AMERICAN UNIVERSITY OF ARMENIA

College of Humanities and Social Sciences

A course of English for business purposes in an IT company in the Gegharkunik Region of Armenia

A design project submitted in

partial fulfillment of the requirements for the degree

Master of Arts in Teaching English as a Foreign Language

By

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15 May 2022

We hereby approve that this design project

By

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Entitled

A course of English for business purposes in an IT company in the Gegharkunik Region of

Armenia

Be accepted in partial fulfillment of the requirements of the degree

Master of Arts in Teaching English as a Foreign Language

Committee on the MA Design Project

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DEDICATION

I dedicate my work to crazy people in my hometown, as I believe that the bright future of my country and community starts today and now with hard-working and faithful people.

ACKNOWLEDGEMENTS

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Abstract

"A course of English for business purposes in an IT company in the Gegharkunik Region of Armenia" aims at developing IT engineers' English language proficiency for business purposes to deal with business relations with foreign clientele, as well as having an impact on the community of the Gegharkunik Region and emphasizing the importance of such kinds of projects. To this end, a needs analysis questionnaire has been conducted with 15 participants of local IT company staff to elicit information about their needs in the English language. An interview has been held with the manager of the company. The result of the needs analysis revealed that among four skills speaking was highly needed. In addition, the course aims to develop soft skills and a professional development plan to apply the techniques and strategies learned during the course. Various activities were conducted to achieve the goals set for the course.

"A course of English for business purposes in an IT company in the Gegharkunik Region of Armenia" was piloted at an IT company located in Sevan city and lasted 10 weeks, twice a week for 80 minutes per class. The participants' age ranged between 18 and 27. The language proficiency level of the participants was pre-intermediate to intermediate. The deliverables of this course design are lesson plans for ten weeks and materials both for a teacher and participants. The results gained from the course evaluation showed that, mainly, the course met the goals and learning outcomes, as well as the company's and participants' needs and expectations.

Keywords: Information Technology (IT), English for Specific purposes (ESP), business communication, remote community, community impact.

CHAPTER ONE: INTRODUCTION

Introduction

Nowadays, most companies hire specialists and professionals not just because of their knowledge in the field but because of their soft skills and English proficiency level. For many professionals, English in the target field is a priority. And it was one of the reasons that English for Specific Purposes (ESP) has become one of the attractive areas of language learning. It is known as one of the learner-centered approaches, and its primary purpose is to meet the specific needs of target learners, mainly to satisfy their vocational demands. It emphasizes the importance of teaching participants the language and skills they need for their desired language performance.

Foreign languages, mainly English, have a significant role in workplaces in Armenian reality, both in Yerevan and in regions. Therefore, there is a need to raise awareness about ESP courses among IT companies in Armenian regions, in this case, particularly in the Gegharkunik region. To make the English learning process more beneficial in IT companies in Gegharkunik regional context, there is a need to run an ESP course in one of the small communities. The company for which this course is designed is an outsourcing company that works mainly with foreign clientele. The staff members need to be interviewed for each project to be hired. And often, they fail the interviews because of their low-level English proficiency and lack of self-esteem. In answer to the perceived gap, an ESP course was designed for a local IT company to improve participants' listening and speaking skills. It aims at enhancing participants' knowledge, enlarging their vocabulary, and raising their self-esteem through discussions and negotiations on specific business communication and IT topics. This course is designed for participants whose proficiency level in English is Pre-intermediate to Intermediate. Moreover, the project's main goals are also to approve the importance of integrating such kinds of course design projects into the language learning process in a local IT company and showing the results of such integration. The

deliverables of this course design are lesson plans for 20 classes, a syllabus, and materials for a teacher and participants.

The significance of developing such a course design project is revealing. First, this ESP course will give a chance for the staff to raise their soft skills within the language learning process. Moreover, the course allows the participants to take part in an English course that is not just a regular ESP course for business purposes but meets their specific needs. Secondly, designing such a course might be interesting and beneficial for the impact on the community. With the help of this course, the business eco system is being supported in the Gegharkunik region. It can be encouraging for other companies to follow the same example. Thirdly, as an English language teacher in Sevan city, who is aware of the reality of language teaching, it is to emphasize the importance of learning a language in a specific context. Heretofore, no studies have been carried out in integrating the language learning process based on participants' needs in Gegharkunik regional context, specifically in Sevan city. Accordingly, this course will be a novelty for the companies and the EFL teachers in the community who are eager to impact the community with new methods and approaches for better results.

