

Classroom Practices in Adult EFL : A Communicative Approach

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The purpose of this article is to discuss the external courses offered by the Training Division of Chulalongkorn University Language Institute to participants of the Intensive Summer Course and Twilight Course. The writer elaborates how the courses were designed, what methodology was adopted and what kind of activities were planned and exploited to create the atmosphere of real communication in an adult English classroom. The topics covered in the article are background information about learners, problems of the target group diversity, course design principles, communicative material design, teaching strategies, and classroom atmosphere.

This article is based on the belief that most adult learners acquire a second language only when they are exposed to and actively involved in real meaningful communication in that language. The writer discusses the external courses offered by the Training Division of Chulalongkorn University Language Institute to participants of the Intensive Summer Course and Twillight Course. Then, she elaborates on how the courses were designed, what methodology was adopted, and what kind of activities were planned and exploited to create the atmosphere of real communication in these English classrooms.

1. Background Information About Learners

Every year, the Training Division of Chulalongkorn University Language Institute offers a variety of English courses to interested adult learners who want to improve their English language proficiency. Some learners may wish to further their studies abroad or to increase their work efficiency. Others may be preparing themselves for promotion to a higher position which demands an ability to use English effectively as a means of communication. These learners had obtained, at the lowest level,

bachelor's degrees in various academic disciplines. There were also a few who had obtained master's degrees and one or two participants in each group who had received doctoral degrees. In this article, the two courses regularly offered at CULI—the Intensive Summer Course and the Twilight Course—are discussed in particular.

1.1 Intensive Summer Course (IC)

This course is offered annually for 5 weeks during the summer vacation and comprises 150 contactclass hours of instruction. The participants are mainly university instructors and government officials who work under the Ministry of University Affairs and the Ministry of Education. The ages of the participants range from 25–45 years. They represent knowledgeable persons of such various academic fields as medicine, dentistry, psychology, economics, science and technology, and education. The I.C. participants can be considered upper–intermediate or advanced learners with a satisfactory command of English and considerable expertise and experience in their respective academic disciplines. These people take IC in order to improve their English proficiency as well as to prepare themselves to go abroad, either to attend international seminars or simply to further their studies.

1.2 Twilight Course (TW)

This course is offered twice annually and there are 80 class–contact hours. The participants are mainly officials from the private sector: bankers, businessmen, and personnel in the business community. There are also some government officials and senior students who plan to enter the business world after graduation. According to the learners' performance, the level of skills taught can be classified as intermediate. The age group of the learners is 22–40. The learners' reasons for taking TW is to improve proficiency in English so as to increase work efficiency and to keep in touch with international trends and events as well as with the culture of English speaking countries.

2. Problems Regarding Target Group Diversity

At the beginning of the course, the participants of the aforementioned courses are required to take a pre–test exam administered by the Training Division to *roughly* place learners of comparatively similar English abilities into the same group or level. The pre–test exam is divided into 2 parts : 1) listening and 2) reading and writing. Having taught these courses myself, I have found that despite this test there is still a lot of diversity among learners within the same groups in terms of the following.

2.1 The learner's ability to communicate in English

Some learners have a relatively good mastery of the phonology and grammar of spoken English and can read and write, yet have a limited vocabulary.

On the other hand, some learners may read and write well but lack oral communication skills. Most of the time, the weakest skill is listening comprehension ; and, quite often, a lack of confidence in spoken communication is the learner's major problem. It is far from surprising that learners of different proficiencies in various skills are mingled within the same group because the pre-test exam that is currently used is merely a general proficiency test and does not take speaking skills into account¹.

2.2 Individual learning style and pace of learning

As has been already mentioned, learners are from different age groups. Sometimes this becomes a problem in determining the design of materials and classroom activities. One may find that young learners are very alert, active, quick and outspoken and might enjoy activities like group work, simulations, and role playing. On the other hand, the older participants may be slower in acting and reacting and feel more at ease working individually and quietly. Thus, the teacher must be flexible in giving the latter time to reflect. Apart from the age factor, another element that must be taken into consideration is that some learners have busy work schedules outside the class. Therefore, it is rather unlikely that they will have time to prepare lessons in advance, to complete homework assignments, or simply to review the lessons already taught in class. Consequently, these learners may feel that they are behind others who are less busy than they are so that there is sometimes a decrease in their motivation and interest in the classroom proceedings.

