

UNIVERSITY OF LATVIA
FACULTY OF HUMANITIES
DEPARTMENT OF ENGLISH STUDIES

**TECHNOLOGY AND CORPORA APPLICATION IN THE
ACQUISITION OF BUSINESS VOCABULARY**

**TEHNOLOĢIJU UN TEKSTU KORPUSU LIETOJUMS LIETIŠĶĀ
VĀRDU KRĀJUMA APGUVĒ**

MASTER THESIS

Author: **Ivans Ivanovs**

Matriculation Card No. II10033

Adviser: assist. prof. Zigrīda Vinčela

RIGA 2013

ACKNOWLEDGEMENTS

I would like to acknowledge my adviser Professor Zigrīda Vincēla for her support, patience, encouragement, incredible guidance and insightful comments. I would like to thank the Department of English Studies at the University of Latvia for the most enjoyable two years of studies and express my sincere appreciation for the inspiring and challenging lectures and seminars.

ANOTĀCIJA

Maģistra darbs ir veltīts valodas tekstu korpusu un uz uzdevumiem orientētas valodas apguves lietojuma izpēti lietišķā vārdu krājuma apgūvē. Darba mērķis bija, izmantojot tekstu korpusus, izstrādāt studentu vajadzībām pielāgotus lietišķās leksikas apgūvās uzdevumus un lomu spēli, kā arī izpētīt minēto uzdevumu un lomu spēles lietojuma ietekmi uz studentu leksikas apguvi „Lietišķās komunikācijas tekstu analīze” kursa ietvaros. Līdzšinējo pētījumu apskats par korpusu lietojumu valodu apgūvē liecina, ka speciālo un vispārīgo korpusu izmantošana var būtiski bagātināt valodas mācīšanu un mācīšanos. Dotā pētījuma ietvaros izstrādāto uzdevumu un lomu spēles efektivitātes izpētei tika izmantots atsevišķā gadījuma pētījums, kas ietvēra pirmstesta un pēctesta rezultātu analīzi, kā arī lomu spēles studentu runa korpusa izveidi un analīzi. Pētījumā iegūtie rezultāti liecina par studentu lietišķā vārdu krājuma bagātināšanos.

Atslegvārdi: gadījuma pētījums, tekstu korpusi, uz uzdevumiem orientēta valodas mācības pieeja, vārdu krājuma apgūšana, lomu spēles, studentu jeb valodas apgūvēju korpusi.

ABSTRACT

The paper is devoted to the application of the corpus-based and task-based language teaching approaches in the acquisition of business vocabulary. The goal of the Master Thesis was to design business vocabulary exercises and role-play adapted to the needs of the learners with the use of the corpora, as well as to evaluate the effect of the designed activities on the students' business vocabulary acquisition within the course "Business Communication Text Analysis". Review of the theories on the use of corpora in language learning demonstrated that application of the specialised and general corpora can lead to substantial enhancement of teaching practices and learning. In order to explore the effectiveness of the corpus-based exercises and task-based role-play, the case study was applied that included analysis of the pre-test and post-test as well as students' spoken texts corpus design and analysis. The results of this study indicate that students have enriched their business vocabulary.

Keywords: case study, corpus-based, task-based language teaching, Business English, vocabulary acquisition, role-playing, learners' spoken corpus.

Contents

LIST OF ABBREVIATIONS AND ACRONYMS	1
INTRODUCTION	2
1. TASK-BASED LANGUAGE TEACHING	6
1.1 Task as an activity	8
1.2 Framework of a TBLT lesson	10
1.3 Role-play as a task-based activity	12
1.4 Authenticity of materials	14
2. USE OF CORPORA IN LANGUAGE TEACHING	16
2.1 Learner Corpora	17
2.2 Corpora contributions to the language teaching.....	18
2.3 Corpus-based activity/material design	19
3. METHODOLOGY OF VOCABULARY TEACHING.....	23
3.1 Vocabulary assessment	24
3.2 Testing.....	26
4. INVESTIGATION OF THE BUSINESS VOCABULARY ACQUISITION.....	28
4.1 Research methodology	28
4.2 Research procedure, results and analysis of results.....	29
4.2.1 Investigation of Course Description.....	29
4.2.2 The design of the pre-test.....	31
4.2.3 Administration of the pre-test and discussion of the results	39
4.2.4 Pre-task of the task-based activity.....	43
4.2.6 The design of classroom exercises	45
4.2.7 The administration of the classroom exercises	49
4.2.8 The design of the role-play.....	49
4.2.9 The administration of the role-play and results.....	51
4.2.10 Post-test design.....	57
4.2.11 Post-test administration and results.....	58
4.2.13 Comparison of pre-test and post-test results, corpus analysis.....	62
CONCLUSIONS	66
THESES	68
REFERENCES	70
Appendix 1 Lesson Plans	80
Appendix 2 Pre-test	83
Appendix 3 Post-test.....	87
Appendix 4 Seminar 2 Pre-task task	91
Appendix 5 Seminar 2 Pre-task student materials.....	92
Appendix 6 120 keyword list.....	94
Appendix 7 Role-play activity materials	95
Appendix 8 Personal fill-in sheet for the role-play	100
Appendix 9 Students' post role-play summary	101
Appendix 10 Fragments of transcription of the role-play activity	102
Appendix 11 Home Assignment: Performance Review.....	108
Appendix 12 Key to classroom exercises.....	110
Appendix 13 Classroom Exercises	114
Appendix 1184 ITEMAN Raw Data	118
Appendix 15 Market Leader Unit 17.....	121

LIST OF ABBREVIATIONS AND ACRONYMS

CLT – communicative language teaching

TBI – task-based instruction

TBLA – task-based language assessment

TBLL – task-based language learning

TBLT – task based language teaching

PPP – presentation-practice-production

MCQ – multiple-choice questions

CALL – computer assisted language learning

BNC – British National Corpus

INTRODUCTION

Growing economic, political and sociological cooperation among countries have substantially raised demand for Business English. It is apparent that the knowledge of the business vocabulary and ability to use it can grant its user a cutting edge advantage in the job market. For this reason, the English language teachers often strive to provide their students with a real-life business English practice through various task-based activities - simulations and role-plays. Teachers on a lookout for a more effective learning method for their students often experiment by combining their existing teaching practises with the latest teaching trends. One of the innovative trends that enhances capacity to teach and enables learners is represented by the technological advances granted by corpus linguistics. The use of corpora is compatible with the methodologies concentrating on raising awareness of the language and those accepting explicit focus on language structure and use.

As generally acknowledged by researchers, corpus linguistics holds great potential for language learning (Leech, 1997; Tribble, 1997; Aston, 2000; Tono, 2003; Nesselhauf, 2004; Gabrielatos, 2005; Varley, 2008). The overall preconditions for corpus linguistics and corpora use in language learning and teaching have improved. The number of online available corpora is increasing thus granting more convenient access to the larger audience of teachers and learners. Corpus data extraction tools have been enhanced and have become user-friendlier both for learners and teachers. The benefits of corpora use provide great opportunities for design of learner tailored business vocabulary and engaging learning materials. The data extracted from corpora can, as scholars (Svartvik, 1992:8-10; McEnery and Wilson, 2001; Meyer, 2002; Gabrielatos, 2005; McEnery et al., 2005) have recently acknowledged, grant:

- systematic access to realistic examples of language use;
- rich and diversified information going beyond dictionaries or references grammars;
- actual patterns of use;
- empowerment of learners, encouragement to autonomous learning and teaching;
- up-to-date aspects of language use and clues to language change.

Learners could experience and be exposed to second language environment, which they otherwise might be lacking, if potential of the corpora is combined with task-based approach that focuses on integration of real life language into meaningful activities. Corpus offers collections

of language being used, whereas task-based activities create the situations for the use of this language. Since task-based activities are based on authentic communicative situations they allow recreating the informal setting promoting vocabulary acquisition. Task-based activities have the potential to diminish the anxiety and thus have a positive impact on the learning atmosphere. Once stress is reduced learners can follow new patterns of behaviour.

Communicative situations arising in role-playing and simulations are meant to engage learners into conversation and exchange of ideas. Role-playing activities have the possibility to relocate the control over the conversation from teacher to learners, thus exposing the latter to the language. Ellis (1984:14) has stated that conversation allows learners to negotiate the exchange of meaning; which helps a learner to obtain information about the target language and revise existing interlanguage system. According to Hatch (1983) the most useful form of interaction to acquire a foreign language is a conversation that has no predetermined outcome and where the results are negotiated among the participants. Similarly, Krashen (1982) with the Comprehensible Input Hypothesis highlights that the best input for low-level learners might be from other learners, because their input will generally be at a comprehensible level.

Task-based activities can emphasize the real-world issues with no single right or wrong answer this way challenging learners to come up with ideas, triggering learners to use a variety of skills beyond those employed in the typical tasks. In particular, role-playing presents a student a valuable opportunity to learn not just the course content, but to experience the out of classroom environment embedded into the target language, thus enriching their vocabulary and appraising their existing knowledge.

The previously conducted research of corpora use and application demonstrates the versatility of the corpus-based approach. The studies and application range from strategic levels, such as teacher education (O’Keeffe and Farr, 2003), syllabi design (Redrupova, 2009) special educational software design (Khan, 2008) to material design (e.g. Saeed and Waly, 2009; Varley, 2009) and learner corpora use (e.g. Neff et al., 2001; Salazar, 2008; Salazar and Verdaguer, 2009) to teaching of particular linguistic features (e.g. Maddalena, 2001; Simpson and Mendis, 2003; Butler, 2008) – primarily in the language classrooms. The corpus-based approach has been frequently used with Grammar Instruction classrooms (Liu and Jiang, 2009). The present research is first of its kind to make an attempt to investigate the application of Corpus-based and Task-Based Language Teaching approaches in the Business Studies course taught with English language as the medium of instruction.

The *goal* is to explore the effectiveness of corpus-based exercises and role-playing activities on Business English vocabulary learning, retention and use as part of a corpus-enhanced task-based teaching.

The researcher puts forward the following *hypothesis*: Corpus-based exercises and real-life Business English role-play activity can enrich vocabulary item use and retention.

The following is the list of enabling *objectives*:

1. To investigate existing theories on the task-based language teaching approach and its concepts;
2. To explore description of the course in order to identify which of the course's seminars would benefit most from implementation of corpus-based exercises and task-based activities;
3. To apply a case-study during Business Communication Text Analysis seminars:
 1. To conduct a pre-test;
 2. To design and pilot corpus-based exercises and task-based activities;
 3. To design, pilot and audio-record role-play activity,
 4. To conduct a post-test;
 5. Transcribe the recording and compile the learners corpus in order to analyse the use and retention of vocabulary items;
4. To analyse obtained quantitative and qualitative results; analyse compiled learners spoken corpus; draw conclusions.

Theoretical research methods include the analysis of the existing theories on the use of corpora in language learning, use of task based teaching. Empirical research methods include case study and the author will use the following data collection methods and techniques: pre-test and post-test, analysis of students' spoken texts corpus.

Chapter 1 aims to investigate the topicality of the task-based approach, concepts and framework of the task, advantages for the students and the role-play as a task. Chapter 2 is dedicated to the corpora use, application of learner corpora, authenticity of corpus materials and corpus techniques. Chapter 3 explores the theories on the vocabulary learning. Vocabulary types and their assessment techniques, as well as issues associated with the vocabulary testing, are covered.

Chapter 4 describes the case study carried out during the research, which included design of pre-test and post-test, corpus-based exercises and design of role-playing task. Each step of the

case study procedure is discussed, the obtained data from the testing and role-play is analysed and interpreted.

The appendices contain lesson plans with the activities done during the seminars, designed corpus-based exercises, pre-test and post-test; pre-task for the role-play, role-playing task, reading exercises and transcript of the student spoken text produced during the role-play.

1. TASK-BASED LANGUAGE TEACHING

Second or foreign language acquisition research field is considered to be a relatively new and therefore not a single one of the existing theories is universally accepted. According to Larsen-Freeman and Long (1991:227) there are minimum forty of such theories. These language learning theories have had their own impact on language teaching, some to a lesser and some to a greater extent. Communicative approach is among the most influential language teaching approaches. The reason for its recognition according to Garcia-Carbonell, Rising, Montero and Watts (2001) is ‘the conjunction of linguistic, psycholinguistic, and sociolinguistic principles [that] is the essence of the communicative approach to language acquisition’. Communicative approach aims to bring learners into closer contact with the target language and promote their fluency, since mastering of the systems within the language require to be exposed to this language.

Several prominent approaches have evolved out of communicative approach. One of them is the Task-Based Language Teaching; however a variety of terms has been introduced and is used by different scholars. The concept has been coined as Task-Based Instruction (**TBI**) by Prahbu (1987) and in the literature it is being referred to as TBI by (Skehan, 1998) or Task-Based Language Teaching (**TBLT**) by Ellis (2003, 2006), Vilches (2003), Willis and Willis (2007) or Task-Based Language Learning (**TBLL**) by Willis (1996). The author of the present thesis will use terminology proposed by Ellis, Vilches, Willis and Willis: TBLT (Ellis, 2003, 2006; Vilches, 2003; Willis and Willis, 2007).

TBLT focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. Vilches (2003) provides the following definition: ‘TBLT is one way of translating some principles of communicative language teaching (CLT) into practice. It offers practical ways of creating a balance in classroom instruction between developing “knowing what” and “knowing how”’. TBLT is based on a belief that providing students with opportunities to use real world language and encouraging them to use it as much as possible is a more effective way of learning than the traditional Presentation, Practice, Production (PPP) approach.

In order to continue with an investigation of the aspects and perspectives of the research done into the area of TBLT it is necessary to look at its central concept – the task. Practitioners and researchers such as Willis and Willis, Skehan, Nunan and Ellis have come up with a

surprisingly wide variety of explanations of the term task. For example Willis (1996) defines tasks as “activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome”. A more encompassing and at the same time clear-cut definition is proposed by Nunan (1989), who states that task is “a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form”. Another important aspect of the task is stressed by Nunan (2004) in his later research: “the task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end”.

Two qualitatively different elements in the definition of a task are proposed by Skehan (1998) in his outline of the qualities of a task. He places an accent on the authenticity of the situation and the requirements for the task to be comparable to the real world events. Additionally, he underlines importance of learner empowerment and necessity for them to express their own opinions or meanings. Skehan (1998) defines task as an activity in which:

- ‘* Meaning is primary
- * **Learners are not given other people’s meanings to regurgitate**
- * **There is some sort of relationship to comparable real world activities**
- * Task completion has some sort of priority
- * The assessment of the task is in terms of outcome.’

Willis and Willis (2007) view interest and motivation of the learners as important factors. Their definition demonstrates a more hands-on approach and provides a framework consisting of six questions. The questions are meant to assist teachers to clarify whether the activity they have planned is a task. The more confidently a teacher can answer “yes” on the following questions the more task-like is the activity:

1. Will the activity engage learners' interest?
2. Is there a primary focus on meaning?
3. Is there a goal or an outcome?
4. Is success judged in terms of outcome?
5. Is completion a priority?
6. Does the activity relate to real world activities?' (Willis and Willis, 2007:12-14)

Ellis (2003:16) has outlined another 6 features of a task in his work, his definition is the first to put an emphasis on all four skills, thus excluding the room for possible criticism of TBLT being primarily concerned with oral communication, and to agree with Skehan on essentiality of learner’s use of their own linguistic resource (i.e. not regurgitating one else’s opinion):

‘A task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate

propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills, and also various cognitive processes.’ (Ellis 2003:16)

To summarize the definitions, all researchers agree that tasks are language learning activities that are focused on meaning (e.g. Ellis, 2003; Nunan, 1984 and 2004; Skehan, 1998b), that involve a clear goal or outcome (e.g. Willis, 1996; Bachman and Palmer, 1996; Skehan, 1998; Willis and Willis, 2007), and that reflect how language is used in ‘authentic’ non-pedagogical contexts (e.g. Ellis, 2003; Skehan, 1998). Concepts of the task and the exercise, while both being counted as activities, differ within TBLT. The difference is explained in the subchapter below.

1.1 Task as an activity

Willis and Willis (2007) suggest that in the midst of various teaching approaches the difference lies with the type of the activities and the focuses of the activities. Willis and Willis (2007:5) distinguish between three types of focus that an activity can have. According to their taxonomy, an activity might be form-focused, language-focused and meaning-focused. TBLT aims to ensure that the activities within the classroom are *focused on the meaning*. Activity focused on the meaning is a **task** (Ellis, 2003). In such an activity students are predominantly concentrated on producing meanings, rather than using the correct forms. They are expected to share their thoughts and opinions. During a *form-focused* activity students have their linguistic tools narrowed down by a teacher to one or several lexical or grammatical forms, and these forms are being learned in a teacher-controlled environment. Activity focused on the form is an **exercise** (Ellis, 2003). An activity *focused on language* encompasses autonomous student work with the provided text. The activity lets students prioritize the forms according to their needs. Students can choose for themselves whether to incorporate certain forms. During such activity a teacher might act as a facilitator helping students to express what they would like to say or find the appropriate linguistic features to express it.

Meaning-focused activities constitute the core of the TBLT and emphasize the communication of ideas, thoughts and opinions. These activities have the following characteristics:

1. Teacher does not attempt to control learner's language.
2. Result is judged by successfulness of learners' communication.
3. Focus is on the language during a meaning-focused cycle of activities.
4. Focus shifts from meaning to form in order to promote accuracy and improve communicative language use. (Willis and Willis, 2007)

Thus throughout a TBLT meaning-focused activity the focus may actually shift to and from meaning, language and form during various stages of the activity. Thus the focuses are not self-exclusive, but can be combined and arranged differently to achieve specific aims. TBLT attempts to increase the confidence of students and develop their fluency in target language. The differentiation between activities based on the focus is represented in Figure 1.1.

Focus on forms		<=	=>	Focus on meaning
Non-communicative learning	Pre-communicative language practice	Communicative language practice	Structured communication	Authentic communication
Focusing on the structures of language, how they are formed and what they mean, e.g. substitution exercises, 'discovery' and awareness-raising activities	Practising language with some attention to meaning but not communicating new messages to others, e.g. 'question-and-answer' practise	Practising pre-taught language in a context where it communicates new information, e.g. information-gap activities or 'personalised' questions	Using language to communicate in situations which elicit pre-learnt language, but with some unpredictability, e.g. structured role-play and simple problem-solving	Using language to communicate in situations where the meanings are unpredictable, e.g. creative role-play, more complex problem-solving and discussion
'Exercises'	<=	(Ellis)	=>	'Tasks'
'Enabling tasks'	<=	(Estaire and Zanon)	=>	'Communicative tasks'

Figure 1.1 The continuum from focus on forms to focus on meaning (Littlewood, 2004:322)

Non-communicative learning involves the strongest focus on forms and includes: uncontextualised grammar exercises, substitution drills and pronunciation drills. **Pre-communicative language practice** continues to focus on form; however some meaning is being encompassed into activities. A learner has to pay attention to the meaning of the words in order to succeed. **Communicative language practise** concentrates on conveying information within the tasks. As an example Littlewood (2004) mentions activities such as surveying classmates with the help of recently taught language items or completing a picture or a table by asking classmates. In **structured communication**, the focus shifts to communication of meanings, where a teacher has planned the task according to the language proficiency level of learners ensuring that they can cope with it. More complex information-exchange activities or more structured role-playing tasks

could be included in “structured communication” as per Figure 1.1. **Authentic communication**, however, has the strongest focus on communication of messages, involving the unpredictability of the language forms, encouraging discussions and problem-solving. Tasks belonging to authentic communication task type frequently turn into larger scale projects contributing to students’ personal and interpersonal development (Littlewood, 2004).

Figure 1.2 reveals the continuum of learners’ involvement based on the task. Horizontal axis represents the focus on form or meaning as it is described in Figure 1.1, while the vertical axis represents degrees of involvement in a task. Taking examples from the Figure 1.1, a creative role-play (authentic communication) could be characterised as an activity with a high task involvement and high focus on meaning (right top corner). A form-focused language exercise (a drill) that corresponds to the top left corner could require students to concentrate heavily on the exercise and would exclude meaning production. Simple problem solving task or a dialogue could correspond to the bottom right corner (structured communication). Questions and answers exercise or a scripted dialogue could correspond to the bottom left corner (pre-communicative language practice). Students’ involvement can decrease if an activity is executed or planned inappropriately.

Task	Non-communicative learning	Authentic communication
	High task involvement Low focus on meaning (High focus on form)	High task involvement High focus on meaning (Low focus on form)
Involvement	Pre-communicative language practice	Structured communication
	Low task involvement Low focus on meaning (High focus on form)	Low task involvement High focus on meaning (Low focus on form)
	Focus on form <= <=	=>=> Focus on meaning

Figure 1.2 **Two dimensions in task-based foreign language learning** (Littlewood, 2004:324)

Thus the possible dimensions showed in Figure 1.2 represent learners’ engagement in the task, not the properties of the task itself.

1.2 Framework of a TBLT lesson

In a task-based lesson a teacher always pre-determines what language items will be studied, however as the lesson is based around the completion of the central task, the language studied

depends on what happens as the students complete it. Scholars (Ellis, 2006; Lee, 2000; Skehan, 1996; Willis, 1996) distinguish several designs of the task-based lessons, however there are three distinct stages underlined in each of those designs: Pre-task, Task and Post-task.

In Pre-task a teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might help the students to recall some language that may be useful for the task. A task is presented in a motivating way. The pre-task stage can involve a range of activities aimed at preparing students and raising their consciousness about specific features of the upcoming task. The pre-task activities could include (1) a recording of people doing the task; (2) performing a similar task; (3) engaging students in non-task activities. These activities give the students a clearer model of what will be expected of them, the students can take notes and spend time preparing for the task.

During the **Task**, a teacher might still decide on various options related to how the task will be undertaken before actual performance of the task is started. Students complete the task in pairs or groups using the language resources provided. A teacher monitors and offers encouragement. Often, it is still possible for students and teachers to negotiate the way the task is performed or completed.

A teacher has to decide whether to place time limits, introduce any unexpected elements to the task or whether to provide any reference materials. A time limit puts pressure on the students and usually encourages students to use more fluent language rather than the more accurate. Use of reference materials with some key phrases or task-related information during the activity allows engaging students that have limited productive vocabulary or lower communication skills.

Post-task stage holds several options. The students might prepare a short oral or written report to tell the class what happened during their task. The students might practice what they are going to say in their groups. This can provide opportunity for a repeated performance of the task; it can encourage reflection or encourage attention to the problematic forms encountered during the task.

A teacher can select relevant aspects of the student-produced texts for analyses and may pay attention to features within the texts and the language that students have used. Finally, based upon the needs of students and observations during the task and report phases, teacher might organize practice activities for students to increase their confidence and make a note of useful language.

1.3 Role-play as a task-based activity

Role-play is one of the techniques particularly employed in the task-based teaching. As described earlier, it allows maintaining the focus on meaning and provides high student involvement.

Participants are expected, through the role-play, to practice their skills and acquire the appropriate attitudes that are required in order to handle the situation (Jaques, 2001; Van Ments, 1999). The role-play is useful for a number of reasons, and the main reasons include (1) creating semi-structured environment for language practise, and (2) giving students a rationale to use the target language and (3) allowing the students to take roles of other characters thus helping them overcome the affective filter.

Another technique that is focused on meaning in the TBLT is a simulation. The tasks used in role-plays and simulations contrast with the language learning tasks that are used in the traditional classroom. In role-play and simulation sessions, the classroom provides its own rationale for communication about the materials and tools required to carry out that activity. Role-plays differ from simulations in that the latter allow students to respond as they themselves would do in real-life situations, rather than "play" out imaginary situations. Simulations might appeal to some older students, who might not be fond of role-playing and prefer to give their own opinions regarding the resolution of the presented situation. Simulations require more spontaneous use of language and emphasize fluency and are more suitable for advanced learners. During simulations it is more complicated to navigate participants towards the use of specific or predetermined language functions.

The structural outline of the role-play is similar to the framework of a TBLT lesson. Success of the role-play relies on the planning and the implementation of each of the stages: (1) planning and designing; (2) introduction and execution of the role-play; (3) reporting. During the planning or design stage, the story reflecting the situation that will be experienced is created. The situation should give learners opportunity to use the acquired vocabulary. A teacher plans the development of the situation and the way it will be carried out, taking into consideration the linguistic level of learners (Tompkins, 1998). If necessary a pre-task may be performed. During the pre-task the scenario can be presented and learners can be handed the hints and tips regarding characters and roles. Learners can be provided with the instructions in order to practice the role-play.

During the stage of actual **role-play** that follows learners are required to act as if they were the selected characters, they are expected to use the target language in the interpersonal communication. Learners are allowed to act more independently, however a teacher might intervene in an encouraging and non-authoritarian manner if requested (Magos and Politi, 2008). Frequently cards with the roles and objectives are distributed to the learners to secure a smooth progress of the activity. The cards contain necessary information for the participants to play their roles. The cards include not only instructions about the aim and objective but also the type of observation that will be practiced. The roles ought to be selected voluntarily by the participants. Each role might be taken by several people in order to express all aspects and dimensions of that role. Participants have to be provided with adequate time for preparation, organization and rehearsal (Magos and Politi, 2008). Before the end of the activity, a teacher should confirm whether the ‘problematic situation’ was managed adequately or if the role-play should continue until a solution is found.

The **final stage** may include the assessment, group discussion and feedback on what has been performed and learned. A teacher might conduct a debriefing and provide a summary of the activity.

The role-play contributes to the improvement of significant skills, particularly participation in conversations and the ability to handle everyday situations that require communication. All learners get to participate in some way, either as observers or as actors in the role-play situations. Silent or slow-responding members of the group can benefit as well, since they are given additional time to respond and prepare themselves, and acquire new pieces of knowledge from the active participants. The more advanced learners are offered the opportunity to evaluate and revise their knowledge, to intervene when necessary, but also to set their personal boundaries in order to respect the needs of the less advanced.

Role-play requires action in the manner the native speakers would undertake, thus learners have a possibility to consider the context of the communicative situation. Any activity is first carried out in the secure environment of the classroom. According to Tompkins (1998), experimental implementation of a dialogue within the safe class setting, prior to its application to a real life situation, helps learners estimate the consequences and effect of the dialogue in advance.

Magos and Politi (2008) suggest that role-play has a protective function towards those participants who are less willing to be exposed within a group during language learning class,

since a different identity taken during the role-play holds opportunity for gradual integration of those learners. Use of role-play grants learners feeling of satisfaction because of its close relation to the concept of play, an activity which takes place in a safe environment where learners are relaxed, creative and inventive.

1.4 Authenticity of materials

Authenticity of teaching materials is recognised by scholars (Shomoossi and Ketabi, 2007) as “a relative concept, materialised within each context with the interaction of its participants”. It is due to the fact that any text taken out of its original context and away from its intended audience automatically becomes less authentic, authenticity cannot be defined as anything really existing in the outside world. Shomoossi and Ketabi (2007) further argue that authentic materials require at least two features: (1) communicative potential and relevance; (2) context of use and appropriateness of use according to learner’s requirements. They propose to replace the existing binary division of authenticity (authentic – not authentic) as no longer relevant and efficient and instead replace it with evaluation based on the relation to the context of use and suitability to address learner’s needs and interests.

Historically, material development and syllabus design relied on the arrangement of materials and activities rather than authenticity. For instance, syllabus types such as procedural, text-based, EAP, ESP, synthetic, linear, structural, notional-functional, situational, atomistic, genre-based, etc. all have in common the concern about how the content is arranged and organised (Shomoossi and Ketabi, 2007).

Shomoossi and Ketabi refer to how real and authentic materials need to have communicative potential and be relevant to the learner’s experiences. They note that authentic materials can be frustrating, confusing and demotivating if they are too difficult for lower level learners to comprehend thus being impractical. There should be no mismatch with goals and interests of the learners, so a teacher should know when and how to introduce these materials. Real language must be “intelligible, informative, truthful, relevant and sociolinguistically appropriate” (Bacon, 1989:545 in Shomoossi and Ketabi, 2007)

1.5 Methodological issues

Despite its theoretical appeal and research-based support, TBLT continues to have a somewhat limited influence on actual second language teaching practices in many contexts. According to Nunan (2004):

1. Similar to CLT there might be a gap between rhetoric and reality, with many schools claiming to be teaching according to the principles of TBLT that could actually be doing nothing of the sort.
2. Schools claiming to embrace the new principles, but adhering to traditional practices in the classroom or as Van den Branden phrased it - compatibility with 'teachers' beliefs and teaching practices' (Van den Branden, 2006).

Ogilvie and Dunn (2010) mention perceived feasibility of the approach as one of the major impediments identified in the literature. Lack of already designed resources for TBLT places a significant burden on the teachers with already highly-limited time, forcing them to create their own. Additional time constraints cause complications considering preparation for the examinations. Focus on form emphasised in standard tests leaves teachers with a complicated choice between task-based approach or written skill and grammatical knowledge.

Different set of issues with TBLT implementation is most frequently encountered during classroom management: (1) difficulty maintaining balance between utilizing communicative tasks and maintaining control in the classroom; (2) aspirations to carry out tasks and desires to maintain orderly environment (Ogilvie and Dunn, 2010). Such issues are often present in large classes and in classes with younger learners.

