

Does the customer *really* know best?

Getting the most out of in-company training

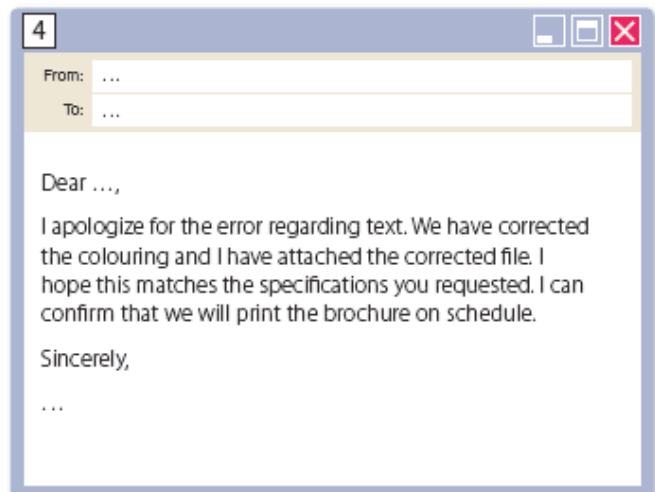
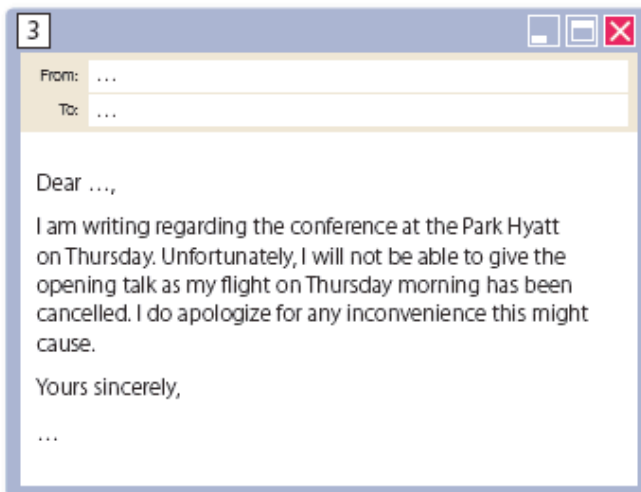
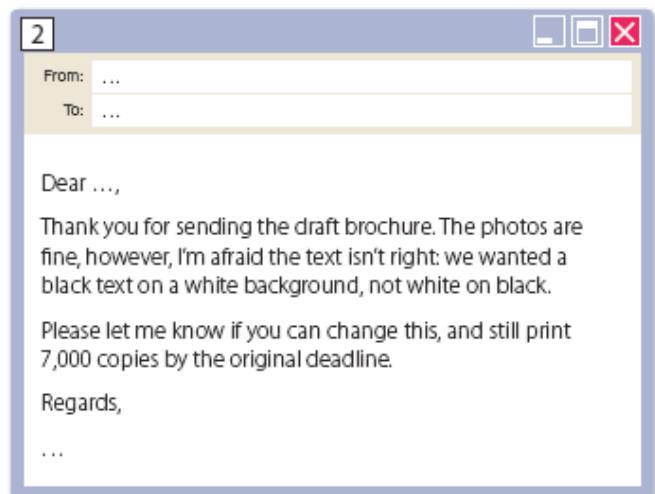
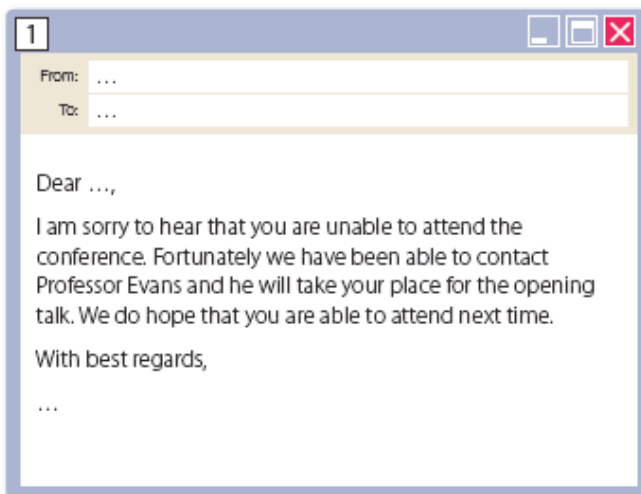
Rachel Appleby, BESIG, Prague

8-10 November 2013

A selection of activities demonstrated in the session which meet the needs of HR, Students and Teachers: Effective Communication; Speaking practice; Focus on accuracy; Language and Skills 'to go'; Visible progress

Q: Read the emails, and put them into pairs, in the correct order:

___ + ___; ___ + ___



Q: Which phrases are used to ...