2.3 Needs

Individual learners attending the course have different needs and goals. Some may have an immediate need to improve only their spoken communication skills, while others may require help in improving their writing skills. However, these needs are identified at the beginning of the course because all course participants are requested to fill out a biodata sheet of which one portion asks about the learner's needs and goals in attending the course. The teacher's problem is how to satisfactorily serve the various differing needs of 25-28 learners in a single class. A basic suggestion might be that the instructor be highly flexible, energetic, and creative in confronting such a heterogeneous group. Yet putting the suggestion into actual practice is not an easy thing to do.

3. Course Design Principles

Before designing a course, one must consider the following questions (Bell, 1983 : 95):

1. Who are the learners ?
2. What do they need to learn ?

3. Why do they need to learn it ?
4. How do I believe people learn ?
5. How can I help them to learn ?

After considering all 5 questions, I decided that IC and TW should focus on the following guidelines.

3.1 Real communication

Johnson and Morrow (1981) asserted that communicative methodology needs to provide learners with opportunity to engage in unrehearsed communication and thereby experience doubt and uncertainty and learn to make appropriate content and linguistic choices accordingly. Besides, in order to generate real meaningful communication, communicative tasks should be those in which there is a real information/opinion gap between participants. Furthermore the learners' roles in these activities must be clearly specified and both the activities and roles must be varied in order that a wide range of language use and situations are encountered in the classroom. There should of course be a wide variety of content options.

3.2 Fluency vs Accuracy

I adopted Brumfit's idea that an approach which best helps learners to learn more effectively must begin with what learners can do and focus on how the previously known resources can be exploited (Brumfit and Johnson, 1979 : 188). Moreover, it is my firm belief that learners' skills must be developed through a "fluency-approach", but this must not completely exclude the development of accuracy. Thus, my emphasis would be on effective performance or how language is used, and not on "knowledge or grammatical competence", in specific situations, purposes, tasks, and so on. (Richards, 1984 : 4). The course then will have two parallel strands : *supportive activities* that would enable learners to recall or build up formal resources or grammatical competence, and *interactive activities* which activate appropriate and socially acceptable use of English and will consequently be reflected in a learner's performance.

3.3 Effective learning

In order to maximize results and thus convey learners to the target level, it is necessary that one consider not how teaching should be made more effective but how *learning* may be made more effective. Littlewood (1984 : 3) points out that it is the teacher's duty to involve learners in different kinds of communication in the classroom. This is an essential part of learners' overall learning experience generated without learners' conscious awareness as advocated by Krashen and Terrell (1983). This natural process of "acquisition" is the crucial factor in learning language for spontaneous communication. Suggested activities therefore should cover discussion, purposeful reading, purposeful listening, problem-solving, creative role-playing, simulations, case studies, and others.

In addition, learners should be made keenly aware that they should be responsible for their own learning. They should train themselves to monitor, evaluate, and give feedback on their peers' performances. Through this process, learners come to realize that they can learn from fellow learners as well as from the teachers and the materials presented in class. It is expected that learners will learn more effectively if they have strong motivation, have a purpose, and perceive the relevance of what they are learning.

3.4 Selective correction of errors

In providing opportunities for the communicative use of language, it is recognized that the language generated will be unpredictable and that errors will be made in performance. However, some errors may remain uncorrected if they do not interfere with the achievement of the task objectives. This means that in interactive activities, errors that interfere with the successful completion of the task will receive immediate correction. Elsewhere, where the concern is with developing a range of formal resources for use or grammatical competence, the errors will be mainly errors of accuracy and can await later correction. Or, learners can correct their own mistakes themselves.

Nevertheless, it is my belief that learner error is an integral part of the learning process and that the teacher should not try to prevent errors. On the contrary, the teacher should encourage learners to risk making mistakes in order to communicate and get the message across effectively. At the same time, learners should be guided to monitor their own performance, to become aware of their own limitations, and to use this knowledge to improve future performance (Allwright, 1981 : 11). For those who really need to practice structure or form, this can be done outside the class with taped or written drills and exercises as what I called *supportive activities*.

4. Communicative Material Design

I prefer to call the materials designed for IC and TW "process materials" (Breen, Candlin and Waters, 1983 : 111). These process materials serve as guidelines or frameworks for activities suggesting *tasks* within the activity, each of which would be designed to involve learners' use of language competence through communicative acts in the achievement of the overall activity. In other words, I would not emphasize content², that is, presentation of data and information. The main focus should be on *how* learners complete the tasks set in each activity. Two of the essential features of an activity are differentiation and problem-posing (Breen et al., 1983 : 116-7).

