students must be confident about their language and skills that were practiced during the studies. At the same time, teachers confessed that knowledge is something very subjective. It is something that a student believes to know but there is no strict proof that they really know it. Students should have gained the skills that are needed for them at their work, for example, telephoning and welcoming a visitor and they should also know the vocabulary and terminology of Business English and the ways to use it properly.

The author of the Diploma Paper asked the teachers to advise some course books for elementary level students which can be used for developing communicative skills of a learner. As a result, respondents named International Express, In Company and Market Leader as books that are widely used in Latvia for leading Business English courses. From these answers the author gathered books that can be useful for developing specific Business English language course for the adult learners.

To sum up it can be stated that the notion of the Business language course is alike to both sides: people and teachers. It is considered that after the course students should know how to introduce, how to speak on the telephone, how to ask, give and check information as well as arrange a meeting. Comparing the data the author drew a conclusion that the most appropriate activities for the Business language course were considered using dialogues that are true to life, role-plays, simulations and pair/group works. All these are used in Communicative Language Teaching method. In other words, it is advisable to develop communicate skills of Business English by using Communicate Language Teaching method.

From practice the author has to agree that during Business language courses not only the learners but also the teacher is developing. Teachers need to update their own knowledge in Business language and its vocabulary. Accordingly, better qualification and also the ability to change during the lesson in gained. This all influence also the

performance of the teacher. He or she becomes interesting to learners and changing roles during the course makes this process easier.

Nevertheless, also the learners are a part of study process therefore also they need to be described. Every student has his/her character and each learner group has his/her age peculiarity. As a result, a clear picture about the students has to be made as well.

5. TEACHING ADULTS

Adult learners come to the language courses with different opinions about the studies. They have their own expectations about the themes and methods that have to be used during this process. Furthermore, learners attend the courses with different levels and abilities of the language. Because of this, it is of great importance for teachers to understand students' needs and try to arrange the course taking into consideration the characteristics, age peculiarities and experience.

Levine (1991) in his research about Effective Teaching explains that adults are independent and self-directed to what they are learning. They do not need a person who is checking whether they have or have not done the homework. Also the author of the Diploma Paper believes that it is not the most important thing in the language course for adults. Instead of this, adult people need to gain their clearly defined goals and teacher has to support them during this process.

The main reason for studies is adult learners' motivation which comes from a willingness to achieve the target aim. Mostly adults have inner motivation to learn and because of this a success in learning appears. Zoltan Dornyei in his book about Motivational Strategies in the Language Classroom writes about his experience of teaching adults. He says that 99% of language learners who really want to learn and have a motivation to do it are able to learn a foreign language.

Dornyei (2001) emphasizes that those teachers who offer English language courses have the possibility to work with motivated students. In contrast to schools, there are no problems with discipline and the work is dynamic. Teachers are respected and treated as professionals in the field.

Motivation is one of the key issues in language learning. It is like a stimulus to learn and achieve the aim. In other words, motivation is one of the basic aspects for success or failure in learning process. The same as other authors also Dornyei distinguishes two kinds of motivation that appears in any learning situation. These types of motivation are as follows:

- Extrinsic (come from outside) which appears when a learner feels the pressure of others opinions, for example, the manager's influence. The same type appears when a student understands the need of passing the exam or willingness to get a diploma is high because then a better job can appear;

- Intrinsic (comes from inside) which appears when a learner wants to learn because it is fun and exciting to find out new information. This kind of motivation is more helpful in studies because better results can be gained only when a student is inner motivated and he/she enjoys the process.

Teachers work can influence the study process and students motivation greatly. It can be done by satisfying the needs of the learners and by making the course relevant to their jobs. One of the reasons why adults come to the courses is because they want to use the foreign language as an instrument which can lead them to a better job or salary. These reasons motivate the students and they do not need to be stimulated; for example, ability to pass the exam after the course is never the best way how to motivate students.

Adults are exigent also to the course content. They are more interested in topics that can develop their skills to solve problems. They want to learn themes that can be used in real life situations. Because of this they are seeking for knowledge that can be used immediately.

Before teaching Business English the teachers should distinct whom they will teach. Ellis and Johnson distinguish two types of learners—those who have only theoretical idea about business and those who already have had a practice. Mark Ellis and Christine Johnson explain that people who have worked in a business related work already know what they need to know. Their course must be more real to life than for those who just want to learn Business English to gain some new qualification. They explain that experienced adults want to learn language that they can use in concrete situations and only then they are concerned about the theory of the knowledge. Namely, adults are more interested in practical use of the language and only then they are willing to find out the rules of the English language.

5. 1. Learners of Business English

Nowadays Business English has become a popular language and millions of people are using it all over the world. The reason why people choose to learn Business English is because they need it for their job or they have a special aim to achieve. For some learners it is a way to get a new position in work but for some it is a chance to deepen their knowledge. Learners of Business English can be of a different age and different experiences still they have a special goal to achieve.

According to Evan Frenco Business English learners can be divided into:

- Pre-experienced learners who have no or little experience. These students are just starting to make their business carrier. As they lack experience teacher is the provider of it. In general, these learners are more open-minded as they have almost no experience before. Still it may influence their ability to cope with some themes. This can be avoided by giving a fundamental base of the topic.
- Job-experienced learners who know a lot about their business and they know what they need to learn in Business English. These learners do not need a teacher who will introduce them to business. These learners go to the courses in order to achieve their aims. They are more critical and they look for the purpose of activities. Materials must be selected carefully as evaluation is done all the time. These learners are not critical only to the teacher but also to themselves. Another thing they evaluate is time. According to this teacher must realise the worth of time and he or she should be flexible enough to cope with all problems that will accrue during the study process.
- General business-experienced learners are the third group and these are learners who know something about business still they are seeking for new information as they want to move forward in their life.

Another way how to categorise Business English language learners is proposed by Ellis and Johnson. They suggest dividing the students by their position in the company. They consider that older company learners have more specific needs, for example, presentation and negotiation skills should be developed while for younger company workers other topics are needed. Authors believe that young employees are still learning about the operations of the company and they can not be introduced to all areas of it. Because of this they are not as experienced as the older ones and therefore the difference in topics appear. Still the author of the Diploma Paper believes that the basement and content of the course can be gained by developing Needs Analysis.

Evan Frenco in his book has combined Business English learners' needs for the course. He believes that during the courses the learner has to acquire:

- confidence and fluency in speaking;
- skills for organising and structuring information;
- sufficient language accuracy;
- ability to communicate without stress;
- strategies for following the main points of speech;
- strategies for clarifying and checking unclear information;

- speed of reaction;
- clear pronunciation;
- awareness of appropriate language, behaviour and situations in which the learner can get;
- practical reading and writing skills.

Also Ellis and Johnson agree that a lot of abilities have to be developed in a language course. Teachers have to think about the context of specific business situations where the learners will be involved in. Hence the jobs of the learners have to be found out and it is even advisable to collect and analyse information about the profession of the learners.

In addition, the author of the Diploma Paper has to admit that there are several problems that can appear during the study process of the adults. Students cannot understand what is asked or they are afraid to talk. No matter what the problem is teacher has to be able to cope with it; therefore, some communication problems has to be named.

5.2. Communication Problems

Students can think of different reasons why learning or using English language is hard and this can lead to being afraid to speak. If students are afraid to speak then no communication can happen. As a result, the real basement of the problem has to be found as well as the solution.

During lifetime adult learners have had an experience which can be good as well as bad. If the worse has happened, adult learners will have a barrier to communicate also in the future. The author of the Diploma Paper has observed that mostly adults who come to language courses have got used to teacher-directed lessons and it is hard for them to get up and move, work in pairs or groups and talk to each another. What is more, not only previous experience but also personal characteristics and willingness to try out something new influence the study process. This opinion is also shared by Baker and Westrup. They believe that if a student is used to one teaching style and he or she considers that teacher has to be the main person in the course it will be rather difficult to introduce other activities in the class. These students will be afraid to communicate in the new situation. Because of this Ellis and Johnson suggest to introduce a new way of learning for few weeks or even months. Teacher could encourage students to think about different types of exercises and their pluses. After doing this, students can gain more confidence and that will

be helpful not only for the course but also later when the knowledge will be used in a real life situation.

Moreover, situation in classroom can strongly influence the learning process. Evan Frenzo draws the difference between learners' groups. Some groups can be competitive others co-operative. In a competitive atmosphere, the learners will need encouragement supported by a teacher. Because of this the teacher should think how to develop unthreatening atmosphere in the classroom. If the teacher respects all the learners also they themselves will do the same. During the study process students have to feel secure and understood. If they feel that they are learning in a supportive atmosphere, better results can be reached. On the contrary, in co-operative groups all learners will be able to participate effectively. Team building activities before and during the course can be of a great help if students are trying to compete with each other.

In addition, from the practise the author has observed that adults are afraid to make mistakes. They feel evaluated not only by the teacher, but also by their group mates. Also Joanna Baker and Hether Westrup in their book admit that the most typical reason why adults are not communicating is because they are afraid to make mistakes, but if the teacher before the class has announced that making a mistake is a part of the learning process and stand to this opinion, students realise that they can learn from mistakes and they do not feel afraid anymore.

People are afraid to use a knowledge that they are not sure of. One way how to encourage students to speak is by praising their willingness to express themselves and not to correct every mistake because it reduces their confidence. It is more advisable to gain students' trust beforehand. McKay and Tom give solutions how to cope with situations when a student is afraid to talk.

One way is to give thinking time about the answer because if there is no time to think about the question it can be difficult for students to answer as they may have no ideas what to say. It is advisable for students to talk the topic over in small groups before they do it in front of the whole class. Another way how to gain students' confidence is by pair checking before the whole class checking is done. Firstly, students check their ability and secondly they are able to learn form each other. Consequently, stating the way of working before and during the course can bring better climate in the lessons. When the students will gain the confidence, almost all language barriers will disappear.

To sum up the author of the Diploma Paper has to agree that business is mostly connected with competition therefore it is important to have developed language skills for being capable to communicate in international settings. This competence can give the

opportunity to gain more not only for personal needs but also for the whole enterprise. Business people need to communicate to make contacts and that already characterises the needs of a business language learner. These people need to understand and express themselves therefore they do not usually need to know the grammar. The most important ability for them is to speak, to convince, to communicate and to do it with a help of business language. To achieve this teacher needs to think about the ways how to practice the ability to communicate. Here Communicate Language Teaching Method is of a great help.

6. DESCRIPTION OF COMMUNICATIVE LANGUAGE TEACHING

Communicative Language Teaching Method was developed after Audio-lingual Method which relies on repetition and drills and Grammar–translation Method. It happened because people got dissatisfied with the results of previous methods. The main problem with these methods was that students were not learning to use the knowledge in real life situations. As the result, students were not able to communicate. The paradox of learning a language is that it can not be separated from communication because it is used for communication.

Galloway (1993) in her article writes that Communicative Language Teaching provides learners with real life communication in the target language. The task for teachers is to set up a situation that students will have in real life. This means that the result of the whole exercise is a little bit unknown because it is dependent from the reactions and responses of a student. These activities can also be called as real life simulations. She admits that students' enjoy participating in these activities because motivation to learn comes from their desire to communicate in the target language.

The importance of communication is severe. It is proven also by Jason Beale's experience during his work as an assistant language teacher. He has proven that in those schools where communicative practice was limited most learners have only beginner–level fluency even after many years of study. When students are studying according to Communicative Language Teaching the emphasis is put more on communication and interaction so the experience is gain during the study process.

As Business English is a part of English for Specific Purposes Needs Analysis has to be carried out. When it has been done the studies of the course become more learners centred as the teacher knows what and how students want to see the course. Because of this teachers' main aim in the courses is to set up meaningful activities where functional communication language can really be used.

Many researchers the same as Ellis and Johnson have an opinion that task based activities are the most productive way of learning a language. Likewise, Business English course should be based on tasks which simulate learner's real life situations as close as possible. These learners need not only to talk about the business but also do the business Here of a great help is Communicative Language Teaching method with its activities. The main aim for this teaching is to develop learners' ability to use language for communication and not being afraid to speak.

Communicative Language Teaching is learner centered as students need to show a lot of initiative and work independently mostly without teachers' help. The advantage for Business English classes is that the knowledge can be used immediately in an action but the disadvantage is that nobody knows how the activity will finish.

6. 1. Communicative activities

Richard and Marjorie Bandains have an opinion that there are two types of activities. Both types have different purpose. These are the following:

- Teaching purpose, for example, games who are for fun or conversations where students can share information;
- Evaluating purpose, for example, tests that show what students know or do not know. Sometimes tests are considered to be as a threat especially for adults because they are afraid to make mistakes. Even reading aloud answers for the accomplished exercises can be considered as a test for adult. Still tests help to judge about the knowledge and show the evidence of progress.

Before developing a course the author of the Diploma Paper has to state what communicative activities are. After studying the literature the author can admit that communicative activities are very useful when teacher has to develop communicative skills. Also Tait (2001) in his article has written that during these activities teachers are more observers because students are busy to communicate, they feel relaxed and get positive emotions. They are so involved in the task that students do not even realise how time is passing and that during the activity they are learning new knowledge.

Communicative activities are motivating and full of fun. Students take an active role on the major part of the lesson so teacher only needs to give help, when work starts to loose its pace.

During communication students can realise what they know, share known information and get new one. Steven Tait writes that these activities have several characteristics and they are as follows:

- Every topic has a function;
- Situation is real to life;
- Fluency is more important than accuracy;
- Teaching is centred to learner;
- Activities are based on communication;
- Activities give motivation;

- Activities are creative and spontaneous;
- Activities are creating free atmosphere.

Communicative activities include any activities that encourage and require a learner to speak with other person and listen to other learners. Belchamber (2007) in her article writes that these are fluency-based activities, which are based on real life situations. Communicative activities have real purposes: to find information, break down barriers, talk about oneself, and learn about the culture. Benefit of communicative activities is that they can help to turn the classroom into an active, safe and enjoyable place where learners can learn.

The author of the Diploma Paper has to admit that one of the main points for communicative activities is that learners are working independently in pairs or in groups and this gives more knowledge and success. Another important point is that students are having fun during these exercises. The work in the lessons is lively and interactive. It is proven that when people feel comfortable they are likely to learn more and quickly.

Comparing information available on the Internet the author of the Diploma Paper collected materials and from them communicative activities were stated. Communicative activities are as follows:

- Class Survey;
- Conversation Grid;
- Dialogue;
- Information Gap exercises;
- Game;
- Series of pictures;
- Puzzle-solving exercises;
- Role-play;
- Simulation.

As it has been stated above Class Survey is considered to be a communicative activity. This activity is very effective as an “icebreaker” before starting a course or like warm up activity before starting a lesson. During this activity students are given time limit and they need to collect data from the group mates. One of the most important things to do after the activity is to use the collected data so students see the reason for the task.

