

Teacher's notes

1. INTRODUCTION TO RESEARCH

TASK 1

Purpose of task: to familiarise students with basic concepts of research and stages of research.

Suggested time: 20 minutes

Working mode: whole class

(Based on Baker; 1988:104-107)

Key:

- The words suggested by participants are used to define research and its stages.
- Key words for definition: objective, question/hypothesis/problem, method answers/solution, data, collection, classification, analysis, interpretation, tool, process and product, understanding/theory, public.

The participants' answers are listed by the teacher in order to identify the stages in doing research:

1. identifying area of research (objective/question/hypothesis/problem)
2. identifying sources for data informants (data, methods)
3. collecting data (data, collection)
4. choosing the appropriate instruments (methods/ tools)
5. analysing data (analysis, interpretation, classification, answers, solutions)
6. reporting results (understanding, theory, public).

Note: *Data* vs. *information* may require clarification.

Data: information that is collected, analysed, interpreted in order to answer the research question. E.g.: answers to questionnaires, transcripts of interviews, etc, diaries, students' mistakes, researcher's notes/diaries.

Information: information that the researcher did not ask for and that is not under the researcher's investigation. E.g.: during an interview the interviewee may provide ampler answers than the interviewer requires.

e.g.:

Q: *Where did you learn English?*

A: *I studied English at primary school, **with a very nice teacher, young and lively, very interested in games and music.***

Informants - people identified by the researcher as providers of data for the research

2. QUANTITATIVE VERSUS QUALITATIVE APPROACHES TO RESEARCH

TASK 1

Purpose of task: to introduce concepts of quantitative and qualitative approach to research.

Suggested time: 30 minutes

Working mode: group work

Key:

	Quantitative Approach	Qualitative Approach
Main Characteristics	It pursues facts.	It pursues insight.
	A researcher is considered to be an outsider to the research.	A researcher is considered to be an insider to the research.
Strengths	It can be applied to a large number of situations because it aims to be objective and value free (generalization).	The researcher is able to provide richer and wider-ranging descriptions than in the quantitative approach.
	The use of mathematical statistical analysis can reduce ambiguities and contradictions.	It is able to explain the psychological dimensions of human beings which are impossible to represent numerically in a quantitative way.
Weaknesses	The researcher's viewpoint is not considered in the explanation of the research.	The research design and the analysis of the data are greatly influenced by the researcher's perception.
	It pays no attention to the individual differences of the subjects.	It is hard to generalise to other research settings.

3. TYPES OF RESEARCH

TASK 1

Purpose of task: to make students aware of what surveys, experiments and case studies

Suggested time: 10 minutes

Working mode: Pair work

Key: a-3, b-1,c-2.

TASK 2:

Before the students start the task, clarify with them – that this research is in the 'social science' area rather than 'nature science' one.

Purpose of task: to identify features of surveys, experiments and case studies

Suggested time: 20 minutes

Working mode: Pair work

Key:

Feature	Survey	Experiment	Case study
Quantitative/	Mainly quantitative	Quantitative	Qualitative

qualitative	(the interview may yield qualitative data as well)		
Natural/ artificial setting (With/ without control over informants)	Natural (the researcher does not intervene in the research setting and does not try to control naturally occurring events)	Artificial setting (the researcher strictly controls and purposefully intervenes in the setting to determine the effect of the intervention) Two groups are used - the control (where the errors are corrected) and the experimental one (where the errors are not corrected)	Natural setting (the researcher does not intervene at all)
With/ without researcher's participation	The researcher does not participate in the informants' activity	The researcher does not participate in the informants' activities	The researcher may act as an observer (in the example provided) or can become a participant him/herself, engaging in the activities
Results can/ cannot be generalised	Can be generalised	Cannot be generalised	Cannot be generalised
Large/ small amount of data	Surveys usually yield the requested data, without additional information (small)	Experiments usually yield the requested data, without additional information (small)	Case studies usually yield a rich amount of data + additional information
Others			

4. IDENTIFYING AREAS OF RESEARCH

TASK 1

Purpose of task: to help students focus on the research area

Suggested time: 10 minutes

Working mode: Pair work

Key: The two areas are **language needs** and **the professional field**

Collect all the questions suggested by the students on the board. Then point out that the questions will probably need refining, breaking down into smaller items, considering whether they are relevant or not, so as to eliminate irrelevant items and focus the attention on important aspects of the topic.

