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**DEVELOPING BUSINESS ENGLISH LEARNERS'
SPEAKING SKILLS USING FRAMEWORK
MATERIALS**

**Grafisko attēlu izmantošana biznesa angļu valodas
studentu runāšanas prasmju pilnveidei**

MASTER THESIS

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Anotācija

Viena no galvenajām globalizācijas sekām ir plašāka angļu valodas kā biznesa komunikācijas līdzekļa izmantošana visā pasaulē, tai skaitā arī Latvijā. Līdz ar to, ievērojami aug nepieciešamība attīstīt biznesa angļu runāšanas prasmes, izmantojot efektīvus materiālus. Šī pētījuma mērķis bija noskaidrot grafisko attēlu efektivitāti biznesa angļu valodas apguvēju runāšanas prasmju pilnveidē. Lai sasniegtu mērķi, situāciju analīzē novērošana tika izmantota kā pētniecības pamatinstruments, lai sekotu studentu uzdevumu izpildes procesam un mijiedarbībai. Pētījuma rezultāti atklāja gan priekšrocības, gan trūkumus, kas saistīti ar grafisko attēlu izmantošanu. Bet neskatoties uz to, tika secināts, ka šos materiālus var izmantot kā efektīvu līdzekli tekošas un pareizas runas pilnveidošanai. Grafiskos attēlus ir ieteicams izmantot kā papildus materiālus kursa gaitā.

Atslēgas vārdi: biznesa angļu valoda, runāšanas prasmes, grafiskie attēli, tekoša un pareiza runa

Abstract

One of the major consequences of globalization is the increased use of English as a means of business communication all over the world, including Latvia. Hence, the necessity of developing business English speaking skills using efficient materials has become a core necessity. Therefore, the aim of the research was to ascertain the effectiveness of framework materials in business English learners' speaking skills development. In order to achieve it, the case study used observation as a research tool to follow the students' task completion process and interaction. The results revealed both advantages and difficulties of framework material application. Nevertheless, it was concluded that these materials can be utilized as an effective means of spoken fluency and accuracy development. It is recommended that framework materials should be used as a supplement to the course.

Key words: Business English, speaking skills, framework materials, fluency, accuracy

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List of Abbreviations and Acronyms

BE – Business English

CLT – Communicative Language Teaching

ELT – English language teaching

ESP – English for Specific Purposes

GE – General English

NA – Needs analysis

Introduction

Business English has become extremely widespread over the last years, and more and more people use English in order to complete business-related tasks (Frendo, 2011: 1). Such popularity can be explained by the globalization processes taking place all over the world and the necessity to communicate in English. Dudley-Evans and St John claim that great expansion of international business has resulted in the increase in the area of English for Business Purposes (1998: 2). These are several reasons why so many language schools and centres are ready to offer a wide range of Business English (henceforth BE) and English for Specific Purposes (henceforth ESP) courses for the learners of different proficiency levels.

Learners having enrolled on such courses, are usually quite motivated and willing to actively participate in the learning process. They wish not only to acquire grammar and expand vocabulary, but also improve and develop their speaking skills since different face-to-face and online business situations envisage internal and external communication in English. More specifically, business people might need to be able to give presentations, participate in meetings and negotiations or talk on the phone or Skype in English. Thus, for many BE learners the development of speaking skills is of utmost importance. Learners are not only taught the language as such, but they also have the chance to develop presentation skills and communication skills. The importance of the speaking skills in different situations and genres for English language learners is emphasized by many scholars. Harmer, for instance, points out the importance of repair strategies and functional language in particular situations (2007: 343).

Therefore, in a BE course, learners are not only taught aspects of the language use, but they also have a chance to develop spoken communication skills in different professional and academic situations. This is also a motivational factor that encourages them to acquire the language. Hence, it is really important to create different situations in the classroom for general and business English learners to practise their speaking skills.

Ellis and Johnson (1996), Frendo (2011), Dudley-Evans (2011) and other scholars emphasize the relevance of BE teaching and the role of speaking skills in business communication. There has been made not only a valuable theoretical contribution to the development of ESP and BE teaching (e.g. Hutchinson and Waters (1991), Dudley-Evans and St John (1998)), but there has been also offered invaluable advice on different material design

techniques. In this regard, framework materials can be mentioned as resources that can be used in BE classrooms despite some of the disadvantages that they might have. Such authors as Nolan (1993), Reed (1993), Ellis (1996), Johnson (1996), Emmerson (2002), Dudley-Evans (2011) and Frendo (2011) have made a great contribution to the research of framework materials and their application in the BE classroom. Despite this fact, framework materials are not as popular and widespread in teaching BE as, for instance, authentic materials. This might be explained by the fact that the term ‘framework materials’ itself leads to questions and misunderstanding of what they might be, whereas the term ‘authentic materials’ is quite self-explanatory. Taking into account the fact that these kinds of materials do not seem to be well-known and are not researched enough, the present study has been conducted to substantiate their effectiveness in the development of BE learners’ speaking skills.

Taking into account the previously mentioned and the focus of this paper, the following **hypothesis** has been proposed:

If framework materials are purposefully selected and designed considering learners’ needs, their use in the classroom may facilitate the development of their speaking skills.

The **goal** of the research is to implement framework materials in the Business English classroom to help learners develop their speaking skills.

In order to reach the stated goal, the enabling objectives presented below, have been set:

- 1) to explore theoretical materials on BE teaching principles and speaking skills development;
- 2) to study framework materials, select, modify and design the ones to be implemented into the classroom work;
- 3) to pilot the tasks in GE and further in BE classes, using the case study;
- 4) to analyse the research results and draw conclusions;

Critical literature review has been used as a theoretical research method. Case study has been selected as an empirical research method since it seemed to be the most appropriate to study ‘[...] real people in real situations [...]’ (Cohen, 2005: 181). The ‘real people’ in case of this research are the learners of four groups that participated in the present research. Moreover, observation as a research tool has been used in order to see how effective framework materials are in speaking skills development. As a result, objective information can be obtained and a relevant conclusion made.

The research participants were four groups of learners. There were two GE groups and two BE groups. The total number of research participants was 27. These were people of different occupations, interests and experience. They are described in greater detail further in the present paper.

The thesis consists of three parts. The first chapter highlights the importance of speaking skills in BE teaching. The first subchapter deals with BE as a branch of ESP, and it is followed by the discussion of speaking skills development, in particular fluency and accuracy. Chapter 2 and its subchapters are devoted to material development, research of framework materials, their advantages and disadvantages, their use in the learning process. It also deals with BE learners and their needs and how frameworks can be applied in order to help them in the process of the language acquisition, in particular speaking skill development.

Chapter 3 describes the research methodology. It is followed by the description of the initial stage of the research, which included piloting the framework material tasks in GE groups. Further, selected tasks were implemented in BE classroom work. The process of task selection as well as their implementation is described in this part of the paper.

1 Role of Speaking Skills in Business English Teaching

The first chapter tells the readers about the role of speaking skills in Business English teaching. Business tasks can be completed differently, be it meetings, phone calls, conferences or talks. No doubt these skills are of utmost importance for BE learners. Their importance relates to business discourse and how people communicate in commercial organizations in order to do their job (Bargiela-Chiappini, 2013: 3). Since the focus of this research paper is the development of speaking skills, business oral communication is discussed in this chapter.

Bargiela-Chiappini states that ‘many different factors can contribute to the ways in which business people use language in order to carry out their work.’ (ibid.). It may depend on the type of business, location, partners and some other components that influence the process of doing business. Having regarded all these factors, the decision is made about the most effective way to work and achieve the set goals. Since business communication plays one of the key roles in various situations when certain tasks can be fulfilled by means of communication, it is obvious that language knowledge and speaking skills have to be good enough and well-developed in order to perform the necessary activities and tasks. The ability to speak fluently in the English language is something learners want to develop and improve. Motivation encouraging people to acquire a language is the necessity or need to use it in different situations in order to achieve certain aims. Dudley-Evans and St John argue that

need is defined by the reasons for which the student is learning English, which will vary from study purposes such as following a postgraduate course in an English-speaking country to work purposes such as participating in business meetings or taking hotel bookings (1998: 3).

Thus, depending on the purpose, the means of achieving the goal are also different. Some techniques suitable for GE learners might not be appropriate for BE learners and vice versa. The necessity of BE learners to acquire more specific knowledge in certain areas explains the selection of appropriate course materials. The need of BE learners to communicate fluently on business topics applying the relevant vocabulary explains the choice of methods aimed at the development of these skills, however, not only. The world of business definitely involves signing contracts, writing letters and reading documents, but still it is much more about spoken communication, meetings, business trips, phone calls and alike. Ellis and Johnson state that business people have to make contact with people they have never met before or know them very

little (1996: 8). That is why, not only the expertise of a person, but also how s/he speaks, how convincing and persuasive s/he is, plays an important role in the business relationship building process. As soon as it refers to speaking, especially if it is in a foreign language, fluency and accuracy have to be taken into account since these are important variables of speaking skills. Thus, a language can be regarded as a key to successful communication. It can also be seen as a tool that can be used in order to achieve the set business goals. Consequently, teaching and learning BE is not solely about learning new vocabulary related to business the environment, reading business articles, and writing formal letters and e-mails, it is more about the development of business communication skills. These skills are necessary in such situations as meetings, presentations, making phone calls and negotiations.

Brieger contends that business communication skills is a complicated issue, which involves not only accuracy, fluency, but also effectiveness (1997: 39). Accuracy implies the knowledge of vocabulary, grammar and pronunciation. Fluency refers to the speed of speaking within which a speaker can be considered fluent and the ability to pause correctly. Effectiveness 'is a stylistic feature of communication' (Brieger, 1997: 39-41), which includes such features as: body language, eye contact, use of visual aids, moving within the audience area and handling questions and difficult audiences (Brieger, 1997: 42). This way, a successful business communicator has to be aware of quite a number of issues, which include linguistic and behavioural aspects.

An important issue to be pointed out when speaking about BE is 'socializing'. Frenzo claims that 'socializing may be vital in establishing rapport with a business partner, and good rapport is often considered essential to good business' (2011: 61). This idea is also encountered in the work of Dudley-Evans and St John (1998), who explain that one of the aspects of interaction is aimed at '...establishing a good relationship in order to enhance the conduct of business' (1998: 64). They distinguish between 'the business aspect' and 'the social aspect' of interaction. People do interact or socialize in different situations, but when it comes to business, the focus of socialization is still business related (ibid.). On the condition that business partners are interested in positive outcomes of cooperation, the establishment of good rapport is essential. Both aspects of socialization can be accomplished in case a person is able to speak a language fluently and accurately enough not only to transmit a particular message, but also to keep a

conversation whenever it may be necessary and to establish long-lasting contacts with potential customers, clients or business partners.

Ellis and Johnson (1996) also discuss the issue of socialising, selecting three 'distinct types of situation and behaviour'. 'Transactional situation' implies a particular purpose; its achievement is determined by the knowledge of memorised phrases, and the situation is quite predictable. Brown and Yule state that in such situations language is clear and more specific; speakers are able to express their needs and communicate information (1999: 14). The second type of situation implies making contacts for business reasons and carrying out a certain ritual. Finally, the third situation is named 'Conversational English', where people interact with no specific reason (1996: 100-101).

Since 'a lot of business-related interaction is done in restaurants, airports, before and after meetings, or standing chatting at trade fair stands' (Frendo, 2011: 61), a business person should be prepared to communicate in various settings. Frendo differentiates between formal and informal meetings (2011: 73). There are lists of phrases to be used in different formal situations, be it meeting business partners, exchanging contacts or saying good bye. If a learner's proficiency level of English is not high enough, such phrases can be drilled and remembered, but some doubts still remain whether a person will be able to use them fluently, accurately and effectively. When it comes to some informal situations (or 'conversational situations'), be it business lunch or dinner, drilled phrases will not be enough since at this point the ability to keep the conversation going fluently is necessary. This way we may observe that not only phrases prepared and drilled for a particular situation, but rather the ability of business people to communicate fluently on any topic. Meetings play a big role in business communication and, as Brieger claims, 'people spend a lot of time in meetings' (1997: 47). They can be short or long, involving more or less people, nevertheless, they imply such features as: gathering together, a group of people, a controlled discussion and a specific purpose a particular group has (Brieger, 1997: 48).

Taking into account the importance of socialising for business people, tasks aimed at teaching this skill have to be included in BE courses. Role-plays of meetings or some social interactions are useful means to help learners the required skills. Brieger states that if a meeting is role-played in the classroom, learners would be mostly concerned with the skills necessary to participate in the meeting or control it. In such situation, learners have the chance to practise new

language items they have acquired (i.e. fluency), accuracy as well as effectiveness. While role-playing a particular situation, a learner has the chance to elaborate on body language, eye contact and handling possible questions in a role-played situation (1997: 49).

Another important business communication skill is negotiations. As Brieger (1997) and Frendo (2011) state, negotiation is a kind of meeting, where two parties try to come to a common agreement on a certain issue. There are different types of negotiations. Frendo differentiates two types, namely 'win-lose' and 'win-win'. The first type implies a sort of conflict between parties, which may be related to price, whereas the second type is characterised by discussion where parties try to find areas of common interest and, as result, manage to come to the solution, which is satisfying. Nevertheless, Brieger proposed a model containing the features common to all of them, namely: people, planning and procedure, result and the language (1997: 59).

Thus, people participating in negotiations are involved in certain procedures and planning activities in order to obtain results, which are reachable by means of the language.

Frendo mentions that 'functional areas like clarifying, summarising, asking questions, proposing, agreeing and disagreeing might be useful when negotiating, and are usually included in BE course books (2011: 77). However, not only the awareness of functional phrases is important. It is true that the process of negotiations is planned, and there are certain stages and procedure to be followed, nevertheless situations when deviations from the plan may happen and a negotiator has to be ready, not only business wise, but also linguistically wise.

Another situation when learners' speaking skills has to be good enough is presentations. A presentation is an occasion when there is a speaker and other people, who listen to him/her (Frendo, 2011: 69). Presenter's knowledge of the language has to be good enough. Moreover, to give a successful presentation, one has to be aware of the language for presentations and acquire certain presentation skills. A presentation can be learnt by heart; however, the process of giving presentations requires more than just a drilled text. Specific presentation language, called *signposting*, rhetorical language, the usage of metaphors and other features necessary for successful presentations have to be acquired as well (Frendo, 2011:71).

Any communication has a purpose, and it is different in every case. The purpose of business communication has to be clear and specific, which can be achieved in the course of a meeting or other ways of communication selected for this or that type of business. Ellis and Johnson claim that 'language is used to achieve an end, and its successful use is seen in terms of

a successful outcome to the business transaction or event' (1996: 7). In this case, the language knowledge in combination with other skills necessary for doing business can lead to successful outcomes and achieved goals.

The present chapter has discussed the importance of speaking skills in the framework of BE teaching. The situations when speaking skills are necessary for the people of business prove the importance of their development. The following sub-chapter is devoted to the notion of Business English, its definition and methodology.

1.1 Business English as a branch of English for Specific Purposes

Since BE is a strand of ESP, it is necessary to define ESP and later proceed to investigating BE in a more detailed way. Bojovic argues that ESP has come out of several trends; the most important are as follows:

- 1) the expansion of demand for English to suit specific needs of a profession;
- 2) developments in the field of linguistics (discovery of the ways in which language is used in real communication, causing the need for the development of English courses for specific group of learners)
- 3) educational psychology (learner's needs and interests have an influence on their motivation and effectiveness of their learning) (n.d.:487).

Thus, ESP that we have today has been shaped by the features mentioned above, which can also be considered its specific features.

Dudley-Evans and St John (1996) as well as Basturkmen (2011) consider that ESP methodology applied in ESP teaching is different from the one used in General English classes. As claimed by the researchers, the main task of an ESP course is to prepare learners for effective communication in their work or study. Another point to mention is the nature of interaction between the teacher and learners. Teacher-learner interaction in ESP classes is definitely different compared to GE classes. In an ESP class, '...the teacher becomes a language consultant, enjoying equal status with the learners who have their own expertise in the subject matter' (Dudley-Evans and St John, 2011:4). Moreover, Hyland claims that a teacher becomes a researcher of materials, students and classroom work because 'this information then feeds back into the design of ESP courses in the materials, tasks and problems that are employed in the classroom' (2007: 386).

Hutchinson and Waters consider that a primary concern of ESP is communication and learning, and it should be seen ‘as an approach to language teaching which is directed by specific and apparent reasons for learning’ (1991: 19). Karapetjana holds the view that ‘an ESP course is related to a specific domain and is based on needs analysis; it aims at the achievement of specific goals, which are often constrained by time limits, and it is designed for adult learners’ (2008: 6). A concise definition is provided by Day and Krzanowski, who claim that ESP involves ‘teaching and learning the specific skills and language needed by particular learners for a particular purpose’ (2011: 5).