Next type of activity is called Conversation Grid. This activity supplies the learners with independent conversations during the lesson. It is much alike to the Dialogues during which students can exchange with information, opinion, experience, feelings and desires. Dialogs help to understand what and how something is happening. It has a structure where

participants take turns to speak and acts with a respect to others person's opinion. During these two activities a friendly conversation can happen.

Rather interesting activity is called Information Gap exercises. These exercises are used for pair works when two learners have different information to fill in one exercise. The disadvantage of this activity is that the instructions confuse students; therefore these activities are not widely used in a learning process.

The most entertaining activity of communicative language teaching is a Game. Chen (2005) in his article writes that no matter what the aim of the game is it helps the learners to use the language in non-threatening environment, fun-filled and relaxing learning atmosphere which is one of the main points for a successful communicative activity. Students also manage to learn more in a stress free atmosphere. As students feel free this gives them confidence to use the language without being afraid. Games also give motivation as competition appears in learning process. As competition appears students are more attentive to instructions than in regular classes. Students like to play games because there is an immediate fun and the language is taught spontaneously. During these activities also curiosity and competition appears.

Series of Pictures, Comics or Cartoons are another type of communicative activities. One way how to use these exercises is that students have the advantage to put the pictures in a correct order and they need to answers questions like who, where, when, why. During this task imagination is needed and this can be used as a great entertainment after more difficult task. The same as series of pictures another absorbing task is Puzzle-Solving exercise. This exercise works the same as Crossword Puzzles or Problem Solving exercise. Students need to think a lot during this task and again the learners feel the challenge to learn.

Effective Business English activities allow learners to practise the language they will need to use in real life situations. Activities, which allow reaching this aim are role-plays and simulations. Frendo explains that role-plays are great activities for developing business skills such as meetings and telephone calls. During this activity a student needs to take up a role and feel the situation that could happen in real life. A typical feature for role-plays is that there is an information gap during the task. This activity has to be prepared in advance therefore it is time consuming. Role-plays can work out great if learners have imagination as participants are asked to adopt a new character who may have a different attitude and opinion about the topic than person has him or herself. Perhaps sometimes role-plays can cause problems for job experienced learners because they have their own strong opinion and it is hard for them to change it.

In addition, Frenco explains that simulation differs from role-play in a matter that here students are allowed to be themselves and stay to their own opinion. When a problem appears they are able to solve it together and every of the group members are allowed to come with his/her own solution. Maybe because of this simulation is easier to be carried out.

On the contrary, the author of the book names several risks that can occur during role-play and simulation. For example, there is too much information given and time is not enough. Because of this role play and simulation must be selected, taking in consideration the level and experience of the learners. It is important to avoid a lot of information in a short time. The same situation happens when there is too little information and because of this discussion does not appear.

If the discussion has been successful another threat appears: people are discussing for too long. To escape this problem a time limit must be stated. If participants get too involved and start to lose their objectives it is high time for teacher to get involved as well as if the discussion becomes too personal and confrontational. This can appear in role-plays because learners change their own behaviour. They have nothing to lose. The best way to avoid from this problem is to state that learners have to get agreement. Teacher can also remind that this activity is made especially for real life situations and ask students to act accordingly to that.

During these activities people's character appears and some people can start to dominate during the exercise. To leave it out a good leader must be found: a chairperson who is able to look after the time, his colleagues speaking time, arguments in the conversation and the whole atmosphere in a group.

To sum up the author has to admit that communicative language teaching method has some bad points as well, for example, it could be hard to introduce this kind of learning if the groups of the learners are very big. This style of teaching will also be disturbing and unexpected for students who have got used to lessons where teacher is the main person. In addition, not all teachers feel comfortable while using this method.

After finding out the characteristics of Communicative Language Teaching Method, Business English, teachers, students, language levels and notion of Business English, the author of the Diploma Paper made a Needs Analysis of the students which agreed to participate in the course.

7. NEEDS ANALYSIS OF ENTERPRISES AND STUDENTS

From business world it is clear that all services and projects must be based on the needs of consumers. The same situation has to be taken in consideration when a new course is developed by an English language course company. As it has been stated previously Business English is a part of English for Specific Purposes; therefore Needs Analysis should be carried out. In other words, specific needs of a learner should be named with a help of a certain amount of information which is gathered and analysed.

Before developing Business English language course the author of the Diploma Paper had to find out the needs of her learners. As a result, Needs Analysis of the learners and enterprises was made. The aim of the author's Needs Analysis was to find out what needs the learners and enterprises have and what abilities and skills they need to develop.

Evan Frenedo thinks that the needs of a learner can be different; however, some interconnections can be found. The needs of the learner can be as follows:

- to do specific tasks and activities in English language;
- to communicate with people in English language;
- to communicate about certain topics;
- to communicate in different styles and tones of language;
- to communicate in different ways, for example, e-mails, telephones, letters;
- to arrange settings for better communication .

Based on this the author of the paper believes that communicative skills of the learners are one of the most important areas of knowledge that has to be developed during a language course.

Mark Ellis and Christine Johnson name different ways how a teacher or a language centre can collect evidence for needs analysis. The most common way to gather information is by using questionnaires. The reason for it is because questionnaires are easy to run and multiply. It provides useful insight into the needs of a learner and their abilities at the moment. From these data a vivid picture of the needs of the students can be drawn the same as the themes that should be included in the course.

Second opportunity how to find out the learners' needs is collecting data using discussions or interviews. These methods sometimes are more advisable because nowadays people are rather unwilling to write. With discussions or interviews we get data fast but

still a major problem appears; the interviewer can interpret the data as he or she has understood it. Because of this issue this data can be imprecise.

To avoid this situation there should be a clear aim for the interview. Teacher needs to prepare before carrying out the interview or discussion. He or she has to know about the company itself: what it does, what policy it has or other useful information. It is also important to find an appropriate day for leading the talk because not always the learners are able to turn to conversation totally. This must also be taken into account when observation in the company is done.

The third possibility of collecting data is by using observation. This can be done in an office while students are working. When teachers observe the performance of a learners they have the possibility to find out what students know and what they are able to do in a real life situations. The biggest advantage is that the teachers do not need to interrupt the activities and a typical flow of a work can continue to happen.

Another way how to collect data is by analyzing authentic spoken or written texts. From this the teacher can understand where the knowledge of the learner is now and where it should be after the course more precisely. Authentic materials are usually commercial documents or recordings of a meeting made in a work place. The disadvantage of using authentic materials for needs analysis and is that they can be commercially sensitive and not available for the public. Also during the course authentic materials can not always be available.

The author of the Diploma Paper believes that no matter which way of data collection method is used it takes a lot of time. Students and company managers have a lot of work to do; therefore they will find other things more important than answering to the Needs Analysis questions. Because of this the person who will do the Needs Analysis and data collection has to have an excellent people managing skills.

With a help of Needs Analysis the teacher can find out not only about the necessities of students, but also the reasons for learning and even topical themes that the student wants to learn. This was also done by the author. Needs Analysis helped the author to draw conclusions about the themes for the course design.

This all above mentioned shows the importance of needs analysis because after that the teacher can use it to make an appropriate course for the learner, for example, if the student is learning because they needs it for job, then it would be advisable for teacher to find out his or her job description and responsibilities. Personal data about the learner: age, sex, and his educational background and even suitable learning styles can also be of a great help.

7. 1. Needs Analysis of Students

Before designing the course the author of the Diploma Paper made a Need Analysis questionnaire (see Appendix 8) and gave it to all of her learners. The total amount of learners was twenty: 15 women and 5 men. The age of the students was from 25 till 67 and these were people with rather different professions. There were secretaries, referential experts, sales representatives, managers and clerks who were divided into 4 groups. These were people with different knowledge background as 6 of them had learned the English language at school, 6 in universities, and 10 in English language courses but only 3 of them had learned business English before.

Their aim for learning Business English were alike to all of the students: to enrich everyday speech and vocabulary, to get practice but for the majority it was to communicate with business partners so the result to achieve after the course was fluent speech without being afraid to talk.

The learners admitted that Business English is important for their work because they need to work with regulations of European Union, write letters to foreigners, speak on the phone and attend seminars and conferences. The problems appear when the learners have to understand the collocutor, to speak with him or her fluently and also talk on the telephone. When the students had to tick the problems, which they come across in their work, the most popular was to understand the person and sustaining a conversation in English.

For most of the students activities which help them to learn were the following:

- Regular revision of the theme;
- Speaking during the lesson;
- Working in groups and pairs;
- Making dialogues true to life;
- Active and creative lessons.

This all mentioned above are characteristics of communicative language teaching methods exercises.

The author was also interested in the major problems that influence the acquirement of the themes and the reasons were as follows:

- too fast lead lessons;
- doing exercises when example is given in front;
- lecture type lesson where students need only to sit and listen.

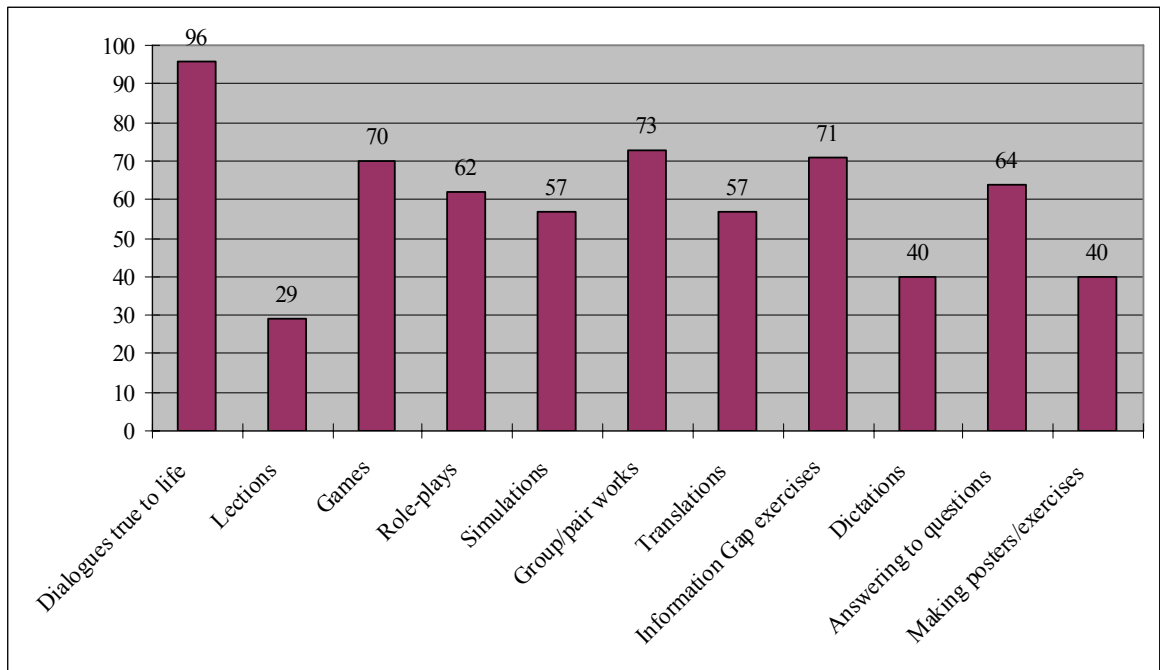


Figure 5. Evaluation of Activities in Business English course.

The author of the work asked her respondents to evaluate the methods of English language teaching. These were methods used in communicative language teaching as well as in grammar–translation method, direct method and audio–lingual method. In need analysis students were asked to evaluate these methods taking in to consideration their style of learning.

The data in *figure 5* shows that the respondents consider that dialogues which are close to life help them to acquire the theme of the lesson better. This method got the biggest amount of points. The next method after dialogues were group and pair works and exercises with information gap. These activities can also be connected in one activity when each student has information that other student needs. Surprisingly, in the fourth place were games. It is considered that games and imaginative activities attract more young learners but from the needs analysis it is seen that this is not totally true. From this a conclusion can be that adult people like to have active and creative lesson, and games can be helpful for all ages. These methods, which got the biggest amount of points in the needs analysis, are used in communicative language teaching.

When the author of the Diploma Paper got to know the way in which students would like to be taught, she tried to find out the themes that students need to know for their work. As we see in the figure 6 the most popular themes were making conversation,

telephoning, formal and informal style, asking for information, introducing a person and arranging meetings.

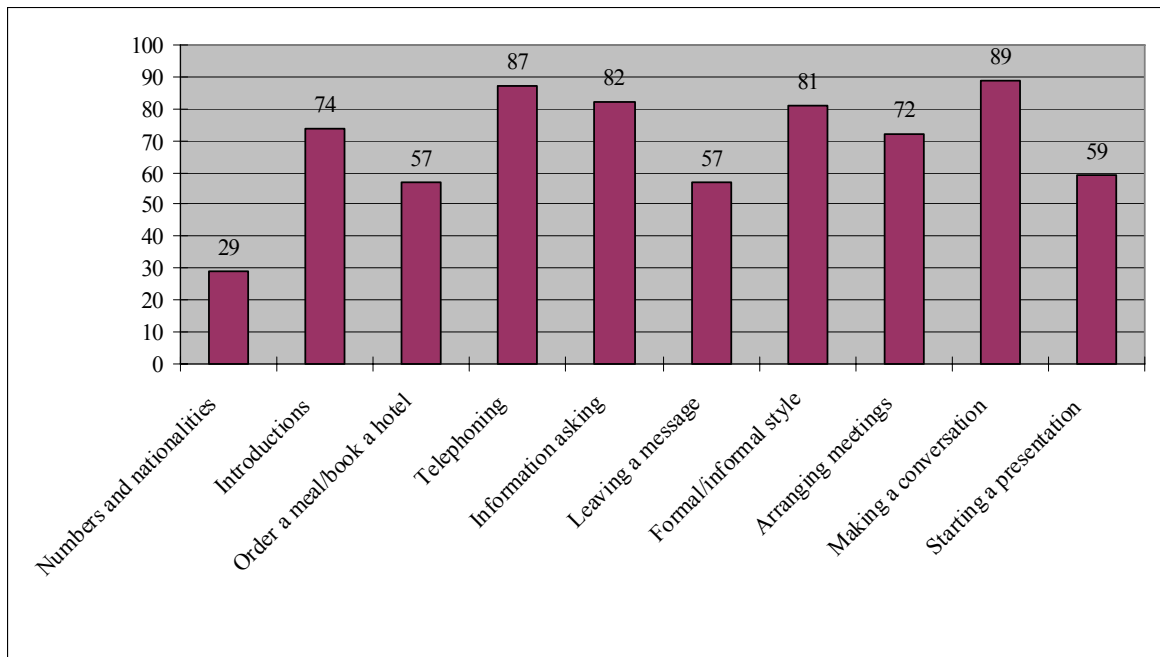


Figure 6. Evaluation of the Themes of Business English course.

All these themes mentioned above are communicative skills that are needed in business world, and therefore they author decided to include them in the Business English course, which will develop communicative skills.