2. USE OF CORPORA IN LANGUAGE TEACHING

The first corpus-based English Language Dictionary was published in 1987. In addition, there had already been published several papers on the use of corpora materials in the language classroom by that time, for example, McKay (1980), Higgins and Johns (1984), Johns (1986), Leech (1986) and Sinclair (1986). It caused English language teachers to bring their attention to the creation of corpus-based language teaching materials. From then on, the corpus use in language teaching has started expanding and was promoted by the fast development of corpus linguistics and creation of wide range of different corpora (Partington, 1996; Stubbs 1996, 2001; Biber et al., 1998; Kennedy, 1998; Tognini-Bonelli, 2001; Hunston, 2002; McEnery and Wilson, 2001; Meyer, 2002; McEnery et al., 2005;).

It is possible to encounter many definitions of corpus, however in the opinion of the author the most precise is the description of corpus as “a finite collection of machine-readable texts, sampled to be maximally representative of a language or variety” (McEnery and Wilson, 2001:197). Corpora may differ on the list of parameters depending on the purpose they have been built to serve. Depending on that purpose, linguists (Kennedy, 1998; McEnery and Wilson, 2001; Hunston, 2002; Meyer, 2002) distinguish between two main corpora types: general and specialised.

General purpose corpora are designed as a resource for a general representation of the language. They serve as the basis for a wide range of varied linguistic studies. In most cases these corpora consist of both spoken and written language, and include multiple text types that are selected in pre-defined proportions to mirror a particular language or language variety.

Specialised corpora are designed to serve a specific purpose (language teaching, translation studies, contrastive analysis, etc) and they vary according to the research questions their creators had put forward. These corpora include specific text types. The corpora can be further grouped according to various criteria: the text selection (sample corpus vs full-text corpora), medium (written vs spoken vs mixed), number of languages or dialects represented (monolingual vs multilingual/parallel), according to annotation (plain vs annotated), temporal variety (synchronic/contemporary vs diachronic), according to openness (dynamic vs static) and according to the type of speaker (native vs learner corpora). Learner corpora use and application

is one of the recent and growing developments investigated by such scholars as Neff et al. (2001), Tono (2003), Salazar (2008), Salazar and Verdaguer (2009).

2.1 Learner Corpora

Learner corpora consist of texts produced by second language learners or non-native speakers.

Series of factors have to be taken into consideration during the design of such corpora.

Depending on the intended purpose of the learner corpora, specific criteria could be omitted or added. Tono (2003) has outlined three major groups of learner corpora features. These groups are displayed in Table 2.1 and they are as follows: language related (mode, medium, genre, topic), task-related (spontaneous vs. prepared) and learner-related (age, sex, mother tongue, language learning background).

Table 2.1 Characteristics of learner corpora

Language Related	Mode - [written/spoken] Genre - [letter/diary/fiction/essay] Style - [narration/argumentation] Topic -[general/leisure/etc]
Task Related	Data collection -[cross-sectional /longitudinal] Elicitation- [spontaneous/prepared] Use of references- [dictionary/ source text] Time limitation- [fixed /free/homework]
Learner Related	Internal –cognitive [age/cognitive style] Internal-affective [motivation/attitude] L1 Background L2 environment [ESL/EFL]/ [level of school] L2 proficiency [standard test score]

Gabrielatos (2005) highlights the areas that have been examined with the help of learner corpora and mentions the following studies: the use of lexical chunks (De Cock et al., 1998), collocations (Nesselhauf, 2005), complement clauses (Biber, Conrad and Reppen, 1998), the progressive and questions (Virtanen, 1997, 1998), overstatement (Lorenz, 1998), connectors (Altenberg and Tapper, 1998), speech-like elements in writing, and epistemic modality (McEnery and Kifle, 2002) and other studies. Moreover, there are other areas that have been investigated with the help of learner corpora: idioms (Simpson and Mendis, 2003), properties of nouns (Butler C.S., 2008), non-native speaker understanding of synonymous words (Maddalena, 2001). According to Gabrielatos (2005), most of the inquiries into learner corpora could be classified into four categories:

1. Related to *error analysis* are devoted to the frequency and patterns of learner errors. These studies try to establish connections between recorded errors and learners' L1, level and age,

- the medium of production and the context of use. In addition these studies require considering factors such as task and text type (see Figure 2.1). Lack of precision of the present technology obliges error tagging to be done manually, however attempts to introduce automatic tagging continue (Tono, 2000; Mason and Uzar, 2000). The crucial problem is associated with ambiguity of error types and their interpretation. Lack of taxonomy causes a reliability issue.
2. Over/under use of specific features in different contexts in comparison to native-speaker use. Better conformity to native speaker syntax and morphology usually occurs among advanced learners; as a result their language productions receive more attention when quantitative difference of use of syntactic, lexical and discourse features is investigated.
 3. Description of the features of the interlanguage and second language acquisition, and identification of patterns of over/under use of particular word categories (see Figure 2,1).
 4. Application of learner corpora research to language teaching methodology and materials design (see Figure 2.1). Tono (2000) and Bekiou and Diaz (2004) claim that by examining the learner corpora it is possible to identify the elements that require special attention in specific context or at certain competency levels thus defining syllabi and learning materials.

2.2 Corpora contributions to the language teaching

Researchers (Leech, 1997; Aston, 2000; Nesselhauf, 2004) recognize that corpora use can contribute to language teaching in multiple ways. Figure 2.1 displays the summary of these contributions to the language teaching. According to scholars (Meyer, 1991; Kennedy, 1992; Owen, 1993; Hunston and Francis, 1999) pedagogical grammars and dictionaries benefit from the investigations and analysis of the native-speaker corpora that lead to a more accurate language description. Corpora containing texts from coursebooks allows to draw comparisons with corpora containing native speaker texts. These findings create basis for the design of more useful and capable materials. As displayed in Figure 2.1, dictionaries and grammars benefit from the reviews of learner corpora, which offer better understanding of the needs of the learners in various contexts and of the language learning process (Granger et al., 2002). Inquiries into learner corpora can aid the design and assessment of language proficiency tests (Alderson, 1996), however this feature has not been taken advantage of to the full degree (Barker, 2004). Additionally, learner corpora and native speaker corpora can be used as set of ready-made materials that could be adapted to suit a specific need or could play a role in a creation of

materials for learning and/or teaching (Aston, 1997; Aston et al., 2004; Johns, 1991a; Kettemann, 1995).

Gabrielados (2003) points out that “the use of corpora in language teaching has helped redefine learner and teacher roles. It has reinforced learner-centred methodologies, and facilitated a further step away from the conception of teachers as sources of knowledge and providers of input, towards one of teachers as guides and facilitators, or even co-researchers”.

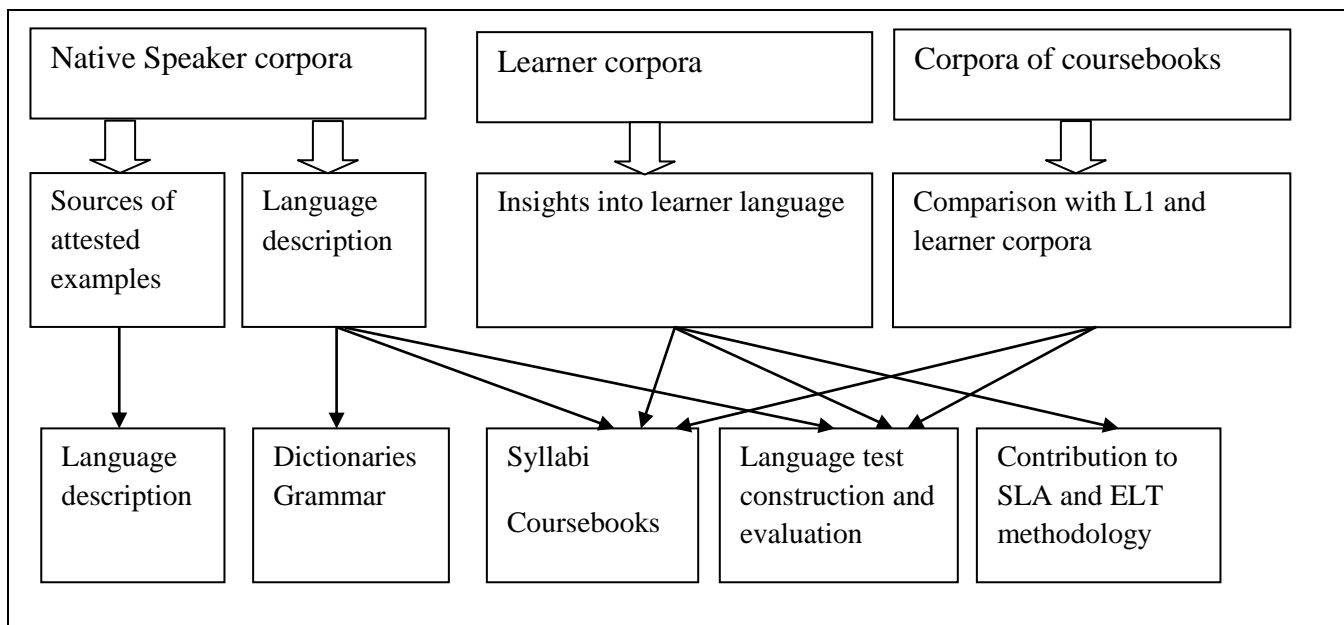


Figure 2.1 Summary of corpora use in ELT (adapted from McEnery and Gabrielatos, 2005)

2.3 Corpus-based activity/material design

According to Leech (1997:10), there are two ways how corpora could be used in language teaching: the soft and the hard version of corpora use. The *soft version* requires only a teacher to have access to, and the skills to use, a corpus and the relevant software. This case corresponds to the situation when a teacher prints out examples from the corpus and designs the tasks, while learners work with these corpus-derived and corpus-based materials (Bernardini, 2004; Granger and Tribble, 1998; Osbourne, 2000; Tribble, 1997).

Soft version lets teachers manipulate the corpus provided examples. The examples could be limited to a certain medium, genre and text type. The difficulty could be altered by removing or by tailoring overcomplicated sentences for the learners, by including or excluding words, sentences or paragraphs from the key word results (in case of concordancing). All these manipulations could possibly distort the truthfulness of the frequency of the particular language

item. However, due to time limits within classroom it is most likely that not all examples could be reviewed. There might be occurrences when the limited sample will have to be used to save time and avoid side-tracking. The teachers have three options: to adjust examples, to select appropriate sentences that are close the original sample, or ignore issues of frequency.

The *hard version* on the contrary requires learners to have skills of using corpora and access to computer and corpus (Aston, 1996). In this case, the tasks can be designed by a teacher (Tognini-Bonelli, 2001), contained within a computer assisted language learning (CALL) programme (Hughes, 1997), or chosen by the learners, with or without a teacher's guidance (Bernardini, 2002).

Hard version lets lesson aim to be altered on the spot based on the interests and emerging inquiries of the learners during the corpora activity in the classroom. For all that to hold the learners have to be familiarised with the software being used and have necessary training (Bernardini, 2002). In addition, the necessary learning skills have to be present to identify necessary patterns of language use and structure. Thus within both of the versions the role of the teacher is enriched and diversified as the teacher will be positioned to assist and guide the learners.

Between the two extremes there is a place for various combinations of hard and soft corpus-based application elements. Depending on the required aims of the lesson, selected corpus materials and practised teaching style, the corpus-based task could be designed from completely teacher-centred towards totally learner-centred. Teacher-centred approaches envisage that a teacher dictates the objectives of the lesson, selects and designs the materials and manages the lesson. Learner-centred approach means that the learner decides upon all the elements, however with the teacher's or computer programme's guidance. A **framework** for creating various corpus-based activities involves seven steps (Benett, 2010):

1. Ask a research question.
2. Determine the register on which your students are focused.
3. Select a corpus appropriate for the register (or compile authentic texts from that register).
4. Utilize a concordancing program for quantitative analysis.
5. Engage in qualitative analysis.
6. Create exercises for students.
7. Engage students in a whole-language activity

Walsh (2011:90-109) has summarised the 4 main corpus-based exercise creation techniques:

- **Concordancing** – core tool finding every occurrence of a particular word or phrase within the corpus. According to Walsh, concordance is productive when looking at language patterning for example for idioms or collocations.
- **Word frequency counts or word lists** – another staple technique letting to calculate a list of most frequently used words within the set of texts.
- **Key word analysis** – identifies the words appearing way too frequently in comparison to other words. The key word analysis usually requires use of two texts or lists, one serving as reference for the frequency norm of the appearance, while the other is the one list of words being currently investigated.
- **Cluster analysis** – “investigates how language systematically clusters into combinations of words or chunks” (Walsh, 2011:97). The technique allows creating a “frequency list” for a combination of words instead of a single word.

In language teaching corpora is associated with form-focused approaches, when it could be used with a variety of other methodologies. The use of corpora, in both the **soft** and **hard versions**, may concentrate on the language structure and also on the use, while requiring learners use their existing language knowledge to identify the meaning and the ways of the use of new elements (Rutherford and Sharwood-Smith, 1988). Gabriellatos has stated (2003) that while it might not be apparent, corpus use is compatible with methodologies advocating exposure to language, or comprehensible input (Krashen, 1985), rather than explicit focus on language.

The analysed theories of the scholars reveal that various modifications of soft and hard use of corpora enables the embedding of soft use in language teaching not only in the traditional way (practice or test exercise design), but also for the design of such interactive and meaningful TBLT activities as role-plays. Thus, the present research is an attempt to integrate two language teaching approaches, corpus-based and TBLT, within the Business Studies classroom. The students have been taught and exposed to the target language using a soft version of corpora data extracts. The role-play task designed according to the TBLT principles and concepts served to ensure a smooth transition to the target language practice and production by the students. The combination of the activities of the two different types (focused on form and language discover with corpora-based exercises and focused on meaning creation in the role-play and pre-task role-

play, see Chapter 1 and Figure 1.1 and Figure 1.2) aimed to maintain the balance between language learning and acquisition.

To sum up, corpus use can be integrated within two recognised teaching approaches - Presentation-Practice-Production (Read, 1985), and Task-Based Language Teaching (Fotos and Ellis, 1991; Nunan, 1989; Skehan, 1998). In a PPP lesson, Presentation stage allows to use corpus data. Within the TBLT lesson framework, corpus-based data is suitable for the classroom use in "Pre-task" and "Post-task" phases (Willis, 1996), which involve input or consciousness-raising.

2.4 Authenticity of corpus-based texts

Teachers often struggle finding suitable authentic texts on certain topics containing the necessary language features; frequently the texts do not offer convenient display of sufficient amount of language patterns or structures. Corpus-based language samples can be used alongside with the textbooks and can supplement required target language features. The Internet access has granted for teachers and learners the possibilities to use authentic language samples that are stored in corpora, which increasingly become available online for free of charge. The data extracted from corpora can grant:

- systematic access to realistic examples of language use;
- rich and diversified information going beyond dictionaries or references grammars;
- actual patterns of use;
- encouragement to autonomous learning and teaching;
- up-to-date aspects of language use and clues of language change.

3. METHODOLOGY OF VOCABULARY TEACHING

Acquiring new vocabulary items is a challenging task for the learners. The variety and the amount of the vocabulary items to be learned creates the difficulty - single words, collocations and idioms, phrases and fixed expressions. McCarten (2007) mentions that there are 988,968 words in the English language according to the Global Language Monitor. Another source, Webster's Third New International Dictionary combined with its 1993 Addenda Section, features 470,000 entries. It has been evaluated that an active vocabulary of a graduate native language speaker may differentiate from 12,000 to 20,000 word families, largely influenced by the level of education obtained (Goulden, Nation and Read, 1990). Unfortunately, acquiring vocabulary of this size might be a rather complicated if not impossible task for the big group of the language learners and even for many native speakers. Schmitt (2000:3) commented this situation by suggesting that "formal teaching in the classroom can account for a certain amount of vocabulary items, while certain words will be acquired within exposure to the language, while some words will not be acquired at all". This significantly increases the importance of not only the vocabulary teaching, but of the other activities exposing learners to the language.

A different approach by Francis and Kucera (1982) suggests that instead of reaching the vocabulary size equal to that of the native speaker a number of most frequently occurring words in the certain situations and contexts could be taught, thus allowing learners to understand the texts. McCarten (2007) refers to Francis and Kucera (1982) who have calculated that learners knowing 2,000 most frequent words grasp up to 80% of the average text, while knowledge of 5,000 most frequent words increases understanding of the average text to 88.7%. The requirement for the spoken language is slightly lower, as 1,800 words constitute over 80% of the spoken texts (McCarten, 2007). Schmitt (2000) believes that it is important to identify the most frequent vocabulary items and prioritize teaching of those. In addition, it is important to empower learners and make them self-sufficient and being able to learn vocabulary on their own.

The main tactic many teachers use during vocabulary instruction is to encourage students to grasp meaning of the vocabulary items from context. This way incidental and indirect learning is one of the most popular trends which put accent on the use of contextual cues (Duquette and Painchaud, 1996, p. 143). Krashen even claimed that only through reading it is possible to best learn vocabulary and different teaching approaches are not as effective. The main elements of

criticism point out that inferring meaning of new vocabulary is a lengthy and inefficient process, with high likelihood of learners conducting errors (Raptis, 1997). Incidental learning is one way to acquire lexical knowledge, however L2 learners are required to achieve specific “threshold level” to infer meaning successfully (Morrison, 1996). Often texts might not offer sufficient amount of context due to the way they have been constructed or learner’s limited ability might prevent acquisition of new vocabulary. Guessing from context is not always possible, due to the learner’s limited ability, and also due to varied text construction. It is teacher’s responsibility to make sure that both indirect and direct types of vocabulary learning activities are applied in the classroom.

3.1 Vocabulary assessment

According to Read (2007), currently researchers who focus on vocabulary assessment dedicate significant attention to the measurement of vocabulary size (sometimes called “breadth”) and depth. Nation and Beglar (2007) point out that successful measurement of learners’ vocabulary size may inform teachers of how their learners cope with real life, authentic task. The measurement allows tracking the progress of learners’ vocabulary. Finally, vocabulary size could be used to compare native speakers and non-native speakers language use.

To calculate the vocabulary size, researchers use word lists as a source to assess the number of words a learner has at his/her disposal. Such conclusion is based due to the growing use of computer corpora which provide qualitative word lists. The researcher has to choose word list that is available and select words from the list, and finally apply a suitable test technique.

Read (2007) lists three reasons that complicate the research into the depth of vocabulary assessment. These are: (1) absence of clear-cut definition; (2) absence of tools and techniques capable of estimating the depth; (3) difference in the opinions on set of characteristics representing vocabulary depth. It is being perceived that knowing a word is not the same as knowing its definition. There are many aspects of a word a learner is expected to know such as its pronunciation, spelling, morphological forms, part of speech, and collocations. Nation (2001) has compiled a set of features that characterize the knowledge of a word:

- The meaning(s) of the word;
- Spoken and written forms;
- What “word parts” it has (e.g., any prefix, suffix, and “root” form);

- Its grammatical behavior (e.g., its word class, typical grammatical patterns it occurs in);
- Collocations with the word;
- Register;
- Associations (e.g., words that are similar or opposite in meaning);
- Connotations;
- Frequency of the word.

One's awareness of certain degrees of word knowledge might depend on person's experience and personal beliefs. Often the context plays a pivoting role in helping student complete the information about the missing or yet unexplored features. As emphasised by Schmitt (2005), context activates the existing knowledge and limits it to the required features, and it fills in the blank spaces for the future use. Schmitt states that context of the word or the word itself triggers schemas or scripts that represent understanding of how real world is organised. Once the trigger has occurred the meaning of the word is restrained to specific set of features. If the context provided was not sufficient to enable certain schemas, the student hypothesizes on the most appropriate one (Schmitt, 2005).

The successful awareness and use of these types of *word knowledge* of a particular word are required in the majority of language situations. The more the learners get into contact with the target language or get exposed to it, the more word knowledge types they acquire. Receptive or passive vocabulary is triggered when learner hears or reads a word. Attempt to produce vocabulary either in written or spoken forms enables learner's active or productive vocabulary.

Normally, within traditional teaching approaches, learner's receptive vocabulary is larger than the productive one. However, it is possible for the active vocabulary to be larger. This occurs in the cases where learner can produce language forms but is not able to recognize them in the conversation. McCarten (2007) claims that this happens when learners study the language, but get minimal exposure to the target language. For example, when a learner knows how to pronounce or write a word, but uses the word inaccurately or with the incorrect meaning. McCarten (2007) mentions that learners often might feel aggravated if they understand more language than they can produce, especially if they are not aware that the difference in the size the passive and active vocabulary is a part of learning process. Additionally, the conclusion McCarten (2007) draws is that even at the beginners level it is crucial to provide not just words but collocations, phrases, expressions and even whole sentences during vocabulary lessons.

These would let learners come up with the language they require to communicate fluently from the mix of the expressions and single words.

3.2 Testing

No single test can claim to be able to check all of the forms of vocabulary knowledge due to complex and multilevel character of the vocabulary knowledge (Hughes, 1996; Schmitt, 2000; Nation, 2001). Thus it becomes necessary to employ various means of vocabulary assessment, in order to get a more detailed account of students' vocabulary knowledge (Coombe and Hubley, 2003).

The author of the thesis had to make a decision whether to test vocabulary items discretely or embedded in other skill areas. While discrete testing of vocabulary assessed a word as an independent construct meaning student's knowledge at the word level. Testing vocabulary in an embedded way looked at vocabulary as part of a larger construct, meaning the student's knowledge is checked at more complex levels (Read, 2000). In general, research shows that learners can recognize more words than they can actually use. Most testers agree that there is a place for measuring both knowledge and use in second language assessment.

Hughes (1996) points out that behaviour allowing to measure language ability of the student can be elicited with the help of the test techniques. He continues to propose the following requirements towards test techniques (Hughes, 1996: 59):

- 1) Has capability to elicit reliable and valid indicator of the ability in which we are interested;
- 2) Has capability to elicit behaviour which be reliably scored;
- 3) Is economical of time and effort;
- 4) Has beneficial backwash effect.

There are several types of tests that partly satisfy the criteria. Hughes (1996:65) points out that cloze tests are easy to construct, administer and score and "seemed to be presented almost as a language testing panacea". However, it is not possible to predict the ability of certain skill since deletion of each nth word might represent linguistic features unequally. The C-test, a superior version of the cloze test (Hughes, 1996), removes only a second half of every second word instead of the entire word. Due to the puzzle-like setting of the test, the students with the better puzzle solving strategy might demonstrate better results than students with better language ability. Dictation is another test type, which is capable of providing measurement of students'

ability on the same level as cloze test and involves students' listening ability. However, the dictation is not easy to score. Hughes (1996) concludes that all of these tests may be used where accurate measurement of the students' ability is not required, since these test types do not provide sufficient data about the specific skills of the students.

According to Hughes (1996) and Coombe, Folse and Hubley (2007) multiple choice questions (MCQ) represent professionally-developed language testing format. MCQs could be successfully used to check the recognition of vocabulary items and comprehension. Among the various forms the basic one includes a stem and several response options. One of the response options being the key and others – the distracters. The learner tries to identify the correct option or should try to makes the best choice based on the context clues offered in the stem and based on the meaning that is possible to make out. This format is not used to check production of vocabulary items but recognition.

The author of the thesis has selected MCQ format for the pre-test and post-test of vocabulary items for the following advantages (Coombe, Folse and Hubley, 2007):

- Reliability if constructed well;
- Quickness and easiness in marking;
- Adjustability in regards to level needed to be tested;
- Easily recognised format by all learners.

4. INVESTIGATION OF THE BUSINESS VOCABULARY ACQUISITION

The *case study* has been selected for the present research because it, as outlined by Soy (1997), ‘excels at bringing an understanding to a complex issue or object and can extend experience or add strength to what is already known through the previous research by confirming one’s findings’. Yin (1993) emphasizes that case studies can be used for descriptive, explanatory, or exploratory purposes, thus this research method is suitable to conduct the investigation of the language development of the first and the second language learners. Case studies normally obtain data from several sources, using surveys, interviews, observation and documentation review. Soy (1997) points out that the structure of the case studies can be rather complex, especially when multiple cases are embedded within a single study. Soy (1997) believes that the case study method can be used to build upon theory to dispute or challenge theory, or to produce new theory, to explain a situation, to provide applicable basis for solutions to situations, to explore, or to describe an object or phenomenon.

The use of the case study in the present research has allowed getting insights into the ways the designed corpus-based exercises and task-based role-play can be used to promote Business English vocabulary acquisition by the first year students.

In order to increase *validity* and *reliability* of the research the author of the thesis has used *data source triangulation*. It has been achieved by using multiple sources of data – quantitative and qualitative analysis of pre-test and post-test, and the analysis of the corpus of students’ spoken texts.

4.1 Research methodology

Yin (1984:23) defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon (1) within its real-life context; (2) when the boundaries between phenomenon and context are not clearly evident; (3) in which multiple sources of evidence are used. The main advantages of the case study method as recognised by Rowley (2002) are its applicability to real-life, contemporary situations and its transparency. In addition the afore mentioned researcher states that the results of a case study can often be directly related to the everyday experience and facilitate an understanding of complex real-life situations. Case studies

allow researchers to fully understand the flow of intervention and the reason of intervention effect in a particular case. In contrast, other forms of research, such as experimental or quasi-experimental research, do not always investigate to this type of detail, but rather aim to give information on whether or not an intervention has a particular, predefined effect.

In the 1997 article entitled *Introduction to Case Study*, Tellis (1997) discussed the fact that the study of a small number of cases can hardly offer grounds for establishing reliability or generality of findings. Scott and Morrison (2006:20-22) summarize the existing concerns regarding the case study application in educational research. Moreover, in addition to the subject of generality emphasised by Tellis (1997) Scott and Morrison (2006) question authenticity in particular whether the researcher can recall events as they actually have happened. They also draw attention to the limited number of respondents that can affect the strength of cause and effect relationship within the case. For this reason Yin (1993) notes that the case study is occasionally viewed not as the research method, but as an exploratory research tool. However, case study has been widely used by researchers (e.g. Vilches, 2003;Khan, 2008) as the research method in carefully planned and crafted studies of real-life situations, issues, and problems.

4.2 Research procedure, results and analysis of results

The research procedure was as follows:

- The investigation of the course description for the possible intervention and implementation of corpus-based exercises and task-based role-play;
- The design of a set of exercises and tasks according to the course requirements;
- The design and administration of the pre-and the analysis of the pre-test results;
- The intervention consisting of a set of traditional and corpus-based exercises, task-based role-play that has been audio-recorded. Compilation of the student spoken texts corpus-based on the transcription of the audio-recorded role-play;
- The design and administration of the post-test, analysis of the results of the post-test, comparison of the pre-test and post-test results and the data extracted from student corpus;

4.2.1 Investigation of Course Description

The case study has been applied within the course *Business Communication Text Analysis* with the first year Bachelor Programme students of Modern Languages and Business Studies at University of Latvia, Department of English Studies. The course consists of 64 seminar hours.

The description of the mentioned course provides aim, goal and competences the students are expected to master by the successful completion of the course (Online 1). According to the course description (Online 1), its aim is to develop students' skills of informative, linguistic and stylistic analysis of business communication texts, offering knowledge about different genres and structure of these texts. During the course, students are envisaged to develop their skills to analyse and interpret the lexis, syntax and stylistic devices found in business communication texts, as well as their skills to work with general and specialised dictionaries. Authentic texts are used for the analysis.

Upon successful completion of the course students are expected to be able to demonstrate academic and professional competence at a certain level. Description of the course states that students will be able to (Online 1):

1. Develop understanding about different genres of business communication texts and their characteristics.
2. Obtain knowledge about the structure and criteria of the analysis of business communication texts.
3. Improve their knowledge about the lexis and syntactical structures used in business communication texts.
4. To improve their skills to work with general and specialised dictionaries.
5. Start to develop their linguistic research competence.

Acquired professional competence will allow students to:

1. Define the genre and the register of the analysed text. Enable them to analyse the structure of the text, its cohesion and coherence elements applying the accepted criteria of analysis.
2. Recognise and analyse the lexis (terminology, synonyms, antonyms, word-building patterns, etc.), sentence structures and stylistic devices and define their function in the text. The course plan:

1. Text analysis criteria. Genre and register.
2. *Analysis of a performance appraisal record. Synonyms and antonyms. Homonyms.*
3. Analysis of an academic prose text I. Word-building.
4. Analysis of an academic prose text II. Collocations.

5. Analysis of an article dealing with general management issues. Phrasal verbs. Polisemy.
6. Analysis of an article dealing with doing business in different cultures. Business idioms.
7. Analysis of an article dealing with customer service. Lexical and syntactic stylistic devices.
8. Analysis of economic news items. Graphical and phonetic expressive means.
9. Analysis of a business blog. Neologisms.

The analysis of the course goal, contents and plan allowed making a decision about the integration of corpus-based exercises and task-based activities in the course Business Communication Text Analysis. It was decided to apply these activities during the 6 hours of seminars covering analysis of *performance appraisal record* and the use of *synonyms* and *antonyms* in business speech. The main reasons were (1) to start the course with task-based activities recognised by researchers as engaging and interactive, (2) use this rewarding topic for the meaningful activities, (3) prepare students for the introductions of the corpora use during the future seminars of the course, (4) practicality. The author considered it to be important to concentrate on the acquisition of the vocabulary items early in the course. The planned activities would allow the author to expose students to the lexis and syntactical structures used in business communication texts. The author of the thesis aimed to ensure that students would be able to identify and analyse the lexis of specific business communication texts and face fewer difficulties acquiring future course content.