Considering the above stated, several features characteristic of ESP can be observed: the needs of learners, different methodology and specific goals that motivate learners to acquire BE to use in their jobs and professions. The teachers’ task is to prepare them to communicate in specific, work-related situations. The role of the teacher or a language consultant should also be taken into account and considered as another characteristic feature of ESP.

A number of explanations and descriptions of BE rather than strict definitions have been provided by scholars. As claimed by Dudley-Evans and St John, Business English ‘is difficult to define and limit in linguistic terms...’ (2011: 54). Although it is hardly possible to find a universal definition, it is necessary to examine the ones that are available, reflect on them and, as a result, compile a definition that would provide a full picture of what BE is. Having investigated the world wide web, it becomes obvious that quite a lot of definitions can be found that provide a relatively clear idea of what it is. One of such is as follows

Business English’ is the wide-embracing term that is used to describe the type of English that is used by people to do business. ‘English for Business focuses on the English language skills necessary to communicate in an increasingly global business environment (Online 1)

However, Business English is a complex issue, implying various components that are important in order to create a wider picture and have better understanding of this notion.

Frendo states that ‘business English is an umbrella term for a mixture of general everyday English, general business English, and ESP. It is not limited to words and phrases that only appear in some special business world’ (2011: 7). Ellis and Johnson hold a similar opinion, stating that ‘Business English is a mix of specific and general contents (1996: 4). Ellis, Johnson and Frendo define BE from the point of view of its content, whereas Donna explains it from

another perspective – who it is meant for. The researcher states that BE is a language taught to adults working in businesses of one kind or another; the aims of a BE course ‘will always relate to students’ work...’ (2000: 2). As claimed by Donna, ‘the main thing to remember when considering what Business English is relates to expectations...students’ or their sponsors’ (ibid.). Thus, according to Donna, BE is learners’ necessity to use the language at work, and the teacher is expected to be able to that s/he will be able to guide and instruct them how to do in the most appropriate and effective way.

The definition provided by Sampath and Zalipour is quite concise and it states that BE ‘is used to cover the English taught to wide range of professional people...’ (2009: 1). However, it covers only one aspect of the Business English notion.

Taking into account the discussion above, it is possible to generalise that Business English is a complex notion, involving various aspects that have to be taken into account when a BE course is designed. BE does not only imply specific vocabulary, but rather comprises specific and general information necessary for learners in order to be able to communicate successfully in work-related environment.

Apart from BE definitions, it is necessary to discuss its specifics since it possesses certain features that make it distinctive. Frendo claims that ‘...business people do a variety of things with language...’ for example, they present and market products, negotiate and arrange meetings (2011: 7). Donna regards the speciality of Business English slightly differently, but still the connection with learners’ jobs and the necessity to do their jobs by means of the language is definitely traced. Donna argues that BE and its teaching gives the teacher an opportunity to fulfil students’ immediate needs for English (2000: 6). This way, the scholar claims that the result can be seen more quickly, ‘...making a real difference to students’ day-to-day experience’ (ibid.). Ellis and Johnson support this view, stating that ‘users of Business English need to speak English primarily so that they can achieve more in their jobs’ (1996: 7).

Thus, it becomes obvious that BE is special because learners acquire it to able to fulfil work duties and their immediate needs for the language can be met quite quickly.

Needs analysis is one of the most important and essential features of BE. As Dudley-Evans and St John state, it ‘... may be even more fundamental in Business English than in, say, English for Science...’ (2011: 57). They explain it saying that learners’ needs are very different, and it is not always possible to foresee what skills and language they might need (ibid.). Taking

this fact into account, it can be claimed that needs analysis is an obligatory part of any BE course since it lets the teacher understand what and how to teach. It also gives the teacher the understanding how to work with a group and which materials to use. Its importance is justified by the fact that the design of the course depends on what learners' needs are, thus, as Hutchinson and Waters claim, 'any course should be based on an analysis of a learners' need' (1991: 51). Flowerdew holds a similar view, arguing that needs analysis is carried out 'to establish the 'what' and 'how' of a course, is the first stage in ESP development (in Paltridge, 2013: 325). This way, we see that this is the first and the most important step to be carried out when starting a BE course. As Basturkmen explains, it is necessary to identify specific needs of a group of learners because they need specific language and communication skills (2010: 17).

One of the definitions of needs analysis is as follows: 'a needs analysis helps the teacher to understand the difference between where the learners are, in terms of communicative competence, and where they need to be...' (Frendo, 2011: 15). The same opinion is expressed by Graves, who claims that 'for a course to meet learners' needs it is necessary to gather information about both the current state of the learners, where they stand in terms of language ability [...] and the desired goal of change' (2000: 101). Thus, this is a primary action to be carried out in order for the teacher to understand what learners know and what they need to know for their jobs in terms of the language knowledge. This is one of the aims of needs analysis. Having understood the difference between these two situations will let the teacher understand how to design a course for a particular group (ibid.). However, needs analysis is not conducted only at the beginning of a course, as Graves states, '...it is a systematic and ongoing process of gathering information about students' needs and preferences...' (2000: 98). Basturkmen agrees stating that needs analysis is important in order to refine and evaluate an ongoing ESP course (2010: 25). According to Frendo, NA takes place as a course progresses, and it may seem more difficult to meet learners' needs since they might be also changing. Still NA helps to focus on the areas, which are more necessary to learners and the company they work for (2011: 16). Ellis and Johnson point out three stages of NA: before the course, at the beginning and during the course (1996: 73). They do not depict it as a process but rather a necessary activity that has to have three stages. Moreover, three elements of NA have been differentiated by Brieger, which are as follows:

1. the range of communication and language required in the trainee's present or future professional role;
2. the current ability of the trainee in terms of language and communication;
3. the actual objectives of the training programme (1997: 88).

These three elements presented above reflect on what kind of information has to be obtained in the course of needs analysis. This view on the elements of NA is also held by such researchers as Graves (2000) and Frendo (2011). Consequently, needs analysis is a process, which lasts during the whole course or is carried out according to a certain schedule and contains certain aspects; it involves teachers, course organisers and learners. Learners are the ones who provide feedback and give answers to some issues discussed during the course, whereas course organisers are more interested in the final outcome, in particular in the knowledge that will have been acquired and the learners' ability to use the language in to fulfil work-related tasks. The teacher has to take into account all the requirements and remarks, if possible, and design a course that would be suitable for both parties.

Depending on the situation, needs analysis can be presented in different ways. Ellis and Johnson claim that first of all it depends on the physical situation (1996: 73). Frendo argues that sometimes NA is quite minimal, whereas there are situations when it is a more substantial activity (2011: 15). Long indicates that there is more than one way to conduct needs analysis (2005: 13). Dudley-Evans and St John support this view stating that the context and the situation are the key factors to decide which approach to use when conducting needs analysis (2011: 57). Consequently, depending on such factors as the institution, the course itself, its requirements and learners' background, the right format of a needs analysis will be selected by the teacher.

Dudley-Evans and St John mention interviews, checklists, questionnaires and observations as a means of NA (2011: 135). The scholars point out the advantages of interviews, mentioning in particular structured interviews. Despite being time consuming, they 'provide valuable information that we may not observe otherwise'; additional questions are welcome to get more details (ibid.). Donna also points out interviews as one of the means of needs analysis. The researcher claims that interviews can be conducted not only with learners to find out about their motivation and expectations from a course, but also with course coordinators to get more information about the requirements of a company organising the course, expectations, more details about the situations when learners will have to use the language (2000: 12). Thus, having

conducted needs analysis by means of interviews with different people, it is possible to create a full picture of what course organisers and its immediate participants need and want.

Ellis and Johnson claim that questionnaires are the most convenient way to collect the necessary information because they help to gather some personal details of learners, their educational background as well as language learning experience (1996: 73).

Different ways to conduct needs analysis are available to teachers, and each will choose the one appropriate for a particular situation. Nevertheless, it should be said that ‘there is no standard model of needs analysis, and there is no ‘single best way’ to do it’ (Frendo, 2011: 16). What NA does is that it helps to find compromises in order to use the best available sources and the best way to apply them and pursue the stated goals (ibid.).

Basturkmen has described certain ways of needs analysis, which are presented below:

- target situation analysis, which refers to the knowledge learners should acquire;
- discourse analysis deals with the language learners might need in their jobs in the future;
- present situation analysis – what learners know and can in relation to the target situation;
- learners factor analysis regards their motivation to study as well as their language learning experience;
- teaching context analysis regards the environment in which the course is to take place and what the teacher can offer (2010: 19).

The ways previously mentioned can be applied in order to gather the information about the learners, their present and target situations and later make certain conclusions, which will result in relevant BE course design.

Consequently, it is possible to make certain generalisations about needs analysis. NA is a complex ongoing process, which is an obligatory part of a BE course. This is not only a set of questions, asked once at the beginning of a course, but it is also ‘a continuous process of questioning’ (Dudley-Evans and St John, 2011: 139). The process involves interviews, questionnaires, observations and other means, which a teacher might consider useful and necessary in order to obtain as much information as possible to design a course or make the necessary changes. Investigating and analysing students’ answers and feedback as well as making changes, it is possible to design a successful Business English course.

Successful language teaching requires the application of methodology. GE teaching methods are quite familiar to every teacher. However, it is still debatable whether ESP

methodology differs greatly from ELT methodology. Such scholars as Hutchinson and Waters (1991), Basturkmen (2006) as well as Karapetjana (2008) hold the opinion that there is little difference between these two kinds of methodologies. Robinson (1991) also argues that the methodologies have minor differences, and it is hardly possible to find out which ideas were borrowed from ESP and which from ELT. Nevertheless, the scholar points out two features characteristic of ESP methodology. The first one relates to the fact that ESP activities are based on students' specialities and professions; the second one – the purpose of ESP activities comes from learners' needs (1991: 47). Dudley-Evans and St John (2011) agree to the second point.

Such scholars as Dudley-Evans and St John also do not fully support the idea that ELT and ESP methodologies are similar; they consider that 'ESP teaching, especially where it is specifically linked to a particular profession or discipline, makes use of methodology that differs from that used in General Purpose English teaching' (2011: 4). It has to be taken into account that ESP teaching requires special preparation and, consequently, a different kind of work is fulfilled when working with ESP learners. Thus, some minor differences can be traced. Dudley-Evans and St John see one of the differences in the interaction between the teacher and learners, which is quite different compared to the one in GE classes. These features are considered to be characteristic of ESP methodology, making it different and specific.

The point of view of Bojovic can also be referred to, who claims that 'ESP has developed its own methodology and its research draws on research from various disciplines in addition to applied linguistics – this is the key distinguishing characteristics of ESP' (n.d.: 487).

Apart from the mentioned above, one more distinguishing feature can be mentioned pointing out certain differences of ESP. In a GE class a teacher knows more about the subject than learners, whereas in an ESP class the teacher knows about the language, but might know the subject. In this case, the teacher is a language consultant rather than simply a teacher in the usual meaning of this word (Karapetjana, 2008: 9).

Finalising the discussion of the ESP and BE methodology issue, it can be said that scholars do not consider it very different from ELT methodology, nevertheless, minor differences do exist. Teachers can apply the same methodology as in the GE class, but specifics of BE teaching should be taken into account. It can be said that ESP methodology is a certain combination of teaching methods used for GE teaching along with specific features necessary to teach a particular type of ESP.

1.2 Speaking skills development

Speaking is an important skill, not only when it comes to learning a foreign language. As claimed by Ur, speaking seems to be the most important out of four skills: listening, speaking, reading and writing (1991: 120). Ur explains that a person is already called ‘a speaker’ of a language if s/he knows it. However, there is a question whether speaking involves all the knowledge of the language (ibid.).

Referring to Hedge, it can be said that ‘for many students, learning to speak competently in English is priority’ (2000: 261). Reasons for this are various, ranging from personal needs up to professional ones. Baker and Westrup’s view on the ability to speak English is a necessary means of communication within international marketplace; it is also important for further education as well as promotion at work (2003: 5).

Baker and Westrup assume that if a person is able to use English well, it means that s/he is both accurate and fluent in it (2003: 7). However, it is important to understand what accuracy and fluency are in order to make any conclusions on how well a learner’s language knowledge is.

Both these issues have been investigated by a number of researchers. The theoretical contributions of Brieger (1997), Hedge (2000), Baker and Westrup (2003), Scrivener (2005) as well as Thornbury (2005, 2006) have been generalized and are presented below.

In order to have an understanding of what fluency is, it can be first referred to Thornbury, who claims that this issue involves certain aspects. The scholar mentions ‘pausing’ as one of the components of fluency, and it is as important as the speed of speaking. In terms of making pauses, both, the length and the frequency are important and paid attention to. If a speaker makes too many pauses, s/he can hardly be considered a fluent speaker, however, if pausing is placed in the right place and it is not too frequent, a speaker has more chances to be considered a fluent one (Thornbury, 2005: 7). Thornbury claims that fluency can be characterised by pauses, which can be long, however, not frequent. As a rule, they are filled and happen at certain transition points; words and runs of syllable can be inserted between pauses (ibid.). The scholar argues that these aspects depend on speaker’s grammar, vocabulary and memorised chunks (2006: 82) Apart from that, it is mentioned by Thornbury that a fluent speaker is able ‘to speak idiomatically and accurately, without undue pausing, without an intrusive accent, and in a

manner appropriate to the context' (ibid.). This way, Thornbury views fluency as quite a complicated and broad issue, involving a number of components stated above.

Brieger's view on fluency is different; in particular, two features are mentioned: the speed of speaking and the effort of speaking. The speed of speaking can be different, thus there is no single standard, but rather a range of acceptable speech delivery. Individual differences should also be taken into account; every person has an individual speed depending on the situation. Consequently, since there are many factors influencing the speed of speaking, this feature is considered to be 'variable rather than an absolute favour of fluency' (1997: 40). As to the other factor – the effort – it refers to the efforts a speaker does in order to produce the message. In terms of measuring the effort, the only way to find it out is to ask the speaker. Finally, Brieger concludes that fluency cannot be scientifically measured and depends on subjective features of speech (1997: 41). The view on fluency of Baker and Westrup is the ability of speakers to express themselves appropriately and without hesitations (2003: 7).

According to Hedge,

fluency means responding coherently within the turns of the conversation, linking words and phrases, using intelligible pronunciation and appropriate intonation, and doing all of this without undue hesitation. This implies that speakers can interpret and assess the meaning of what they hear and formulate appropriate responses (2000: 261).

Harmer, in his turn, claims that 'if students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech' (2007: 343).

Richards states that fluency is developed by means of activities 'in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns' (2006: 14).

Thus, having analysed theoretical contributions made by several scholars on fluency, it becomes clear that it is quite a complex issue, which does not solely deal with 'speaking quickly' as some learners tend to think; instead it involves such factors as the knowledge of vocabulary, pronunciation, intonation, the ability to pause correctly, perceive and understand what is heard and provide necessary replies without hesitation.

Nevertheless, 'some proponents of communicative approach defined fluency in a different way in order to distinguish it from accuracy. They see fluency as 'communicative

effectiveness’, ‘regardless of formal accuracy or speed of delivery’ (Thornbury, 2006: 82). However, Thornbury does not support this point of view, claiming that there are speech occasions where communicativeness depends on accuracy. As an example, he provides the talk of air traffic control, where accuracy is of utmost importance (ibid.). As stated by the same scholar, ‘accuracy is often contrasted with fluency, i.e., the capacity to be communicative in real-time conditions (2006: 2). However, as it will follow from the discussion below, it is clear that these are different issues, implying different notions.

Accuracy is regarded by Thornbury as ‘the extent to which a learner’s use of a second language conforms to the rules of the language’ and is measured in terms of grammatical accuracy. The researcher also differentiates the accuracy of vocabulary use and of pronunciation. It is also claimed that accuracy is easily testable when it is necessary to measure learners’ progress (2006: 2). Baker and Westrup agree and provide a simple explanation that ‘accurate speakers do not make mistakes in grammar, vocabulary or pronunciation’ (2003: 7). Vocabulary should be regarded as one of the components of accuracy and its importance has to be pointed out. Vocabulary plays an important role in language acquisition. Wilkins underlines the importance of vocabulary knowledge, claiming that: ‘Without grammar very little can be conveyed, without vocabulary nothing can be conveyed’ (in Thornbury, 2009:13). Thus, the importance of vocabulary for speaking skill development is obvious since nothing can be communicated if the necessary words are missing. Referring to Nation, it can be pointed out that ‘for most second language learners language – focused vocabulary instruction is an essential part of a language course’ (1995:7). When acquiring a language, learners tend to focus on this aspect of the language and learn words by reading, listening, watching films or any other means available and accessible to them.

