

Making teaching personal

How to bring client-led content into your teaching

Rachel Appleby
OUP, June 2018, Lille



What industry do your students work in?



Making teaching personal

“client-led content” ...?

- My briefcase story
- Taking yourself into your students’ world
- Encouraging learners to bring their world to the classroom
- Motivation – for your students; for you!



Making a connection ...

The story of my briefcase

What did I do?

- a) *Letter / email writing?*
- b) *Role-play a meeting?*
- c) *Grammar work?* *
- d) *Form-filling?* *
- e) *Focus on insurance language?* *
- f) *(other..)*



Relating to the Student's industry / work

The story of my briefcase – at an insurance company

OVERSEAS PERSONAL INSURANCE	
<p><i>XY Brokers Ltd, Clarendon House, Queens Road Tel No: 44 (0) 123 123 1234</i> <i>email: overseaspersonalinsurance@XY_Ins.com</i></p>	
CLAIM FORM	
<p>Name of Assured in full: Tel No:</p> <p>Policy No: Fax No.</p> <p>Risk Address:</p>	
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 the Student's industry / work

The story of my briefcase

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

Was there a burglary or break-in? If so, how did they get in?

GRAMMAR

questions; passive / active verbs; articles

noun phrases (formal) » verb phrases (informal)

VOCABULARY: formal » informal

e.g. *premises* » *building*

obtain entry » *get / break in*



Relating to the Students' industry / work

Why did it work? Why do this?

- bridges the gap between Teacher & Students
- helps demonstrate your interest in their work
- provides a valid in-road
- exploits relevant corporate documentation for language
- demonstrates immediate & relevant benefit

- Sts were keen to help /advise
- Teacher feels less 'awkward' about lack of own expertise



Relating to the Students' industry / work

Other examples

- Plastic pipe company (Budapest)

- Dubai construction company / water management: flood mitigation, drainage systems)



- Investment Banker

- Online documents of another bank (HSBC)
- Roleplay Client + Advisor: **Client Profiling** (=‘Needs Analysis’)
- Language e.g. Qs, form-filling language; ‘small talk’



- Medics

- e.g. experiences of a hospital visit; healthy living; fitness apps ...



Corporate materials / websites

Industries your students may work in:



Think of one of your student groups.
How could you relate to ***their*** work /
business?

Making teaching personalized

Five ways to make authentic connections



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

Corporate materials / websites

Industries your students may work in:



Corporate materials / websites

Do you use these? Why / not?



BUDAPESTI
KÖZLEKEDÉSI
KÖZPONT

(= *Budapest Transport Centre*)



Corporate materials / websites ✓

Website tasks

- Look at a different company / department
- What do you want to find out? (Qs)
- What do you dis-/like? / Improve it? / Easy to navigate? etc.
-
- Students respond:
 - e.g. 5-line summary; mini presentation; series of Qs



- Check their / others' websites
- Get hold of company brochures / materials

- good for learning more about the industry
- builds Teacher confidence

Students' needs / interests / 'chat'

General / Business English needs

- Needs Analyses (letters, emails; summarizing, etc. etc.)
- Getting to know your students
- General chat



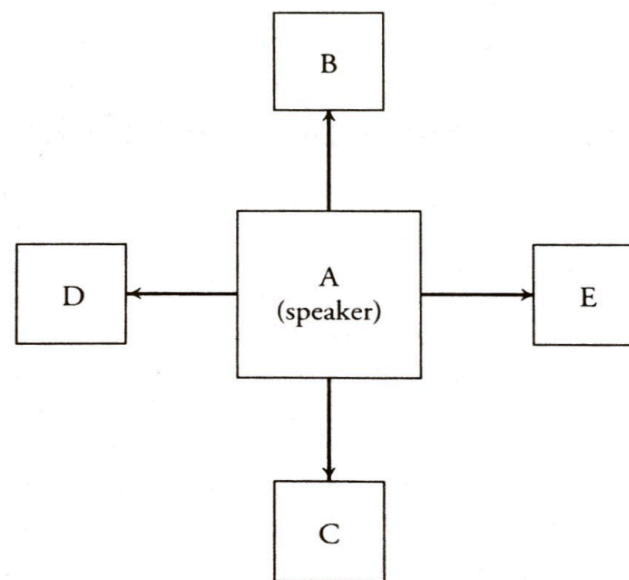
Students' needs / interests / 'chat'

