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ROLE-PLAY TO DEVELOP ADULT STUDENTS' SPEAKING SKILLS
IN ESP CLASSES
LOMU SPĒLE PIEAUGUŠO RUNĀTPRASMES ATTĪSTĪBAI
PROFESIONĀLĀS ANĢĻU VALODAS STUNDĀS
DIPLOMA PAPER

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DECLARATION OF ACADEMIC INTEGRITY

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

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(1.12.2008.)

ABSTRACT

In General English syllabus all four skills (reading, writing, listening and speaking) are at the same level of importance, English For Specific Purposes differs, because the target audience usually is adults who need English mostly for oral communication in different contexts and real life situations. That is why the question about the activities that could help developing speaking skills for adult students has become so important.

The Diploma Paper 'Role-Play to Develop Adult Students' Speaking Skills in ESP Classes' was written to explore how role play contributes to development of speaking skills.

The aim of the Diploma Paper was to explore how role plays based on needs analysis and self-evaluation facilitate development of speaking skills needed for work at Latvian State Archive .

The case study took place in Latvian State Archive. It lasted one month. A sample consisted of 6 adult students. Five role plays were designed and applied in order to develop students' speaking skills.

The methods of data collection as needs analysis, pre-self-evaluation questionnaire for students, evaluation of students' speaking skills in 5 role-plays, post-self- evaluation questionnaire for students were used.

The results proved that role plays develop adult students' speaking skills. It also turned out that students enjoy participating in different real life situations roleplayed in a classroom.

It was concluded that role plays based on needs analysis and self-evaluation develop adult students' speaking skills in ESP classes.

ANOTĀCIJA

Vispārīgās angļu valodas mācību programmā visas četras prasmes (lasītprasme, rakstītprasme un prasme klausīties, kā arī runāt prasme) ir vienlīdz svarīgas. Profesionālā angļu valoda atšķiras ar to, ka parasti mērķauditorija ir pieaugušie, kuriem vairāk nepieciešama mutvārdu komunikācija dažādos kontekstos un reālās dzīves situācijās. Tādēļ šobrīd aktuāls ir jautājums, kādas aktivitātes izmantot, lai attīstītu pieaugušajiem nepieciešamās runāt prasmes

Diplomdarbs „Lomu Spēle Pieaugušo Runāt prasmes Attīstībai Profesionālās Angļu Valodas Stundās” tika uzrakstīts, lai izpētītu, kā lomu spēle veicina runāt prasmju attīstību.

Diplomdarba mērķis bija izpētīt, kā lomu spēle, kas veidota balstoties uz vajadzību analīzi un pašizvērtēšana, sekmē runas prasmju attīstību, kas nepieciešamas strādājot Latvijas Valsts Arhīvā.

Viena gadījuma izpēte notika Latvijas Valsts Arhīvā, 2008. gada aprīlī. Grupā bija 6 pieauguši studenti. Piecas lomu spēles tika izveidotas un pielietotas, lai attīstītu pieaugušo runāt prasmes.

Tika izmantotas sekojošas datu vākšanas metodes: vajadzību analīze, pašvērtējuma anketa studentiem pirms lomu spēlēm, studentu runas prasmju vērtēšana 5 lomu spēļu laikā, pašvērtējuma anketa studentiem pēc lomu spēlēm.

Rezultāti pierādīja, ka lomu spēles attīsta pieaugušo runāt prasmes profesionālās angļu valodas stundās. Pierādījās, ka studenti labprāt piedalās lomu spēlēs, kurās tiek izspēlētas dažādas reālās dzīves situācijas.

Tika secināts, ka lomu spēles, kas veidotas balstoties uz vajadzību analīzi un pašizvērtēšana, attīsta pieaugušo runāt prasmes profesionālās angļu valodas stundās.

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INTRODUCTION

The theme of the Diploma Paper is 'Role-play to Develop Adult Students' Speaking Skills in ESP Classes'. Ability to communicate and interact is a highly desirable outcome of teaching and learning foreign language. A wide variety of communicative tasks, including role-plays, can be practised in the English language classroom in order to develop speaking skills. Role-play can be used very successfully to develop speaking skills because it provides possibility to practise language use through different contexts and teacher can be sure that there will be a lot of fun in the classroom during role plays.

Adults need to be able to interact in general English and professional situations, for example, in meetings and conferences, at business lunch, on a business trip etc. The theme of the Diploma Paper raises issue to the teacher how to use role plays to develop adult students' speaking skills so that they could be able to communicate and interact effectively both in general English and professional situations.

The adults come to the classroom with a wide range of personal, professional and learning experience, which can be both beneficial and disadvantageous for learning process. English for Specific Purposes deals with special language and learning needs of adults in order to provide learning environment that reflects their real communicative needs taking into account individuality and their learning experience.

The aim of the Diploma Paper is to explore how role plays based on needs analysis and self-evaluation facilitate development of speaking skills needed for work at Latvian State Archive.

The objectives are:

- 1) To study the theoretical literature in order to explore the importance of role play in developing speaking skills in ESP classes;
- 2) To design and conduct a needs analysis to find out the students' needs;
- 3) To design and conduct questionnaire to find out students' self-evaluation on speaking skills;
- 4) To design and apply role plays based on needs analysis in order to develop speaking skills
- 5) To design and conduct a questionnaire to find out students' self-evaluation after use of role plays;

- 6) To design and fill evaluation form for teacher in order to observe the students' progress in speaking skills;
- 7) To draw conclusions from the collected data on role plays.

The research questions which the Diploma Paper deals with are the following:

- 1) How development of speaking skills takes place in ESP classes;
- 2) How role play and self-evaluation facilitate development of adult student's speaking skills in ESP classes;
- 3) How speaking skills should be evaluated during role play activities in ESP classes.

Hypothesis: Role plays based on needs analysis and used in ESP classes as well as self-evaluation develop speaking skills necessary for work.

The research was conducted for one month in Latvian State Archive. The target group consisted of 6 adult students working in Latvian State Archive.

Case study was chosen as the most appropriate research method.

Such methods of data collection as needs analysis, evaluation of students' speaking skills in role-plays, two self-evaluation questionnaires for students were used.

The Diploma Paper consists of 4 chapters. Chapter 1 identifies speaking skills and role of needs analysis in ESP classes. Chapter 2 investigates the notion and characteristics of role play, discusses reasons for using role play in ESP classes as well as risks and their possible solutions in running a role play. Chapter 3 deals with assessment of speaking skills using role plays and the role of self-evaluation in development of speaking skills. Chapter 4 is the case study.

1. DEVELOPING SPEAKING SKILLS IN ESP CLASSES

Speaking is often regarded as the most important of the four language skills and the basic measure of knowing a language. Speaking means to communicate and interact in many different types of situations, e.g, talking to someone on the phone, talking in a meeting, giving a speech, and so on. The chapter will explore how development of speaking skills takes place in ESP classes if the communication and interaction in general and professional situations is a basic need of adult students.

Lindsay and Knight (2006) say that speaking is a productive skill which involves putting a message together, communicating and interacting successfully with other speakers- respond appropriately and use the appropriate language for the situation they are in and the person they are talking to.

Lindsay and Knight (2006) are sure that in general learners need to be able to produce language accurately enough for the listener to be able to understand without too much effort. Elli and Jonson (1994) also say that speaking skills especially in ESP mean clear communication when information is conveyed with minimum risk of misunderstanding, and the time for processing (both by the speaker and by the listener) is short.

McDonough and Shaw (2003) suggest that speaking should involve the following areas of knowledge:

- Mechanics (pronunciation, grammar, and vocabulary);
- Functions (transaction and interaction);
- Social and cultural rules and norms (turn taking, rate of speech, length of pauses between speakers, relative roles of participants) (McDonough and Shaw 2003: 134)

According to the experience of the author of the Diploma Paper it has turned out that social and cultural rules and norms are very important for adult learners who need to communicate and interact in professional situations, for example, in meetings and conferences with foreign colleagues.

According to Lindsay and Knight (2006) the following speaking skills should be developed:

- producing connected speech;
- the ability to interact;
- talking round gaps in their knowledge;
- speaking in a range of contexts;
- balancing accuracy and fluency.

Gower et.al. (1995) think that there are two speaking aspects that are important and should be developed:

- Accuracy

It involves correct use of vocabulary, grammar and pronunciation. In controlled and guided activities the focus is usually on accuracy and the teacher makes it clear from feedback that accuracy is important. In free activities the teacher is hoping for the correct use of language but is also keen on encouraging the students' attempts to use the language they have in order to communicate.

- Fluency

Fluency can be thought of as 'the ability to keep going when speaking spontaneously'. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes. Hartman and Stork (1976) also speaks about fluency as the main speaking skill. According to the Hartman and Stork (1976) a person can be regarded a fluent speaker of language when he can use its structures accurately whilst concentrating on content rather than form using the units and patterns automatically at normal conversational speed when they are needed (Hartman and Stork 1976: 86). Richards et.al. (1985) define fluency as "features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions" (Richards 1985: 108).

Fillmore (1979) uses the term 'maximally gifted speaker' to describe a person who can fulfil all of the following four abilities that, to his mind, emphasize the maximally gifted speaker. These are:

- The ability to talk at length, fill time with talk;
- The ability to talk in coherent, reasoned and semantically dense sentences, mastering the syntactic/semantic resources of the language;
- The ability to have appropriate things to say in a wide range of contexts;
- The ability to be creative and imaginative in language use including telling jokes, punning, varying styles and creating metaphors (Fillmore 1979, in Foley and Thompson 2003).

The author of the the Diploma Paper agrees to Lindsay and Knight (2006) that speaking means to communicate and interact with other speaker accurately enough for the listener to be able to understand and to use appropriate language for the situation the person is in. The author of the Diploma Paper believes that basically teacher has to pay

attention to students' accuracy and fluency development and maintain the balance between those two speaking skills.

In conclusion Gower et.al (1995) says that every opportunity for speaking in the classroom should be taken. Lindsay and Knight (2006) add that learners need to practise speaking in a wide range of contexts-with people they know, strangers, at work, in a shop or restaurant, and so on.

The next sub-chapter will explore the importance of needs analysis in ESP classes in researching specific speaking needs of adult students.

1.1 The role of needs analysis in ESP speaking classes

English for Specific Purposes is very closely connected with adult learners and their specific needs of English language. Awareness of ESP characteristics and the role of needs analysis can help to understand how specific needs of adults are found out and how important this information is for English teacher of adults.

ESP must be seen as an approach not as a product. It is an approach to language learning, which is based on learner needs. The foundation of all ESP is the simple question: Why does this learner need to learn a foreign language? From this question will flow a whole host of further questions, some of which will relate to the learners themselves, some to the nature of the language the learners will need to operate, some to the given learning context. But this whole analysis derives from an initial identified need on the part of the learner to learn a language. (Hutchinson and Waters 1987: 19)

If ESP as an approach answers to the question Why does this learner need to learn a foreign language then in aspect of speaking this question will be Why does this learner need development of speaking skills and what are these specific situations where learners need to communicate.