Consequently, we may generalise that the notion of accuracy deals with the knowledge of grammar, vocabulary as well as pronunciation. Different grammar, pronunciation or vocabulary activities aimed at the development of accuracy are to be implemented in the classroom work. Such activities might involve more control and teacher’s intervention, which is contrasted with the activities aimed at the development of fluency, when the teacher has to reduce his/ her contributions (Scrivener, 2005: 225). According to Hedge, ‘controlled activities can focus on a number of things, for example: a grammatical structure, a phonological feature, a conversational gambit, a communicative function, or the time sequencers...’ (2000: 273). This stage can be

useful to polish learners' language discrepancies and prepare them for the activities where the focus is fluency. The same scholar also points out that 'a preparatory stage is needed to equip learners with the resources they need before engaging in a freer communicatively oriented activity' (ibid.).

When a person decides to learn or improve the language, his/her primary goal is to learn to speak and communicate, in other words, a learner wants to develop fluency. Some learners do not think about accuracy, whereas for the others it is as important as fluency, which might depend on the situations where a speech has to be produced. One of the teacher's tasks is to help learners to develop their fluency. One of the most effective ways is providing enough speaking practice during classes and, as a result, develop fluency and speaking confidence. Scrivener argues that 'when people study a language, they accumulate a lot of 'up-in-the-head' knowledge, but they find that they can't actually use this language to communicate when they want to' (2005: 147). In order to avoid such situations, learners should be motivated to talk because 'without experience in using the language, learners may tend to be nervous about trying to say things' (ibid.). In this case, the teacher's task is not only to develop learners' speaking skills, but also to raise their confidence when communicating in a foreign language. Scrivener suggests putting learners in 'safe' situations in class where they are inspired and encouraged to try using language from their 'store' (ibid.). Ellis and Johnson also support this point of view (1996: 37). Creation of such safe and engaging atmosphere can help learners feel more confident and, as a result, they will be able to activate their passive knowledge in communication with class/groupmates. It depends on the teacher as a personality and as a professional. Being an open, communicative and approachable person will definitely facilitate communication with learners, which will lead to a more relaxed and friendly atmosphere, in which learners are 'more likely to speak and develop their fluency' (ibid.).

Communicative language teaching can be regarded as an approach in order to achieve the goal. As claimed by Richards, 'one of the goals of CLT is to develop fluency in language use' (2006: 14). Desai generalised the characteristics of CLT, stating that it focuses on learners' attainment of communicative competence in order to apply the language accurately and appropriately. It also puts the learners in the centre, whereas the teacher plays the role of a facilitator and a manager of the classroom environment (2015: 48). Richards and Rogers claim that 'the goal of language teaching is to develop 'communicative competence' (2002: 159)

Communicative competence implies certain aspects of language knowledge, which are listed below:

- knowing how to use language for a range of different purposes and functions;
- knowing how to vary our use of language according to the setting and the participants;
- knowing how to produce and understand different types of texts;
- knowing how to maintain communication despite having limitations in one's language knowledge (Richards, 2006: 3).

Thus, it is obvious that communicative competence is a complex issue, which has to be developed during the whole process of the language study; it is not only about the language itself, but also about how to use it appropriately in different situations and with different people. This is also the task of the teacher to create such possibilities for learners to be able to obtain the knowledge and succeed in the language study.

There are certain principles CLT possesses:

- meaning is given prime importance;
- the target language is used in the classroom;
- appropriate use of language is emphasized rather than accuracy, which comes at the later stage;
- language should be learnt through social interaction;
- while using this approach, the major focus is to make the learner able to communicate in the target language. Errors are tolerated by the teacher because what is more important is to make them able to speak in the target language;
- the teacher should create situations which help to promote communication;
- language teaching techniques should be designed in such way that it encourages the learners to use the target language (Desai, 2015: 49).

The principles stated above indicate the importance of communication in the classroom using the target language. It has to be pointed out that the focus stays on fluency, which is more important at some points, especially when the learners have a difficulty starting the conversation; they make long and frequent pauses or cannot organise their thoughts and ideas the right way. The implementation of framework materials in this case may appear useful since they focus on the solution of these issues. This way, CLT might be the best approach in order to develop speaking skills along with communicative competence. As it has been previously mentioned, CLT approach mostly focuses on fluency, which is definitely important in BE. Nevertheless, such a factor as accuracy should also be paid careful attention to.

Before planning some speaking activity, it has to be clear what the teacher expects from the learners: complete accuracy or use of the language as fluently as possible (Harmer, 2007: 142). This way, Harmer points out two types of activities in the framework of CLT: ‘non-communicative’ and ‘communicative’, where the first type of activities imply teachers’ intervention, materials control, one language item, other components, and are designed to develop accuracy. The latter activities involve variety of language, no teacher intervention and materials control, they are designed to develop fluency (ibid.). In spite of the importance of the speaking practice, not always there is enough time for all activities. Thornbury claims that the ‘shortage of opportunities for practice is identified as an important contributing factor to speaking failure’ (2005: 28). Scrivener points out that in spite of the fact that teachers try to implement activities which would focus both on accuracy and fluency, in most cases, ‘it is likely that you a teacher will be aiming to focus on accuracy rather than fluency, or fluency rather than accuracy’ (2005: 225).

Thus, we may see that speaking skills is a complex notion, involving many different components. The teacher’s task is to help learners develop accuracy and fluency by means of communicative and non-communicative tasks, which are planned and implemented in a balanced way since a practical application of the acquired material, be it vocabulary, grammar, pronunciation or any other aspect of accurate and fluent speech is of utmost importance for the learners.

The present chapter and its subchapters have focused on the notions of BE and the development of speaking skills development. The definition of Business English, needs analysis and methodology have been discussed. Definitions of Business English provided by a number of researchers have been presented and generalised; the notion of needs analysis, its utmost importance for a BE course and procedure have been discussed; specific features of BE methodology have been mentioned.

The role of speaking skills in and BE teaching and accuracy and fluency as important aspects of speaking skills have been discussed.

The following chapter is devoted to the discussion of framework materials, their definition and implementation in the classroom work. Also material development is described and its importance for ESP teachers is pointed out.

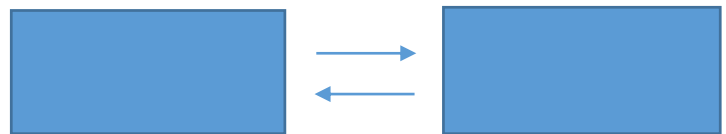
2 Framework Materials' Development and Implementation

The present chapter focuses on the definitions of framework materials and their application with the purpose to improve and develop students' speaking skills.

Frameworks are supplementary materials that can be used to teach Business English. Some researchers have provided various definitions and samples of them as well as guidance on their application. Ellis and Johnson claim that framework materials started to be used already in the 1980s, and they 'have been developed as a means of avoiding [...] demotivating situation' (1996: 131). By a demotivating situation, they mean the one when learners who have responsible jobs and perform it efficiently, feel inadequate when learning English (ibid.).

Frameworks are diagrammatic representations which are used to generate language (Ellis and Johnson, 1996: 131). Frendo argues that these 'are explicitly structured contexts' (2011: 51), whereas Emerson sees a framework as 'a sheet with blank spaces for students to make notes as preparation for a personalized speaking activity' (2009: 4). Dudley-Evans and St John assume that framework materials take the concept of visual and diagrammatic representations, and they are used to produce the language. The ideas introduced into the framework are the ones of the learners and the framework is a means that helps to organise these ideas. Sampath and Zalipour consider a framework to be 'a tool to be used in a particular context to guide learners in expressing ideas, giving short explanations or describing situations' (2009: 4). Apart from that, it has to be pointed out that framework materials 'do not provide carrier content' or language input. 'Instead they set a context, a framework, within which the learners fit their own carrier content and their existing language competence' (2011: 180). Below some examples of how framework materials look like are presented

Production Process	
Advantages	Disadvantages



(Ellis and Johnson, 1996: 136)

(Dudley-Evans and St John, 2011: 181)

Ellis and Johnson (1996), Dudley-Evans and St John (2005), Emmerson (2009) and Frendo (2011) provide a list of reasons why framework materials should be implemented into the classroom work. Ellis and Johnson hold the view that ‘frameworks are designed to prompt the production of language: they do not present language’ (1996: 132). Dudley-Evans and St John (2011) keep a similar view. Frendo’s opinion is that these materials are ‘designed to help teachers and learners generate and focus the language produced in the classroom’ (2011: 51). Emmerson argues that frameworks are used in order to ‘generate a lot of known and new language within a clearly defined context’ (2009: 4). Judging from the mentioned above, it can be claimed that frameworks are designed for learners to produce and generate already acquired language in a particular context. Apart from that, they can be devised for a number of purposes and ‘are particularly helpful in devising relevant simulations for specific target groups...’ (Ellis and Johnson, 1996: 156).

When a framework is being devised, it has to be kept in mind that it is designed to be motivating and relevant (Ellis and Johnson, 1996: 131). Learners have to be willing to speak when using a certain framework and it has to be something relevant to their jobs, the course taught or interests in the framework of their professions or occupations. Frendo claims that framework materials are easy to produce (2011: 51). Dudley-Evans and St John also hold the same opinion, stating that the golden rule of devising framework materials is ‘keep it simple’ (2011: 183). A framework can be represented in different shapes, colours, sizes, positions and connections (ibid.). It will depend on the topic, the learners and their imagination at times, the teacher and a framework selected by him/ her.

Consequently, it can be claimed that framework materials help to learners generate the language they have acquired, they are not restricted in terms of the context; instead learners are provided a frame, which can be filled in with their language. This is the reason why these materials can be a perfect supplement to develop speaking skills.

2.1 Material development

According to Thornbury, ‘materials in the language classroom include anything that is used to support the learning process’ (2006: 127). These are not only course books, but also different kinds of supplementary materials, such as authentic materials, video and audio materials, tailor-

made materials and framework materials, which have been mentioned previously. Thornbury assumes that

they relieve the teacher of having to do copious preparation; they are a stimulus to language production; they provide immersion-like language exposure; they allow learners to continue studying outside class time; they provide variety and entertainment, thereby engaging and motivating the learners (2006: 127).

The reason provided by Hutchinson consists in the opinion that ‘materials provide a stimulus to learning’ (1991: 107). As explained by the researcher, effective materials encourage students to learn rather than teach them. That is why, quality materials should contain interesting texts, enjoyable activities, opportunities for learners to use the existing knowledge and skills (ibid.). Dudley-Evans and St John’s opinion on materials is that they ‘must involve learners in thinking about and using the language. The learners also need a sense of progression (2011: 171). Frameworks are a good example of such materials since they give learners a chance to use the existing knowledge and can be enjoyable because they take different shapes, colours and positions; they also involve learners in the process of using the language since learners have to activate the knowledge they already possess and produce a particular message. However, it should be pointed out that

to stimulate and motivate, materials need to be challenging yet achievable; to offer new ideas and information whilst being grounded in the learners’ experience and knowledge; to encourage fun and creativity (Dudley-Evans and St John, 2011: 172)

Therefore, the material selection and development process should be realised carefully, taking into account learners’ knowledge, learning experience and material difficulty level, but at the same time, tasks should be challenging and interesting for learners to fulfil. It has to be kept in mind that ‘the input must contain concepts and /or knowledge that are familiar but it must also offer something new’ (ibid.). At this point framework materials can be mentioned again since, as a rule, these are usually new kinds of tasks for learners, especially in terms of the appearance; in order to fulfil such tasks learners have to ground on the knowledge they have already acquired. Apart from that, a certain degree of creativity is definitely involved because learners produce, create their own talk or speech; certain language to be use is not assigned.

Some downsides of the materials should be mentioned too, namely the teacher should not rely too much on them. It is important for the teacher to carefully select materials ‘taking into account learners’ needs and interests, so that the materials are a help rather than a hindrance’ (Thornbury, 2006: 127).

It is claimed by such scholars as Ellis and Johnson (1996), Frendo (2011) as well as Dudley-Evans and St John (2011) that nowadays a wide range of materials are available for ESP teachers. This range includes course books, ready-made materials and many other supplementary materials that teachers can freely use. Nevertheless, this variety does not free the teacher from material development and selection. The advantages of course books are undebatable since they provide a solid framework to work with and save teachers’ time (Frendo, 2011: 43). However, it has to be taken into account that ‘most language-teaching course books need supplementing to some extent in order to tailor them to the needs of a particular class or to offer richer options’ (Ur, 2009: 189). It especially refers to BE and ESP courses, when teaching is about meeting learners needs and ‘it is rare that a course book can do this completely successfully without any additional material. Apart from not meeting learners’ needs, course books become outdated, contain inappropriate content or do not correspond to teachers’ views on how to teach (ibid.). Hutchinson claims that ‘materials writing is one of the most characteristic features of ESP in practice’. Comparing an ESP teacher and a GE teacher, it is obvious that a lot of ESP teacher’s time is spent developing materials (1991: 106).

As Graves states, ‘teachers can be involved in materials development from the moment they pick up a course book and teach from it (2000: 149). The same opinion is also expressed by Dudley-Evans and St John (2011). This is explained by the fact that this is a teacher’s task to decide how to work with a particular course book and what extra materials are necessary (ibid.). Graves compares materials development process with the process of making a syllabus more specific (ibid.). This feature is characteristic to ESP, when any course has to be made as specific as possible in order to meet the needs of the learners. The same researcher provides two reasons for this. The first and probably the most important one is related to the fact that materials have ‘to fit the specific subject area of particular learners’ (ibid.). The same opinion is also held by Graves, who states that by developing materials a syllabus is made more specific (2000: 149). Tomlinson agrees to the point claiming that materials should be developed taking into consideration the needs and wants of the target learners (2008: 9).

2.2 Advantages and disadvantages of framework materials

Frameworks are not a tool for language practice only, ‘they are a tool, first to analyse what language the learner needs to be taught, then to organize the language, and finally to provide a framework for meaningful practice’ (Ellis and Johnson, 1996: 156). It makes it obvious that frameworks are not simply tasks for learners to complete them and acquire something, they can be used to understand what is it that learners require and, as a result, to provide practice necessary for this or that group of learners (ibid.).

Framework materials possess quite a number of advantages, which are thoroughly described by Ellis, Johnson (1996) and Emmerson (2009), nevertheless such researchers as Frenco (2011), Dudley-Evans and St John (2011) also point out some positive sides the materials have.

One of the most important advantages of frameworks is considered their suitability for learners of different proficiency levels. Framework materials can be equally applied in high-level groups and low-level groups, with the difference that ‘a low-level learner would be expected to express an idea using simple constructions within a limited vocabulary; a high-level learner can express the same conceptual idea but with a much greater range of expression and complexity of language’ (Ellis and Johnson, 1996: 133). Emmerson, however, claims that frameworks are appropriate for the learners of proficiency levels from intermediate to advanced (2009: 4). Apart from frameworks’ appropriateness for different levels, they are also suitable for the learners of different interests. As Emmerson claims, ‘frameworks allow a very high level of personalization and are therefore motivating and enjoyable’ (ibid.). The possibility for learners to be able to talk about the topics interesting for them and to share their personal experience is always an advantage. This way, learners get more interested in the task since they can talk about something they know and generate language knowledge they have acquired.

Another important advantage of framework materials’ application in the classroom is considered to be the opportunity to modify them according to learners’ needs (Ellis and Johnson, 1996: 133). Emmerson considers that ‘frameworks offer great flexibility of classroom management’ (2009: 4), which means that these materials can be used for speaking tasks in pairs, small groups or large groups. Different frameworks can be provided by the teacher or learners can even prepare them independently. Emmerson states, ‘[...] business people would typically

write notes as preparation for a discussion or meeting [...]’ (2009: 4). This way, BE learners create their own framework, which they will follow when presenting or discussing something.

The fact that frameworks do not demand much time to prepare is the first on the list. As claimed by Ellis and Johnson, low input leads to high output (1996: 132). Frameworks are easy to produce, but they manage to generate a lot of language (ibid.). Emmerson holds the same opinion, arguing that ‘frameworks involve minimum preparation time’ (2009: 4). Frendo agrees to the point, stating that they consist of simple outlines, which can be prepared even before lessons (2011: 51).

Framework materials help to ‘focus on organization and discourse’ (Ellis and Johnson, 1996: 132). Moreover, frameworks do not force the learners to use some particular language, instead they help to focus on the message (ibid.). This way, learners can concentrate on fluency, not accuracy, which at times is more important, especially for those learners, for whom speaking is not an easy skill, they make a lot of pauses, searching for words and thinking how to build sentences. The application of framework materials can give learners a push to start speaking more fluently, not focusing on grammar too much because the most important point will be to convey the message.

According to Ellis and Johnson, frameworks help the teacher to listen and analyse a learner’s speech, this way eliciting problematic areas (1996: 133). As a result, the teacher has more information about learners’ strengths and weaknesses and knows which aspects deserve more attention. Having obtained this information, the teacher can modify tasks, the lesson or even the course itself in order to help learners to manage their weak points.