4.1 Differentiation within activities

Any activity should allow for differentiation in terms of the following.

4.1.1 Learner contributions

In order to facilitate learning as a communicative process, the activity should involve more than one learner for its accomplishment.

4.1.2 Routes through the activity

An activity will need to be open to alternative means of accomplishment. For instance, although some activities specify group work, individual work, or pair work, learners may choose to take a different direction than that specified in the achievement of tasks. The teacher must allow this.

4.1.3 Learner outcomes

Any activity is likely to require an outcome which represents the cooperative efforts of the group. The teacher should anticipate that different learners may derive different outcomes from shared activity.

4.2 Problem-posing within activities

Activities within learning materials should be, typically, concerned with questions as well as answers, with uncertainty as well as certainty, and with challenging curiosity rather than channelling it along some predetermined path.

Sources of materials used in the course were textbooks, magazines, newspapers, journals, short stories, novels, songs, cartoons, audio tapes, and video tapes.

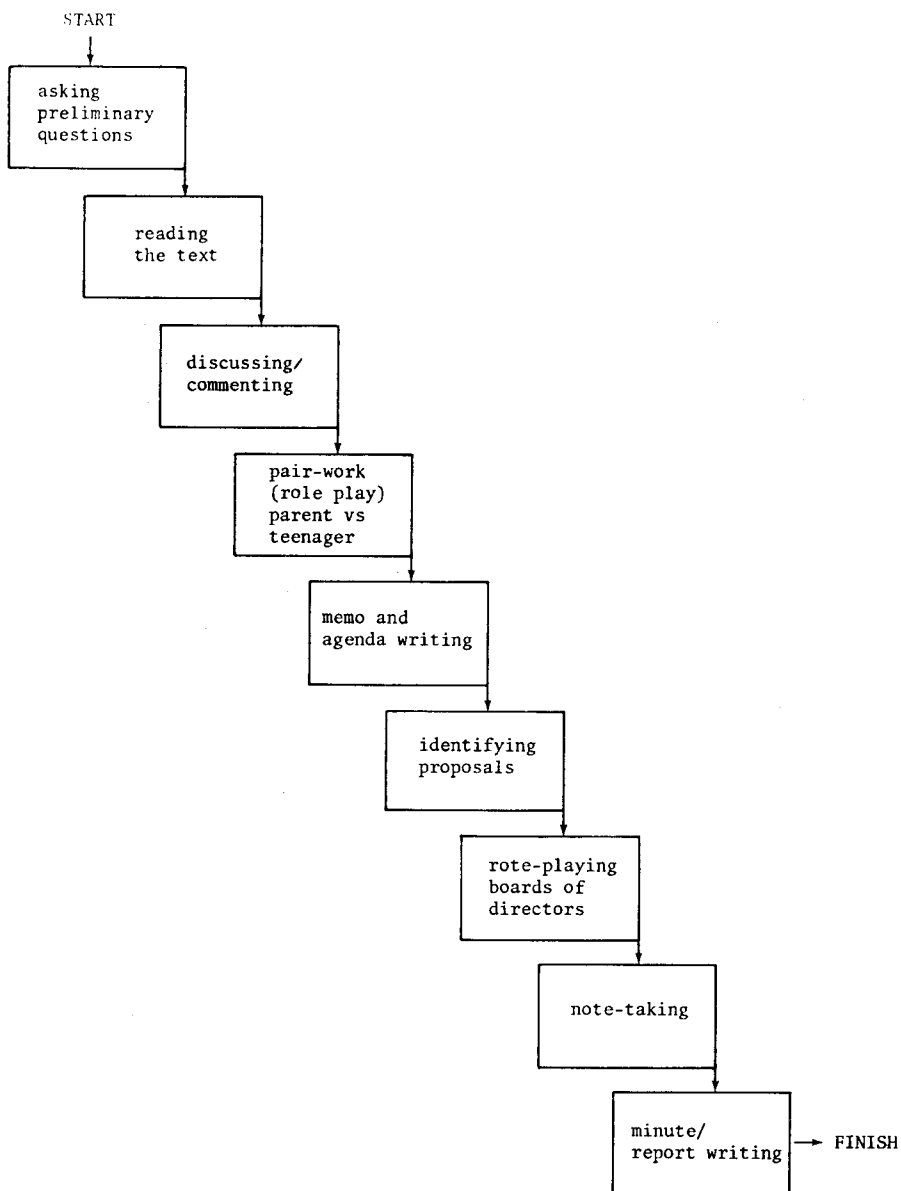
5. Teaching Strategies

A strategy may be defined as “a particular method of approaching a problem or task, a mode of operation for achieving a particular end, a planned design for controlling and manipulating certain information” (Brown, 1980). The main strategies that I employed with my IC and TW learners were 1) questioning strategy, 2) resource person strategy and 3) teacher positive response strategy.

5.1 Questioning strategy

I found questioning to be a useful strategy because it may serve a variety of functions such as obtaining or retaining attention, checking understanding, obtaining information, or asking for agreement in certain matters. The questions I asked in class were mostly factual or open-ended reasoning questions so that learners could have the opportunity to react to the questions and express themselves freely in different ways. Sometimes I found that once I asked a single initial question and called for answers or reactions, a lot of responses and related questions were generated and a long chain of discussion was maintained by learners who became deeply involved in the activity/conversation. The idea of “chain reaction” also applies to

setting tasks within activities, that is, the tasks assigned to learners for completion should be naturally and purposefully *interrelated*. For instance, a learner might start by reading job advertisements in a newspaper, then write a letter of application and a résumé. Next, he might make an appointment on the telephone with the personnel manager. Then, he is interviewed. As for other learners, they might form themselves into a committee to make a decision as to which applicant is the most suitable. Appendix A includes the materials used for the “chain activity” sequence given below.



5.2 Resource person strategy