Lesson Plans 1, 2 and 3 each cover 2 seminar hours, Lesson Plan 4 including post-test covers 1 seminar hour. Each seminar hour is 45 minutes long. The lesson plans are available in Appendix 1. The brief summary of the activities carried out during the lessons is displayed in the Table 4.1:

Table 4.1 Summary of seminars

Lesson	Seminar	Theme	Duration
Lesson Plan 1	Seminar 1	1 Introduction to the course and upcoming activities 2 Pre-test	45 m
	Seminar 2	1 Pre-task for the role-play	45 m
Lesson Plan 2	Seminar 3	Intervention: reading comprehension exercise, corpus-based exercises, traditional exercises	45 m
	Seminar 4		45 m
Lesson Plan 3	Seminar 5	Role-play	45 m
	Seminar 6		45 m
Lesson Plan 4	Seminar 7	Post-test Discussion and reflection	45 m

4.2.2 The design of the pre-test

In order to measure the effectiveness of intervention of corpus-based exercises and task-based activities it was decided to design and administer a pre-test and a post-test. Since the learning group was represented by the students with diverse learning styles and educational backgrounds, a pre-test would provide insights into the approximate estimate of the students' business vocabulary proficiency. The obtained data would allow identifying lexical and vocabulary aspects that would need special attention during the future seminars and to identify the students requiring extra support.

4.2.2.1 Generation of the keyword list

The author evaluated the texts included in Unit 17: Performance Evaluation Report of Market Leader (Helm and Utterdige, 2010). In addition, the author viewed and assessed the authentic resources meant for Human Resources Departments on the specialised internet websites - Performance Evaluation Language Guide (Online 2) and Performance Review (Online 3). The reviewed materials were authentic (real performance reviews, created by the native speakers of the English language). The texts of the reviewed materials were tagged using CLAWS5 tagset (Online 10) fed into AntConc software (Online 9), a generated word list (15,957 tokens; 2050 word types) has been analyzed taking into consideration course content requirements and frequency. 120 vocabulary items have been selected (Appendix 6). The selected keyword list was used for the design of the tests, exercises and task-based role-play.

4.2.2.2 Application of BNC and PolyU corpora in pre-test and post-test design

BNC corpus and PolyU corpus have been used to create the pre-test and post-test. **BNC Corpus** (Online 4) has been selected for several reasons:

1. It is free of charge and available online and thus it can be widely used by any teacher around the world;
2. Its massive collection of texts. It contains over 100 million words of modern English and comprises a total of 4124 texts with six and a quarter million sentence units in the whole corpus. A variety of tasks and exercises can be created on the basis of such amount of data.

3. Each word is tagged and is automatically assigned a part of speech code. There are 65 parts of speech identified, making it possible to create exercises and activities of different level of complexity.
4. 90% of the BNC is written language, which is made up of 60% books (academic books and popular fiction), 25% periodicals (regional and national newspapers, specialist periodicals and journals for all ages and interests), between 5 and 10% other kinds of published material (brochures, advertising leaflets, etc.), between 5 and 10% unpublished material (personal letters and diaries, school and university essays, etc.), less than 5% material written to be spoken (political speeches, play texts, broadcast scripts, etc.). The wide representations of the texts allow to work with examples from different spheres.
5. Relatively easy to use search with variety of functions and user-friendly interface for data extraction.

PolyU Business Corpus (Online 5) has been selected for the following reasons:

1. It is a specialised Business English corpus. It consists entirely of business texts, the majority of which originate from the business and finance sections of newspapers, covering news and reports devoted to auditing, accounting, insurance, investments and other business fields. This corpus additionally includes documents, annual reports, press releases, and online versions of company brochures, leaflets and other promotional texts.
2. It is free of charge and is available online.
3. The size of the corpus is 1.16 million words.

Both **BNC** and **PolyU** corpora have been selected as the ones containing authentic Business English language samples used in real-life communication and for the built-in concordancing programs offering convenient search functions.

4.2.2.3 Multiple Choice Question as the pre-test and post-test format

It has been decided to test learners' vocabulary by using MCQ. The purpose of the choice of MCQ was to test significant quantity of vocabulary items while providing the students with as much authentic context as possible. However, typically MCQs are selective, discrete, and context-independent. Folse (2003) has emphasised that rich contextual clues in EFL and ESL texts are important, because they facilitate language comprehension. Read (2000) stressed that context is an important dimension of any vocabulary assessment, too. Nation and Warring (1997)

in Schmitt (2000:120) explain that vocabulary size threshold of three and five thousand word families is necessary in order to read authentic texts meant for adult native speakers. It was assumed that the first-year undergraduate students admitted to the English medium course programme have the necessary vocabulary threshold. The authentic text samples for pre-test and post-test were extracted from BNC and PolyU corpora. The intentional decision to increase context dependency while maintaining the MCQ format introduced the dilemma acknowledged by Read (2000) – difficulty to separate the scoring of vocabulary knowledge from other skills such as reading ability. To resolve this problem in the pre-test design, the following guidelines for design of MCQ-test proposed by Coombre (2011) have been applied:

1. Ensure the stem clearly indicates the expected response.
2. Provide sufficient context in the stem.
3. Standardize the number of response options (4 is considered the best).
4. Include only one response option that is unambiguous correct or best answer.
5. Provide a balanced number of nouns, verbs and adjectives selected as tested words.
6. Write questions where all response options are approximately the same length and level of difficulty.
7. Place the correct answer equally in the A, B, C and D positions.
8. Avoid providing grammatical clues in the stem.
9. Avoid using absurd distractors as they do not contribute to the test

In order to design a reliable test it was decided to select 40 questions for the inclusion in it. Nation (2001) reminds that the greater number of the questions is included in the test, the greater is the **test reliability**. Nation (2001) proposes that a minimum of 30 items should be used for a reliable vocabulary test. Even if the mentioned researchers have not suggested the precise upper limit for the number of test questions, two factors have to be taken into account, firstly, fatigue factor and, secondly, common sense. The MCQ format allowed inclusion of the suggested number of items. The fact that majority of the students are familiar with this test format ensured the **test validity**. The **content validity** was controlled through the arrangement and distribution of the tested vocabulary items, provided distractors and authentic text samples extracted from the corpora used as MCQ stems. Read (2004) has proposed that effective stem contains as much context as possible and consists of one or two declarative sentences without subordinate clauses (or 10-20 words) and presents the word in a ‘natural, authentic’ semantic and grammatical context. According to Read (2004), all the sentences without blanks have to provide context,

while the blanks within the stems should be of the same length. Thus, pre-test and post-test were designed according to the scholars test design theories.

4.2.2.4 Design of the pre-test

Each test was designed to consist of 40 MCQs with 4 response options, 20% (8) of the stems have been composed by the author and 80% (32) of the stems have been selected from the **BNC** and **PolyU** Business Corpus. Some of the stems selected from the corpora have been adapted for the learners. Corpus stems have been selected at the following ratio 70% (23) from BNC and 30% (9) from PolyU. BNC examples have been selected from the written texts marked as **commerce/business** (see Figure 4.1). The correct answers have been placed with the following ratio: 13 A answers, 10 B answers, 7 C answers and 10 D answers.

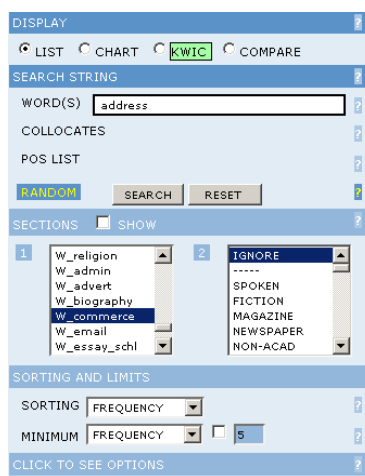


Figure 4.1 Text selection within BNC Search

The corpora have been used not only to extract authentic text samples, but to obtain ideas for the distracters. The test design guidelines require distracters to be more or less of the same frequency as the word being tested and to be of the same part of speech. In order to avoid the ambiguity, the alternative options had to be related to the tested word in terms of meaning (Coombre, 2011). BNC corpus allowed executing advanced queries making use of part-of-speech tagging and advanced search syntax. Thus it was possible to search for the (1) keyword collocations with similar frequency and (2) collocates of the words located next to the blanks, but not fitting the context of the entire stem, in order to provide ‘noise’ options; distracters satisfying the test design guidelines were included. For example, Question 3 of the pre-test checks for the keyword phrase ‘to be accepted’, a search string within BNC containing ‘to be [vv]’ returns a list from which distracters ‘made’, ‘sold’ and ‘used’ were selected. Similar functionality was not available in PolyU corpus

The earlier erected keyword list (see subchapter 4.2.2.1) has been alphabetically sorted and for the pre-test 40 items have been selected (randomly decided - each 3rd); for the post-test another 40 items have been selected (randomly decided -each 2nd, see subchapter 4.2.10). The keyword list consisting of the 120 vocabulary items is available in the Appendix 6. The items selected for the pre-test are displayed in Table 4.2. Designed pre-test is located in Appendix 2.

Table 4.2 Pre-test keywords


1. to address the issue/problem, shortcomings	11. to communicate respectfully	21. to have can-do attitude	31. to raise team's productivity
2. to apply knowledge in a practical manner	12. to consult	22. to head the department	32. to reduce expenses
3. to be accepted	13. to cut costs	23. to increase sales, profits, revenue	33. to report
4. to be capable of	14. to demonstrate competence, "can-do" attitude	24. to keep accurate records	34. to seek opportunities
5. to be customer focused and driven	15. to discover	25. to lack confidence	35. to solve problems
6. to be extremely resourceful and attentive to detail	16. to effectively manage change	26. to lose one's composure, one's temper	36. to stay attuned to the needs of the company
7. to be persistent and industrious	17. to establish communication	27. to meet deadlines	37. to tackle the problem
8. to be supportive	18. to excel in	28. to never lose sight of the goal	38. to thoroughly understand
9. to bring out the best in employees	19. to feel the pressure	29. to plan	39. to undertake responsibility/tasks
10. to come up with a suitable solution	20. to fulfil	30. to prevent potential risks	40. to use effectively

The key vocabulary items have been ran through the particular corpus search engine and the most appropriate output has been used for the stems, while the concordance lines that have not been used for the stem have been consulted for the inclusions as distracters. For example, for the keyword checked in the pre-test Question 1, BNC search for "address" returns 270 results among written commerce texts (see Figure 4.2).

ADDRESS					270	
57	CBW	W_commerce	A	B	C	ability to negotiate their way through it. The key ability is to know to address problems early and to know what you can reasonably expect the banks to do.
58	CBX	W_commerce	A	B	C	Louden Ryan, former governor of the Bank of Ireland, in an attempt to address the expectations gap (see ACCOUNTANCY, June 1991, p 14). The
59	CBX	W_commerce	A	B	C	. Send your story and the fully completed coupon (below) to the following address :. Entries should be received not later than 30 November 1992. # 1.
60	CBX	W_commerce	A	B	C	longer than 250 words) and completed entry forms should be posted to the above address , to arrive not later than 30 November. Entries should be marked ACC
61	CBX	W_commerce	A	B	C	to produce everything required for pay and file, there will be more time to address the client's other needs. A better overall service should be offered with,
62	CBX	W_commerce	A	B	C	that abundantly clear. These are just some of the key issues the APB must address . Although a revised standard on going concern is needed, it is important that
63	CBX	W_commerce	A	B	C	considered SAS, rather than one that meets an early deadline but does not adequately address all the issues involved. # There is a general questioning of wheth

Figure 4.2 Stem selection from BNC search results

PolyU corpus' concordancer is simple and less interactive if compared to the one offered by BNC (see Figure 4.3 and Figure 4.4). The existing search criteria contained the required functionality to extract authentic text samples including the keywords for the stem construction, but, as mentioned earlier, did not possess additional features to lookup particular parts of speech or process advanced queries with complex search strings.



PolyU Language Bank Concordancer

Corpus Selected : **PolyU Business Corpus (English)**

Enter the search string and select other info:

Search string : equal to

Format : normal

Numbering : Yes No

Associated word :

Find Anywhere in string Left of keyword Right of keyword

Range from keyword : Default

Sort type : Sort right

Collocate distance from keyword : Default (1)

Print collocates table : Don't print Alphabetic list List by number of instances

Line width : Default

Stop after : Default concordances

Figure 4.3 Search within PolyU Corpus

Pre-test questions 14, 30, 31, 32, 33, 34, 35, 37, 39 and 40 contain stems with text samples extracted from PolyU corpus, whereas stems for the questions 2, 4, 6, 8, 9, 11, 15 and 19 were composed by the author. Samples for the remaining questions were selected from BNC corpus. Figure 4.4 displays keyword search in PolyU and text sample selection for the stem (see Figure 4.4).

PolyU Language Bank Concordancer has searched corpus `\bank\buscorpus\pubc-English.txt` for **prevent**

There are **80** instances of **prevent**

58 it hopes to retain the loyalty and **prevent** potential customers from switching

59 fore the market closes in order to **prevent** price volatility at the end of the

60 has already provided a cushion to **prevent** sharp interest rate movements - the

61 or the forthcoming WTO talks would **prevent** stronger nations walking away fro

Corpus: `\bank\buscorpus\pubc-English.txt` at position 4932637

cash fund. Management fee for AXA's "Double Easy Guaranteed Fund" is waived. AXA also requires participants to pay a non-refundable \$500 deposit with which it hopes to retain the loyalty and **prevent** potential customers from switching to competitors. AXA said earlier that it aimed for a 20 per cent market share by the end of this year.

[Use the BACK button to return to the previous page.](#)

All Rights Reserved.

Figure 4.4 Stem selection from PolyU search results

In order to obtain a reliable representation of the learner's vocabulary, the author has followed the test design guidelines. The test format has been selected not only to allow assessment of the proficiency of the students, but to obtain insights into type of content to include into material design for the upcoming seminars and to allow the positive backwash effect on

teaching and learning. For example, Thornbury (2002) mentions backwash and an opportunity for recycling of vocabulary, in case the learners are informed of the upcoming vocabulary test. According to Nation (2001) answering test items can provide useful repetition of the vocabulary and perhaps even extend learners' knowledge. Tests are important for second language learning when there is limited exposure to the target language and new vocabulary items, because tests can provide learners with the much needed recycling of the vocabulary and teach the usage of words in the new ways (Coombre, 2011).

4.2.3 Administration of the pre-test and discussion of the results

Pre-test was conducted during Seminar 1 before students were introduced to the topic of Performance Evaluation, thus increasing the reliability of the obtained results. 13 students have participated in the pre-test, 13 paper copies have been distributed and collected. From 30 to 35 minutes have been devoted to the test and the students were not allowed to use dictionaries or other resources.

The students' answers have been manually checked and results were saved electronically. The results have been fed into ITEMAN for analysis. ITEMAN is a software program designed to provide detailed item and test analysis reports using classical test theory (CTT). Output obtained from ITEMAN was further reviewed, analysed and used to draw conclusions about the effectiveness of the test. The summary is displayed in Table 4.3 and is discussed below.

One of the most important coefficients from the ITEMAN's summary is the alpha reliability coefficient. It is 0.481 for the pre-test, which is comparatively low and might indicate the test does not claim exactly what it claims to test. The author believes the dependency lies with the type of the test (MCQ) and nature of particular answer options - the disruptors and noise options. The author has to admit that the variants included a series of questions are heavily dependent on the context, learner's beforehand knowledge and awareness of the topic, while some have been ambiguous. Alternatively, because of the focus on the context, it is possible to conclude that the stems had provided insufficient information for the decision-making or required better reading and comprehension skills on the part of the students.

Table 4.3 ITEMAN's summary of the pre-test.

	Pre-test – all
N of Items	40
N of Examinees	13
Mean	22.154

Variance	13.515
Std. Dev	3.676
Skew	0.546
Kurtosis	-0.531
Minimum	17.000
Maximum	29.000
Median	22.000
Alpha	0.481
SEM	2.647
Mean P	0.554
Mean Item-Tot	0.226
Mean Biserial	0.314
Max Score (Low)	18
N (Low Group)	3
Min Score (High)	23
N (High Group)	5

The results of the pre-test score distribution have been provided by ITEMAN. The data has been presented with the help of the Excel in the Figure 4.5, whereas the raw ITEMAN results can be found in the Appendix 14. The highest score is 29, which was achieved by two students, while the lowest score is 17. Three students scored in the low group below or equal to 18 points, but five students obtained considerably higher scores: 23 points or even above. Visually the pattern of the score distribution is closer to “normal”. *Normal distribution* is a pattern where majority of the results tend to cluster near the mean. The mean of the 40 questions pre-test is 20, while the mean of the learners’ results is 22. Even if this might imply that the test has been slightly too easy for the learners, the ITEMAN summary (see Table 4.3) indicates a negative kurtosis of -0.531, whereas the normal distribution would correspond to kurtosis equal to 0. It means that the distribution is flatter than the normal distribution. Generally, most students score in the middle, while equal amount of students obtain scores on both sides of the mean.

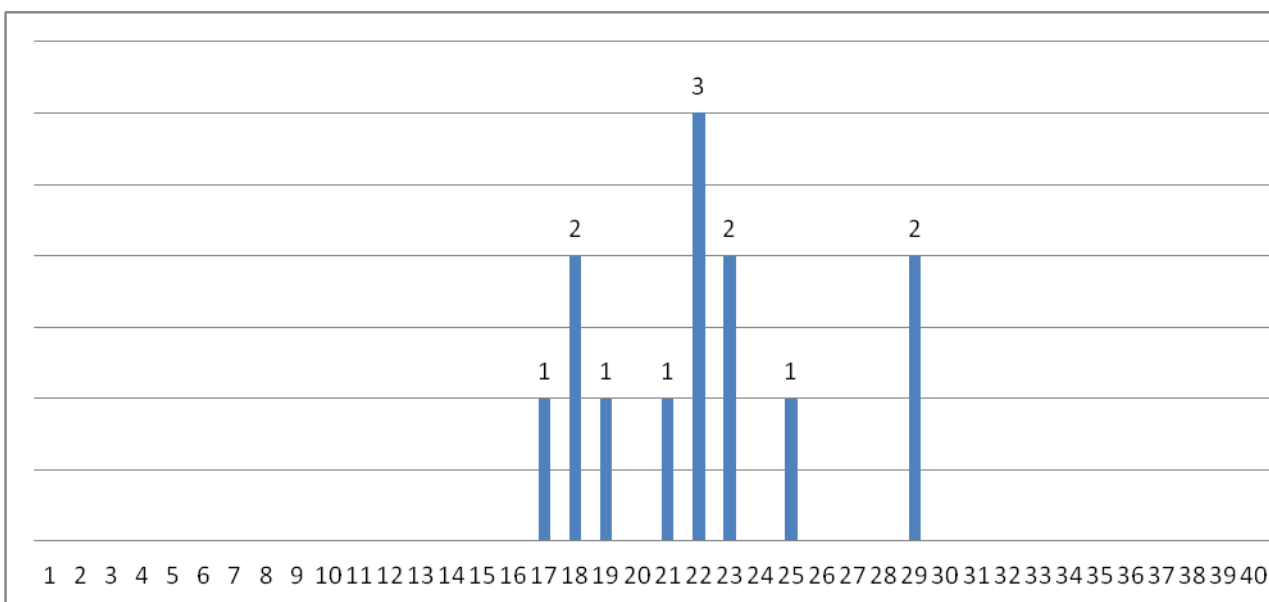


Figure 4.5 Pre-test score distribution table

According to the obtained results and the analysis conducted with the help of ITEMAN software, the following questions were identified as the most challenging: 1, 6, 9, 11, 16, 17, 29, 31, 33, 36, and 39. The author believes that these questions required from learners to know several levels constituting knowledge of a *word* (see Chapter 3.1). Not only were they required to know the certain grammatical capabilities of the keyword, but also its connotations, collocations and associations. The students could not select appropriate answer if they were not aware of the several of the types of the word knowledge. These examples were more demanding than those that contained distracters that relieved exclusion of the false answers by easier types (i.e. grammatical pattern or certain word part). The examples from the pre-test are discussed below.

In question 1, the students were checked for knowledge of denotation, the meaning the word acquires in the sentence. Grammatically all the options are correct, however only option B makes sense when used in the particular complete sentence:

Table 4.4 Question 1 from the Pre-test

1. With reliable automatic control systems in place to produce everything required for pay and file, there will be more time to _____ the client's other needs.			
A. formulate	B. address	C. ignore	D. select

In question 6, the students were required to identify the personal or professional quality of the manager that allows to “deal skilfully and promptly with new situations and difficulties”. Options A and B correspond to the title and describe the position in the company’s hierarchy, while only options C and D describe personal qualities and are thus related to the second clarifying part of the sentence. Both of the versions C and D have positive connotations.

However, option C –“successful” means (1) “accomplishing an aim or purpose” and (2) “having achieved popularity, profit, or distinction”, whereas option D “resourceful” means (1) “having the ability to find clever ways to overcome difficulties”. The students were required to select option D as it completes the stem.

Table 4.5 Question 6 from the Pre-test

6. He is a _____ manager, he is able to deal skilfully and promptly with new situations and difficulties.			
A. assistant	B. general	C. successful	D. resourceful

The BNC frequency distribution for collocation consisting of “adjective + manager” is displayed in the table below. The most frequent combination is “general manager” with 653 hits, and the second in the list is “assistant manager” (165 hits), whereas combination “successful manager” occupies twentieth position according to frequency with only 10 hits. There is only 1 hit for the collocation “resourceful manager”. Question 6 was one of the most challenging questions with the aim to identify students with an advanced knowledge.

Table 4.6 BNC search results “adjective + manager”

1	GENERAL MANAGER	653
2	ASSISTANT MANAGER	165
3	NEW MANAGER	137
4	UNITED MANAGER	77
5	SENIOR MANAGER	73
6	OFFLINE MANAGER	51
7	COMMERCIAL MANAGER	49
8	REGIONAL MANAGER	44
9	TECHNICAL MANAGER	35
	
20	SUCCESSFUL MANAGER	10
...	RESOURCEFUL MANAGER	1

Question 9 (see Table 4.7) was designed to check students’ knowledge of fixed phrases and collocations. The options C and D aimed at checking language transfer from Latvian and Russian. Option B lacked completion and did not add up to the contrast between the parts of the sentence.

Table 4.7 Question 9 from the Pre-test

9. This liberal approach placed a great burden on the manager, since it required tolerance and endless patience; but it was supposed to _____ in the employees.			
A. bring out the best	B. resonate	C. settle down	D. end

Question 39 (see Table 4.8) was complex because it relied on students’ reading comprehension skills. Option D is not grammatically correct; options B and C fail to fit the given context.

Table 4.8 Question 39 from the Pre-test

39. Many of these companies failed to timely _____ prudent risk management measures and ended			
---	--	--	--

on the brink of bankruptcy.

A. undertake

B. reach

C. notice

D. make

The author concentrated on achieving higher test-reliability for the upcoming post-test and therefore designed the activities for seminar 3 and 4 taking into the consideration the insights obtained from the pre-test results.

4.2.4 Pre-task of the task-based activity

A pre-task for the role-play was designed to get students to experience a brief performance appraisal process. The pre-task was started during Seminar 1 after the pre-test and continued till the end of Seminar 2. The students were randomly divided into three groups; each group was randomly assigned one of the three settings (see Appendix 4, Appendix 5). Groups A and B each had 3 workers and a supervisor, while the group C had 4 workers and a supervisor. Each group was given time to get acquainted with the conditions and requirements of the upcoming activity: each group was to manufacture paper 'roses' using paper tissues. Groups differed on two dimensions: (1) the type of the employed rating system, and (2) dependences among the team members. One of the rating systems allowed the group's supervisor to freely allocate points to each member of the group be that based on actual performance or other factors. The other rating system had clearly predefined levels – one member of the team had to be evaluated as a top performer (5 points), two members of the team could receive middle performance ratings (4 points) and one member had to be evaluated as the poor performer (3 points). Interdependency varied on two levels as well: group that had to work as an assembly line had each member of the group responsible for construction of one specific part of the paper rose. Thus each member knew how to make only one part of the paper rose and depended on the other group members to start, continue and complete the production of each item (rose). There was one group working as an assembly line. In the other groups each member was independently responsible for the production of each of the paper rose parts from the beginning (stem) to the end (flower blossom), and the collaboration of the members was minimal. The supervisor of each group could grant extra points on the basis of the individual performance and accept or send back the paper roses if their quality or condition was poor. Since the activity was introduced during the second seminar and after the pre-test it offered an opportunity for the students to get better acquainted each other through collaboration.

After the allotted time had finished and managers had completed their rating, each group was given an option to evaluate the performance and objectivity of their supervisors and decrease the points the managers would otherwise get (4 points). Each group then had their roses counted and sold 1 point per piece thus completing their team’s “revenue” column, while performance ratings constituted expenses (sum of salaries of the entire group). The incomes and expenses of the teams were compared and each team could see their performance in the context of their rivals. The results of the activity are written down in the Table 4.9, while the activity outline can be found in Appendix 4.

Table 4.9 Outcome of the role-play pre-task

COMPANY A	COMPANY B	COMPANY C	POST	How to calculate
5	4	3	WORKER #1 salary points	(equals assigned rating)
3	4	3	WORKER #2 salary points	(equals assigned rating)
3	4	3	WORKER #3 salary points	(equals assigned rating)
-	-	5	WORKER #4 salary points	(equals assigned rating)
4	4	4	MANAGER salary points	(4 by default)
15	16	18	EXPENSES	(sum of salaries)
20	16	33	REVENUE	(1 point per rose)
5	0	15	PROFIT / LOSS	(ROSES – EXPENSES)

Thus each student group simulated a company. Company A and Company B had 4 students (3 workers and 1 supervisor), while company C had 5 students (4 workers and 1 supervisor). Each company’s expenses consisted of the sum of each worker’s rating (salary) and the rating of the supervisor (4 by default). The revenue consisted of the total amount of paper roses produced and admitted by the teacher to be sold in the “market” (1 point per piece). Each company’s revenue was calculated based on the amount of roses “sold” to the market and the salary “paid” to the workers and the supervisors.

The seminar continued with a discussion of the obtained results and students’ reactions, opinions on the evaluation process and general insights about performance evaluation. The supervisors were asked to share and describe the problems and difficulties each of them faced when rating their group.

4.2.5 Home Assignments

Seminar 2 has been concluded by giving home assignment instructions to the group. It consisted of the Exercises A and B of Market Leader (Helm and Utteridge, 2010:68-69). Exercise A required reading the Performance Evaluation available on the page 69 and understanding the main ideas of the text. Exercise B was concentrated on the comprehension of the details of the text. Additional text (Appendix 11) was given as a home assignment, too.

4.2.6 The design of classroom exercises

The goal of seminars 3 and 4 was to provide additional vocabulary items, by diversifying the vocabulary activities. Practice activities engaged students at different levels as they ranged from simple find-and-match to more cognitively challenging reading comprehension activities. By offering variety of activities and exercises the author tried to vary learning styles, since students often might be using different learning styles for different types of language or depending on the different learning situations. The author aimed to provide sufficient amount of Business English vocabulary items (see the created keyword list, Appendix 4) for students to use in a meaningful, personalised ways during the role-play planned at Seminars 5 and 6.

Vocabulary has been given a high profile during the seminar so that students could see its importance and understand that vocabulary is an important part of language learning. According to Nation (2001) one of the prerequisites for language acquisition is being able to notice the vocabulary items that are needed to be learned. This strategy can be obtained by the students via classroom instruction and homework assignments if the teacher pays sufficient attention to underlining and explaining of the important items and their purpose.

An “intervention” consisted of the exercises provided by the course content from the pages 68-71 of Market Leader (Helm and Utteridge, 2010) that are also available in Appendix 15 and the exercises designed by the author of the study (see Appendix 12 and 13).

The list of exercises in the Market Leader (pages 68-71) (Helm and Utteridge, 2010) included: two reading exercises that had to be completed by students at home and had been re-checked during the seminar; and 5 vocabulary exercises (A,B,C,D and E) available on pages 70-71 that were performed during the seminar. The vocabulary exercises concentrated on finding

appropriate synonyms (Exercise A, E), matching the definitions (Exercise B) and filling gaps with appropriate vocabulary items (Exercise C, D).

The designed exercises, however, consisted of 1 reading comprehension exercise that had been part of the home assignment and 8 exercises designed for the completion during the seminar. These 8 exercises included cloze type reading comprehension exercise (Exercise 1) with a brief true or false follow-up (Exercise 1a), 6 matching exercises dedicated to business vocabulary (Exercises 3,4,5,6 and 7), 3 of which were created with the BNC corpus (Exercise 3,4 and 5) and 2 of which were created with online dictionary (Exercise 6 and 7). Corpus-based exercises provided synonyms of nouns, verbs and adjectives, while the two exercises created with the help of online dictionary covered antonyms for course-related nouns and verbs.

4.2.6.1 Reading Exercises

Extensive reading exercise offered to students as a home assignment (Appendix 11) and reading comprehension exercise (Appendix 13) offered during the Seminar 4 have been designed with the help of the authentic samples from an online source (Online 2) that uses built-in intelligence intended to provide assistance to human resource managers to write their employee performance reviews. The tool offers practical human resources advice and is organised around the typical performance review form, its concepts and vocabulary. Basically, it represents a collection of completed performance review forms. The freeware version is limited and provides only samples, while the shareware version can provide a range of more detailed functions.

