Personalised input: minimum prep, maximum impact

Rachel Appleby

June 2019

ELTAF

www.shutterstock.com/video/search/frankfurt?contributor=netsign33 Royalty-free

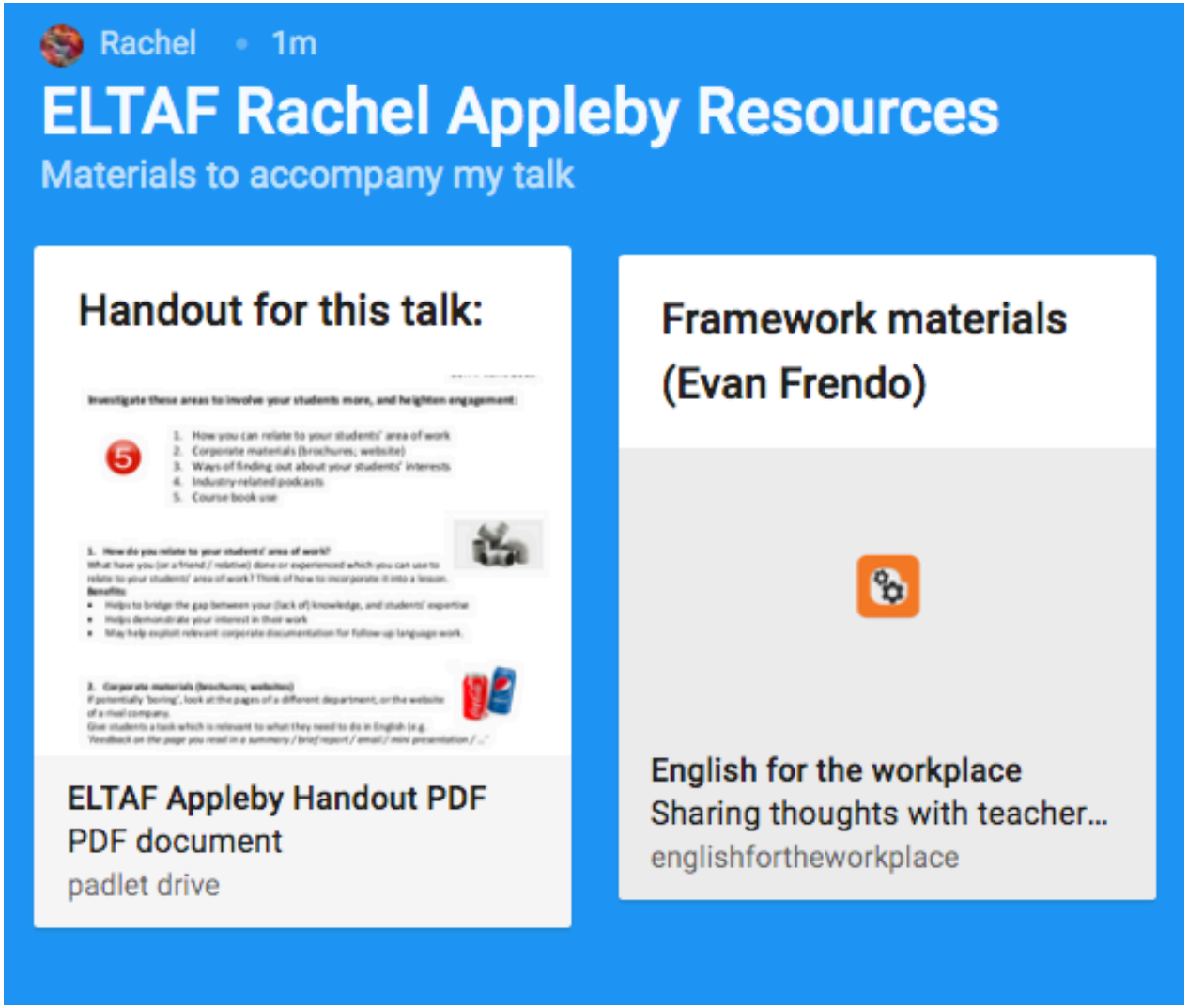
Link to Handout – now!

On Padlet:

https://padlet.com/rachelappleby/t8duu5gwvf02

Link to Handout – now!

On Padlet:



Personalised input

ELTAF Conference programme

What sessions have you been to today?

Choose one:
Write
- **talk title**
- **speaker(s)**

Then tell a partner **why** you chose it.

"Do you speak 2019? Aspects of contemporary English" – Jon Hird

- need to stay up-to-date .. esp. living abroad
- I teach adv. students: ☺

Relating to Students' industry / work

What industries do your students work in?

Mentimeter

32

Relating to Students' industry / work

The story of my briefcase

Relating to Students' industry / work

The story of my briefcase – at an insurance company

OVERSEAS PERSONAL INSURANCE

XY Brokers Ltd, Clarendon House, Queens Road Tel No: 44 (0) 123 123 1234
email: overseaspersonalinsurance@XY_Ins.com

CLAIM FORM

Name of Assured in full: ..... Tel No: .....

Policy No: ..... Fax No. .....

Risk Address: .....

PARTICULARS OF CLAIM

1. State whether the property was stolen, lost or damaged.	
2. When and where was the property last seen by you?	
3. Date of loss	
4. Describe fully what happened, circumstances under which discovered and by whom.	
5. If loss occasioned by Burglary and/or Housebreaking, state how entry to premises was obtained?	
6. Are any of the contents lost/stolen/damaged specified on your policy? If so please give policy information.	

5. If loss **occasioned by** Burglary and/or Housebreaking, **state** how entry to **premises** was **obtained**?

Relating to Students' industry / work

Other examples

Relating to Students' industry / work

Why do this?

RSEAS PERSONAL INSURANCE

larendon House, Queens Road Tel No: 44 (0) 123 123 1234
overseaspersonalinsurance@XY_Ins.com

Name of Assured in full: ..... Tel No: .....

Policy No: ..... Fax No. .....

Risk Address: .....