Stevens' 1988, in Dudley-Evans and St John (1998) definition of ESP make a distinction between four absolute characteristics and two variable characteristics. The absolute characteristics are that ESP consists of English Language Teaching which is:

- designed to meet specified needs of the learner;
- related in content (that is in its themes and topics) to particular disciplines, occupations and activities;
- centred on language appropriate to those activities in syntax, lexis, discourse, semantics and so on, and analysis of the discourse;
- in contrast with 'General English'.

The variable characteristics are that ESP

- may be restricted as to learning skills to be learned (for example reading only);
- may not be taught according to any pre-ordained methodology.

Robinson (1991) in Dudley-Evans and St John (1998) accepts the primacy of needs analysis in defining ESP. Her definition is based on two key defining criteria and a number of characteristics that are generally found to be true of ESP. Her key criteria are that ESP is 'normally goal-directed', and that ESP course is developed from a needs analysis, which 'aims to specify as closely as possible what exactly it is that students have to do through the medium of English'.

Speaking is a wide term that is why the Diploma Paper "Role-play to Develop Adult Speaking Skills in ESP classes" needs to take needs analysis as Robinson (1991) says to specify as closely as possible what exactly it is that students have to do with speaking and what lack of speaking skills adult students have.

Dudley-Evans and St. John (1998) believe that a definition of ESP should reflect the fact that much ESP teaching, especially where it is specifically linked to a particular profession or discipline, makes use of a methodology that differs from that used in General English teaching. By methodology there is meant the nature of the interaction between the ESP teacher and the learners. In more general ESP classes the interaction may be similar to that in a General Purpose English class; in the more specific ESP classes, however, the teacher sometimes becomes more like a language consultant, enjoying equal status with the learners who have their own expertise in the subject matter.

From the mentioned definition it can be seen that ESP is an approach to language learning which can be expressed by absolute and variable characteristics but still the main idea will be that learners' needs are very essential. Hutchinson and Waters (1987) say that not the existence of need is so essential but rather an awareness of needs and that is what distinguishes ESP from General English.

Robinson (1991) in Dudley-Evans and St John (1998) in her definition of ESP already mentioned needs analysis and its relevance to ESP. Now it is important to understand that needs analysis is the instrument used to find out the learners' needs. We need to ask a very wide range of questions: general and specific, theoretical and practical to answer the question 'Why does this learner need to learn a foreign language?'

Hutchinson and Waters (1987) suggest distinguishing between *target need* (i.e. what the learner needs to do in the target situation) and *learning needs* (i.e. what the learner needs to do in order to learn).

Hutchinson and Waters (1987) say that it is more useful to look at the target situation in terms of *necessities*, *lacks* and *wants*. *Necessities* are what the learner has to know in order to function effectively in the target situation. Teachers also need to know what the learner already knows, so that it can be decided which of the necessities the learner *lacks*. ESP teacher should know what the learners want or feel they need what motivation they have in the learning process. These are called *wants*.

Hutchinson and Waters (1987) list number of ways in which information can be gathered about needs. The most frequently used are:

- questionnaires;
- interviews;
- observation;
- data collection e.g. gathering texts;
- informal consultation with sponsors, learners and others.

Hutchinson and Waters (1987) suggest the following questions for target situation analysis:

- Why is the language needed?
- How will the language be used?
- What will the content areas be?
- Who will the learner use the language with?
- Where will the language be used?
- When will the language be used?

Hutchinson and Waters (1987) use analogy of the ESP course as a journey where the starting point (lacks) and the destination (necessities) is considered so far and route is left. It is important to know how to get from starting point (lacks) to the destination (necessities). What is called route indicates another kind of need: learning needs.

To analyze learning needs, Hutchinson and Waters (1987) suggest the following checklist:

- Why are the learners taking the course?
- How do the learners learn?
- Who are the learners?
- Where will the ESP course take place?
- When will the ESP course take place?

Schleppegrell and Bowman (1986) agree that needs assessment will help to identify the particular skills that the learners will need to perform in English, and to create

opportunities for students to engage in activities that give them practice in understanding and using language structures to perform those skills. The needs assessment phase of ESP program development will give teacher a better understanding of students' needs and capabilities as English learners.

An ESP program is built on an assessment of purposes and needs and the functions for which English is required. In ESP course English is not separated from the students' real world; instead it is integrated into a subject matter area important to the learners. In ESP a need assessment determines which language skills are most needed by the students, and the program is focused accordingly. (Schleppegrell and Bowman 1986: 1)

Dudley-Evans and St John (1998) end saying that needs analysis is corner stone of ESP and leads to a very much focused course.

The Author of Diploma Paper believes that needs analysis is really evaluable tool in ESP that can help to gather a lot of useful information about students' needs. In present research of Diploma Paper " Role Play To Develop Adult Students' Speaking Skills" needs analysis will help to answer the question why do learners need development of speaking skills and what are these specific situations where learners need to communicate?

2. ROLE PLAYS TO DEVELOP SPEAKING SKILLS

2.1 The notion and characteristics of role play

There are a lot of activities that can be used to develop adult students' speaking skills but role playing is a very useful method for ESP classes because it helps to bring real life situations into a classroom. ESP students can perform particular job –related functions. This chapter will examine how role play facilitates development of adult students' speaking skills in ESP classes.

Ladousse (1987) says that role play is when students are in a safe environment (in which they can be as inventive and playful as possible) and play a part (either their own or somebody else's) in a specific situation. It is also a technique which generates a lot of fun, excitement, joy and laughter in the language class. Ladousse (1987) agrees that role play has ability to create a lot of fun and excitement.

Role-playing is a specialized technique that demonstrates the dynamics of human exchange. (Schmuck and Schmuck 2001: 182)

According to Gower et.al. (1995) a role play is when students take part of a particular person: a customer, a manager, a shop assistant, for example. As this person they take part in a situation, acting out a conversation.

Gower et.al. (1995) and Matthews et.al. (1985) are of the same opinion that role playing is the opportunity to improve one's fluency.

Gower et.al. says that role play can be used also to:

- remind the students of situations they might be in;
- give the students an opportunity to try out language recently introduced or revised and practiced in a more controlled way;
- plan which areas to work on through the diagnosis of the strengths and weaknesses of the students' English.

Role play is a classroom activity in which students play parts or roles, and often work in pairs or in groups. The precise content and roles are often determined in advance by the teacher, usually by providing the students with role cards (Matthews et.al. 1985: 214).

Matthews et.al. (1985) and Ladousse (1987) agree that information on role cards should be as brief as possible, but at the same time including all necessary information. Ladousse (1987) adds that if linguistic structures are suggested for use they should be ones

that the students are already familiar with. How to distribute the role cards? You can decide who is who, the students can choose, or the distribution can be done at random. (Ladousse 1987:14)

In conclusion the main thing to remember about role plays is that role cards should be brief as possible including only main idea and direction otherwise the role playing will lose its spontaneous manner. The author of the Diploma Paper have experienced that it is a good idea to distribute role cards at random and ask students to change roles after they have played role they got. The author of Diploma Paper agrees to Ladousse (1987) that linguistic structures practised in a role play should be familiar to students otherwise it can cause problems and role play will not serve the aim to develop speaking skills. It can be questionable whether it is a good idea to put on role cards some hints of linguistic structures, because then role play loses its spontaneous manner and students do not have chance to show their imagination and initiative. Decision about role cards and organization of role play should be made very carefully in order to have successful process of development of speaking skills.

Matthews et.al. (1985) suggest the following procedure for planning role play activity:

1. Language input;
2. Setting of context;
3. Allocation of roles;
4. Statement of aim(s);
5. Familiarization with roles;
6. Demonstration;
7. Role play and achievement of aim(s);
8. Report – back;
9. Follow up;

-Language input. This will often mean the presentation and practice stage in the teaching of a language item which is now to be practiced within a freer framework. It may also mean the pre-teaching of vocabulary and/or other language considered useful for the context of the role play;

-Setting of context. This should be done so as to hold the students to appreciate fully the situation in which they will be role playing. Visuals can help to make this more effective;

-Allocation of roles. The teacher should decide this; otherwise, if the choice is thrown open to volunteers, the extrovert students will always get the best roles;

-*Statement of aim(s)*. This is vital because it gives the students a concrete result to aim for in the role play and thus provides motivation and prevents the activity fizzling out. It also provides a clear-cut result to discuss in the report-back phase;

-*Familiarization with roles*. This can take the form of reading role cards or student discussion;

-*Demonstration*. This is an optional phase. If the students are unfamiliar with this form of practice or unsure of what to do, then a demonstration is useful. It is advisable to choose the best students for this, as they can provide a good model;

-*Role play and achievement of aim(s)*. One point to note here is that, if some groups finish significantly earlier than others, the teacher should have ready one or two ideas for an activity which can keep them occupied while they wait. This should ideally be in the form of an extension of the role play, e.g. writing up their final decision;

-*Report-back*. This will concern how the different groups reached their aims, i.e. what decisions each group made. It also gives the students an opportunity to talk about problems they had and it rounds off the activity;

-*Follow-up*. This can take two forms: firstly, written work based on the role play, perhaps set for homework, and secondly, remedial work based on mistakes noted by the teacher while monitoring student performance.

Ellis and Johnson (1994) say that time devoted for preparing students for role play is essential because participants must be familiar with the background information, they must have a clear idea of what shape the interaction will have, and what they are trying to achieve.

Schmuck and Schmuck (2001) outline their sequence of using role play

- 1) Selecting the problem;
- 2) Warming up;
- 3) Setting the stage by explaining the situation, describing participant roles, and explaining audience roles;
- 4) Enactment;
- 5) Analysis and discussion;
- 6) Evaluation;
- 7) Reenactment of the role plays (Schmuck and Schmuck 2001: 182)

Ladousse (1987) have listed good suggestions for running role play in order to show that role play, like any other pair or group work activity can lead to chaos if not properly organized:

- Distinguish between noise and chaos. Noise is only a problem if the teacher next door complains;
- Begin with pair work rather than group work;
- Keep the activity short until students get used to it;
- Make sure your role play can be used with different numbers of students;
- Make sure the students have understood the situation and what is on the role cards before you start;
- Do not use a role play that is too difficult or too emotionally loaded until your students are used to this activity;
- Always have a follow-up activity up your sleeve for the groups that finish the role play before the others;
- Set a strict time limit and make every attempt to stick to it.

From previously presented role play running models it is clear that time devoted for preparing role playing activities is essential because students must be acquainted with their roles, with context of situation, and with language necessary for playing one's role. The author of Diploma Paper thinks that setting a strict time limit for role play in adult classroom is not essential. It could make students stressed. The author of Diploma Paper agrees to Schmuck and Schmuck (2001) that evaluation should be included in organization of role plays because role play is not only fun activity it has its aim, in present research -to develop adult students' speaking skills.

It was already mentioned by Ladousse (1987) that role play generates a lot of fun, excitement, joy and laughter in the language class. There are more advantages of role play activities which will be studied in the next sub-chapter.