In the framework of Business English studies, it is a good opportunity for students to practice vocabulary necessary in their field of work. Ellis and Johnson hold the opinion that frameworks ‘...enable the learners themselves to choose in which context to practice the desired language. Because learners can use frameworks to talk about the things that interest them, they will be highly motivated and will find the language practice more relevant to their own needs’ (1996: 133). According to Emmerson, ‘frameworks are highly student-centred – the language will come from them, not from a course book – so for the activity to be a success, students must want to talk about the topic’ (2009: 4). This point of view is also held by Dudley-Evans and St John (2011: 185). They support it by saying that due to the lack of restrictions, ‘they also allow an unpredictability in communication that reflects the natural situation at work (ibid.). Thus, this

is another task for a teacher to select topics that would be interesting for learners, which can be done by means of needs analysis at the beginning of a course and some modifications can be done during a course if there is a need for it.

The final advantage why framework materials are necessary in a BE classroom is that they 'give the teacher a lot of business information about the students' (Emmerson, 2009: 4). This information can be used in order to understand which aspects of the language require more attention.

Judging by the information presented above, it can be claimed that framework materials are a good supplement for a BE course, allowing extensive language practice on the topics interesting and necessary for the learners' targets in order to develop and improve their speaking skills.

In spite of all the pluses frameworks possess, there are some drawbacks too, which are not numerous, though.

As Ellis and Johnson remind, 'framework materials are not the final solution in the search of good extra tasks to be offered to learners (1996: 133). They cannot substitute a course book or some other tasks aimed at the development of speaking skills. However, Frendo argues that 'with some learners it is possible to run a complete course using framework materials [...]' (2011: 51).

The materials, however, are definitely suitable for those learners who perceive visual materials better and easier. They benefit from frameworks since they present some pictures and drawings. Those students who perceive information differently may not see frameworks as good supplementary materials.

Frendo states that 'they are easy to produce, generate relevant language, focus on meaning rather than on form, and do not depend on the level of the learner' (2011: 51). It is true that these materials are easy to produce since it might not be even necessary to print them out; instead, it is possible to draw the necessary framework on the whiteboard and encourage learners to use it. These tasks are good to focus on fluency and meaning rather than accuracy, which can be more important at times, especially for those learners who experience difficulties to start speaking and formulate their thoughts. The final point to mention is the proficiency level. Frameworks are suitable for learners of different levels, however, they have to be tailored for each group accordingly in terms of the difficulty, the topic and also the time limits.

The current chapter and its subchapters have discussed framework materials, their advantages, disadvantages and their implementation in the classroom work. The issue of material development and the importance of this process for an ESP teacher has been regarded. The following part of the paper describes the empirical part of the research, providing detailed information on framework materials' application in GE and BE classes and the obtained results.

3 Results and the Discussion of the Case Study

3.1 Research methodology

The present subchapter discusses the method as well as research tools applied in the present research.

Case study has been used as a practical research method. It seemed to be the most appropriate in case of the current research since ‘it provides a unique example of real people in real situations [...]’ (Cohen, 2005: 181). In the present research the learners of two GE groups and two BE groups. Framework materials were implemented in the classroom work with these learners on the duration of approximately three months.

As stated by Hitchcock and Hughes, the case study is especially useful ‘when the researcher has little control over events’ (in Cohen, 2005: 181). It is true that a class is a controlled activity, which is managed by the teacher, but there are certain activities that cannot be fully controlled, for example speaking or writing tasks since the teacher cannot indicate what exactly has to be said or written. Moreover, the scholars also indicate certain advantages case study approach possesses, namely it vividly describes events relevant to the case, focuses on individuals or groups and helps to understand participants’ perception of events, emphasizes ‘specific events relevant to the case’ and, finally, the teacher is involved in the case. (ibid.). The features of the case study seem to be appropriate for the current research since the teacher is involved in the work of the cases, or groups, and can observe how the learners perceive the provided tasks, namely framework materials, and it is possible to describe the activities, focusing on the features that are researched.

Observation as one of the research tools has been applied. Cohen claims that it is a powerful tool to obtain a deeper understanding of situations (2005: 315). Observations appear to be a valuable tool since, according to Morrison, they help the researcher to collect the information on the following: the environment of the classroom, the organisation of people, the interactions and how they are happening as well as the programme setting (in Cohen, 2005: 305). Thus, having seen the class, an observer has some understanding about the study environment, the learners and how they communicate among each other and whether this communication happens in the framework of the study programme. Observation is also a valuable tool for teachers because observing the work and interaction of learners, it is possible to make relevant

conclusions regarding the pace of the course and to make the necessary changes in order to meet the learners' needs. Referring to Patton, it can be said that structured observations should be implemented in the research process because the observation categories are derived before the critical observation (1990: 128).

Triangulation aspect of case study should be pointed out as well. As defined by Cohen, triangulation implies the application of two or more methods of data collection (2005: 112). It can be said that this principle applies to the present research since in the process of data collection, observation as well as interviews were used in order to collect data. Interviews were necessary in order to define learners' needs at the beginning of the course, in the middle and at the end, where it was possible. Structured observation was implemented with the purpose to follow learners' framework material completion process as well as their interaction. Moreover, investigator triangulation may be applied to the research since peer teacher were invited to the classes in order to obtain more objective feedback regarding the implementation of the materials. Taking into consideration the previously mentioned, the conducted research can be claimed to be qualitative since it possesses features characteristic to qualitative research, namely observation and interviews.

3.2 Research participants and their needs

The research participants were four groups of learners, namely two GE groups and BE groups, with the total number of 26 learners. At the beginning of the research, the author did not have a BE group; for this reason, the decision was made to pilot framework materials in the work of GE groups. Later it appeared that it was the right decision because the teacher had not had any experience with framework materials, and it was necessary to understand how they worked, how learners perceived them and whether they were good enough to develop learners' speaking skills.

The first GE group consisted of seven people; these were adults of A2-B1 level of English, acquiring the language in the language centre 'NH mācību centrs'. The course started in November, 2017 and lasted until March, 2018.

Despite the fact that the level of the learners was defined as A2-B1, the actual levels of the learners varied, which caused certain difficulties at times. As a rule, groups in language centres contain people of different ages, occupations and interests, but they are joined together by their wish and necessity to acquire the language. Some of them decided to apply for the

course because their professional environment requires it, and the course was paid for by the employer.

At the start of the course, a needs analysis was conducted. First, it was present situation analysis in order to find out what learners' knowledge is in relation to what is their target. It was performed in the form of an informal interview with the learners. There two questions asked:

- 1) What do you do?
- 2) What are your expectations from the course?

This way, the teacher could get information about the participants of the group, their jobs and occupations. By means of the interview, the teacher could understand how good learners' speaking skills are how it could be improved in order to meet the students' needs. Also learners factor analysis was conducted on the subject of their previous language learning experience and motivation to do the course.

As a result of the interview it was revealed that four learners were employed in secretarial, managerial, lawyers' and accounting jobs. However, they did not need any specific knowledge related to their jobs, instead their expectations consisted more in improving and developing their speaking skills, enlarging their vocabulary and learning grammar. It was explained by the fact that their main working language is Latvian, and the need for English arises from time to time, when there is a necessity to communicate with foreign colleagues, partners or clients. Some of them were motivated to learn the language in order to find a new job or get a promotion in their current companies.

The other part of the group was represented by female learners, who, according to the interview results, were not employed anywhere. In the course of the needs analysis, the teacher managed to find out that they wanted to learn the language for their own, personal needs. Having clarified their answers, it became clear that they need to communicate in English when going abroad; since they travel quite often. Apart from that, the wish to develop speaking skills, in particular fluency, was expressed.

Thus, having talked to the learners, it was possible to make certain conclusions regarding their expectations and the needs. The necessity to acquire the language was preconditioned partly by professional needs, but mostly by personal needs. The necessity to use the language mostly arises when travelling, and in order to feel safer and more confident, the learners considered the development of speaking skills to be one of the most important components of the course.

In order to make sure that the needs of the learners were met and the contents of the course corresponded to their requirements, NA was conducted in the middle of the course in order to find out whether the learners have enough speaking practice and the necessary topics were being covered. The results of the needs analysis showed that the learners were quite satisfied with the amount of the speaking practice the teacher provided them with, however, they expressed the wish to cover some topics that were not included in the course book. Some of such topics were 'At the hospital' and 'Jobs'. Having taken into account the opinion of the learners, the teacher made necessary modifications to the course. At the end of the course, it was decided to conduct the final NA with the purpose to find out whether the needs of the learners had been met and they managed to achieve the desired result. Most students expressed satisfaction about the course, the material studied, speaking practice provided and, as a result, speaking skills improved. However, there was also negative feedback, which referred to grammar. The learners expressed the opinion that more grammar practice had been necessary since they still felt uncertain about the grammar rules and their application, which proved the fact that more practice on accuracy is necessary for these learners.

The second GE group consisted of nine 1st year Bachelor students at the University of Latvia, the Faculty of Humanities, whose proficiency level was B2-C1. The research in this group was conducted in the time period from the beginning of February until the middle of March, 2018, but the course itself continued till 28th May. The needs of these learners were preconditioned by the necessity to acquire the language in the framework of their university studies. The title of the course is 'English Written and Spoken Communication II' is quite self-explanatory; it is aimed at the development of writing and speaking skills. Despite the fact that the needs of the learners were obvious, it seemed necessary to conduct a needs analysis to find out more about the background of the students and their motivation. For this purpose learner factor analysis was applied and performed in a form of informal interview with the students. This way, the lecturer got information regarding their language learning experience and motivation to acquire the language for their future jobs or studies. Having analysed students' answers, it was concluded that English was acquired at secondary schools and they were quite motivated to continue learning the language, realising how important it is nowadays to have better future perspectives in terms of job and studies. NA was conducted only at the beginning of the course in this group.

The first BE group involved in the research consisted of six students, who were studying Business English at the University of Latvia, the Faculty of Economics and Management. Their proficiency level can be defined as B1-C1 according to Common European Framework. The course started on 10th February and continued till 26th May, 2018, when the final exam was taken. The decision was made to analyse these learners' needs in order to understand whether any changes to the course syllabus were necessary. For this reason, a needs analysis in the form of an interview was conducted in the first class, namely discourse analysis and learners factor analysis. It was found out that these were pre-experience learners, who acquired the language mostly at secondary schools, some have done courses in language schools, however, none of them had ever taken a BE course. Some students were interested in finding a job in the spheres of business, management, logistics and alike, thus they were motivated in acquiring BE whereas the others were uncertain whether they might need English in their future jobs; as a result, their motivation was not high enough. Nevertheless, all students expressed their wish to improve their speaking skills, expand vocabulary as well as have substantial listening practice. Consequently, the course syllabus seemed to be quite appropriate for these students' needs, however, minor modifications had to be done in order to meet the needs of the group. A little NA was conducted also at the end of the research. Its aim was for the lecturer to understand whether their need had been satisfied. The answers obtained were quite positive and it the decision was made to continue the work with the group in the same way.

The second BE group contained five students employed in one of the banks of Latvia. According to Common European Framework, their level can be defined as B2-C1. The course was started on 25th April and is going to continue until the end of October, 2018; it was paid by the employer. One of the requirements of the course organisers was the realization of the needs analysis; however, no framework on how it should be done was provided. Consequently, the teacher decided to interview the learners on the subject of their expectations from the course as well as their needs and wants. In case of this group, target situation analysis was really important because in spite of having a course book, it was necessary to select certain topics the students would need for their jobs. Thus, they were offered a list of topics that they might be interested in and were asked to tick the ones they needed or considered necessary (Appendix 1). Later their choice was discussed with the course organisers and the final decision on how the selected course book had to be supplemented was made. Present situation analysis was conducted as well.

The teacher wanted to see what learners know, how good their speaking skills were in terms of fluency and accuracy and what had to be done in order to meet the needs of the learners and the requirements of the employer. Learners factor analysis followed, which was necessary to find out learners' motivation to study Business English as well as their background. Thus, all are job-experienced learners, who have quite a long experience in English studies and are quite motivated to continue. Their motivation is preconditioned by the working environment, which requires the use of English on everyday basis in communication with colleagues and business partners. In terms of their expectations, the learners' wants can be summarised as follows: new vocabulary, grammar, writing and speaking skills development. On the basis of their answers, the teacher obtained information about the learners' needs and had a clear picture of how to supplement the existing course book in order to meet the needs of the group. NA in this group was conducted only once because the course had started shortly before and the group was still at the beginning of the study process.

Having provided certain information on the research participants, it is possible to make some generalisations. The learners of all groups claimed that apart from acquiring new vocabulary, practicing grammar and improving writing skill, the development of the speaking skills and having substantial speaking practice was emphasised. Basing on this information, the teacher tried to make the necessary changes to the course syllabus where it was possible. If it was not possible, the decision was made to implement more speaking activities in order to meet the learners' needs and wants.

3.3 Framework materials implementation in a General English classroom: a pilot study

As it was mentioned previously, two groups with a total number of 16 people were involved in this part of the research. The first group consisted of seven adult learners, who were acquiring the language in the language centre 'NH mācību centrs'. The course contained 60 academic hours and lasted approximately five months.

The syllabus of the course did not focus on the development of one specific skill; instead, it aimed at the development of all four skills, namely: reading, listening, writing and speaking. In order to develop and have sufficient practice, the course book 'English File Pre-Intermediate' contains all necessary tasks. Nevertheless, the need to use extra grammar activities arose quite often. There were enough speaking tasks, however, having taken into account the learners' wants

and needs to develop speaking skills and have extensive speaking practice, it was necessary to implement more tasks aimed at speaking. Apart from that, most of the tasks were aimed at practising newly acquired grammar, some part – at new vocabulary, and only some tasks were aimed at the development of fluency. Those tasks, which are mostly directed at the consolidation of new grammar topics learned during a class and thus the development of accuracy, whereas fluency in such cases is not prior. In the process of such tasks completion, the learners tend to think more about how grammatically correctly they speak, this way making long pauses to think about the forms. As a result, their talk is long and intermittent, at times they lose the thought, get confused and finally stop speaking. Such situations can be quite discouraging, which may lead to a learner wishing to stop doing the course.

It is true that one of the learners' goal is to speak correctly, however, they also express a wish to 'speak quickly'. Not many tasks of the course book are aimed at this; for this reason, the decision was made to implement framework materials in order for students to learn to speak without thinking too much about accuracy, consolidate the language and the vocabulary they had already acquired previously. It should be mentioned, though, that few frameworks are included in the course book and they focus on the consolidation of grammar items, in particular the Present Continuous form for future arrangements and other tense-aspect forms. Nevertheless, when doing the tasks, the learners were quite free in the choice of vocabulary and could develop their fluency. The pace of the tasks is described in a more detailed way further in the paper. Taking into consideration the course book not containing more frameworks, the task of the teacher was to find and modify or develop tasks that would mainly focus on fluency and fit into the syllabus of the course.

Framework materials were implemented in the work with the GE group on the duration of three weeks, which included six lessons, each of them lasted ninety minutes.

One of the classes containing framework materials is described in details (see the lesson plan in Appendix 4); the overview of other classes is provided as well. The obtained results are discussed on the basis of all the classes in the GE group, with whom framework materials were applied.

One of the lessons with the GE Pre-Intermediate group was devoted to travelling by plane, it focused on vocabulary and reading skills; new grammar topic was the Present Continuous for future arrangements. The class started with a discussion about travelling by plane

and learners' experience, followed by the task aimed at airport vocabulary practice (see Appendix 5).

At the beginning of the course, it was found out that one of their needs was to learn to speak quickly, in particular, they wanted to acquire the language necessary while travelling. The listening task (Appendix 6) followed after; it was related to travelling by plane. Listening tasks were often difficult for the learners; sometimes it was necessary to listen to the same task three times in order for the students to understand what was said and fulfil the task. The listening task was given with the purpose to introduce the new grammar topic to be taught later as well as to consolidate the vocabulary acquired during the class. As soon as the task was completed, the teacher paid the learners' attention to the Present Continuous use. It has to be pointed out that it was new for them since it had been explained that this form is used to talk about current actions and events. After that some theoretical information on the form was provided by the teacher, which was followed by two exercises (Appendix 7). As soon as the tasks were completed, they were checked and mistakes were discussed. Another listening task (Appendix 8) was offered to the learners, which focused exactly on the use of Present Continuous for future arrangements, where it was necessary to fill in the table with the information about the speakers' plans. The task was later checked and discussed; the teacher pointed out the application of the new form when talking about fixed plans. Then, the learners were offered a speaking task, which was the following framework material:

Framework 1

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Complete your diary with different activities planned for the whole week

(adopted from Latham-Koenig et al, 2017: 23)

Figure 1

Framework 1 (Figure 1) was initially aimed at the development of accuracy. The task was depicted in quite a clear way, thus, it did not seem complicated for learners, nevertheless the

teacher provided instruction on how the task had to be completed. First, the learners worked independently filling in the table with their arrangements for the week, which could be imaginary or real. Later, they had to work in pairs, telling each other about their plans and asking extra questions. Thus, they were provided with a frame, which they had to complete with their own words or sentences. Despite the fact that the aim of the task was to develop accuracy, it was perfect for the development of fluency as well since the learners were encouraged to ask each other extra questions about their plans or some other details that might seem interesting for them.