TASK 2

Purpose of task: to help students with the process of constructing research questions by focusing on the aspects that need to be explored.

Suggested time: 10 minutes

Working mode: Group work

TASK 3

Be prepared to explain to the students what each of the factors is about.

Purpose of task: to help students refine their research questions

Suggested time: 15 minutes (Group work) + 10 minutes reporting time

Working mode: 5 groups and then plenary

Key:

Provide the key to the students so that they can compare and add other questions

Factors characterising the professional field which influence communication	Possible questions
<i>Activities and tasks</i>	- What types of jobs are vocational school graduates likely to have in their professional field? - What are the main activities and tasks, which require the use of English in the jobs identified? e.g. Does the employee <ul style="list-style-type: none"> • read instruction manuals? • write reports? • answer the phone? • send/receive e-mail messages? • discuss with clients? • make oral presentations? •
<i>Interaction</i>	- Who does the graduate communicate with in order to perform the above activities and tasks? e.g. Does the employee communicate with <ul style="list-style-type: none"> • the boss / a supervisor? • colleagues? • clients? • members of other departments in the company? • callers? • senders / recipients of letters / e-mail messages / faxes? • etc. - What are the roles of and the relationships between these people? <ul style="list-style-type: none"> • employee – employer? • subordinate – boss? • colleague – colleague? • host(ess) – guest? - How does the communication take place? How do the

	<p>people involved interact? e.g. Do they communicate</p> <ul style="list-style-type: none"> • face-to-face? • by letters, fax, e-mail, SMS? • by phone?
<i>Subject / Content of communication</i>	- What do the people involved communicate about? (there may be a variety of issues concerning work)
<i>Attitudes and tones</i>	<p>What attitude and tone does the communication require? e.g.</p> <ul style="list-style-type: none"> • neutral? • formal / informal? • open, direct / indirect? • firm? • tactful, diplomatic? • ...
<i>Situational context</i>	<p>- Where does the communication take place? e.g.</p> <ul style="list-style-type: none"> • in the office? • at the hotel reception? • in the boardroom? • on the shop floor? • in a restaurant ? • <p>- When does the communication take place?</p> <ul style="list-style-type: none"> • during working hours / over lunch/ dinner? • during a break? • before / during / after a meeting? • ... <p>- How often does the communication take place?</p> <p>- How much time is available for the communication? How urgent is it?</p> <p>- Are there other situational factors which may influence the communication? e.g. noise, interruptions, etc.</p>

TASK 4

Purpose of task: to consolidate knowledge of research aspects by analysing a case study

Suggested time: 15 minutes

Working mode: Group work, then collect answers in plenary

Key:

➤ **Activities and tasks which involve the use of English**

- receiving and making phone calls
- taking messages
- receiving and writing correspondence (letters, memos, faxes, e-mail)
- receiving guests

- writing minutes
- taking notes

- **People he/she interacts with**
 - boss
 - colleagues
 - visitors
 - customers
 - suppliers, business partners

- **Ways of interacting**
 - face-to-face
 - by letters, memos, e-mail, ax
 - by phone

- **Subject of the communication**
 - the company
 - issues concerning the company's activity
 - administrative or office work

- **Attitudes and tones** (depending on the situation and the relationship with the interlocutor)
 - neutral, polite
 - formal
 - open, direct
 - firm
 - indirect, tactful
 - informal (with friends and colleagues)

- **Situational context**
 - office, boardroom, etc.
 - many routine tasks
 - quite often – tasks which need to be done urgently
 - ...

TASK 5

Purpose of task: to narrow down the research areas

Suggested time: 10 minutes + 5 minutes for plenary check

Working mode: Group work, then collect answers in plenary

Key:

Investigating in detail the professional field will help us identify what type of **language** is required to perform effectively in specific **jobs**:

- ❖ What **language skills** are necessary?
 - **speaking** (e.g. for telephoning, job interviews, presentations, etc.)
 - **writing** (e.g. for drafting letters, note-taking, summarising, etc.)
 - **reading** for general or for specific information

- (e.g. instruction manuals, the mail, etc.)
- **listening** for the gist of the message or for specific information (e.g. to instructions, radio/TV news, etc.)
 - ❖ Does the profession require a specialised **vocabulary**? (e.g. technical words, business terms, etc.)
 - ❖ Can any specific **grammar structures** be identified? (e.g. the Passive in scientific texts)
 - ❖ What **functions** occur more frequently in communication? (e.g. requesting/ giving information, explaining, thanking, etc.)