General / Business English needs (e.g. 1)

- Needs Analyses (letters, emails; summarizing, etc. etc.)
- Getting to know your sts:

- *Who?*
- *How? (phone? email?)*
- *What about?*
- *How frequently?*
- *Easy? Enjoyable*

Framework 1: Points of contact in the company/organization



Ellis & Johnson, *Teaching Business English*, OUP

Students' needs / interests / 'chat'

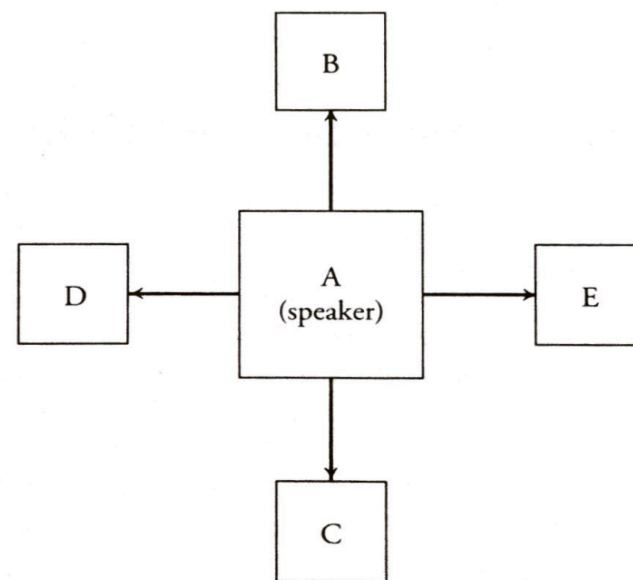
General / Business English needs (e.g. 1)

- Needs Analyses (letters, emails; summarizing, etc. etc.)
- Getting to know your sts:

- Sts discuss in pairs how they interact with these people
- T listens / reformulates / takes note (for correction / input)

➤ A 'framework' helps organise thoughts

Framework 1: Points of contact in the company/organization



Ellis & Johnson, *Teaching Business English*, OUP

Students' needs / interests / 'chat'

Framework materials

- are diagrams to generate language
- help learners to organise their thoughts
- > help learners to focus on language
- don't prescribe exact words / expressions
- let learners use directly relevant content & context
- can be used at many levels
- require minimum preparation



- promote effective classwork: intro / discuss / present / feedback
- build learner confidence

Students' needs / interests / 'chat'

General / Business English needs (e.g. 2)

How was your day?

- General 'chat' – is NOT general chat!
- Exploit opportunities – e.g. situations at work
 - Give each pair of students a situation to discuss
 - Brainstorm Qs, e.g. ("a telephone call in English")
 - *Who made the call? Who was it with? What was it about? Was it a good line? Was it easy to understand the other person? (why/not?) What was the outcome? etc.*