7. 2 Needs Analysis of Enterprises

Needs Analysis can be done not only acquiring among students but also involving different levels of the company. To get a vivid picture about the needs of the learners and the aim for the course not only students, but also the manager of the companies were asked to fill in a questionnaire about what should be included in the course so that it satisfies also the company's needs. (see Appendix 9) The author of the Diploma Paper carried out her questionnaire into two enterprises. The first one was Rural Support Service where 3 groups were formed and the second was limited liability company Semetrons where one group was made.

Rural Support Service is a state administration institution of the Ministry of Agriculture. It administers the European Union and state support for rural areas, agriculture, forestry and fisheries. It accepts and assesses project applications, makes

decisions on allocation or rejecting of financing and keeps records of the granted financing and controls the use of it.

Limited liability Company Semetrans distributes and sells medical equipment for hospitals and private clinics in Latvia. Every day its workers need to speak on the phone with other distributors from Europe and Asia and arrange all the papers needed for transporting the equipment to the needed place.

The author of the work drew a conclusion that both enterprises have the same aim of the studies. The managers said that they expected that the course of business language would enlarge workers' abilities to communicate with foreign business partners. The expected result was to develop employees' skills in speaking fluently and without being afraid.

Managers named that the necessity of Business English had increased gradually since Latvia had joined European Union. Because of this fact the workers of the companies need to communicate not only with native speakers, but also with foreign.

In these companies the English language is used for speaking with clients and distributors, foreign enterprises and governmental institutions. The communication is happening with a help of the Internet and telephone. Also a lot of documents need to be read and translated into Latvian.

The leaders of the companies stated that their employees should know how to

- greet and speak to a partner;
- introduce people;
- speak on the telephone;
- give, ask and check information;
- arrange a meeting.

These topics were mentioned not only from the students and employers of the company, but also from teachers and respondents of the questionnaire about general opinion of Business language.

When the leaders were asked to name the methods how they would like the course to be lead the answer which got the most points were true to life dialogues and role-plays. Also group work and pair work were mentioned as an advisable activity. Still they believe that they count on the professionalism of the course leader and they believe that their opinion about the needs in the course will be more important.

To sum up the author has to admit that there are several ways how to look at needs analysis; however, the most important thing is that teacher must take this data into account. It does not tell what to do or not to do in the classroom but it gives the opportunity to look

at the teaching process from a different point of view. There are no standards for Needs Analysis and there is no best way how to do it. The most important task to achieve is to find compromise between the company, the learner and the teacher.

Most Business English learners need to be able to communicate within a certain context so the teacher must prove that the theme they are learning is of a great importance based on the collected data and not just taken from somewhere. The language has to be appropriate to the level of the learner and achievable in the period of time that the course can have.

During the years the author of the work has realised that working with adults and companies' requires a lot of awareness. This is because a problem can be raised from nowhere, for example, if the needs of the course sponsor or employer are not satisfied a great problem has appeared. To avoid this situation the teacher should not make unrealistic promises which can not be reached during the given time period. This can be obtained by regular clarifications of the work and course type.

In conclusion, Needs Analysis shows the expectations of the learners and companies. With these questionnaires the author of the Diploma Paper got information that can be used in developing better course for learners. These answers let the teacher to work more on the specific needs of course attendants. From the data it is clear that communication skills of the learners has to be develop, therefore a course based on these skills has to be developed.

8. DESIGNING A BUSINESS ENGLISH COURSE

When designing a Business English language course the teacher must think about the information he or she got from the Needs Analysis and decide about the aim of the course. The aim for the author's course was to develop Business English communicative skills for adult learners.

Evan Frenco suggests that after the needs of a learner have been analysed and the aim of the course has been stated, the objectives have to be named and the main language areas, which will be covered during the course, have to be listed. These objectives of the course have to be specific, measurable, achievable, and relevant and planned for a certain time of period.

From the practise the author of the Diploma Paper adds that the problem that rises here is that the objectives can be influenced, for example, by students' attendance. It is a common problem when students do not go to the classes regularly and the reasons can be that they have a lot of work to do. This can influence not only the knowledge of the students but also the quality of the course in the company's opinion.

Before starting a course the teachers should think about the amount of the themes. For some students it can be hard to learn a big amount of words, grammar, phrases or pronunciation at the same time. It is more advisable to teach a little bit clearly and simple and answer to all students' questions. Also frequent revision helps students to learn the language better.

The author of the paper believes that the interest in topics has always been very significant in learning a language. It can be hard to speak about the topic that is not interesting or important for the learner. If the students are learning language that is not important for them sooner or later motivation is lost as students do not see the real life situation where the language can be used.

Next step to pay attention to is material selection which could help to achieve the aim. This selection must be done very attentive as there is a great variety of materials for developing a course. Sometimes it seems that the only thing a teacher has to do is to find the most appropriate books for his or her developed course, but this is not the case. To start with the author of the work has to talk about the course books as they are popular all around the world and there are good reasons for it.

Ellis and Johnson state that a lot of teachers have decided to rely on published course books which already help them with additional materials, tips and advice. Because

of this added foundation, course books save time of a teacher but it is not always the best way to take one course books and start to lead a course. The reason for it is that publishers do everything that they can to make their written course book appropriate to a large scale of learners. This makes course books only as a primary material for the course plus they contain too much information; therefore the progress is very slow.

Furthermore, also Frendo agrees that another minus of course books are that they do not name their special priority and because of this specific needs of a learner cannot be addressed. As business English has a specific purpose and Needs Analysis of the learners has been made, the author has to develop materials that satisfy these specific needs.

English course books try to deal with all aspects and skills of English language and because of this, traditional course books cannot be appropriate material for the author's course because she is putting stress on the communicative skills of the learners. In this case there is unlikely to be a course book which will meet the communicative skill development of the learner of elementary English language level.

Ellis and Johnson explain that not only course books but also supplementary materials can be used to develop specific material for a course. These materials provide the teacher with extra practice exercises which can help to develop necessary skills of the learner. There are even books which are specially written for some special job area but they are very specific and develop skills only for the representatives of the job type.

Besides these materials there is a growing amount of business skills training materials; although these materials are not designed for teaching a language. The plus for using these materials is that people who have gathered it, has a great business experience.

To meet the precise needs of the learner it is necessary to develop specific materials. Adult learners want to know where the studies are going and why they are doing the exercise. This is the main argument why teacher should think about self-made materials.

Many teacher build up a collection of self-made materials as they gain more experience and their exercises can be easily adapted to a particular client. This is the greatest advantage of these materials. The disadvantage is that this can be very time-consuming and these materials can become so specific, that they can be used only once.

Before making the specific materials teacher needs to realise the needs of a learner, decide about the priorities, identify and analyse the used language, deciding about the activities, their layout and decide about the evaluation of the tasks.

In practise teachers do not create new activities but they adapt ideas of others authors and specifies them for encountered situation. Also the author of the work has

gathered course books, supplementary materials and skill development exercises to make a material that is suitable especially for her students.

Besides developing materials also course itself has to be developed. It has to show the teacher an overall picture about what the course will be and where the course is going. When organising a course it is important to think about the order of the themes. It is advisable to put simpler topics in the beginning of the course. Because of this standard phrases for getting introduced are taught before complicated role-plays or real phone calls.

8.1 Themes for the course

During the interviews with the teachers the author of the work asked them to recommend books that could be useful for developing Business English language course for communicative skills. The teachers names books like:

- International Express by Liz Taylor;
- Market Leader by David Cotton, David Falvey and Simon Kunt;
- In Company by Simon Clarke.

During the practical part the author of the work studied these books and made a list of the basic themes. The themes of the business language courses for elementary level were alike(see Appendix 10, 11, 12). The common themes were involved in the questionnaires that were meant for finding out the notion about the Business Language course as well as in the needs analysis that were carried out to find out the necessities of students and companies.

The common themes for the courses were:

- Socializing, getting introduced and greet a person
- Telephoning, starting and ending a call
- Checking information
- Leaving a message
- Getting started a presentation

Also few written communication skills were mentioned like writing a message, e-mails and letters.

After this study the author realised that Business English learners need to have certain skills for doing their jobs better. Socializing is one of such skills and it is used in business related interaction. This interaction is happening everywhere, at the airport when welcoming a visitor and showing around, at the company when introducing a visitor, in a corridor when greeting a visitor, making small talks before and after the meeting, chatting

during a coffee break, in at restaurant asking a visitor out to a meal or even attending a conference.

Evan Frenedo writes that there are linguists that consider that socializing does not belong to Business English at all. From the authors practise and also from the needs analysis it is seen that many Business English learners feel unsafe about socialising with a visitor.

Ellis and Johnson declare tree types of socializing:

- Particular purpose socializing, for example, ordering a meal. These skills will be useful for people who travel a lot.
- Social socializing, for example, greeting and saying goodbye.
- Conversational socializing, for example, speaking about the weather.

The author of the paper thinks that the basement of every socializing is getting introduced. It plays a major part of a good business interaction because scientists have proved that first impression of a person is of a very great importance. Good introduction, ability to lead small talks and good communication on the telephone can greatly help in business. Also the result of needs analysis of the author's students has admitted that these themes are important and has to be worked on.

From the learners needs analysis the author of the work understood that the first think that her learners need is making conversation. The hardest thing about making a conversation is small talks. Small talks require being polite and talking about subjects that are little to do with business.

Frenedo describes that small talks are conversations about neutral topics which are not business related. These talks have different functions, for example, time fillers, relationship building, filling a silence moment or changing topics. Ability of making small talks is a useful thing for business people. During this conversation a warm and friendly atmosphere appears and it can help to improve business operations. Ellis and Johnson agree that small talks can appear everywhere, for example:

- While waiting at the photocopier
- Just before and after the meeting
- In a coffee break
- Before speaking about serious things
- While meeting someone in a corridor
- While waiting the needed person to arrive
- During the trips to other companies
- Working with a client

Small talks are a part of our lives. Also in English language courses small talks appear, for example, before the lesson. These are natural conversations which happen on their own still sometimes learners will ask the teacher to prepare a practise activities for developing these skills in a business related atmosphere.

During small talks special topics and language can be used. Small talks are not hard to learn because certain language is used. Sylee Gore and David Gordon Smith in their book English for Socializing states that there are safe topics like weather and travel and dangerous topics for example, politics, and religion. Personal topics are usually avoided at first meetings. Typical topics are:

- The weather
- Travel to a place of meeting
- Accommodations
- Previous visit to country
- Topics related to visitors own country

In their book Gore and Smith shows that role-play and simulation can be easily designed for practicing socializing skills in a safe environment. Furthermore, also Frendo agrees that these activities help the students to communicate between themselves and gain experience in a situation that is true to life. This proves that theses activities are very suitable for developing communicative skills.

One of the most needed ability that was mentioned in the needs analysis was answering the telephone call. This can frighten any language learner. First it is because normally person is in a middle of doing something different and there is no time to prepare. You are left alone with your own knowledge and you have to survive. Second there is no body language that can help as well as no materials which could help to express the idea or understand what is being asked.

Ellis and Johnson insist that a good phone call has a clear aim and the aim has to be reached during it. If a person has to leave a message, it must be done and bad language skills are not an excuse. Speaking on the phone is not very difficult and because of this useful phrases for conversation can be learned with ease.

There are standard phrases that person has to know for telephone conversations and because of this it is easy to teach them also at an elementary language level for example can I take a message? or I am calling about... and phrases which allows the speaker to control the conversation for example, Could you repeat that? Or I did not quite catch you.

There are different ways how to develop speaking on the telephone skill but no matter what exercises are used students have to gain confidence in this theme. It is

advisable that elementary students repeat the conversation for many times so that the phrases of the conversation grow together with the user. After this students will not get confused in real life situations because they will have tried it out.

Negotiation is what people do on an every day basis. Frendo explains that it is a discussion with each other when a compromise has to be found. Still negotiation is not so simple as it can be appear. There are several types of negotiation in Business English. Frendo explains that first type is win-lose or competitive type. It describes a situation where there are two different opinions or goals and each side wants and tries to defend the positions. Other type is win-win or integrative. During this negotiation a discussion is developing and common things are searched. This helps to find an alternative solution. In real life there are not only win-win or win-lose situations. They are mixed together therefore a good negotiator will feel when competitive situation appears and how to integrate it to get compromise.

To finish up the author want to remind that during the course target skills must be developed and it is not enough to present only the material. Business people are used to very high standards of quality therefore materials given to them must satisfy their needs, be up to date, in appropriate look and based on the target.

From the practise the author of the Diploma Paper can say that the speed of work in groups is always faster and it is important to change activities so the pace of the work does not stop. Individual monologues are considered to be good because they give the opportunity to work with students' individually and it encourages them. Still it is time consuming and others can lose patience. In most cases this activity is not used in language centres.

To avoid from the situation named above pair and group works can be of a good help. Also communicative skills are developed during the process. To make the lesson interesting role-plays and simulations can become an important element of the course as well as group discussions. During discussion activity everybody is involved and the teacher becomes as an observer of the process. As the course of the author is based on communication working with communicative activities is the best way how to gain students' interaction.

9. THE PRACTICAL IMPLEMENTATION OF THE COURSE

There are different ways how to teach a language. Richard and Marjorie Bandains state that all around the world students sit in a class and do exercises one by one. This has been the most popular type of teaching and learning a language for several years. Doing this type of learning students practise their knowledge of a language but the questions that rises is whether students can develop their ability to speak and communicate by just doing exercise. This type of learning can be boring still it is considered that it is very necessary and practitioners see only the advantages of working like this. These teachers find this type of learning as a basic truth but still there are some who try to seek for new ways how to develop their course and give the students a possibility to practise in a different way.

Based on the Needs Analysis of the companies and students the author of the Diploma Paper found materials and developed a course with four main themes which were taught to the students using two types of teaching. These themes were:

- Starting a call
- Welcoming a visitor
- Making and changing arrangements
- Leaving a message

Themes starting a call and making and changing arrangements were taught without communicative activities. The theory was giving in tables or list of phrases and a translation was done. Students had to translate the phrases and write them down.

When the theory was presented students had to do the exercises on the theme. They filled in the exercises, read them aloud for the whole class and during that the teacher checked them. There were different types of exercises that students had to do independently. The materials of the themes can be seen in appendices with number from 13 till 16. These exercises were as follows:

- Putting the conversation in the correct order;
- Matching the beginning of the sentences with the endings;
- Making formal conversations from informal;
- Filling in the gaps;
- Writing a dialogue from a given situation ;
- Finishing the sentences.

The other two themes welcoming a visitor and leaving a message were taught using communicative language teaching method. The theory was taught using slips of papers that were matched under the titles of the phrases or a discussion was lead about the meaning and usage of the phrases. Discussions were first between the students in the groups and afterwards a teacher was answering to the questions that had appeared. The practical part of the themes was taught using communicative activities. There were different tasks for the students like:

- Writing a comics;
- Acting out a role-plays;
- Playing games;
- Matching slips of papers;
- Doing information gap exercises;
- Solving problems;
- Finding out a puzzle;
- Making dialogues;
- Working in groups and pairs.