TASK 6

Purpose of task: to help students identify sources for data collection and groups of respondents/informants.

Suggested time: 10 minutes

Working mode: Group work, then collect answers in plenary

Key:

Possible sources:

- Vocational school graduates
- Employers
- Employees
- Other vocational school students
- Specialist teachers
- English teachers
- The researchers themselves
- State or private employment agencies
- The regional Chamber of Commerce
- Job advertisements in the media and on the internet
- Authentic materials from companies (e.g. brochures, instruction manuals, samples of correspondence, etc.)

5. DATA COLLECTION INSTRUMENTS

TASK 1

Purpose of task: to familiarize students with basic methods for collecting data

Suggested time: 20 minutes

Working mode: Group work, then plenary discussion

6. SAMPLING

TASK 1

Purpose of task: to familiarize students with sampling methods

Suggested time: 10 minutes

Working mode: Individual

TASK 2

Purpose of task: to consolidate knowledge of sampling methods

Suggested time: 20 minutes

Working mode: One participant volunteers to sit in front facing the others while the teacher writes the name of a method of sampling on the board. One or more of the group describe the method,

which the volunteer has to guess. The procedure continues for six rounds, till all methods are mentioned.

TASK 3

Purpose of task: to select the most appropriate method of sampling for students' research

Suggested time: 10 minutes

Working mode: Plenary discussion

TASK 4

Purpose of task: to identify the groups of respondents relevant for the research

Suggested time: 10 minutes

Working mode: Plenary discussion

7. DIARIES**TASK 1**

Purpose of task: To introduce the concept of 'research diary'

Suggested time: 10 minutes

Working mode: Plenary discussion. You may start the lesson by asking students about their 'keeping-a-diary' habits

Refer the students to the definition of diary in the section: 'Types of instruments' and to the one below:

Diaries are an attractive way of gathering information about the aspects of research. Research diaries are not records of engagement or personal journals of thoughts and activities, but records or logs of professional activities.

Key.

a) - 1); b) - 2)

TASK 2

Purpose of task: To help students identify reasons for keeping a research diary

Suggested time: 15 minutes

Working mode: Plenary discussion.

Key:

The main categories of people involved in a research-type activity are: the researcher/-s and the informants.

Discuss with students that research diaries are instruments for collecting data. Usually some categories of informants can be asked to fill in diary entries about aspects of their activities: description, frequency, people involved, sequence and others. Only sympathetic and committed informants can be kindly asked to make entries, as the task is time consuming and can be irritating. The researcher can also keep a diary.

The students are likely to confirm the usefulness of a diary. Elicit the reasons for it from the students. Accept all possible answers.

TASK 3

Purpose of task: To introduce the notion of 'critical finding'

Suggested time: 20 minutes

Working mode: individual reading followed by plenary discussion

Key:

Critical finding – a noteworthy finding, one that is particularly relevant for the research area.

TASK 4

Purpose of task: To personalise the concept

Suggested time: 15 minutes

Working mode: individual followed by plenary discussions

Further suggestions:

Ask the students to work individually. Emphasise the fact that the students must explain the reasons for their choices. Ask 4 - 5 students to read their paragraph.

Invite the rest of the class to comment on: the logic sequence of ideas, the appropriacy of vocabulary and on accuracy of the language. Make it clear that what makes one finding or one incident critical or interesting is a matter of personal choice and should be accepted as long as it is supported by arguments. Encourage positive feedback and alternative solutions, rather than demotivating criticism.

TASK 5

Purpose of task: To consolidate knowledge

Suggested time: 10 minutes

Working mode: Group work

Possible key:

- The name of the event/ activity and the date
- Description of activities/ meetings/ tasks
- People involved in those events
- Relevant ideas generated by those events
- Plans as a result of those activities
- Personal thoughts
- Personal feelings

TASK 6

Purpose of task: To practise diary writing

Suggested time: 30 minutes

Working mode: individual

Further suggestions:

This activity is suitable for homework.