In order to check the learners' progress, structured observation was applied. The teacher observed the students during their speaking activity and filled in the table (Appendix 3). The categories of the observation had been elaborated in advance, which facilitated the observation process, allowing to observe each learner and his/ her performance in terms of accuracy and fluency. It has to be said that the group was quite active, talkative and friendly. This way, there were no difficulties for them to do the task; they communicated quite easily and were very motivated. Although, it took quite a lot of time to finish the task, the students were satisfied with the pace of the task and the fact that there was enough time to communicate. The only difficulty that the learners faced was that it was not easy to start applying the newly acquired grammar form; instead they used the form, which was more familiar to them 'will' and 'going to'. Nevertheless, they made attempts to use the new form; sometimes, it was successful enough, whereas they forgot about it, focusing more on fluency and the content of the transmitted information. After the task the teacher gave some feedback on the accomplished work; it mostly referred to grammar, vocabulary and pronunciation mistakes. At the end of the class, the learners received homework (Appendix 9) and were instructed on how to fulfil it.

Five more lessons contained framework materials (see Appendix 10). Since there are quite many tasks aimed at accuracy, when modifying and developing frameworks for this group, the teacher tried to focus on fluency development and vocabulary consolidation; however, in some cases it was necessary to focus on certain grammar points, for example, past forms and irregular verbs. Nonetheless, paying attention to vocabulary appeared to be very important since the learners did not learn the words themselves and always enquired about the best ways to acquire new words. Drilling was not the best way in case of this group, thus, the implementation of frameworks seemed one of the ways to meet the learners' need to acquire new vocabulary.

Every time before the learners started to complete the frameworks, they were given instructions on what and how they should be done in order to avoid misunderstandings, namely they had to complete the frame first, which was followed by the speaking activity. It was necessary because not all learners were able to perceive the information presented this way well enough, and in such cases the application of frameworks might cause difficulties. The learners were given some time to fill in the frames and prepare to speak. The teacher monitored the preparation stage and provided assistance when necessary. The learners were observed and assisted if necessary during the speaking activities; however, the teacher tried to keep observer's position in order to be able to evaluate learners' progress, their fluency, accuracy and the vocabulary used. Apart from the observation list completed by the teacher during the task completion, a peer teacher had been invited in order to participate in the evaluation process. The teacher was given an observation list (see Appendix 2) and asked to fill it in. The observer pointed out that the teacher managed to engage all the learners in the speaking activities and necessary assistance was provided; however, more careful instructions had to be provided before the start of the task to avoid questions during the task completion. It was noted, the learners were quite active when participating in the speaking tasks and interested in the information their groupmates provided and were willing to ask extra questions. The peer teacher marked that the learners had minor difficulties while completing the frames; however it did not disturb them much. The learners were able to express their ideas quite clearly and fluently. The speech performed was not always accurate; nevertheless, it did not obscure the meaning of what was being said.

Every time a framework was implemented, the teacher conducted a structured observation, completing the observation list (Appendix 3) in order to follow the learners' progress. It appeared to be quite effective since this way the teacher managed to trace the progress of each learner of the GE group and provide necessary feedback in order to improve their speaking skills.

The overall impression of framework materials application was positive, in spite of little faults. One of the recommendations was to provide careful instructions; otherwise, the learners started doing the tasks their own way.

The procedure of the speaking tasks was similar in case of each framework. The learners were given time to prepare, and then they started working in pairs. Their talk was based on the

notes they had made, which they complemented while speaking or answering groupmates' questions. Their talks were fluent enough; however, in many cases they contained many grammar and pronunciation mistakes. In terms of vocabulary, it can be said that they used the words they had acquired and also tried to use the new vocabulary acquired.

In spite of all the difficulties, the learners managed to communicate fluently enough and were quite satisfied with the fact that they could speak without pauses. They asked the teacher whether they had made many grammar mistakes. The teacher provided the necessary feedback. Since the focus of the tasks was related to fluency and accuracy, it can be said that the goal was partly achieved in terms of fluency, and the learners' needs to 'speak quickly' was met. However, more work is necessary in order to develop accuracy.

Taking into consideration the learners' needs, in particular the development of speaking skills, the application of CLT approach seemed to be necessary in the group. Thus, on the duration of the whole course the teacher used the target language during the classes. At first, the learners found it quite difficult, trying to switch to their mother tongues. Nevertheless, it was the teacher's task was to create such atmosphere in the classroom that would encourage the learners to use English not only during the speaking activities, but whenever they had some questions. Thus, the target language was used not only during the classes, but also before and after them, as well as during the breaks. One of the characteristic features of CLT relates to error correction. The teacher tolerated the mistakes the learners made during their talks in order not to disturb them; however, the teacher provided feedback as soon as the activity was over because the learners had expressed the wish to have their mistakes corrected.

The second GE group was quite different; these were nine university students, and their needs were preconditioned by their studies. The course is called 'English Spoken and Written Communication II' and according to its syllabus, it contains 64 contact hours. The number of hours taught by the lecturer was 32; the course is aimed at the development of speaking skills and the expansion of vocabulary (Online 2). The vocabulary related to such topics as 'Travelling and Tourism', 'Education' and 'Jobs and Careers' has to be studied; speaking skills have to be developed by means of different speaking activities. There was no course book to be used, instead different materials were adopted and developed as well as different tasks for speaking activities were provided. It was the teacher's task to select the necessary materials and to develop new ones if there is a need. Taking into account that the course aimed at the development of

speaking skills, vocabulary expansion and the fact that the teacher had a chance to provide different kinds of speaking activities, framework materials seemed to be appropriate to be piloted in this group. Apart from that, not all students of the group were fluent and accurate enough; thus, the application of frameworks appeared to be quite useful for them.

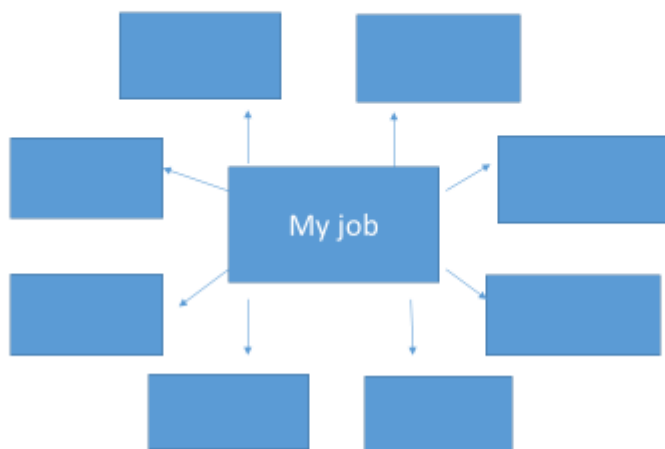
Framework materials were implemented on the duration of three weeks, which included three classes, six academic hours, each class lasted 90 minutes. One of the lessons of this group was devoted to the topic of ‘Jobs and Careers’, and it is described in greater detail further in the paper (see the lesson plan in Appendix 11). The results obtained in the course of the research are discussed on the basis of all the classes, where framework materials were employed.

As mentioned previously, one of the classes was devoted to the issue of jobs and employment. The class was started with a funny video about the toughest job (Online 3), which was followed by a discussion of an ideal job, based on the pre-designed questions (see Appendix 12). As soon as the discussion was over, the learners were offered a framework as follows:

Framework 1

Work on your own and take a moment to think of what is most important for you in a job

Then share your ideas with a partner



(adopted from Emmerson, 2002: 6)

Figure 2

Before the activity, the learners were given instructions on how the task had to be done. Thus, first, they were given some time to think and complete the boxes with their own information, applying their own vocabulary, after that they were welcome to share their thoughts and ideas

regarding their future jobs with the partner. It has to be noted that some students experienced difficulties. They were not language-related, rather that some of them did not have ideas of what jobs they would like to have in the future. As a result, it was difficult for them to imagine what are those important things. The issue was resolved during the box filling stage by means of brainstorming and discussing the topic with the peers. As a result, when they started communicating, they already had a certain plan what to talk about, and their speech was quite fluent. The speaking task went on quite well. The students communicated quite actively, with some short pauses in order to remember some words or formulate ideas more correctly and precisely. It can be claimed that the frames filled in previously helped the learners to organize their ideas and facilitated their speaking practice. Further, the teacher involved all the students in a discussion about the ideal job and provided some feedback on the mistakes the learners had made. After that, they were offered another framework, which can be found below:

Framework 2
What skills are necessary for your ideal job?



(adopted from Emmerson, 2002: 6)

Figure 3

The procedure of the task was similar to the previous one. The students were given time to think and later were invited to share their ideas with the groupmates. Some learners performed the task very fluently and accurately, whereas the others were inaccurate at times and had to use dictionaries to find the necessary words. As soon as the activity was over, the teacher provided

relevant feedback and passed over to the presentation of new vocabulary (see Appendix 13). The teacher presented the new words, provided explanation where necessary; a short discussion followed, and the learners were asked to answer the question provided. At the end of the class, the teacher instructed the learners on the homework.

Framework materials were implemented in two more lessons. One of them was also related to the topic of jobs and employment and was meant as a continuation of the previous class, when the students had to talk about their dream or ideal jobs. If during the previous class, they were asked to brainstorm about the skills they might need for their ideal jobs, then during this class they were offered a framework, where they had to write about the skills and experience they already possessed. The provided framework was as follows:

Framework 3
Please make notes about your skills and experience
Try to use the new words presented last time



(adopted from Emmerson, 2002: 9)

Figure 4

This framework was quite successful in terms of vocabulary consolidation because the students had to remember the new words presented last time as well as to apply the words they had already learnt.

The aim of the frameworks presented above was related to the development of two aspects of speaking skills: fluency and accuracy. It can be said that all the students were fluent; however, not all of them were accurate. The students had had some time to prepare, use dictionaries, and

fill in the frames. The notes they had done facilitated the organisation of the ideas and the speech; however, during the talks some students still lacked vocabulary, which caused short pauses.

The aim of Framework 4 (Figure 5) was to finalize the topic and draw some conclusions about sea travel. This way, it was an effective way to revise the topic-related vocabulary. Before this framework was given to the learners, the relevant vocabulary had been presented and the topic of travelling, in particular, travelling by sea, had been regarded.

Framework 4
Look at the frame below
List advantages and disadvantages of the sea travel
Be ready for the discussion

Sea Travel			
Sea Transport		Travelling by Sea	
Advantages	Disadvantages	Advantages	Disadvantages

(designed by the author)

Figure 5

Structured observation was applied in the work with the group; it was conducted by the lecturer. The implementation of every framework was accompanied by the completion of an observation list (see Appendix 3). On the basis of the completed lists it can be claimed that seven students out of nine benefited from the work with the provided framework materials. By means of the materials, these learners managed to organize their thoughts and ideas following a particular frame, which later facilitated more fluent speech production. It was one of the benefits gained from the application of frameworks. The other benefit to be mentioned relates to the vocabulary expansion and consolidation. During the completion of some frames, the students looked for and enquired some unknown words or turned to their notes from the previous lessons.

The benefit gained by the other two students was less noticeable. It can be explained by the fact that they were less active participants, not always willing to take part in the classroom discussions. Nonetheless, the two students completed and reflected on the given framework materials. Their speech was less fluent due to short pauses caused by the lack of the necessary vocabulary.

The application of framework materials in this GE group was different in comparison to the previous GE group. The attention was mostly paid to the development of fluency, whereas in the first GE group accuracy was quite important as well. This was the reason why the frames employed were different.

Consequently, generalizing the implementation of the framework materials in the work of GE groups, it can be claimed that this is a good means to develop fluency and consolidate vocabulary. In terms of vocabulary expansion, not always they might be useful since learners use the words they already know when filling in the boxes. In the process of speaking practice, learners tend to use the vocabulary they had acquired previously; nevertheless, their speech is more fluent and confident, containing shorter pauses.

There are some suggestions for the teacher regarding the application of frameworks. Clear instructions have to be provided to learners before they start filling the boxes in. There were some situations, especially in the first GE group, when the learners started writing full texts, which is unnecessary. It has to be explained that this is not a writing task and only some notes have to be taken rather than paragraphs or texts written. The focus is on speaking, not on writing. The teacher her/himself has to be familiar with framework materials and be aware of how to apply them in the classroom.

3.4 Framework materials implementation in a Business English classroom: a case study

Having piloted the frameworks with two GE groups, which was a necessary stage, framework materials were implemented in the work of two BE groups. As stated above, in total, there were ten BE learners. First frameworks were implemented in the group of BE university students. According to the description, the course contains 32 academic hours and is aimed at the development of speaking and writing skills to be applied in different areas of e-business and logistics (Online 4). There was no single course book to follow, instead the materials of several course books were compiled in order to cover the topics of the course. Having analyzed the

existing materials, the teacher took the decision to modify some tasks in order to present them as frameworks with the purpose for the students to facilitate the organization of their speech. Five classes or ten academic hours were devoted to the work with framework materials. As mentioned previously, needs analysis indicated that the students wanted to expand their BE vocabulary and improve their speaking skills. Basing on the experience obtained while piloting frameworks in the GE groups, the lecturer was quite confident that they would be a way to meet the learners' needs. However, compared to GE groups described above, this group appeared to be quite inactive and not very talkative. It might be explained by the fact that these were pre-experience students and the planned topics were unfamiliar to them, and, as a result, difficult to comment on. This was the reason why the lecturer decided to start with some simpler frameworks, trying to continue with more complicated ones. The frameworks aimed at discussing advantages and disadvantages were selected and implemented at the beginning.

One of the first lessons in this group was devoted to the topic of distribution and promotion (see the lesson plan in Appendix 14). Having presented the topic (see Appendix 15) and practised the vocabulary (see Appendix 16), the lecturer offered the following framework:

Framework 1

*'Sales' sometimes has bad reputation (e.g. selling used cars). But this is wrong. It can be challenging, creative and fun.
Do you agree or disagree with this statement? Please provide at least three points*

Agree	Disagree

(adopted from Emmerson, 2007: 37)

Figure 6

Before the task completion, it was necessary to prepare the students by providing them with the functional language necessary to agree, disagree and express their opinion. It could be referred to as the language of meetings, which might also be of use to the, in case the learners decide to be

employed in the sphere of business. The necessary phrases were provided and explained. After, the learners were handed out Framework 1 (Figure 6). The learners were given some time to think, discuss the topic among each other and complete the table presented above. However, it appeared difficult for them because the learners had not had any BE course before, and they did use English at work. Thus, the topic was new to them and the task caused some confusion. As a result, the teacher initiated the discussion and welcomed the learners to brainstorm and come up with some ideas. Some learners were quite active, whereas some others kept silent and did not participate. The active students participated in the discussion, using the notes they had made in the frame provided. It cannot be claimed that Framework 1 was completely successful; however, it gave the teacher better understanding of how to work with this group applying framework materials. Taking into account the specifics of the group, the teacher’s task was to get the students talking. Framework materials are a good means for this reason, but, in this case, the learners had to be encouraged and motivated every time when a speaking task was given to them. Having observed the way the student work, the decision was made not to organise pair work activities; instead group work was preferred because then there was a chance to involve all the students into the classroom work.

Further, the learners were offered Framework 2 (Figure 7). The learners were given some time to think over the topic and complete the table with their ideas.

Framework 2

Do you agree or disagree with the statement below

Please provide at least three points

Advertising is not so important. A good product with the right price and the right distribution will sell itself	
Agree	Disagree

(adopted from Emerson, 2007: 37)

Figure 7

The students had some time to prepare, and later were invited to express their opinion one by one, applying the functional language they had been presented previously. Other participants of the discussion were welcome to express their ideas as well as supplement what had been said. In case of this group, it was the right decision because this way everybody had to participate in the discussion, and the teacher could evaluate how the learners benefited from the application of framework materials.

Since the frameworks presented above are not complex, they were not difficult for the students to perceive and complete. The difficulty faced was not related to the language as such, but more to the fact that the students could not find what to say.

