

## First Impressions Last

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### Abstract

*The gaps, arisen between social order of the modern society for training specialists, capable of exercising adequate communication and reaching mutual understanding at the intercultural level, and the current practice of teaching foreign languages, presume the quest for new methods as there is a certain difference between the presently arranged approach to teaching foreign languages and the present-day requirements for the communicative teaching orientation. The formation of the communicative competence of students, taking into account some specific features of the textual activity, will be effective if agreeable with a theoretically substantiated methodical professionally-oriented model of forming the communicative competence through professionally-oriented texts; teaching to form a foreign language communicative competence will be organized as interaction between speaking subjects (i.e. between a teacher and students); the principle of building a consistent methodical model includes consideration of regularities of a foreign language communicative competence based upon authentic professionally-oriented texts. This article is devoted entirely to the presentation and exemplification of one of the units from my new educational supply “Professionally-oriented English”. The main objective of this course is to develop the students’ abilities in usage of English for communicative purposes and their future professional needs at the overall development of speaking, writing, reading and listening skills.*

### 1. Introduction

There are so many ways to engage students in active learning, while having fun and playing games and the research shows that students are motivated to learn they learn more!

All around the world, students of all ages are learning to speak English, but their reasons for wanting to study English can differ greatly. Some students, of course, only learn English because it is on the curriculum at academic level, but for others, studying the language reflects some kind of choice.

As Jeremy Harmer has noticed [1] many people learn English because:

- they have moved into a target-language community and they need to be able to operate successfully within the community;

- some students need English for a Specific Purposes, for example, business English;
- many students need English for Academic Purposes;
- students master general English, because they wish to learn to speak the language effectively for wherever this might be useful for them.

The purposes students have for learning will affect on what it is they want and need to learn – and as a result will influence what they are taught. Business English students, for instance, will want to spend a lot of time concentrating on the language needed for specific business transactions, banks talks, trade situations.

In this paper a new educational supply “Professionally-oriented English” has been presented. It is absolutely convinced that to teach anything successfully, you have to find out what the student knows and is interested in finding out. Therefore, the learning process is structured through a series of units:

Unit 1. SHAPING THE FUTURE.

Unit 2. FIRST IMPRESSIONS LAST.

This paper explains and demonstrates new techniques for producing communicative exercises in English language teaching as an example of the second unit – discussing topic “First impressions last”.

Next the every Unit is structured through the learning phases of tasks [2]:

1. *activity* phase involves warming and can be finding what the students know. This allows finding out what the students think about a topic, define key vocabulary and grammar material, which is necessary for discussing this theme;
2. *debrief* phase involves eliciting what they know and correcting misconceptions. This works with listening of authentic text, its reading and discussing;
3. *implementation practice* phase involves asking the class how what they have learned has changed their image and what they might do differently as a result. This practices students as applying for a job.

After having developed and taught the curriculum for Professionally-oriented English, I have reached a conclusion that there are definite communicative tasks necessary for successful communication in a professional target setting.

Tasks are structured through the following types:

- Pre-reading exercises, which fulfill the function of warming-up the students and concentrating their attention on the text that follows.
- Vocabulary exercises, which follow the text and are aimed in learning and practicing new vocabulary. Moreover, terminology on any speciality is just over-complicated.
- Specialist reading. Long authentic texts in bounds of professionally oriented topics will create motivation for learning new vocabulary.
- Writing tasks will mostly include general business English writing and professionally-oriented writing.
- Speaking tasks will provide the students an opportunity to exchange information and their viewpoints in bounds of the topic presented in the text.
- Problem-solving tasks will help to include the newly learned vocabulary into the process of exchanging opinions, discussing the problem. These tasks are based on professionally-oriented situations, which create motivation in mastering the vocabulary.
- Contemporary English language literature tasks.