After the course students were asked to express their opinion about the activities which were used during the studies. The author of the Paper tried to get an answer to the question whether communicative activities helped or did not help the students to develop communicative skills.

After studying the results of the questionnaire the author of the Diploma Paper realised that students' opinion about the activities differed greatly. The reason which the author could think of was that there are different kinds of learners; some understand the information visually, some during discussions or some only by working on their own. During the research students admitted that not only communicative activities helped them to learn the themes better. Still their opinion was that communicative activities helped them to learn and develop their communicative skills better. Students evaluated that activities which were not based on communication developed their other areas of the language like writing and reading.

Students' opinion was that translations helped them to get acquainted with new words and phrases and that during this process they learned new words. Students suggested that maybe this is useful way how to learn new topic, but it is very monotone.

Doing exercises one by one helped them to understand the theme easier and it showed them their level of knowledge. If they had understood the topic, they were able to

do the exercise but if they had not understood, problems appeared. They continued that it was useful still it took a lot of time and they got bored very soon.

Respondents pointed out that writing situation helped them to understand the theme better still it was rather hard as their vocabulary baggage is not as big as they would like and therefore before writing they had to understand what to write. Students confessed that as they are thinking what to say in Latvian they unwillingly make the sentence as complicated as in Latvian and this influence their ability to express themselves.

When the learners were asked their opinion about the communicative activities students answered that for developing communicative skills these activities were more useful. Learners really liked group and pair works because the information was easier demonstrated and they could understand it. Helpful was not only the teacher but also group mates. Working together helped them to do the tasks better because they believed that two people know more than one. They continued that while they were working together they could practise the usage of the language in real life and this was interesting to experience.

Writing dialogues and situations was considered to be very hard exercises, because learners had to think a lot on their own. It was hard for them to understand what to write. Still the students admitted that this was very useful as they had to think a lot before doing the task.

Comic's activity was called as one of the fun works. They had a great laugh and they could imagine what is happening in the pictures. Still it was also hard to decide how to make a dialog according to the pictures.

Also role-plays were mentioned as fun and helpful activities still there were people who did not quite like them because it had been hard to understand the requirements. They admitted that during role-plays both partners should be involved in the exercise. It has been hard to communicate if the partner was not active himself. The same was mentioned for working in groups and pairs. From this the author realised that students should be motivated so that they participate in every task of the lesson.

When they were asked about the opinion about the games in the classroom they said that it was a great way how to revise everything that they had learned and it was something new brought in the study process. Game could give the advantage to wake students up after a tiring work. They would like to have these activities more in the classroom because even excitement appeared.

Students had to evaluate whether these activities that were used during the course helped them to develop communication skills and the answers were that group works, pair works, comic's activity, role-plays and games helped them to develop these skills, but

translations and doing exercises one by one did not help to communicate. From this the author of the Diploma Paper proves that communicative activities or in other words Communicative Language Teaching Method helps to develop Business English communicative skills.

To sum up the author has to say that students did not enjoy individual work, giving examples and writing conversations because it was just doing exercises one by one with no chance to communicate with colleagues. As they had to read and translate the theory and then did the exercises individually the atmosphere in the classroom was uncomfortable. During this type of learning students got sleepy and not interested in the topic.

When communicative language teaching method was used more fun and jokes appeared. Students were enjoying the process of studies. They admitted that working together with group mates helped them to develop communicative skills. Learners could practise real life conversations and they had the opportunity to speak without being afraid to make mistakes. This could happen because of the help of other group mates. Still they admitted that they make simple things complicated and after that they got confused; therefore they need more practise and regular revision.

While students were learning the themes of the course, the author of the Diploma Paper evaluated the achievements of her students. The reason for doing it was to find proof that Communicative Language Teaching Method develops the communicative skills better.

10. EVALUATION OF THE PRACTICAL IMPLEMENTATION OF THE COURSE

Evaluation is of a great importance during the study process. It gives the answers to questions like are the aim of the course reached or are the methods useful for the course. Testing students is the most common way how to find out the results of the study process and from this data the evaluation can be done.

After studying each topic the students had to pass an oral test, which was based on a real life situation. Mostly they were role-plays which tested their ability to communicate. Their abilities on the topic were evaluated according to author develop criteria. The marks were given in five-grade scale where one was poor and five was excellent. There were five critics that were taken in consideration during the oral test (see Appendix 17). These critics were as follows:

- Fluency of speech;
- Grammar use;
- Listening comprehension;
- Pronunciation;
- Vocabulary appropriateness and complexity.

When all four themes were taught the results of the oral test were compared. After studying the data the author of the work proved her hypothesis of the work. Themes that were taught with a help of communicative activities had higher results than in those were no communication activities were used. The oral test results showed that students had more fluent speech in the themes where communicative language teaching was used. Also the use of the grammar had improved because students had thought about the phrases of the topic and they did not concentrate only on the translation. As students spoke more also the pronunciation of the words and phrases had improved. Important thing to evaluate was also the usage of the vocabulary. Here the author of the work has to admit that the complexity of the vocabulary had risen in those topics where communicative language teaching method was used.

During the study process a conclusion was drawn that there have not been development in comprehension because students knew about what the tasks will be and what to say during the activities. Students maintained the understanding of the speaking person in both used methods.

Another thing that was observed during the tests was that in the oral tests of the themes where communicative language teaching method was not used students skipped a lot of words and spoke in more simple sentences. Students did not have fluency and they thought a lot what to say and how to formulate a sentence. In the themes where communicative language teaching method was used students spoke more confident, tried to speak more than was asked to and used more complicated words and phrases.

The author of the Diploma Paper wanted to find out also the students opinion and evaluation of the course therefore a questionnaire was made (see Appendix 18). After the studies students were asked to evaluate their own knowledge of the learned topics with a help of a scale where 1 meant poor and 5 meant excellent. All the given marks were summed up and a table was made according to the given evaluation.

TABLE 2. Students Evaluation of their Knowledge.

Theme	Given marks		Sum of the marks	Average mark
Starting a call	Poor	0	74	3,7
	Bellow average	0		
	Average	9		
	Above average	8		
	Excellent	3		
Welcoming a visitor	Poor	0	81	4,05
	Bellow average	0		
	Average	4		
	Above average	11		
	Excellent	5		
Making and changing arrangements	Poor	0	69	3,45
	Bellow average	3		
	Average	7		
	Above average	8		
	Excellent	2		
Leaving a message	Poor	0	85	4,25
	Bellow average	0		
	Average	2		
	Above average	11		
	Excellent	7		

From the students evaluations it can be admitted that those themes which were taught with a help of communicative language teaching method got more points. In the questionnaires students admit that they have developed communicative skills, still more practise is needed. Their opinion is that the language should sound alive and therefore more and more practising should be done. Students also admitted that testing in groups helped them to learn communicative skills better because then they could listen to others and practise their own abilities in real life situations.

To summarise the author of the Diploma Paper has to admit that Communicative Language Teaching Method is advisable for developing communicative skills. Adult students enjoy working in groups and pairs, using games, comics and other entertaining activities because then the time of the lessons passed without even noticing it. Students feel relaxed and free to gain as much as they can.

CONCLUSION

There are different opinions about Business English language course teachers. Some believe that Business English teachers are language specialists whose responsibility is to solemnly teach the language. Yet, the author of the Paper believes that taking part and actually communicating with the students in the classroom during the lesson is the primal condition for the students to become acquainted with the language that they try to learn, so that they can freely communicate with their peers no matter whether that is a business trip or a holiday excursion to a foreign country. Business English is more than just talking about business or about business language. Rather it is doing business and successful communication in nowadays international environment.

One of the most important cornerstones of Business English language course is the needs analysis. It gives an insight to a teacher about what should be taught in the particular course. Moreover, it gives a clear idea about where and how students could have a need to communicate in the future. With the help of the needs analysis a teacher can set the target of the course just by analysing the data. These data can also provide an idea about the pedagogic methods that are most wanted by students.

The author of this Paper names the pros and cons of using course books and supplementary materials. The deduction, however, is that self-made activities are more advisable for specific courses than ready source material. Self-made activities unlike ready source materials have the prerogative to satisfy the specific needs of a business learner. The author comes to a conclusion that the courses can be developed not only by getting acquainted with books that are available, but also by studying the authentic materials that are available for the teacher. These materials bring closer to the business world not only students, but also the teacher, and such a phenomenon plays a great importance during the Business English course. These materials are as helpful as the needs analysis. Authentic materials can become a source for understanding what should or should not be put in a course. Nevertheless, a teacher must be careful with authentic materials as they can contain a commercial secret or be inadequate for the learners.

When the comment on the course case study is asked, the author of the paper finds the possibility to improve it. The case study of this diploma paper could be improved by using technologies. For example, the telephone could be used when checking students' ability to bring the acquired knowledge into effect. During the course there were three topics connected with telephone conversations. Thus, the teacher could check the foreign

language abilities of her students by giving unexpected calls to the office. Likewise, this could also work as an oral test. Another advantage of using the telephone within the framework of the course could be that during or after the lesson students could easily reach their teacher in case if some urgent problems or questions appear.

This research could also be improved by involving the Internet in the process of studies. Students could send e-mails with questions, suggestion and homework to teacher through World Wide Web. In addition, the Internet is a large information resource not only for learners, but also for teachers. Getting introduced to the websites of other companies and finding necessary information about them could become only some of the tasks that could develop business language skills.

A real improvement of the course and its topics could be reached by intercultural training. It would help learners to communicate with people who represent other countries and cultures. In the basis, the main reason for learning a foreign language never changes–the need to communicate with foreigners stays the number one.

The area for further research can be pointed out, as well. Business writing is another cardinal area of Business English as it involves documents such as letters, e-mails, faxes, contracts, reports and CVs. This paper is written on the oral communication skills for employees, yet, written communication skills should be developed as well.

On the one hand, written communication is easier than oral communication. Oral communication is something what happens on the spot with little or no time for spare consideration. Whereas written communication allows additional time to understand what is asked and to find the best possible way of responding. On the other hand, oral communication is more natural and true. This finds expression not only due to the time shortage, but also because it adds some extra information through the body language. During the written communication a person is able to plan and organize the text with the help of linking devices, think about the correct spelling, punctuation and tone. One has a possibility to look in a dictionary for the most suitable word or phrase and to think about the correct word order in the sentences. Consequently, because of this research in oral communication the author of the Paper can declare that oral communication skills differs a lot from written communication skills.

Everything that has been said clearly illustrates that communication skills are of a great importance in nowadays business and travel based world. Since English has become the number one language of international communication, it is inevitable that more and more non English language speakers look for ways to acquire or to improve their English language skills.

THESES

1. Business English is a knowledge with special functions which is a part of English for Specific Purposes and General English. The differences appear only in the vocabulary. Business English can not be separated also from communication and ability to use the language for communication.

2. Quick, reliable and easy to check Placement Test has to be carried out before the course. It helps to evaluate the knowledge of the students according to International Performance Scale which gives the idea what students are and what they are not able to do. This test should also involve the evaluation of communication so the teacher gets vivid picture of the abilities.

3. The notion of Business English is that during the course the students should learn how to communicate therefore communicative themes and activities must be involved.

4. Teachers have several roles during the Business English course and it greatly differs from General English course.

5. Adults have different level knowledge, special aim and expectations about the themes and methods that should be used in the course. They are interested in the context and themes that should be real to life and with ability to use them at once.

6. Communicate Language Teaching Method provides real life communication and stimulates students to speak in unthreatening atmosphere. Communicative activities are those were this communication can happen, like role-plays, simulations, dialogues, games etc.

7. Needs Analysis is the basement of course design. All involved sides have to express their opinion about the needs of the course.

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APPENDICES

1. Common European Framework of Reference for Languages
2. General Questionnaire
3. Interview with teacher Kristīne M.
4. Interview with teacher Linda A.
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1. Common European Framework of Reference for Languages

Level	Description
A1 Basic User/Breakthrough	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/her and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
A2 Basic User/Way stage	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
B1 Independent User/Threshold	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
B2 Independent User/Vantage	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint

	on a topical issue giving the advantages and disadvantages of various options.
C1 Proficient User/Effective Operational Proficiency	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/her fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
C2 Proficient User/Mastery	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

6. Kādas tēmas būtu jā māca biznesa angļu valodasursos?

Novērtējiet tēmu nepieciešamību izmantojot skalu no 1(nevajadzīga) līdz 5(vajadzīga) vai miniet savu variantu!

<i>Tēmas</i>	<i>1-5</i>
Skaitļi un tautības	
Iepazīšanās sarunvaloda	
Ēdiena pasūtīšana restorānā, viesnīcas rezervēšana	
Telefonsarunas	
Informācijas sniegšana, pieprasīšana un pārbaudīšana	
Ziņu atstāšana	
Formālais un neformālais stils	
Tikšanās sarunāšana	
Sarunu veidošanas prasmes	
Prezentāciju sākšana	
Cits variants _____	
Cits variants _____	
Cits variants _____	

7. Kādā veidā būtu jā māca biznesa angļu valoda?

Novērtējiet veida atbilstību izmantojot skalu no 1(neatbilstošs) līdz 5(atbilstošs) vai miniet savu variantu!

<i>Veids</i>	<i>1-5</i>
Izmantojot dialogus, kas tuvināti reālajai dzīvei	
Vadot lekciju	
Izmantojot spēles, lai aktīvi apgūtu vielu	
Izmantojot lomu spēles	
Izmantojot simulāciju	
Izmantojot grupu un pāru darbus	
Izmantojot tulkošanu uz latviešu valodu	
Pildot uzdevumus	
Rakstot diktātus	
Atbildot uz jautājumiem	
Taisot plakātus, uzdevumus	
Cits variants _____	
Cits variants _____	
Cits variants _____	

Paldies par atsaucību!

Aizpildīto anketu atgrieziet tās autorei vai nosūtiet uz linda@lideris.lv vai laura.valtere@gmail.com

3. Interview with teacher Kristīne M.

Intervija

Skolotāju viedoklis par komunikatīvo aktivitāšu nepieciešamību biznesa angļu valodas kursos

Skolotāja: Kristīne Mozule, mācību centrs „Valodu Vēstniecība”

Jautājums: Čau! Paldies, ka atradi laiku arī manam diplomdarbam. Būšu tava parādniece.

Atbilde: Ko tik kursa biedru dēļ neizdarīsi! Sākam?