Reading exercise that has been a home assignment (see Appendix 7) consisted of an authentic performance evaluation with blanks instead of headings of the paragraphs. Learners had to allocate the appropriate name from the selection to each of the paragraphs based on the contents and the main idea. Reading specifically themed paragraphs (i.e. “Communication”, “Teamwork”) gave learners an opportunity to notice the new vocabulary, and create associations with the specific categories (i.e. discussing achievements, talking about weaknesses). The language has not been adapted or altered to suit the learners in order to preserve authenticity of business language use and expose learners to the business vocabulary.

The classroom reading exercise (see Appendix 8) consisted of another authentic performance evaluation form transferred into a cloze type reading exercise.

4.2.6.2 Corpus-based vocabulary exercises

The Exercises 3, 4 and 5 (Appendix 13) required the students to match the synonyms. The author had used BNC's *synonym search function* ([=word].[pos]; [=word].[vv] for verbs, [=word].[nn] for nouns, [=word].[jj] for adjectives) to obtain the list of synonyms for each of the selected words for the exercise. The words have been selected on the basis of the course requirements and description, hence the keyword list. Cognates have been excluded and top 3 or 4 of the most frequent results have been used. In several instances, the author has added less frequent search results (these are marked with italics in Table 4.10) or examples not listed in the corpus. This has been done to provide the students with the additional exposure to the language.

Table 4.10 Exercise 3: Synonyms I – Nouns

1	feedback		F	one's view, response, advice, opinion; a reaction, a comment, criticism;
2	a capability		G	experience, skill, expertise, fitness, competence, know-how, aptitude, competency, proficiency;
3	a responsibility		A	a task, duty; <i>an accountability</i> ; a liability, an obligation;
4	a shortcoming		B	a weakness, limitation, fault; a defect, <i>a drawback</i> ; a flaw;
5	a progress		K	an increase, an advancement, an improvement; <i>gain</i> ; <i>a breakthrough</i> ;
6	an opportunity		J	a chance, <i>a favourable circumstance</i> ;
7	an achievement		L	a success, a triumph, an attainment; an accomplishment; <i>a goal reached</i> ;
8	a reliability		C	a consistency, a dependability, trustworthiness;
9	a skill		D	a talent to do something; a proficiency;
10	an ability		I	power to act or to perform; a capability;
11	a cooperation		H	help, support, aid; assistance; collaboration, teamwork, <i>a mutual effort</i> ; <i>an alliance</i> ;
12	a professional		E	a qualified, skilled or trained person; a specialist, an expert;

The more occurrences a word has the more important the concepts related to it are, thus providing the most frequent results should empower users to comprehend more texts in the future. That was necessary to contribute to the achievement of the academic goals of the course.

Contrasting a word and its concept against other words and concepts is one of the ways to teach the meaning of a word to the students. It involves discovering words with similar and opposite meanings. When the synonyms and antonyms have been learned, the students should be exposed to the language where the learned words are being used by introducing more advanced exercises to further differentiate between shades and nuances of meanings. During the seminars

the students, if confusion arose regarding new meaning of the vocabulary item, had an opportunity to clarify the differences by asking questions.

The Exercises 6 and 7 featuring antonyms were designed with the help of **Online Thesaurus** (Online 6), since no convenient antonym search function has been offered by BNC and PolyU corpora. Online Thesaurus, as stated by its creators the Dictionary.com company (Online6), is the world’s largest and most authoritative free online dictionary and mobile reference resource with around 50 million daily visitors. It offers interactive and reliable source for word meaning and usage. The free online thesaurus combines the authoritative labour of lexicographers with innovative technology and is one of the most comprehensive and efficient language tools available online. The example of the output received is displayed in the Figure 4.6:

Main Entry:	struggle
Part of Speech:	<i>verb</i>
Definition:	fight, wrestle
Synonyms:	<u>battle</u> , <u>brawl</u> , <u>buck</u> , bump heads, <u>compete</u> , <u>contend</u> , <u>contest</u> , cross swords, go up against, <u>grapple</u> , <u>hassle</u> , lock horns, put up a fight, romp, rough-house, <u>row</u> , <u>scrap</u> , scuffle, <u>shuffle</u> , slug, <u>smack</u> , <u>tangle</u>
Antonyms:	<u>surrender</u> , <u>yield</u>

Figure 4.6 Antonym search with Online Thesaurus

The search has been conducted for each of the words presented in the exercises and the antonyms provided by the Online Thesaurus have been listed once they corresponded to the course content (see Table 4.11). The same procedure has been performed to the Exercise 6.

Table 4.11 Exercise 7: Antonyms II – Verbs

1	to struggle	B	to surrender, to yield to someone or something
2	to enhance	G	to worsen, to make something weaker
3	to establish	I	to destroy or to eliminate
4	to motivate	F	to depress, to discourage;
5	to maintain	D	to ignore, to neglect
6	to employ	E	to ignore, to misuse
7	to delegate	H	to keep;
8	to face	C	to hide, to retreat, to withdraw or run
9	to promote	A	to discredit, to dishonour, to condemn, to hurt

4.2.7 The administration of the classroom exercises

The exercises have been administered during Seminars 3 and 4 according to the Lesson Plan 2 (Appendix 1). The seminar proceeded with the review of the home assignments and was followed by the completion of exercises provided in the Market Leader (Helm and Utteridge, 2010). Students were supposed to bring the copies of the coursebook; the designed materials had been printed out and distributed for each of the students.

The students were allocated sufficient amount of time to work independently on each of the exercise, afterwards were given some time to discuss each issue with their neighbour and finally were encouraged to participate in the whole group discussion.

4.2.8 The design of the role-play

When designing the role-play, the author decided to follow the task-based lesson framework outlined in the Chapter 1 on the task-based approach. The framework includes 3 stages: Pre-task, Task and Post-Task. The author has set the task – role-play based on the performance evaluation forms. The aim of the task was to encourage learners to produce the taught vocabulary items and encourage acquisition of the new items during the task stage. The students were provided with the handouts containing all the necessary information about the task. The task was to select the most appropriate candidate for the promotion based on:

1. the requirements and needs of the company department
2. performance evaluations of the available candidates

In order to make the role-play experience more interactive, motivating and memorable, the author has used the student answers to the questions A and B that have been included in the pre-test (see Appendix 2). Question A asked the students to select a business sphere of their interest, whereas Question B required the students to indicate whether they were planning to be employed in the business sphere of their interest. The students had shown the interest in the following business spheres: Marketing/Sales – 6 students; Hospitality (can stand for Human Resources) – 5 students; Finance - 2 students. As a result, the task was designed so that it envisaged the arrangement of the students among the three groups. According to the students' interests the following groups were created: Marketing Department group, Human Resources Department

group and Finance Department group. These groups allowed viewing the promotion contenders from three relevant angles.

The student groups representing the relevant departments were given a list of candidates to review. The profiles of the role-play candidates were composed using the **LinkedIn** (Online 7) website that contains over 225 million of resumes and profiles of professionals employed in the various sectors. Several profiles had been chosen according to the selected employment sectors for the role-play (Marketing, Human Resources and Finance). The resumes of the profiles from LinkedIn were analyzed for the keyword use and other business vocabulary items. Then the profiles of the role-play candidates had been composed. The data had to be manageable during the seminars by the students and had to include Business English vocabulary corresponding to the course content (see composed profiles in Appendix 7).

The language required for the successful completion of the role-play (Seminars 5 and 6) was provided to the students with the range of activities conducted during Seminar 2, Seminars 3 and 4 (see Seminar summary in Table 4.1, Appendix 1 for the Lesson Plans). Additionally, the task contained keywords marked bold in the text, while a list of useful verbs had been provided below the texts about the candidates: 24 useful vocabulary items in the handout *Candidate A* and 25 items in the handout *Candidate B*. The inclusion of these vocabulary items in the handouts was meant as a support to the students with the weaker productive vocabulary. Lesson Plan 3 (see Appendix 1) was created taking into consideration the time students would require to prepare for the execution of each of the steps of the task.

Scenario of the role-play activity:

1. The introduction of the role-play task;
2. The division of the students into the groups (3 to 4 members in each group);
3. The distribution of the handout containing the group's task (see Appendix 7) and the table (see Appendix 8), where each students had to write their name, group and the summary of the candidates;
4. The explanation of the role-play task procedure and the task;
 - a. Each group had to select one candidate for the promotion according to the group's values (had to be discussed and defined by the group members);
 - b. Each student had to be responsible for a certain part of the table (e.g. Achievements, Weaknesses, Capabilities and Strengths, Recommendations);
 - c. Each student had to works individually;

- d. Each student had to participate in the group discussion;
 - e. Each student had to fill in the missing parts of the table with the summary of each of the candidate
 - f. Each student on behalf of the group had to present their findings to the other groups;
 - g. The students had to switch the sections of the table they were responsible for with the new candidate handout;
5. The distribution of the handouts: Candidate A, Candidate B and Candidate C (Appendix 7) one by one;
 6. The start of individual work;
 7. The start of group work;
 8. The presentation of the group's findings to the other groups;
 9. The group discussion of the reviewed candidates;
 10. The final presentations of the candidate selected for the promotion by the groups;
 11. The summary of the role-play task and the findings.

4.2.9 The administration of the role-play and results

Role-play activity was selected as it offers TBLT framework for the interactive use of recently learned vocabulary in engaging communicative situations. These situations promoted student learning by increased interest in activity that encouraged peer pressure leading to learning retention. Thus, students acquired and produced the vocabulary items in a stress-free environment created by the role-play.

The students had been asked for the permission to be audio-recorded during seminar 4 and had agreed to the audio-recording. Two audio-recording devices have been used in order to allow groups be distributed comfortably within the room. Special care has been taken to ensure the devices do not disturb the students. The devices had been placed and enabled during the independent work, while the students were searching for the data to fill in their tables. Each device had the following technical limitation. The audio recording session had to last up to 40 minutes; however the devices had the storage capacity to save multiple audio records. So the new recording had to be started after the initial 40 minutes had passed. This had been done during the stage of independent work on the last candidate.

The role-play activity was conducted according to the plan. Students have been divided randomly into 3 groups, each group representing one of the departments of the same international organization. Members assigned to each of the department (human resources, finances and marketing) had to review and evaluate performance of the candidates provided within the scope of the activity (see Appendix 8). Each department had to discuss and come up with the qualities and requirements to be sought in the candidates for the promotion to their department. Some general hints had been provided to the learners, while the actual negotiation processes within the groups had not been controlled. Once each group had set up a list of criteria, each member of the group became responsible for a specific category from the role-play table. The learners had to fill in the table with appropriate data, share the findings with their own group and negotiate the importance of the findings according to the selected criteria. Once it had been performed, groups were asked to share their findings with the groups responsible for the other two departments. The activity had been designed to give equal opportunities for language production to each of the students. Throughout the activity, each learner had been given an equal opportunity to express his or her own opinion and in addition was required to speak on the behalf of the entire department.

In order to fulfill the task, the students were expected to apply their knowledge of vocabulary and skills, the information at their disposal and their creative ability. The task included opportunities for the students to demonstrate their independent working ability and group cooperation. The students had used only the task handouts including the references (vocabulary items provided below the profiles of the candidates). Students were given time to prepare the summary in their group for reporting back to the other groups on each of the candidates. Once all the candidates had been reviewed, each group had to decide which of the reviewed candidates, if any, they would recommend for promotion. The groups were asked to prepare one slide PowerPoint presentation listing the features their department staff members were searching in the candidates who had been selected. The students' summaries are located in the Appendix 9. Interestingly that all the three groups each representing a different department had decided to promote Candidate A to their departments.

Once the task had been completed, the all-round appraisal of the work was presented from the point of view of both task fulfillment and language use.

4.2.9.1 Student Spoken Text Corpus

The spoken text corpus has been created to investigate the language use and production of business vocabulary items by the students. *The Student Spoken Text Corpus* has been created by compiling the spoken texts produced by the students the performing Role-play task conducted during seminars 5 and 6. The outline of the created **mini corpus** is available in Table 4.12. The following parts from the student Role-play activity have been transcribed and included in the corpus:

1. Presentation of the group's findings to the other groups;
2. The final presentations of the candidate selected for the promotion.

The audio has been saved in the mp3 format, transferred to the computer and manually transcribed with the assistance of free audio editing software – Audacity (Online 8). The author of the thesis has decided to use **orthographic transcription**, since the focus has been on the meaning-related aspects of the student-produced language. Orthographic transcription is less systematic, so the author had to introduce several conventions: (1) pronunciation errors were not annotated; (2) grammatical errors were retained. Transcription extracts of the Role-play activity are available in the Appendix 10.

The transcription of the role-play has been divided into the text files according to the spoken parts of each of the student. The audio records have also been divided according to the spoken parts of each student. Since the primary requirement towards the placement of the audio-recording devices was not to cause stress or discomfort, some of the students, who were speaking in a lower voice, were recorded incomprehensively. In particular students **STU04** and **STU14** had several sentences recorded inaudibly to the point that the sentences could not be transcribed successfully (see Appendix 10). It was decided to maintain the outline that would allow easy addition of both types of texts - written and spoken – for the convenience of data analysis and possible future research. Frequency analysis, type/token ratio and data standardization has been carried out with the help of **AntConc** (Online 9) and **WordSmith** (Online 11) software.

The compiled learner corpus has the following features:

Type: Learner Corpus;

Annotation: automatic, CLAWS5 Tagger;

Characteristics: Dynamic corpus;

Texts: Spoken, with option to include written texts;

Size: 1 Role-play divided into 9 texts (per each student) with a total of 2219 tokens and 582 types;

Topic: Business, performance evaluation.

File names were generated on the basis of the outline. Each letter from the name of each file corresponds to: S – spoken texts, R – role-play, T-transcripts, WI – tagged, WO- without C5 tag; 01 – student code, REC – audio files; 01**H** – indicates a TEI header file. Structural markup included title of the activity (*Performance Evaluation Role-play*), author (e.g. STU01, STU02, etc), extent (amount of words transcribed), keywords included in the markup were “Role-play” and “Performance Evaluation”.

Table 4.12 The outline of the Student Spoken Text Corpus

Student Corpus	Spoken Texts	Role Play	Transcripts	WITAG (tagged)	SRTWI_01.txt SRTWI_02.txt ... SRTWI_01 H .txt
				WOTAG (without tags)	SRTWO_01.txt SRTWO_02.txt
			Recording	SRREC_01.txt SRREC_01.mp3 SRREC_02.txt SRREC_02.mp3 ...	
	Written Texts				

Corpus texts and files are available in the format readable by any freeware or shareware concordancing software. The detailed corpus structure outlined in the Table 4.12 allows the author to create a dynamic corpus. New student-produced written or spoken text types can be added as the course progresses. Growing corpus could allow the author create basis for the improvement of the designed materials and role-play task. Additionally, further research could be conducted into error analysis. Flexible Student Corpus structure allows investigating the difference in learner vocabulary acquisition against their target language proficiency, educational background or L1.

Folder *Recording* of the Student Corpus contains mp3 files corresponding to each student’s oral participation in the Role-play. If the student was responding to the teacher’s question

regarding the candidate or section of the table, then preceding teacher's question has been included into the mp3 file. 5 second pauses have been inserted between each spoken production of the student. Each mp3 file has a txt file attached containing the transcription of the recording.

4.2.9.2 Transcription analysis

The quantitative results of the spoken texts produced by the students and the pre-test results are provided in the Table 4.13. According to the type/token ratio, the students had produced different amount of items even though the activity had been specifically designed to provide equal opportunities for language production to every participant. Some learners seemed reserved and were not so interested to hold the floor and express their opinions in addition to what was required by the task, while others had actively expressed their thoughts. The students with limited productive vocabulary were able to use referenced vocabulary items and could read the exact sentences that were provided in the summaries of the candidates. The students with better oral skills managed to paraphrase sentences provided in the handouts of the candidates. As the student produced text samples differ in size and are not directly comparable, it was decided to standardize them using WordSmith Tool, selecting 50 words as the standardised type/token basis.

According to Table 4.13, the students who had talked the most are STU02 with 532 tokens, STU11 with 403, STU09 with 333 and STU01 with 330 tokens, have scored around the pre-test mean (20) with their score of 22, 23, 19 and 18 respectively. This could partly account for their better communication skills and higher level of confidence, potentially raised by larger productive vocabulary or previous English language communication practises. These students had made frequent use of reference items. Examples of reference item use are displayed in Table 4.14.

The students who have spoken the least amount of words (STU04 with 78 tokens, STU14 with 114 tokens and STU10 with 96) have relatively high standardised token/type ratio. However, the type/token ratio of STU04 and STU14 should be treated with care due to the fact that these are the students, whose production had been recorded inaudibly and incomprehensively. Although, STU10 had not only demonstrated one of the highest pre-test scores (29), but also had been perceived by the author as grammatically very accurate during the role-play. Students STU04 and STU14 demonstrated less initiative expressing their own thoughts and opinions. As the task was designed with rotation of the performance evaluation segments the students were responsible for, these students were able to speak the minimum required to cover

each of the segments with the produced vocabulary items not overlapping and accounting for increased type/token ratio. These students were answering the questions directly, using sentences and the phrases highlighted in the profiles of the candidates (however, they used minimum amount of reference words).

Table 4.13 Learners corpora token-type ratio and summary of pre-test

	#Student	Tokens	Types	TTR	STTR (50 words)	Pre-test score out of 40	Pre-test %	Reference words used
1	STU01	330	167	50.61	80.33	18	0.45	7
2	STU02	532	208	39.10	76.40	22	0.55	1
3	STU04	78	65	82.42	84.00	18	0.45	-
4	STU08	143	93	65.03	77.00	23	0.58	1
5	STU09	333	154	46.25	75.33	19	0.48	5
6	STU10	96	68	70.83	76.00	29	0.73	2
7	STU11	403	178	44.17	77.00	23	0.58	5
8	STU13	191	105	54.97	74.67	29	0.73	1
9	STU14	113	79	69.91	78.00	-	-	1
	TOTAL	2219	582	26.23				

The students who had spoken more words and, as was assumed by the author, had managed to demonstrate richer productive vocabulary and advanced communication skills were also able to use more of the 49 phrases provided for reference. STU01, STU09 and STU11 have used 7, 5 and 5 of the key words provided below the profiles of the Candidate A and B, while students with higher type/token ratio used 2, 1 or none at all. Their standardised type/token ratio, however, is considerably higher than that of other students or even their own non-standardised ratio. These students had not only demonstrated good fluency, but had been offering their opinions on the usefulness of certain candidates' qualities to their departments. Several interesting examples extracted with the help of AntConc concordance are provided below in Table 4.14.

Table 4.14 Use of reference items in the Role-play by the students

Example #	Extract	File
1	... candidate A because she always <i>pays attention to detail</i> . When working with money it is really important ...	SRTWO_09.txt
2	.. she failed some projects and she didn't <i>meet deadline</i> on time. And of course on the one side it is real...	SRTWO_02.txt
3	... in addition avoid that feeling that he <i>is under pressure</i> . So he can handle all the problems easier. Yes, ...	SRTWO_01.txt
4	that feeling that he is under pressure. So he can <i>handle all the problems</i> easier. Yes, of course. He need	SRTWO_01.txt
5	... experiences. Personal thing. She <i>takes</i> too much <i>responsibility</i> in order to make something for the end quality. T	SRTWO_14.txt

6	...cause we know time is money. Probably too that <i>is dedicated to work</i> . And if she has any problems in her ..	SRTWO_ 11.txt
---	--	------------------

The students have used the following reference items: to pay attention to detail, to meet deadline, to feel pressure, to be under pressure; to handle the problems, to take responsibility; to be dedicated to.

Several interesting cases of negative language transfer have been noticed and could be investigated in the future research projects. For example, STU04 in reply to the request to provide team's recommendations for the Candidate A has answered:

“Recommendations,(candidate A) has been top-manager that popular and likeable by her subordinates” (see Role-play transcript in Appendix 10). The student might have misunderstood the question or might have allowed the L1 language interference. The research sample consisted of the students with Latvian and/or Russian languages as their mother tongue and in both languages “recommendation” is present as a loanword and as a noun primarily meaning “a positive character reference”. The student STU04, who has been responsible for filling out the part of the table (see Appendix 8) entitled “Recommendations (Actions to be taken, trainings, etc)”, provided a reply guided by the incorrect meaning of the word. More instances of negative transfer could be found. The students made mistakes in the third person “-s” and “have/has” forms. Additionally, cases of incorrect pronunciation have been recorded: “disturb”, “wanted”, “France”, etc. The compiled mini-corpus contains data that could be used for Contrastive Analysis or Error Analysis.

4.2.10 Post-test design

Post-test similarly to pre-test contained 40 MCQ keys selected from the predefined 120 keyword list, the items selected for the post-test are displayed in Table 4.15. The principles proposed by Coombre (2011) that have been followed during the design of the pre-test MCQ test were followed during the design of the post-test, too. The main requirement the author had set regarding the post-test design was ambiguity diminishing among the answer choices and the improvement of the alpha reliability. The stems have been selected from corpora with the same proportion – 23 from BNC, 9 from PolyU. The Questions 5, 8, 15, 16, 20, 21, 23, 24 and 25 have been chosen from PolyU business corpus, manually selected were Questions 6, 16, 18, 19, 25, 26, 36 and 37. The stems that had not been chosen from the corpus were taken from the authentic

materials reviewed by the author during keyword list generation. The correct answers were distributed in the following way: 11 A, 11 B, 10 C and 8 D.

Table 4.15 Post-test keywords

1. to achieve optimal outcomes	11. to commend one's behaviour	21. to have a tendency	31. to prove one's reliability
2. to advise colleagues	12. to demand high quality result	22. to have the skills	32. to recognize the differences
3. to avoid over-supervising	13. to disturb	23. to improve team productivity	33. to reflect one's achievement
4. to be at ease	14. to conduct meetings	24. to judge	34. to respect the opinion of others
5. to be consistent	15. to cope with stressful situation	25. to know something inside-out	35. to show progress
6. to be enthusiastic	16. to develop professional relationships	26. to learn	36. to stay ahead of the others
7. to be loyal	17. to ensure an improvement	27. to master	37. to strive for high quality
8. to be proactive	18. to exceed the goals/expectations	28. to motivate one's team	38. to take responsibility
9. to boost morale, revenue	19. to face the problem	29. to perform to the best of one's abilities	39. to treat with respect and dignity
10. to choose	20. to focus on results	30. to possess the ability, capability, skills, qualities	40. to update

Since word's meaning is flexible, several encounters of the word in the various contexts are required before it could be mastered by the student. Covering the particular item once in the certain context does not imply the students have learned it for that context or will be able to use it in the other context. The importance of the context has been considered in subchapter 3.1. The post-test goal was to explore the amount of vocabulary items students had actually managed to acquire. 35 of the items tested in the post-test have been introduced to students during the seminar exercises and the role-play.

4.2.11 Post-test administration and results

The post-test was handed out to the students during Seminar 7: 14 copies were handed out and all the copies were received back. 35 minutes have been allocated for the post-test since longer stems have been included. Students were not allowed to use any sources or materials to complete the test.

The received copies were manually processed and the output has been fed into the ITEMAN test analysis software. The results are displayed in the Table 4.16. Post-test score of the student (STU14), who has participated in the role-play and classroom exercises, but has not been pre-tested, was excluded from the ITEMAN software analysis. Out of the remaining 13 results

that had been analysed, 10 results belong to the students who had attended and participated in the Seminars 3 and 4. Of these 10 students, only 8 had further participated in the role-play task during Seminars 5, 6.

Table 4.16 ITEMANS' summary of the post-test

	Post-test –all
N of Items	40
N of Examinees	13
Mean	28.231
Variance	40.177
Std. Dev	6.339
Skew	-0.683
Kurtosis	-0.298
Minimum	14.000
Maximum	36.000
Median	29.000
Alpha	0.867
SEM	2.311
Mean P	0.706
Mean Item-Tot	0.431
Mean Biserial	0.608
Max Score (Low)	21
N (Low Group)	3
Min Score (High)	33
N (High Group)	4

The alpha-reliability of the post-test has increased significantly to 0.867 from pre-test alpha reliability of 0.481. The mean of the entire group had increased by 6 points from 22 in the pre-test to 28 in the post-test. The score distribution kept its uneven pattern. The post-test score distribution is displayed in the Figure 4.7; the raw output from ITEMAN is available in Appendix 14. Significantly more students had obtained higher scores on the post-test than on the pre-test. All but 1 student had scored higher than the mean of the post-test (20) indicating the test might have been too easy.

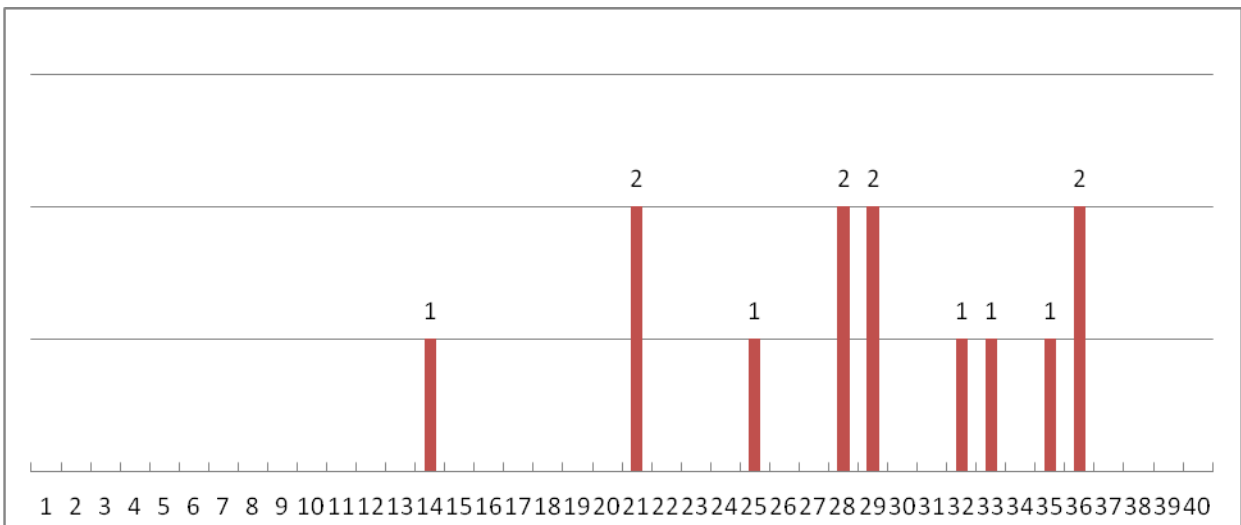


Figure 4.7 Post-test score distribution table

Score distribution among the students who had participated in the role-play and who had not is depicted in Figure 4.8. According to the graph, majority of the students who were engaged in the role-play were able to score higher than those students, who had not participated in the role-play. Two students, who did not take part in the role-play, but participated in the classroom activities in Seminars 4 and 5 scored higher (29 and 28 respectively) than the remaining of the students, who had not been present to participated in either of the activities in Seminars 3, 4, 5 and 6.

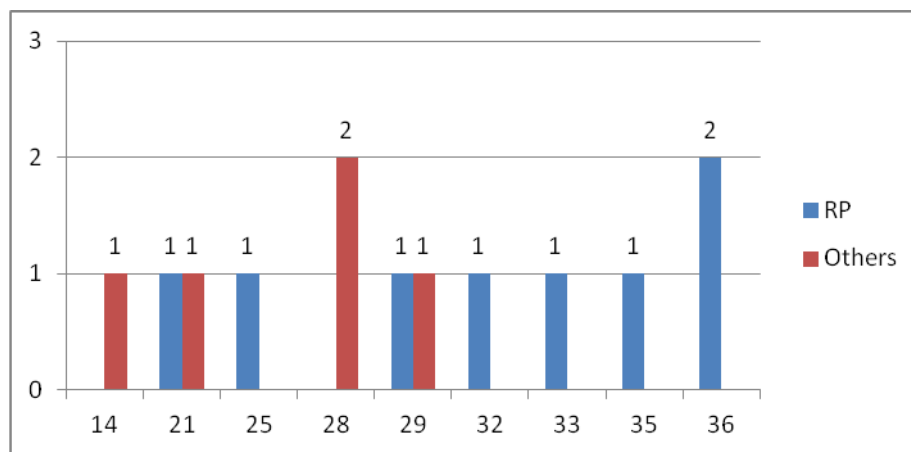


Figure 4.8 Score distribution among students by their participation in the Role-play

According to the ITEMAN’s analysis of the post-test, fewer questions have been marked as challenging: 4, 5, 11 and 12 and 18.

Table 4.17 Question 4 from the Post-test

4. Possessing skills and having great economic and sales background, Jack was _____ working in the marketing department.			
A. not interested	B. at ease	C. hardly	D. incapable of

31% answered D, 54% answered correctly – B, options A and C received 8% of answers each. Students were checked for their reading comprehension skills and ability to identify the variant with the most appropriate meaning for the context provided.