CHAPTER TWO: LITERATURE REVIEW

This literature review outlines relevant theories of ESP and research in business and IT areas with gaps and best practices. It also describes the essential components needed in an ESP course in international contexts. A particular focus is on the textbooks used in ESP business classes and their advantages and disadvantages. This review establishes the main direction and conceptual and methodological principles of this project.

2.1 History of ESP

ESP first appeared when scientific and technical register analysis recording was needed. Logically, notable importance was given to sub technical vocabulary. Smoak (2003) describes the instructors' job as "to teach the technical vocabulary of a given field or profession" (p.23). Although this kind of detailed study of language in specific registers revealed a positive interest in functional lexis, it showed utmost attention to form. It provided little explanation of the language used. It has already been 40 years since ESP has existed as a separate branch of language teaching.

In the beginning, it focused on specific technical and scientific vocabulary, but later it changed its direction toward the language used in particular contexts. Next, the 4 skills were assessed by running needs analysis and were addressed accordingly. Finally, Hutchinson and Waters (1987) polished the idea of ESP and emphasized the necessity of meeting the specific language needs of participants in the ESP teaching context so they could achieve their desired language performance. It has been a turning point in the ESP reality and the start of a new verity. According to several opinions, the evolution of this area of language study was revealing and was evaluated as a resource for teaching procedures and resource development, as the principles of ESP course teaching have been more clearly outlined.

2.1.1 The basic needs of an ESP course

Unlike General English courses, ESP courses should be based on the participants' particular needs because ESP participants are usually adults with some English background. Therefore, Richards (1984)

points out that the instructor must use needs analyses to have more considerable input into the content designing, and course implementation. On the other hand, Graves (2000) underlines the importance of consistent feedback and information gathering from the students about their needs. To these, Nunan (1988) distinguishes between objective and subjective information, where objective information describes the participant's language abilities and needs, whereas subjective information is about the attitudes and expectations of the participants about the course. And the results of both can clearly depict and articulate the real needs of the participants. At the same time, Rahman (2015) states that it is essential to develop strategies for a course to meet the needs detected. Moreover, ESP has to be concentrated more on language in context than on teaching grammar and language structures. To this end, Mackenzie (2020) states that teaching does not always have to produce learning. It must be established around the absolute need for learning. Alternatively, Venkateshwara (2021) claims that the addressed skill should be based on the other three skills, which means that all four skills must be included in the syllabus. Summarizing, Long (2005) emphasizes four reasons for administering needs analyses. First, there is a need to determine the relevance of the resources to learners' needs and situations. Second, to think about the relevance of chosen materials for the teacher, learner, and the organization. Third, consider the difference in all learners' needs and styles. Fourth, it is essential to create a syllabus to meet the needs of all learners within the particular context.

As to Noddings (2003), the instructors must clearly articulate the objectives based on the results of needs analysis and provide opportunities for all participants to practice the knowledge and demonstrate the necessary skills for effective outcome. And it means that employers' and employees' needs have to be considered. Specifically, in ESP for Business purposes, it is necessary to develop participants' business communication skills through targeted vocabulary and linguistic chanks, which will enhance their professional performance and provide new career opportunities. Additionally, Kitchener (1984) adds that the instructor should consider both the needs of the workplace and participants. Therefore, the main

challenge for a teacher is using authentic materials because the primary purpose of an ESP for business communication purposes is to make participants talk and lead some conversation with native speakers. Besides communication skills, Carr (1988) emphasizes the importance of developing the critical thinking skill of participants within an ESP course for communication purposes, as that is an integral part of communication. Thus, in designing an ESP course, several components must be taken into account: first, the whole course needs to be based on the specific needs of the participants; accordingly, needs analysis should be considered as a data collection tool. Second, reasonable goals and objectives have to be set up. Third, the teacher has to care about the authenticity and relevance of chosen materials, and teaching has to provide equal opportunities for all participants to practice their knowledge and skills.