2.2 Reasons for using role play in ESP classes

Role play is advisable for adult learners in ESP classes for many reasons. One reason is that almost any kind of real life situation can be brought in a classroom through role play.

Matthews et.al. (1985) and Ladousse (1987) say that role play provide variety of interaction. It is also possibility for shy students to be more forthcoming in small groups and to have a mask if students have a great deal of difficulties participating in conversation about themselves.

Ladousse (1987) and Doff (1988) is of the same opinion that role play gives a chance to use language in many contexts that means that very wide experience can be brought into the classroom through role play. Both authors are sure that students naturally enjoy role-playing and that increases their motivation.

Matthews et.al. (1985) say that there are some more reasons for using role play in ESP classes:

- The students' linguistic performance during role play provides the teacher with essential feedback on how well they have learnt the new language and understand its appropriateness to a given context;
- Role play is one method of maximizing Students Talking Time, ensuring that students get an optimum level of practice during their limited class time;

Ladousse (1987) says that the main aim of the role playing is very similar: to train students to deal with the unpredictable nature of language. Some people are learning English to prepare for specific roles in their lives. It is helpful for these students to try out and experience the language they will need in the friendly and safe environment of a class.

It has turned out that a wide range of experience through different situations and roles can be brought into the classroom and still the most important reason for using role play is fun. It is now clear about the structure of role play and about advantages of using role play in a classroom, but there are some risks involved in running a role play.

2.3 Risks involved in running a role play and their possible solutions

There are many risks involved in running a role play. For example:

- There is too much background information (it is time-consuming to prepare and the learners cannot keep the details in mind);
- There is too little information (the participants have to invent it during the role-play, which can upset the course of discussion);
- The participants get so involved that they lose sight of the objectives;
- The participants do not listen to each other; (Ellis and Johnson 1994:198)

Strategies for reducing risk:

- A ready made role-play which should be carefully selected, taking into consideration the level and experience of the learners. Avoid complicated situations

with a lot of background data if time is short, if the learners' level is too low or experience too limited;

- When preparing a role play, take plenty of time to discuss it with the participants in detail;
- It is vital to set a time limit for the action stage of the role play, and make sure that participants are kept aware of the time. This should discourage time-wasting;
- It is very useful to take a break during longer role plays in order to discuss how things are going and to remind participants of language or behavioural objectives;
- Before starting the role play, it is useful to remind participants that effective participation in meeting involves developing good listening skills;
- Encourage groups to be supportive and co-operative, because it could help to solve the problem with participants who have poor pronunciation and cannot be understood by the others. Make sure that the learners have plenty of practice in the use of language for clarification. (Ellis and Johnson 1994: 199)

Ladousse (1987) states the following problems and solution:

- One of the problems could be psychological stress that many people feel when they are asked to be someone else. The more extrovert students often manage to convince the anxious ones that there is nothing to worry about;
- Students can break into their native language. Start with pair work and easy information –gap role plays;

Lindsay and Knight (2006) point out one more problem-when to correct mistakes that occur during the role playing. The problem is that correction of mistakes can break the flow of communication and possibly demotivate or embarrass the learner. Authors are sure that learners need encouragement and they need to know when they are making mistakes that is why teacher should decide when to correct. Authors suggest to correct as soon as the mistake is made or at the end of the activity or class. The advantage of immediate correction is that the learners can correct the error and use the corrected language for the rest of the activity. The disadvantage is already mentioned demotivation that can occur.

Ladousse (1987) suggests correcting the mistake immediately after role play by eliciting the correct forms from students, by writing them on the blackboard, or by providing some remedial exercises that teacher had predicted would be necessary.

The author of Diploma Paper has experienced that not so often immediate correction of mistakes during the role play demotivates or embarrasses students. It is sometimes even advisable because student further use correct variant. Easier to correct

mistakes is when teacher plays one role in a pair. Actually teacher should feel when it is advisable to correct and how students feel or like it. One more risk is when student can start conversation and interaction. That can really demotivate to participate. In this case teacher should help and encourage those who are shy or feel less confident.

3. EVALUATION OF SPEAKING SKILLS USING ROLE PLAYS

Madsen (1983) says that testing is an important part of every teaching and learning experience. That is why this chapter will reveal how speaking skills should be evaluated during role play activities in ESP classes.

According to Hariss and Bell (1996) most common reasons for assessing students are:

- Increasing the motivation of students
- Prediction of an individual's potential
- Diagnosis of learning
- Diagnosis of teaching
- Evidence of competence or attainment
- Certification, classification and comparison with other learners (Hariss and Bell 1996: 89)

The testing of speaking is widely regarded as the most challenging of all language exams to prepare, administer and score. One reason is that the nature of the speaking skill itself is not usually well defined. Grammar, vocabulary, and pronunciation are often named as ingredients. But matters such as fluency and appropriateness of expression are usually regarded as equally important. Still other factors to be identified in oral communication include listening comprehension, correct tone (sadness or fear, for instance), reasoning ability and such things as initiative in asking for clarification. In brief, the elements of speaking are numerous and not always easy to identify. Also there is not very wide agreement on how to weight each factor (such as fluency or grammar). Other concerns related to the testing of speaking include how to get students to speak and how to evaluate so many things at once. (Madsen 1983:147-148)

Taylor and Falvey (2007) admit that there are two main ways of assessing the learner's speaking ability:

- Holistic scoring (giving a single score on the basis of an overall impression);

- Analytical scoring (giving a separate score for different aspects of the task) (Taylor, Falvey 2007: 81)

Taylor and Falvey (2007) note that holistic scoring has the advantage of being quicker, therefore, it seems to be more appropriate for informal testing of progress. Analytical scoring takes longer, but it compels testers to take into consideration a variety of factors, and if these factors are well chosen it appears to be both fairer and more reliable. Nonetheless, one disadvantage of analytical scoring is that the scorer may be distracted by all the categories and lose sight of the overall picture. Thus, Thornbury (2005) advises that four or five categories should be the maximum that scorers can handle at once and these may include: grammar and vocabulary, discourse management, pronunciation, and interactive communication.

According to Hughes (1989:101) the objective of teaching spoken language is the development of the ability to interact successfully in that language and this involves comprehension as well as production. It is assumed that at the earliest stages of learning formal testing of this ability will not be called for, informal observation is needed that could provide with some diagnostic information. Hughes (1989:101) says that there are three general formats in testing speaking:

- *Interview*

The most obvious format is the interview. However it has at least one potentially serious drawback. The relationship between the tester and the candidate is usually such that the candidate speaks as to a superior and is unwilling to take the initiative. As a result, only one style of speech is elicited, and many functions (such as asking for information) are not represented in the candidate's performance.

- *Interaction with peers*

Two or more candidates may be asked to discuss a topic, make plans, and so on. The problem with this is that the performance of one candidate is likely to be affected by that of the others.

- *Response to tape-recording*

Uniformity of elicitation procedures can be achieved through presenting all candidates only with the same audio-(or video-) tape –recorded stimuli. The obvious disadvantage of this format is its inflexibility: there is no way of following up candidates' responses. Hughes (1989:104-105)

Hughes (1989) gives the following advice on planning and conducting oral tests:

- Make the oral test as long as is feasible. It is unlikely that much reliable information can be obtained in less than about 15 minutes, while 30 minutes can probably provide all the information necessary for most purposes.
- Include as wide a sample of specified content as is possible in the time available. Select what you regard as a representative sample of the specified content and then plan how you will elicit the necessary behaviour.
- Plan the test carefully.
- Give the candidate as many 'fresh starts' as possible. This means a number of things. First, if possible and if appropriate, more than one format should be used. Secondly, again if possible, it is desirable for candidates to interact with more than one tester. Thirdly, within a format there should be as many separate 'items' as possible. Particularly if a candidate gets into difficulties, not too much time should be spent on one particular function or topic. At the same time candidates should not be discouraged from making a second attempt to express what they want to say, possibly in different words.
- Select interviewers carefully and train them. Interviewers need to be sympathetic and flexible characters, with a good command of the languages themselves.
- Use a second tester for interviews. Because of the difficulty of conducting an interview and of keeping track of the candidate's performance, it is very helpful to have a second tester present.
- Set only tasks and topics that would be expected to cause candidates no difficulty in their own language.
- Carry out the interview in a quiet room with good acoustics.
- Put candidate at their ease. Testers should avoid constantly reminding candidates that they are being assessed. In particular they should not be seen to make notes on the candidates' performance during the interview or other activity. Transitions between topics and between techniques should be made as natural as possible.
- Collect enough relevant information. The test is to see what level the candidate is at, in an interview the tester has to begin by guessing what this level is on the basis of early responses. The interview is then conducted at that level.
- Do not talk too much. Avoid the temptation to make lengthy or repeated explanations of something that the candidate has misunderstood. Hughes (1989:105-107)

Hughes (1989) provides the list of elicitation techniques and is sure that these all can be fitted easily within an interview.

- Questions and requests for information
- Pictures
- Role play
- Interpreting
- Discussion
- Tape-recorded stimuli
- Imitation (Hughes (1989:107-10))

O' Loughlin (2001) says that students themselves should be encouraged to take the responsibility for their own assessment. The "Common European Framework of Reference" Council of Europe reference document for the European Language Portfolio offers Self Assessment Grid of the following proficiency levels A1 and A2 Basic User, B1 and B2 Independent User, C1 and C2 Proficient User. It is intended to help learners to profile their main language skills, and decide at which level they might look at a checklist of more detailed descriptors in order to self-assess their level of proficiency. The overview of Self Assessment Grid is presented in table. (See Appendix 2)

The author of Diploma Paper agrees to Madsen (1983) that testing speaking is quite challenging process. Role play lasts quite short time but teacher has to manage to evaluate all important measurements of speaking skills. Even if group consist of 6 students it is hard to observe all pairs at one role play though all of them will expect feedback on their performance. More useful to author's mind is analytical scoring according to Taylor and Falvey (2007) where different measurements of speaking skills are included. The author of Diploma Paper has found useful self-assessment before and after some kind of activities. That involves students in their own progress and makes assessment less subjective. The main speaking skills that should be assessed are interaction and achievement to express the message, fluency, pronunciation, grammar and vocabulary. These skills are needed for adults to communicate in general and professional situations. The interview could be time consuming technique for daily assessment that is why the author of Diploma Paper prefers adapted the Year 9 English Exam marking scale that is prepared by many experts. (See Appendix 5)

3.1 The role of self-evaluation during development of speaking

Adults as learners sometimes may have low self-esteem because of different experience and beliefs in languages learning. Self-evaluation encourages students to become part of the whole process of language learning and to be aware of their own progress. Carefully designed self-evaluation form helps to look at individual achievements in objective way so students do not have wrong view on what they can or cannot do. The following chapter will look at more details of student self-evaluation.

Rolheiser (1996) says that self-evaluation is when students judge the quality of their work, based on evidence and explicit criteria, for the purpose of doing better work in the future.