As mentioned earlier, most IC and TW learners are people from different professions and have extensive knowledge and experience in their particular academic/business circles. Their biodata sheets indicate their individual backgrounds and interests. When materials dealt with information in their specialized fields, I made use of their knowledge and expertise to answer questions, to clarify content, to give further information, and to confirm or refute the answers or explanations provided by others or by the text itself. From my observations, I found that learners in class were often more impressed by what their friends explained to them than by the teacher's talk or explanation. However, since a variety of topics is covered in the materials, learners from many different backgrounds can be used as resource persons. The teacher must be indirect in calling on a participant to be a resource person. She must create a help-wanted situation which requires that person's spontaneous offer of assistance. It is also the teacher's duty to help him build up a sense of self-confidence by making him realize that although his English is not as good as others', he is far superior in the sense that his knowledge on the subject is more extensive than that of anybody else in the class, including the teacher.

At this point I would like to cite an example of a lesson I used with IC learners to show how I applied questioning strategy and resource person strategy to the teaching.

Time allotted : 2 hours

The materials prepared were :

1. a 3-minute long cassette tape about a newly wed couple who spent very little money on their wedding
2. a magazine article entitled "Conjugal Prep" from *Newsweek*, 1975
3. a magazine article entitled "Children Having Children" from *Times*, 1985
4. 6 comic strips ridiculing married life. (Appendix B) King Features Syndicate, Inc, 1970

Objective of the lesson :

To enable learners to acquire skills in reading magazine articles effectively.

Skill areas : listening, speaking, reading

Target task : role-playing

All participants were given different roles : A, B, C and D.

1. Learner A is a psychologist and marriage counsellor. He will be expected to give guidance to young people who are planning marriage or having love problems.

2. Learner B is planning marriage, but he has a financial problem. He comes to ask for the counsellor's advice.

3. Learner C is a highschool student. She is facing the problem of an unwanted pregnancy. She comes to ask for the counsellor's help.

4. Learner D is parent whose young daughter studying in M. 6 has become pregnant. He is asking for the counsellor's advice.

Procedure :

1. T puts 3 pictures on the board.

a couple on
wedding day

a couple with
a baby

a couple
having a
quarrel

2. T asks Q : What ideas come to your mind when you see these 3 pictures? Learners (both married and unmarried) react to the question. The concept of marriage and its problems (financial, social, and psychological) are established.

3. T distributes the comic strips, and discussion is open.

4. T asks Q : How about young people who are planning marriage? What kind of advice can you give them?

5. T elicits answers which can cover many aspects, e.g. : We should prepare them and make them understand that marriage is a difficult and serious business. They must make sure that they are physically, psychologically, and financially ready for married life, etc.