If you want to evaluate this as the students' written assignment for the semester, this is a possible marking scheme:

Appropriateness of task:	2 points
Occurrence of appropriate aspects agreed for a diary:	2
Logic sequence of ideas:	2
Accuracy: vocabulary (meaning and spelling) + structures:	2
Critical thinking:	2

Encourage students to make regular entries in their diaries - as an important instrument for collecting data and for their own learning.

7. QUESTIONNAIRE DESIGN**TASK 1**

Purpose of task: to draw students' attention to the main principles of questionnaire design

Suggested time: 30 minutes

Working mode: individual and plenary discussion

KEY**Dos:**

- identify important areas for your investigation
- go back to your hypothesis or to the initial questions (research questions) and decide which questions you need to ask to achieve these objectives
- remove ambiguity and achieve precision necessary to ensure that subjects understand exactly what you are asking

- check the language and avoid jargon
- decide which question types to use and ensure that you will be able to classify and analyse responses
- explain the purpose of the questionnaire and thank the respondent
- leave enough space for answers

Don'ts (based on the analysis of the questions in the given questionnaire):

Q.1 too vague - what will the responses mean? Words may have one meaning to you and a different one to somebody else. Don't use imprecise words!

Q.2 The time intervals are not well set and do not cover the whole given period of time.

Q.3. There are other possibilities which are not mentioned. The items should be prioritised. Don't overlook possibilities!

Q4. The question assumes that the respondent has a sister. Don't make any assumption!

Q5. The question relies on memory. Don't rely on the respondent's memory!

Q.6. A double question. Don't use double questions! This makes answers irrelevant.

Q.7. A leading question.

Don't use leading question, which may lead the respondent towards a particular answer!

Q.8. The respondent may not have the necessary knowledge to answer this question.

Don't rely on specialist knowledge!

Q.9. It's a hypothetical question that will provide a useless response.

Don't use hypothetical questions that do not yield relevant information!

Q.10. It is a question that includes a double negation. Don't use double negative questions! It is also a leading question.

Q.11. It is a sensitive question. Don't ask sensitive questions!

Q.12. It is an irrelevant question.

Don't ask questions if the answers do not provide information relevant to the purpose of the questionnaire!

Q.13. A 'highbrow' question. Don't ask 'highbrow' questions! The respondent may not understand it and not provide useful answers. It is also interpreted as a sign of showing off on the part of the researcher and, as a result, demotivating for the informant.

TASK 2

Purpose of task: To introduce types of questions

Suggested time: 15 minutes

Working mode: Pair work

Key

1-c; 2-e; 3-a; 4-b; 5-d; 6-f; 7-h; 8-g.

TASK 3

Purpose of task: To analyse further features of a good questionnaire

Suggested time: 30 minutes

Working mode: Group work for writing the questions, which are then distributed to another group for feedback, followed by plenary discussions

Key

Suggested questions:

How long did it take you to complete the questionnaire?

Were the instructions clear?

Were any of the questions unclear or ambiguous? If so, will you say which and why?

Did you object to answering any of the questions?

In your opinion, has any major topic been omitted?

Was the layout of the questionnaire clear?

Any other comments?

TASK 4

Purpose of task: to help students apply the appropriate instrument(s) to different groups of informants

Suggested time: 10 minutes

Working mode: plenary discussion

Possible Key:

Graduates, employers and employees

TASK 5

Purpose of task: To design a questionnaire that students may use in their research

Suggested time: 50 minutes

Working mode: Group work

Students are asked to work on the first draft of their type of questionnaire

TASK 6

Purpose of task: To pilot and improve the questionnaire

Suggested time: to be agreed by groups

Working mode: Individual for filling in the questionnaire

Group work for revising the questionnaire

8. QUESTIONNAIRES VERSUS INTERVIEWS

TASK 1

Purpose of task: to compare questionnaires and interviews as instruments for data collection

Suggested time: 20 minutes

Working mode; pair work followed by plenary discussions

Key:

<i>Issues for consideration</i>	<i>Interview</i>	<i>Questionnaire</i>
Who are the people involved in applying the instruments?	A trained interviewer	Somebody to administer the questionnaire (no special skill)
What are the necessary resources?	A tape-recorder (or the interviewer writes the answer)	Photocopying equipment and stamps
What are the opportunities for interaction with the respondent? (asking,	Extensive	Limited

probing, clarifying)		
Is there more information than necessary obtained?	Yes, because the interviewee will possibly provide more complex answers	No, except for the open questions
How many respondents can be reached?	A smaller number (the interviewer needs to get face-to-face with each interviewee)	A large number
Is the rate of return 100%?	Yes	No
What are the possible sources of error in applying the instrument?	- The interviewer may have preconceived ideas the interviewees may not be representative (if chosen on the criterion of convenience)	- the sampling may be wrong - the instrument may not be reliable and valid
What language skills are developed by the people using the instrument? (reading, writing, speaking, listening)	Speaking, listening and writing	Writing and reading

9. INTERVIEWS

TASK 1

Purpose of task: To identify advantages and disadvantages of interviews

Suggested time: 25 minutes

Working mode: Plenary discussion of the group lists. Teacher records the prompts from the students and possibly adds some more:

Key:

Advantages	Disadvantages
- adaptability: interviewer can follow up ideas, probe answers, investigate motives and feelings	- time-consuming
- body language, facial expression, tone of voice can provide information	- subjective, danger of bias
- a response in an interview can be developed further while questionnaire responses have to be taken at face value	- analysing responses can be difficult
- richer material can be obtained	- wording the questions -demanding

TASK 2

Purpose of task: To identify features of the three types of interview

Suggested time: 15 minutes

Working mode: Group work followed by plenary discussion.

Key:

Structured interview	Semi-structured interview	Unstructured interview
- similarity to an oral questionnaire	- guided (focused interview)	- preliminary interviews - open-ended questions

<ul style="list-style-type: none"> - alternative items - uniformity of measurement - easy coding - superficiality - low opportunity for complex answers 	<ul style="list-style-type: none"> - pre-established framework -scales -loose structure 	<ul style="list-style-type: none"> - minimum note-taking - flexibility of dialogue - possibility of probing responses
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TASK 3

Purpose of task: To introduce guidelines for interviewing

Suggested time: 30 minutes

Working mode: Group work followed by plenary discussion.

TASK 4

Purpose of task: To introduce and practise various types of interview questions

Suggested time: 40 minutes

Working mode: Group work followed by plenary reporting.

TASK 5

Purpose of task: To reflect on conducting interviews

Suggested time: 15 minutes

Working mode: Individual followed by plenary discussion.

10. ETHICAL ISSUES

TASK 1

Purpose of task: To make students aware of ethical issues that should be taken into account when administering, collecting and processing data.

Suggested time: 15 minutes

Working mode: group work followed by plenary discussion

11. ANALYSING DATA

TASK 1

Purpose of task: To make students aware of practical implications of editing informants' responses.

Suggested time: as long as necessary

Working mode: groups

TASK 2

Purpose of task: To help student process open-ended questions

Suggested time: 15 minutes

Working mode: groups

Key: 7-9 communication and teamwork
10-12 knowledge and learning

TASK 3

Purpose of task: To help student process interviews:

Suggested time: 30 minutes

Working mode: groups

Possible answer:

The data collected through interviews confirms the importance attached to English by different employers. One of the managers interviewed highlights some of the reasons for using English in an international environment. He emphasises that “English is the most widely used second language in the world, and is the

Language used by business people, so there’s a natural incentive to choose to operate in English.” The same respondent stresses the wide use of English in international relations and its increasing importance in relation to French within the European Union. As for Romania, he is of the opinion that “the Government should select English as a second language (rather than 3 or 4 languages) and thoroughly train their people”.

TASK 4

Purpose of task: To make students aware of graphical ways of presenting data

Suggested time: as long as necessary

Working mode: groups, followed by plenary discussion

TASK 5

Purpose of task: To help students interpret the data they processed

Suggested time: 40 minutes

Working mode: group followed by plenary discussion

Teaching suggestion:

Before the students start their interpretation discuss with them the following quotation in order to draw their attention on the generalisability of their data:

Bassey (quoted in Bell p.126) drew attention to the problems of generalizing from insufficient data and made a strong case for individual researchers working to a limited time-scale to produce research. Such research might go some way to solving a particular problem or lead to informed discussion of how a particular problem might be tackled.