a meeting

a telephone call in English

a recent work trip

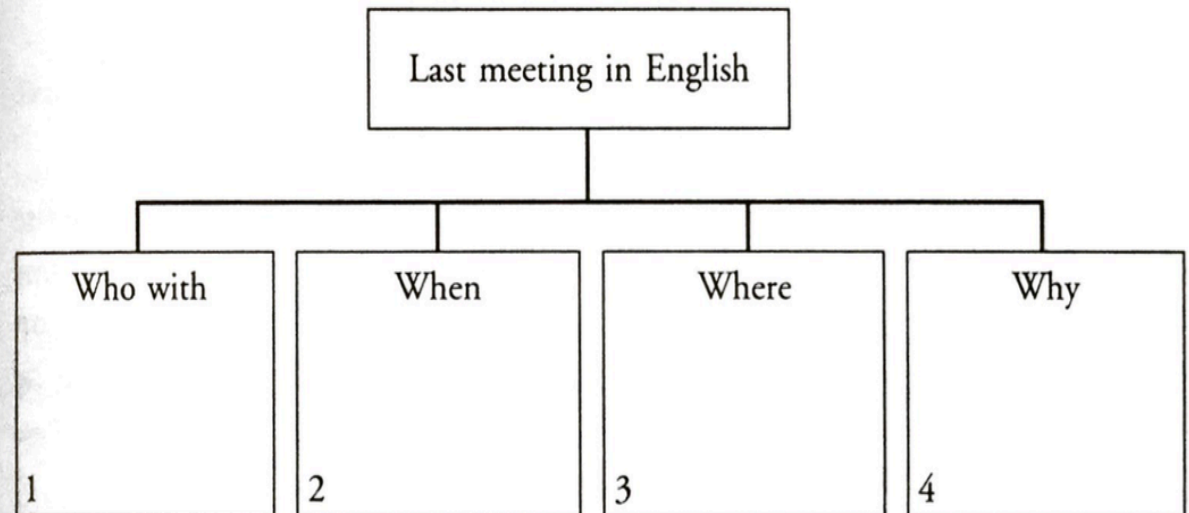
a conference

a work social event

Students' needs / interests / 'chat'

General / Business English needs (e.g. 2)

Framework 2



Photocopiable material

© Oxford University Press 1994

a meeting

Students' needs / interests / 'chat'

General / Business English needs

“

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"

Students' needs / interests / 'chat'

General / Business English needs (e.g. 3)



Find someone who ...

... **took part in** an important meeting this week. (..... ?) (*"Did you take ...?"*)
 ... didn't get an important task done. _____
 ... wrote and sent an email to a client in English. _____
 ... had a meeting with their boss. _____
 ...

OR (with initial language focus):

... took part *in / at / on* an important meeting. _____
 ... didn't get an important task *made / done / closed*. _____
 ...

Students' needs / interests / 'chat'

General / Business English needs (e.g. 4)

Draw ...

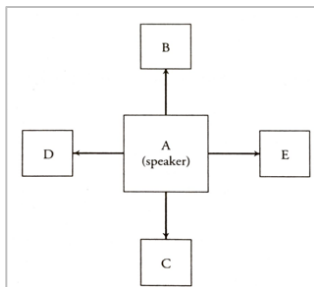
- your weekend
- an event yesterday
- something you remember from the conference
-



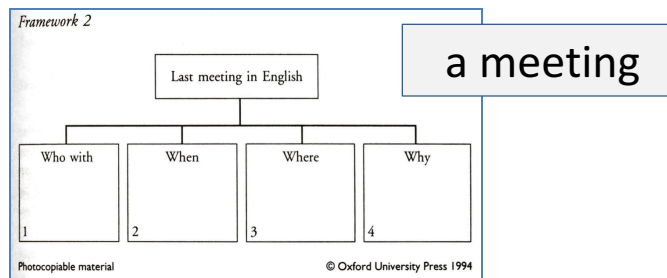
Students' needs / interests / 'chat'

General / Business English needs: 4 examples

1.



2.



3.

Find someone who ...
... took part in an important meeting. _____



4.

Draw your weekend

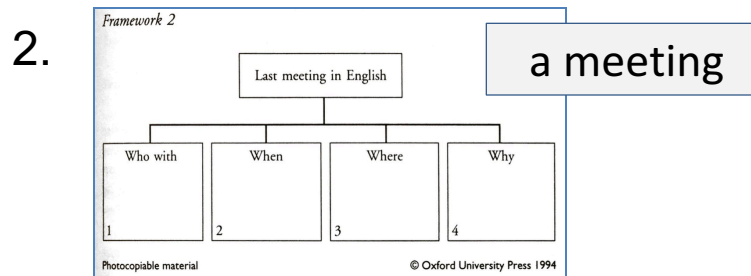
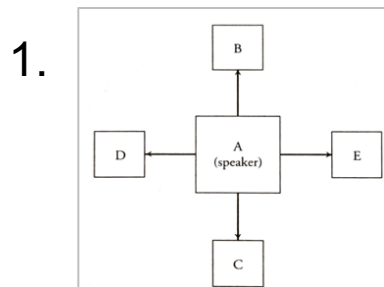


Tell a partner ...

- *the activity you like best.*
- *1 activity you've used before.*
- *1 activity you'd like to try out.*

Students' needs / interests / 'chat' ✓

General / Business English needs: 4 examples



3. Find someone who ...
... took part in an important meeting. _____



4. Draw your weekend



- Use these opportunities to find out:
 - what your students do
 - what language areas to work on (now / later)

Course book use

Exploiting the course book for personalization

- A good course book ...
 - Structures your course
 - Shows progress
 - Deals systematically with language & skills
 - (grammar, vocab., pron., etc.)
 - Includes opportunities for sts to relate to content




What Business English books do you use?