PARTICULARS OF CLAIM	
1. State whether the property was stolen, lost or damaged.	
2. When and where was the property last seen by you?	
3. Date of loss	
4. Describe fully what happened, circumstances under which discovered and by whom.	
5. If loss occasioned by Burglary and/or Housebreaking, state how entry to premises was obtained?	
6. Are any of the coments lost/stolen/damaged specified on your policy? If so please give policy information.	

Personalised input

Five ideas

1. Relating to your students' work ✓
2. Corporate materials / websites
3. Students' needs / interests / "chat"
4. Industry-related podcasts
5. Course book use

Corporate materials / websites

Boring?

wavin

GEBERIT

*

BKK BUDAPESTI KÖZLEKEDÉSI KÖZPONT

(= Budapest Transport Centre)

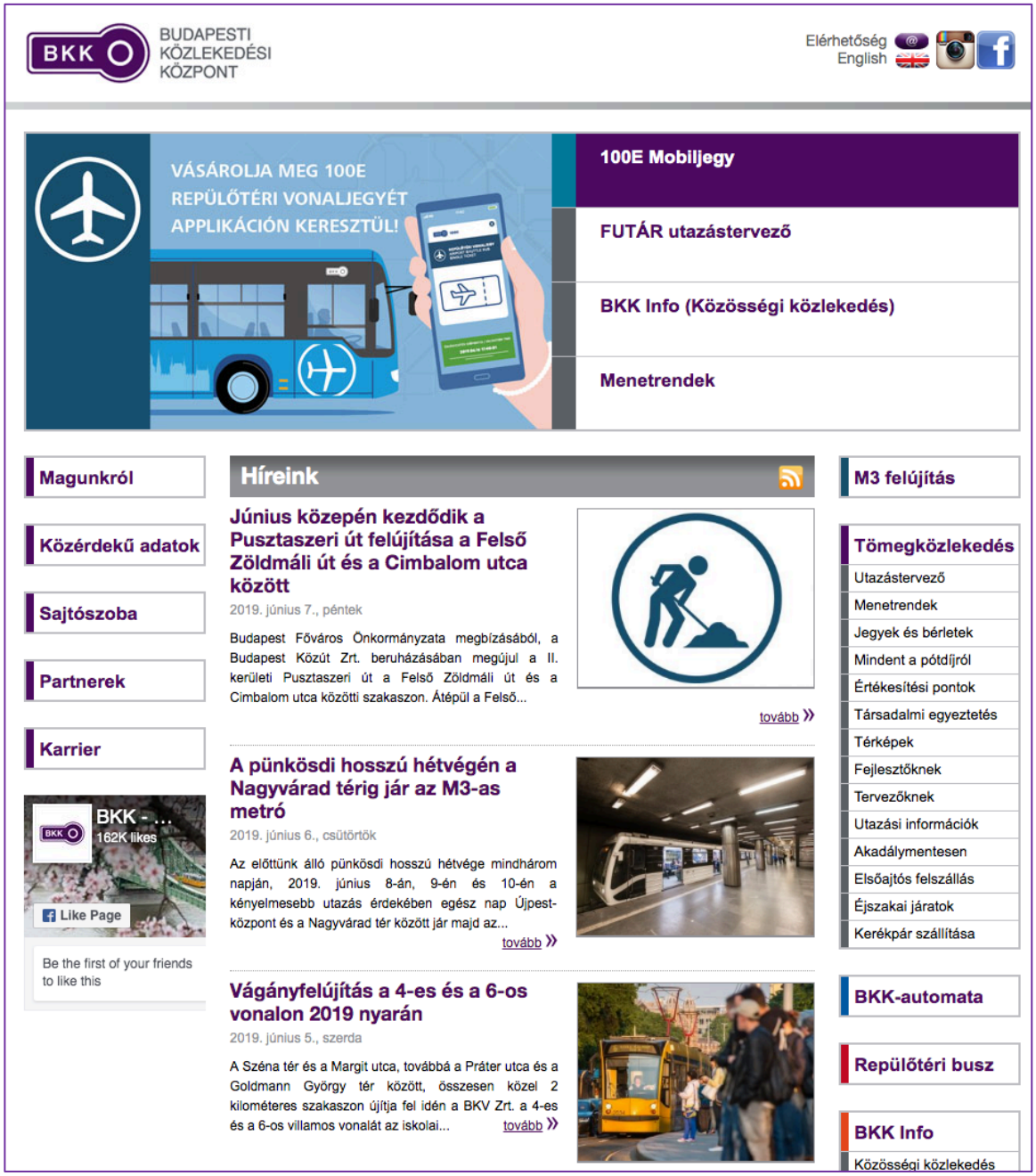
Transport for London

RMV

BKK

(Budapest Transport Centre)

What can you identify?