J: Labi! Tātad, es zinu, ka Tu strādāja Valodu Vēstniecībā, kura nodarbojas arī ar biznesa angļu valodas kursu organizēšanu. Tieši tādēļ es gribēju uzzināt tavu viedokli par tēmām kādas būtu jā māca un, protams, arī par veidu, kā būtu jā māca pieaugušie. Kā jau tu zini tavas atbildes es izmantošu, savā diplomdarbā „Komunikatīvās valodas mācīšanas metodes pielietošana biznesa angļu valodas komunikatīvo iemaņu attīstīšanai pieaugušajiem”. Tātad pirmais jautājums: kādas metodes būtu jālieto, lai pasniegtu lietišķo angļu valodu pieaugušajiem?

A: Manuprāt, pēc iespējas vairāk komunikācijas. Piemēram, dažādas lomu spēles, kur varētu iejusties lomās un izjust iespējamo situāciju.

J: Kā Tu raksturotu komunikāciju aktivitātes?

A: Aktivitātes, kurās ir iesaistīti pēc iespējas vairāki runāšanas uzdevumi.

J: Pēc tavām domām, cik nepieciešamas ir komunikāciju aktivitātes mācību procesā?

A: Ļoti nepieciešamas. Pēc iespējas biežāk.

J: Cik bieži Tu izmanto komunikāciju aktivitātes?

A: Katru nodarbību bez izņēmumiem.

J: Šeit būs tabuliņā ar komunikāciju aktivitātēm. Atzīmē tās, kuras tu izmanto savā darbā.

A: Atzīmēju!

Aktivitāte	Es izmantoju
Grupas anketas	
Dialogi	X
Uzdevumi ar informācijas nepilnībām	X
Spēles	X
Bilžu stāsti	X

Lomu spēles	X
Simulācija	X

J: Kāpēc tieši šīs aktivitātes?

A: Tādēļ, ka visās šajās aktivitātēs ir daudz jārunā un jāizmanto savas zināšanas praksē.

J: Nākošajā tabuliņā ir tēmas, kuras varētu būt iekļautas biznesa angļu valodas kursos.

Novērtēt tēmu nepieciešamību izmantojot skalu no 1(nevajadzīga) līdz 5(vajadzīga).

Tēmas	1-5
Skaitļi un tautības	3
Iepazīšanās sarunvaloda	5
Ēdiena pasūtīšana restorānā, viesnīcas rezervēšana	4
Telefonsarunas	5
Informācijas sniegšana, pieprasīšana un pārbaudīšana	5
Ziņu atstāšana	4
Formālā un neformālā sarakste	5
Tikšanās sarunāšana	5
Sarunu veidošanas prasmes	5
Prezentāciju sākšana	4

A: Noteikti prasīsi kāpēc tieši tā es novērtēju. Nu, tādēļ, ka vadījos pēc principa kas ir visvairāk nepieciešams tieši biznesa cilvēkam un tas ir iepazīties, runāt par telefonu ,sarunāt tikšanos, sniegt, pieprasīt un pārbaudīt informāciju un pie visa darīt to pareizā stilā.

J: Atkal vēlos lai tu novērtē izmantojot skalu no 1(neatbilstošs) līdz 5(atbilstošs) veidus kādos būtu jā māca biznesa angļu valoda?

Veids	1-5
Izmantojot dialogus, kas tuvināti reālajai dzīvei	5
Vadot lekciju	1
Izmantojot spēles, lai aktīvi apgūtu vielu	5
Izmantojot lomu spēles	5
Izmantojot simulāciju	5
Izmantojot grupu un pāru darbus	5
Izmantojot tulkošanu uz latviešu valodu	4
Pildot uzdevumus	3
Rakstot diktātus	2
Atbildot uz jautājumiem	4

A: Domāju, ka šādi būtu pareizi. Lekcijas ir nepiemērotas pilnībā tieši tāpat kā vienkārša uzdevumu pildīšana. Un kuram pēc skolas patīk rakstīt diktātus? Man liekas, ka nevienam. Plakāti man liekas, ka ir vairāk domāti pusaudžiem, nevis pieaugušajiem un uzdevumu veidošana... tas prasa daudz laika.

J: Ko studentiem būtu jāzina beidzot biznesa angļu valodas kursu?

A: Visu, kas ir saistīts ar biznesa pārrunu vešanu, tikšanās organizēšanu, sapulču vadīšanu, formālu vēstuļu rakstīšanu utt.

J: Un kādas grāmatas Tu rekomendētu komunikatīvo aktivitāšu izmantošanai biznesa angļu valodasursos?

A: American Express, Market Leader u.c.

J: Liels paldies!

A: Lūdzu!

4. Interview with teacher Linda A.

Intervija

Skolotāju viedoklis par komunikatīvo aktivitāšu nepieciešamību biznesa angļu valodas kursos

Skolotāja: Linda Adamova, mācību centrs „Līderis”

Jautājums: Labdien! Priecājos, ka piekritāt ar mani tikties.

Atbilde: Viss kārtībā. Arī es bija nepieciešama palīdzība rakstot diplomdarbu.

J: Tā kā es zinu, ka Jūs strādājat mācību centrā „Līderis”, kurš nodarbojas ar biznesa angļu valodas kursu organizēšanu, es gribētu uzzināt Jūsu viedokli par biznesa angļu valodas kursā nepieciešamajām tēmām un to labākas apguves veidiem. Kā jau iepriekš minēju Jūsu atbildes es izmantošu, kā pētījuma materiālu diploma darbam „Komunikatīvās valodas mācīšanas metodes pielietošana biznesa angļu valodas komunikatīvo iemaņu attīstīšanai pieaugušajiem”. Vai varam sākt?

A: Protams!

J: Kādas metodes būtu jālieto, lai pasniegtu lietišķo angļu valodu pieaugušajiem?

A: Es domāju, ka šādi kursi būtu jāpasniedz izmantojot Direct Method un Learning through content, protams, neaizmirstot interaktīvās metodes, kas studijas padara daudz interesantākas.

J: Kāpēc tieši Direct Method?

A: Laikam būtiskākais iemesls ir tādēļ, ka izmantojot šo metodi kursi tiek vadīti angļu valodā. Ja mēs runājam par Learning through content, man šķiet, ka nosaukums jau pasaka visu priekšā.

J: Ko Jūs domājat par Communicative Language Teaching Method?

A: Jā! Ļoti labs veids kā pasniegt kursus, jo centrā tiek nolikts students. Tiek izmantotas manis jau iepriekš pieminētās interaktīvās aktivitātes un šajā metodē tās tiek balstītas uz reālām dzīves situācijām. Pieaugušajiem tas patīk, jo viņi redz iemeslu kāpēc to vajag mācīties. Pie tam vēl šis te zināšanas var uzreiz likt lietā.

J: Kā Jūs raksturotu komunikāciju aktivitātes?

A: Es uzskatu, ka komunikācijas aktivitātes ir aktivitātes, kurās lielākais akcents tiek likts uz verbālo sazināšanos ar noteikto mērķi.

J: Jā! Ka Jums liekas, cik nepieciešamas ir komunikāciju aktivitātes mācību procesā?

A: Ārkārtīgi nepieciešamas, bez tām nevar apgūt svešvalodas komunikācijas prasmes.

J: Cik bieži Jūs izmantojiet komunikāciju aktivitātes?

A: Ļoti bieži. Mēģinu veltīt tām līdz pat vienai stundai nodarbībā.

J: Šeit uz lapīnas ir uzrakstītas komunikāciju aktivitātes. Kuras no šīm Jūs izmantojiet un kāpēc?

A: Tātad, es izmantoju dialogus, jo tie palīdz pilnveidot svešvalodas prasmes, spēles, jo tās ir ļoti motivējošas un perfekti aizstāj tipiskos uzdevumus. Tad vēl bilžu stāstus, jo šajos uzdevumos situācijas tiek vizualizēta, kas palīdz attīstīt asociatīvo domāšanu un pie reizes mācīšanos. Protams, Role-play, jo tie piedāvā dažādas tematiskās variācijas. Jā! Simulācijas pluss ir tāds, ka tā ir ļoti pietuvināta reālajai dzīves situācijai, kas ir ļoti noderīgi tieši strādājot ar pieaugušajiem.

J: Vai būtu vēl kādas komunikāciju aktivitātes, ko Jūs ieteiktu, kas šeit nav minētas?

A: Kā būtu ar aktivitātēm, kuras ir balstītas uz apgūstāmās vielas kontekstu? Tās palīdz attīstīt analizēšanas prasmes.

J: Ļoti laba ideja! Paldies! Tagad, kad esam noskaidrojušas kādā veidā būtu jānāca es gribētu uzzināt Jūsu viedokli par tēmām, kuras būtu jāiekļauj biznesa angļu valodas kursos. Šeit ir saraksts ar tēmām. Novērtējiet tēmu nepieciešamību izmantojot skalu no 1(nevajadzīga) līdz 5(vajadzīga). Ja jums ir ideja, kādas tēmas vēl vajadzētu iekļaut kursā pierakstiet tabulas beigās.

A: Tā! Darīts!

Tēmas	1-5
Skaitļi un tautības	4
Iepazīšanās sarunvaloda	5
Ēdiena pasūtīšana restorānā, viesnīcas rezervēšana	4
Telefonsarunas	5
Informācijas sniegšana, pieprasīšana un pārbaudīšana	5
Ziņu atstāšana	5
Formālā un neformālā sarakste	5
Tikšanās sarunāšana	5
Sarunu veidošanas prasmes	5
Prezentāciju sākšana	5
Socialising Skills	5
Effective Communication (verbal, written)	5
Nozarei atbilstoša terminoloģija	5

J: Kāpēc tieši skaitļiem un tautībām un ēdiena pasūtīšanai restorānā un viesnīcas rezervēšana Jūs ielikāt 4?

A: Pirmkārt domāju, ka ne visiem biznesa angļu valodas studentiem tas ir nepieciešams un otrkārt, ar to vairāk nodarbojas skolotāji, kas māca General English.

J: Jūs esat pievienojusi klāt vēl trīs citās tēmas. Kādēļ šādās?

A: Biznesa angļu valodā ir jābūt ne tikai runāt smuki pa telefonu, bet jāprot satiekties ar klientu vai ārzemju viesiem runāt arī par neko, piemēram, skaisto laiku vai nedēļas nogali. Citiem vārdiem sakot šis te small talks un Socialising Skills tieši attīsta šīs te spējas. Tad es vēl pievienoju Effective verbal and written Communication, jo biznesā tas ir ļoti svarīgi. Panākt, ka tevi uzklausa, tavu produkciju pērk un kā lai to izdara, ka nespēj pārliecinoši runāt un rakstīt?

J: Un tad Jūs esat pievienojusi tēmu nozarei atbilstoša terminoloģija.

A: Jā! Šeit parādās tieši šis te ESP ietekme, jo arī Business English ir speciāla terminoloģija. Vocabulary, kas ir vairāk business related.

J: Man ir sagatavota vēl viena tabuliņā. Tagad es gribētu Jūs lūgt novērtēt atkal izmantojot skalu no 1(neatbilstošs) līdz 5(atbilstošs) kādā veidā būtu jābūtu biznesa angļu valoda?

A: Laikam ir!

Veids	1-5
Izmantojot dialogus, kas tuvināti reālajai dzīvei	5
Vadot lekciju	2
Izmantojot spēles, lai aktīvi apgūtu vielu	5
Izmantojot lomu spēles	5
Izmantojot simulāciju	5
Izmantojot grupu un pāru darbus	5
Izmantojot tulkošanu uz latviešu valodu	5
Pildot uzdevumus	5
Rakstot diktātus	3
Atbildot uz jautājumiem	4
Taisot plakātus, uzdevumus	4
Uzdevumi, kuros paredzēts izmantot iegūtās iemaņas	5

J: Vai Jūs varētu pakomentēt kādēļ tā?

A: Tātad, izmantojot dialogus, kas tuvināti reālajai dzīvei, man liekas, ka komentāri ir lieki, Vadot lekciju? Tas nav atbilstošs veids, kā pasniegt angļu valodas kursis vispār, jo skolēniem netiek iedota iespēja izmēģināt. Spēles, lomu spēles un simulācija, tieši tāpat kā

pāru un grupu darbi ir labs veids, ka pasniegt tieši komunikāciju. Tā ir prakse, kas studentiem ir nepieciešama. Runājot par tulkošanu, pieaugušiem studentiem tas ir nepieciešams it sevišķi ja tas ir elementary līmenis. Kā tad, lai savādāk viņi saprot. Pildot uzdevumus tā atkal ir prakse. Diktāti es domāju nav labākais veids, bet tās ir noderīgi, lai pārbaudītu writing skills. Atbildot uz jautājumiem, tikai tad, ja tie tiek pareizi uzdoti. Tas nozīmē, neprasot jautājumu, kurā jau ir iekļauta atbilde. Piemēram, Is it a book? Un atbilde Yes, it is. Tas īsti neko nedod, ja nu vienīgi grammar practise un short forms. Plakāti un uzdevumi: noderīgi, bet prasa daudz laika un pieaugušajiem īsti viņā nav. No sevis ieteiktu iekļaut arī uzdevumus, kuros ir paredzēts izmantot tieši gūtās iemaņas.

J: Ko studentiem būtu jāzina beidzot biznesa angļu valodas kursu?

A: Tātad:

1. jāpārzina savas nozares specifiku angļu valodā . Es domāju tieši terminoloģiju un jāprot tā pielietot;
2. jāapgūst nepieciešamās prasmes un iemaņas
3. jāapgūst profesionālās prasmes un jāprot tās pielietot, piemēram, kā sarunu veidošana, prezentācijas prasmes, telefonsarunas, lietišķā sarakste u.t.t.
4. jāpaplašina lietišķās angļu valoda vārdu krājums

J: Kādās grāmatas Jūs rekomendētu komunikatīvo aktivitāšu izmantošanai biznesa angļu valodasursos?

A: Latvijā pieejamās grāmatas tieši priekš Elementary Business English ir Market Leader kuru izdod Longman un In Company, kuru savukārt izdod Macmillan. Sajās grāmatās ir iekļautas arī komunikāciju aktivitātes, ka Role – plays, case studies, discussions. Īstenībā labas grāmatas.

J: Tas laikam viss. Paldies!

A: Ceru, ka palīdzēju.

5. Interview with teacher Jelizaveta S.

Intervija

Skolotāju viedoklis par komunikatīvo aktivitāšu nepieciešamību biznesa angļu valodasursos

Skolotāja: Jelizaveta Salikova, mācību centrs „Līderis”

Jautājums: Sveiki! Paldies par atsaucību.

Atbilde: Nav par ko. Prieks palīdzēt!

J: Es zinu, ka Jūs strādājat mācību centrā „Līderis”, kurš nodarbojas ar biznesa angļu valodas kursu organizēšanu. Šajā sakarā gribētu uzzināt Jūsu viedokli par biznesa angļu valodas kursā nepieciešamajām tēmām un to labākas apguves veidiem. Jūsu atbildes es izmantošu, savā diplomdarbā „Komunikatīvās valodas mācīšanas metodes pielietošana biznesa angļu valodas komunikatīvo iemaņu attīstīšanai pieaugušajiem”. Esat gatava?