Rolheiser (1996) provides the theoretical model for self-evaluation based on research and practice where it can be seen how self-evaluation contributes to learning:

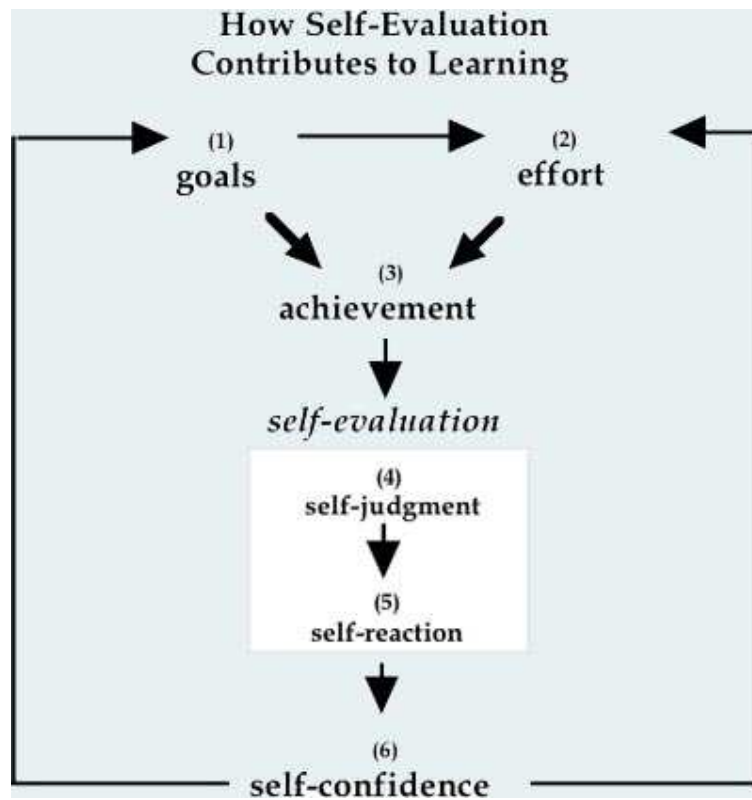


Figure 1. Theoretical Model of Self-evaluation

When students evaluate their performance positively, self-evaluations encourage students to set higher goals (1) and commit more personal resources or effort (2) to them. The combination of goals (1) and effort (2) equals achievement (3). A student's achievement results in self-judgment (4), such as a student contemplating the question, "Were my goals

met?" The result of the self-judgment is self-reaction (5), or a student responding to the judgment with the question, "How do I feel about that?" Goals, effort, achievement, self-judgment, and self-reaction all can combine to impact self-confidence (6) in a positive way. Rolheiser (1996) say that there are following benefits of students' self-evaluation:

- Students take greater responsibility for their work;
- Students' attitude toward evaluation becomes more positive when they participate in the process of evaluation;
- Self-evaluation provides teachers with information they would otherwise lack, for example, information about students' effort, persistence, goals orientation, attributions for success and failure, and beliefs about their competence.;
- Positive self-evaluation encourage students to set higher goals and commit more personal resources to learning tasks;

Blanche (1988) says that there is one main benefit of using self-evaluation:

If learners can appraise their own performance accurately enough, "they do not have to depend entirely on the opinion of teacher and at the same time they can make teachers aware of their individual learning needs.

Self-evaluation can be used for all skills of language but as Blanche (1988) says in fact most students find it easier to assess their communicative competence (oral skills) than their mastery of grammar. That is the reason why self-evaluation is very useful in the conversation classes.

Adult student should be encouraged to use self-evaluation because it can raise their intrinsic motivation and it helps also teacher to find out students' individual learning need. As ESP is based on awareness of students' needs, self-evaluation is very important part of it.

4. CASE STUDY

The practical part of the Diploma Paper was carried out in Latvian State Archive. It lasted for one month (April of 2008). The aim of the case study was to investigate how the role plays based on needs analysis as well as self-evaluation develop adult students' speaking skills in ESP classes. Case study was chosen as the most appropriate research method to achieve the aim of the practical part.

Case study had the following stages:

- 1) Designing and conducting a needs analysis in order to find out students' language level and learning needs;
- 2) Designing and conducting questionnaire to find out students' self-evaluation on speaking skills;
- 3) Designing and applying role plays based on needs analysis in order to develop speaking skills;
- 4) Designing and conducting questionnaire to find out students' self-evaluation after use of role plays;
- 5) Designing and carrying out evaluation form for teacher in order to observe the students' progress in speaking skills;
- 6) Drawing conclusions from the collected data on role plays.

The description of target group:

There were six adult students, three students were women and three were men who worked for Latvian State Archive. The lessons took place on company premises with trainer coming from outside twice a week, for 1, 5 hours each lesson. The average level of language was pre-intermediate. In general the group was friendly; learners were motivated and encouraged to participate in all activities.

In order to be more successful in teaching adults, the author of the Diploma Paper did theoretical research on adults as learners. ESP students are adults who have studied English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions. (Schleppegrell and Bowman 1986: 1)

Harmer (1998) says that perhaps the greatest difference between adults and young ages is that the adults come to lessons with a long history of learning experience. This learning experience can be bad and good, and that usually helps them to form strong opinion about how teaching and learning should be carried out.

Harmer (1998) draws attention also to adult students' own record of success or failure. Those who underachieved at school may subconsciously assume that they are

going to fail again; those who were school successes may believe that learning English will be easy.

Adults are frequently more nervous of learning than younger pupils are. Adolescents dislike being made to look foolish in front of their classmates. Older students, on the other hand, who are coming back to the classroom after a long absence, may have a high degree of anxiety about the process of learning itself. Nevertheless, adults as a group have much to recommend them. They bring life experience into the classroom which younger learners do not necessarily have. They may well have a view of the importance of learning which makes them stick to a course of study in a specifically adult way. The attention span that cooperative adults can offer is almost certainly greater than that of children and adolescents. Teachers can expect more immediate cooperation from the majority of their students. (Harmer 1998: 12)

Knowles' theory of adult learning rests upon six main principles (Knowles et.al. 1998):

- Adult learners need to know what, why and how they are learning;
- Adult learners are autonomous and self-directed;
- Adult learners come to the classroom with the wide range of personal experience, which represents the richest resource for learning;
- Adult learners are ready to learn;
- Adult learning is oriented towards problem solving and cannot be separated from the context;
- Adult learners have motivation to learn.

The major difference between child learning and adult learning is attributable to the large extent of prior knowledge and learning experience of adults, their mental models, which are socioculturally and historically determined. This prior knowledge influences the learning process at all stages. Prior knowledge seems to be rather resistant to new information and may consist of concepts as well as of misconceptions. Adults' mental models are generally more developed and more stably fixed than those of children. Adult learners seem to be particularly inclined to try to fit new information into existing models. (Byran 2000, 14-15)

The author of Diploma Paper has experienced that adults are really great students if the classroom environment is friendly. The teacher's role is to provide this safe environment by showing one's attitude towards students and true interest in their progress. It has also proved that adults are strict and serious about what and why they are learning. Teacher should be well prepared for the lessons. Adult learners' personal experience in

most cases is an advantage in learning not an obstacle, because they can share a lot of information and teacher can raise many topics for speaking.

At the first step of the case study students were asked to fill in the needs analysis. The needs analysis consisted of 6 questions. (See Appendix 1)

The main aims of the needs analysis were:

- To find out students' previous experience in English language learning and application
- To find out students' needs in English language speaking skills
- To become aware of students' aim of English language learning

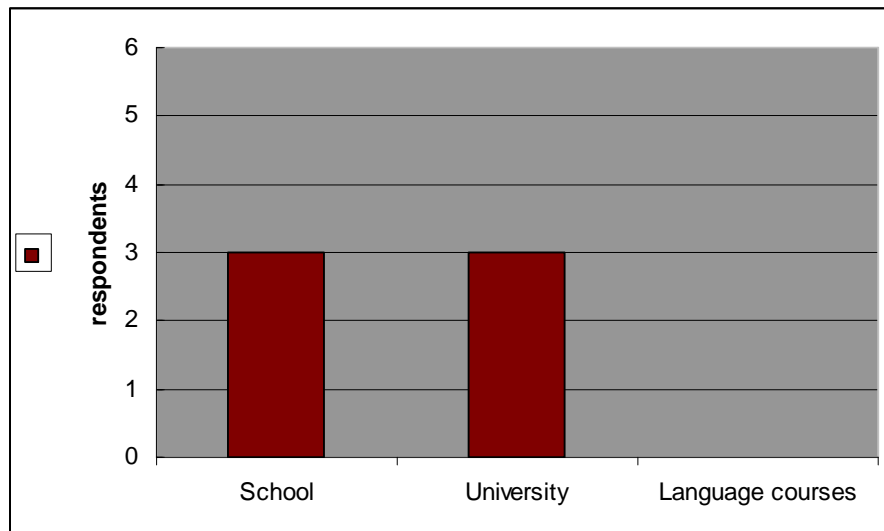


Figure 2. Previous Experience in English Language Learning

The first question was about the previous experience in English language learning. It shows that all students have studied English before. It means that they all have their own concept about English language learning. The author of the Diploma Paper took it into account and observed whether their concepts hinder the development of English language knowledge or not.

The second question was about previous experience in application of English language. The most popular answer was travelling and holidays (3 respondents). The second most popular answer was music, cinema, and internet (2 respondents). Only one respondent said that he/she had used English when communicating with colleagues and friends.

The author of the Diploma Paper found out that only one respondent had experience with English language used in professional situations. That means that ESP is a new approach to all the rest of respondents.

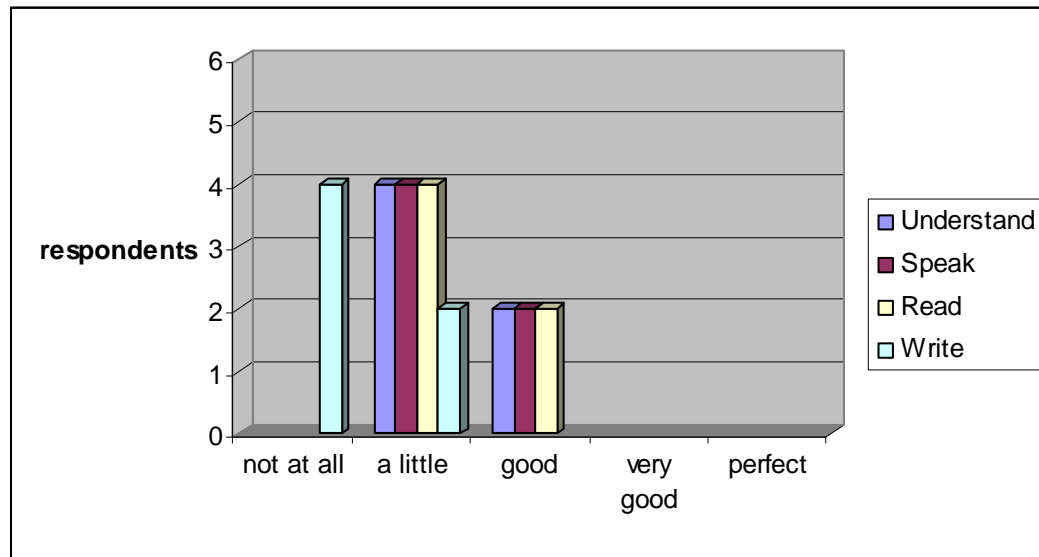


Figure 3. Students' Ability to Understand, Speak, Read and Write in English

The third question was asked to examine students' ability to understand, speak, read and write in English. The possible answers were: not at all, a little, good, very good, perfect. The answers show that those respondents who can write a little will have some difficulties with spelling and those who can read a little will have problems with comprehension of written text. ESP course usually concentrates on one or two language skills, but the author of the Diploma Paper is sure that teacher should know students' abilities of all four language skills in order to react correctly and be ready to devote some lessons for development of skills that are not the main focus of ESP course. English language competence cannot be only the ability to speak in English. This question also gives some impression of students' self-evaluation of their competence of English language. The author of the Diploma Paper is sure that teacher should check whether students' self-evaluation is objective or too critical.