Table 4.18 Question 5 from the Post-test

5. These investments are not _____ with the Group's future core businesses, and will be disposed of as part of the restructuring.			
A. revised	B. content	C. consistent	D. improved

Option D was selected in 46% of the answers, while the correct answer C – 15%. Option B was selected 15%, too. 8% of the students selected variant A and 15% left the question unanswered. The question contained ambiguous options A and C confusing majority of the students. The investments cannot be “improved”, they can be “undertaken”, “increased” or “reduced” or “revised”, etc. Option B was introduced as a noise choice for option C, since it aimed to check students’ knowledge of the word’s spelling and meaning. The question 5 was designed incorrectly.

Table 4.19 Question 11 from the Post-test

11. Charles recently had an opportunity to participate in the problem-solving process, his suggestion allowed to avert the crisis situation. He has been _____ for his participation.			
A. commended	B. provided	C. assisted	D. accepted

31% had left this question unanswered, while equal share of answers (23%) had been received for choices A and B; 15% for choice D and 8% for the remaining - C. Both options A and D if used complete the sentence; however the student’s knowledge of the synonym to “rewarded” was checked in combination with their reading comprehension skills. Options B and C require addition context in order to make a meaningful sentence.

Table 4.20 Question 12 from the Post-test

12. Large and powerful retail chains can exert a strong influence in the marketplace. This influence works in two directions: (a) it enables them to _____ standards of quality, and ranges of goods which fit into their market strategy, rather than accepting what the manufacturer might prefer, (b) it enables them to cultivate a particular part, or segment, of a market.			
A. contribute	B. ignore	C. deposit	D. demand

62% of students had selected option A, 23% selected option D, 8% selected option B and 8% left. This complicated question required the students to catch the contrast created by the phrase “rather than accepting” and select the choice adding to the opposing idea. Only 23% answered correctly.

Table 4.21 Question 18 from the Post-test

18. Jonathan was glad to accept the new assignment; his experience and variety of skills allowed him to _____ the weekly goal by 5 units. For his great work he has been provided with a financial bonus.			
A. fail	B. exceed	C. miss	D. make

8% had left this question unanswered, 23% selected incorrect option D, while majority of the students answered correctly by choosing option B (69%). The question tested students' knowledge of the collocation "to exceed goal". A and C were provided as distracters, while option D was grammatically incorrect. The Students selecting option D would require additional explanation on use and application of verb "make".

The test identified that majority of the students were able to cope with the test, however more attention still should be dedicated to teaching of business collocations and phrases. Special measures have to be considered in order to improve vocabulary item acquisition and production of the students with lower score.

4.2.13 Comparison of pre-test and post-test results, corpus analysis

The summary of the pre-test and post-test is shown in Table 4.22. The columns "Pre-test-all" and "Post-test-all" indicate the results of the entire group of students who have participated in the pre-test and post-test, while the "Pre-test-RP" and "Post-test-RP" display scores of students who have participated in all of the activities during Seminars 3,4 and 5,6. The activities included range of exercises and role-play activity described in the earlier subchapters 4.2.6 and 4.2.8 respectively. Only scores of students who have been pre-tested and post-tested are included in the table.

Table 4.22 Results of pre-test and post-test based on ITEMAN summaries

	Pre-test – all	Pre-test – RP	Post-test –all	Post-test - RP
N of Items	40	40	40	40
N of Examinees	13	8	13	8
Mean	22.154	22.750	28.231	30.875
Variance	13.515	15.938	40.177	26.359
Std. Dev	3.676	3.992	6.339	5.134
Skew	0.546	0.526	-0.683	-0.759
Kurtosis	-0.531	-0.992	-0.298	-0.768
Minimum	17.000	18.000	14.000	21.000
Maximum	29.000	29.000	36.000	36.000
Median	22.000	22.000	29.000	32.000
Alpha	0.481	0.601	0.867	0.844
SEM	2.647	2.521	2.311	2.029
Mean P	0.554	0.569	0.706	0.772
Mean Item-Tot	0.226	0.251	0.431	0.457
Mean Biserial	0.314	0.336	0.608	0.606
Max Score (Low)	18	18	21	25
N (Low Group)	3	2	3	2
Min Score (High)	23	23	33	35
N (High Group)	5	3	4	3

According to the skew, there is a relative abundance of scores at the low end of the score distribution for the pre-test, while the opposite is observed for the post-test. Kurtosis indicates the peakedness or flatness of the score distribution relative to that of a normal distribution. A negative value indicates a flat distribution; a positive value would indicate a peaked distribution, while zero indicates a normal distribution. The test scores were unevenly distributed both during the pre-test and the post-test. The flatness of the score distribution (see Figure 4.5 and 4.7) might potentially indicate the diverse level of language proficiency among the students.

The reliability coefficient of the test has been increased, from 0.481 in the pre-test to 0.867 in the post-test. The scores of the students have increased in the post-test. The mean has increased from 22 to 28 by 6 points. The median for the pre-test is 22, meaning half of the students have scored below 22 and half of the student have scored higher; while the median score for the post-test is 29, indicating that more students have scored better on the post-test. The mean score of the role-play participants has increased from 23 to 31 (Table 4.22); while the mean of the entire group has increased only by 6 from 22 to 28. It is possible to presume that students who have participated in the role-play have actually scored better as a result of having learned better and acquired more items.

However, it is possible to argue that due to low alpha of the pre-test (0.481) the results are likely unreliable compared to alpha of the post-test (0.867). In that scenario the shift or change of the alpha index would have influenced the score of all participants to equal measure, but that is not the case. The pre-test score of the students that participated in the role-play compared to the pre-test score of the entire group is roughly the same - mean of 23 versus mean of 22, while the score of the same students in the post-test is higher than the average of the students that have not participated – mean of 31 versus 24. In order to prove that pre-test and post-test scores are related and should not be discarded on the basis of the difference of the alpha reliability coefficient, the author has conducted the correlation of the results – see Table 4.23.

Table 4.23 Correlation of the results of the pre-test and post-test.

	Entire Group	Role-play participants		Non-participants	
Correlation of the results of both tests	0.59	0.81		0.22	
Reliability index	0.74	0.89		0.36	
Standard error of measurement	1.77	1.79		5.14	
		Post test	Pre-test	Post test	Pre-test
Mean		31	23	24	21
Standard Deviation		5.49	4.44	6.44	3.49
Standard error of measurement		1.79	1.79	2.77	2.77

The correlation of the results for the group who has participated is 0.81, thus allowing the author to conclude that there is a connection between results of both of the tests. While there is no such correlation (0.22) for the non-participated learners, meaning their scoring has suffered potentially due to not participating in the communicative event and them not being able to perform at their previous level or better. The work on errors from the pre-test (eliminating ambiguity among distracters) should have benefitted all the students equally. It could potentially confirm the efficiency of the range of exercises provided all the other parameters have been the same. The students who did not participate in the exercises did not manage to acquire the necessary vocabulary items, practise or strategies to perform better at the test. The progression of participated students' results can be seen on Figure 4.2 and Figure 4.7.

The group of students, who had taken part in the interactive exercise, has scored on average of 7 points or higher than their counterparts in the post-test. The group of students who had avoided the role-play has scored on either the same amount of points as during the pre-test or has increased their results insignificantly. Based on the difference of the averages of the obtained scores 31 and 24 – the students that participated in the classroom activities benefited more. The students, who have participated in all of the activities, have managed to increase their score (see Table 4.24).

Table 4.24 Summary of the results of all the students

#	Code	Seminars 3 and 4	Seminars 5 and 6	Tokens	Type s	TTR	STTR (50 words)	Pre- test score	Pre- test %	Post- test score	Post- test %	Impr ovem ent
1	STU01	Yes	Yes	330	167	50.61	80.33	18	45%	29	73%	28%
2	STU02	Yes	Yes	532	208	39.10	76.40	22	55%	33	83%	28%
3	STU04	Yes	Yes	78	65	82.42	84.00	18	45%	25	63%	18%
4	STU08	Yes	Yes	143	93	65.03	77.00	23	58%	35	88%	30%
5	STU09	Yes	Yes	333	154	46.25	75.33	19	48%	21	53%	5%
6	STU10	Yes	Yes	96	68	70.83	76.00	29	73%	36	90%	18%
7	STU11	Yes	Yes	403	178	44.17	77.00	23	58%	32	80%	23%
8	STU13	Yes	Yes	191	105	54.97	74.67	29	73%	36	90%	18%
9	STU14	Yes	Yes	113	79	69.91	78.00	-	-	20	50%	-
	TOTAL			2219	582	26.23						
10	STU06	Yes	No	-	-	-		23	58%	29	73%	15%
11	STU07	Yes	No	-	-	-		17	43%	28	70%	28%
12	STU03	No	No	-	-	-		23	58%	28	70%	13%
13	STU05	No	No	-	-	-		18	45%	14	35%	-10%
14	STU12	No	No	-	-	-		25	63%	21	53%	-10%

All eight students, who had participated in the seminars with the classroom exercises and task-based role-play, had managed to increase their score. Out of 5 students, who had not

participated in the role-play, only 3 students were able to increase their score. Out of these 3 students only 2 students STU06 and STU07 had participated in the classroom exercises and increased their score by 15% and 28% respectively. STU01, STU02, STU08 and STU11 had managed to increase their final score by more than 20%. The score of STU05 and STU12 had decreased by 10% compared to the pre-test. A difference in the score improvement could account for a variety of factors: efficiency of intervention, different learning styles, students' skills and abilities, out of classroom involvement.

CONCLUSIONS

The thesis aimed to explore the effectiveness of corpus-based exercises and role-playing activities on business vocabulary learning by using techniques of corpus-based approach and TBLT. It was **hypothesised** that corpus-based exercises and real-life Business English role-play activity can enrich vocabulary item use and retention.

Based on the investigation of the existing *theoretical research*, the author has concluded that TBLT is an effective teaching approach that unites applicable real-life communicative situations with target language practice in meaningful activity.

It has been revealed that the use of corpora in language teaching, particularly via material design, can strengthen many of the existing teaching approaches by supplementing them with a systematic access to authentic language samples and extremely rich and diverse linguistic information. This linguistic information (item frequency, patterns of use, etc) can be applied according to the main concepts of the approaches that are being supplemented.

One of the most prominent findings to emerge from this study of the theories is that learner corpora represent a potent tool to carry out a variety of inquiries and investigations of different level of complexity into the nature of second language acquisition. The inquiries offer basis for the improvement of the existing methodologies, teaching practises and often can be applied directly in the classroom by designing a learner-corpora based materials. Analysis of the corpus containing student-produced texts lets teachers identify and address the present student issues in a systematic manner. In addition, learner corpora contribute to the existing research on the interlanguage system, error analysis and contrastive analysis.

It was also revealed that vocabulary acquisition is a critical aspect of language learning. For the acquisition to occur successfully, it is essential to diversify the activities that teach and expose learners to the target language. The multiple levels of the vocabulary item (grammatical features, collocations, connotations, etc) that students have to know before successful use require gradual introduction of tasks and exercises that would ensure cognitive and emotional involvement of the students. This could be achieved by shifting the focus of an activity from form, to language, to meaning in a various sequence.

This study set out to determine the effectiveness of combining the corpus-based and task-based language teaching approaches. The results of this study indicate that, due to massive and

organised collections of authentic texts, corpora possess immense flexibility to create student-tailored exercises of scalable complexity that can be focused on a variety of linguistic items.

The most obvious finding to emerge from this study is that majority of the students were able to cope with the corpus-based test, however more attention still should be dedicated to exposure and teaching of business collocations and phrases. It is important to design corpus-based tasks taking into consideration the ability level of the students, their cultural and educational backgrounds.

The study has shown that seminars planned with TBLT approach had the capacity to engage all the students into the target language production regardless of their active vocabulary and communication skills. To minimize the stress and improve the confidence, the students should be provided with the reference items.

Taken together, these results suggest that an attempt to integrate the corpus-based approach with a communicative approach, such as TBLT, can create a balanced teaching environment, where students will be able to enhance their vocabulary acquisition and improve their communication skills.

The current research is useful for language teachers, who are willing to improve or diversify their existing exercises and practises with the help of the corpora. This research is also useful for language teachers who might be aware of the corpora granted benefits but might still believe it is complicated and time-consuming or requires technical skills to integrate. The present Master Thesis attempts to broaden the views on corpora use in language teaching and learning.

Further research could be conducted to investigate: (1) test design with the use of corpora; (2) integration of corpora-based teaching approach with the other communicative teaching approaches; (3) learner corpora-based material design; (4) application and effectiveness of hard version (direct) versus soft version (indirect) corpora-based exercises; (5) Latvian learner corpora versus corpora of learners with other native languages.

THESES

1. Task-based language teaching effectively unites target language practise and situations relevant to the real-life.
2. Seminars planned according to the framework of TBLT approach have capacity to engage all the students into the target language production, regardless of their active vocabulary. Provision of reference materials allows learners with a limited vocabulary to participate.
3. Specialised and general corpora contain versatility and potential to create diverse exercises of scalable complexity adapted to suit the course goals, needs and ability levels of students.
4. Learner corpora contribute to the existing research on language acquisition theories, providing data for the investigations into the interlanguage system, error analysis and contrastive analysis.
5. Corpora granted benefits could be incorporated into the majority of the teaching approaches. The focus of the activities designed with the application of corpora can vary according to the concepts of the selected approach.
6. Corpus-based and TBLT approaches both have the techniques to design the learner-centered lessons, where the items being investigated and discovered are not selected by the teacher.
7. Systematic access to authentic language and diverse linguistic information granted by corpora can be used to strengthen teacher preferred language teaching approach.
8. Corpora could be used to analyse, update and design tests, materials, contents of the course and syllabi.
9. For the language acquisition to occur successfully, it was essential to diversify the activities that teach and expose learners to the target language. Corpora have allowed personalised inquiries thus creating relevant context and language experience for the students, raising engagement and motivation.
10. Teacher created learner corpus allows performing systematic and detailed analysis of the student-produced texts, tracking linguistic progress of the students, identifying mistakes and problematic areas. Thus learner corpus can serve alongside with other diagnostic tools at teacher's disposal. The obtained findings can be considered to enhance teaching practices and learning.
11. Exposure to the target language with the help of corpus-based exercises and authentic texts has contributed to vocabulary acquisition, which is a gradual process requiring effort on the part of the teacher and the student.

12. Integration of corpus-based and task-based language teaching approaches has allowed immersing the students into the interactive role-play and corpus-based exercises and has enhanced business vocabulary acquisition of the students.

REFERENCES

1. Alderson, J.C. (1996) Do corpora have a role in language assessment? In J.A. Thomas and M.H.Short (eds.), *Using corpora for language research*. (pp. 248-59) London: Longman.
2. Altenberg, B. and Tapper, M. (1998) The use of adverbial connectors in advanced Swedish learners' written English. In S. Granger (ed.), *Learner English on computer*. (pp. 80-93) London: Longman.
3. Aston, G. (1997) Enriching the learning environment: Corpora in ELT. In A. Wichmann, S. Fligelstone, T. McEnery and G. Knowles (eds.), *Teaching and language corpora*. (pp. 51-64) New York: Addison Wesley Longman.
4. Aston, G. (2000) Corpora and language teaching. In L. Burnard and T. McEnery (eds.), *Rethinking language pedagogy from a corpus perspective: Papers from the third International Conference on Teaching and Language Corpora*. (pp. 7-17) Hamburg: Peter Lang.
5. Aston, G., Bernardini, S. and Stewart, D. (eds.) (2004) *Corpora and language learners*. Amsterdam/Philadelphia: Benjamins.
6. Barker, F. (2004) Using corpora in language testing. *Modern English Teacher*, 13 (2): 63-67.
7. Bekiou, K. and Díaz, L. (2004) What the use of Childes can say in analysing second language acquisition data: The acquisition of Spanish simple past tenses by Greek L1 learners. In B. Lewandowska-Tomaszczyk (ed.), *Practical applications in language and computers (PALC 2003)*. (pp. 321-342) Frankfurt: Peter Lang.
8. Bennett, G.R. (2010) *Using Corpora in the Language Learning Classroom: Corpus Linguistics for Teachers*. Ann Arbor: The University of Michigan Press.
9. Bernardini, S. (2004) Corpora in the classroom: An overview and some reflections on future developments. In J.McH. Sinclair (ed.), *How to use corpora in language teaching*. (pp.15-36) Amsterdam: Benjamins.
10. Biber, D., Conrad, S. and Reppen, R. (1998) *Corpus linguistics: Investigating language structure and use*. Cambridge: Cambridge University Press.
11. Butler, C.S. (2008) The very idea! A Corpus-based Comparison of IDEA, CONCEPT and NOTION and Their Formal Equivalents in Spanish. *Atlantis*, 30 (2): 59-77.

12. Coombe, C., and Hubley, N. (2003) *Assessment practices*. Alexandria, VA: TESOL Publications
13. Coombe, C., Folse, K., and Hubley, N. (2007) *A practical guide to assessing English language learners*. Ann Arbor, MI: University of Michigan Press.
14. Coombe, C. (2011) Assessing Vocabulary in the Language Classroom. Available from <http://marifa.hct.ac.ae/files/2011/07/Assessing-Vocabulary-in-the-Language-Classroom.pdf> [Accessed February 1, 2013]
15. De Cock, S., Granger, S., Leech, G. and McEnery, T. (1998) An automated approach to the phrasicon of EFL learners. In S. Granger (ed.), *Learner English on computer*. (pp. 67-79) London: Longman.
16. Duquette, L. and Painchaud, G. (1996) A comparison of vocabulary acquisition in audio and video contexts. *The Canadian Modern Language Review*, 53 (1): 143-172.
17. Ellis, R. (1984) *Classroom second language development*. Oxford, UK: Pergamon.
18. Ellis, R. (2003) *Task-based language learning and teaching*. Oxford: Oxford University Press.
19. Ellis, R. (2006) The Methodology of Task-Based Teaching. *Asian EFL Journal*, 8 (3): 79-101. Available from http://www.kansai-u.ac.jp/fl/publication/pdf_education/04/5rodellis.pdf [Accessed January 27, 2012].
20. Folse, K. (2003) The Influence of L2 research on vocabulary learning materials. Teacher-to-Teacher Conference 2003. Abu Dhabi, United Arab Emirates.
21. Fotos, S. and Ellis, R. (1991) Communicating about grammar: A task-based approach. *TESOL Quarterly*, 25 (4): 605- 628.
22. Francis, W. N. and Kucera, H. (1982) *Frequency analysis of English Usage*. Boston : Houghton Mifflin Company.
23. Gabrielatos, C. (2005) Corpora and language teaching: Just a fling, or wedding bells? *TESL-EJ*, 8 (4): 1-37.
24. Garcia-Carbonell, A., Rising, B., Montero, B. and Watts, F. (2001) Simulation/Gaming and the Acquisition of Communicative Competence in Another Language. *Simulation Gaming*, 32 (4): 481-391.
25. Goulden, R., Nation, P. and Read, J. (1990). How large can a receptive vocabulary be? *Applied Linguistics*, 11 (4): 341–63.

26. Granger, S. and Tribble, C. (1998) Learner corpus data in the foreign language classroom: Form-focused instruction and data-driven learning. In S. Granger (ed.), *Learner English on computer*. (pp. 199-209) London: Longman.
27. Granger, S., Hung, J. and Petch-Tyson, S. (eds.) (2002) *Computer learner corpora, second language acquisition and foreign language teaching*. Amsterdam: John Benjamins.
28. Helm, S. and Utteridge, R. (2010) *Market Leader. Human Resources*. Pearson Education Limited: Harlow, United Kingdom.
29. Higgins, J. and Johns, T. (1984) *Computers in language learning*. London: Collins ELT.
30. Hughes, A. (1996) *Testing for Language Teachers*. Glasgow: Cambridge University Press.
31. Hughes, G. (1997) Developing a computing infrastructure for corpus-based teaching. In A. Wichmann, S. Fligelstone, T. McEnery and G. Knowles (eds.), *Teaching and language corpora*. (pp. 292-307) New York: Addison Wesley Longman.
32. Hunston, S. (2002) *Corpora in applied linguistics*. Cambridge: Cambridge University Press.
33. Hunston, S. and Francis, G. (1999). *Pattern grammar*. Amsterdam: John Benjamins.
34. Jaques, D. (2001) *Learning in Group*. London: Kogan Page.
35. Johns, T. (1986) Microconcord: A language-learner's research tool. *System*, 14 (2): 151-162.
36. Johns, T. (1991) Should you be persuaded: Two examples of data driven learning. In T. Johns and P. King (eds.), *Classroom concordancing. ELR Journal*, 4 (pp. 1-16). Birmingham: University of Birmingham.
37. Kennedy, C., and Miceli, T. (2010) Corpus-assisted Creative Writing: Introducing Intermediate Italian Learners to a Corpus as a Reference Resource. *Language Learning and Technology*, 14 (1): 28-44.
38. Kennedy, G. (1998) *An introduction to corpus linguistics*. London: Longman.
39. Kettemann, B. (1995) On the use of concordancing in ELT. *TELL and CALL*, 4: 4-15.
40. Khan, S. (2008) The case in case-based design of educational software: a methodological interrogation. *Education Tech Research Dev*, 56 (4): 423-447.
41. Krashen, S. (1982) *Principles and practice in second language acquisition*. Oxford, UK: Pergamon.
42. Larsen-Freeman, D. and Long, M.H. (1991) *An Introduction to Second Language Acquisition Research*. New York: Longman.

43. Laufer, B. (1997). The lexical plight in second language reading. In J. Coady and T. Huckin (eds.), *Second language vocabulary acquisition: A rationale for pedagogy*. (pp. 20-34) Cambridge, UK: Cambridge University Press.
44. Leech, G. (1986). Automatic grammatical analysis and its educational applications. In G.N. Leech and C. Candlin (eds.), *Computers in English language teaching and research*. (pp. 205-214) Harlow: Longman.
45. Leech, G. (1997) Teaching and language corpora: A convergence. In A. Wichmann, S. Fligelstone, T. McEnery and G. Knowles (eds.), *Teaching and language corpora*. (pp. 1-23) New York: Addison Wesley Longman.
46. Littlewood, W. (2004) The task-based approach: some questions and suggestions. *ELT Journal Volume*, 58 (4): 319-326.
47. Liu, D. and Jiang, P. (2009) Using a Corpus-Based Lexicogrammatical Approach to Grammar Instruction in EFL and ESL Contexts. *The Modern Language Journal*, 93 (1): 61-78.
48. Lorenz, G. (1998) Overstatement in advanced learners' writing: Stylistic aspects of adjective intensification. In S. Granger (Ed.), *Learner English on computer*. (pp. 53-66) London: Longman.
49. Lyster, R. (1997) Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in Second Language Acquisition*, 19: 37-66.
50. Maddalena, S.R. (2001) An Investigation into How Corpus Analysis May Be Used in the Second Language Classroom To Solve Some of the Problems Surrounding Non-Native Speakers' Understanding of Seemingly Synonymous Words. *Research*. Available from <http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED458795> [Accessed February 21, 2013]
51. Magos, K. and Politi, F. (2008) The Creative Second Language Lesson: The Contribution of the Role-play Technique to the Teaching of a Second Language in Immigrant Classes. *RELC Journal*, 39 (1): 96-112.
52. Mason, O. and Uzar, R. (2000) NLP meets TEFL: Tracing the zero article. In B. Lewandowska-Tomaszczyk and J.P. Melia (eds.), *PALC' 99: Practical Applications in Language Corpora*. (pp. 105-116) Frankfurt: Peter Lang.
53. McCarten, J. (2007) *Teaching Vocabulary: Lessons from the Corpus, Lessons for the Classroom*. New York: Cambridge University Press.

54. McEnery, T. and Gabrielatos, C. (2005) English corpus linguistics. In B. Aarts and A. McMahon (Eds.), *Handbook of English linguistics*. (pp. 33-71) Oxford: Blackwells.
55. McEnery, T. and Kifle, N.A. (2002) Epistemic modality in argumentative essays of second-language writers. In J. Flowerdew (ed.), *Academic discourse*. (pp. 182-195) Harlow: Longman.
56. McEnery, T. and Wilson, A. (2001, 2nd ed.) *Corpus linguistics*. Bodmin: Edinburgh University Press.
57. McEnery, T., Xiao, Z. and Tono, Y. (2005) *Corpus based language studies*. London: Routledge.
58. McKay, S. (1980) Developing vocabulary materials with a computer corpus. *RELC Journal*, 11 (2): 77-87.
59. Meyer, C.F. (1991) A corpus-based study of apposition in English. In K. Aijmer and B. Altenberg (eds.), *English corpus linguistics. Studies in honour of Jan Svartvik*. (pp. 166-181) London: Longman.
60. Meyer, C.F. (2002) *English corpus linguistics: An introduction*. Cambridge: Cambridge University Press.
61. Mislevy, R.J., Steinberg, L.S. and Almond, R.G. (2002) Design and analysis in task-based language assessment. *Language Testing*, 19 (4): 477-496.
62. Morrison, L. (1996) Talking about words: A study of French as a second language learners' lexical inferencing procedures. *The Canadian Modern Language Review*, 53 (1): 41-75.
63. Nation, I.S.P. (2001) *Learning vocabulary in another language*. New York: Cambridge University Press.
64. Nesselhauf, N. (2004) Learner corpora and their potential for language teaching. In J. McH. Sinclair (ed.), *How to use corpora in language teaching*. (pp.125-152). Amsterdam: Benjamins.
65. Nesselhauf, N. (2005) *Collocations in a learner corpus*. Amsterdam: John Benjamins.
66. Nunan, D. (1989) *Designing Tasks for a Communicative Classroom*. Cambridge: Cambridge University Press.
67. Nunan, D. (2004) *Task-Based Language Teaching*. Cambridge: Cambridge University Press.
68. O'Keeffe, A. and Farr, F. (2003) Using Language Corpora in Initial Teacher Education: Pedagogic Issues and Practical Applications. *TESOL Quarterly*, 37 (3): 389-418.

69. Ogilvie, G. and Dunn, W. (2010) Taking teacher education to task: Exploring the role of teacher education in promoting the utilization of task-based language teaching. *Language Teaching Research*, 14 (2): 161-181.
70. Owen, C. (1993). Corpus-based grammar and the Heineken effect: Lexico-grammatical description for language learners. *Applied Linguistics*, 14 (2): 167-187.
71. Partington, A. (1996) *Using corpora for English language research and teaching*. Amsterdam: John Benjamins.
72. Prabhu N.S., (1987) *Second Language Pedagogy*. Oxford: Oxford University Press.
Available from <http://onlinebooks.library.upenn.edu/webbin/book/lookupid?key=olbp46039>
[Accessed September 25, 2012]
73. Read, C. (1985) Presentation, practice and production at a glance. In S.A. Matthews, M. Spratt and L. Dangerfield (eds.), *At the chalkface: Practical techniques for language teaching*. (p. 17). London: Edward Arnold.
74. Read, J. (2000) *Assessing vocabulary*. Cambridge: Cambridge University Press.
75. Read, J. (2004) Words and how to use them: A language tester's view. Plenary presented at 8th Annual Current Trends in English Language Testing Conference, Dubai, United Arab Emirates
76. Read, J. and Chapelle, C. (2001) A framework for second language vocabulary assessment. *Language Testing*, 18 (1): 1-32.
77. Redrupová, V. (2009) An Examination of the Use of corpora and Concordances in Language Teaching and Learning and its Implications for Syllabus Design in Secondary Schools. Unpublished MA Thesis. Brno: Masaryk University, Czech Republic. Available from http://is.muni.cz/th/156173/ff_m/Redrupova_MA_Thesis.pdf [Accessed January 22, 2013]
78. Rowley, J. (2002) Using Case Studies in Research. *Management Research News*, 25 (1): 16-27.
79. Rutherford, W.E. and Sharwood S.M. (1988) *Grammar and second language teaching*. New York: Newbury House.
80. Saeed, A.N., and Waly, S. (2009) Corpus for Classrooms: Ideas for Material Design. Available from <http://dbe.metu.edu.tr/convention/proceedingsweb/Corpus.pdf> [Accessed December 21, 2012]
81. Salazar, D. (2008) Modality in American, Filipino and Spanish argumentative writing: A corpus-based comparative study. University of Barcelona. Available from

- http://www.academia.edu/1600708/Modality_in_student_argumentative_writing_A_corpus-based_comparative_study_of_American_Filipino_and_Spanish_novice_writers [Accessed January 24, 2013]
82. Salazar, D. and Verdaguer, I. (2009) Polysemous Verbs and Modality in Native and Non-Native Argumentative Writing: A Corpus-Based Study. *International Journal of English Studies*, 9: 209-219. Available from <http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=EJ896090> [Accessed February 17, 2013]
- Neff, J., Martinez, F. and Rica, J. P. (2001). A Contrastive Study of Qualification Devices in Native and Non-Native Argumentative Texts in English. *Research*. Available from <http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED465301> [Accessed October 15, 2012]
83. Schmitt, N. (2000) *Vocabulary in Language Teaching*. Cambridge: Cambridge University Press.
84. Scott, D. and Morrison, M. (2006) *Key Ideas in Educational Research*. Continuum international Publishing Group: New York.
85. Shomoossi, N. and Ketabi, S. (2007) A Critical Look at the concept of Authenticity. *Electronic Journal of Foreign Language Teaching*, 4 (1): 149-155. Available from: <http://e-flt.nus.edu.sg/v4n12007/shomoossi.pdf> [Accessed on 15.01.2013]
86. Simpson, R. and Mendis, D. (2003) A Corpus-Based Study of Idioms in Academic Speech. *TESOL Quarterly*, 37 (3): 419-441.
87. Sinclair, J.M. (1986). Basic computer processing of long texts. In G.N. Leech and C. Candlin (eds.), *Computers in English language teaching and research*. (pp. 185-203) Harlow: Longman.
88. Skehan, P. (1993) A framework for the implementation of task-based learning. In *IATEFL 2003 annual conference report: Part 2, plenaries*. (pp. 17-25) Whitstable, Kent: IATEFL.
89. Skehan, P. (1998) Task-based instruction. *Annual Review of Applied Linguistics*, 18: 268-286.
90. Soy, S.K. (1997) *The case study as a research method*. Unpublished paper, University of Texas at Austin. Available from: <https://www.ischool.utexas.edu/~ssoy/usesusers/l391d1b.htm> [Accessed on April 20, 2013]

91. Stubbs, M. (1996) *Text and corpus analysis: Computer-assisted studies of language and culture*. Oxford: Blackwell.
92. Stubbs, M. (2001) *Words and phrases: Corpus studies of lexical semantics*. Oxford: Blackwell.
93. Svartvik, J. (1992) Lexis in English language corpora. *EURALEX '92 – PROCEEDINGS*, (1): 17-31. Available from:
http://www.euralex.org/elx_proceedings/Euralex1992_1/007_Jan%20Svartvik%20-Lexis%20in%20English%20language%20corpora.pdf [Accessed January 27, 2012]
94. Tellis, W. (1997) Introduction to Case Study. *The Qualitative Report*, 3 (2). Available from
<http://www.nova.edu/ssss/QR/QR3-2/tellis1.html> [Accessed on May 8, 2013]
95. Teubert, W. (2007) *Units of Meaning, Parallel Corpora, and their Implications for Language Teaching*. In: U. Connor and T.A. Upton (eds.), *Language and Computers, Applied Corpus Linguistics. A Multidimensional Perspective*. (pp. 171-189) Amsterdam: Rodopi.
96. Tognini-Bonelli, E. (2001) *Corpus linguistics at work*. Amsterdam: John Benjamins.
97. Tompkins, K.P. (1998) Role Playing/Simulation', *The Internet TESL Journal*, 4 (8). Available from: <http://iteslj.org/Techniques/Tompkins-RolePlaying.html> [Accessed on 13.01.2013].
98. Tono, Y. (2000) A computer learner corpus-based analysis of the acquisition order of English grammatical morphemes. In L. Burnard and T. McEnery (eds.), *Rethinking Language Pedagogy from a Corpus Perspective*. (pp. 123-132) Frankfurt: Peter Lang.
99. Tono, Y. (2003) *Learner corpora: design, development and applications*. Urayasu: Meikai University, Japan. Available from
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.115.6849&rep=rep1&type=pdf> []
 Accessed on February 9, 2013]
100. Tribble, C. (1997) Put a corpus in your classroom: Using a computer in vocabulary development. In T. Boswood (ed.), *New ways of using computers in language teaching*. (pp. 266-268) Alexandria, VA: TESOL.
101. Tribble, C. (2002). Corpora and corpus analysis: New windows on academic writing. In J. Flowerdew (ed.), *Academic discourse*. (pp. 131–149) Harlow, UK: Longman.
102. Van den Branden, K. (2006) Training teachers: Task-based as well? In K. Van den Branden (ed.), *Task-based language education: From theory to practice*. (pp. 217-248) Cambridge University Press: Cambridge.