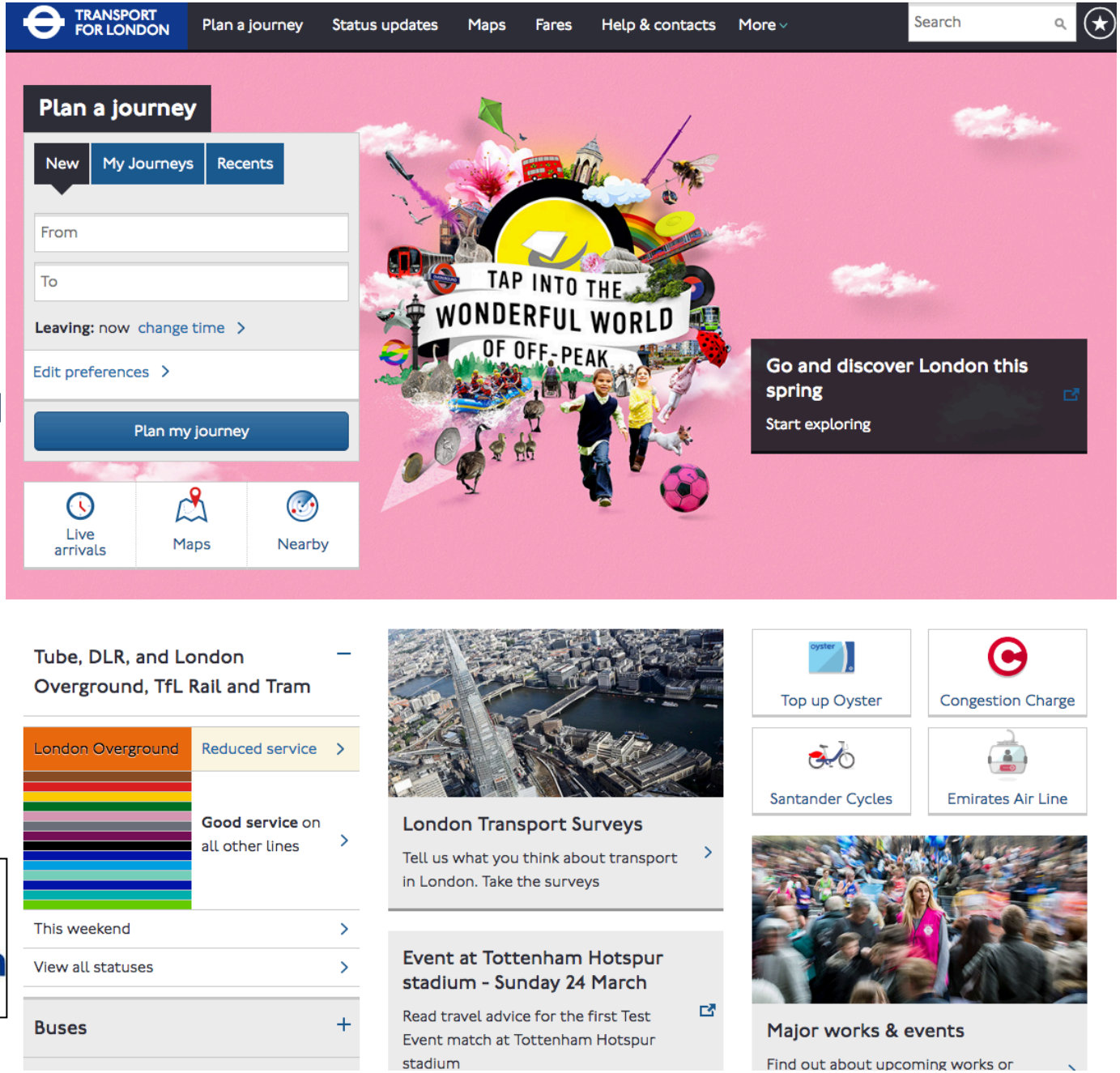


BKK BUDAPESTI KÖZLEKEDÉSI KÖZPONT

TfL

(Transport for London)

What can you identify?



Transport for London

Corporate materials / websites ✓

Website tasks

- Look at a different company / department > Questions
- Students respond

Students' needs / interests / 'chat'

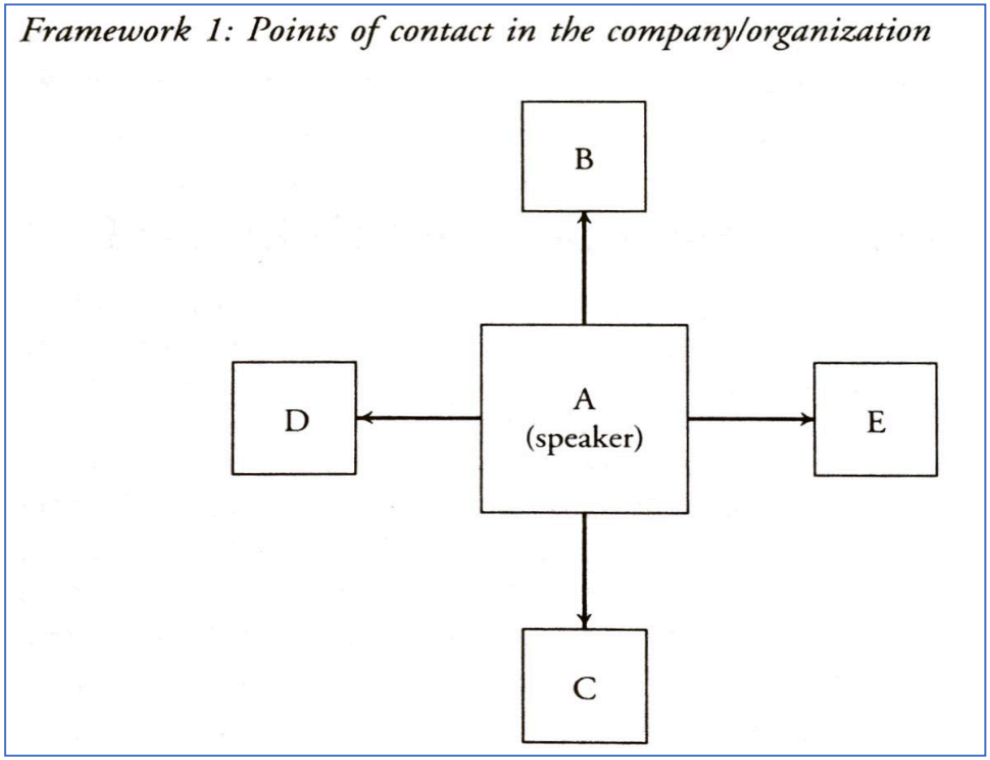
"Chat" ?!

How was your day?

Students' needs / interests / 'chat'

Getting to know your students

'Who?"
"How?"
"What about?"