The next question tried to find out whether students need English for work or for holidays. Almost all respondents (5 respondents) answered that they need English for both-for work and for usage on holidays, only one respondent said that he/she does not need English for work only for usage on holidays. The answers reveal that ESP course and speaking activities should contain both general and professional English in order to meet all respondents' needs.

In the next question different speaking skills were given and respondents were asked to evaluate whether these speaking skills are unimportant, important or very important for them. Three respondents answered that all mentioned speaking skills (speaking about oneself, speaking on a phone, welcoming a foreign visitor in one's working place, ordering food at a restaurant, booking a room at a hotel, expressing offer and request, making an arrangement, presenting one's working place in English and using English language also when travelling) are very important for them. One respondent said that all listed speaking skills are important. Other two answered that almost all speaking skills are important but still the following of them unimportant-ordering food at a restaurant, welcoming a foreign visitor in one's working place, speaking on a phone in English and making an arrangement in English.

The previous question revealed respondents' necessities of speaking skills. The author of the Diploma Paper took into account gathered information and chose following situations for role plays: making and changing arrangement, starting a call, welcoming a visitor, situation at a restaurant and mixed situations for repetition.

The last question found out students' aim of mastering English language. Respondents' aims were following:

- To be able to present one's company in English to a foreign visitor and to be able to answer their questions
- To be able to use English for travelling
- To be able to express one's opinion and understand what others say in English
- To develop existing abilities in English in order to feel confident when travelling for work
- To be able to speak perfectly
- To learn how to write official letters
- To develop existing knowledge of English grammar

It is important for students to formulate their aim of mastering language because it helps them to take greater responsibility for their language studies and they have something to aspire after. This information is essential for teacher also as it helps to choose topics and design activities.

At the next stage of case studies students were asked to evaluate their speaking skills before participating in role plays. The author of the Diploma Paper decided to involve students in evaluation process of their progress in order to find out students' beliefs about their competence of speaking skills. The evaluation form

consisted of 10 statements. Statements were organized according to the levels-1st and 2nd statement corresponded to the level A1, 3rd and 4th statement – level A2, 5th and 6th statement -level B1, 7th and 8th statement - level B2, 9th statement -level C1, 10th statement-level C2. (See Appendix 3) It was adapted from Common European Framework of Reference, Self Assessment Grid. (See Appendix 2)

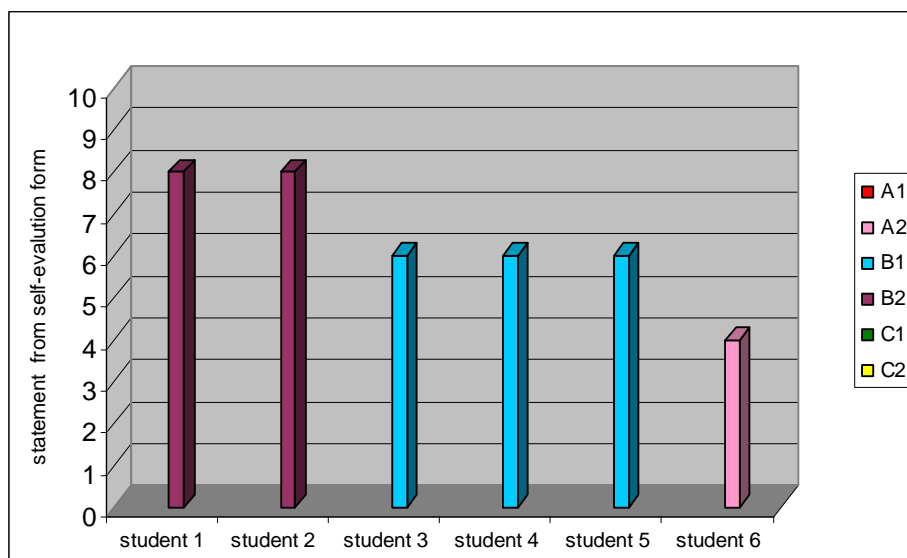


Figure 4. Level of Speaking Skills in English According to the Self-evaluation

All six respondents said that they are able to speak about themselves and their family in simple sentences. All six respondents agreed that they can ask and answer simple questions about well known topics. All six respondents were sure that they can communicate in simple situations (for example, when speaking on a phone) if companion repeats what he/she says. All six respondents were sure that they can use frequently used expressions, for example, when expressing offer, request and arranging a meeting. Five respondents said that they can deal with situations (for example, at a hotel, at a restaurant and on a street) during travelling. One respondent did not agree to this statement. Five respondents confirmed that they can put sentences together in order to tell about one's wishes, dreams, experience. One respondents answered with 'No'. Two respondents said that they can interact quite fluently with foreign visitor at work as well as speak about job related topics. Four respondents answered with 'No'. Only two respondents were sure that they can discuss a wide range of topics and explain as well as maintain their viewpoint. The rest of respondents could not confirm that. Nobody of respondents could speak about

complex topics. Nobody of respondents could express themselves spontaneously, fluently and precisely in any kind of situation.

According to Global Scale of European Language Portfolio (See Appendix 4) and students' self-evaluation, 2 respondents fully correspond to level of independent user of English language speaking skills. 3 respondents correspond to level B1 which means that they still need some improvement of speaking skills in order to be able to discuss a wide range of topics, explain and maintain one's viewpoint and interact fluently with foreign visitors at work. 1 respondent fully correspond to level A2 which means that he/she is basic user of English language speaking skills. The results of students' self-evaluation provided the author of the Diploma Paper with information on students' individual lacks of speaking skills. The self-evaluation helped students' to become aware of their own space for improvement.

As it was researched in theoretical part of the Diploma Paper, students' speaking skills should be evaluated according to interaction and achievement to express the message, fluency, pronunciation, grammar and vocabulary. The marking scale of Year 9 English Exam (See Appendix 5) was adapted to assess students' performance during role plays. (See Appendix 6)

TABLE 5. Speaking Skills Developed During Role-plays

| Role play | Speaking skills |
|---|---|
| <i>“Making and changing arrangements”</i> | <ul style="list-style-type: none"> • making arrangements • asking questions • asking for clarification • exchanging information • agreeing and disagreeing |
| <i>“Starting a call”</i> | <ul style="list-style-type: none"> • starting a call • asking for information • repeating information • asking and replying politely |
| <i>“Welcoming a visitor”</i> | <ul style="list-style-type: none"> • welcoming a visitor • expressing polite phrases • asking polite questions |
| <i>“At a restaurant”</i> | <ul style="list-style-type: none"> • offering food at a restaurant |

| | |
|---------------------------|---|
| | <ul style="list-style-type: none"> • asking questions and giving recommendations |
| <i>“Mixed situations”</i> | <ul style="list-style-type: none"> • introducing oneself • asking for clarification • spelling names • saying goodbye • expressing offers • apologizing • booking a room • suggesting |

Table 5. shows that five role plays were designed and applied in order to develop adult students’ speaking skills. The topics were chosen according to the information gathered from needs analysis and students’ self evaluation form.

Role play 1 “*Making and changing arrangements*”

Source: Adapted from book “International Express” Pre-Intermediate, Student’s book, Lizz Taylor (2004), Oxford University Press;

Description of a situation: Telephone conversation between two business colleagues.

Aim: To develop speaking skills – making arrangements, asking questions, asking for clarification, exchanging information, agreeing and disagreeing.

Organization: In pairs

Preparation and Warm-up: Explain the situation;

Revise the most common expressions used when making an arrangement;

Procedure: Ask students to draw lots with the roles;

Give some 3 minutes to prepare;

Role-playing the situation;

Observing the procedure and filling in the evaluation form (See Appendix 6);

Discussing the feelings, success of role play

TABLE 6. Evaluation of Students’ Speaking Skills During Role-play
“Making and Changing Arrangements”

| Student | Task achievement | Interaction | Accuracy | Fluency | Pronunciation | Total of 20 |
|----------------|-------------------------|--------------------|-----------------|----------------|----------------------|--------------------|
| 1. | 4 | 4 | 4 | 3 | 4 | 19 |
| 2. | 4 | 4 | 4 | 3 | 4 | 19 |
| 3. | 4 | 4 | 4 | 3 | 4 | 19 |
| 4. | 4 | 3 | 4 | 3 | 3 | 17 |
| 5. | 4 | 3 | 4 | 3 | 3 | 17 |
| 6. | 4 | 2 | 4 | 2 | 3 | 15 |

Reflection: As it was the first role-play, students felt a little unconvinced and some students even shy. A few students experienced initial difficulties in initiation, one student even needed teacher’s and companion’s help to start roleplaying. Though on self-evaluation all students admitted that they can use frequently used expressions, including those needed for arranging a meeting, the author of the Diploma Paper observed some hesitant utterance and lack of confidence during role play however students were able to keep conversation going. The most common expressions on making and changing arrangements (for example, *Is (Friday) possible for you? No, I am sorry, I am busy on (Friday). What about (next Friday)? See you on (next Friday, at 6 p.m.)*) were used. Latvian language did not appear during the conversation. Pronunciation was accurate and the author of the Diploma Paper did not need to interfere. Despite of initial difficulties in initiation, hesitant utterance and lack of confidence all pairs achieved the task successfully and it was noticeable that students were engaged with their roles. The author of the Diploma Paper concluded that in this role play beginnings of sentences on the role cards were an advantage as well as disadvantage. Beginnings of the sentences were given in order to encourage students to start role playing and feel safer, but during role play it turned out to be an obstacle, because students kept to role cards and started every sentence as it was written on the role card. As a result the conversation lost its fluency and spontaneousness. Finally students had the following comments after the first role play- *“You behave differently when you are being observed.” “I found my nervousness troublesome.” “The beginnings of sentences on role cards were very useful.”*

Role cards: See Appendix 7

Role play 2 “Starting a call”

Source: Adapted from book “International Express” Pre-Intermediate, Student’s book, Lizz Taylor (2004), Oxford University Press;

Description of a situation: Telephone conversation between receptionist of Bresson Translation Service and caller who wants to speak to Monique Bresson.