103. Van Ments, M. (1999, 2nd ed) *The Effective Use of Role Play: Practical techniques for improving learning*. London: Kogan Page.
104. Varley, S. (2009) I'll just look that up in the concordance: integrating corpus consultation into the language learning environment. *Computer Assisted Language Learning*, 22 (2): 133-152. Available from http://davies-linguistics.byu.edu/ling485/for_class/teaching/varley.pdf [Accessed September 28, 2012]
105. Vilches, M.L.C. (2003) Task-Based Language Teaching: the Case of En 10. *RELC Journal*, 34 (1): 82-99.
106. Virtanen, T. (1997) The Progressive in NS and NNS student compositions: Evidence from the International Corpus of Learner English. In M. Ljung (ed.), *Corpus-based studies in English*. (pp. 299-309). Amsterdam: Rodopi.
107. Virtanen, T. (1998) Direct questions in argumentative student writing. In S. Granger (Ed.), *Learner English on computer*. (pp. 94-106). London: Longman.
108. Walsh, S. (2011) *Exploring Classroom Discourse: Language in Action*. Oxon: Routledge.
109. Willis, D. and Willis, J. (2007) *Doing Task-based Teaching*. New York: Oxford University Press.
110. Willis, J. (1996) *A Framework for Task-based Learning*. Harlow: Longman.
111. Yin, R. (1984) *Case study research: Design and methods*. Newbury Park, CA: Sage Publishing.
112. Yin, R. (1993) *Applications of case study research*. Newbury Park, CA: Sage Publishing.
113. Yin, R. (1994) *Case Study Research: Design and Methods*. Beverly Hills, CA: Sage Publishing.

Online sources:

1. Latvijas Universitātes studiju programmas un plāni. Available from https://luis.lu.lv/pls/pub/kursi.kurss_dati?l=1&p_kods=2VAL1828&p_par=druk [Accessed November 10, 2012]
2. Performance Review: Samples of Performance Evaluation Forms. Available from <https://www.performancereview.com/pfasp/main.asp> [Accessed February 1, 2013]

3. Performance Evaluation Language Guide by Training Tree. Available from <http://www.thetrainingtree.com/documents/performance%20evaluation%20language%20guide.pdf> [Accessed on February 5, 2013]
4. British National Corpus. Available from <http://corpus.byu.edu/bnc/> [Accessed on February 1, 2013]
5. PolyU Business Corpus. Available from <http://langbank.engl.polyu.edu.hk/engine.aspx?Submit=Search&lang=1&corpus=30> [Accessed on February 2, 2013]
6. Online Thesaurus. Available from <http://thesaurus.com/> [Accessed on February 3, 2013]
7. LinkedIn. Available from <http://www.linkedin.com/> [Accessed on February 6, 2013]
8. Audacity: a free audio recording and editing software. Available from <http://audacity.sourceforge.net/> [Accessed on February 15, 2013]
9. AntConc: a freeware concordance program. Available from <http://www.antlab.sci.waseda.ac.jp/software.html> [Accessed on February 3, 2013]
10. Free CLAWS5 Tagger. Available from <http://ucrel.lancs.ac.uk/claws5tags.html> [Accessed on February 1, 2013]
11. WordSmiths Tool. Available from <http://www.lexically.net/wordsmith/> [Access on April 23, 2013]

Appendix 1

Lesson Plans

1st and 2nd Seminars, **Lesson Plan 1**, 5th February

Seminar 1	Duration
1. Introduction	<u>4-12m</u>
1.1) Warm-up questions about the performance appraisal	2-5 m
1.2) Brief discussion	2-7 m
2. Pre-test	<u>27-40m</u>
2.1) Introduce the pre-test	1-3 m
2.2) Hand out the pre-test	1-2 m
2.3) Answer the questions, gather it back once completed	25-35m
Seminar 2	
3. Warm-up exercise	<u>31-40m</u>
3.1) Introduce the exercise	2 – 3 m
3.2) Split up the audience into the groups: hand out the sheets for groups	1-2 m
3.3) Show how to build the rose from a napkin	2-5 m
3.4) Execute the exercise	<u>16-20m</u>
3.4.1) Rose production	10-12m
3.4.2) Employee evaluation	3-4m
3.4.3) Manager evaluation	3-4m
3.5) Discussion	<u>10m</u>

Seminar 3 and Seminar 4	Duration
4. Introduction	<u>2-8m</u>
1.3) Warm-up questions about the home assignments	1-4 m
1.4) Answering questions	1-4 m
5. Course content – Checking homework	<u>33- 53m</u>
4.1) Read the text	5-10m
4.2) Understanding main points	3-5m
4.3) Understanding details, T/F	3-5m
4.4) Word search	5-8m
4.5) Definitions	3-5m
4.6) Sentence Completion	5m
4.7) Describing Responses	<u>10m</u>
4.8) Scrambled words	5m
INFORMING ABOUT ROLEPLAY ACTIVITY	2m
6. Designed exercises	71m
3.1) Extra exercise 1 – read the text and use appropriate word	10m
3.2) Exercise 1a – True or False	5m
3.3) Exercise 3 – synonyms nouns	8m
3.4) Exercise 4 – synonyms verbs	8m
3.5) Exercise 2 - definitions	10m
3.6) Exercise 5 – synonyms adjectives	10m
3.7) Exercise 6 – antonyms nouns	10m
3.8) Exercise 7 – antonyms verbs	10m

5th and 6th Seminars, **Lesson Plan 3**, 12th February

Seminar 5 and Seminar 6	Duration
1. Role-play	90m
1.1) Introduction	1- 5 m
1.2) Reading about candidate A	5 m
1.3) DISCUSSION in groups to fill in the table	10 m
1.4) PRESENTATION of findings to other groups	15 -24 m
Each group, each point (1-2m)	
1.5) Reading about candidate B	5 m
1.6) DISCUSSION in groups to fill in the table	10 m
1.7) PRESENTATION of findings to other groups	15-24 m
Each group, each point (1-2m)	
1.8) GIVING recommendation on promotion	

7th Seminar, **Lesson Plan 4**, 19th February

Activity	Duration
1. Post-test	<u>27-40m</u>
2.1) Introduce the post-test	1-3 m
2.2) Hand out the post-test	1-2 m
2.3) Answer the questions, gather it back once completed	25-35m

Appendix 2

Pre-test

Hello,

The following 40-question test is meant to try and track your knowledge of the Business English vocabulary. It will NOT affect your mark. However, **please** kindly answer all the questions to the best of your ability.

1. There are 40 questions on this question paper.
2. Please select the correct answer by ticking, marking, circling the correct box (A, B, C or D) or writing in the appropriate letter into the blank space.
3. Select the most appropriate answer.

A. Which of the business spheres interests you the most? Please select only one.

1. Marketing / sales
2. Banking
3. Logistics
4. Accounting
5. Finance
6. Hospitality
7. Other: (please specify) _____

B. Are you planning to be employed in that sphere? If no, in which business would you like to be employed in?

1. Yes
2. No (in which business would you like to be employed in?): _____

Vocabulary test

1. With reliable automatic control systems in place to produce everything required for pay and file, there will be more time to _____ the client's other needs.

A. formulate	B. address	C. ignore	D. select
--------------	------------	-----------	-----------

2. The company was grateful that Mark was able to _____ knowledge from his previous position as marketing manager to solve the issue with decreasing sales.

A. apply	B. steal	C. deny	D. gain
----------	----------	---------	---------

3. In order to be _____ as a Safe-Buy approved supplier, firms must prove through their accounting system that they are financially sound; they must prove they hold proper current insurances; they must supply a list of recent customers.

A. sold	B. made	C. accepted	D. used
---------	---------	-------------	---------

4. The client support operator should be _____ of distinguishing between major and minor tasks.

A. capable	B. sure	C. competent	D. incapable
------------	---------	--------------	--------------

5. We intend to focus much more on our customers and their needs so that in all we do, from land purchase to after-sales service, we recognise that we need to be a customer _____ company.

A. involved	B. driven	C. satisfied	D. improved
-------------	-----------	--------------	-------------

6. He is a _____ manager, he is able to deal skilfully and promptly with new situations and difficulties.

A. assistant	B. general	C. successful	D. resourceful
--------------	------------	---------------	----------------

7. Main reasons for the decline in the agricultural sector seem to be _____ low profitability among farmers and their uncertainty about the future.

A. arguably	B. bad	C. persistent	D. short lasting
-------------	--------	---------------	------------------

8. The board was _____ of the newly suggested commercial activity and have adopted all the proposed changes.

A. anxious	B. supportive	C. doubtful	D. envious
9. This liberal approach placed a great burden on the manager, since it required tolerance and endless patience; but it was supposed to _____ in the employees.			
A. bring out the best	B. resonate	C. settle down	D. end
10. By this meeting Nigel had _____ with a further solution: rather than abolish all the bonuses for employees, he suggested that we modify them to the point that they could be afforded.			
A. come up	B. gone	C. left	D. failed
11. He has the ability to communicate _____ with his team members and colleagues and also give feedback effectively. This has helped him gain the respect of the people he works with.			
A. verbally	B. respectfully	C. quickly	D. better
12. Being approachable, his team members are at ease in case they have to _____ him about any problem, which has improved intra-team relationships. This has also helped improve team productivity.			
A. watch	B. remind	C. find	D. consult
13. Increasing competition in international markets is forcing Japanese companies to _____ and even, in some cases, pull out of markets altogether.			
A. cut costs	B. bankrupt	C. lose hope	D. advertise
14. The managers built up portfolios which enabled them to _____ competence in ten specific areas from their day to day work.			
A. limit	B. recognise	C. measure	D. demonstrate
15. The company has launched a special survey in order to _____ the possible future problems during the introduction of the new service to the market.			
A. produce	B. increase	C. discover	D. obtain
16. The emergency meeting was called to discuss possibilities to _____ change most effectively in the industry for the upcoming months.			
A. create	B. manage	C. accept	D. produce
17. New communication system has been bought in order to _____ effective cooperation of the departments within the company.			
A. establish	B. teach	C. generate	D. claim
18. Jonathan _____ a variety of skills, gaining a promotion was not complicated for him at all.			
A. failed with	B. practiced	C. lacked	D. excelled in
19. It was possible to feel the _____ in the office, the employees were awaiting return of their manager from the general board meeting.			
A. pain	B. atmosphere	C. need	D. pressure
20. The deal broke off since one of the companies failed to _____ its obligation.			
A. secure	B. fulfil	C. understand	D. make
21. Charles was striving for excellence in his job performance; he never backed out and was praised for having a _____ attitude.			
A. can-do	B. relaxed	C. different	D. winning
22. During his time with the company Mr. Rose demonstrated ability to lead and develop HR department staff members, he was more than qualified to _____ the human resources department.			
A. liquidate	B. relocate	C. head	D. study
23. For the companies willing to increase _____ it is often advised to start by increasing the revenue, reducing the variable costs and increasing sales volumes.			
A. output	B. competition	C. tax	D. profit
24. In his previous position it was essential to _____ accurate records of information communicated from the company to the clients.			
A. keep	B. obtain	C. hold	D. aid
25. A special training has been scheduled for Alex to increase his competence and eliminate his _____ of confidence.			
A. level	B. vote	C. crisis	D. lack

26. Unfortunately, in the course of the interview, the candidate has lost his _____ with the interviewer, there was an awkward pause, after which the candidate had to leave.

A. hope	B. temper	C. credibility	D. interest
---------	-----------	----------------	-------------

27. This company had people working excessive hours to meet _____ and as a result the company has been profitable.

A. deadlines	B. clients	C. the demand	D. claims
--------------	------------	---------------	-----------

28. A small business lost _____ of the goal and went bankrupt after excessive spending.

A. control	B. sight	C. concentration	D. touch
------------	----------	------------------	----------

29. Appraisal of John's performance allowed to _____ the necessary trainings for the improvement.

A. plan	B. cancel	C. create	D. shortlist
---------	-----------	-----------	--------------

30. AXA also requires participants to pay a non-refundable \$500 deposit with which it hopes to retain the loyalty and _____ potential customers from switching to competitors.

A. attract	B. avoid	C. prevent	D. indicate
------------	----------	------------	-------------

31. Amid the difficult business conditions, many companies have acted promptly to cut costs, improve efficiency and _____ productivity, while the workforce had to cope with rising unemployment and falling pay.

A. establish	B. raise	C. affect	D. measure
--------------	----------	-----------	------------

32. There are specific targets to achieve at every stage of the plan, managers are required to _____ operating expenditure by a total of 5 per cent without decreasing the quality of services to the public.

A. reduce	B. meet	C. increase	D. sustain
-----------	---------	-------------	------------

33. In such cases, where the auditor has decided that the matter should be disclosed in the public interest, he should _____ directly to the proper authority.

A. apply	B. complain	C. relate	D. report
----------	-------------	-----------	-----------

34. "The reason for the company entering into this joint venture is to _____ business opportunities in high technology, including but not limited to Internet-related projects, to improve returns to the shareholders," the statement said.

A. make	B. persuade	C. submit	D. seek
---------	-------------	-----------	---------

35. The working group would need to _____ a lot of problems before the company could offer its goods in the foreign markets.

A. cause	B. get	C. solve	D. detect
----------	--------	----------	-----------

36. He has been asked to temporarily lay-off his aspiration and stay _____ to the needs of the company.

A. put	B. concentrated	C. isolated	D. attuned
--------	-----------------	-------------	------------

37. To _____ this problem, the department has been provided with all the required resources – increased budget and even a new staff member

A. tackle	B. avoid	C. consider	D. turn
-----------	----------	-------------	---------

38. She was among the few who thoroughly _____ the possibilities of the new system, so she showed initiative and organized the training sessions for all the other colleagues in order to share the knowledge.

A. missed	B. understood	C. warmed	D. wanted
-----------	---------------	-----------	-----------

39. Many of these companies failed to timely _____ prudent risk management measures and ended on the brink of bankruptcy.

A. undertake	B. reach	C. notice	D. make
--------------	----------	-----------	---------

40. Employers need to make certain that they are using the tool appropriately and that certain conditions exist for its effective and successful _____.

A. sale	B. working	C. use	D. arrangement
---------	------------	--------	----------------

If you would like to leave any comments or feedback, please leave them in the allocated space below:

Thank you!

Appendix 3

Post-test

Hello, the following 40-question test is meant to evaluate the progress of your Business English vocabulary. It will NOT affect your mark. However, **please** kindly answer all the questions to the best of your ability.

1. There are 40 questions on this question paper.
2. Please select the correct answer by ticking, marking, circling the correct box (A, B, C or D) or writing in the appropriate letter into the blank space.
3. Select the most appropriate answer.

VOCABULARY TEST

1. The desire to _____ success at work, and to be recognised as doing so, is thought to be a powerful source of motivation. That is why the evaluation should be properly handled and monitoring should also highlight the successes, which are less obvious.

A. total	B. reduce	C. achieve	D. handle
----------	-----------	------------	-----------

2. As an experienced public relations manager, she is usually called upon to _____ marketing department on the benefits of public relations for their products, especially in situations where the company is exposed to adverse opinion.

A. use	B. advise	C. accept	D. change
--------	-----------	-----------	-----------

3. Peterson has been outraged to find out about the plans to cut his salary, even though the management agreed to enter negotiations that didn't help to _____ conflict at the workplace.

A. start	B. make	C. initiate	D. avoid
----------	---------	-------------	----------

4. Possessing skills and having great economic and sales background, Jack was _____ working in marketing department.

A. not interested	B. at ease	C. hardly	D. incapable of
-------------------	------------	-----------	-----------------

5. These investments are not _____ with the Group's future core businesses, and will be disposed of as part of the restructuring.

A. revised	B. content	C. consistent	D. improved
------------	------------	---------------	-------------

6. Employees demonstrated a positive attitude - they were _____ about the upcoming challenges and restructuring process, new benefits and new office building.

A. enthusiastic	B. pessimistic	C. ignored	D. angry
-----------------	----------------	------------	----------

7. Accountants are expected to be _____ first and foremost to their company, and not to their profession. Some of their skills and knowledge are specific to the company for which they work, and they would be of less value to another company.

A. superior	B. rude	C. loyal	D. nice
-------------	---------	----------	---------

8. Senior officials are required to demonstrate a special set of values for effective strategic planning and decision making. Vision, leadership, the ability to be _____, flexible and forward-thinking is the essential qualities that need to be present.

A. proactive	B. passive	C. doubtful	D. cautious
--------------	------------	-------------	-------------

9. The new CEO agreed to visit all existing facilities of the company, this tour was meant to _____ morale and encourage a sense of identity amongst the company's 700,000 employees.

A. damage	B. negotiate	C. lower	D. boost
-----------	--------------	----------	----------

10. Sometimes the needs of local and national media conflict. The first needs a strong local angle of interest to its community, the other something that can hold its own against all the other stories of the day. It takes skill and judgment and sometimes a compromise is not possible -- you may have to _____ one over the other.

A. find	B. choose	C. remain	D. collect
11. Charles recently had an opportunity to participate in the problem-solving process, his suggestion allowed to avert the crisis situation. He has been _____ for his participation.			
A. commended	B. provided	C. assisted	D. accepted
12. Large and powerful retail chains can exert a strong influence in the marketplace. This influence works in two directions: (a) it enables them to _____ standards of quality, and ranges of goods which fit into their market strategy, rather than accepting what the manufacturer might prefer, (b) it enables them to cultivate a particular part, or segment, of a market.			
A. contribute	B. ignore	C. deposit	D. demand
13. Appraisal scheme failed because of inadequate organization of the whole process and lack of commitment. The managers were reluctant to introduce the scheme, because they thought it will _____ the relationship between superior and subordinate.			
A. disturb	B. accept	C. provide	D. contribute
14. Potentially suitable suppliers are approached at this stage with an invitation to be considered for a supply relationship. The invitation should make it clear that a selection procedure is in progress and that all that is required are details, including prices and, if appropriate, samples of products for evaluation, the result of which might be an invitation to _____ meetings.			
A. limit	B. recognise	C. ignore	D. conduct
15. The company has worked in the context of a largely domestic market not exposed to strong competition, the demands of the marketplace have now changed and the current model has become increasingly outdated. It can no longer _____ with the complex and competitive global environment.			
A. cope	B. discover	C. operate	D. start
16. The competing company was first to see a massive potential to _____ new business opportunities in smaller local markets.			
A. abstain from	B. develop	C. stop	D. invest
17. Our advice is based on nearly 200 years' experience in the market. Through our experience and knowledge derived from sales in the area we are able to _____ that you have the greatest chance of selling at the highest figure.			
A. believe	B. teach	C. ensure	D. guess
18. Jonathan was glad to accept the new assignment; his experience and variety of skills allowed him to _____ the weekly goal by 5 units. For his great work he has been provided with a financial bonus.			
A. fail	B. exceed	C. miss	D. make
19. Pete has refused to _____ the problem of his subordinates, his employees were constantly missing the deadlines, but he still didn't want to confront them.			
A. illustrate	B. place	C. face	D. pressure
20. Managing director and chief executive Chris Chan said the new system would help free management resources from debt recovery operations and will allow to _____ on business development.			
A. focus	B. make	C. lost	D. fulfil
21. Retailers have a _____ to be quite selfish people wanting more and more of a product that is selling well, but cancelling an order and telling you to go away and solve your own problems when there's a product that isn't selling well.			
A. system	B. tendency	C. probability	D. measure
22. Those who do have long-term relationships with particular organizations, whether these relationships are exclusive or not, enjoy a considerable level of informal protection. They tend to have _____ which are often not immediately available on the external labour market and their reliability and competence is not in question.			
A. salaries	B. dreams	C. powers	D. skills
23. This inexpensive software is designed to _____ team productivity and communication among connected departments, it helps to streamline operations and optimise cost-effectiveness			
A. decrease	B. improve	C. hinder	D. profit

24. Sponsors and financial advisers have the professional knowledge and experience to assess the growth potential and marketability of a company, and are therefore better placed to _____ the strength and weaknesses of a company and its business.

A. hold	B. obtain	C. judge	D. overcome
---------	-----------	----------	-------------

25. He has trained as a chartered accountant and concentrated on local industry, smaller companies and private, family-owned businesses. This gave him a good overview and inside-out _____ of accounts as well as auditing.

A. knowledge	B. vote	C. help	D. lack
--------------	---------	---------	---------

26. His evaluation form stated that he is a very determined, very bright and fairly single minded person, who always got things done the right way. It mentioned he was easy to train, because he was a quick _____.

A. runner	B. temper	C. learner	D. worker
-----------	-----------	------------	-----------

27. The power of the officials stems from their understanding of the processes and procedures that characterise the bureaucratic organisation. However, the politician may not possess this knowledge if he remained in the department for only a limited period of time. The average stay is two years and this is considered insufficient time to _____ the workings of a complex government department.

A. promote	B. master	C. train	D. send
------------	-----------	----------	---------

28. She gains commitment from her team by sympathising with their problems, but prefers an authoritative, rather than a consultative and participative management style. Comfortable when taking charge of situations and people, she skilfully uses her own enthusiasm and initiative to _____ others.

A. accept	B. invite	C. motivate	D. touch
-----------	-----------	-------------	----------

29. The team consisted of five of senior colleagues, all of whom were highly professional, each one was trying to _____ to the best of his abilities.

A. perform	B. complain	C. rest	D. discuss
------------	-------------	---------	------------

30. Those casual workers in the catering industry who work on a more or less continuous, almost full-time basis over a long period for a single organisation tend to _____ skills which that organisation, and indeed other potential employers, value and require.

A. lack	B. attract	C. miss	D. possess
---------	------------	---------	------------

31. The employee managed to _____ his reliability with his wide area of expertise, dedication and commitment to the high quality standards.

A. prove	B. measure	C. ignore	D. affect
----------	------------	-----------	-----------

32. It is important to _____ achievements of the employees and provide them with corresponding praise and financial bonuses.

A. reduce	B. recognize	C. abstain	D. sustain
-----------	--------------	------------	------------

33. It is up to direct and senior managers to set an appropriate financial bonus or a promotion, which would _____ the employee's achievements for the previous year.

A. skip	B. settle	C. boost	D. reflect
---------	-----------	----------	------------

34. During the group discussion Markus demonstrated his ability to _____ the opinions of others even when he strongly disagreed with them. The meeting ended finding a compromise greatly satisfying all the participants.

A. make	B. respect	C. submit	D. seek
---------	------------	-----------	---------

35. The working group was very happy to _____ the progress they have made. The new design was eye-catching, while the production costs have been reduced.

A. show	B. detect	C. identify	D. finalise
---------	-----------	-------------	-------------

36. The company has demonstrated a tremendous financial success over the last couple of years and _____ ahead of the other competitors.

A. contributed	B. concentrated	C. escaped	D. stayed
----------------	-----------------	------------	-----------

37. Tim was a perfectionist and he _____ for high quality in every aspect of his work. It was hard to work under such manager; the entire department had to pay a lot of attention to the standards and deadlines.

A. strived	B. considered	C. advertised	D. avoided
------------	---------------	---------------	------------

38. She insisted on the implementation of the new system in the entire company and she was not afraid to _____ responsibility in case the productivity suffered.

A. arrange	B. use	C. take	D. want
------------	--------	---------	---------

39. He has been with the company for the 35 years, he was always _____ with high respect and dignity.

A. noticed	B. treated	C. reduced	D. improved
------------	------------	------------	-------------

40. In order to attract new investment, the firm has initiated a programme to _____ and extend existing cooperation treaties. New treaties have been signed with companies in Sweden, Norway and Finland, in the scope of the changes the companies agreed to share clients.

A. sign	B. null	C. update	D. cancel
---------	---------	-----------	-----------

Thank you!

Appendix 4

Seminar 2 Pre-task task

Brief description: This exercise is designed to get learners to experience a brief performance appraisal process. The class gets broken into three 'conditions.' Each group receives their group instructions and manufactures paper 'roses' using napkins. Each group consists of 3 workers and 1 supervisor.

Groups differed on two dimensions:

- 1) the type of rating system employed (preset distribution of performance evaluation ratings or free allocation of performance evaluation ratings),
- 2) dependences among the team members (i.e., team working as an assembly line; group working individually).

The 'supervisor' of each group has the ability to allocate the points on the basis of individual performance. Each manager was supposed to receive 4 points.

After the exercise was completed and managers made their ratings, the class was open for discussion about the concepts about performance appraisal.

Questions discussed:

1. What problems did managers have in each of the conditions?
2. How fair did the employees think each process was?
3. Would employees like to affect the rating of the managers?
4. What are the advantages and disadvantages of each of the two employee evaluation rating systems?
5. Which of the working conditions allowed demonstrating employee performance the best?

Appendix 5

Seminar 2 Pre-task student materials

COMPANY A

VALO 1828 Performance Appraisal Exercise

INSTRUCTIONS TO TEAM: You are responsible for making as many high-quality roses as possible. Your team will work as part of **an assembly line**. One of you will work on the petals, one on the stem, and one on the leaf. When you finish each rose (your part), hand the rose to the next person in line. Based on your performance, your manager will be able to give you between 1 and 5 salary points. Keep in mind that this is an exercise – don't get too mad at the manager!

INSTRUCTIONS TO MANAGER: You are responsible for rewarding your employees based on their performance (both quantity as well as quality). You have the option to send roses back if they are not of sufficient quality. After this shift is over (approximately 10 minutes), you will be responsible for rewarding your employees with salary points.

Your performance ratings should be based on the following distribution (write in the names here):

TOP PERFORMER (5 points) : _____
MEDIUM PERFORMER (3 points) : _____
MEDIUM PERFORMER (3 points): _____
LOW PERFORMER (1 point): _____

After you have made your assignments, you should discuss your ratings with your subordinates so that they understand how the decisions were made.

As a manager, you will receive a 'salary' of 4 points.

COMPANY B

VALO 1828 Performance Appraisal Exercise

INSTRUCTIONS TO TEAM: You are responsible for making as many high-quality roses as possible. Your team will work as part of **an assembly line**. One of you will work on the petals, one on the stem, and one on the leaf. When you finish each rose (your part), hand the rose to the next person in line. Based on your performance, your manager will be able to give you between 1 and 5 salary points. Keep in mind that this is an exercise – don't get too mad at the manager!