A peer lecturer had been invited to observe this class. Thus, structured observation was employed by the peer lecturer, who was asked to fill in the observation list (see Appendix 2). It was marked that two out of five students did not participate in the speaking activities actively enough in spite of the fact that the lecturer tried to engage them. Those students, who took part in the activities were supported and assisted in case there was a necessity. It was also noted that students did not experience difficulties completing the frameworks, which was explained by providing careful instructions by the lecturer. The speech of the students was marked as fluent, but not always accurate in terms of grammar. For three out of five students it was not complicated and they could express themselves easily looking at the notes they had made, which helped them to organize their speech. In spite of minor pronunciation and grammar mistakes, they managed to express themselves fluently enough. Nevertheless, their ideas were organized; short pauses occurred. The other two students were less active and provided short answers, not willing to extend them.

Frameworks 3 and 4 (see Appendix 17) were implemented in the work of this group. Taking into account the difficulties faced during the work with Framework 1 and Framework 2, the decision was made to apply simpler frameworks in this group in order not to confuse the students, on the contrary to motivate them to speak and express their opinions on the provided topics. When the students had already had the chance to get acquainted with such kind of frameworks, it was easier for them to participate in the following speaking activities. Since the topics in Framework 3 (see Appendix 16) were not very complicated and specific, it did not cause difficulties to talk about them, and the students seemed quite interested in the discussions. The teacher had provided careful instructions on how the tasks had to be processed. However, it

took quite a lot of time to prepare for the speaking activity and the problem was not connected with the language knowledge, rather with the lack of ideas. The lecturer prompted some points in order to advance the process of the frames' completion. All the learners were involved in the speaking process. Some of them were more talkative and active; their speech was fluent; however, some grammar and pronunciation mistakes were noticed. Those learners who were not particularly talkative expressed their opinion on the issue shortly; however, were not willing to expand their ideas. For this reason, the lecturer made the decision to ask them extra questions in order to continue the discussion, which appeared to be quite effective.

Framework 4 (see Appendix 17) was quite successful because the students had been presented the information and a sample first. They were asked to work in pairs and come up with their ideas. This frame was easy for them to complete and present; however, their answers were quite concise. Basing on the outcome of this task, the lecturer decided to ask the students to create a framework as a home task (see Appendix 17) to be explained in the class next time, considering that the availability of time will give better results. Some of the frameworks presented by the students can be seen in Appendix 18. This way, the students had more time to study the material carefully, create a frame that would be clear and understandable for them and would facilitate their speech. The lecturer's expectations were justified and the students' talks were more fluent and extended. It can be explained by the fact that they could prepare and organise their speech with plenty of time.

The lecturer employed structured observation during those classes, when framework materials were employed. The observation list (see Appendix 3) regarding the students' work in the classroom was completed. As it was previously mentioned, not all the students were willing to take active participation in the classroom work. Nevertheless, those, who did, performed quite fluently, however with minor pauses, which they used mostly to remember the necessary word. In terms of grammar, there were some mistakes, but they did not obscure the meaning.

The implementation of CLT approach in the work with this group appeared to be necessary in order to encourage the students to use the target language more and not only during the classes. Consequently, English is used on the duration of the course as the language of instruction and on other occasions. The lecturer encouraged the students to interact in the target language during the classes. It was important do it because they tended to communicate in mother tongues when participating in pair work activities. The lecturer refrained from error

correction during the students' discussions; feedback was provided later. Having employed this approach as well as framework materials in the work with this BE group facilitated the process of speaking skills development.

Generalising the results obtained in the process of framework material application in this group, it can be claimed that it was only partly effective. However, it has to be said that it is not the issue of frameworks as such, but more of the group, which did not seem very talkative and willing to participate in the discussions. This cannot be said about all the learners, though. Those, who were active speakers took part in all framework and other speaking activities, their speech was fluent enough, and their thoughts and ideas organised. Those who were not active enough, participated in all speaking tasks too, however not willingly, providing only short answers.

The last group in which framework materials were implemented consisted of five students in one of the banks of Latvia. Those students are employed in managerial and accounting jobs. As mentioned previously, their level can be defined as B2-C1. The BE course of this group contained 60 academic hours. The course book assigned was 'International Express. Upper Intermediate'. However, in spite of having a course book, the learners were interested in the acquisition of some topics that were not included in the course book. For this reason they were offered a list of topics (see Appendix 1) to be selected and included in the course. It has to be noted that the course book used for this group focused on new vocabulary, grammar and writing, which was good for accuracy development; however, it was quite obvious that not enough tasks were included in order to develop fluency. Having analyzed the learners' needs, the course book as well as extra topics chosen by the students, the application of framework materials appeared to be not only appropriate, but also necessary. Four classes (each 90 minutes) or eight academic hours were devoted to the application of frameworks. Four frameworks had been designed and modified to be implemented in the work with this group. One of the classes is described in detail below; the implementation of other framework materials and the obtained results are generalized.

The teacher decided to start the implementation of frameworks during the first lesson (see lesson plan in Appendix 20) because they seemed a good way to learn more about the organization the students' work for. Thus, the class started with the ice breakers to find out more about the learners. The activities appeared to be very successful; the learners were very active and willing to share some information about themselves. Later, Framework 1 (see Appendix 21)

related to the company culture followed. Every learner was given a worksheet and some time to fill it in. The learners were also encouraged to do it in pairs. As soon as the frame was completed, each learner was invited to talk about one point, and this way they continued to talk until each topic was discussed. The learners were invited to complement each other and share their opinion about the company culture. This frame did not cause any difficulties to fill in and later reflect on it. This way, the teacher had the chance to find out more not only about the company, but also about the way the learners speak, how fluent and accurate they are. Further, the lesson was continued with the course book ‘International Express. Upper-Intermediate’. Unit 1 starts with tense review. The teacher provided the explanation of tenses and their use, which was followed by the exercise (see Appendix 22). After the task was checked by the teacher and the learners, corrections and comments on the mistakes made were provided. At the end of the class, the teacher gave the homework and provided the explanation on how it had to be completed. After the first lesson, the teacher had quite a positive impression about this group because the learners were very motivated, talkative and willing to acquire new knowledge.

The following two frameworks implemented were related to Unit 1 of the course book. The teacher considered that more practice was necessary basing on the grammar information provided on the first lesson. Framework 2 was implemented; its aim was to develop learners’ fluency and accuracy, but the focus still remained on accuracy.

Framework 2

Question time. Make questions and ask you partner about the situations below

Your last project	The best day in the company	Your last business trip
Your last meeting with the colleagues	Your first day in your position	Your future ambitions
Your last e-mail sent	Your last Christmas party	Your own question

(adopted from Latham-Oxenden et al., 2017: 189)
Figure 8

This framework allowed the learners to practice accuracy in terms of the correct tense use as well as fluency, when answering partners' questions. The application of this framework appeared to be quite successful. The learners enjoyed it immensely. Apart from language practice, the development of fluency and accuracy, they had good communication with colleagues. The general atmosphere in the classroom was quite positive and friendly, which facilitated the study process.

Framework 3 (see Appendix 23) was used as a supplement to Unit 1. It appeared to be to the point since the unit contained a section 'Making a good impression', which provides some information on how to prepare for meeting foreign business partners and what to know when going on business trips to other countries. Thus, having completed the tasks available in the course book, the teacher provided the learners with Framework 3. In order to participate in this speaking activity, the learners had to be aware of some functional language used in such situations as 'Meeting for the first time', 'Introducing people', 'Offering hospitality' and alike. Mostly, the learners of the group knew how to behave in such situations; some of them had such experience, whereas others had already acquired this information in other courses. For this reason, the teacher did not focus on details; instead the phrases necessary in these situations, were looked through quickly. After the learners were instructed on how the frame had to be completed; however, it had to be taken into account that some learners had such experience whereas others did not. Thus, those who had experience of communicating with foreign business partners could provide more expanded and realistic information, while others brainstormed and imagined how such meetings might happen. The learners were given fifteen minutes to complete the table, and then they were asked to work in pairs and a group of three and were invited to tell each other about their experiences, expectations and opinions. The speaking activity took approximately twenty minutes. In spite of the fact that each activity had been assigned a particular amount of time, this discussion took more time than necessary; however, the teacher decided not to stop the learners since the talk was very interesting, the students' speech was fluent, although with some mistakes, which did not obscure the meaning. The learners were very enthusiastic about the speaking activity; however, the teacher had to stop it, otherwise, it would have taken too much time. Some comments on the mistakes made during the talks were provided and discussed with the learners.

One of the topics included in the syllabus was Marketing, it seemed to be appropriate to apply the framework shown below in this BE group, too. Framework 4 (see Appendix 17) was beneficial for the learners because this way they had a chance to practise telling about the products their company offers in English, thus preparing themselves for communication with potential foreign customers. For this task, the students were asked to work individually. They were given some time to think about the product they could tell about and then fill in the boxes. Later, each learner was asked to present the product s/he had selected and prepared to talk about. This way, the teacher had the chance to see the benefit of frameworks for each learner. Everybody managed to do the task; some learners were more fluent, but less accurate and vice versa. Nevertheless, all learners managed to deal with the framework.

Structured observation was also conducted in this group. The completion and further work with three out of four frameworks was observed. As it mentioned before, the group was very active and motivated; the learners have quite an extensive language learning experience. Moreover, these were job-experienced learners, which means that they were aware of what they needed for the successful performance of their duties. The speech of four learners can be characterised as fluent, however containing minor grammar mistakes. One of the students was not as fluent as her groupmates, some short pauses occurred due to the lack of vocabulary.

CLT approach was applied in this group as well. First of all, it was the requirement of the course organisers to use only the target language. Moreover, the proficiency level of the learners was high and enough and allowed the use of English at all times. Since the group was friendly and talkative, there was no need for the teacher to create the atmosphere for the learners that would engage them to speak, the learners managed to create it themselves. The teacher's task in this situation was to provide necessary speaking practice, observe the process and comment on the mistakes as soon as the speaking activity was over.

Generalising the experience of framework material implementation in this BE group, it can be said that it was very effective. First of all, the group was very motivated and open to the acquisition of new information. The motivation of this group was conditioned by the fact that the English course was paid by the employer, and the learners appreciated the opportunity; the learners' need for the language was quite high since they used it for communicating with colleagues and business partners. They accepted different kinds of tasks. The applied framework materials showed that it was a good way to organise ideas and, thus, express them more clearly

and explicitly. The learners managed to produce quite a fluent speech. Some pauses were present; however, they were not too long and frequent. As it was mentioned previously, the course book of this course does not contain enough speaking activities, for this reason, the application of frameworks seemed to be necessary because the group perceived them very well and there were no difficulties to fill them in and later build their speech basing on the completed frames. However, it has to be pointed out that careful instructions were necessary because the learners did not have any previous experience with frameworks. While applying the materials, the learners enjoyed the speaking activities, which resulted in positive and friendly atmosphere in the classroom. Finally, it led to the learners' wish to talk, develop their fluency as well as accuracy.

Generalising the data collected in the process of framework material implementation in the BE classes, it can be said that they are worth applying. There are a number of reasons for this:

- they facilitate the organisation of ideas;
- they can be used for a different number of students and for different types of classroom work;
- they can be used for the development of both aspects of speaking skills: accuracy and fluency;
- they are especially beneficial in those groups which are active;
- they can also be applied in those groups where learners are not active speakers; however the teacher's participation in speaking activities has to be more active.

Thus, one of the biggest advantages of framework materials for the BE groups is that they are quite flexible in use. The decision to apply frameworks in the classroom depends on the teacher's readiness to try new challenges. However, before trying the materials, the teacher has to have a clear understanding of what they are in order to provide careful instructions on how tasks have to be fulfilled.

The present chapter and its subchapters described the empirical part of the research. The implementation of framework materials in GE and BE classes as well as the frameworks applied have been provided and described in detail. The analysis of the lessons where the materials were implemented, the pace of the tasks as well as the outcomes have been reflected on. The conclusions about the framework materials implementation are provided in the final part of the paper

Conclusions

The aim of the research was to investigate the effectiveness of framework materials to develop business learners' speaking skills. In order to pursue the stated goal, enabling objectives were set, one of which related to the investigation of the contribution made by different scholars into the issue. Theoretical materials on BE teaching principles and speaking skills development were investigated. Basing on the theoretical background, it can be concluded that speaking skills are of utmost importance for those who are involved in the world of business, in particular, for those who have to use English in order to fulfil work duties. In order to perform successfully, both accuracy and fluency are important and have to be developed.

Framework materials were investigated and appeared to be appropriate in order to help learners to develop their speaking skills. These materials are tasks depicted as frames and boxes that have to be filled in and later reflected on; they can be represented in different ways. The materials possess a number of advantages, among which are: the ease of the application, the ability to use them with a different number of learners in a group and with learners of different levels of knowledge, and, lastly, they facilitate the organisation of learners' language. Framework materials were selected and modified to be implemented in the classroom work with GE learners as a pilot study and with BE learners as a case study.

It can be concluded that framework materials are easy to use because the preparation time is minimal, and they can be presented in different ways. The number of students in a group is not an obstacle for the materials application, they are effective with both, small and large groups. Learners of different levels can be taught using frameworks. Nonetheless, the decision which framework to use and at which point of the class depends on the teacher, who has to know the abilities and the needs of his/ her learners. It can be claimed that frameworks help learners to organise their ideas, which, as a result, facilitates their speech, making it fluent. Following the notes prepared by learners helps to avoid numerous pauses. Preparation and thinking time given to complete the boxes allows learners to be more accurate as well as they have time to think over the idea and how it can be expressed. Consequently, frames can be aimed at fluency and accuracy development. Thus, it can be concluded that framework materials are an effective means for speaking skills development.

Despite the benefits, framework materials also have certain disadvantages. More extrovert learners, who are active speakers, benefit a lot from frameworks, whereas introvert learners find it difficult to extend their talk or clarify some information. As a result, the teacher may face difficulties when implementing the materials in the work with such learners. In such cases, the teacher has to be more involved in the speaking activity, help learners to extend their answers, ask extra questions, this way involving such students in dialogues and discussions. However, it refers not only to framework materials, but also to other speaking activities used during the class. This aspect can be regarded as one of the limitations of framework materials application. Another one relates to the fact that not all learners are able to perceive visual information and it may take time for them to get used to this kind of task.

In order to apply the materials appropriately and effectively, the teacher has to study them completely and provide clear and detailed instructions when implementing the materials in the classroom. In case students find completing frameworks complicated, they should be assisted during the task fulfilment.

Drawing final conclusions, it can be claimed that framework materials are an effective means for speaking skills development, and the hypothesis has been proved. The materials are especially beneficial for fluency development, which is essential for BE learners. Accuracy is important as well and framework materials can be applied to develop it too. These aspects of speaking skills are necessary for business people since fluent and correct performance is a key to successful communication. However, it should be kept in mind that frameworks are one of the numerous kinds of speaking activities, they are not universal, and they cannot be used to resolve all the problematic issues, but rather as a supplement for a course to develop BE learners' speaking.

In terms of further research, it can be said that framework materials are numerous and they can be applied for different purposes, not only for speaking skills development. They can also be used for the purposes of vocabulary expansion as well as more extensive grammar practice. Consequently, further research could focus on creation of a course for BE learners where frameworks would be used for the development of different aspects of the language necessary for business people in order to perform their work-related tasks in the most effective way.

Theses

- 1) The world of business nowadays often requires the knowledge of the English language in order to fulfil work-related tasks.
- 2) Fluent and accurate speech is essential for successful business communication with foreign colleagues and business partners.
- 3) Needs analysis is an essential part of a BE course, resulting in a Business English syllabus modified in order to meet learners' needs.
- 4) Framework materials are tasks depicted as frames or diagrams that have to be filled in and later reflected on; only key words are provided, which learners use as a prompt for their production.
- 5) Framework materials facilitate learners' speech, allowing them to avoid numerous and ongoing pauses.
- 6) Framework materials can be applied both, for fluency and accuracy development.
- 7) Framework materials can be successfully applied in the work with the learners of different proficiency levels and groups of different sizes; the preparation time is minimal and no special equipment is necessary to produce them.
- 8) Framework materials are especially beneficial for extrovert learners, whereas they may cause certain difficulties for introvert students. The work with such students requires teachers' involvement in speaking activities more than with extrovert since they need encouragement to interact and participate in discussion and classroom work.
- 9) Frameworks might not appeal to those learners who do not perceive information visually, and it takes time for them to get use to this kind of tasks.
- 10) The materials are an effective means for speaking skills development.
- 11) Frameworks are only supplementary materials, which cannot replace a well-planned syllabus and core teaching materials.