6. T plays tape pointing out that for some couples a wedding can be very economical. Ls can make comments on a modern luxurious wedding vs a traditional wedding.

7. T distributes article "Conjugal Prep", emphasizing the need for psychological and financial adjustment before and after marriage (esp. when babies are involved).

8. Ls read article.

9. T asks Q : How can you help teenagers who face the problem of being pregnant while they are still in school? Ls react.

10. T invites resource persons in class to express their opinions.

1) A doctor expresses her opinion about abortion whether it should or should not be allowed.

2) A psychologist talks about psychological problems of both the teenage mother and her baby.

3) A lawyer expresses his view in terms of legal problems if the girl gives up the baby and lets someone adopt him/her.

4) An educator states her idea about the importance of sex education.

11. Other Ls react and make comments. Discussion is open.
12. T distributes article "Children Having Children".
13. Ls read article.
14. T sets role-playing activity.
15. Ls perform the roles. T monitors Ls.

5.3 Teacher positive response

Teacher response is an effective teaching strategy contributing to successful communication in the classroom as it is a form of praise. Usually I will avoid a simple short word like 'good' or 'right' since these words are commonly used by most teachers and, being an integral part of classroom etiquette, may sound superficial. Learners might not value them. Besides, in real communication outside the classroom, to say "good" all the time like the teacher does in class may be very awkward⁸. I therefore use the following techniques instead.

- 1) directly praising the learner and giving reasons
- 2) acknowledging the learner's idea by repeating what he says
- 3) accepting and using the learner's idea as a starting point to further tasks
- 4) tactfully rejecting the learner's idea if I cannot agree by using expressions like : it's possibly so *but...*

that could be the reason *but...*

I agree with you *in a sense...*

The teacher must be carefully and tactfully reject an answer/idea because total rejection of an adult learner's answers and opinions could lead him to interpret it as a rejection of himself as a person. (Aziz, 1981 : 191). He then would be less likely to want to contribute in discussion lessons in the future.

6. Classroom Atmosphere

In IC and TW classes, apart from being a facilitator, consultant, and coordinator, the teacher must also be a creator of atmosphere. Since learners are knowledgeable and experienced adults already in professions, it is necessary that they be treated like respectable adults and not like children waiting to be given instructions or explanations. It must also be kept in mind that each learner is an individual with unique motivation and reactions, and should not be expected to fit automatically into a mold (Iwataki, 1980 : 77). The teacher must create an atmosphere of warmth and friendliness in order to give learners security. Beebe (1983 : 62) notes that the security provided by the group and the sense of community that develops may make it possible for learners to take risks—even high risks in making errors without feeling threatened, as they normally do—and thereby become successful

learners. The teacher must try to eliminate classroom anxiety which can be caused and/or aggravated by learners' competitiveness. Once one of my female TW learners wrote to me in her diary :

“During the first hours of studying I found that I understood the lesson very little ...I felt horrified... my friends seemed to be superior to me in every way ... they could discuss, could answer questions... I felt upset. I didn't think that I could catch up with the lesson ; it went so fast ...”

My impression is that periodically checking the psychological reactions of my learners either in the form of informal talks or personal written comments is very useful for improving my teaching method as well as for reflecting care and concern for my learners. This enables learners to understand that learning can be fun and relaxing and that the teacher is always available to serve their needs and eliminate any frustration that they might feel.

7. Final Remarks

Since learners take courses that run for a very limited time, improvement in proficiency might not be so striking⁴ since skill building is not something that can be achieved overnight. The ultimate goal, however, is that the teacher can assist learners in building good attitudes towards and desire for learning English. Besides, a learner's sense of independence of the teacher and classroom should be created so that he can improve his own knowledge and skills outside the classroom by applying the strategies they acquire in class. With strong motivation, positive attitudes, and effective learning strategies, I am sure that learners will become successful in learning English and improving their proficiency, no matter where they are.

Notes

1. For the first part of the listening test, there are about 20 items checking learner ability to recognize a correct written paraphrase of what is heard on the tape. The second part measures learner ability to understand short dialogues. Most learners get very low marks on the listening test. For the reading and writing portion, the test format is multiple choice and one or two-word blank-filling activities. Therefore, the test score cannot be a sole indicator of learner differences in skill levels since these learners are not required to perform productive skills, i.e. speaking and real writing.