INSTRUCTIONS TO MANAGER: You are responsible for rewarding your employees based on their performance (both quantity as well as quality). You have the option to send roses back if they are not of sufficient quality. After this shift is over (approximately 10 minutes), you will be responsible for rewarding your employees with extra credit points.

You have **12 salary points** to divide among your employees. Every employee should receive at least one point. No single employee should receive more than 5 points. In the space below, write down each employee's name and their points here:

After you have made your assignments, you should discuss your ratings with your subordinates so that they understand how the decisions were made.

As a manager, you will receive a 'salary' of 4 points.

COMPANY C

VALO 1828 Performance Appraisal Exercise

INSTRUCTIONS TO TEAM: You are responsible for making as many high-quality roses as possible. Your team will **work independently** on each rose – that is, each employee will create entire roses from start to finish. Based on your performance, your manager will be able to give you between 1 and 5 salary points. Keep in mind that this is an exercise – don't get too mad at the manager!

INSTRUCTIONS TO MANAGER: You are responsible for rewarding your employees based on their performance (both quantity as well as quality). You have the option to send roses back if they are not of sufficient quality. After this shift is over (approximately 10 minutes), you will be responsible for rewarding your employees with salary points.

Your performance ratings should be based on the following distribution (write in the names here):

TOP PERFORMER (5 points) : _____

MEDIUM PERFORMER (3 points) : _____

MEDIUM PERFORMER (3 points): _____

LOW PERFORMER (1 point): _____

After you have made your assignments, you should discuss your ratings with your subordinates so that they understand how the decisions were made.

As a manager, you will receive a 'salary' of 4 points.


Appendix 6

120 keyword list

- to accurately assess
- to achieve optimal outcomes
- to address the issue/problem, shortcomings
- to adhere to the standards
- to advise colleagues
- to apply knowledge in a practical manner
- to appreciate the input, contribution
- to avoid over-supervising
- to be accepted
- to be approachable
- to be at ease
- to be capable of
- to be competent
- to be consistent
- to be customer focused and driven
- to be dedicated
- to be enthusiastic
- to be extremely resourceful and attentive to detail
- to be knowledgeable
- to be loyal
- to be persistent and industrious
- to be precise and efficient
- to be proactive
- to be supportive
- to better the targets achieved
- to boost morale, revenue
- to bring out the best in employees
- to build cooperation
- to choose
- to come up with a suitable solution
- to command respect
- to commend one's behavior
- to communicate respectfully
- to complete
- to conduct meetings
- to consult
- to cooperate
- to cope with stressful situation
- to cut costs
- to deliver feedback
- to demand high quality result
- to demonstrate competence, "can-do" attitude
- to detail
- to develop professional relationships
- to discover
- to display a cooperative spirit
- to disturb
- to effectively manage change
- to enhance something
- to ensure an improvement
- to establish
- to evaluate
- to exceed the goals/expectations
- to excel in communication
- to express gratitude
- to face the problem
- to feel the pressure
- to finish
- to focus on results
- to fulfill
- to handle the problem, with competence
- to have a tendency
- to have can-do attitude
- to have the ability
- to have the skills
- to head the department
- to identify opportunities, problems
- to improve team productivity
- to increase sales, profits, revenue
- to interact with colleagues
- to judge
- to keep accurate records
- to keep track of
- to know something inside-out
- to lack confidence
- to lead by example, expertise, inspiration
- to learn
- to lose one's composure, one's temper
- to maintain one's cool, punctuality, relationships
- to master
- to meet deadlines
- to modify product lines
- to motivate one's team
- to never lose sight of the goal
- to pace one's work
- to perform to the best of one's abilities
- to plan
- to portray a high level of self confidence
- to possess the ability, capability, skills, qualities
- to prevent potential risks
- to prioritize
- to prove one's reliability
- to raise team's productivity
- to reach
- to recognize the differences
- to reduce expenses
- to refine
- to reflect one's achievement
- to report
- to resolve a conflict
- to respect the opinion of others
- to seek opportunities
- to set high standards
- to show progress
- to solve problems
- to spend
- to stay ahead of the others
- to stay attuned to the needs of the company
- to stay well informed
- to strive for high quality
- to tackle the problem
- to take charge of
- to take responsibility
- to thoroughly understand
- to transfer
- to treat with respect and dignity
- to understand
- to undertake responsibility/tasks
- to update
- to use effectively

Appendix 7

Role-play activity materials

<p>CANDIDATE A</p> <p>MILA WERNER Administrative Assistant to the Senior Vice President October 2012 – Present</p> <p>Administrative Assistant to the Chief Operating Officer September 2009 – September 2012 (3 years)</p> <p>Corporate Development Analyst August 2007 – September 2009 (2 years 2 months)</p> <p>Information Management Specialist August 2000 – August 2007 (7 years)</p>	
<ul style="list-style-type: none"> • Very skilful, energetic and dedicated with over 20 years of experience in the coordination, planning and support of daily operational and administrative functions. Possesses sharp organizational skills and attention to detail. • Demonstrated the ability to work with speed and accuracy. Is capable of identifying goals and priorities and resolving issues in a timely manner. • Strong leader and team player, adept at supporting team members to achieve personal and professional goals. Highly motivated, proactive and professionally competent to operate independently without or with minimal supervision. Is popular and liked by subordinates. Always the "go-to person" in the company for anyone who needs assistance. • Purchased and implemented innovative software, which have improved overall productivity of the departments. Served as a mentor and trained other administrative assistants in company tools and expense reports. • Professional when interacting with customers, employees, contract partners and other senior-level executives. • Places high expectations towards the standards for the end quality – as a result some of the projects fail to meet the deadline on time. Lately experiences a lot of stress due to family issues. 	

to address the issue/problem,
shortcomings
to apply knowledge
to be a team player
to be attentive to detail
to be capable of
to be competent
to be dedicated

to be enthusiastic
to be precise and efficient
to be reliable
to build cooperation
to demand result
to demonstrate
to enhance something
to exceed the goals/expectations

to focus on results
to handle the problem
to identify
to interact
to lead by example, expertise
to meet deadlines
to possess
to provide assistance

to supervise

CANDIDATE B

Nathan Worrell

Business Development Manager
August 2006 – Present (almost 6 years)

Corporate Client Manager
January 2000 – June 2006 (almost 6 years)



- A professional with **wide experience** in Sales, Marketing, Account Management, Executive Search, Professional Services, Project Consulting, and Project Outsourcing.
- **Excels in** the recruiting, developing marketing materials and sales techniques for new products and services. Is **viewed as** a talented expert.
- **Guided company** through ISO 9000 certification by **performing** internal audits and by writing procedures for the different departments.
- **Produced** foundations and guidelines for the human resource management department (new employee orientation, benefits advisor, security officer and personnel records custodian). **Arranged** and coordinated the domestic and international relocation for the employees.
- Organized Spanish club for the employees to learn during lunch breaks.
- Does not always feel secure about **utilizing** modern technologies.
- Was unsuccessful in **seeking new business opportunities** for the company for the last 7 months. Has failed to extend contracts with a couple of profitable partners from Italy and France due to **communication issues**. As a result **feels extreme pressure** from the direct superiors.

to achieve optimal outcome
to arrange
to be competent
to be consistent
to be resourceful
to communicate respectfully
to conduct meetings
to effectively communicate
with clients
to establish
to evaluate

to excel
to fail
to feel pressure
to focus on result
to guide
to have wide experience
to increase sales
to maintain relationship
to neglect
to perform

to seek new business
opportunities
to show initiative
to solve problems
to take responsibility
to undertake



Human Resources

Employees in your department believe that the most valuable resource or asset of each company is its employees, no software or technology can replace what a well-trained, cooperating team can do. You should look for the candidate with the qualities that can benefit your department the most in the future.

Please note that there is no “correct” candidate. It all depends on your creativity and ability to provide argumentation :).



Finances

Your department requires a candidate who can increase revenue or minimize expenses. You should look for the candidate with the qualities that can benefit your department the most in the future. Look out for the candidate who might be professional and competent enough to use new opportunities to gain profit.

Please note that there is no “correct” candidate. It all depends on your creativity and ability to provide argumentation :).



Marketing

Your department is interested in attracting clients, developing new products, promoting existing products and increasing sales. You should look for the candidate with the qualities that can benefit your department the most in the future. He or she might be creative with fresh and innovative ideas or maybe experienced and with proven techniques.

Please note that there is no “correct” candidate. It all depends on your creativity and ability to provide argumentation :).



CANDIDATE C

Kathy Tsui

Office/HR Administrator
December 2012 – Present

Administrative Assistant
April 2011 – April 2012

Coordinator
2006 – 2011 (5 years)

- Successfully performed various **administrative** tasks, including organizing files and supplies. Designed and supported accessible database of clients and suppliers, catalogues and mailing lists. Recorded documents and **prepared** materials for the events at the hotel.
- **Assisted** with the planning and implementation of a training programme for the 10 new front desk employees. **Managed to promote** teamwork and cooperation between the new employees and experienced staff.
- Was the main **coordinator** for the corporative event “New Year Party 2012”.
- Supported a variety of marketing efforts throughout the year. Developed and launched successful community outreach **initiatives** for leading local environmental organizations. Chaired local business conferences such as “EcoHome 2012” and “EcoHotel 2012”. **Significantly improved** our image as an eco-friendly company.
- **Obtained** "Green Environment Supporter" Award for deep commitment to environmental excellence and outstanding leadership in protecting local community’s environment and its natural resources.
- **Insisted** on installing a brand new set of recycling equipment at **high costs** to the company. While the equipment helped to attract some local clientele, the investment seems to be a long-term gamble.

Appendix 8

Personal fill-in sheet for the role-play

	Candidate A	Candidate B	Candidate C
Capabilities and strengths			
Weaknesses (Areas to improve)			
Achievements			
Recommendation (Actions to be taken , trainings, etc)			
Bonus/Rewards GROUP DECISION			

Appraisal performed by: _____

Appendix 9

Students' post role-play summary

Finance Department	<p>Selected Candidate A.</p> <ul style="list-style-type: none"> • We have decided to chose candidate A : • She pays attention to details(it is important when you are working with money) • Works with speed and accuracy (it is important to be precise and do your work on time) • 20 years experience (it means that she is high-qualified worker)
Human Resources	<p>Selected Candidate A.</p> <p>First of all, our initial requirements were responsibility, knowledge how to act in stressful situations, motivation and hard-working.</p> <p>Our choosen candidate</p> <ol style="list-style-type: none"> 1. has twenty years of experience, which seems very important for our department. 2. Her attention to any details and ability to work with speed and accuracy is essential when working with people and solving any problems. 3. Finally, her ability professionally interacting with customers, employees.
Marketing Group	<p>Selected Candidate A.</p> <p>Reasons why we chose her:</p> <ul style="list-style-type: none"> ✓ Has more than 20 years experience ✓ Possesses sharp organization skills and attention to details. ✓ Strong leader and great team player

Appendix 10

Fragments of transcription of the role-play activity

T1 – Teacher one; **T2** – Teacher two; **M (1-3)** – students assigned to Marketing group; **H(1-3)** – students assigned to Human Resources group; **F(1-3)** – students assigned to Finance group.
STU(01-14) – code used for identification of the students.

Fragments of the transcript:

...

T1: Right, so, now I'll give you candidate A. Each group gets two pages with candidate A. Now you got candidate A, read her record of performance and find strengths and weaknesses and achievements which are most important for your department. Start filling your papers.

T2: Could you write your name and "Finance Department". You have capabilities and strengths, have you shared with your teammates? Because you will have to share. You could take two.

T1: So take about 2 minutes to round up your thoughts within the group.

T1: Alright, lets start with "Finances".

T2: Now we are rounding up discussion, and try listening to your colleagues from other departments What strengths and weakness they point out, so that you see later how far your ideas correlate. You have so much space in your work papers.

F1(STU09): We had to look through candidate A.. information about candidate A. We like the strength of her that she is energetic and dedicated to her work which is very important in today's business and she have 20 years of experience which is also very important. That means she has run things like that before so she knows what she is doing. Possess sharp org ... organizational skills and attention to detail and with money and numbers it is very very important. It is better if you do not make any mistakes. And she is a team player and also a strong leader, what helps in this job. And she is resourceful person and thats why she is "go to" person. That means she can help other, not only get out of bad situations by herself but also recommend something to other.

T1: So what would you say about her weaknesses and areas she needs to improve?

F2(STU02): That she experiences a lot of stress due to family issues and it is important for high qualified person and for all workers to know to stay problems at home. And to work, aaah, to concentrate on your work because if you will think about your problems at home it will disturb your work and you can do mistakes. And here is written about – places high, that she places high expectations towards the others for the end quality and the result she failed some projects and she didn't meet deadline on time. And of course on the one side it is really important that a person tries to do everything, aaah, on the high level, but, aaah, person should know what she can do and understand will she do everything on time. And if she able to do it.

T1: And what would you do about her achievements and any recommendations?

F3(STU08): Aaah, a significant achievement is that she helped establish an innovative software, which have improved overall productivity of the department and also is good that she could mentor and train other administrative assistants in company tools and expense reports and the recommendations could be that she could take parts in courses to, aaah, improve her group-working skills as well as how, aaah, improve skill how to advise the jobs to employees must(n't) do all the jobs by herself.

T1: Ok, and did you decide if she will get any bonus or rewards or you haven't talked about it?

F1(STU09) ,F2(STU02) and F3(STU08): We haven't thought about it.

T1: Alright, "Marketing" team.

M1(STU01): aaah, we reviewed candidate A and from the marketing side her strengths are that she possess, possesses sharp organization skills and attention to detail, so we think that is really important nowadays. Especially in the marketing, so that she could make all prices special, nothing the same. And she also have ability to work with speed that the new price or project or thing that she has made would be like faster in the market. And she is a strong leader and team player. That is what is most important for us.

T1: Did you find any crucial weaknesses?

M2(STU10): The main weakness, aaah, about candidate A was that she wanted too high expectations for the standards towards the end quality to the point that projects failed to meet the deadline.

M3(STU13): There is also said that she has improved overall productivity of the department and it is very important than she is willing and able to devote her money and time in order to get some success and improve productivity.

T1: Alright, so that was her achievement, right?

M3(STU13): Ok.

T1: And have you thought about recommendation?

M1(STU01): We recommend to her to lower the expectations, so that she will always perform project on time. She also needs to solve her family problems in order to work properly.

T1: And do you have any solutions how she should do that? Like lower her expectations and solve family problems?

M1(STU01): Concerning problems she can go to psychologist and speak about that or try to find herself how to solve them. Or ask for help.

T1: Will the company provide the money?

M1(STU01): Yeah of course.

T1: Alright, have you thought about bonuses or rewards?

M1(STU01): No, not yet.

T1: Alright, “Human Resources”. Please continue.

H1(STU11): So we think her 20 years experience in coordination is very good for our company because, probably, if she has, if she is well-experienced person – probably she will cope in a stressful situation, probably she knows how to react. In addition we found it useful that he achieve highly motivated and professional component to operate independently – that is very important as well. And she demonstrated ability to work with speed and accuracy, because we know time is money. And... Probably too that she is dedicated to work.

T1: And what about the other areas?

H2(STU14): Weaknesses? The main weaknesses is that she has stormy family life and bad experiences. Personal thing. She takes too much responsibility in order to make something for the end quality. And that’s why. That’s we don’t agree.

T1: Ok.

H3(STU04): Achievements – 20 years of experience in the coordination, planning and support of operational and administrative function. Purchased and implemented innovative software. Served as a mentor and trainer.

T1: So do you have any recommendations or trainings to help her? With advancement in her career or, for example, in her stormy family life?

H3(STU04): Recommendations, has been top-manager that popular and likeable by her subordinates. *incomprehensible*

H1(STU11): And if she has any problems in her family probably he should ask help and she will definitely find help in our company. Maybe we offer her psychologist or something just that her problems won’t disturb her work.

T1: Thank you. Now you will see candidate B. You proceed with the same (way). And now you try to change the areas you are responsible for. Right, so if you talked about the strengths now try to talk about the other area of the candidate.

T1: Three more minutes and then we will start with the discussion. Ok?

T1: Alright, lets start with candidate B and marketing department will start.

M3(STU13): First of all, we will speak about his capabilities and strengths. Ok? And it is said that he has wide experience in marketing which is very important, because it is our department. And he is considered to be talented expert. And it is also said that he is good in recruiting, developing marketing materials and sales techniques for new products and services. And, moreover, he knows

Spanish so it expands his ability to communicate with people from other mother tongue. Yeah, mother tongue.

T1: Mother tongue.

M3(STU13): Mother tongue, yes.

M3(STU01): *inaudible* and for example he didn't always feel secure about utilizing modern technology, so we thought it will be a big problem nowadays if he couldn't use modern technologies, because all over the world you need them. And another problem is that he has some kind of communication issue. That is very important too, that you need to know how to communicate properly with client, with other people in marketing.

T1: Do you think his communication issues could have been caused by his modern technology skills?

M1(STU01): I don't think so.

...

T1: Alright. Human Resources?

H3(STU04): Capabilities and strengths: experienced professional, excels in recruiting .. inaudible*.

H1(STU11): And his weaknesses are that he definitely that he was not successful in seeking new business opportunities for the company and then he failed to extend contract with couple of partners due to communication skills. And that seems to be the most, aaah. Communication skills seems to be the most important for our department, because our employees have to communicate with clients, to solve problems which they have and the person really should be, ok, open and yeah.

H2(STU14): Achievements: he has performed internal audit, and guided company through ISO 9000 and writing procedures for the different departments. He has organized Spanish club for the employees and during lunch break, which is unusual and I think that action are very *inaudible*.

T1: So do you think he could be a great addition to your department?

H2(STU14): Yes. And the organization in the lunch break is wonderful.

H1(STU11): But we would recommend to get used to modern technologies and maybe to apply for some courses, because any information in database, data is held on computer with the help of modern technologies and if he is not used to it, so he definitely faces problems.

T1: Alright, lets start the discussion of the final candidate – Candidate C. And we'll start with Human Resources, please.

H2(STU14): Candidate C is a very good administrator, has successfully performed various administrative tasks, her main capability is organizing files and supplies, *inaudible*.

H3(STU04): Weaknesses - insisting on his opinion to other and not considering other options.

H1(STU11): Her achievements is – she was the main coordinator for corporative event, which means she is a very responsible person. And she developed and launched community outreach initiative.

T1: Initiatives.

H1(STU11): initiatives for leading local environmental organizations. I think it is required a lot of dedication and hard-working to be able to successfully launch and develop any project.

H3(STU04): Recommendations – an award for deep commitment to environmental and outstanding leadership.

...

T1: Alright, now lets quickly do all three of the presentations.

M1(STU01): We chose Candidate A, because she had more than 20 years of experience and one more thing – she possesses sharp organizational skills and she is strong leader and team player.

T1: Alright, thank you. Any financial bonus?

M1(STU01): No, not really.

M3(STU13): We will provide her psychologist to solve her problems, so she can be fully concentrated on her work.

T1: Human resources are you ready next?

T1: Finance department?

F1(STU09): We have decided to choose candidate A because she most important think she always pays attention to detail. When person is working with money it is really important for him to understand if he do something wrong the company will lose some profit. Also it is important that she works with speed and accuracy, because it means she will be able to do her work on time and she will do it accurately. It is also important that she has 20 years of experience and it means that she has, she is high-qualified worker that we are looking for.

F2(STU02): And we want to add something more, we want to give, give like a bonus to candidate B, we will get him opportunity to attend these classes that we were talking about previous – to improve his communication skills and improve his work with the technology. Because no matter what if he gets or does not get this promotion – this knowledge is very important in no matter where he works.

T1: Then we have final presentation; let's see if it is a surprise. They also picked candidate A, please explain.

H1(STU11): We think that her 20 years of experience are very important for our department, because... and her ability to pay attention to any detail and to work with the speed is essential when working with people – to solve any problem. Because in our department we were looking for aaah, aaah, a person

H3(STU04): ... who would interact with the customers

H1(STU11): ... and finally her weaknesses as experiencing lot of stress due to her family issues. Don't seem, doesn't seem, very important, because life is life and each of us may have some problems and so on. And we don't think it will disturb her work.

T1: Alright, congratulations on completing the role-play.

Appendix 11

Home Assignment: Performance Review

Please read the following excerpts from the performance review and select the competencies that best suit the paragraph.

Performance Review

Employee: Stevenson, Michael
Job Title: New Products Manager
Job Code: 3339-22
Review period start: 12/1/05
Review period end: 12/31/05
Reviewer: Art Vandelay
Competencies:

<p>Mike actively uses delegation to better manage the workload of his organization. He usually assigns tasks to people based on their skills, experience, strengths, and limitations. However, his subordinates are too often not given the adequate authority and independence to carry out the responsibilities his has delegated to them. When Mike delegates work, he needs to be clearer in defining expectations and then to monitor those activities regularly. Further, he sometimes does not adequately recognize or give credit to people for the results of work he has delegated.</p> <p>2.60 Meets requirements</p>	<p>Answer 1</p>
<p>Mike gives candid, constructive feedback to team members and, in turn, actively requests feedback from them. He is a leader in building a strong team spirit and identity. All his actions are directed toward the success of the team over his own interests. He exhibits a high degree of openness and objectivity to the views of others. Mike has been able to balance the needs of the team with his individual responsibilities.</p> <p>4.40 Exceeds requirements</p>	<p>Answer 2</p>
<p>Learn to trust members of your staff by letting them successfully complete delegated tasks and prove themselves.</p>	<p>Answer 3</p>
<p>Improve Time Management Category: Time Management Description: Try to schedule all of your appointment in the contact management program and keep it updated. Measurement: Weekly printout of contact manager's calendar. Goal result: Improved, but I have found some instances where Mike is out of the office but there is not entry in the contact manager.</p>	<p>Answer 4</p>
<p>Mike provides clear direction and has little problem gaining compliance from others. He provides consistent, valuable performance feedback, and he dedicates considerable effort to developing the skills of his subordinates. Mike includes subordinates in most planning, and he takes responsibility for his subordinates' activities. However, there have been times when he did not make himself available enough to subordinates.</p> <p>3.33 Meets requirements</p>	<p>Answer 5</p>
<p>Mike quickly assumes a strong leadership role when action is needed. He influences others to perform better. However, he would be a stronger leader if he exhibited greater</p>	<p>Answer 6</p>

confidence in himself as well as in others. Upon occasion, his actions have resulted in a lack of respect and trust from others. Mike has reacted poorly in pressure situations. 2.40 Needs improvement	
When Mike and I set goals last spring, we did not expect the reorganization. It really changed our priorities so there was not much time to devote to some of the special projects. Instead we got many new projects. Mike played an important role as a team member in selecting the new payroll vendor and in reviewing our procedures during the audit.	Answer 7
Mike successfully utilizes the recruitment sources available to him . His analysis and forecasting of staffing needs are accurate and effective. For the most part, he exhibits good interviewing skills and techniques. As he interviews candidates, he usually offers a positive yet realistic view of the organization. His selection decisions generally result in successful hires. 3.40 Meets requirements	Answer 8

Key:

1	Delegation	5	Managing People
2	Teamwork	6	Leadership
3	Plans for Improvement	7	Summary
4	Goals	8	Recruitment & Staffing

Appendix 12

Key to classroom exercises

Key to Reading

Please read the following performance review of an employee and fill in the gaps. The missed out words are provided in the box below in the text.

accurately benefit clearly displays faced feedback interest makes
pressure provides resourceful respect responsibility support

<p style="text-align: center;">Performance Review</p> <p>Employee: Witherspoon, Martin Job Title: Vice President of Marketing Review period start: 1/1/05 Review period end: 12/31/05 Reviewer: Rebecca Thomas</p> <p style="text-align: center;">Competencies:</p> <p>Innovation Marty often displays creativity and original thinking beyond the expectations for his position. When faced with unexpected challenges, he is very resourceful. He generates many usable and ingenious suggestions for improving work. Marty has developed innovative approaches and ideas.</p> <p>Managing People Marty maintains full responsibility for his subordinates' activities. He provides clear direction and has little problem gaining compliance from others. He makes sure that his subordinates are an important part of all planning. Marty makes every effort to make himself accessible to his subordinates. He provides regular performance feedback, and he works with his subordinates to develop their skills.</p> <p>Leadership</p>	<p>Marty has earned the respect and trust of others through his uncompromising integrity and openness. He exhibits a high degree of confidence in himself as well as in others. He tolerates a great deal of pressure, and he quickly assumes a strong leadership role when action is needed. Marty influences others to perform better.</p> <p>Oral Communications Marty is a skillful, well-prepared presenter, and he actively works to make meetings successful. He presents information and ideas clearly and persuasively. To better understand others, Marty listens well, displaying interest and asking questions. However, he occasionally responds incompletely or incorrectly when asked questions.</p> <p>Organization Support Marty understands the organization's policies and procedures and follows them closely. His actions and words strongly demonstrate his support of the organization's goals and values. He frequently participates in outside activities to the benefit of the organization. With regard to affirmative action and diversity, he actively demonstrates his support and respect. Marty completes most administrative tasks on time and accurately.</p>
---	--

Exercise 1a. Mark TRUE or FALSE.

For employee performance appraisal schemes to work effectively it is necessary to

1	Make sure that senior managers are fully committed to the idea of appraisals	TRUE or FALSE
2	Monitor schemes regularly	TRUE or FALSE

3	Give appraisers adequate training to enable them to make fair and objective assessments and to carry out effective appraisal interviews	TRUE or FALSE
4	Keep the scheme as simple and straightforward as possible	TRUE or FALSE
5	Consult with managers and employees about the design and implementation of appraisals before they are introduced	TRUE or FALSE

Key to Definitions

Please find the correct word or phrase matching the provided **definition**:

1	an agreement	C	Arrangement between two or more people or companies.
2	a compromise	A	Each party gives up certain demands in order to reach an agreement.
3	a condition	D	A stipulation or requirement which must be fulfilled.
4	to negotiate	E	Discuss a business deal in order to reach an agreement.
5	to point out	F	Draw attention to something (e.g. the advantages of your proposal).
6	a proposal	L	Course of action, or plan, put forward for consideration;
7	to underestimate	I	Make too low an estimate of something (cost, danger, difficulty).
8	counter-productive	J	Having the opposite effect to that intended.
9	an estimate	K	Approximate calculation of the cost.
10	a profit	H	The revenue minus expenses/costs incurred
	a revenue	O	All the income produced by a particular source.
11	an assessment	B	Evaluation of one's abilities
12	a promotion	P	Advancement in rank or position in a company.
13	prospects	G	Opportunities for success or promotion in a career.

Key to Exercise 3: Synonyms I – NOUNS

Please match the synonyms accordingly

1	feedback	F	one's view, response, advice, opinion; a reaction, a comment, criticism;
2	a capability	G	experience, skill, expertise, fitness, competence, know-how, aptitude, competency, proficiency;
3	a responsibility	A	a task, duty; <i>an accountability</i> ; a liability, an obligation;
4	a shortcoming	B	a weakness, limitation, fault; a defect, <i>a drawback</i> ; a flaw;
5	a progress	K	an increase, an advancement, an improvement; <i>gain</i> ; <i>a breakthrough</i> ;
6	an opportunity	J	a chance, <i>a favourable circumstance</i> ;

7	an achievement	L	a success, a triumph, an attainment; an accomplishment; <i>a goal reached;</i>
8	a reliability	C	a consistency, a dependability, trustworthiness;
9	a skill	D	a talent to do something; a proficiency;
10	an ability	I	power to act or to perform; a capability;
11	a cooperation	H	help, support, aid; assistance; collaboration, teamwork, <i>a mutual effort; an alliance;</i>
12	a professional	E	a qualified, skilled or trained person; a specialist, an expert;

Key to Exercise 4: Synonyms II - VERBS

Please match the synonyms accordingly

1	to solve	C	to answer, to explain, <i>to clarify; to deal with;</i>
2	to display	F	to show, to present, to demonstrate, to reveal;
3	to undertake	B	To start, to accept, to attempt, <i>to engage in, to initiate;</i>
4	to struggle	A	to fight, to battle, to resist, to make an effort; <i>to compete;</i>
5	to assess	G	to rate, to value, to consider, to measure; to evaluate; <i>to determine, to appraise;</i>
6	to cope with	J	to manage; to handle, <i>to deal with</i>
7	to excel	L	to top, to surpass, to outshine, to outdo, <i>to be talented;</i>
8	to enhance	D	to increase, to improve, <i>to amplify,</i> to boost, to enrich;
9	to utilize	K	to make use of; to apply, to employ, to consume;
10	to share	I	to part, to cut, to divide among, to split, to allocate, to distribute;
11	to encourage	H	to help, to support, to boost, to reassure, to cheer up, to inspire;
12	to establish	E	to found, to form, to start, to create, to set up, to organize, to lay foundation, to launch;

Key to Exercise 5: Synonyms III - ADJECTIVES

Please match the synonyms accordingly:

1	thoroughly	H	fully, completely, carefully, absolutely, totally, intensively, comprehensively.
2	effectively	G	well, successfully, efficiently, excellently, <i>expertly;</i>
3	complex	E	difficult, complicated, elaborate, composite, intricate;
4	productive	B	useful, practical, valuable, helpful, creative, fruitful, constructive;
5	contemporary	K	present, current, modern, current, up-to-date;
6	fairly	L	relatively, reasonably, somewhat, comparatively, <i>adequately, acceptably;</i>
7	competent	A	able, experienced, skilled, proficient;
8	committed	D	devoted, dedicated, loyal, faithful, <i>attached;</i>
9	consistent	I	regular, stable, reliable, coherent, <i>persistent;</i>
10	comprehensive	C	full, complete, broad, inclusive, <i>extended;</i>
11	innovative	F	new, modern, original, advanced, novel, inventive;
12	organized	J	Prepared, planned, ordered, arranged, systematic, classified, <i>coordinated;</i>

Key to Exercise 6: Antonyms I - NOUNS

Please match the antonyms accordingly:

1	a professional
2	a blue-collar worker
3	a shortcoming
4	an ability
5	an achievement
6	a progress
7	a responsibility
8	an attention
9	a common sense
10	confidence

F	an unskilled amateur
D	a white-collar worker
A	an advantage; a strong point; a success
B	a limitation
G	a defeat or a misfortune, lack of success
J	a decline or a decrease; a deterioration
E	freedom, an immunity or an exemption
C	a disregard, ignorance or neglect
I	foolishness, impracticality or insanity, unreasonableness
H	an uncertainty

Key to Exercise 7: Antonyms II – VERBS

Please match antonyms accordingly:

1	to struggle
2	to enhance
3	to establish
4	to motivate
5	to maintain
6	to employ
7	to delegate
8	to face
9	to promote

B	to surrender, to yield to someone or something
G	to worsen, to make something weaker
I	to destroy or to eliminate
F	to depress, to discourage;
D	to ignore, to neglect
E	to ignore, to misuse
H	to keep;
C	to hide, to retreat, to withdraw or run
A	to discredit, to dishonor, to condemn, to hurt

PERFORMANCE APPRAISAL THEORY

Please match the brief summary of each managerial process accordingly.	
1. Employee performance appraisal	A. The process that reviews employee's performance, potential and achievements. It helps to identify training and career planning needs.
2. Performance review	B. The process that gives managers and employees opportunities to discuss how employees are progressing and to see what sort of improvements can be made or help given to build on their strengths and enable them to perform more effectively.
3. Review of potential and development needs	C. Predicts the level and type of work that employees will be capable of doing in the future and how they can be best developed for the sake of their own career and to maximise their contribution to the organisation

Appendix 13

Classroom Exercises

Exercise 1: Performance Review.