The genre of dystopia in English language literature has its place and shows an important role in modern culture. The genre goes back to early Utopias, nevertheless it is gaining more and more popularity nowadays due to some negative phenomena of social life. Contemporary writers, like those of all previous epochs, are trying to predict and prevent the in human tendencies in society. The given extracts can be of practical use for those who are interested in literature or social studies. The focus is on the works by the prominent contemporary men of letters - Kurt Vonnegut, Isaac Asimov, and Ray Bradbury. The writers enjoy the reputation of the leading authors of contemporary dystopia. The expected practical value of reading the selections is to promote positive values and cultural, moral standards in the modern world.

- Role-play will be fulfilled as the last stage in mastering the topic and will crown up this process. Students will need to use all the knowledge and skills accepted while working at the topic. By the way, presentations have a role but even these can be turned into activities.
- A project involves students in deciding together what they want to do to complete a project whilst the teacher plays a more supporting role. On the other hand, it's very responsible and important, because it needs teacher's proficiency and

knowledge of every student's possibilities in communicating.

The communicative tasks offer opportunities for language learning through problem solving, cooperative learning, collaboration and negotiation of meaning and whether this task should be done within the whole group, or between students, or students with group, or in-groups. According to William Littlewood very correct descriptions about some of the contributions that communicative activities can make to language learning [3]:

1. They provide 'whole-task practice' – in foreign language learning, it means for providing learners with whole-task practice in the classroom is through various kinds of communicative activity, structured in order to suit the learners' level of ability.
2. They improve motivation – their motivation to learn is more likely to be sustained if they can see how their classroom learning is related to this objective and helps them to achieve it with increasing success.
3. They allow natural learning – many aspects of language learning can take place only through natural processes, which operate when person is involved in using the language for communication.
4. They can create a context which supports learning - communicative activity provides opportunities for positive personal relationships to develop among learners and between learners and teacher. These relationships can help to "humanize" the classroom and to create an environment that supports the individual in his efforts to learn.

All proposed in this paper communicative activities can help learners and teacher to create opportunities for social interaction in the foreign language classroom. Some of these tasks accept the reality of the classroom situation itself, some use simulation as a means of overcoming, to some extent at least, the limitations of the classroom.

## 2. Literature Review

Some teachers are afraid of making the transition from teaching general English to teaching English for Specific Purposes (ESP). There is also the danger that the novice ESP teacher will only use materials that they feel comfortable with and will not stretch their learners.

Analyzing the development of theoretical and practical materials for teaching English for Specific Purposes, I have found according to Dudley-Evans [4] the absolute characteristics of ESP are:

- ESP is defined to meet the specific needs of the learners.

- ESP makes use of the underlying methodology and activities of the specialism it serves.

It is centered not only on the language (grammar, lexis, register), but also the skills, discourses and genres appropriate to those activities. My proposed “Professionally-oriented English” aimed to those students who masters English at Intermediate level and has some professional skills. The main objective of the course is to develop the students’ abilities to use English for communicative purposes and their future professional needs. The course is devoted to the overall development of professional communication abilities in terms of oral and written English communication and listening skills.

As a result so that to meet the students’ needs the noted above types of tasks are structured in following way:

1. to extend knowledge and control of core grammar
2. to increase professionally-oriented vocabulary
3. to develop oral communication skills for general communication
4. to develop skills to exchange information and opinions in the context of professionally-oriented topics
5. to develop skills of reading English authentic professionally-oriented texts for special information
6. to develop ability to write instructions, descriptions and explanations in bounds of professionally-oriented topics
7. to develop skills to communicate by mail
8. to develop listening skills, e.g. the ability to understand native speakers discussing professionally-oriented topics.

The main tasks of the units are specified in terms of input, teacher-student roles, procedures, setting, monitoring, action, outcomes and feedback.

I completely agree with Kristen Gatehouse’s opinion that because ESP requires comprehensive needs analysis and because the learning-centered curriculum is not static, it is impossible to expect that the developer be in a position to identify the perfect balance of the abilities for any particular group of learners [5]. In reality, a large part of this responsibility is that of the instructors; it is the instructors who are in the best position to identify changing learner needs and who are in the best position to ensure that all students receive a balanced diet of language.