A: Jā!

J: Pirmais jautājums: Kādas metodes būtu jālieto, lai pasniegtu lietišķo angļu valodu pieaugušajiem?

A: Communicative approach, grammar-translation method, task-based language teaching

J: Kāpēc?

A: Communicative approach, jo tas iemāca studentiem komunicēt savā starpā un valodas apgūšana ir pirmkārt saistīta ar komunikāciju.

Grammar-translation method, jo tieši elementary level students vajag iztulkot visu viņiem saprotamā valodā, jo savādāk nav vērts turpināt strādāt. Viņi vienkārši nesaprot un pašos sākumos gramatikai arī ir jāpievērš uzmanība.

J: Jūs teicāt, ka ir nepieciešams Communicative approach. Kā Jūs raksturotu komunikāciju aktivitātes?

A: Aktivitātes, kurās akcents ir pievērsts komunikācijas prasmju attīstībai, piemēram, role-plays, simulations, dialogues.

J: Cik nepieciešamas ir komunikāciju aktivitātes mācību procesā?

A: Es uzskautu, ka ļoti nepieciešams. Tas ir ļoti svarīgi.

J: Cik bieži Jūs izmantojiet komunikāciju aktivitātes?

A: Ļoti bieži. Gandrīz katru nodarbību.

J: Šeit ir tabula ar komunikāciju aktivitātēm. Atzīmējiet ar X tās komunikāciju aktivitātes, kuras Jūs izmantojiet.

A: Atzīmēju!

Aktivitāte	Es izmantoju
Grupas anketas	
Dialogi	X
Uzdevumi ar informācijas nepilnībām	X
Spēles	
Bilžu stāsti	
Lomu spēles	X
Simulācija	X

J: Kādēļ tieši šīs aktivitātes?

A: Dialogus, jo var praktizēt tieši komunikāciju gandrīz on the spot un students praktizējas reālajai situācijai. Fill in the gaps exercises tādēļ, ka studentiem pašiem ir interesanti uzzināt, kam tur būtu jābūt un Role-plays un Simulation, jo pirmkārt tās ir interesantas aktivitātes, kas patīk pieaugušajiem otrkārt, tās var pietuvināt reālajai dzīvei.

J: Šeit atkal ir tabuliņa ar tēmām, kuras varētu mācīt biznesa angļu valodas kursos. Lūdzu, novērtējiet šīs tēmas izmantojot skalu no 1(nevajadzīga) līdz 5(vajadzīga).

Tēmas	1-5
Skaitļi un tautības	4
Iepazīšanās sarunvaloda	5
Ēdiena pasūtīšana restorānā, viesnīcas rezervēšana	5
Telefonsarunas	5
Informācijas sniegšana, pieprasīšana un pārbaudīšana	5
Ziņu atstāšana	4
Formālā un neformālā sarakste	5
Tikšanās sarunāšana	5
Sarunu veidošanas prasmes	5
Prezentāciju sākšana	5

A: Laikam ir gatavs! Noteikti tu prasīsi, kādēļ tieši šāds novērtējums. Domāju, ka skaitļi un tautības ir vairāk vispārīgs temats un ziņu atstāšana nav primārā lieta. Vispirms vajag iemācīties zvanīt un runāt, bet, protams, kursa tēmas ir atkarīgas no studentu valodas līmeņa un paredzētās kursa programmas.

J: Pēdējā tabuliņa. Novērtējiet atkal izmantojot skali no 1(neatbilstošs) līdz 5(atbilstošs) kādā veidā būtu jā māca biznesa angļu valoda?

A: Uzskatu, ka lekcijas nav pareizs veids, kā pasniegt kursus. Tas der tikai universitātē. Par diktātiem varu teikt, ka tie pārbauda tikai pareizrakstību un ja mēs runājam par plakātiem un paštaisītiem uzdevumiem, tad tie ir noderīgi tikai prasa ļoti daudz laika.

Veids	1-5
Izmantojot dialogus, kas tuvināti reālajai dzīvei	5
Vadot lekciju	1
Izmantojot spēles, lai aktīvi apgūtu vielu	5
Izmantojot lomu spēles	5
Izmantojot simulāciju	5
Izmantojot grupu un pāru darbus	5
Izmantojot tulkošanu uz latviešu valodu	5
Pildot uzdevumus	5
Rakstot diktātus	3
Atbildot uz jautājumiem	5
Taisot plakātus, uzdevumus	3

J: Ko studentiem būtu jāzina beidzot biznesa angļu valodas kursu?

A: Tas ir atkarīgs no macību programmas, no tā kādas ir studentu prioritātes. Protams var būt visas tēmas, kuras minēji iepriekš.

J: Kādās grāmatas Jūs rekomendētu komunikatīvo aktivitāšu izmantošanai biznesa angļu valodasursos?

A: Es izmantoju International Express. Tur klāt nāk teacher's book ar additional materiāls, kur ir ļoti daudz komunikatīvo aktivitāšu.

J: Vel reizi paldies par atsaucību. Tas šoreiz viss.

6. Interview with teacher Kristīne S.

Intervija

Skolotāju viedoklis par komunikatīvo aktivitāšu nepieciešamību biznesa angļu valodas kursos

Skolotāja: Kristīne Smerotkina, pašnodarbināta angļu valodas pasniedzēja

Jautājums: Pievēršamies intervijai. Tu māci pieaugušos, kuri gan mācās skolā, gan strādā jau ļoti atbildīgos amatos un tieši tādēļ es gribēju uzzināt tavu viedokli par tēmām kādas būtu jā māca biznesa angļu valodā un, protams, arī par veidu, kā labāk būtu jā māca pieaugušie. Tavas atbildes es izmantošu, savā diplomdarbā „Komunikatīvās valodas mācīšanas metodes pielietošana biznesa angļu valodas komunikatīvo iemaņu attīstīšanai pieaugušajiem”. Tātad pirmais jautājums: kādas metodes būtu jālieto, lai pasniegtu lietišķo angļu valodu pieaugušajiem?

Atbilde: Cilvēki pārsvarā mācās valodu, lai sarunātos, tādēļ domāju, ka komunikatīvās metodes būtu tās visnepieciešamākās.

J: Kā Tu raksturotu komunikāciju aktivitātes?

A: Uzdevumi, kuros cilvēks runā ar savu kolēģi, strādā kopā, pauž savu viedokli.

J: Pēc tavām domām, cik nepieciešamas ir komunikāciju aktivitātes mācību procesā?

A: Jo vairāk, jo labāk.

J: Cik bieži Tu izmanto komunikāciju aktivitātes?

A: Cenšos katru nodarbību.

J: Šeit būs tabuliņā ar komunikāciju aktivitātēm. Atzīmē tās, kuras tu izmanto savā darbā.

A: Atzīmēju!

Aktivitāte	Es izmantoju
Grupas anketas	
Dialogi	X
Uzdevumi ar informācijas nepilnībām	X
Spēles	X
Bilžu stāsti	X
Lomu spēles	X
Simulācija	X

J: Kāpēc tieši šīs aktivitātes?

A: Tādēļ, ka visās šīs aktivitātes ir ļoti izplatītas mūsdienās un sniedz iespēju stundu pavadīt interesanti un pat jautri. Pie visa studenti var lietot savas zināšanas praksē.

J: Nākošajā tabulīnā ir tēmas, kuras varētu būt iekļautas biznesa angļu valodas kursos. Novērtēt tēmu nepieciešamību izmantojot skalu no 1(nevajadzīga) līdz 5(vajadzīga).

Tēmas	1-5
Skaitļi un tautības	1
Iepazīšanās sarunvaloda	5
Ēdiena pasūtīšana restorānā, viesnīcas rezervēšana	2
Telefonsarunas	5
Informācijas sniegšana, pieprasīšana un pārbaudīšana	5
Ziņu atstāšana	3
Formālā un neformālā sarakste	4
Tikšanās sarunāšana	5
Sarunu veidošanas prasmes	3
Prezentāciju sākšana	2

J: Kāpēc šāds novērtējums?

A: Vērtēju ņemot vērā tēmas, kas būtu nepieciešamas tieši biznesa angļu valodā. Šis man likās pašas svarīgākās, kas būtu jāzina.

J: Atkal vēlos lai tu novērtē izmantojot skalu no 1(neatbilstošs) līdz 5(atbilstošs) veidus kādos būtu jā māca biznesa angļu valoda?

Veids	1-5
Izmantojot dialogus, kas tuvināti reālajai dzīvei	5
Vadot lekciju	1
Izmantojot spēles, lai aktīvi apgūtu vielu	5
Izmantojot lomu spēles	5
Izmantojot simulāciju	5
Izmantojot grupu un pāru darbus	5
Izmantojot tulkošanu uz latviešu valodu	3
Pildot uzdevumus	3
Rakstot diktātus	1
Atbildot uz jautājumiem	3
Taisot plakātus, uzdevumus	3

A: Laikam šādi. Lekcijas un diktāti ir pilnīgi nederīgi, lai iemācītu komunicēties, bet spēles, role-plays, simulation, group and pair work būs tieši laikā.

J: Ko studentiem būtu jāzina beidzot biznesa angļu valodas kursu?

A: Tās, kas ir mācīts kursa ietvaros. Es vispirms veiktu vajadzību analīzi. No tās es saprastu, ko viņiem vajag. Pēc tam uzliktu tekstiņu, lai saprastu, ko viņi zina. Atrastu kopsaucēju un to arī mācītu. Mācītu tā. Lai pēc kursa viņi to zinātu.

J: Un kādas grāmatas Tu rekomendētu komunikatīvo aktivitāšu izmantošanai biznesa angļu valodasursos?

A: Esmu dzirdējusi, ka International Express ir ļoti laba.

J: Paldies!

A: Vienmēr laipni!

7. Interview with teacher Natālija K.

Intervija

Skolotāju viedoklis par komunikatīvo aktivitāšu nepieciešamību biznesa angļu valodas kursos

Skolotāja: Natālija Karimova, mācību centrs „Līderis”

Jautājums: Labdien! Paldies, ka atradāt laiku tikties ar mani.

Atbilde: Lūdzu! Man pašai būs interesanti!

J: Es zinu, ka Jūs strādājat mācību centrā Līderis par pasniedzēju. Tieši tādēļ es gribēju uzzināt Jūsu viedokli par tēmām kādas būtu jā māca biznesa angļu valodas kursos un pie reizes noskaidrot ieteicamāko veidu, kā strādāt ar pieaugušajiem. Jūsu atbildes es izmantošu savā diploma darbā „Komunikatīvās valodas mācīšanas metodes pielietošana biznesa angļu valodas komunikatīvo iemaņu attīstīšanai pieaugušajiem”. Pēc Jūsu domām, kādas metodes būtu jālieto, lai pasniegtu lietišķo angļu valodu pieaugušajiem?

A: Nezinu, jo es neticu metodikai kā tādai. Uzskatu, ka vienīgais, kas ir vērtīgs un derīgs, ir individuāla pieeja katram studentam un grupai un kontakts starp pasniedzēju un studentu vai grupu. Un ja šī kontakta nav, metodika nelīdzēs.

J: Kā Jūs raksturotu komunikāciju aktivitātes?

A: Komunikāciju aktivitātes ir... they are tasks in which students speak in the target language with the aim to communicate... exchange an idea. Sorry, English is much easier for me than Latvian.

J: OK! How necessary are communication activities during the studies?

A: Vitally, crucially, critically important.

J: How often do you use communication activities?

A: Hopefully, every lesson. I mean I try to use them every lesson. And I hope my students realise that what I try to do is communication.

J: Here is a table with communicative activities. I would like you to tick those activities that you use and please give reason why.

A: OK... Here you are!

Activities	I use...	Because...
Group questionnaires	X	Promote cooperation
Dialogues	X	Real-life communication

Information gap exercises	X	Authentic information gap
Games	X	Entertainment
Picture stories	-	No idea, don't quite like them.
Role-plays	X	Cooperation and communication in one
Simulation	X	Cooperation, communication and information gap

J: Here is another chart with themes that could be taught in Business English course. Please evaluate them with a help of a scale where 1 is unnecessary and 5 is necessary

A: For me, it's really difficult to decide. I think that all of them are important for Business English.

theme	1-5
Numbers and nationalities	5
Getting acquainted	5
Ordering a meal, booking a hotel	5
Speaking on the phone	5
Giving, asking and checking information	5
Leaving a message	5
Formal and informal style	5
Arranging a meeting	5
Making a conversation	5
Starting a presentation	5

J: Could you think of some more topics?

A: Oh... Nothing comes to my mind. Could we leave it like that?. I mean if an English course includes all the topics mentioned in the table, it's already a lot.

J: OK... The last chart is about the ways how to teach business language. Again evaluate the ways according to the previous scale.

Ways	1-5
Using dialogues true to life	5
Leading a lection	1
Using games	5
Using role-plays	5
Using simulation	5
Using pair works and group works	5

Translating to Latvian	3 (sometimes it may be useful)
Doing exercises one by one and just checking	It is a question what we call a task; everything is a task after all, even a simulation
Writing dictations	2 (don't quite agree – maybe, sometimes)
Answering to questions	3 (well... questions are inevitable part of communication; but if it is teacher-centred, I don't quite approve it)
Making posters and exercises	5 (a fantastic idea, but I don't generally use it)

J: What should students know after the business English language course?

A: It is a very interesting and particularly important question. After the completion of the course, the students are supposed to be confident about their language. Well... knowledge is something very subjective – it is what you believe you know – not what you know.

J: What books would you advice me to use for developing communicative skills in business English?

A: International Express is really good, I believe.

J: Thank you very much!

9. Needs Analysis of Enterprises

Anketa

Uzņēmuma vajadzību analīze

Cien. kundze/God. kungs,

Mans vārds ir Laura Valtere un es esmu Latvijas Universitātes Pedagoģijas un psiholoģijas fakultātes studente. Šī anketa tika izveidota ar nolūku, lai izpētītu Jūsu uzņēmuma biznesa angļu valodas vajadzības. Anketu aizpilda uzņēmuma vadītājs, vai cilvēks, kurš ir atbildīgs par personāla apmācību. Iegūtie dati tiks izmatoti, kā pētījuma materiāls diploma darbam „Komunikatīvās valodas mācīšanas metodes pielietošana biznesa angļu valodas komunikatīvo iemaņu attīstīšanai pieaugušajiem”. Autore garantē, ka visa iegūta informācija tiks izmantota tikai šīm vajadzībām. Lūdzu, izlasiet visus jautājumus un instrukcijas uzmanīgi. Kad anketa aizpildīta, atgrieziet to tās autorei. Ja rodas kādi jautājumi sazinieties ar Lauru Valteri. (E-mail: laura.valtere@gmail.com, Tel.: 29 477 270)

Aizpildiet tukšās vietas!

1. Uzņēmuma nosaukums: _____
2. Uzņēmuma specifika: _____

Atbildiet uz jautājumu!