Aim: To develop speaking skills – starting a call, asking for information, repeating information, asking and replying politely.

Organization: In pairs

Preparation and Warm-up: Explain the situation;

Revise the most common expressions used when making an arrangement;

Procedure: Ask students to draw lots with the roles;

Give some 3 minutes to prepare;

Role-playing the situation;

Observing the procedure and filling in the observation form;

Discussing the feelings, success of role play

Reflection: The role play “Starting a call” was a bit different and more complicated than the role play “Making and changing arrangements”. This time role cards provided only hints of conversation not beginnings of the sentences, that way students were encouraged to use language they already know or practise with structures studied and revised before role play. According to the self-evaluation students were supposed to be able to communicate on a phone if companion repeats what he/she says. The role of receptionist was assumed less successfully than the role of caller. The receptionist was asked to start a conversation that is why it was more stressful and those students who had difficulties in initiation in previous role play, experienced them also in this role play. The role of receptionist was less realistic for students as nobody of them do similar job. This role play had already some characteristics of fluency and spontaneousness. Two students needed a lot of companion’s help, encouragement and patience, because their utterance was halting and fragmentary missing. As the role of caller was considered to be more realistic than the role of receptionist, the author of the Diploma Paper found it necessary to give a chance to change role and role play situation one more time. From students’ comments after the role play, the author of the Diploma Paper concluded that there were students who enjoyed both roles and who did not like being a receptionist.

Shy students admitted that the role of receptionist was a challenge for them, as it was dominant role in the conversation.

Role cards: See Appendix 8

Role play 3 “Welcoming a visitor”

Source: Adapted from book “International Express” Pre-Intermediate, Student’s book, Lizz Taylor (2004), Oxford University Press;

Description of a situation: Imagine you are welcoming a foreign visitor to your place of work for the first time. Get to know each other better.

Aim: To develop speaking skills – welcoming a visitor, polite phrases, asking polite questions.

Organization: In pairs

Preparation and Warm-up: Explain the situation;

Revise the most common expressions used when making an arrangement;

Procedure: Ask students to draw lots with the roles;

Give some 3 minutes to prepare;

Role-playing the situation;

Observing the procedure and filling in the observation form;

Discussing the feelings, success of role play

TABLE 7. Evaluation of Students’ Speaking Skills During Role-play “Welcoming a Visitor”

| Student | Task achievement | Interaction | Accuracy | Fluency | Pronunciation | Total of 20 |
|----------------|-------------------------|--------------------|-----------------|----------------|----------------------|--------------------|
| 1. | 4 | 4 | 4 | 4 | 4 | 20 |
| 2. | 4 | 4 | 4 | 4 | 4 | 20 |
| 3. | 4 | 3 | 3 | 3 | 3 | 16 |
| 4. | 4 | 3 | 3 | 3 | 4 | 16 |
| 5. | 4 | 3 | 3 | 3 | 3 | 16 |
| 6. | 4 | 3 | 3 | 3 | 3 | 16 |

Reflection: Students enjoyed the role play “Welcoming a visitor” very much, because it was realistic and everybody had experienced in real life the role of the visitor and the role of host. According to the self-evaluation, only two students were supposed to deal with welcoming a visitor, but as it turned out during the role play, all students were able to interact and keep conversation going even fluently. The

companion in pair was determinant factor for successful task achievement. The author of the Diploma Paper observed that cooperative and understanding companion helped shy students to start role play and play it till the end. Those students who thought that they would not deal with welcoming a visitor, was quite surprised when they successfully interacted and even enjoyed their roles. As shy students needed a lot of companion's help, conversation sometimes deflected from role cards at the same time achieving advisable level of creativity.

Role cards: See Appendix 9

Role play 4 “At a restaurant”

Source: Adapted from book “International Express” Pre-Intermediate, Student's book, Lizz Taylor (2004), Oxford University Press;

Description of a situation: Situation in a restaurant where one is host/hostess and other is guest who is in the restaurant for the first time.

Aim: To develop speaking skills – offering food at a restaurant, asking questions and giving recommendations.

Organization: In pairs

Preparation and Warm-up: Explain the situation;

Revise the most common expressions used when
making an arrangement;

Procedure: Ask students to draw lots with the roles;

Give some 3 minutes to prepare;

Role-playing the situation;

Observing the procedure and filling in the observation form;

Discussing the feelings, success of role play

Reflection: Students were already used to role play as activity and they felt more relaxed and confident. Role play “At the restaurant” went well however it had the same disadvantage as the role play “Starting a call”. The role of waiter was adapted less successfully. Students experienced some problems in giving recommendations as it needed some creativity. But at the same time almost all students used a wide range of ESP vocabulary-in this time food vocabulary. Only one student lacked food vocabulary therefore she/he found this role play very difficult. Like with the role play “Starting a call”, the author of the Diploma Paper gave a chance to change roles and to fit in an opposite role and it really helped. The second time students felt more confident and relaxed.

Role cards: See Appendix 10

Role play 5 “Mixed situations”

Source: Adapted from book “International Express” Pre-Intermediate, Student’s book, Lizz Taylor (2004), Oxford University Press;

Description of a situation: Toss a coin. Tails-move one square. Heads-move two squares.

Aim: To revise different speaking skills-introducing oneself, asking for clarification, spelling names, saying goodbye, offers, welcoming a visitor, apologizing, booking a room, suggesting.

Organization: In pairs

Preparation and Warm-up: Explain the situation;

Procedure: Ask students to draw lots with the roles;

Role-playing the situation;

Observing the procedure and filling in the observation form;

Discussing the feelings, success of role play

TABLE 8. Evaluation of Students’ Speaking Skills During Role-play
“Mixed Situations”

| Student | Task achievement | Interaction | Accuracy | Fluency | Pronunciation | Total of 20 |
|----------------|-------------------------|--------------------|-----------------|----------------|----------------------|--------------------|
| 1. | 4 | 4 | 4 | 4 | 4 | 20 |
| 2. | 4 | 4 | 4 | 4 | 4 | 20 |
| 3. | 4 | 4 | 3 | 4 | 3 | 18 |
| 4. | 4 | 4 | 3 | 4 | 4 | 19 |
| 5. | 4 | 4 | 4 | 4 | 3 | 19 |
| 6. | 4 | 4 | 3 | 4 | 3 | 18 |

Reflection: It was noticeable that students really enjoyed the role play “Mixed situations” and even previously mentioned shy students contributed enthusiastically and with certainty. Tossing coins made this role play even more relaxed and enjoyable. The role play “Mixed situations” was more spontaneous than previous ones. Some mistakes in accuracy appeared, for example, problems in word order in question and in pronunciation of food vocabulary as well as difficulties in spelling names were observed. Students agreed that it was easier to recapture one particular phrase of situation than put together more phrases in one particular situation. Students also admitted that the role play “Mixed situations” was good revision of all practiced speaking skills.

Role cards: See Appendix 11

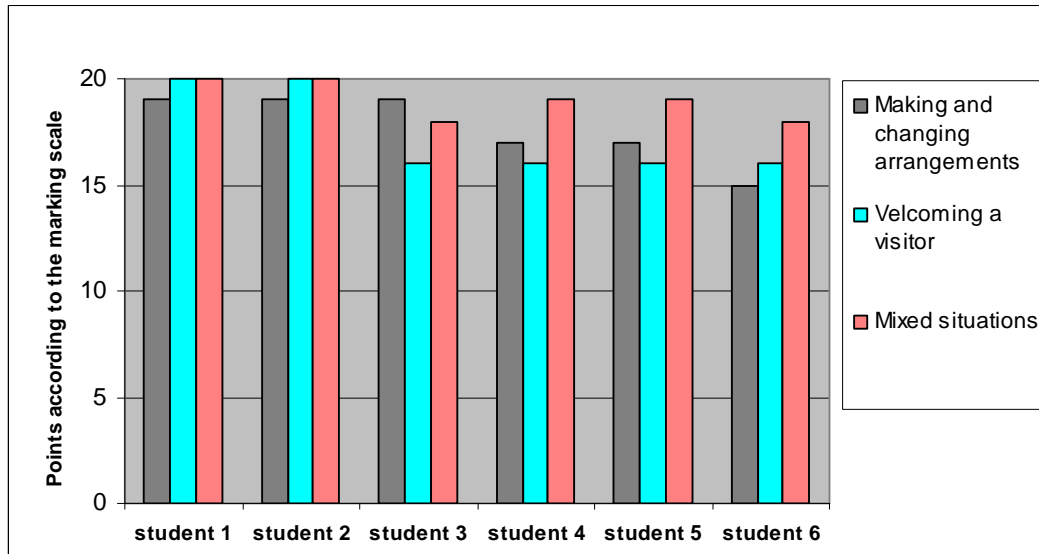


Figure 9. Development of Speaking Skills During the Role-plays

Figure 9. shows the progress of students' speaking skills. It can be seen that majority of students were good at making and changing arrangements, less successful when welcoming a visitor and very good at mixed speaking skills. Although all students still have their own space for improvement of speaking skills the progress is already obvious. According to the self-evaluation all students were sure that they can use frequently used expressions when arranging a meeting, but as it can be seen from the results of teacher evaluation, some students still need to improve the following speaking skills: making arrangements, asking questions, asking for clarification, exchanging information and agreeing and disagreeing in order to demonstrate proficient knowledge of English language when making and changing arrangements. According to the self-evaluation two students were supposed to be good at welcoming a visitor, as it can be seen from Figure 9, in this case results conform to real situation and teachers evaluation. The rest of the students were sure that they cannot deal with this situation. During role play "Welcoming a visitor" it turned out that they have some basic speaking skills to participate in this situation. Still improvement is needed on polite phrases and asking polite questions. Two students were very good at mixed speaking skills like asking for clarification, spelling names, expressing offers, all the rest of students were close to maximal marks what means that they still need practice in expressing offers, apologizing, suggesting, booking room etc.

After role playing activities self- evaluation was conducted in order to find out students' feelings of role plays and development of speaking skills. (See Appendix 12) Students considered role-play as a good way to bring real life situations in a classroom. Students admitted that they enjoyed participating in role plays and would like to do it again as well as they suggested including role plays in further lessons. Five respondents of six said that they felt comfortable starting the conversation as first one, one respondent answered with 'No'. All six respondents said that they felt comfortable playing any role. All six respondents acknowledged that they will be able to make an arrangement as well as welcome a foreign visitor in their working place and offer food in a restaurant. All six respondents answered that they feel more confident in starting a conversation on the phone. Finally all six respondents were of the same opinion that their ability to adapt to different situations has improved. The conclusion is that role play is good for developing adult students' speaking skills in ESP classes. Not only methodologists are sure about it but students' responses also prove it. It was demonstrated through five role plays how different topics can be brought by use of role play in ESP classroom.