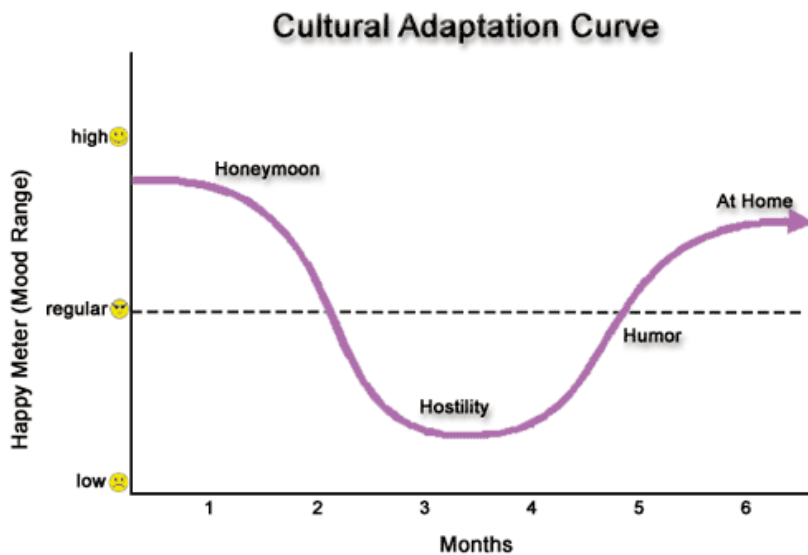
- give good news?
- bad news?
- apologize?

International Express Pre Intermediate, U9 Work Skills

Emails: problems and solutions

Structure: "Something _____, something _____, what to _____, we love _____."

Getting used to living / working abroad:



EUPHORIA → SHOCK → ADJUSTMENT → MASTERY

Read the phrases below. Which stage above do they belong to?

- 1 pose a challenge ___
- 2 adapt to the new situation ___
- 3 develop strategies (for coping)___
- 4 welcome the opportunity (to meet new people) ___

Extension and practice

Underline the noun which does not collocate with the verb.

- 1 **have** second thoughts / an effort / (any) regrets
- 2 **make** friends / an effort / the most of something / a chance
- 3 **take** a course / responsibility / experience / a (career) break

Complete the sentences using a collocation from above.

- 1 When you travel to a new place, do you of all the opportunities available, or do you have a restful break?
- 2 Have you ever made a decision, and then about it?
- 3 How easily do you find it to in a new environment?

Think about your answers. Then, in pairs, ask and answer the questions.

International Express Upper Intermediate, U6 Vocabulary, *Working abroad*

pleasecycle

“We provide organisations with turnkey solutions to inspire cycling within the workplace.”

<http://pleasecycle.com/>

International Express Upper Intermediate, U6 Video

Does the customer *really* know best?

Activities for getting students to use target language (a non-complete list!)

Communicative tasks

List of phrases: tick off when used (e.g. 1 student in group = “language police person” ticks off phrases)

Phrases on individual cards:

- deal out to small groups of sts; turn face down / throw away / pick up when used
- use, and then swap with another person
- “hidden phrase”: use in a conversation, without the other person realizing

Evaluating students use of Target Language (a non-complete list!)

Self evaluation: Sts are usually quite good of this, although they may not say what they know is true; nevertheless, it’s useful to allow 1-2’ for them to reflect; they’ll do better next time.

Peer evaluation: usually works well, but needs to be handled carefully (e.g. encourage sts to avoid phrases such as *You shouldn’t have ...* . Encourage, e.g. *Next time, try ...* .)

- sts draw a pie chart according to how much each person in the group spoke (this takes the focus off using phrases for, e.g. ‘bringing in another speaker’, etc., yet promotes it if you do a follow-up round discussion task)
- sts grade each other on a scale of 1-5 according to overall use of TL



Teacher evaluation:

- Teacher notes down use of language, praises good use, and address ‘weakness’, e.g.
 - o Put incorrect sentences on BB for sts to correct in pairs / groups
 - o Spot-the-mistake task next lesson (pairs, groups) (NB: contexts should be ‘disguised’!)
 - o Discreetly at end, to individuals (depending on the sts / personalities)
 - o Sent as a voicethread (thanks to #ELTchat for this idea!)

References

Recommended texts on Business English language in companies, and a few other ideas:

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<http://englishfortheworkplace.blogspot.hu/2011/01/belf-101.html>

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KWL: <http://www.studygs.net/texred3.htm>

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