### **3. Contribution to Knowledge**

To begin with my new course meets the following requirements:

- It should take into account the latest achievements and research findings in curriculum/syllabus design.
- The material included should be coherent and logically structured to meet the student’s needs.
- Skills development and language acquisitions should be subordinated to future professional activity of students
- It should contain the system of assignments according to proposed above phases and types of communicative tasks.

Consequently the proposed types of tasks are described here in such a way:

- \* activity
- \* grammar activity
- \* debrief
- \* implementation practice

#### **\* Activity**

*I. Key vocabulary* - Define the English, Kazakh and Russian meaning of the following words, and its synonyms, antonyms. Words appear slowly with missing transcription symbols on the interactive board.

- \* - means missing transcription mark. Guess it.
- Identity /ai'dentiti/ -  
1. the fact of who you are or what your name is.  
2. the qualities that make someone or something what they are and different from other people.
- Bombard /b\*maba:d/ - to attack a place by dropping a lot of bombs on it, or by firing guns at it for a long time
- To keep up with - to move or develop at the same speed as someone or something.
- To prowl /pr\*ul/ - to move around an area quietly, especially because you are planning to do something bad.
- To blend /blend/ - to mix things.
- Voracious /vørei\*əs/ -  
1. A voracious person or animal eats a lot.  
2. Enjoying something very much and wanting to do it.
- Junk mail - advertising and other information that is sent to you, but that you did not ask for.
- Spam /sp\*m/ - emails that are sent to large numbers of people on the Internet, especially when these are not wanted.
- Curriculum Vitae (CV) — a summary of one's education, professional history, and job qualifications, as for a prospective employer
- personnel officer — a civil clerk in an administrative division, firm or organization responsible for recruiting the stuff
- burn the candle at both ends — to work excessively
- shareholder — someone who owns shares in a business

- save for a rainy day — put aside some money to have extras to live on when retired, ill or injured
- make both ends meet — to keep within one's budget

**II. Forecasting the content** - Discuss new words and their meaning according to the pictures. The pictures of worldwide famous branded companies are appeared slowly on the board:

Corporate /k\*:p(ə)rət/ - relating to corporation

Billboard /bilb\*:d/ - a large board for advertisements

Brand colour - the colour that a company chooses for its particular brand of product or service.

Branded - branded goods are made by well-known companies, and have the company name on them.

**\* Grammar Activity** - Study the rules and examples of using *-ing*. Grammar material and some exercises are proposed here.

#	rules	examples
1	<i>-ing</i> is usually used as the subject of a sentence	Travelling abroad can be exhausting. Meeting people can be tiring.
2	<i>-Ing</i> is used after prepositions	Is anyone interested in playing tennis this evening? I'm looking forward to .... the USA next summer.
3	Some verbs are normally only used + <i>-ing</i> : Enjoy, finish, dislike, avoid, give up, don't mind, practice, delay	I can't get used to .... living in a different time zone. (to is a preposition here)
4	Some verbs are normally only used + <i>-ing</i>	I've finished reading that report.
5	Some verbs are normally only used + <i>to</i> ___: Agree, can't, afford, allow, choose, decide, encourage, expect, forget, help, hope, learn, I'd like, manage, mean, didn't mean, need, offer, pretend, promise, recommend, refuse, teach, train, want.	I'd like you to give me a hand with these files. They promised to phone me back.
6	Some verbs are used + <i>-ing</i> OR + <i>to</i> ___ with NO difference in meaning: begin, continue, hate, intend, like, love, prefer, propose, start.	She began to make/making enquiries. I love to eat/eating Chinese food.
7	Some verbs are used + <i>-ing</i>	Please stop

	OR + <i>to</i> ___ with a difference in meaning: stop to ___ and stop <i>-ing</i> ; remember to ___ and remember <i>-ing</i> ; try to ___ and try <i>-ing</i> ;	making that noise, it's driving me mad! (= don't continue ...) We stopped to get some petrol and have some lunch. (- stop in order to ...) Did you remember to call our agents in Rio yesterday? (= not forget...)
8	<i>to</i> ___ is used after some adjectives: pleased, glad, surprised, disappointed, relieved to.	I was pleased to receive your invitation. They were relieved to hear the plane had landed safely
9	<i>to</i> ___ is used in these expressions: too ... to _ and ... enough to _:	She was clever enough to guess the answer. My coffee is too hot to drink.