3. Kā Jūs šobrīd vērtējat uzņēmuma darbinieku biznesa angļu valodas zināšanu līmeni?

Pabeidziet teikumu!

4. Valodas apguves mērķis ir _____
5. Valodas apguves vēlamais rezultāts _____
6. Aprakstiet, kādās situācijās Jūsu uzņēmumā nepieciešams izmantot lietišķo angļu valodu?

7. Aprakstiet, cik svarīga loma ir komunikācijai Jūsu kompānijas darba?

8. Kādas tēmas būtu nepieciešamas zināt Jūsu uzņēmuma darbiniekiem?

Novērtējiet visu tēmu nepieciešamību izmantojot skalu no 1 (nevajadzīga) līdz 5 (vajadzīga) vai miniet savu variantu!

<i>Tēmas</i>	<i>1-5</i>
Skaitļi un tautības	
Iepazīšanās sarunvaloda	
Ēdiena pasūtīšana restorānā, viesnīcas rezervēšana	
Telefonsarunas	
Informācijas sniegšana, pieprasīšana un pārbaudīšana	
Ziņu atstāšana	
Formāls un neformāls stils	
Tikšanās sarunāšana	
Sarunu veidošanas prasmes	
Prezentāciju sākšana	
Cits variants _____	
Cits variants _____	
Cits variants _____	

9. Kādā veidā Jūs vēlētos, lai tiktu pasniegti kursi?

Novērtējiet visu veidu atbilstību izmantojot skalu no 1(neatbilstošs) līdz 5(atbilstošs)vai miniet savu variantu!

<i>Veids</i>	<i>1-5</i>
Izmantojot dialogus, kas tuvināti reālajai dzīvei	
Vadot lekciju	
Izmantojot spēles, lai aktīvi apgūtu vielu	
Izmantojot lomu spēles	
Izmantojot simulāciju	
Izmantojot grupu un pāru darbus	
Izmantojot tulkošanu uz latviešu valodu	
Pildot uzdevumus	
Rakstot diktātus	
Atbildot uz jautājumiem	
Veidojot plakātus, uzdevumus	
Cits variants _____	
Cits variants _____	
Cits variants _____	

Citi komentāri:

Paldies par atsaucību!

Aizpildītu anketu atgrieziet tās autorei vai nosūtiet uz laura.valtere@gmail.com

8. Needs Analysis of Students

Anketa Vajadzību analīze

Cien. Student,

Mans vārds ir Laura Valtere un es esmu Latvijas Universitātes Pedagoģijas un psiholoģijas fakultātes studente. Šis anketas autore ir ieinteresēta uzzināt Jūsu viedokli par biznesa angļu valodas kursā nepieciešamajām tēmām un to labākas apguves veidiem. Anketa ir anonīma. Iegūtie dati tiks izmatoti, kā pētījuma materiāls diploma darbam „Komunikatīvās valodas mācīšanas metodes pielietošana biznesa angļu valodas komunikatīvo iemaņu attīstīšanai pieaugušajiem”. Lūdzu, izlasiet visus jautājumus un instrukcijas uzmanīgi un sniedzat godīgas atbildes. Kad esat izpildījuši, atgrieziet anketu tās autorei. Ja rodas kādi jautājumi sazinieties ar Lauru Valteri. (E-mail: laura.valtere@gmail.com, Tel.: 29 477 270)

Veiksmi!

Aizpildiet tukšās vietas!

Dzimums _____ Vecums _____ Amats, tā
pienākumi _____

1. Jūsu iepriekšējā pieredze angļu valodas apgūšanā ir:

Apvelciet Jums atbilstošu variantu vai miniet savu!

- A. Skolā
- B. Universitātē
- C. Kursos
- D. Cits variants _____

Pabeidziet teikumu!

2. Valodas apguves mērķis ir _____

3. Valodas apguves vēlamais rezultāts _____

4. Vai Jūs kādreiz esat mācījies (- usies) biznesa angļu valodu?

Apvelciet sev atbilstošo variantu!

Jā Nē

5. Aprakstiet, kādās situācijās Jūs saskaraties ar lietišķo angļu valodu?

6. Aprakstiet situāciju, kura Jums sagādā vislielākās problēmas.

7. Man ir problēmas:

Atzīmējiet ar X sev atbilstošo problēmu vai miniet citu!

Problēma	X
saprast runājošo personu	
uzdot jautājumus	
uzsākt sarunu	
uzturēt sarunu	
dalīties informācijā	
iesaistīties diskusijā	
runāt gramatiski pareizi	

Cits variants _____	
Cits variants _____	
Cits variants _____	

8. Aprakstiet, kādas aktivitātes Jums palīdz apgūt mācību vielu?

Aprakstiet, kādas aktivitātes Jums nepalīdz apgūt mācību vielu?

Aprakstiet, cik svarīga loma ir komunikācijai Jūsu darba?

9. Kādas tēmas Jums būtu nepieciešamas?

Novērtējiet tēmu nepieciešamību izmantojot skalu no 1(nevajadzīga) līdz 5(vajadzīga) vai miniet savu variantu!

<i>Tēmas</i>	<i>1-5</i>
Skaitļi un tautības	
Iepazīšanās sarunvaloda	
Ēdiena pasūtīšana restorānā, viesnīcas rezervēšana	
Telefonsarunas	
Informācijas sniegšana, pieprasīšana un pārbaudīšana	
Ziņu atstāšana	
Formālais un neformālais stils	
Tikšanās sarunāšana	
Sarunu veidošanas prasmes	
Prezentāciju sākšana	
Cits variants _____	
Cits variants _____	
Cits variants _____	

10. Kādā veidā Jūs vēlētos, lai tiktu pasniegti kursi?

Novērtējiet veida atbilstību izmantojot skalu no 1(neatbilstošs) līdz 5(atbilstošs) vai miniet savu variantu!

<i>Veids</i>	<i>1-5</i>
Izmantojot dialogus, kas tuvināti reālajai dzīvei	
Vadot lekciju	
Izmantojot spēles, lai aktīvi apgūtu vielu	
Izmantojot lomu spēles	
Izmantojot simulāciju	
Izmantojot grupu un pāru darbus	
Izmantojot tulkošanu uz latviešu valodu	
Pildot uzdevumus	
Rakstot diktātus	
Atbildot uz jautājumiem	
Taisot plakātus, uzdevumus	
Cits variants _____	
Cits variants _____	
Cits variants _____	

Paldies par atsaucību!

Aizpildītu anketu nosūtiet uz linda@lideris.lv vai laura.valtere@gmail.com

13. Course Material for theme Starting a Call

Starting a call

Theory

To start a call you can use typical phrases. These phrases are given in the table. Translate them in Latvian.

English	Latvian
<i>Starting informal calls</i>	
Hello.	
Is that Pia? or Is Pia there?	
Speaking.	
Hi, Pia, it is Liam here.	
Hello, Liam. How are you?	
<i>Starting formal calls</i>	
Good morning. Cara Thompson's office.	
Hello. Can/Could I speak to Ms Thomson, please?	
Who is calling?	
My name is Julian Maxwell. I am calling from New York.	
One moment please. I will put you through.	
Thank you.	
Cara Thompson.	
Good morning, Ms Thompson. My name is...	
<i>Ending calls</i>	
I will phone/call next week.	
Good/nice to talk to you.	
See you on Tuesday/at the meeting/in Rome.	
Thanks/Thank you for calling/phoning.	
Bye/Goodbye.	

Practice

1. Put the conversation into the correct order. Read it aloud.

- _____ Speaking
- _____ Is that Nadine?
- _____ Hi, Nadine. It is Mel here.
- _____ Hello
- _____ Hi, Mel. How are you?

2. Complete the sentences and questions on the left with the words and phrases on the right.

Beginning of the sentence	Ending of the sentence
1. Good morning. Orbit International. How...	A. ... is Dick Ledbetter.
2. Hello. Could...	B. ... about the meeting.
3. Are you...	C. ... please?

4. I am phoning...	D. ...moment, please.
5. Who is calling, ...	E. ...free on Monday afternoon?
6. Hold ...	F. ... can I help you?
7. This ...	G. ... on, please.
8. Just a ...	H. ...I speak to Mr. Kurtz?

Answers:

1. 2. 3. 4. 5. 6. 7. 8.

3.A There is a conversation of three people: receptionist, Mario Bardo and Anna Pilon. Number the lines of the telephone conversation to show the right order.

ORDER

PHRASES

- | | |
|---|-------|
| ___ Yes, I am. | _____ |
| ___ Good morning. L .S. Communications. How can I help you? | _____ |
| ___ Hello. Are you Anna Pilon? | _____ |
| ___ Hello. I am Mario Bardo. I call about... | _____ |
| ___ Good morning. I want Anna Pilon, please? | _____ |
| ___ Hello. | _____ |
| ___ Wait , please. | _____ |

3.B Read the telephone conversation.

In business English we do not use the underlined phrases on the telephone. It is impolite. We must use formal language. Change the phrases to formal ones. There are phrases in the box. Read aloud.

Can I speak to, Just a moment, Is that, Speaking, This is, I am calling

4. Read the telephone conversation below. The missing phrases are given in the box. Write them in the exercise. Read the exercise aloud.

Could I speak to..., How can I help you?, I am calling about..., Who is calling please?, Just a moment, please. Hold on., It is...

- A. AMC Design. _____
- B. Oh, hello. _____ John Dunn, please?
- A. _____
- B. _____ Pete May.
- A. _____
- C. Hello, Pete. It is John. How are you?
- B. Fine, thanks, John. _____ our next meeting. Are you free on Tuesday afternoon, at 4 o'clock?

5. There is a conversation on the telephone. There are three people involved: Mr. Kurtz's Personal Assistant, Louise Martin and Mr. Kurtz. Complete the conversation.

- A: _____ Redfern Marketing. _____?
- B: Hello. _____ Mr. Kurtz, please?
- A: _____, please?
- B: _____ Louise Martin.
- A: _____, please.
- C. Yes? Kurtz _____.
- B: _____, Mr. Kurtz. _____ Louise Martin.

C: _____, Louse. _____ ?
B: _____, thanks. I am calling about lunch tomorrow.

6. *You need to write a dialog.*

Situation:

Telephone is ringing. Secretary picks up the phone. She greets the person and gives the name of the company. The caller greets her. He wants to speak to Jane Smith. The secretary wants to find out who is calling. The caller says that his name is Mark Black. She tells him to wait. He thanks.

Jane Smith takes up the phone. Mark greets her and tells his name.

He admits that he enjoyed speaking with her. She says that they will meet next Monday. He agrees. They end the call.

Dialog:

7. *There is a conversation on the telephone. There are three people involved: Madeleine Townsend's Personal Assistant, Fernando Soria and Madeleine Townsend. Complete the conversation.*

A. _____ . Madelaine Townsend's office.
B. _____ Ms Townsend, _____ ?
A. Who is _____ ?
B. _____ Fernando Soria.
A. _____ I will _____
B. Thank you
C: Madeleine Townsend

After a while

B. So you will be in touch next week to fix the details?
C. Yes. I will _____
B. It was nice to talk with you.
C. Yes, _____ . Thanks

B. _____ in Paris. Goodbye.
C. _____

14. Course Material for theme Welcoming a Visitor

Welcoming a visitor

Greetings

- Good morning/afternoon/evening.
- Hello!
- Hi!
- It is nice/good/great to see you again. It is nice to be here again.
- How are you? Very well, thanks. And you?
- How is your family? Fine, thanks.
- How is everything?
- Nice/good/great to meet you at last

Apologizing for a delay

- I hope you have not been waiting long
- Sorry to keep you waiting

Asking about the journey

- How was the flight/journey?

Welcoming a visitor

- How was your journey? I hope you had a good flight?
- Do you come from ...? Do you live in...?
- Where were you born?
- Are you here on business or on holiday?
- Is this your first visit to ...?
- Do you travel a lot for work?
- Where do you spend your holidays?
- What do you do? Who do you work for?
- What is your hotel like?

Goodbyes

- It was nice meeting you. I enjoyed meeting you, too.
- It was great seeing you.
- Have a good trip.
- I hope to see you again.
- I look forward to seeing you next time.
- See you again soon.
- Goodbye! Bye!

Practice

1. Listen to conversation and complete the gaps.

1.
A: Dieter, _____ Jose Corra? Jose, _____ Dieter Hann.
B: Pleased to meet you.
C: _____
A: Jose is the manager at our office in Barcelona.

2.
A: _____ myself? _____ is Pietro Zenari.
B: Hello. Nice to meet you. I am Jackie Pons.

3.
A: Lisa _____ Marcel Tullier? Marcel, _____ a colleague of mine, Lisa White.
B: _____, Lisa. _____
C: Hi, nice to meet you too, Marcel.

2. Greet a person on your right.

Introduce a person on your left with a person on your right.
Introduce yourself to a person in front.
Say goodbye to everyone.

3A. Your partner has information that you need. Ask questions to find it out and fill in the gaps

- A: Welcome to New York, Ms Peto. _____?
B: Yes, it was fine, thanks. _____
A: _____ in New York?
B: Yes, it is. It is a very exciting city.
A: It sure is. _____?
B: Only for four days. I leave on Friday.
A: Oh, that is too bad. _____?

B: Yes, quite a lot. I was in London last week and next week I go to Germany.

A: _____?

B: Yes, I find it interesting. But on a business trip there is not any time to see the places you want to see.

A: No, that is true. _____?

B: Oh, yes, the hotel is great, thanks.

A: Good. Now, _____...

3B. Your partner has information that you need. Ask questions to find it out and fill in the gaps

A: Welcome to New York, Ms Peto. Did you have a good trip?

B: Yes, it was fine, thanks. It is great to be here.

A: Is it your first time in _____?

B: Yes, it is. _____.

A: It sure is. How long are you here for?

B: _____. I leave on Friday.

A: Oh, that is too bad. Do you travel abroad much?

B: Yes, quite a lot. I was _____ and next week I go to Germany.

A: Do you enjoy traveling?

B: Yes, I find it _____. But on _____ there is not any time to see _____ you want to see.

A: No, that is true. Is everything at the hotel OK?

B: _____, thanks.

A: Good. Now, let me introduce you to some of my colleagues...

Role-play 1 A

Your name is Cris. You meet Robert Brown, a supplier from Britain, at the airport in Frankfurt. You have never met before but have spoken a lot over the phone. Greet him and ask about the flight. Make some small talk and take him to a taxi

Role-play 1 B

Your name is Robert. You have just arrived at the airport and you have made arrangements with your business partner Cris to pick you up. You have spoken a lot over the phone but have never met before. Your flight was fine and you had a DVD to watch in the plane.

Role-play 2 A

Your name is Michelle. You are visiting a company in Germany. Your colleague Daniela is meeting you at the station. You have met before. Your train was delayed by twenty minutes.

Role-play 2 B

Your name is Daniela. You are picking Michelle up at the station. She works for your company in France and you have met her before. The train was delayed by twenty minutes.