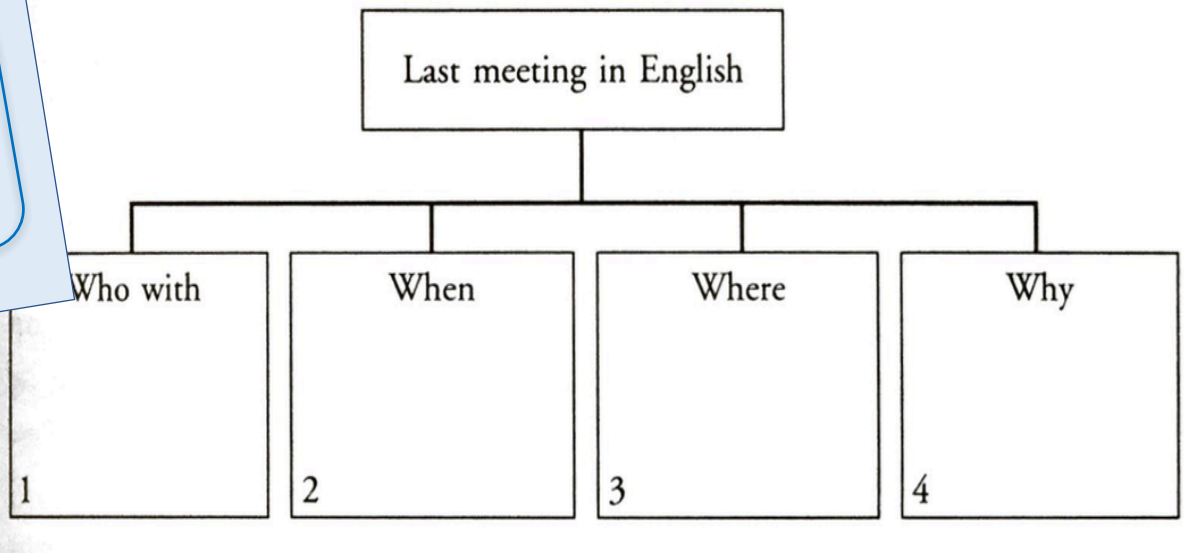
Ellis & Johnson, *Teaching Business English*, OUP

Students' needs / interests / 'chat'

Getting to know your students

a meeting

Framework 2



Photocopiable material

© Oxford University Press 1994

Ellis & Johnson, *Teaching Business English*, OUP

Students’ needs / interests / ‘chat’

Framework materials

Students' needs / interests / 'chat'

Students' interests

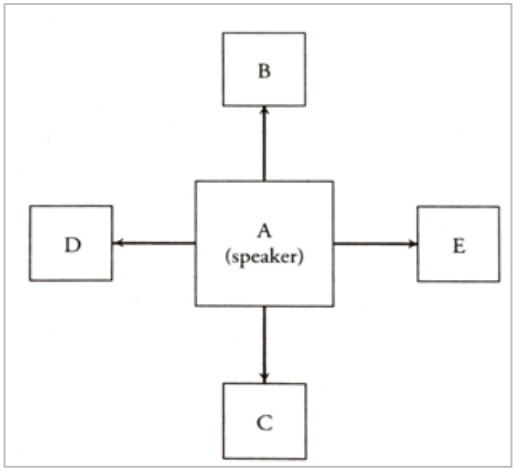
Draw …

- your weekend
- an event which happened last week
- something you remember from one of the plenaries
-

Students' needs / interests / 'chat'

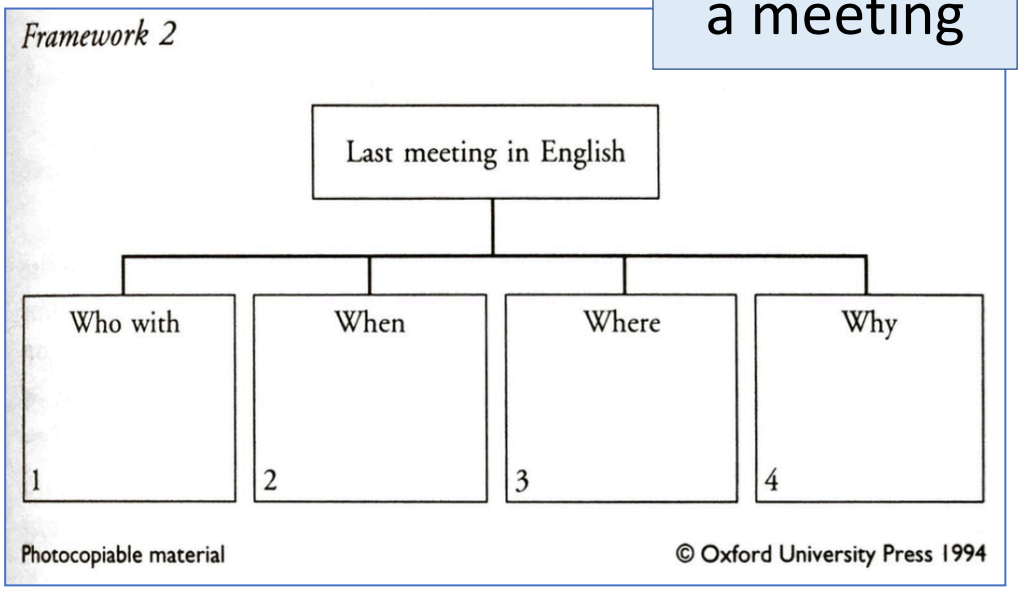
Examples

1.



2.

a meeting



3.

Draw your weekend

Students' needs

Communicative event

> a **communicative event** is anytime the learner is either the sender or receiver in the S/R communication model. […]

In some cases, such as *reading a document on the company intranet*, the event "understanding and interpreting the information" is the entire situation.

However in many cases, such as *a longer meeting* or *a company visit*, there are many events in one situation.

Charles Rei (2012) "The communicative event"

Industry-related podcasts

1. Podcasts (ELT)

A.

B.

C.

Industry-related podcasts

1. Podcasts (ELT)

Steve Mann JALT 2017

"Reflective Practice"?

What is it?

03:50 – 05:20
https://teflology-podcast.com/2017/12/06/tefl-interviews-35-steve-mann-jalt-2017/

Industry-related podcasts

1. Podcasts – my mini crash course; a) issues

- where to find
- length
- US / GB English
- language level
- target audience
- industry ‘news’ or tips
- up-to-date
- speed:

Apple: **OVERCAST**: x .75, 1.125, ...

Android: **GOOGLE PLAY**: slider

Industry-related podcasts

1. Podcasts: my mini crash course; b) how to use

- Find … a podcast, & an episode (or part of one)
- Listen
- Class use?