How do you use them to relate to student content?

Course book use (1)

Exploiting the course book for personalization



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.



Business Result (2nd edition) Intermediate, U5

Working with words | Customer service

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?



Course book use

Exploiting the course book for personalization

Business Result (2nd edition)
Intermediate, U5

Working with words | Customer service

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?

- 'Lift' the activity off the page
 - e.g. cards, face down, for students in 2s/3s
- Structure it: (intro / discuss / present / FB)

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?



Course book use

Exploiting the course book for personalization

Business Result (2nd edition) Intermediate, U5

Working with words | Customer service

10 Make five rules and guidelines for successful customer service in your company using words from the table in 5.

Example: Rule 1: Don't meet your customer's expectations. Go beyond them.

Unit 5 | Customers

3 Read the article again. What do these numbers refer to?
5,000 1,200 4 10'29" 75

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.
I *think / don't think* it's a good idea because ...
It *could / couldn't* work in my company because ...

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

Verb	Adjective	Noun
1 to care	caring	<u>care</u>
2	loyal	
3 to expect	expected	
4 to require		requirements
5 to serve		
6 to satisfy	satisfied	
7 to produce	productive	

table in 5. More
their order
are
5
customer feels that
to the brand.
nation with the



Tip | Customer, client or consumer?

A customer is someone who buys a standard product or service.

A client is someone who buys an individually designed product or service (e.g. financial advice).

Consumer is a general term to talk about any person who buys things, not a specific product or service.

8 Complete these questions with an appropriate 'customer' collocation from 7.
1 How important is customer _____ in your company?
2 How does your company build customer _____?
3 How does your company deal with customer _____?
4 Do you think it's ever possible to guarantee customer _____?

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

For more exercises, go to Practice file 9 on page 114.

10 Make five rules and guidelines for successful customer service in your company using words from the table in 5.
Example: Rule 1: Don't meet your customer's expectations. Go beyond them.



Course book use

Exploiting the course book for personalisation

Business Result (2nd edition)

Intermediate, U5

Working with words | Customer service

10 Make five rules and guidelines for successful customer service in your company using words from the table in **5**.

Example: Rule 1: Don't meet your customer's expectations. Go beyond them.

	Guidelines:	Benefit:
Rule 1		
Rule 2		
etc.		



Course book use

Exploiting the course book for personalization

Business Result (2nd edition)

Intermediate, U5

Language at work | Present tenses for future reference

- 1 How busy is your schedule this week, next week and next month? Which are the busiest periods for you/your department/your company?

What could you do with this mini activity?



Course book use

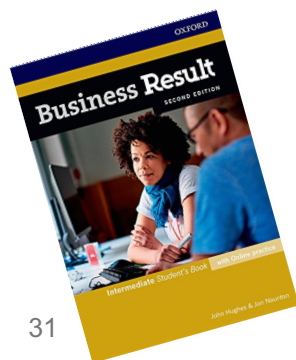
Exploiting the course book for personalization

Business Result (2nd edition)

Intermediate, U5

Contents

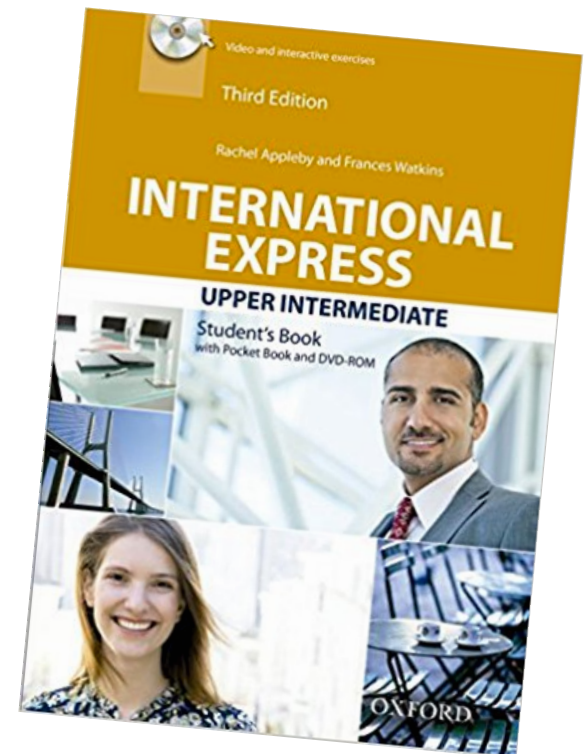
Introduction 4–5		Working with words	Language at work	Practically speaking	Business communication	Talking point
1	Working life 6–11	Describing work	Present simple and present continuous	How to show interest	Networking	Speed networking
2	Work–life balance 12–17	Work–life balance	to + infinitive and -ing form	How to say 'yes'	Exchanging contact details	Corridor conversations
3	Projects 18–23	Projects	Present perfect and past simple	How to give short answers	Updating and delegating tasks	Scenario planning