In the analysis, interpretation and presentation of data, care has to be taken not to claim more for results than is warranted, and equal care has to be taken not to attempt generalizations based on insufficient data. In a short project, generalizations are unlikely, but reliability may be entirely possible. Well-prepared, small-scale studies may inform, illuminate and provide a basis for policy decisions within the institutions. As such, they can be invaluable. There is no need to apologize about inability to generalize, but there would be every need to apologize if data were manipulated in an attempt to prove more than could reasonably be claimed.

12. PRESENTING THE RESULTS**TASK 1**

Purpose of task: to raise students’ awareness of the stages and the content of a presentation.

Suggested time: 10 minutes

Working mode: pair work

Key: b, e, c, f, d, a, g

13. ORAL PRESENTATIONS**TASK 1**

Purpose of task: To introduce students to the topic of oral presentation.

Suggested time: 5 minutes

Working mode: brainstorming

TASK 2

Purpose of task: To make students aware of the differences between written presentations (which are read aloud) and oral presentations

Suggested time: 5 minutes

Working mode: group work

Key:

Presentation read aloud	Spoken presentation
Long sentences, complex vocabulary, complex arguments, impersonal style, prepared, no hesitation, no eye contact with the audience, less spontaneous, speaker feels more confident, the speech is too fast, impersonal tone	Short sentences, simpler vocabulary, simpler arguments, personal style, spontaneous, little hesitation, easier to follow a topic

TASK 3:

Purpose of task: To familiarise students with useful language appropriate for specific parts of an oral presentation

Suggested time: 5 minutes

Working mode: group work

Key:

A-4, B-5, C-1, D-2, E-3.

TASK 4

Purpose of task: To make students aware of register and different levels of formality.

Suggested time: 10 minutes

Working mode: group work

Key:

Formal	Informal
The subject of this paper is ...; What I aim to do is ...; The subject will be looked at under the following headings ...; ... has no major effect on data reliability; A detailed study of the respondents has been carried out; The issue will be addressed; Therefore, ...; Later in the paper, ...; Are there any questions?	I'd like to talk today about ...; A little bit later; We have carried out a detailed study of the respondents; I have divided my talk into the following parts: ...; We need to discuss ...; Let's stop here and see if there are any questions; Let's leave that; That's why ...; Now we come to ...; That covers ...; Let's get back to ...

TASK 5

Purpose of task: To provide practice in formal/ informal oral presentation

Suggested time: 10 minutes

Working mode: group work

TASK 6

Purpose of task : To introduce emphasisers and minimizers

Suggested time: 10 minutes

Working mode: group work

Key:

Emphasisers: at all, drastically, far fewer, absolutely no time, very important, not only..., significant, too often.

Minimizers: to some extent, it seems that.

TASK 7

Purpose of task : To practice the use of emphasisers and minimizers

Suggested time: 10 minutes

Working mode: group work

Key:

Other emphasizers: extremely, absolutely, completely, entirely, extremely, very.

Other minimizers: appear a bit, perhaps, might, tend, somehow.

TASK 8

Purpose of task: To help students use body language appropriately

Suggested time: 10 minutes

Working mode: pair work

Key

Possible answers

1. Maintain good eye contact with different people in the audience. Don't just look at one person.
2. Use facial expressions to emphasize your feelings. Smile.
3. Use your hand to emphasize what you say/. Keep your hands out of pockets. Hold a pen if you feel more comfortable, but don't play with it.
4. Don't stand completely still. Don't move around too much.
5. Try to keep your posture upright but relaxed. Look straight ahead, not down at the floor or up at the ceiling.