Industry-related podcasts

Podcasts: my mini crash course: b) how to use

- General: e.g. a KWL chart

What I KNOW already	
What I WANT to find out	
What I've LEARNT	

> **K W H L A Q**

H = HOW did you / are you going to find out?

A = How will you APPLY what you learnt?

Q = What QUESTIONS could you ask to take this further?

Industry-related podcasts

1. Podcasts – my mini crash course; c) examples

- **Water Management** (30'- *Guardian*) http://washfunders.org/podcast-water-water-everywhere
- The 10 best podcasts for **INSURANCE** agents who want to learn on the go www.nextgenleads.com/blog/resources/podcasts-for-insurance-agents
- Transport and mobility: **The Mobility Podcast** (mostly USA focused) www.mobilitypodcast.com

Industry-related podcasts ✓

Do you still need persuading??

When I reveal how much time I spend in my car every week to someone (it's a lot), I usually get the same reaction: pity.
"Oh, that must get boring," people say. But the truth is that I've come to enjoy my time in the car. Podcasts let me invite smart people along for the ride. Every time I buckle up, I have hours of listening material downloaded and ready to go.

A good episode sets the tone for the day. *I usually* ***walk into work jazzed*** *from the new ideas or smart strategies I just listened to.*

The beauty of podcasts is that ***they can magically transform idle time into productive time****. So when you're driving, doing chores, or exercising, you can just slap on some headphones and download info to your brain. I've had more than a few lightbulb moments while listening to other professionals chat in my ear.*

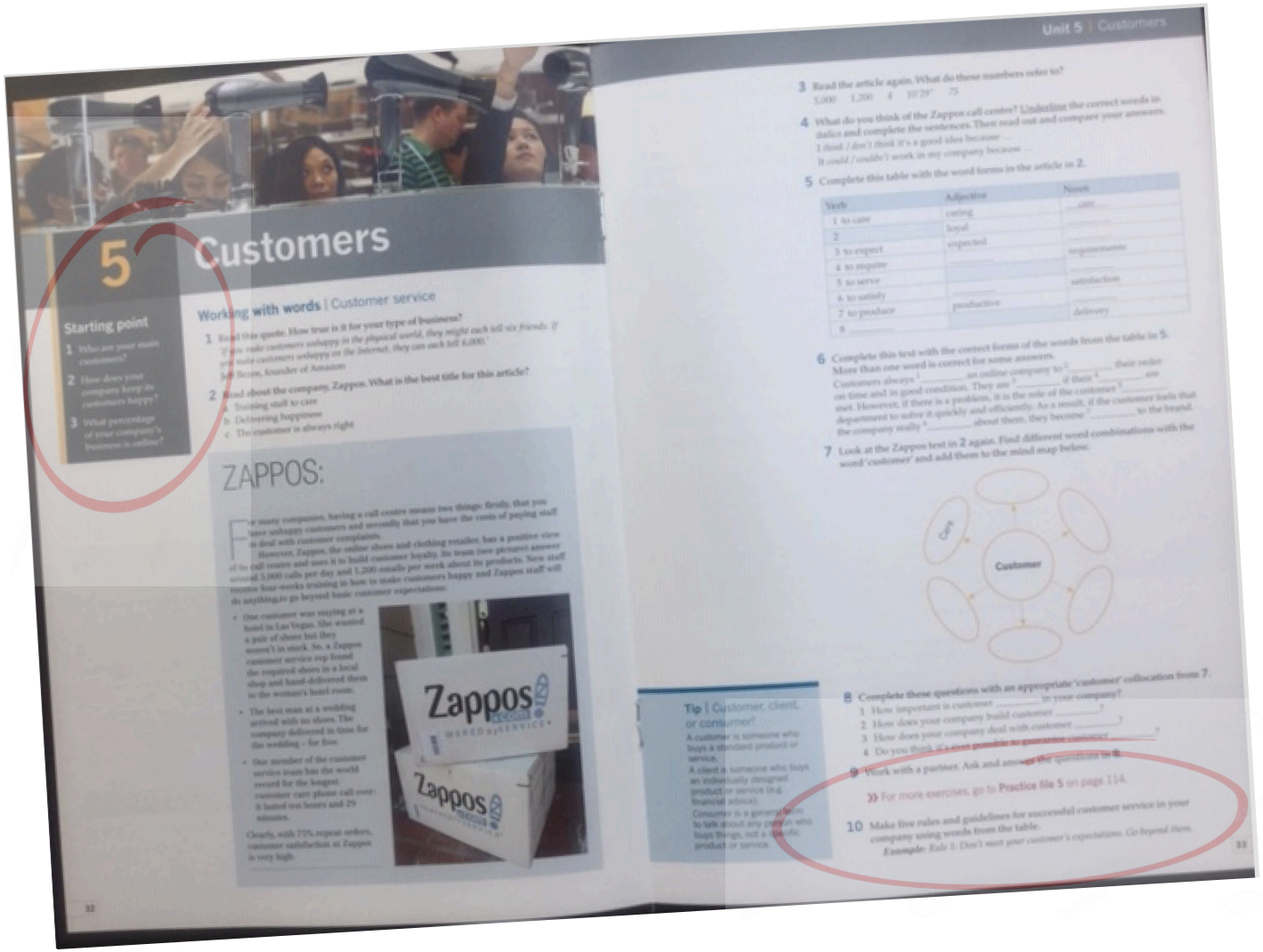
www.nextgenleads.com/blog/resources/podcasts-for-insurance-agents

Course book use

Exploiting the course book for personalisation

Courtesy: hanatichaeltblog.wordpress.com

Course book use



5 Customers

Starting point

1 Who are your main customers?
2 How does your company keep its customers happy?
3 What percentage of your company's business is online?

Working with words | Customer service

1 Read this quote. How true is it for your type of business?

2 Read about the company, Zappos. What is the best title for this article?
a Training staff to care
b Delivering happiness
c The customer is always right

ZAPPOS:

Unit 5 | Customers

3 Read the article again. What do these numbers refer to?

4 What do you think of the Zappos call centre? Underline the correct words in italics and complete the sentences. Then read out and compare your answers.