Please read the following performance review of an employee and fill in the gaps. The missed out words are provided in the box below:

<p>accurately benefit clearly displays pressure provides resourceful respect</p>	<p>faced feedback interest makes responsibility support</p>
<p style="text-align: center;">Performance Review</p> <p>Employee: Witherspoon, Martin Job Title: Vice President of Marketing Review period start: 1/1/05 Review period end: 12/31/05 Reviewer: Rebecca Thomas</p> <p style="text-align: center;">Competencies:</p> <p>Innovation Marty often (1) _____ creativity and original thinking beyond the expectations for his position. When (2) _____ with unexpected challenges, he is very (3) _____. He generates many usable and ingenious suggestions for improving work. Marty has developed innovative approaches and ideas.</p> <p>Managing People Marty maintains full (4) _____ for his subordinates' activities. He (5) _____ clear direction and has little problem gaining compliance from others. He makes sure that his subordinates are an important part of all planning. Marty (6) _____ every effort to make himself accessible to his subordinates. He provides regular performance (7) _____, and he works with his subordinates to develop their skills.</p>	<p>Leadership Marty has earned the (8) _____ and trust of others through his uncompromising integrity and openness. He exhibits a high degree of confidence in himself as well as in others. He tolerates a great deal of (9) _____, and he quickly assumes a strong leadership role when action is needed. Marty influences others to perform better.</p> <p>Oral Communications Marty is a skillful, well-prepared presenter, and he actively works to make meetings successful. He presents information and ideas (10) _____ and persuasively. To better understand others, Marty listens well, displaying (11) _____ and asking questions. However, he occasionally responds incompletely or incorrectly when asked questions.</p> <p>Organization Support Marty understands the organization's policies and procedures and follows them closely. His actions and words strongly demonstrate his (12) _____ of the organization's goals and values. He frequently participates in outside activities to the (13) _____ of the organization. With regard to affirmative action and diversity, he actively demonstrates his support and respect. Marty completes most administrative tasks on time and (14) _____.</p>

Exercise 1a. Mark TRUE or FALSE.

For employee performance appraisal schemes to work effectively it is necessary to

1	Make sure that senior managers are fully committed to the idea of appraisals	TRUE or FALSE
2	Monitor schemes regularly	TRUE or FALSE
3	Give appraisers adequate training to enable them to make fair and objective assessments and to carry out effective appraisal interviews	TRUE or FALSE
4	Keep the scheme as simple and straightforward as possible	TRUE or FALSE
5	Consult with managers and employees about the design and implementation of appraisals before they are introduced	TRUE or FALSE

Exercise 2: Definitions.

Please find the correct word or phrase matching the provided **definition**:

1	an agreement	A	Each party gives up certain demands in order to reach an agreement.
2	a compromise	B	Evaluation of one's abilities
3	a condition	C	Arrangement between two or more people or companies.
4	to negotiate	D	A stipulation or requirement which must be fulfilled.
5	to point out	E	Discuss a business deal in order to reach an agreement.
6	a proposal	F	Draw attention to something (e.g. the advantages of your proposal).
7	to underestimate	G	Opportunities for success or promotion in a career.
8	counter-productive	H	The revenue minus expenses/costs incurred
9	an estimate	I	Make too low an estimate of something (cost, danger, difficulty).
10	a profit	J	Having the opposite effect to that intended.
11	a revenue	K	Approximate calculation of the cost.
12	an assessment	L	Course of action, or plan, put forward for consideration;
13	a promotion	O	All the income produced by a particular source.
14	prospects	P	Advancement in rank or position in a company.

Exercise 3: Synonyms I – NOUNS.

Please match the synonyms accordingly:

1	feedback	A	a task, duty; <i>an accountability</i> ; a liability, an obligation;
2	a capability	B	a weakness, limitation, fault; a defect, <i>a drawback</i> ; a flaw;
3	a responsibility	C	a consistency, a dependability, trustworthiness;
4	a shortcoming	D	a talent to do something; a proficiency;
5	a progress	E	a qualified, skilled or trained person; a specialist, an expert;
6	an opportunity	F	one's view, response, advice, opinion; a reaction, a comment, criticism;
7	an achievement	G	experience, skill, expertise, fitness, competence, know-how, aptitude, competency, proficiency;
8	a reliability	H	help, support, aid; assistance; collaboration, teamwork, <i>a mutual effort</i> ; <i>an alliance</i> ;
9	a skill	I	power to act or to perform; a capability;

10	an ability
11	a cooperation
12	a professional

J	a chance, <i>a favourable circumstance</i> ;
K	an increase, an advancement, an improvement; <i>gain</i> ; <i>a breakthrough</i> ;
L	a success, a triumph, an attainment; an accomplishment; <i>a goal reached</i> ;

Exercise 4: Synonyms II – VERBS.

Please match the synonyms accordingly

1	to solve
2	to display
3	to undertake
4	to struggle
5	to assess
6	to cope with
7	to excel
8	to enhance
9	to utilize
10	to share
11	to encourage
12	to establish

A	to fight, to battle, to resist, to make an effort; <i>to compete</i> ;
B	to start, to accept, to attempt, <i>to engage in</i> , <i>to initiate</i> ;
C	to answer, to explain, <i>to clarify</i> ; <i>to deal with</i> ;
D	to increase, to improve, <i>to amplify</i> , to boost, to enrich;
E	to found, to form, to start, to create, to set up, to organize, to lay foundation, to launch;
F	to show, to present, to demonstrate, to reveal;
G	to rate, to value, to consider, to measure; to evaluate; <i>to determine</i> , <i>to appraise</i> ;
H	to help, to support, to boost, to reassure, to cheer up, to inspire;
I	to part, to cut, to divide among, to split, to allocate, to distribute;
J	to manage; to handle, <i>to deal with</i>
K	to make use of; to apply, to employ, to consume;
L	to top, to surpass, to outshine, to outdo, <i>to be talented</i> ;

Exercise 5: Synonyms III – ADJECTIVES.

Please match the synonyms accordingly:

1	thoroughly
2	effectively
3	complex
4	productive
5	contemporary
6	fairly
7	competent
8	committed
9	consistent
10	comprehensive
11	innovative
12	organized

A	able, experienced, skilled, proficient;
B	useful, practical, valuable, helpful, creative, fruitful, constructive;
C	full, complete, broad, inclusive, <i>extended</i> ;
D	devoted, dedicated, loyal, faithful, <i>attached</i> ;
E	difficult, complicated, elaborate, composite, intricate;
F	new, modern, original, advanced, novel, inventive;
G	well, successfully, efficiently, excellently, <i>expertly</i> ;
H	fully, completely, carefully, absolutely, totally, intensively, comprehensively.
I	regular, stable, reliable, coherent, <i>persistent</i> ;
J	Prepared, planned, ordered, arranged, systematic, classified, <i>coordinated</i> ;
K	present, current, modern, current, up-to-date;
L	relatively, reasonably, somewhat, comparatively, <i>adequately</i> , <i>acceptably</i> ;

Exercise 6: Antonyms I - NOUNS

Please match the antonyms accordingly:

1	a professional
2	a blue-collar worker
3	a shortcoming
4	an ability
5	an achievement

A	an advantage; a strong point; a success
B	a limitation
C	a disregard, ignorance or neglect
D	a white-collar worker
E	freedom, an immunity or an exemption

6	a progress
7	a responsibility
8	an attention
9	a common sense
10	confidence

F	an unskilled amateur
G	a defeat or a misfortune, lack of success
H	an uncertainty
I	foolishness, impracticality or insanity, unreasonableness
J	a decline or a decrease; a deterioration

Exercise 7: Antonyms II – VERBS.

Please match antonyms accordingly:

1	to struggle
2	to enhance
3	to establish
4	to motivate
5	to maintain
6	to employ
7	to delegate
8	to face
9	to promote

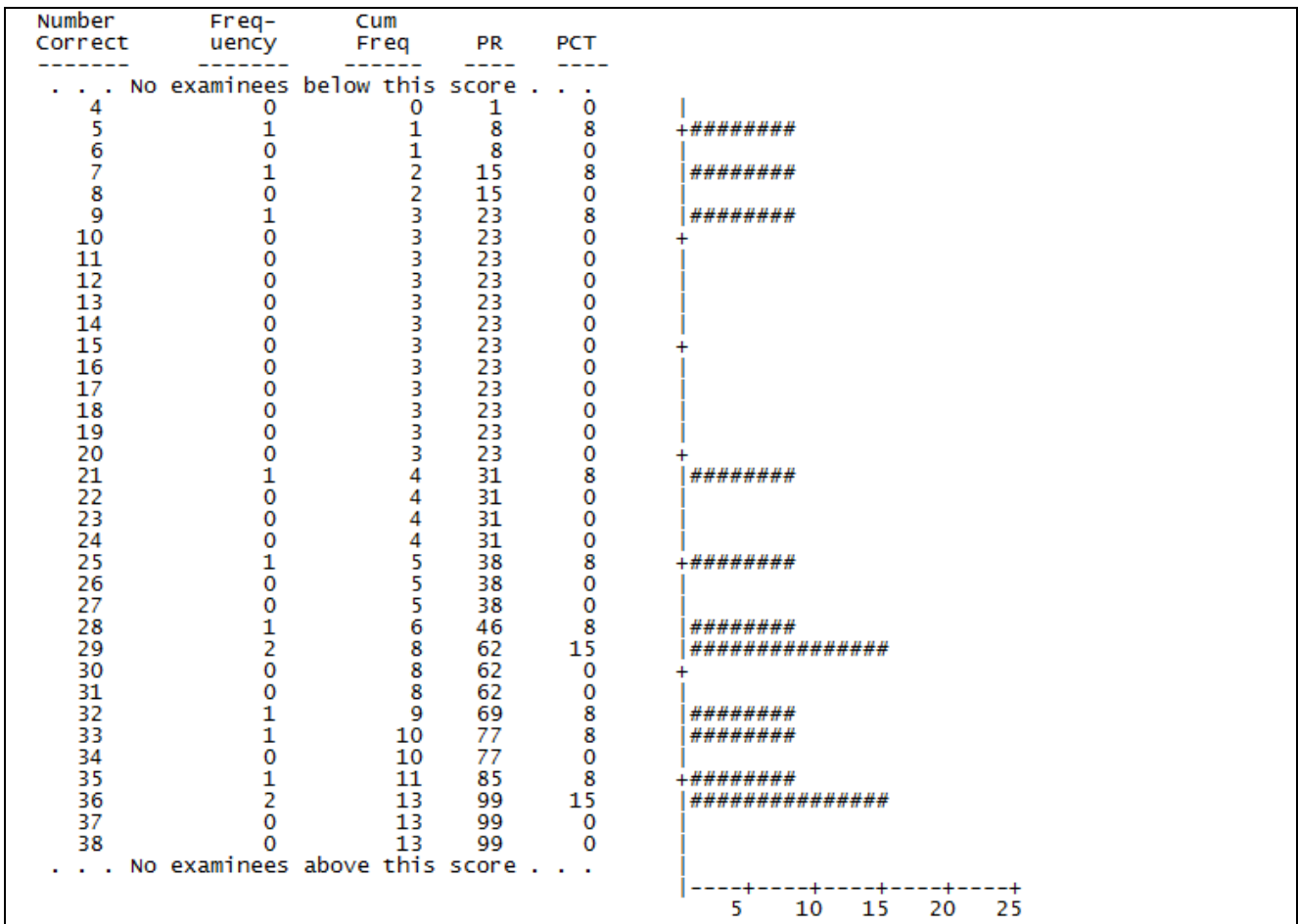
A	to discredit, to dishonour, to condemn, to hurt
B	to surrender, to yield to someone or something
C	to hide, to retreat, to withdraw or run
D	to ignore, to neglect
E	to ignore, to misuse
F	to depress, to discourage;
G	to worsen, to make something weaker
H	to keep;
I	to destroy or to eliminate

Appendix 14

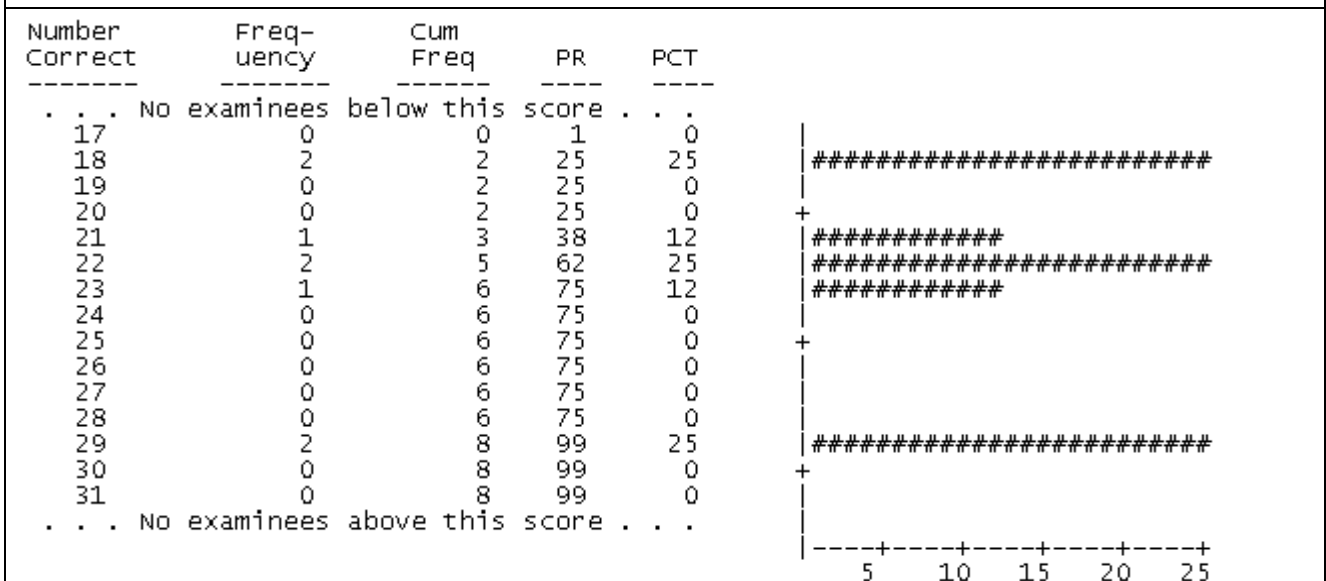
ITEMAN Raw Data

Number Correct	Frequency	Cum Freq	PR	PCT	
. . . No examinees below this score . . .					
16	0	0	1	0	
17	1	1	8	8	#####
18	2	3	23	15	#####
19	1	4	31	8	#####
20	0	4	31	0	+
21	1	5	38	8	#####
22	3	8	62	23	#####
23	2	10	77	15	#####
24	0	10	77	0	
25	1	11	85	8	#####
26	0	11	85	0	
27	0	11	85	0	
28	0	11	85	0	
29	2	13	99	15	#####
30	0	13	99	0	+
31	0	13	99	0	
. . . No examinees above this score . . .					
					-----+-----+-----+-----+-----
					5 10 15 20 25

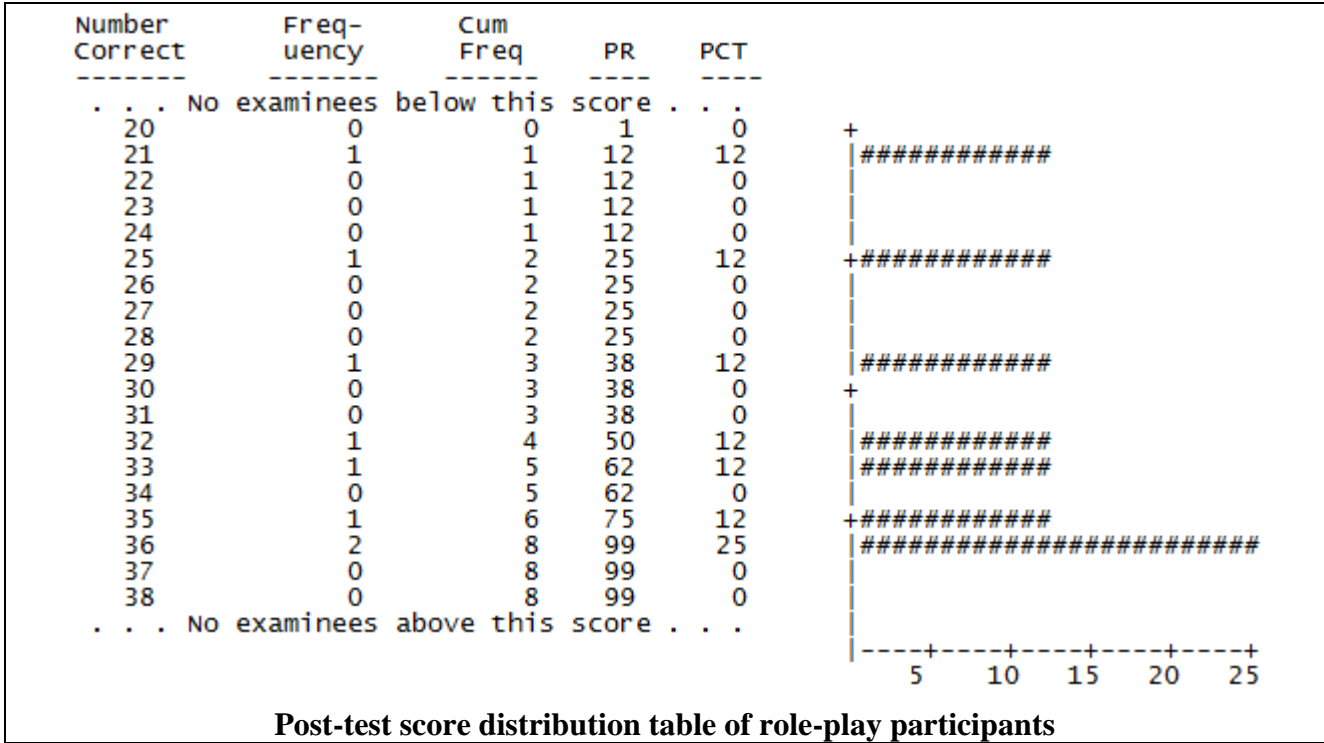
Pre-test score distribution table



RAW Output of **post-test score distribution table**



Pre-test score distribution table of role-play participants



Post-test score distribution table of role-play participants

Appendix 15

Market Leader Unit 17

UNIT 17

Performance appraisal record

This unit looks at a record of an annual performance appraisal, which is a scheduled evaluation of an employee's performance and progress.

BEFORE YOU READ

Discuss these questions.

- 1 What points might be discussed in a performance appraisal?
- 2 Some employees feel that performance appraisals are 'a waste of time'. How can they be made easier and more productive? What are the benefits of a well-handled appraisal?

READING

A Understanding the main points

The performance appraisal record on the opposite page was written by the manager who conducted the appraisal; it summarises the main points that he discussed with his employee. Read it and match the points (1–8) with the corresponding examples (a–h).

- | | |
|---|---|
| 1 One of Pilar's strengths | a) Better service within stores |
| 2 An achievement | b) The provision of mentoring and a three-day workshop |
| 3 Her main objective during last year's performance appraisal | c) Scheduling of sessions with staff in stores across the region |
| 4 Action taken to fulfil last year's objective | d) Promotion to Regional Store Manager |
| 5 Her challenge this year | e) The ability to give good feedback |
| 6 Action to be taken | f) Promotion is conditional on improvement in performing administrative tasks |
| 7 Her career objectives | g) Efficient use of time at the Heyworth Store |
| 8 Gary's recommendation | h) Organised and efficient handling of financial figures and sales data |

B Understanding details

Read the performance appraisal record again and say whether these statements are true (T) or false (F). Correct the false ones.

- 1 Pilar has increased the revenue of struggling stores.
- 2 She has improved staff morale and working practices within the stores.
- 3 Last year, some supervisors at the Heyworth store complained that their workload was too heavy.
- 4 Pilar has to travel a long way to get to the Heyworth store.
- 5 There has been a good response to the sessions she holds with staff.
- 6 Pilar took a long time to update financial figures as she was not comfortable handling numerical data.
- 7 Pilar does not want to be transferred to another region or abroad.
- 8 Due to her progress over the past year, she will be promoted.

PERFORMANCE APPRAISAL

Summary of discussion points

Performance appraisal of: Pilar García-Martínez
Position: Assistant Regional Store Manager
Length of service: 5 years

Conducted by: Gary Lynch
Date: 16 December

The following points have been agreed:

1) Capabilities and strengths

Pilar:

- has the ability to motivate and direct the work of her subordinates.
- is articulate and persuasive.
- delivers feedback clearly and constructively.
- is good at finding solutions to boost revenue, cut costs and enhance the image of struggling stores.
- has excellent judgement and acts quickly to prevent potential risks.

2) Achievements

Pilar:

- has increased the sales of under-performing stores and identified opportunities for improving revenue, such as modified product lines, innovative marketing and merchandising, creative product displays and effective pricing strategies.
- has strengthened staff morale and adapted working practices so that the stores are operating to their optimum efficiency.
- has ensured an improvement in the level of service, as well as the overall presentation of the stores.
- takes pride in her role in establishing an efficient recruitment system.

3) Fulfilment of last year's main objective(s)

During her last appraisal, Pilar expressed difficulty keeping track of supervisory activities in the Heyworth store. Furthermore, some supervisors there felt neglected and that adequate time was not taken to address important issues in the store.

Pilar was aware that she could not afford to spend more time at the Heyworth Store – only a few hours each quarter – due to the distance and time constraints. She agreed that she needed to make more efficient use of her limited time at the store. Since then, she has scheduled sessions in all stores within the region, which include reviews of work in progress, plans for upcoming work and

general guidance. She has also established a more comprehensive follow-up system so that she can monitor issues which have arisen at meetings.

There has been very positive feedback from many stores, including the Heyworth store, about the new system.

4) Challenges / Areas to improve

Pilar undertakes various administrative tasks when the Regional Store Manager is absent, such as providing financial figures and sales data to head office when requested. On several occasions, it was noted that figures were not handled in an organised and efficient manner and there were some errors. She admitted that she lacked confidence with the new retail management database system (RMDS) and, as a result, found it time-consuming to update revenue and sales data.

5) Action to be taken

Pilar will be provided with mentoring to refine her skills when handling data and using reporting systems. She must also attend a three-day workshop on the RMDS.

6) Career objectives

Pilar has expressed a desire to be considered for the role of Regional Store Manager. She is prepared to transfer to another region or even abroad.

7) Recommendations / Comments

Pilar continues to be a dedicated, high-performing employee who has progressed considerably this year, which means she could become a contender for promotion to regional store manager within the next year. This would depend on her ability to master the administrative tasks mentioned above, which will be reviewed in three months.

Due to her exceptional effort, our under-performing stores have exceeded their sales goals, so she will be awarded a bonus which reflects her achievement.

VOCABULARY

A Word search

Find adjectives in the performance appraisal report which mean the same as the words and phrases in *italic*.

- 1 He is an excellent public speaker because he is *very clear and easy to understand*. (section 1)
- 2 She is *very convincing* when she needs to influence others. (section 1)
- 3 With the new system in place, the production team are operating to their *best level of efficiency*. (section 2)
- 4 His staff feel *abandoned and forgotten* because he focuses exclusively on his own goals rather than those of the team. (section 3)
- 5 He doesn't have *enough* experience to work outside his daily routine. (section 3)
- 6 Each manager needs to prepare his or her team members for the *approaching* performance appraisals. (section 3)
- 7 She is a *committed* member of staff who can be counted on to complete assignments. (section 7)
- 8 The new Managing Director requested an action plan for dealing with the *failing / ineffective* department. (section 7)

B Definitions

Match these words and phrases from the performance appraisal report (1–8) with their meanings (a–h).

- | | |
|---------------------|--|
| 1 a subordinate | a) the way products are shown in a store |
| 2 a product display | b) a person who is in competition with others |
| 3 a product line | c) stock of one type of product in different sizes, styles, colours, etc. |
| 4 merchandising | d) a limit or restriction on the amount of time available |
| 5 time constraints | e) to become proficient or skilled at a task |
| 6 to keep track of | f) a person in a lower rank or position |
| 7 a contender | g) the planning of sales by presenting a product to the right market at the right time |
| 8 to master | h) to monitor or keep aware of something or someone |

C Sentence completion

Use words or phrases from Exercise B in the correct form to complete these sentences.

- 1 Due to , we didn't manage to cover this item in the last seminar.
- 2 With his level of expertise and experience, he is a strong for this job.
- 3 Participating in the training programme helped me to data management.
- 4 The Marketing Manager needs to have greater confidence in her so that she feels comfortable when delegating tasks to them.
- 5 When I was making frequent trips to our subsidiaries all over the world, it was not easy to
..... my team's progress.

D Describing responses

Use the words and phrases in the box to complete the sentences.

admitted that aware that encouraged expected to expressed a desire to
expressed difficulty feels noted that prepared to proud of

- 1 He is his ability to address emergencies in a calm manner.
- 2 She take on more responsibility.
- 3 It was she doesn't take action without direction.
- 4 She she was easily distracted by non-work issues.
- 5 He is his lack of organisation sometimes results in unnecessary delays.
- 6 He giving feedback to his subordinates because he that they are unresponsive and do not respect his authority.
- 7 We have greatly appreciated the fact that she is offer some flexibility when it comes to working additional hours.
- 8 Over the next three months, he will be deal more positively with criticism and respond more calmly and effectively in stressful situations.
- 9 He has been to actively seek personal development opportunities during the next six months.

E Scrambled words

Unscramble the words in *italic* from the performance appraisal report which describe improvement.

- 1 We need to *stobo* revenue. (section 1)
- 2 Our marketing campaign will *hennace* the image of the company. (section 1)
- 3 The performance-related bonus will *trsgtnneeh* staff morale. (section 2)
- 4 She will undergo a mentoring programme to *frieen* her soft skills. (section 5)
- 5 He has *sroseedrgp* in his ability to lead the team with authority. (section 7)

OVER TO YOU

- 1 Design a questionnaire which could have been used in Pilar's performance appraisal. Use a format that would elicit the information provided in her performance appraisal record. When you have finished, compare it with ones designed by other people in your class. Which do you think would be most effective? Why?
- 2 With a partner, act out Pilar's performance appraisal based on the information in the record on page 69.

Dokumentārā lapa

Maģistra darbs „Technology and corpora application in the acquisition of business vocabulary ” („Tehnoloģiju un tekstu korpusu lietojums lietišķā vārdu krājuma apgūvē”) 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.

Autors: Ivans Ivanovs _____

Rekomendēju/nerekomendēju darbu aizstāvēšanai

Vadītāja: asoc.profesore Dr. Philol. Zigrīda Vinčela _____

Recenzents: _____

Studiju metodiķe: Maija Krušņikova _____

Darbs iesniegts Anglistikas nodaļā _____

Darbu pieņēma:

Darbs aizstāvēts maģistra gala pārbaudījuma komisijas sēdē

..... prot. Nr., vērtējums

Komisijas sekretāre: _____