2.2 ESP Research in IT

As English has become one of the leading languages in the world, its usage has evolved many changes within educational organizations. At the same time, the IT industry nowadays has become one of the top areas that connect nations, people, and communities. English language knowledge in the IT area is necessary to make communication between people possible.

Research has been done in Saudi Arabia to examine and detect English needs among IT professionals and learners. The result of the needs analysis showed that the program aimed to complete written-project reports or papers, ask for clarifications in a group or personal meetings, to use relevant language instructions for information technology processing while the participants had to communicate with the global community, specifically, they were concerned more with making and receiving phone calls. This study shows that the English in professional IT and the present circumstances of the participants are in different realities. Accordingly, to ensure better communication skills and collaboration and increase productivity in the workplace, there is a need to adjust the syllabus of the English course provided to alleviate the gap between the requirements of the workplace and the

participants' present skill levels. Teachers had to design the syllabus based on the participants' current needs and skill levels to help them in the areas where they needed the most assistance (Liton, 2015). Another study has been held in Iran. A needs analysis questionnaire was conducted to find the present needs of Iranian undergraduate IT engineering participants for their ESP course. The results of the needs analysis showed that the undergraduates were not satisfied with the course as among the four skills, mostly reading was not prioritized, which was the primary need of the students. As in the previous study here as well the syllabus had to be modified, and reasonable goals had to be set up in order to meet the needs of the students (Balaei, 2018). According to the needs analysis of another study, a gap existed between the knowledge of subject-specific themes of the ELT specialists and the participants' language skills. The most important factor for the participants was the existence of a knowledgeable teacher both in the subject and the targeted language. Therefore, it was suggested that English language teachers could collaborate with the IT teachers to make the ESP course more effective and productive. According to Hutchinson and Waters (1987), ESP teachers need to be trained in running ESP courses, as teaching ESP is not just about teaching a language but it is about meeting the specific needs of required professional fields. Both the English language teacher and the subject specialist need to work closely to bridge the gap between language and content (Naqvi, 2010).

Taking into account all the results of the mentioned studies, there are several important points that need to be considered. First, the ESP course has to be designed based on the needs of the participants, and if there is a ready-made syllabus, it should be modified accordingly. Next, the cooperation between the language and subject specialists has to be in different phases of the ESP course in order to meet the needs of a specific instance.

2.3 ESP Research in Business communication

Nowadays IT has become one of the most attractive areas in the globe, and it connects people regardless their nationality and location, and the language that makes the communication between them

possible is mainly English. English is leading in business conversations, meetings, presentations, and many others. This is the reason to study English, and to develop conversational English in short terms there is a need to take an ESP course. Accordingly, an ESP course should be designed based on the specific needs of the participants, so they are able to use the language in a particular workplace. In other words, teaching ESP means fulfilling the participants' specific needs defined by their particular needs for particular use (Strevens, 1988). Likewise, according to Hutchinson and Waters (1987), the ESP course has to be designed after answering what the participants reason is for learning. Chen (1993) points out that ESP is only effective and motivating, when it is closely aligned with the field needs of their workplace. Therefore, ESP should be seen not as just a language teaching course but as a language teaching approach for specific reasons. In the case of ESP for Business, ESP practitioners should analyze how the learners can develop practical communication skills in business dealings, conferences, negotiations, and job interviews (Chen, 1993). Much research has been held to recognize whether the designed ESP courses meet the particular needs of the participants. The results of the research done in Saudi Arabia showed that a considerable gap exists between the course books on Business communication and the existing needs of the workers. The intention of the ESP course was to develop more the general English of the participants than the language they needed in the workplace. Therefore, it suggests adopting and articulating the ESP textbook according to the workplace and the participants' needs. Therefore, it would be reasonable to use the following three-step method: first to collect data both from the employers and employees. Second, based on the data results, evaluate the resources and materials they are going to use in the classroom. And as for the third step, use supplementary materials relevant to the requirements of the workplace (Bouzidi, 2009). Likewise, the results of the other research done in Morocco universities revealed that during the ESP course the focus was more on teacher lectures like it happens in traditional classes, whereas the participants' participation and speaking in specific contexts had to be emphasized (Akhajam, 2019).