TASK 9

Purpose of task: To help students manage presentation anxiety

Suggested time: 10 minutes

Working mode: group work

Key:

Possible answers:

- Organise your thoughts and materials
- Visualise yourself delivering the presentation
- Know exactly how you start - plan the first minute of your presentation down to the last detail; try to memorize your opening words - this will help you to sound confident and in control
- Practise and rehearse the presentation in front of a mirror/ a friend
- Leave nothing to chance - check every thing before you are due to speak: room seating, visibility, acoustics, and equipment
- Breathe deeply and relax before starting
- Release tension in a positive way
- Stay relaxed and natural by moving when you speak
- Maintain good eye contact with your audience
- Make your presentation personal
- Enjoy the experience

TASK 10

Purpose of task: To familiarise students with useful phrases for linking ideas in an oral presentation

Suggested time: 5 minutes preparation and 1 minute presentation

Working mode: individual

TASK 11

Purpose of task: To raise students' awareness of appropriate language for the closing of an oral presentation

Suggested time: 5 minutes

Working mode: group work

Key

1-b, 2-e, 3-f, 4-a, 5-d, 6-c.

TASK 12

Purpose of task: To help students deal with questions from the audience

Suggested time: 10 minutes

Working mode: individual

- welcome the question: *That's a good question/ That's interesting*
- clarify a question: *If I understand you correctly, you are saying/asking...? I'm not sure what you're getting at/ Could you go over that again*
- checking that the questioner is satisfied: *Does that answer your question? Is that clear? Can we continue? / Can we go on?*

14. GRAPHIC PRESENTATION**TASK 1**

Purpose of task: To make students understand the importance of visual/ graphic representation of data in a report. To introduce vocabulary related to describing graphs

Suggested time: 15 minutes

Working mode: group work

15. WRITTEN REPORTS**TASK 1**

Purpose of task: To help students identify the purpose of writing a report

Suggested time: 15 minutes

Working mode: group work followed by plenary discussion

TASK 2

Purpose of task: To help students become aware of the structure of a written report

Suggested time: 10 minutes

Working mode: group work

Key

Sequencing: 3,4,2,1

Matching: 1 - c; 2-a, 3-d, 4-6

The basic pattern is a brief presentation of what the report will be about, then the detail stage by stage and finally the summing up.

If necessary, appendices may be attached that include: detailed data, diagrams, statistics, list of sources of information, bibliography.

TASK 3

Purpose of task: To provide students with more information about types of reports

Suggested time: 10 minutes

Working mode: plenary discussion

TASK 4

Purpose of task: To help students with the process of writing a report

Suggested time: 5 minutes

Working mode: group work

Key:

3,1,2,4,5,7,6

TASK 5

Purpose of task: To make students aware of the language register appropriate to the type of text they write

Suggested time: 10 minutes

Working mode: group work

Key:

1	2	3	4	5	6	7
The aim of this report is...; This report is intended to...	It appears that...	it seems that...; it may well be that...; it could be that...	in general; a majority of...; a minority of...; on balance.	As might have been expected ...; Predictably,...; Surprisingly, ...; It is interesting that ...	It is recommended that... It would be advisable that...	In short, ... To sum up, ... To summarise, ...

TASK 6

Purpose of task: To help students identify elements of paragraph writing

Suggested time: 5 minutes

Working mode: group work

Key: (The underlined sentences are the lead ones and the sentences in bold are the concluding ones).

- a. The data collected through interviews with several Human Resource managers indicate that over 60% of the employees hired after 1995 were tested for their level of English. Also, nearly 50% of the companies who responded to our questionnaires are willing to offer a higher salary or some other incentive to employers with excellent English. **This confirms that knowledge of English is becoming an important selection criterion.**
- b. The results indicate that companies want their employees to be able to communicate orally in various job-related situations, of which *telephoning, socialising, meetings and discussions* are the most important. Employees are also expected to read and write a variety of business documents (*contracts, reports, business letters, etc.*). **The data shows that employees' professional duties require a wide range of oral and written communication skills.**

TASK 7

Purpose of task: To make students aware of the need for clarity of expression in written reports. To practise writing clear sentences.

Suggested time: 5 minutes

Working mode: group work

Key:

7.a. Sentence 2 is only eight words longer than Sentence 1, but its intricacy makes it much harder work for the reader. In order to be clear, start the sentences with the subject and do not use too long sentences.

7.b. The previous Managing Director, Sir Marcus Riley has, unfortunately, left the company. He was a man of enormous experience both in electrical engineering and in product development. He was also a skilled negotiator with an excellent head for figures.
(Seeley, p. 68)

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