- Fill the gaps in the following sentences:

- ..... in a new city can be exciting.
- ..... in hotels can be lonely.
- ..... from the airport to the city is easy.
- It's unwise to travel by air without ... a reservation.
- You can find out if flights are delayed by .... the airport.
- I avoid ..... by car on business.
- I dislike ..... in airport lounges.
- I always enjoy ..... unusual foreign food.
- I can't afford .... at the Ritz.
- We decided ... the weekend at the seaside.
- She hates ..... alone in restaurants.
- Which plane do you propose..... ?
- After the meal we continued .....
- Their boss told them to stop ... personal calls on the office phone.
- I was half-way through the report but I had to stop ..... the phone.
- Please remember ... us a fax to confirm the details.
- I remember ..... her last year at the sales conference.
- We tried .... you on the phone but you weren't available.

19. Why didn't you try ...me at home?  
You've got my number.
20. I was glad ... my old colleague at the conference.
21. We were surprised .... that the fare was over \$500.
22. The parcel was too ..... to be sent by post.
23. I want to be early enough ... a good seat on the train.



- Highlight or underline the correct alternatives in these sentences.

1. Eat/Eating/To eat the local food and drink/drinking/to drink the local wine made me feel ill the next morning.
2. We were very annoyed find out/finding out/to find out that customs formalities took so long.
3. I'm afraid I didn't remember post/posting/to post the letter.

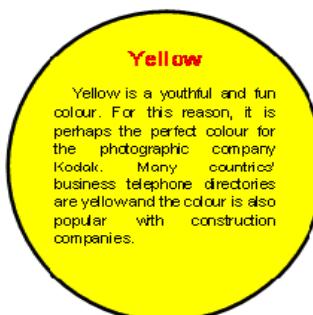
- Fill these gaps with suitable words, using - ing or to \_\_\_.

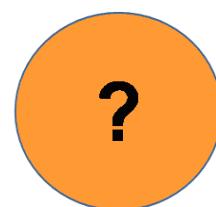
- 1) It's essential ... a visa if you intend ... the USA.
- 2) Would you like... the evening with me and my family?
- 3) It wasn't easy .... an interpreter who spoke both Chinese and Japanese.
- 4) He was talking to me about ....Japan next spring.

### *III. Motivating questions:*

1. Do the colours of the companies below appropriately reflect their products and services?
2. Do the colours mentioned have any other or different connotations and associations in your country or culture?
3. What is your company's corporate colour?
4. Is it appropriate for your company's products and services?
5. What colour associations do other organizations, for example political parties, sports teams, in your country have?

*IV. Then read the text and decide if the colour is appropriate for these companies/products. Say why/why not.*





*V. Brainstorming:* Think of two or three companies/products that you associate with the orange colour.

- Rate the following qualities: *jealousy, fresh, energetic, dynamic, bright, lively, cool, calm, competitive, solidity, neutrality and straightforwardness* in order of importance

#### \*Debrief



#### VI. Grouping words

First impressions last. And in terms of corporate identity nothing creates a more powerful first impression than colour. But what do the different colours say to us? Read on and find out.

Corporate colour	red	blue	purple	green	yellow	brown	orange
Corporate identity							

*TRACK listening* to a radio news feature entitled "Branded!" [6] without printed text, with the help of interactive board, the text only sounds.

## VII. Puzzle Problems

Ask your studentmate (who knows the solutions) as many general questions as you can think of to find out what happened

Problems	Solutions

*VIII. Watching and reading.* Read this text and answer the questions:

- Who is most likely to be used as celebrity endorsement in your country?
- What examples of product placement can you give?