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Appendix 1

List of Topics

Title	Topics	Useful language and skills
Introduction to accounting	Jobs in accounting Accounting principles	Meeting people Offering hospitality
Financial statements and ratios	Profits and Loss Statement Balance Sheet Explaining accounts	Making comparisons
Tax accounting	Tax systems Calculating tax expense Taxation planning	Clarifying information
Auditing	Role of auditors Types of audits Auditor-client relationship Describing graphs An auditor's report	Telephone phrases Making appointments Talking about causes and results
Management accounting	Defining management accounting Budgets	Presentation phrases Organizing a presentation
Investment	Different accounting practices Globalization and the role of accountants	Meeting phrases

Appendix 2

Classroom Observation Checklist

Teacher-Student Interaction	Meets expectations	Needs improvements	Not observed
All students are engaged and active			
Teacher supports all students			
Teacher provides clear instructions on the completion of framework materials			
Student-Student Interaction			
Students are active; participate in discussions and pair work			
Students are engaged in the speaking activities; ask extra questions			
Students' individual performance			
Students have no difficulties to fill in the frameworks			
Students are able to express their thoughts in an organised way			
Student's speech is fluent			
Student's speech is accurate			

(adopted from Online 5)

Appendix 3

Fluency and accuracy observation list

Framework						
Learners	Fluency-oriented Spoken			Accuracy-oriented spoken		Comments
	Lack of pauses	Short pauses	Coherence	Grammar	Vocabulary	
Learner 1						
Learner 2						
Learner 3						
Learner 4						
Learner 5						
Learner 6						
Learner 7						

(adopted from Somogyi-Toth, 2000: 26)

Appendix 4

Lesson Plan 1

Present Continuous for future arrangements

Level: Pre-intermediate

Length of the lesson: 90 min

Prior knowledge: learners have to be familiar with the Present Continuous form and its use for the present

Aim of the lesson: to teach the use of Present Continuous for future arrangements, present and consolidate travelling vocabulary

Objectives of the lesson:

- 1) to present travelling/ airport vocabulary;
- 2) to practice the use of the words by doing the task;
- 3) to present the use of Present Continuous for future arrangements;
- 4) to have listening practice to exemplify the application of Present Continuous;
- 5) the learners will practice using the new grammar form by means of framework materials.

Activities: individual work, pair work, discussion, answering teacher's questions, listening tasks.

Preparation: a course book 'English File. Pre-Intermediate', copies for those learners, who do not have a course book, a white board, markers, a CD player, a CD, framework materials handouts, 1 per each learner.

Procedure:

Task/Theme	Time
1) The teacher greets the class and tells about the topics of the lesson, which is 'Present Continuous for future arrangements' and 'Travelling by Plane'	1 min
2) The teacher starts by asking the learners about their travelling plans (if any) and arrangements for the week. The word 'arrangement' is new, thus explanations on the meaning are provided by the teacher	10 min

<p>3) The teacher then proceeds to task provided in the course book, (Appendix 5). The learners are asked to match the pictures with the words. Explanations are provided in case something is not clear</p>	<p>5 min</p>
<p>4) Listening task 2b (see Appendix 6) follows as soon as the explanations are given by the teacher. The learners have to listen to the interviews of three people, who are going to travel by plane and complete the table. At this point the new grammar form is not pointed out, the teacher focuses more on the content of what has, been said. The task is listened twice. After it is checked, mistakes are corrected and comments provided</p>	<p>10 min</p>
<p>5) As soon as the listening task is completed, the teacher proceeds with the presentation of Present Continuous for future arrangements. The learners are asked to open page 130 of the course book, Unit 3B (see Appendix 6). The learners are given the theoretical background for when the form is necessary. There is no need to explain the formation of the tense because it was studied shortly before</p>	<p>15 min</p>
<p>6) Grammar practice follows. It consists of two exercises on page 131 (see Appendix 7), which the learners are asked to complete. The first task is aimed to practice the form, whereas the second focuses on the difference between Present Continuous for future and present. The learners are given 10-12 minutes to complete the tasks, later they are checked together with the teacher; necessary comments are provided</p>	<p>10 min</p>
<p>7) The second listening task (see Appendix 8) follows after, learners are asked to open book on page 23 and complete task 2e. The students listen to people talking about their arrangements, their task is to complete the table. The task is played twice, after it is checked by the teacher together with the students. Necessary comments are provided; the teacher points out the use of Present Continuous for future arrangements</p>	<p>10 min</p>
<p>8) Then the learners are offered Framework 1 (see on p.37). Careful instructions on how it has to be completed are provided. The learners are given 10 minutes to complete the frames with their plans, real or imagined</p>	<p>5 min</p>
<p>9) After the frame is completed, the learners are put in pairs and are invited to tell each other about their arrangements</p>	<p>15 min</p>

10) When the speaking activity is over, the teacher provides feedback and corrects mistakes made by the learners while speaking	5 min
11) As soon as this part is over, the lesson is finalized with giving the homework. The learners are given one handout with a task (see Appendix 9). It focuses on practising the use of Present Continuous for future arrangements.	3 min

Additional tasks: there are no additional tasks planned.

Brief comments: one of the problems that might be faced is the new outlook of Framework 1 for those learners, who do not perceive visual information very well. In this case, this is the teacher's task to provide careful instructions and assist when necessary.

Next lesson: during the next class a brief revision of the topic will be done and the homework will be checked. After the teacher will proceed to the following topic according to the programme.

Appendix 5

Vocabulary task

1 VOCABULARY airports

- a When was the last time you were at an airport? Was it to travel somewhere (where?) or to meet someone (who?)?
- b Look at the airport signs and match them to the words and phrases below.



- Arrivals
- Baggage drop-off
- Baggage reclaim
- Check-in
- Customs
- Departures
- Gates
- Lifts
- Passport control
- Terminal
- Toilets
- Trolley

(Latham-Koenig et al, 2017: 20)

Appendix 6

Listening task 1

2 LISTENING

- a Look at the three travellers in the picture. Who do you think is...?
- going to work abroad for an NGO (= non-governmental organization)
 - going to see an ex-partner
 - going to do a photo shoot in an exotic place

What are their plans?
What are their dreams?



We spent a morning in Departures last week asking people about their travel plans.

- b (155)) Listen and check your answers to a. Then listen again and complete the chart.

	Where to?	Why?	Other information
Olivia			
Matthew			
Lily			

(Latham-Koenig et al, 2017: 20)

Appendix 7

Grammar practice

3B present continuous (future arrangements)

- I'm seeing a friend tonight. (1.64)
- She's arriving at lunchtime.
- She isn't leaving until Friday.
- They aren't coming to the party.
- What are you doing this evening?
- Is she meeting us at the restaurant?

- We often use the present continuous with a future meaning, especially for future arrangements, i.e. for plans we have made at a fixed time or place in the future. Don't use the present simple for this. NOT *I see some friends tonight.*



be going to or present continuous?

We can often use either with no difference in meaning, e.g. *I'm going to see Anna on Tuesday.* OR *I'm seeing Anna on Tuesday.*

It's very common to use the present continuous with the expressions *tonight, tomorrow, this weekend, etc.* and with verbs describing travel arrangements, e.g. *go, come, leave, arrive.*

I'm leaving on Monday is more common than *I'm going to leave on Monday.*

3B

- a Read the sentences. Write N for now, F for future.

- I'm meeting Joe at two o'clock.
- 1 I'm living in a flat with two Swedish boys.
- 2 We're coming back on Monday.
- 3 She's moving to Canada soon.
- 4 I'm waiting for the postman.
- 5 I'm reading a really good book about science.
- 6 We're meeting Sally and James for lunch on Sunday.
- 7 Karl is arriving at 6 o'clock.
- 8 I'm studying for my maths exam.

- b Complete the dialogue between two flatmates.

A What *are you doing* (do)?

B I ¹ _____ (pack) my suitcase.

A Why?

B Because I ² _____ (fly) to Vienna at 8 o'clock tonight.

A Oh, I didn't know. Why ³ _____ (go) to Vienna?

B I ⁴ _____ (see) the boss of VTech Solutions tomorrow.

A Why ⁵ _____ (meet) him?

B I ⁶ _____ (work) on a project for him at the moment and I need to discuss it with him.


A Oh, well have a good trip!


◀ p.23

(Latham-Koenig et al, 2017: 130-131)

Appendix 8

Listening task 2

- d  Lily phones Ben when she arrives at the hotel. Listen to the conversation. What day do they arrange to meet?
- e Listen again. Complete Ben's diary for the week.



Sunday 2
seeing Paul
Monday 3
Tuesday 4
Wednesday 5
Thursday 6
Friday 7

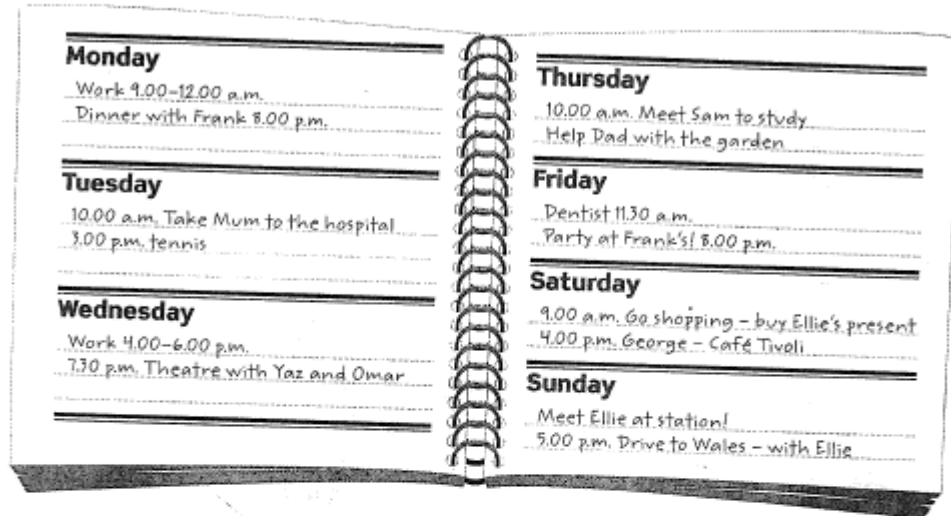
(Latham-Koenig et al, 2017: 23)

Appendix 9

Homework

3B GRAMMAR present continuous (future arrangements)

- a Look at Luke's diary. Write the questions and the answers. Use the present continuous.



- 1 / meet Sam on Monday?
'Is he meeting Sam on Monday?' 'No, he isn't.'
- 2 When / go to the station?
'When is he going to the station?' 'He's going to the station on Sunday.'
- 3 Who / take to the hospital on Tuesday?

- 4 When / work?

- 5 / have dinner with Frank on Monday?

- 6 What / do on Sunday morning?

- 7 What / do on Friday night?

- 8 When / go to the dentist?

- 9 What / do on Saturday morning?

- 10 When / play tennis?

- 11 Who / see Saturday afternoon?

- 12 When / help his Dad?

- 13 / go to the theatre on Wednesday?

- 14 / meet George at the museum?

- 15 What / do on Sunday afternoon?

(Latham-Koenig et al, 2017: 201)

Appendix 10

Framework materials

Framework 2

Past tense question time

Make questions and ask you partner about his/ her past

Your day yesterday	When you were 10 years old	Your last trip
Your last weekend	Your last birthday	Your own question
Your last holiday	Your last Christmas	Your own question

(adopted from Latham-Koenig et al, 2017: 189)

Framework 3

Look at the frame below and prepare to give information about your friend or relative

Appearance	
Build	
Style	
Height	
Hair	
Eyes colour	
Age	
Other	
Personality	
Likes	
Dislikes	
Hobbies	
Other	

(adopted from Latham-Koenig et al, 2017:7, Nolan and Reed, 1993: 98)

Framework 4

Interview your partner about his/ her perfect summer holiday

My perfect summer holiday		
abroad	my country	other
car	plane	other
beach	sightseeing	other
hotel	apartment	other
friends	family	other

(adopted from Latham-Koenig et al, 2017:12)

Framework 5

Talk about it. Tell each other about the things stated below

Hobbies	Favourite days of the week	My favourite restaurant	My house/ flat	My next holiday	Things that make me stressed	Clothes shopping	Favourite food
A city I love	How I celebrate my birthday	Plans for the weekend	A thing I need to buy soon	The best holiday	Music I like/ don't like	A photo I like	Last trip

(adopted from Latham-Koenig et al, 2017:205)

Framework 6

Think about an older person (a friend or a member of family) and prepare to talk about him/ her using the frame below

Then	Now
Place of birth: Year of birth: School/ University:	Place of living: Occupation: Hobbies:

(adopted from Latham-Koenig et al, 2017: 73)

Appendix 11

Lesson Plan 2

Jobs and Careers

My Ideal Job

Level: B2 – C1

Length of the lesson: 90 min

Prior knowledge: learners have to be familiar with some work and employment-related vocabulary

Aim of the lesson: to expand learners' vocabulary
to develop learners' speaking skills

Objectives of the lesson:

- 1) to discuss the topic of ideal job;
- 2) to present relevant vocabulary;
- 3) to practice the use of the words by doing gap filling task;
- 4) to practice the use of the words by completing framework materials.

Activities: individual work, pair work, group work, discussion, answering teacher's questions, gap filling task.

Preparation: a new vocabulary handout, 1 per each student, a handout of the task to practice new vocabulary, 1 per each student, a handout of Framework 1, 1 per each student, a handout of Framework 2, 1 per each student.

Procedure:

Task/Theme	Time
1) The teacher greets the class and tells about the topics of the lesson, which is 'Jobs and Employment', in particular 'My ideal job'	3 min
2) The teacher starts by showing a video about 'the toughest job'. It is an introduction to the topic of lesson, which is followed by the discussion about the video, and later about one's ideal job	15 min

<p>3) The teacher then proceeds to the discussion ‘What is your ideal of a good job?’ For this task the students are put in small groups. The questions (see Appendix 12) are shown on the screen. The learners are invited to choose a question and express their opinion, others are welcome to add their ideas on the issue. This way, the students chose questions one by one and participate in the discussion</p>	<p>15 min</p>
<p>4) As the next step, the teacher offers the students Framework 1 (see p. 41). Each learner gets a handout and is asked to fill in the boxes. They are given 7 minutes to prepare and after are invited to share their ideas with each other. As soon as the speaking activity is over, the teacher provides feedback on minor mistakes made and proceeds to the next task</p>	<p>20 min</p>
<p>5) The teacher presents new vocabulary (see Appendix 13). New words are explained. After the learners are asked to answer the provided question. They are given some time, after the teacher asks every learner to express his/ her opinion</p>	<p>15 min</p>
<p>6) The learners are offered Framework 2 (see p. 42). Some time is given to prepare and fill in the boxes. As soon as the students are prepared, they are put in groups of three and asked to share their opinion on the topic</p>	<p>20 min</p>
<p>7) At the end of the class the teacher explains what has to be done for the next class. There are no handouts since all the necessary materials are posted in LU system ‘e-studies’.</p>	<p>2 min</p>

Additional tasks: there are no additional tasks planned.

Brief comments: one of the problems that might be faced is the offered framework materials, in particular the way how they look. Those who do not perceive visual information very well in the task well enough. In this case, this is the teacher’s task to provide careful instructions and assist when necessary.

Next lesson: during the next class job interviews are going to be discussed.

Appendix 12

Discussion questions

Please discuss the following questions in groups:

- 1) What is your idea of a good job?
- 2) What job would you like to do ideally? Explain why.
- 3) What skills and qualifications are needed to do this job?
- 4) What kind of work are you cut out for?
- 5) Do you think it is important to get on in life and be a success?
- 6) Are you ambitious?

Appendix 13

New vocabulary

Career Success

- 4 a. Look at the following factors which may be important for career success. Tick (✓) a maximum of *three* in each group which you consider absolutely necessary.

background

- social background
- financial backing
- influential acquaintances
- well-rounded education
- relevant experience
- qualifications
- supportive family
- experience of other cultures

people skills

- positive image
- popularity among colleagues
- sensitivity to others' feelings
- team spirit
- competitive spirit
- ability to delegate
- willingness to compromise
- having contact with superiors

other personal qualities

- ambition
- determination
- resilience
- powers of intuition
- persistence
- enjoy challenges
- attractive appearance
- charisma
- self-motivation
- natural talent
- ruthlessness
- ability to seize opportunities
- foresight



(Evans and Edwards, 2009: 11)

Appendix 14

Lesson Plan 3 Distribution and Promotion

Level: B2 – C1

Length of the lesson: 90 min

Prior knowledge: functional language

Aims of the lesson: to expand learners' vocabulary on corresponding topic
to develop learners' awareness of the topic presented above
to develop learners' speaking skills

Objectives of the lesson:

- 1) to introduce the topic of 'Distribution and Promotion'
- 2) to practice the use of relevant vocabulary;
- 3) to have sufficient speaking practice on the topic studied;

Activities: individual work, pair work, discussion, answering teacher's questions

Preparation: a computer, a projector, a ppt presentation, handouts, framework materials
handouts, 1 per each learner.