5 Complete this table with the word forms in the article in 2.

Verb	Adjective	Noun
1 to care	caring	...
2 ...	loyal	...
3 to expect	expected	...
4 to require	...	requirements
5 to serve	...	satisfaction
6 to satisfy	...	...
7 to produce	productive	delivery
8 ...	...	...

6 Complete this text with the correct forms of the words from the table in 5. More than one word is correct for some answers.

7 Look at the Zappos text in 2 again. Find different word combinations with the word 'customer' and add them to the mind map below.

Tip | Customer, client, or consumer?

8 Complete these questions with an appropriate 'customer' collocation from 7.

9 Work with a partner. Ask and answer the questions in 8.

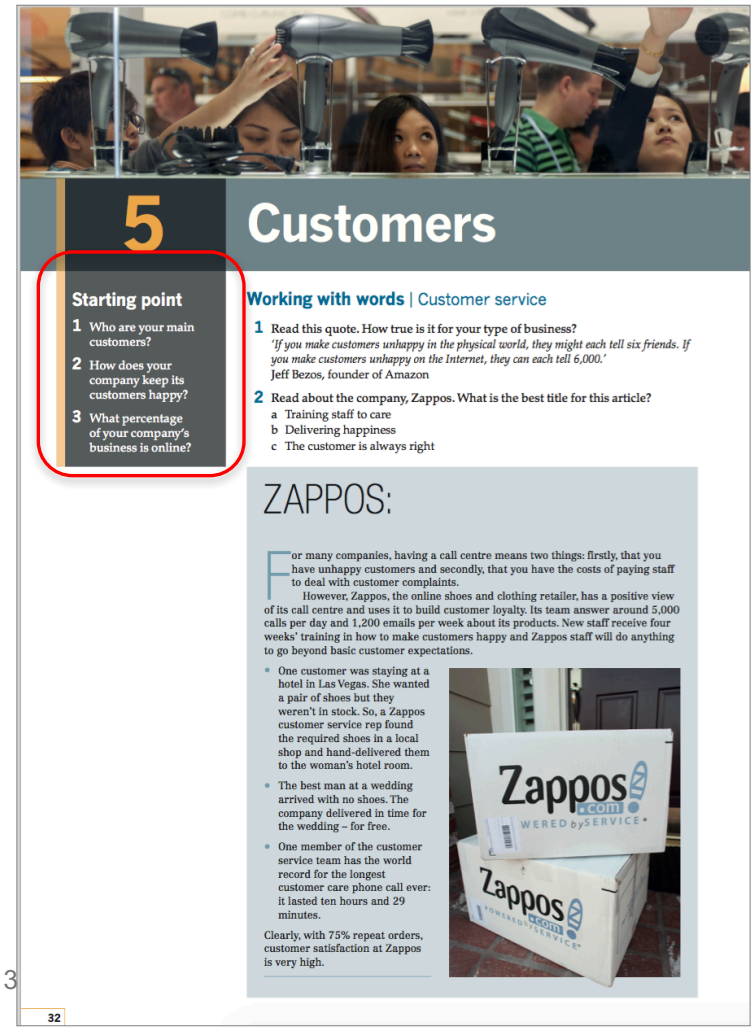
» For more exercises, go to Practice file 5 on page 114.

10 Make five rules and guidelines for successful customer service in your company using words from the table.

Business Result (2nd ed.) Intermediate U5

Course book use

Exploiting the course book for personalisation



5 Customers

Starting point
1 Who are your main customers?
2 How does your company keep its customers happy?
3 What percentage of your company's business is online?

Working with words | Customer service

1 Read this quote. How true is it for your type of business?
'If you make customers unhappy in the physical world, they might each tell six friends. If you make customers unhappy on the Internet, they can each tell 6,000.'
Jeff Bezos, founder of Amazon

2 Read about the company, Zappos. What is the best title for this article?
a Training staff to care
b Delivering happiness
c The customer is always right

ZAPPOS:

For many companies, having a call centre means two things: firstly, that you have unhappy customers and secondly, that you have the costs of paying staff to deal with customer complaints.
However, Zappos, the online shoes and clothing retailer, has a positive view of its call centre and uses it to build customer loyalty. Its team answer around 5,000 calls per day and 1,200 emails per week about its products. New staff receive four weeks' training in how to make customers happy and Zappos staff will do anything to go beyond basic customer expectations.

- One customer was staying at a hotel in Las Vegas. She wanted a pair of shoes but they weren't in stock. So, a Zappos customer service rep found the required shoes in a local shop and hand-delivered them to the woman's hotel room.
- The best man at a wedding arrived with no shoes. The company delivered in time for the wedding – for free.
- One member of the customer service team has the world record for the longest customer care phone call ever: it lasted ten hours and 29 minutes.

Clearly, with 75% repeat orders, customer satisfaction at Zappos is very high.

32

Starting point

1 Who are your main customers?

2 How does your company keep its customers happy?

3 What percentage of your company's business is online?

Business Result (2nd ed.) Intermediate U5

Course book use

Exploiting the course book for personalisation

1. Who are your main customers?

2. How does your company keep its customers happy?

3. What percentage of your company's business is online?

4. Are your customer numbers growing?

Starting point

1 Who are your main customers?

2 How does your company keep its customers happy?

3 What percentage of your company's business is online?

Business Result (2nd ed.) Intermediate U5

Making teaching personal

Five ideas

1. Relating to your students' work
2. Corporate materials / websites
3. Students' needs / interests / "chat"
4. Industry-related podcasts
5. Course book use

References / resources

OUP ***Business Result,*** 2nd edition, Intermediate (2016). Hughes, J. & Naunton, J.

OUP ***International Express***, 3rd edition, Upper Intermediate (2014). Appleby, R. & Watkins, F.