Course book use (2)

Exploiting the course book for personalization

International Express (3rd edition) Upper Intermediate, U6



Course book use

Exploiting the course book for personalization

International Express (3rd edition) Upper Intermediate, U6

6 Devel

Grammar

INTRODUCTION

Work in pairs. Discuss your experiences of applying for a job using the words below.

1 What was the application form like?

2 How did you feel about the interview?

3 Do you think the selection committee was fair?

2 Read the article and correct any false statements.

1 Interviews are often held in person.

2 Some companies use video interviews.

3 Nowadays, most companies use online video interviews.

4 Candidates are often asked to perform a task during the interview.

5 Online tasks are often used to assess a candidate's skills.

1 Work in pairs. Discuss your experiences of applying for a job using the words below.

application form ✓	aptitude tests	covering letter ✓
CV / résumé ✓	interview	making a personal video
online video interview	selection committee	Skype interview

1 What was the application procedure?

2 How did you demonstrate your strengths and suitability for the job?

3 Do you think the process was appropriate? Give reasons.

The full picture

Nowadays, if you apply for a job, you probably submit your application electronically. You might also have to do a number of online tasks. Some companies even ask candidates to take part in online games or simulations. Gone are the days when job seekers simply filled in an application form and attached a covering letter.


Recently, Standard Chartered Bank ran a competition for a six-month internship at their Singapore branch. Applicants' entries were evaluated in terms of how successful they were at influencing other people on recognized social media platforms. A spokesperson for the bank said, 'If you want a job these days, you need more than just good academic qualifications. Although our interviewing procedure takes time, the firm really gets a sense of the candidate as an individual. If candidates only applied with a CV and a cover letter, we wouldn't get a full picture.'

A similar approach was taken by French cosmetics company, L'Oréal, who set up an online business game. Each applicant has a set of avatars to represent employees at the company, and they then have to carry out a number of online tasks. 'If applicants demonstrate effectively how they perform in the real world, then they'll thrive in our kind of environment,' explained Isabelle Minicci, Human Resources Director at L'Oréal UK and Ireland. 'Adding realistic challenges to our recruitment process helps us to engage with candidates. We couldn't have done that, if we'd only had application forms.'

Cass Gilbert from GradRecruit warns that recruitment agencies might be going too far. 'It's not a good idea to humiliate someone: they can feel embarrassed, and don't necessarily like performing in front of a panel of judges. Some people just can't take the pressure. Employers need to consider the posts carefully, and then encourage applications in the most appropriate way; after all, not every post needs someone who can sing and dance. As long as an interview is prepared and set up properly, you can get the best out of the candidate.'

How did you apply for your current job?

(Which words (above) did you use?)



Course book use



Exploiting the course book for personalization

International Express (3rd edition) Upper Intermediate, U6

1 Work in pairs. Discuss your experiences of applying for a job using the words below.

application form

aptitude tests

covering letter

CV / résumé

interview

making a personal video

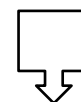
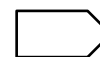
online video interview

selection committee

Skype interview

- 1 What was the application procedure?
- 2 How did you demonstrate your strengths and suitability for the job?
- 3 Do you think the process was appropriate? Give reasons.

Q1: students 'draw' the procedure



Q2: sts make 2 lists: + -



Podcasts / blogs

What?

When?



Why / Why not?

How?

L1 / L2 ?

- Do you listen to podcasts?
 - If so, **what** sort of things do you listen to?
 - **When** do you listen?
 - How do you listen? (headphones; while doing sth. else...?)
 - Do you **discuss the content** with anyone?

- If you don't listen to podcasts, why not?
 - (time, interest, preferences, ... ?)

- Why might podcasts be beneficial to students?



Podcasts / blogs

1. ELT

A.