*Specialist reading* - Students can listen to and read the text on the board. Long authentic texts in bounds of professionally-oriented topics will create motivation for learning new lexis, grammar, and improve communication ability.

*IX. Categorizing* - Retell the story:

The story takes place \_\_\_\_\_  
 \_\_\_\_\_ is a character of the story  
 Who \_\_\_\_\_,  
 A problem occurs when \_\_\_\_\_  
 After that \_\_\_\_\_  
 And \_\_\_\_\_  
 The problem is solved when \_\_\_\_\_  
 The story ends with \_\_\_\_\_.

## \* Implementation Practice – Applying for a job

*X. Do you agree or not? Comment on the following statements.*

- A. It does not matter if you do well in an interview.
- B. Every applicant is usually closely inspected.
- C. You should learn how to behave during the interview.
- D. Only handwritten C.V. is taken.
- E. The knowledge of foreign languages is a great advantage.
- F. Training courses are a must for young specialists.

*XI. What do you think? Give the reason for your opinion.*

- 1) An interview is an important part of getting a good job.

- 2) Many young people fail to achieve the first impression.
- 3) The applicant's posture during the interview is relevant.
- 4) The young applicants at first usually have a job of a trainee or a junior person.
- 5) The wages of the beginners are usually low.
- 6) Most people are motivated by work satisfaction.

*XII. Write an essay.*

- A. "Sweet is the fruit of labour." John Clarke.
- B. "All play and no work makes Jack a mere toy." Maria Edgeworth.
- C. "By working faithfully eight hours a day, you may eventually get to be a boss and work twelve hours a day." Robert Frost.
- D. "When work is a pleasure, life is a joy. When work is a duty, life is slavery." Maxim Gorky.
- E. "All work and no play make Jack a dull boy." James Howell.
- F. "It's no work, if you love what you're doing." Steve Sears.
- G. "Work keeps at bay three great evils: boredom, vices, and need." Voltaire.

*XIII. Work in pairs* - Discuss these questions:

- 1. What impression do you try to give in an application letter?
- 2. Should an application letter be handwritten, typed, or laser-printed?
- 3. How important is a well-presented CV or resume?
- 4. Do you always tell the absolute truth in application letters?

*XIV. Writing.* Imagine that you want to apply for the job. Draft an application letter.

*XV. Role-plays.*

- 1. Imagine you are invited for an interview to McDonachiu Company. Act: You open the door. You are very anxious. Your planning is to be promoted.
- 2. Ask a personnel officer how to behave at an interview and what questions are usually asked.

*XVI. Projects.*

- Write your own blog; update it every week.
- Interview some people in the street about branding and bring the results to the next lesson.

The last tasks are projects, which take an aim at creativity, fun, cognitivity, can enrich and enlarge writing and proof-reading, and teach students team work.

Finally, all tasks are demonstrated with the help of interactive board devices: pen printing, colour writing, highlighter, and others. It helps students with different skills and knowledge areas

get a chance to use them and improve computer knowledge.

#### 4. Conclusion

ESP has become increasingly important as:

- There has been an increase in vocational training and learning throughout the world.
- With the spread of globalization has come the increasing use of English as the language of international communication.

More and more people are using English in a growing number of occupational contexts.

Students are starting to learn and therefore master general English at a younger age and so move on to ESP at an earlier age.

The described in this article the example of using communicative tasks from “Professionally-oriented English” aims to find the activities that will involve the class using a task based learning approach means that we can use even the textbook more interactively. The approbation is conducted in the course of teaching students of the Kostanai State University named after Akhmet Baitursynov, within the framework of the English teaching department, and some publications at the republican and international conferences.

To sum up the qualitative changes in the course design definitely affect the students' standard of the English language knowledge and teach them international communication. It is good for them to try new uses for the ESP students have been learning in their professional settings. I have learned from many years of experience that in order to keep the students' minds alert they need variety. The teacher should rack her/his brain thinking to create lessons in an interesting and varied manner.

#### 5. References

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