Ellis, M. and **Johnson**, C. (1994). *Teaching Business English.* OUP

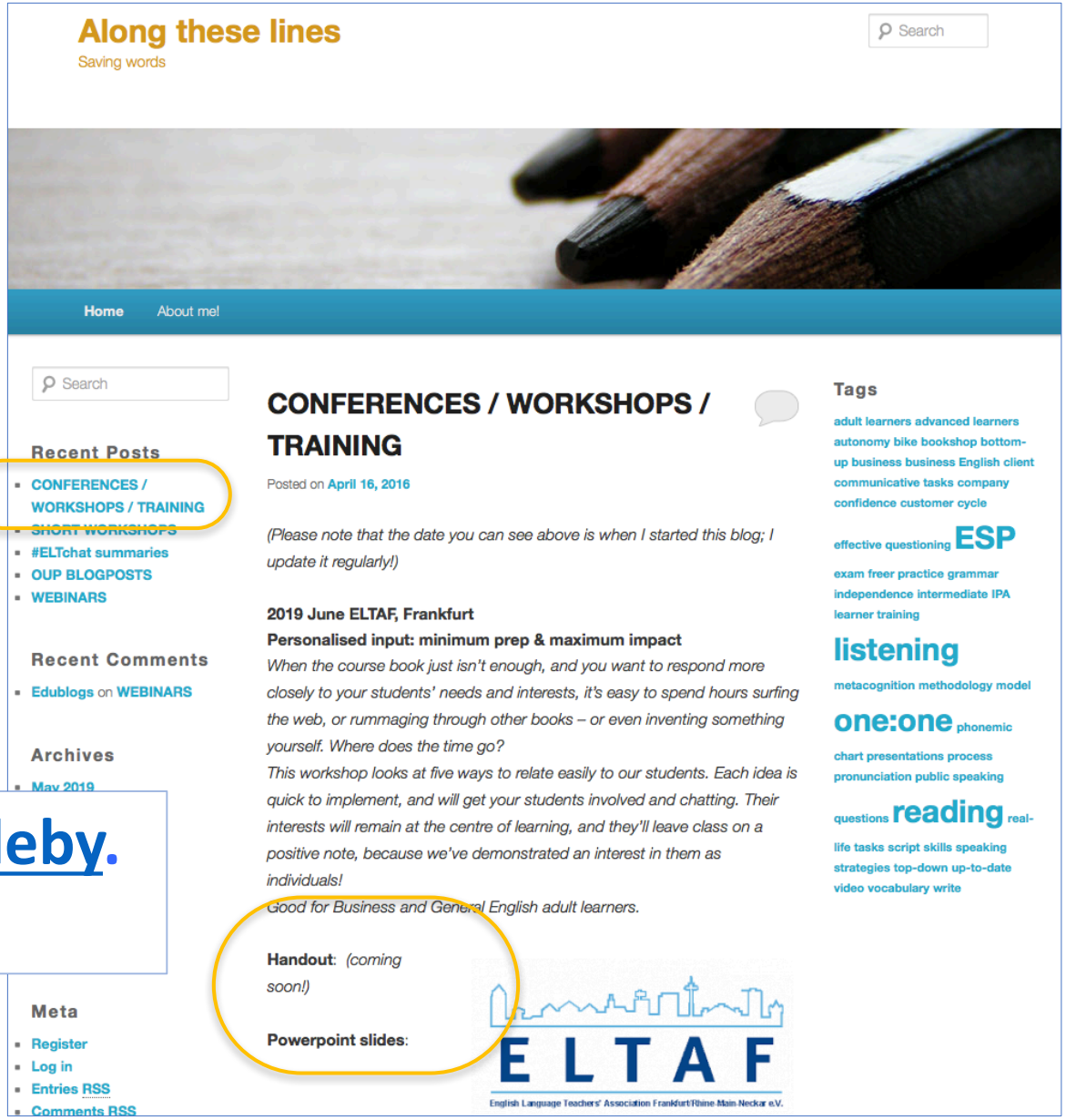
Frendo, E. http://englishfortheworkplace.blogspot.hu/2018/03/what-are-framework-materials.html (retrieved 24 June 2019)

Rei, C. (2012). https://besig.iatefl.org/wp-content/uploads/2018/06/Charles-Rei-Handout.pdf (retrieved 24 June 2019)

Various Podcasts, incl. **Teflology** *https://teflology-podcast.com/2017/12/06/tefl-interviews-35-steve-mann-jalt-2017/*

Link to Handout & Slides …

& much more:



https://rachelappleby.edublogs.org

Personalised input:
minimum prep, maximum impact

Thank you!

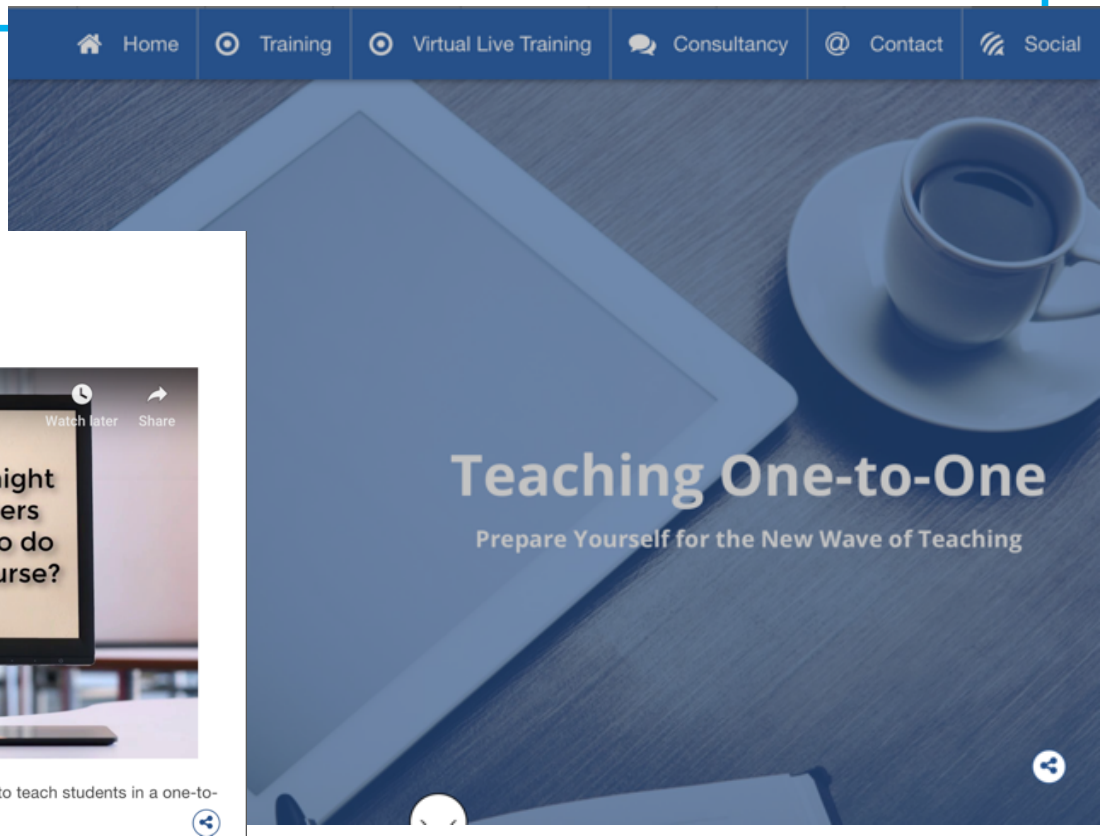
ELTAF
English Language Teachers' Association Frankfurt/Rhine-Main-Neckar e.V.