<https://teflology-podcast.com>

B.



C.



D.



E.



What is “reflective practice”?

03:50–05:20

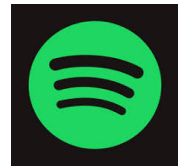
<https://teflology-podcast.com/2017/12/06/tefl-interviews-35-steve-mann-jalt-2017/>



Podcasts

2. Mini crash course: a) considerations

- where to find: (online; under a podcast app.)
- US / GB English
- length of podcast (5'? 25'?)
- language level: no. speakers, accents, speed, topics
- target audience: for customer or industry?
- for the 'newbie', or the experienced?
- industry 'news' or tips ('*How to ...*')?
- how up to date is it?



Podcasts



2. Mini crash course: b) how to use

- Find a *podcast* that might be suitable
- Options:
 - Random; coursebook related; industry related
- Find a suitable *episode* (topical / recent / relevant)
- Use it in class
- Students listen ‘at home’
- NB: Think about how you listen ‘extensively’



Podcasts

2. Mini crash course: b) how to use in CLASS

- Use as a regular 'listening'
 - *(lead-in; listen for gist; for detail; follow-up)*
- Use a **KWL** chart:

What I already <u>K</u> now about the topic:	(pre listening)
What I <u>W</u> ant to find out:	
What I've <u>L</u> earnt:	(post listening)

- **Predict:** What sub-topics do you expect to hear?
What words do you expect? *(play 'bingo'!)*



Podcasts

2. Mini crash course: b) how to use 'at HOME'

Aim: encourage sts to find & listen to an episode at home.

- Each student chooses an episode, and listens.

Follow-up:

- Tell a friend / colleague sth. interesting / surprising
 - Look up sth. related online
 - Find an article on the same topic
 - Write 3 questions
 - Buddy up: listen to the same episode; discuss
 -
- Sts report back in an appropriate format (e.g. summary / presentation / message, etc.)