2. The writer agrees with the viewpoint that learners already possess considerable knowledge of the content presented in the materials to which they are exposed. Therefore, it is not necessary to emphasize accuracy by constantly checking through comprehension questions. This has more disadvantages than advantages since the learner's cognitive process of learning through interacting with the materials is improperly interrupted.
3. Dermot Murphy (1986) gave a very good example of inappropriate use of "good" within the class, even when the questioner seeks real information, as this teacher did.

T : How did your mother die ?

S : She died in a car crash.

T : Good.

This example shows the classroom focus on accuracy of form (at an inappropriate moment) contrasting with the focus on message and understanding in communication.

4. From the post-test scores (IC, 1986), the test results indicated that learners in my group gained 5.071 marks in score (revealing that they had made some development).

pre-test $\bar{x} = 32.000$

post-test $\bar{x} = 37.071$

But what is most rewarding is learner feedback in evaluation questionnaires saying that they were satisfied with the course and liked activities that were set up in class (pair work, group work, simulations, role-playing, etc.) with suggestions that they would like to have more alternative texts in class.

The Author

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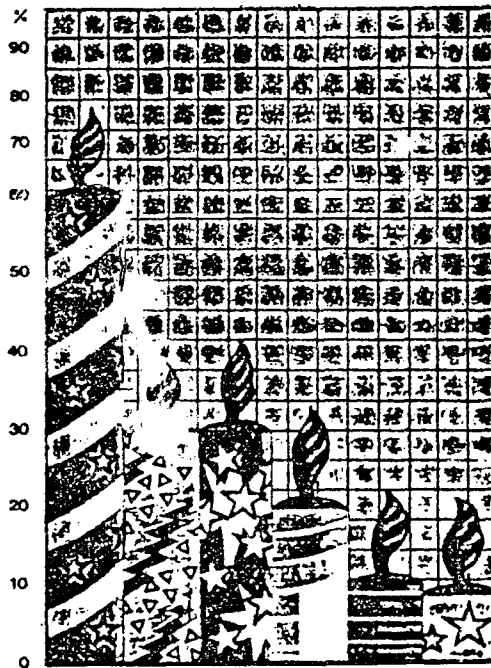
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Appendix A

IC. 86/WDR

Market factors



Standard Brock's Asta Haley Pein's Kimbolton & Weller

Market factors

1. Fireworks

FAWKES, Guy (1570–1606).

Yorkshire Catholic, who with other conspirators planned to blow up the Houses of Parliament in London on November 5th, 1605 with gunpowder placed in the cellars. This became known as the 'Gunpowder Plot'. Fawkes undertook to watch the cellar himself, unaware that the plot had been discovered. He was arrested on November 4th, tortured and executed by hanging, after revealing the names of the other conspirators. Since then, Guy Fawkes Day has been celebrated in England with fireworks and the burning of Fawkes in effigy—'the Guy'.

An industry in decline ?

Mavis Redman examines some of the causes and effects of change in a once sparkling industry.

The survivors

Recent years have seen the gradual decline of the number of British firework manufacturers. This decline has been caused partly by the enormous investment needed to maintain large area-covering explosives factories and partly because of the cashflow problems which come about when a year's takings are concentrated into a short three-week period in the middle of the autumn.

In Britain, only six firms are licensed to make fireworks. The biggest of these is Standard, a public company based in the north-east, in Huddersfield. Standard claims to have a 60% share of the market. Next in line is the Scottish-based firm of Brock's Fireworks, which says that it has 30% of the market. Asta claims 30% too. Down the scale we have Haley and Weller, who estimate their share at 20%. This leaves the last two, Pains Fireworks and Kimbolton Fireworks, with a very small share of the market indeed.

How the market for fireworks is divided up

It is clear from the figures that, in the firework industry, optimism is one of the qualities needed to keep going. But there are other factors as well which spell danger to a once thriving industry.



Marketing limitations

In the crucial selling period for the firework industry, that is to say, the three weeks leading up to November 5th, two factors are severely limiting their over-the-counter sales. First, it is illegal to sell fireworks in supermarkets because of the fire risk: it is all too easy for a customer to drop a lighted cigarette into a box of explosives. Secondly, only people over the age of sixteen are permitted to buy fireworks. Consequently, the increased spending power of the 10-16 age-group remains untapped by the firework industry.