CONCLUSION

Development of speaking skills has a great importance in ESP classes. Students need to interact and communicate in different social and professional situations where they need such speaking skills as asking questions, exchanging information, starting a call, welcoming a visitor, carrying out a dialogue at a restaurant and many others. Development of speaking skills can happen only in practice therefore every opportunity for speaking in the classroom should be taken. Teacher of ESP should find effective way to develop adult students' speaking skills. During the development of speaking skills students have to reach the level when they can balance accuracy and fluency, can interact and express the message as well as can demonstrate good knowledge of grammar, vocabulary and pronunciation.

Role-play is one of the speaking activities that enhance the oral proficiency of adult students. In this activity students can put themselves into different real life situations. By doing this they can have a lot of fun which increases their motivation to participate in role-plays. Teacher should select role-play taking into account the level and experience of the learners and provide role cards brief as possible at the same time including all necessary information.

ESP is an approach to language learning which concentrates on specific needs of the adult students. There are number of ways how needs analysis can be carried out. One of the most frequently used ways is questionnaire which reveals adult students' necessities, lacks and wants. Results of needs analysis help teacher to understand what the learners already know and what the learners want or feel they need to know. According to the needs analysis teacher of ESP can choose the right topics for role plays and can be sure that this is what students really need.

The accurate measurement of speaking skills is not easy. Testing techniques range from observation and questioning to standardize testing. Students' performance during role play should be evaluated according to interaction and achievement to express the message, fluency, pronunciation, grammar and vocabulary. Students also benefit from taking part in self-evaluation during development of speaking skills. It encourages students to be more responsible for their work, development of speaking skills and setting of language learning goals.

Adults as learners can have good as well as bad prior learning experience and opinion about teaching and learning process. Teacher of ESP can find it out by the help of needs analysis and then observe whether their experience prevent language

development or not. At the same time teacher of ESP can find many advantages working with adults, for example, adults have motivation to learn, they can bring life experience into the classroom, they have great attention span and teacher can expect immediate cooperation from majority of students.

The case study showed that role-play based on needs analysis and used in ESP classes as well as self-evaluation develop speaking skills necessary for work at Latvian State Archive. Enjoyable and stress-free classroom environment as well as cooperative companions encourage students and motivate them to participate actively in role plays in order to develop speaking skills. The author of the Diploma Paper believes that self-evaluation improved students' attitude towards language learning and their willingness to take more responsibility for their own development. The author of the Diploma Paper is sure that ESP teacher should provide adult students with possibility to develop their speaking skills with the help of role play as well as participate in evaluation process during the development of speaking skills.

THESES

- Speaking skills are acting out dialogues and roles, making phone calls, welcoming a visitor , making and changing arrangements, exchanging information etc.
- Maximally gifted speaker can balance accuracy and fluency as well as can speak in a wide range of contexts
- ESP is an approach of language learning which concentrates on specific needs of the learner
- Needs analysis is a tool used to find out students specific needs
- Role-play is when students take part or role of a particular character and try out language appropriate for this role and speaking situation they are in
- Role-play is a valuable technique to learn speaking skills because almost any kind of real life situation can be brought in ESP classroom
- Successful role-play is selected taking into account the level and experience of the learners and does not contain a lot of background information
- Students' performance during role play should be evaluated according to interaction and achievement to express the message, fluency, pronunciation, grammar and vocabulary
- Student self-evaluation is judging the quality of their work, in order to do better work in the future
- Students benefit from sel-evaluation during development of speaking skills because it encourages students to be more responsible for their work and progress of speaking skills
- Adults as learners have prior knowledge and learning experience what can be as advantage and as disadvantage as well as they bring life experience into the classroom, what is useful source for learning

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APPENDIX 1

Vajadzību analīze

Cien., student! Lai angļu valodas kursa saturu piemērotu Jūsu vajadzībām, lūdzam aizpildīt šo anketu. Iegūtā informācija tiks izmantota angļu valodas kursa satura un programmas izstrādei.

1. Iepriekšējā pieredze angļu valodas apmācībā (atzīmējiet ar √ sev atbilstošāko)!

| | |
|----------------------------|--|
| Skola | |
| Augstskola | |
| Valodu kursi | |
| Cits variants (ierakstiet) | |

2. Pieredze angļu valodas pielietošanā (atzīmējiet ar √ sev atbilstošāko)!

| | |
|-------------------------------|--|
| Darbā | |
| Ikdienā ar draugiem, kolēģiem | |
| Atpūšoties, ceļojot | |
| Mūzika, kino, internets | |
| Cits (ierakstiet) | |

3. Atzīmējiet ar √ sev atbilstošāko!

| | Nemaz | Nedaudz | Labi | Ļoti labi | Teicami |
|-----------------------------------|-------|---------|------|-----------|---------|
| Es saprotu angļu valodā runājošos | | | | | |
| Es runāju angļu valodā | | | | | |
| Es lasu angļu valodā | | | | | |
| Es rakstu angļu valodā | | | | | |

4. Atzīmējiet ar √ sev atbilstošāko!

| | jā | nē |
|--|----|----|
| Angļu valoda man ir nepieciešama darbā | | |
| Angļu valoda man ir nepieciešama brīvā laikā | | |

5. Atzīmējiet ar √ sev atbilstošāko!

| | Mazsvarīgi | Svarīgi | Ļoti svarīgi |
|---|------------|---------|--------------|
| Man irprast pastāstīt par sevi angļu valodā | | | |
| Man irprast sarunāties angļu val. pa telefonu | | | |
| Man irprast lietot angļu val. ceļojot | | | |
| Man irprast uzrunāt ārzemju viesi darba vietā | | | |
| Man irprast pasūtīt ēdienu restorānā angļu val. | | | |
| Man irrezervēt numuru viesnīcā angļu val. | | | |
| Man irizteikt piedāvājumu/lūgumu angļu val. | | | |
| Man irprast sarunāt tikšanos angļu val. | | | |
| Man irprast prezentēt savu darba vietu angļu val. | | | |
| Citi varianti | | | |

6. Valodas apgūšanas mērķis:

A large, empty rectangular box with a thin black border, intended for the user to write the language learning objectives.

APPENDIX 2

Pašnovērtējuma tabula

| | A1 | A2 | B1 | B2 | C1 | C2 |
|---------------------------------|--|--|--|---|---|--|
| SAPRATNE Klausīšanās | Es saprotu pazīstamus vārdus un dažas ļoti vienkāršas frāzes, kad lēni un skaidri runā par mani, manu ģimeni un tuvāko apkārtni. | Es saprotu atsevišķas frāzes un biežāk lietotos vārdus izteikumos, kam ir saistība ar mani (pieņemam, vienkāršu informāciju par sevi un ģimeni, iepirkšanos, dzīves vietu, darbu). Es varu uztvert galveno domu īsos, vienkāršos un skaidri izrunātos paziņojumos, sludinājumos. | Es saprotu galveno saturu skaidrā un literāri pareizā runā par pazīstamām tēmām, ar kurām es saskaros darbā, skolā, brīvajā laikā utt. Es saprotu radio un televīzijas raidījumu saturu tad, kad samērā lēni un skaidri runā par aktuāliem notikumiem vai tematiem, kuri mani interesē personīgi vai profesionāli. | Es varu saprast garāku runu un lekcijas, sekot līdzi pat sarežģītai argumentācijai, ja temats ir pietiekami pazīstams. Es saprotu gandrīz visu televīzijas ziņās un reportāžās par jaunākajiem notikumiem. Es saprotu gandrīz visas filmas literārajā runā. | Es varu saprast garāku runu arī tad, ja tai nav skaidra uzbūve un ir vāji izteiktas loģiskās sakarības. Es bez pūlēm saprotu televīzijas raidījumus un filmas. | Es bez grūtībām saprotu jebkuru runas veidu – gan tiešā saziņā teikto, gan pārraidīto pat tad, ja ātrā tempā runā dzimtās valodas lietotājs. Es varu saprast runātājus ar dažādām izrunas īpatnībām. |
| Lasīšana | Es saprotu pazīstamus vārdus un nosaukumus, kā arī ļoti vienkāršus teikumus, pieņemam, paziņojumos, plakātos, katalogos. | Es varu izlasīt ļoti īsus un vienkāršus tekstus. Es varu sameklēt konkrētu informāciju vienkāršos, ar ikdienas dzīvi saistītos tekstos: sludinājumos, reklāmiņos, ēdienkartēs, sarakstos. Es varu saprast īsas un vienkāršas privātās vēstules. | Es saprotu tekstus, kuros izmantota ikdienā bieži lietota vai ar manu darbu saistīta valoda. Es varu saprast privātajās vēstulēs aprakstītos notikumus, izjūtas un vēlmes. | Es varu izlasīt pārskatus un rakstus par aktuālām problēmām, kuros autors pauž noteiktu attieksmi vai viedokli. Es varu saprast mūsdienu prozas darbus. | Es varu saprast garus un sarežģītus dažāda tipa tekstus, izprotot stila atšķirības. Es varu saprast speciālos rakstus un garākas tehniskās instrukcijas, pat tad, ja tās neattiecas uz manu darbības jomu. | Es bez grūtībām varu izlasīt dažāda tipa, uzbūves vai valodas ziņā sarežģītus tekstus: rokasgrāmatas, speciālos rakstus, literāros darbus. |
| RUNĀŠANA Dialogs | Es varu vienkāršā veidā sazināties, ja sarunu biedrs teikto var lēnām atkārtot vai pateikt citiem vārdiem un palīdz man formulēt to, ko es cenšos pasacīt. Es varu uzdot vienkāršus jautājumus | Es varu sazināties parastās ikdienišķās situācijās, kur notiek vienkārša informācijas apmaiņa par man zināmiem tematiem vai darbībām. Es varu iesaistīties ļoti īsā sarunā par sadzīviskiem jautājumiem | Es spēju ārzemju ceļojuma laikā sazināties situācijās, kur nepieciešams runāt. Es varu bez iepriekšējas sagatavošanās iesaistīties sarunā par man zināmiem vai mani interesējošiem, kā arī ar ikdienas dzīvi saistītiem tematiem (pie- | Es varu diezgan brīvi un bez sagatavošanās sazināties ar dzimtās valodas runātājiem. Es varu aktīvi piedalīties diskusijās par man zināmām problēmām, pamatojot un aizstāvēt savu viedokli. | Es varu veikli un brīvi izteikties, piemērotus vārdus un izteicienus vārdus un izteicienus īpaši nemeklējot. Es protu prasmīgi lietot valodu gan ikdienas situācijās, gan darba vajadzībām. Es protu precīzi formulēt savas | Es varu bez grūtībām piedalīties jebkurā sarunā vai diskusijā, labi pārzinu idiomātiskos izteicienus un sarunvalodas vārdus. Es varu runāt pilnīgi brīvi un precīzi izteikt vārda nozīmes smalkākās |