Procedure:

Task/Theme	Time
1) The teacher greets the class and tells about the topics of the lesson, which is 'Distribution and Promotion'	3 min
2) The teacher presents the topic by showing the ppt presentation (see Appendix 15) and telling in detail about the basic issues of the topic	20 min
3) Then the learners are offered Framework 1 (see p. 46). After instructions are provided on how to complete the frame, the students are given 10 minutes to discuss the topic in pairs or small groups. After they are invited to share the ideas with the other students in the class	20 min
4) As soon as this activity is over, the learners are given handouts (Appendix 16) to practice the vocabulary related to the topic. 15	20 min

minute time is given to complete the tasks, which are checked later by the teacher together with the learners	
5) Further the teacher proceeds to another aspect of the topic, which is 'Sales'. After a short introduction the students are offered Framework 2 (see p. 47). The learners are instructed and given 7 minutes to prepare. Then the discussion is initiated and each learner is invited to express his/her opinion. The teacher provides feedback and comments on what has been said, mistakes are corrected	20 min
6) At the end of the class the teacher explains what has to be done for the next class. There are no handouts since all the necessary materials are posted in LU system 'e-studies'.	7 min

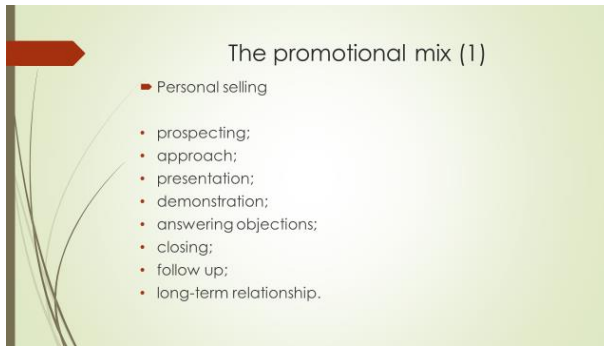
Additional tasks: there are no additional tasks planned.

Brief comments: one of the problems that might be faced is the appearance of framework materials for those learners, who do not perceive visual information very well. In this case, this is the teacher's task to provide careful instructions and assist when necessary.

Next lesson: during the next class a brief revision of the topic will be done and the homework will be checked. After the teacher will proceed to the following topic according to the programme.

Appendix 15

PPT presentation



Appendix 16

Vocabulary practice tasks

8

Distribution and promotion: Exercises

8.1 Fill in the missing letters.

- 1 Making sure that the customer gets the right goods at the right time is called 'order fu_ _ _ _ _ment'.
- 2 A place where goods are sold to consumers is called a 'retail ou_ _ _ _t'.
- 3 A potential customer is a 'pro_ _ _ _ _ect'.
- 4 A large outdoor sign used for advertising is called a 'bi_ _ _ _ _ard'.
- 5 It is important to develop long-term relationships with customers so that they make 'rep_ _ _ _ _t pur_ _ _ _ _ses', and are open to 'c_ _ _ _ _ss-selling' of other related products.
- 6 A synonym for 'intermediary' is 'the mi_ _ _ _ _man'.
- 7 A retailer has a shop (AmE store), while a wholesaler has a 'w_ _ _ _ _house'.
- 8 The process of selling products connected with a popular film, person or event is called 'mer_ _ _ _ _ising'. In American English this word is also used for 'selling goods' in general.

8.2 Complete each explanation with a pair of words from the box. The words may not be in the right order.

agent / broker brochure / catalogue
client / customer commercial / spot
promotion / advertising sponsorship / endorsement

- 1 To refer to a buyer, the word _____ is more common where there is a standard product, and in shops and restaurants. The word _____ is more common in the service sector and where there is a degree of personalization.
- 2 A list of everything that a company sells is called a _____. If it has lots of colour pictures and looks like a small magazine it is more likely to be called a _____. The former may have prices as well, the latter would not.
- 3 A general word that means 'the process of attracting people's attention to a product' is _____. One specific example of this is _____, which refers to text and images and sound in media such as television, newspapers, billboards and the Internet.
- 4 An advertisement on television, radio or film is called a _____. An informal word with the same meaning is _____.
- 5 _____ is when a celebrity uses a certain product as a way of promoting it. _____ is the activity of giving financial support to a sports or cultural event.
- 6 Both words mean 'a person who does business on behalf of another company'. The word _____ is used where there is a long-term relationship, whereas the word _____ is more common for individual transactions (eg stocks).

8.3 Make collocations by matching a word from each column.

- | | |
|----------------|-----------|
| 1 brand | channel |
| 2 convenience | mail |
| 3 direct | relations |
| 4 distribution | release |
| 5 in-store | placement |
| 6 press | identity |
| 7 product | display |
| 8 public | store |

8.4 Match each stage in the sales process with its explanation 1–7 below.

- | | Answering objections | Approach | Closing |
|---------|--|-----------|--------------|
| | Demonstration | Follow-up | Presentation |
| | | | Prospecting |
| 1 _____ | – identifying a potential customer | | |
| 2 _____ | – contacting the prospect and preparing for the sales interview | | |
| 3 _____ | – describing the features of the product | | |
| 4 _____ | – giving the customer a chance to see the product in use | | |
| 5 _____ | – asking the prospect to buy | | |
| 6 _____ | – dealing with any doubts that the customer has | | |
| 7 _____ | – processing the order quickly and maintaining long-term contact | | |

8.5 The sequence 1–7 in exercise 8.4 is probably not the best. Change the order of two items so that the prospect is more likely to buy.

8.6 Match these advertising media to the advantages (+) and disadvantages (-) below: *direct mail, Internet, magazines, newspapers, outdoor, radio, television*.

- 1 _____
(+) good coverage of local markets; ads can be placed quickly; ads can be cut out and saved
(-) ads compete with other text; ads get thrown away (short life span)
- 2 _____
(+) can target very specific audiences in specialist publications; long life of ad (usually several weeks); ads can be cut out and saved
(-) ads must often be placed months in advance; cost is relatively high

(Emmerson, 2007: 36)

Appendix 17

Framework materials

Framework 3

Online Shopping	
Advantages	Disadvantages
E-commerce	
Advantages	Disadvantages

(designed by the author)

Framework 4

Please tell about the marketing mix of some company:

Marketing Mix			
Product	Price	Place	Promotion

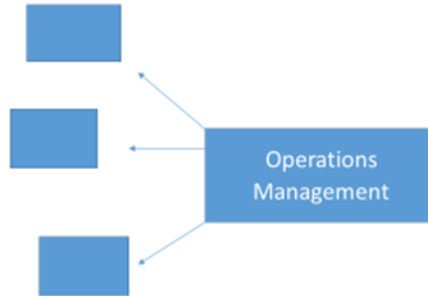
(adopted from Farral and Lindsley, 2008: 8)

Appendix 18

Homework

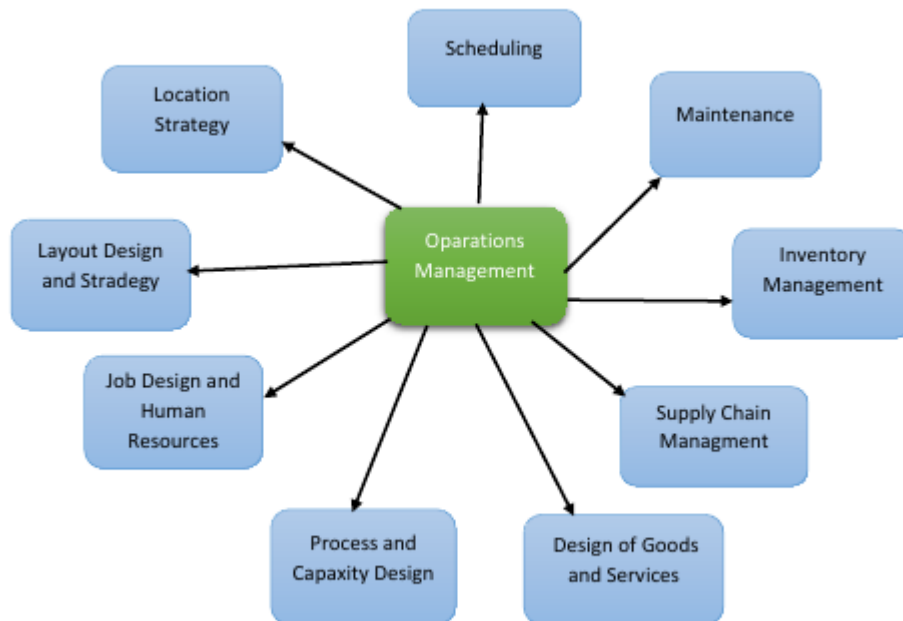
Home task
Framework 5

Please create operations management framework and be ready to describe it



(designed by the author)

Appendix 19



Appendix 20

Lesson Plan 4

Getting acquainted. Tense Review

Level: Upper-Intermediate

Length of the lesson: 90 min

Prior knowledge: the learners have to be familiar with the tense system

Aims of the lesson: to get acquainted with the new learners
to develop learners' accuracy and fluency

Objectives of the lesson:

- 1) to apply ice breaking activities
- 2) to revise the use of tenses
- 3) to practice the use of tenses

Activities: individual work, pair work, discussion, answering teacher's questions

Preparation: a white board, markers, handouts of Framework 1, 1 per each learner, grammar practice handout, 1 per each student.

Procedure:

Task/Theme	Time
1) The teacher greets the class and presents herself since it is the first class with the group	10 min
2) After the teacher implements ice breaking activities in order to create a friendly atmosphere in the classroom	15 min
3) After follows Framework 1 (see Appendix 21). Every learner receives a handout. They are given 5-10 minutes to fill it in. The learners can do the task individually or in pairs. As soon as the frame is completed, each learner is invited to talk about one point, and this way they continue until each topic is discussed. The learners can complement each other and share their opinion about the company culture	20 min
4) As soon as this activity is over, the teacher passes over to the tense review. The learners receive a handout with table of tenses with formation principles and examples as	15 min

well as the cases their application (Appendix 22)	
5) As soon as the teacher finishes explanation, the learners are asked to complete the tasks (see Appendix 22) in order to practice tense use	15 min
6) After the tasks are completed, they are checked by the teacher together with the learners. Mistakes are corrected and necessary feedback provided	10 min
7) At the end of the class the teacher explains what has to be done for the next class. At this point the lesson is finalized.	5 min

Additional tasks: there are no additional tasks planned.

Brief comments: since it is a new group, it is difficult to predict the behavior of the learners and their reactions to the teacher's questions.

Next lesson: during the next class the learners will have an extensive speaking practice in order to practice tenses, this way developing accuracy. After the teacher will proceed to the following topic according to the programme.

Appendix 21

Framework 1

Company culture

Answer the following questions about the atmosphere at your place of work, giving examples where possible.

Question	Yes	No	Example
Do people dress formally?			
Does everyone have lunch in the same place?			
Is there a high turnover of staff?			
Do people use first names?			
Are people consulted about policies affecting them?			
Is there a good relationship with management?			
Do people socialise out of work?			
Are decisions made quickly?			
Are people forward-looking?			
Are people aware of the market for your product or service?			
Is everyone involved in the quality process?			
Do people work as a team?			
Do people keep strict times?			
Do people make jokes?			

Company culture

Answer the following questions about the atmosphere at your place of work, giving examples where possible.

Question	Yes	No	Example
Do people dress formally?			
Does everyone have lunch in the same place?			
Is there a high turnover of staff?			
Do people use first names?			
Are people consulted about policies affecting them?			
Is there a good relationship with management?			
Do people socialise out of work?			
Are decisions made quickly?			
Are people forward-looking?			
Are people aware of the market for your product or service?			
Is everyone involved in the quality process?			
Do people work as a team?			
Do people keep strict times?			
Do people make jokes?			

(adopted from Nolan and Reed, 1993: 95)

Appendix 22

Tense review

Review

Grammar Tense review

Form

Talking about the present		
Present Simple	subject + verb <i>he / she / it + 3rd person 's'</i>	Kimball uses Twitter.
Present Continuous	subject + <i>am / is / are</i> + verb - <i>ing</i>	These sorts of businesses are growing in number.
Linking the present and the past		
Present Perfect	subject + <i>have / has</i> + past participle	Kimball has developed his business.
Present Perfect Continuous	subject + <i>have / has + been</i> + verb - <i>ing</i>	Large companies have been exploiting SNS for years.
Talking about the past		
Past Simple	subject + verb - <i>ed</i>	He gained over 12,000 followers in a year.
Past Continuous	subject + <i>was / were</i> + verb - <i>ing</i>	He was working in the construction business.
Talking about the future		
<i>will</i>	subject + <i>will</i> + verb	We'll be there from 5–10 p.m.
<i>going to</i>	subject + <i>going to</i> + verb	I'm not going to go into debt.
Present Simple	subject + verb <i>he / she / it + 3rd person 's'</i>	Tomorrow we're on Sutter Street.
Present Continuous	subject + <i>am / is / are</i> + verb - <i>ing</i>	We're serving up crème brûlée from 12–3 p.m.

Use

We use the Present Simple to talk about facts and habits.

We use the Present Continuous to talk about states and events that are happening at or around the time of speaking.

We use the Present Perfect to link the past with the present, e.g. something that started in the past and continues up till the point of speaking.

We use the Present Perfect Continuous to link the past with the present with the focus mainly on the activity rather than the result.

We use the Past Simple to talk about completed actions and situations in the past.

We use the Past Continuous to talk about a situation in the past that provides the background to an event.

We use *will* to talk about a future action or fact.

We use *going to* to talk about intentions and plans related to future events.

We also use *going to* to make predictions.

We use the Present Simple to talk about a schedule.

We use the Present Continuous to talk about a fixed arrangement.

PRACTICE 1 Complete the text using the correct form of the verbs in brackets.

Gü founder James Averdieck reveals secret of success



James Averdieck, founder of the pudding brand Gü, launched his first venture selling shoes and shirts, while he _____¹ (study) economics at university in the mid-1980s.

It was while he _____² (work) in Belgium that he came up with the idea for Gü. A chocoholic, he _____³ (adore) the high-quality chocolate and pastries available in shops there. In the UK, he felt the appetite for quality convenience food _____⁴ (not be met). As a result, Averdieck _____⁵ (launch) Gü in 2003 with his own funds plus £65,000 backing from North London-based Rensow Patisserie.

Rensow made the puddings at its London factory, while Averdieck focused on product development, sales, and logistics. The secret to

Gü's meteoric success _____⁶ (lie) in marrying European quality with effective supermarket distribution and branding.

'Our message was simple – use high-quality raw materials to deliver uncompromisingly good products,' he explains. 'I _____⁷ (have) no idea Gü would become a global brand but I did make sure we _____⁸ (get) the positioning right from the start – indulgence.'

Gü became the fastest-growing food company in the UK. Sales _____⁹ (reach) £30m in 2010, and at that point 130 staff _____¹⁰ (work) in offices in Paris and London, instead of just three people working in Averdieck's home. They _____¹¹ (sell) the company for £35 million to Noble Foods in 2010; Averdieck is now responsible for international expansion.

2 Read the sentences taken from an interview with Mr Averdieck. Underline the most appropriate option.

- 1 Since the sales meeting last week *I've taken on / I took on* responsibility for international growth.
- 2 France is one of our most successful markets, and it *grows / is growing* very rapidly.
- 3 We've just launched in Germany. It's early days – *we launched / we've launched* last week – but it's exciting times.
- 4 I *worked / have worked* hard for 30 years, and I've decided that I'm *going to / will* spend less time at work and more time with my family.
- 5 Normally *we're doing / we do* two sales conferences a year but due to budget cuts this year *we are just doing / just do* one.
- 6 I *am living / have been living* in Germany for three years now and I expect I *stay / will stay* another two years.

(Appleby and Watkins, 2014: 14-15)

Appendix 23

Framework 3	
<i>A new client is going to visit your country. You are responsible for looking after them when they arrive.</i>	
What preparation should you do before they come?	When you introduce the client to your staff what things should you be careful about?
1.	1.
2.	2.
3.	3.
<i>You are visiting an organization for the first time in a country you've never been to.</i>	
What preparation should you do before you arrive?	What should you be careful about when you meet your hosts?
1.	1.
2.	2.
3.	3.

(adopted from Appleby and Watkins, 2014: 12)

Dokumentārā lapa

Maģistra darbs 'Developing Business English Learners' Speaking Skills Using Framework Materials' (Grafisko attēlu izmantošana biznesa angļu valodas studentu runāšanas prasmju pilnveidei) izstrādāts LU Humanitāro zinātņu fakultātē.

Ar savu parakstu apliecinu, ka pētījums veikts patstāvīgi, izmantoti tikai tajā norādītie informācijas avoti un iesniegtā darba elektroniskā kopija atbilst izdrukai.

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24. 05. 2018.

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Studiju metodiķe: Samanta Matecka

24. 05. 2014.

Darbs iesniegts Anglistikas nodaļā 24. 05. 2014.

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