Bonfire night accidents

On top of this, there is the constant barrage of propaganda from organisations such as the Campaign for Firework Reform, an organisation which has been arguing for a complete ban on selling fireworks over the counter. They argue that fireworks are a very dangerous form of amusement when handled by children or amateurs. The increasing number of accidents in recent years on November 5th, involving serious and often permanent injury to young children, shows conclusively that the sale of fireworks should be banned and that only licenced displays should be permitted.

Home Office statistics for 1979

No. treated in hospitals	745
No. of children under 13	308

Other contributing factors

There are other factors too which make the future of the firework industry bleak and difficult to forecast. The recession has meant that not so many people are prepared to indulge themselves in a celebration in which, quite literally, their money goes up in flames. The weather moreover plays its part, for there is nothing like a few rainy days at the beginning of November to discourage people from organising bonfire and firework parties in their back gardens. Finally, the growth of public firework displays, often organised by local public authorities for charity, has meant that the few remaining UK companies in the pyrotechnic business are struggling for survival.

In pairs, imagine that one of you is a young teenager of about 14, and the other is a parent. Use the guidelines below to make or write a conversation about a bonfire night party.

TEENAGER : Suggest party with fireworks.

PARENT : Express worry about accidents and fire risk.

TEENAGER : Suggest precautions.

PARENT : Mention the expense.

TEENAGER : Suggest using own pocket money/guests bring own fireworks.

PARENT : Predict possible bad weather.

TEENAGER : Suggest that people can watch from inside the house.

PARENT : Express concern about pet animal.

TEENAGER : Suggest locking it in.

PARENT : Suggest alternative entertainment : local firework display—bigger and better.

TEENAGER : Reject suggestion : more fun at home.

PARENT : Concede and agree to have a few fireworks in the garden but make your conditions clear.

TEENAGER : Thank parent and agree to conditions.

Keep fireworks sparkling!

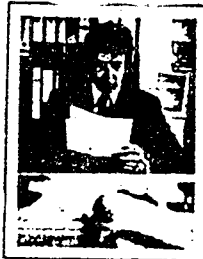
The Golden Rain Fireworks Company



'We have been bringing out new posters but it is the traditional ones which people respond to'

Cheryl Cummings
SALES INVESTIGATOR

Main concern:
increasing sales;
improving
advertising, creating
different markets.



'I believe that the retail side is dropping because of the anti-firework lobby and cost'

Barry Underwood
MARKETING MANAGER
& CHAIRMAN

Main concern:
attitude of public
towards domestic
fireworks: safety
aspect



'The French will spend more on fireworks on Bastille Day than we spend in a whole year'

Susan Grierson
COMPANY SECRETARY

Main concern:
underlying causes of
decline and
long-term decisions
about the future of
the company



**Golden Rain
Fireworks**

Memo

To all employees

re Open Management

In order to keep you all informed about the state of the company, there will be a general meeting in the staff canteen. We hope to outline the state of the company in what you will understand are difficult times, and to give you all a chance to make proposals for our future development and growth. The following will give reports and recommendations on their special areas:

- 1 Cheryl Cummings - Sales Investigator
- 2 Susan Grierson - Company Secretary
- 3 Barry Underwood - Marketing Manager and Chairman



**Golden Rain
Fireworks**

Agenda

- 1 Minutes of last meeting
- 2 Reports on current state of affairs:
 - Mr Underwood: The public attitude towards domestic fireworks
 - Ms Cummings: Marketing problems
 - Ms Grierson: Underlying financial problems of GRF
- 3 Short and long-term proposals for the future of the company. (All suggestions welcome)
- 4 Any other business

1. Below is a list of all the proposals which the three representatives from the Board of Directors are going to make. Sort out who might make which proposals. Fill in the number of the proposals next to the correct name, like this :

	Proposal number
Barry Underwood	1
Cheryl Cummings	
Susan Grierson	

PROPOSALS AND IDEAS FOR THE FUTURE DEVELOPMENT OF GOLDEN RAIN FIREWORKS COMPANY

1. reduce number of dangerous fireworks such as Thunder Flashes, Jumping Crackers, Big Bangers, and Crackerjacks
2. establish contact with companies and propose use of fireworks in advertising and public relations campaigns
3. carry out research in the use of public fireworks in other countries such as Malta, France, Yugoslavia and Mexico
4. investigate possibilities of export of major firework displays for occasions such as centenary celebrations, royal occasions and national days
5. advertise in national and local newspapers
6. distribute firework code of practice to all retail outlets
7. change attitude of public to think of firework display packs and not loose fireworks to be sold in shops
8. co-operate with Campaign for Firework Reform
9. reduce explosive content of fireworks
10. diversify into military and agricultural use of fireworks
11. develop advertising campaign to encourage use of fireworks for other celebrations, e.g. Christmas and New Year, Halloween, royal birthdays and public holidays