June 2019

Rachel Appleby
rachelappleby18 @ gmail.com
@rapple18
https://rachelappleby.edublogs.org

www.shutterstock.com/video/search/frankfurt?contributor=netsign33 Royalty-free

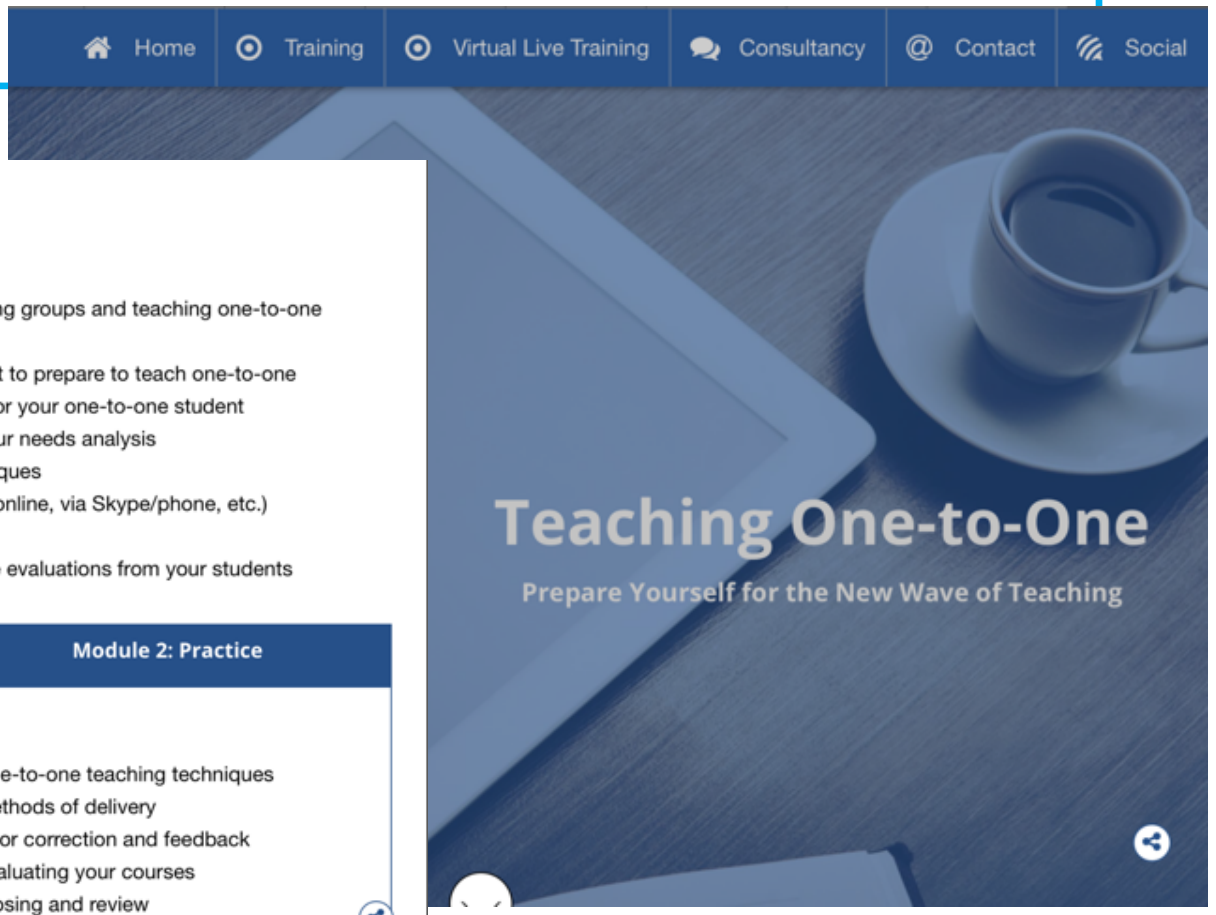
TheConsultants-e
Online One-to-One training



Course Overview

Our Teaching One-to-One course gives you the skills and confidence to teach students in a one-to-one scenario in a principled and effective manner.

TheConsultants-e
Online One-to-One training



Course Content

During the course, you will learn to:

- examine the similarities and differences between teaching groups and teaching one-to-one
- think about what makes an effective one-to-one teacher
- consider the importance of needs analysis and how best to prepare to teach one-to-one
- evaluate methods of sourcing materials and resources for your one-to-one student
- look at how to design a one-to-one course based on your needs analysis
- critically examine a range of one-to-one teaching techniques
- think about different methods of delivering classes (f2f, online, via Skype/phone, etc.)
- look at how to deal with error correction and feedback
- consider the importance of getting feedback and course evaluations from your students

Module 1: Preparation	Module 2: Practice
• What is one-to-one teaching? • What makes a good 1to1 teacher? • Preparation and needs analysis • Materials and resources • Designing a course	• One-to-one teaching techniques • Methods of delivery • Error correction and feedback • Evaluating your courses • Closing and review