Podcasts

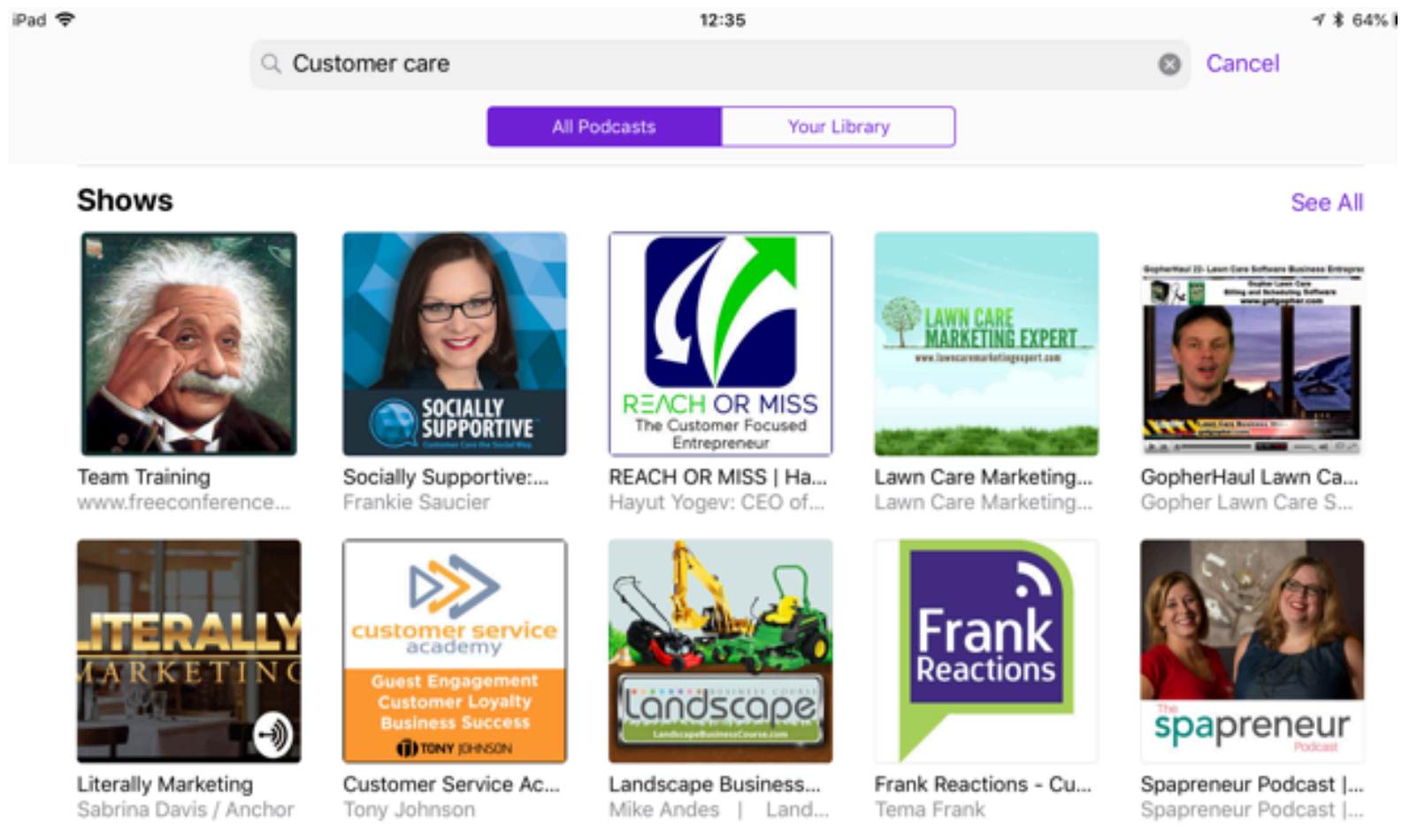
Industry-related

- **Talk to your pharmacist** .. (c. every 2 weeks)
<https://player.fm/series/talk-to-your-pharmacist>
- The 10 best podcasts for **insurance** agents who want to learn on the go
www.nextgenleads.com/blog/resources/podcasts-for-insurance-agents
- This Week in **Tech** TWiT e.g. Ep. 656 'Social media and kids'; Ep. 654 'End of Facebook?' <https://twit.tv/shows/this-week-in-tech>
- **Health & Fitness** (UK) www.acast.com/foodforfitness/fff-088-how-to-solve-your-sleep-problems--get-a-better-nights-kip--with-professor-jason-ellis sleep quality (33')
- **Construction** e.g. eliminating waste, lean construction
www.constructionleadingedge.com
- (more on the Handout #2 – see website)



Podcasts

Industry-related



Podcasts

Coursebook / Unit-related podcasts

- **Customer Service:** (*Business Result*, Intermediate U5)
 - ‘Focus on Customer Service’ #FOCS (US)
 - Episode 42: Solving Problems for both Customers and Companies. (38’)
- **Work-Life Balance** (*Business Result*, Intermediate U2)
 - Eat Sleep Work Repeat www.eatsleepworkrepeat.fm (+ transcripts!)
 - Rest – work less to do more (38’) (UK)
 - The science of being happier at work (14’) (UK)
- **Careers:** (*International Express*, Upper-Intermediate U6)
 - ‘HAYS Recruitment’ <https://social.hays.com>
 - PODCAST 1: How to Create an Outstanding CV (10’) (UK)
 - PODCAST 9: How to be a Tech Savvy Jobseeker (14’) (UK)



Podcasts – Extras

Speed

- Find the podcast app on your phone / device
- Listen online, via sound-cloud / iTunes
- Listen via **Overcast** (to slow down to .75 speed)



Transcripts??

- Go to: <https://www.google.com/intl/en/chrome/demos/speech.html>
- Test it out with a podcast, or your own voice (speak clearly!)

(but that's not the point!)

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



Making teaching personal

Five ways to make authentic connections



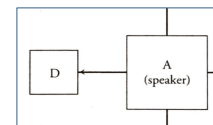
1. Relating to your students' work
2. Corporate materials / websites
3. Students' needs / interests / chat
4. Course book use
5. Industry-related podcasts / blogs



Personalizing your teaching

Your weekend challenges ... 😊 (choose 2!)

- ☐ How can you **relate** to your students' work/industry
- ☐ Check an industry **website** of a rival company
- ☐ Write 2 questions: **find out more** about your students
- ☐ Check your **course book** for opportunities to relate content to your students' work
- ☐ Find a suitable **podcast** for your students



References / resources

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Podcasts & Blogs – see Handout #2 on website



Making teaching personal

How to bring client-led content
into your teaching

Thank you!

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@rapple18 

<http://rachelappleby.edublogs.org>