2. Roleplay

Divide into groups of three or four. You are members of the Board of Directors and have come to the meeting to discuss the future of Golden Rain Fireworks. One of you will be Barry Underwood. He will also chair the meeting. One will be Cheryl Cummings and one will be Susan Grierson. The fourth can assess the proposals of the other three and put forward any ideas he/she may have of his/her own.

First, prepare what you are going to say at the different points of the meeting. Remember that the purpose of the meeting is to come to some agreement over policy regarding the future development of the company. The fourth member of the group should take notes on any important decisions made.

Useful phrases for meetings :**COUNTERING AN ARGUMENT**

It's all very well....but what about....?

Yes, but have you considered....?

INTERRUPTING

Sorry to interrupt but....

If I may interrupt for a moment....

FOCUSSING

As regards marketing....

ASKING FOR AND GIVING CLARIFICATION

What exactly do you mean by....?

/when you say....?

By...., I mean....

When I say...., I mean....

GENERALISING

On the whole/In general....

SUMMARISING

To sum up,....

To conclude,....

In conclusion, it seems that....

3. In writing, report the proposals made and any discussion that arose from them, like this :

Mr. Underwood

proposed suggested

that they reduce that they should reduce reducing

 the number of

dangerous fireworks and everyone agreed that this would be a good idea.

or

but Ms. Cummings

argued said replied pointed out
--

 that the so-called 'dangerous' fireworks

were always the most popular ones.

In the end it was decided that....

Appendix B

1. LAFF - A - DAY



"Can't help with your divorce expenses until I finish paying for your wedding!"

11-6

4. TRUDY



"Set the alarm clock a half an hour earlier - I want to rush our argument before you go to work."

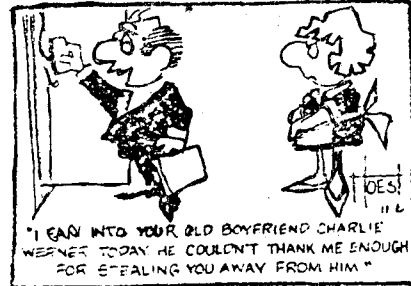
2. THE LOCKHORNS



"OF COURSE YOU'RE ALL I THINK ABOUT THAT'S WHY I'M ALWAYS SO MISERABLE."

11-1

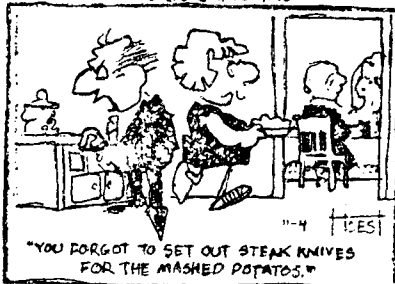
5. THE LOCKHORNS



"I CRAW INTO YOUR OLD BOYFRIEND CHARLIE WERNER TODAY HE COULDN'T THANK ME ENOUGH FOR STEALING YOU AWAY FROM HIM."

11-2

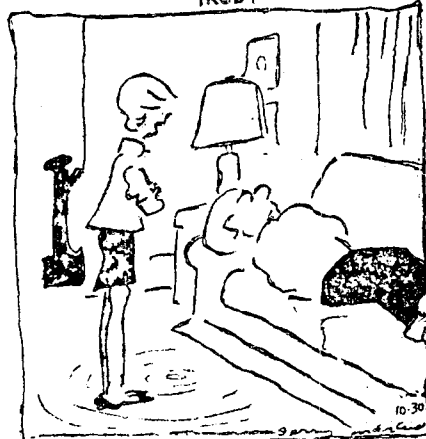
3. THE LOCKHORNS



"YOU FORGOT TO SET OUT STEAK KNIVES FOR THE MASHED POTATOS."

11-4

6. TRUDY



"That's just, save your strength. Too, you've got the keys - walk up stairs to bed in about an hour!"

10-30