| | | | | | | |
|----------------------------------|--|---|--|--|---|---|
| | un atbildēt uz tiem sarunā par man ļoti labi zināmām tēmām. | miem, tomēr mana valodas prasme ir nepietiekama, lai patstāvīgi veidotu dialogu. | mēram, “ģimene”, “vaļasprieks”, “darbs”, “ceļošana”, “jaunākie notikumi”). | | domas un uzskatus un prasmīgi uzturēt sarunu. | nianses. Ja valodas lietojumā man rodas grūtības, es protu tik veikli pārveidot sacīto, ka citi to nemana. |
| Monologs | Es varu vienkāršos teikumos pastāstīt par savu dzīvesvietu un cilvēkiem, kurus pazīstu. | Es varu vienkāršos teikumos pastāstīt par savu ģimeni un citiem cilvēkiem, dzīves apstākļiem, savu izglītību un pašreizējo vai iepriekšējo darbu. | Es protu veidot un saistīt kopā izteikumus, lai pastāstītu par pieredzēto un dažādiem notikumiem, saviem sapņiem, cerībām un vēlmēm. Es varu īsi pamatot un paskaidrot savus uzskatus un nodomus. Es varu pastāstīt stāstu, izklāstīt grāmatas vai filmas saturu un izteikt par to savu attieksmi. | Es varu sniegt skaidru un vispusīgu dažādu tēmu izklāstu, kas ietilpst manā interešu lokā. Es varu pamatot savus uzskatus par kādu strīdīgu jautājumu, izvērtējot atšķirīgos viedokļus. | Es varu sniegt skaidru un vispusīgu sarežģītu tēmu izklāstu, iekļaut tajā pakārtotus jautājumus, izvērst atsevišķas tēzes un nobeigt ar atbilstošiem secinājumiem. | Es varu pilnīgi brīvi, skaidri un argumentēti, konkrētajai situācijai atbilstošā veidā sniegt kādas tēmas izklāstu. Es protu veidot savu stāstījumu tā, lai klausītājam būtu vieglāk uztvert un iegaumēt svarīgākās vietas. |
| RAKSTĪŠANA Rakstīšana | Es protu uzrakstīt īsu, vienkāršu tekstu, piemēram, nosūtīt apsveikuma pastkarti. Es protu aizpildīt veidlapas ar personas datiem, piemēram, ierakstīt savu vārdu, pilsonību un adresi viesnīcas reģistrācijas lapā. | Es varu uzrakstīt īsas zīmītes un vienkāršus paziņojumus. Es protu uzrakstīt ļoti vienkāršu vēstuli, piemēram, izsakot kādam pateicību. | Es protu uzrakstīt vienkāršu, saistītu tekstu par jautājumiem, kas man ir zināmi vai mani interesē. Es varu uzrakstīt vēstuli, aprakstot tajā savus pārdziņojumus un iespaidus. | Es varu uzrakstīt skaidru, detalizētu tekstu par dažādiem jautājumiem, kas skar manu interešu loku. Es varu uzrakstīt eseju vai ziņojumu, dot rakstisku informāciju, kā arī argumentēt vienu vai otru viedokli. Es protu uzrakstīt vēstules, izceļot man nozīmīgākos notikumus un iespaidus. | Es protu skaidri un loģiski uzrakstīt savas domas, izteikt savu viedokli. Es varu uzrakstīt vēstuli, eseju vai ziņojumu par sarežģītiem jautājumiem, izceļot to, ko es uzskatu par nozīmīgu un svarīgu. Es protu rakstīt konkrētam lasītājam piemērotā stilā. | Es protu uzrakstīt skaidru, loģisku tekstu atbilstošā stilā. Es varu uzrakstīt sarežģītas vēstules, referātus vai rakstus tā, lai lasītājam būtu viegli pamanīt un atcerēties svarīgākās vietas. Es varu uzrakstīt pārskatus un recenzijas gan par literārajiem, gan speciālās literatūras darbiem. |

APPENDIX 3

Runas prasmes angļu valodā - pašnovērtējuma anketa

| <i>Izmantojot angļu valodu.....</i> | <i>Atzīmē ar ✓ sev atbilstošāko apgalvojumu!</i> | JĀ | NĒ |
|--|--|-----------|-----------|
| 1. Es varu vienkāršos teikumos pastāstīt par sevi un savu ģimeni. | | | |
| 2. Es varu uzdot vienkāršus jautājumus un atbildēt uz tiem par sev zināmām tēmām. | | | |
| 3. Es varu vienkāršā veidā sazināties situācijās (piemēram, runājot pa telefonu), ja sarunu biedrs teikto lēnām atkārto. | | | |
| 4. Sarunas laikā es varu pielietot labi zināmas frāzes, piemēram, izteikt piedāvājumu, lūgumu, sarunāt tikšanos. | | | |
| 5. Es varu ārzemju ceļojuma laikā sazināties situācijās, kur nepieciešams runāt bez iepriekšējas sagatavošanās, piemēram, viesnīcā, restorānā, uz ielas. | | | |
| 6. Es protu sasaistīt kopā teikumus, lai pastāstītu par saviem sapņiem, vēlmēm, pieredzēto. | | | |
| 7. Es varu diezgan brīvi uzrunāt ārzemju viesi darbā un iesaistīties sarunā par darba jautājumiem. | | | |
| 8. Es varu aktīvi piedalīties diskusijā par dažādām tēmām, pamatojot un aizstāvēt savu viedokli. | | | |
| 9. Es varu sniegt vispusīgu un skaidru sarežģītas tēmas izklāstu. | | | |
| 10. Es varu pilnīgi brīvi un skaidri izteikties jebkurā situācijā. | | | |

Adapted from Common European Framework of Reference, Self Assessment Grid

APPENDIX 4

Global Scale

| | | |
|-------------|----|---|
| Proficient | C2 | Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations. |
| User | C1 | Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. |
| Independent | B2 | Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. |
| User | B1 | Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans. |
| Basic | A2 | Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. |
| User | A1 | Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce himself/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. |

<http://www.coe.int/T/DG4/Portfolio/documents/globalscale.doc>

APPENDIX 6

Marking Scale, Speaking

| | Task achievement | Interaction | Accuracy | Fluency | Pronunciation |
|----------|---|---|--|---|--|
| 4 | Situation is role played successfully | Successful interaction with no difficulties in initiation | A wide range of ESP vocabulary and phrases used with a few errors. | Utterance is even and fluent | Accurate use of pronunciation |
| 3 | Situation is role played with some deflections | Successful interaction with some difficulties in initiation | Moderate range of ESP vocabulary and phrases. | Although utterance is sometimes hesitant, the speakers is able to keep conversation going | Pronunciation is quite accurate |
| 2 | Situation is role played partly | Initiation and communication happens with the help of teacher | Restricted range of ESP vocabulary and phrases | Utterance halts and fragmentary excepts | Frequent errors sometimes make speech unintelligible |
| 1 | Does not understand what to do to role play the situation | Great difficulty in communication, unable to initiate even with the help of teacher | Very restricted range of ESP vocabulary and phrases | Speech is slow, halting. Difficult to perceive continuity | Speech is largely unintelligible |
| 0 | Not enough to evaluate | Not enough to evaluate | Not enough to evaluate | Not enough to evaluate | Not enough to evaluate |

Adapted from marking scale of Year 9 English Exam

APPENDIX 7

| | |
|---|--|
| <p>A: -Hello, is that.....? -(B speaking) -It ishere I am phoning..... possible? -(B speaking) -No, I am How about.....? -(B speaking) -Good -(B speaking)</p> | <p>B: -(A speaking) -Yes..... -(A speaking) -No, I am What about.....? -(A speaking) -Well.....is not possible, butis OK -(A speaking) -So.....?</p> |
|---|--|

APPENDIX 8

| | |
|---|--|
| <p>Receptionist: -Answer phone -(caller speaking) -Ask who is calling -(caller speaking) -Ask caller to hold the line Say she is in a meeting Offer to take a message -(caller speaking) -Repeat the message -(caller speaking) . -Say goodbye</p> | <p>Caller: -(receptionist speaking) -Ask to speak to Monique Bresson -(receptionist speaking) -Give your name and company -(receptionist speaking) -Give the message -(receptionist speaking) -Say thank you and goodbye</p> |
|---|--|

APPENDIX 9

| | |
|---|---|
| <p>Host:</p> <ul style="list-style-type: none"> -Welcome visitor and introduce yourself -(visitor speaking) -Ask about journey -(visitor speaking) -Ask if first visit -(visitorr speaking) -Ask how long here for -(visitor speaking) -Ask where visitor lives and works -(visitor speaking) -Ask about travel for work -(visitor speaking) -Begin introduction with colleagues | <p>Visitor:</p> <ul style="list-style-type: none"> -(host speaking) -Greet host -(host speaking) -Replay -(host speaking) -Replay and give more information -(host speaking) -Say only two days -(host speaking) -Replay. Ask host same question -(host speaking) -Replay and give more information. Ask host same questions |
|---|---|

APPENDIX 10

| | |
|---|--|
| <p>Host:</p> <ul style="list-style-type: none"> -Ask quest what he/she would like -(quest speaking) -Recommend a starter/main dish -(quest speaking) -Offer a drink: wine/beer <p>Later</p> <ul style="list-style-type: none"> -Offer a dessert/coffee -(quest speaking) -Replay to thanks | <p>Quest:</p> <ul style="list-style-type: none"> -(host speaking) -Ask for recommendation -(host speaking) -Say what you would like -(host speaking) -Say what you would like -(host speaking) -Reply. Thank host |
|---|--|

APPENDIX 12

Runas prasmes angļu valodā - pašnovērtējuma anketa pēc lomu spēlēm

| <i>Atzīmē ar ✓ sev atbilstošāko apgalvojumu!</i> | JĀ | NĒ |
|--|-----------|-----------|
| 1. Lomu spēles ir labs veids kā izspēlēt dažādas reālās dzīves situācijas klases apstākļos | | |
| 2. Man patika piedalīties lomu spēlēs | | |
| 3. Es jutos labi uzsākot sarunu pirmais/ā lomu spēlē | | |
| 4. Es jutos labi spēlējot jebkuru lomu | | |
| 5. Es jūtu, ka uzlabojušās manas prasmes sarunāt tikšanos angļu valodā | | |
| 6. Es jūtu, ka uzlabojušās manas prasmes uzsākt sarunu angliski pa telefonu | | |
| 7. Es jūtu, ka uzlabojušās manas prasmes uzrunāt un sveikt ārzemju viesi savā darba vietā angļu valodā | | |
| 8. Es jūtu, ka uzlabojušās manas prasmes pasūtīt ēdienu restorānā angļu valodā | | |
| 9. Es jūtu, ka uzlabojušās manas prasmes veikli pielāgoties situācijai un atbilstoši izmantot angļu valodu | | |
| 10. Es labprāt vēl piedalītos lomu spēlēs | | |
| 11. Es domāju, ka arī turpmāk lomu spēles jāiekļauj nodarbību kārtībā | | |