Oral Test

Host

Welcome visitor and introduce yourself

Ask about the journey

Ask if first visit

How long/here for

Ask where visitor lives and works
Ask about travel for work
Begin introductions with colleagues

Visitor

Greet host
Reply
Reply and give more information
Say only two days
Reply. Ask host some question
Reply and give more information
Ask host some question

15. Course Material for theme Making and Changing Arrangements

Theory

Making and changing arrangements

Making an arrangement

Is Monday/it possible for you?

What about Tuesday?

How about Wednesday?

See you on Thursday, then.

I was wondering if you might have time to meet (me) tomorrow.

What day/when would suit you?

Can we fix a meeting for Friday?

Shall we say 9 o'clock at my office?

Saying YES

Friday is OK, for me.

Yes, that is fine.

Saying NO

No, I am sorry. I am busy on Tuesday.

No, Wednesday is not possible.

Finish the sentences!

A: Hello, is that _____

B: Yes, _____

A: It is _____ here.

I am phoning _____ .

Is it possible _____ ?

B: No, I am _____

What about _____ ?

A: Well, _____ is not possible

How about _____ ?

B: It is good. Yes, see you _____ then

A: Yes. Bye.

B: See you! Bye.

Fill in the gaps!

When are you free, that is fine, Can we change, see you, do you prefer, not possible for me

A: Hello, Max Cromer.

Hello, Max. It is Lara. I am very sorry but we have got a problem on Thursday.

_____ the date of our meeting?

Yes, of course. _____

Well, any time of Friday or Monday afternoon is OK for us.

Friday is _____ because I am flying to Brussels for the day. What about Monday afternoon?

That is fine. What time _____

Is 3:15 ok?

Yes, _____

Good. _____ next Monday at 3:15, then.

Thanks a lot, Max, and sorry again.

That is no problem. Goodbye, Lara.

Write a sentence!

<u>Activity</u>	<u>Phrase</u>
Answer the phone	
Suggest a meeting	
Suggest a time to meet	
Time is inconvenient	
Suggest another time	
Agree.	
Suggest a place to meet	
Confirm the meeting	
Say goodbye	

Small talks on the telephone

How are things in Riga/at your office?

Are things busy with you?

What have you been up?

What have you been doing recently?

How is the weather there?

How was your holiday/your trip to Italy?

How is your husband/are the kids?

Getting to business

Listen Ann, I was calling...

Anyway Frank, I wanted to ask you...

Match the small talk question to the answer.

A: How are things in Paris?	1. Nothing much, apart from work. It has been really busy here
B: How is the weather in Riga?	2. Very well, thanks. The oldest one has just started school
C: How are kids?	3. Wet, as usual!
D: What have you been up to?	4: It is not too bad, actually. But last month was horrible
E: Are things busy with you?	5: Great, I made lots of contacts
F: How did the conference go?	6: Oh, you know what it is like. Same old things as always.

Write a conversation!

Activity	Phrase
A: Answer the phone	
B: Say hello. Say your name	
A: Respond. Ask small talk question	
B: Respond. Ask small talk question	
A: Respond. Continue to ask questions	
B: Respond. Start talking about business	

ORAL TEST

Call 1 A

You want to meet your partner next week. You need at least two hours for the meeting. Call your partner and find a time when you are both free.

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
9 am	BUSY				
10 am	BUSY	BUSY		BUSY	BUSY
11 am	BUSY	BUSY		BUSY	
12 noon	BUSY	BUSY		BUSY	
1 pm		BUSY	BUSY	BUSY	
2 pm		BUSY	BUSY		
3 pm		BUSY	BUSY		
4 pm			BUSY		
5 pm					

Call 1 B

Your partner wants to meet you next week. He/she will call you to arrange a time to meet.

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
9 am				BUSY	BUSY
10 am		BUSY	BUSY	BUSY	BUSY
11 am			BUSY		BUSY
12 noon					BUSY
1 pm	BUSY				BUSY
2 pm	BUSY				
3 pm	BUSY	BUSY			
4 pm	BUSY			BUSY	
5 pm					

16. Course Material for theme Leaving a Message

Theory

LEAVING A MESSAGE

Person receiving a call

I am sorry, he is on another call

I am afraid she is not here at the moment

Can I take a message?

Who is calling please?

Which company are you calling from?

Person making a call

Can/could I leave a message?

Can/could you ask her/him to call/phone me back tomorrow/as soon as possible?

Giving your name

Gail Jones speaking

This is Robert Smith from ABC Enterprises

Hello, Jane. It is Elena Gonzales here

Getting through to the right person

Could/Can I speak to Mark, please?

I would like to speak to Ellen Barker,

please.

I wanted to speak to Pat.

Is Pascal there at the moment?

Making connection

Shall I put you through to him/her?

Can I just ask what it is about?

Could you please hold?

Just hang on a moment while I make the connection

When the person is not available

I am afraid his/her line is engaged

moment

I am afraid Pat is not available at the

I am afraid she is in a meeting

Can I take a message?

Would you like to call back later?

There are different ways to give our names on the telephone. Match the sentences to the explanations. One sentence below is not used on the telephone. Where is it used?	
Gordon speaking	you say this when you answer the phone
This is Gordon Wallis	you say this when you call a company and you do not know the person who answers the phone
It is Gordon here	you say this when you call someone you know
We can say the same things in a more formal or less formal way. Find pairs of expressions with the same meaning.	
Informal	Formal
Can I speak to Bob, please?	Could I speak to Bob Marshal, please?
Thanks	Thank you!
Hang on a moment	Could you please hold?
Sure	Certainly
What is it about?	Can I just ask what it is about?
Do you want to speak to her?	Shall I put you through to her?

Poster Answers
LEAVING A MESSAGE

1.

A: Mark Simpson's office.

B: Hello! Can I speak to Mr. Simpson, please?

A: I am sorry but he is in a meeting. Can I take a message?

B: Yes, please. My name is Dennis Parker.

A: Can I have your number, Mr. Parker?

B: Yes, it is 29477270.

A: So, that is 29477270?

B: That's right. Could you ask him to call me back? It is very urgent.

A: I will give him your message.

B: Thank you very much. Goodbye!

A: Goodbye!

2.

A: Good morning! Dava Electronics.

B: Good morning! Can I speak to Alan Black?

A: Who is calling, please?

B: It is Susan Smith.

A: One moment, please. I am sorry, the line is busy. Will you hold on?

B: No, I will call again later. That is not urgent. Thank you! Goodbye!

A: Goodbye!

3.

A: Mary Trevor's office.

B: Hello! Can I speak to Ms. Trevor, please?

A: I am sorry. She is not here at the moment. Who is calling, please?

B: My name is Anna Grey. Can I leave a message? It is very urgent.

A: Yes, of course.

B: Can you ask Ms. Trevor to call me back tomorrow morning?

A: Can I have your number, Ms. Grey?

B: It is 29209646.

A: So, that is 29209646.

B: That's it!

A: I will give her the message, Ms. Grey.

B: Thank you very much. Goodbye!

A: Goodbye!

TELEPHONE MESSAGE

Message for: _____

Name of caller: _____

Will call _____ Please call _____

Phone number: _____

Urgent _____ Not urgent _____

Notes: _____

Beginning of the question	Ending of the question	Answer
Could I speak	to Jorge Seide, please?	I am afraid he is in a meeting
Can I take	a message?	That would be great
Could you ask	him to call me back?	Sure, no problem
Could you tell me	your name again?	My name is John Ellis
Does Mr. Seide	have your number?	Yes, he does
Is she there	at the moment?	Yes, she is
Shall I put you	through to her?	Yes, please
Can I just	ask what it is about?	I need to ask her about the project meeting next week
Can I call you	back in ten minutes?	Certainly
Have you got	my mobile phone?	Yes, I have
Beginning of the question	Ending of the question	Answer
Could I speak	to Jorge Seide, please?	I am afraid he is in a meeting
Can I take	a message?	That would be great
Could you ask	him to call me back?	Sure, no problem
Could you tell me	your name again?	My name is John Ellis

Does Mr. Seide	have your number?	Yes, he does
Is she there	at the moment?	Yes, she is
Shall I put you	through to her?	Yes, please
Can I just	ask what it is about?	I need to ask her about the project meeting next week
Can I call you	back in ten minutes?	Certainly
Have you got	my mobile phone?	Yes, I have

Role-plays

Call 1 – caller

You work for XYZ Ltd. Call ABC Inc. and ask to speak to director. You want to know about working together on a project in Paris. If the director is not available, leave your name and telephone number and a message for him/her to call you back.

Call 1 – receiver

You are all alone in the office. Your colleagues have Business English lessons. Your director is on holiday for the next two weeks. Answer the phone.

Call 2 – caller

Your name is Chris Fraser. It is 10 o'clock: time to make your phone calls. You have meeting from 12 till 5 p.m. Your first call is to NeuBau GmbH. You want to speak to your business contact there, Tanja Steinmann. You often call the company, so you have spoken to Tanja's Personal Assistant Alex several times before

Call 2 – receiver

Your name is Alex Schmidt. You work for NeuBau GmbH as Tanja Steinmann's Personal Assistant. It is ten o'clock when the phone rings. Answer the phone and help the caller. Tanja is in a meeting until 12:30 but she is free for the rest of the day.

Call 3 – receiver

Your name is Jill Thurber and you work for Soncha Engineering. Your colleague Gina Wilson is out of office at the moment. Someone will call and ask for her. Take a message.

Call 3 – caller

Your name is Aleksandra Vieri and you work for Advanta Architecture, an architect office. Your business partner Gina Wilson from Soncha Engineering sent you an e-mail but forgot to include the attachment. It is an important document and you need it tomorrow. Call Gina and ask her to send your document again.

Call 4 – caller

You name is Delmar Wagner and you work for HSF Banking Services. Your customer Sal Larkin from Bernes Insurance left a message for you asking if you could meet him next week to talk about the company’s investments. Call him and arrange meeting. You are free all day on Monday, Wednesday and Thursday morning.

Call 4 – receiver

Your name is Ross Wall and you work for Bernes Insurance. Your colleague Sal Larkin is out of the office at the moment. Someone will call and leave a message for him. Write down the message. Make sure you get the person’s office phone number and mobile phone.

1. Fill in the conversation on your own.

2. Your partner has the information you need. Read the conversation and check your ideas.

A: Good morning. Sava Electronics. How can I help you?

B: Good morning! _____ Alan Black, _____?

A: Yes, one moment, please.

C: _____

B: Hello. Is that Allan Black?

C: No, _____ Personal Assistant. I am sorry, but he is in a meeting.
_____?

B: Yes, please. Could you ask him to call me? My name is Ron Basca and the number is 25439852

C: Sorry, could you say that again

B: Yes, 25439852

C: Thank you Mr. Basca. _____.

B: Thanks a lot. _____.

1. Fill in the conversation on your own.

2. Your partner has the information you need. Read the conversation and check your ideas.

A: Good morning. Sava Electronics. _____?

B: Good morning Can I speak to Alan Black, please?

A: Yes, _____, _____

C: Listening.

B: Hello! _____ Alan Black?

C: No, it is his Personal Assistant. I am sorry, _____ a meeting. Can I take a message?

B: Yes, please. _____. My name is Ron Basca and the number is 25439852

C: Sorry, _____

B: Yes, 25439852

C: Thank you Mr. Basca. I will give him your message.

B: Thanks a lot. Goodbye!

Oral Test “Leaving a message”

Student A-receiver

Answer the phone

Give the name of the company

Ask who is calling

Ask the caller to hold on. Say that Alex is busy with a visitor. Offer to take a message.

Ask caller to repeat phone number

Reply. Say you will give the message

Student B-caller

Ask to speak to Alex Johnson

Reply

Give the message, name and phone number

Reply

And the conversation

17. Evaluation Sheet

Achievement Test Oral Communication Evaluation Sheet

Name of a student:

Aspect	<i>1</i> <i>Poor</i>	<i>2</i> <i>Below average</i>	<i>3</i> <i>Average</i>	<i>4</i> <i>Above average</i>	<i>5</i> <i>Excellent</i>
Fluency of Speech					
Grammar Use					
Listening Comprehension					
Pronunciation					
Vocabulary Appropriateness and Complexity					
TOTAL:					

Comments:

18. Evaluation Questionnaire

Aktivitāšu novērtējums

Cien. Student,

Ar šīs anketas palīdzību Laura Valtere vēlās noskaidrot Jūsu viedokli par nodarbībās izmantotajām aktivitātēm. Anketa ir anonīma. Iegūtie dati tiks izmatoti, kā pētījuma materiāls diploma darbam „Komunikatīvo valodas mācīšanas metodes pielietošana biznesa angļu valodas komunikatīvo iemaņu attīstīšanai pieaugušajiem”. Lūdzu, izlasiet visus jautājumus un instrukcijas uzmanīgi un sniedziet godīgas atbildes. Kad esat aizpildījuši anketu, atgrieziet to tās autorei.

Paldies par sadarbību!

1. Vai Jūs uzskatāt, ka esiet apguvis (-usi) komunikatīvās iemaņas (spēja sazināties ar pa telefonu, iepazīties, u.t.t.) un kāpēc?

2. Ar kādu atzīmi 5 punktu sistēmā (1 – neapmierinoši, 2 – vāji, 3 – viduvēji, 4 – labi, 5 - teicami) Jūs novērtētu savas zināšanas komunikatīvo iemaņu tēmās un pamatojiet kāpēc!

Tēma	1	2	3	4	5	Iemesls
Telefona sarunas						
Apmeklētāja iepazīstināšana un uzņemšana						
Ziņu atstāšana						
Tikšanās sarunāšana un mainīšana						

3. Aprakstiet, ar kuru aktivitāšu palīdzību Jums patika apgūt mācību vielu un argumentējiet kāpēc!

4. Aprakstiet, ar kuru aktivitāšu palīdzību Jums nepatika apgūt mācību vielu un pamatojiet kāpēc!

5. Novērtējiet metodes, kas Jums palīdzēja vai arī nepalīdzēja apgūt biznesa angļu valodas komunikācijas prasmes un argumentējiet kāpēc!

Metode	Palīdzēja	Nezinu	Nepalīdzēja	Iemesls
Tulkošana				
Uzdevumu pildīšana				
Situācijas rakstīšana				
Darbs grupā				
Darbs pāri				
Komiksa rakstīšana				
Lomu spēle				
Spēle				

6. Aprakstiet, vai Jūsu biznesa angļu valodas komunikācijas apgūvē palīdzēja tas, ka šajās komunikāciju aktivitātēs bija jāsadarbojas ar grupas biedriem? Ja nē, kāds tad bija iemesls?

Paldies par atsaucību!

Aizpildīto anketu atgrieziet tās autorei vai nosūtiet uz laura.valtere@gmail.com

10. International Express Table of Contents

11. Market Leader Table of Contents

12. In Company Table of Contents