

Personalised input:

minimum prep, maximum impact

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Investigate these areas to involve your students more, and heighten engagement:

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1. How you can relate to your students' area of work
2. Corporate materials (brochures; website)
3. Ways of finding out about your students' interests
4. Industry-related podcasts
5. Course book use

1. How do you relate to your students' area of work?

What have you (or a friend / relative) done or experienced which you can use to relate to your students' area of work? Think of how to incorporate it into a lesson.

Benefits:

- Helps to bridge the gap between your (lack of) knowledge, and students' expertise
- Helps demonstrate your interest in their work
- May help exploit relevant corporate documentation for follow-up language work.



2. Corporate materials (brochures; websites)

If potentially 'boring', look at the pages of a different department, or the website of a rival company.

Give students a task which is relevant to what they need to do in English (e.g.

'Feedback on the page you read in a summary / brief report / email / mini presentation / ...'



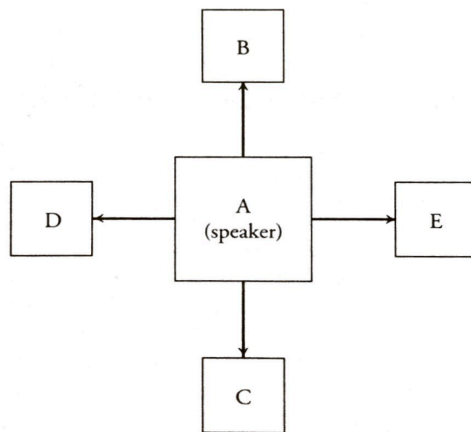
3. Finding out about the students / their needs

- Needs Analysis
- Getting to know your students
- General chat

Use step-by-step activities (including **Framework Materials** – see references, below) to help structure student talk and discussions about common issues at work. These can be very short (e.g. warmers / fillers).



Framework 1: Points of contact in the company/organization



4. Industry-related podcasts

[Become a podcast-listener yourself, first!]

Find good industry-related podcasts and/or blogs, and introduce your students to them; encourage them to listen at home, and report back.

5. Course book use & personalization

Use a good course book to structure your course. Look for opportunities specifically at the start & end of each section or unit for students to relate to the material. 'Lift' activities off the page, and structure them.



OVER TO YOU!

Your weekend / next week's (next semester's) challenge:

- ☐ How can you relate to your students' work / industry?
- ☐ Check an industry **website** of a *rival* company
- ☐ Choose a format: get your students to fill it in: **find out more** about your students
- ☐ Find a suitable **podcast** for your students
- ☐ Check your **course book** for opportunities to relate content to your students' work

REFERENCES

- 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 24.06.2019)
 Rei, C. (2012). <http://businessenglishideas.blogspot.hu/2012/11/the-communicative-event-session-recap.html> (retrieved 24.06.2019)
 Various Podcasts, incl. **TEFLology** <https://teflology-podcast.com/2017/12/06/tefl-interviews-35-steve-mann-jalt-2017/>

* For a copy of the powerpoint slides & handout for this talk, go to 'Conference Talks' here:

<https://rachelappleby.edublogs.org>

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