2.4 Benchmarks for the course

The effectiveness of the ESP course stems from the choice of materials and the textbook, which means that the materials must be as authentic as possible. An ESP textbook without adopting may cause a negative effect like the gap between the real needs and the actual requirements of the workplace. So, the distance between the textbook and the workplace reality had to be considered (Bouzidii, 2009). This means that the authenticity of the textbook and the adaptation directly connect the participants' needs and the requirements of the employees (Lee, 1995). Likewise, Mishan (2005) argues that the participants' needs are the target factors in choosing authentic materials. Accordingly, needs analysis is the basis to be sure about the content and the quality of the textbook (Bouzidii, 2009).

As soon as the English instructors analyze the data and compare the present skills with the requirement of the workplace, they can detect the existing gap between them and define relevant goals and objectives, after that the textbooks have to be evaluated adequately, adopted or adapted if needed (Noddings, 2003).

As for this course "A course of English for business purposes in an IT company in the Gegharkunik Region of Armenia" several books were evaluated, e.g., the coursebook "English for Information Technology" is designed for participants in vocational education and company employers in training at work. It involves a strong grammar syllabus, specialized vocabulary, and skills in the field. It requires general English background knowledge. It provides the opportunity to touch bases on the target topics related to Information Technology; it also has separate sections for the particular functions, language, and vocabulary. The Units intend to develop all four skills. The sequence of the themes is reasonably designed, and they start from easy to complex. For beginner proficiency levels, this book can be very useful. The textbook "Oxford English for Information Technology" designed for people studying or working in the ICT or IT sector, is more suitable for intermediate to advanced levels of English and

who want to develop language skills in the context of their field. This textbook contains communicative activities with the intention to develop techniques such as solution-finding or problem-solving. The tasks and exercises focusing on the form are also emphasized. There are activities designed both for group and pair work and also for individual accomplishment. This book also provides the opportunity to develop all four skills, which allows the teacher frilly to choose what is necessary to teach in class. Since the course is designed for upper-intermediate and advanced level participants who need to understand and talk about the key concepts in business and economics, it covers the most important areas of management, finance, marketing, and microeconomics. It allows talking about a different topic in business relations. A topic-related vocabulary is provided in each Unit, and all four skills are included. The main disadvantage of the book is its deep economic direction, which allows the development of English only to the economic participants. In comparison to this book, "Communicating in Business" is a concise course for managers who need to improve their communication skills while socializing, using talking on the phone, running a presentation, taking part in meetings, negotiating, etc. Additionally, it focuses on improving fluency and building confidence. All 4 skills and communication skills with new self-study pages are also included in the textbook.

As the literature review showed, the area of ESP is wide, and it still needs an ongoing investigation to find the best solutions for both the teachers and the participants to meet the most necessary needs and to reduce the existing gaps between the courses and the textbooks, the needs analysis and the syllabus, and between the requirements of the workplace and the courses provided. And as more authors suggest, the ESP course has to be based on the specific needs of the workplace requirements and the present skill level of the participants. Next, the goals and objectives had to be reasonably stated and aligned with the needs analysis. As for the textbooks, they have to be evaluated and adopted, and supplementary materials need to be designed according to the needs of the participants. Based on the needs analysis, the textbook "Communicating in Business" will best fit this course as a skeleton because

all modules are relevant for the company staff, as the needs analysis showed that the staff of the company

needs to develop the language in business relations.

CHAPTER THREE: PROPOSED PLAN AND DELIVERABLES

3.1 Course Description

The "A course of English for business purposes in an IT company in the Gegharkunik Region of Armenia" ESP course is designed for a local IT company staff located in Sevan city. The course aims at developing IT engineers' English language proficiency and developing their soft skills and a professional development plan to be able to apply the techniques and strategies learned during the course. Moreover, it is meant to impact the community and emphasize the importance of such kinds of projects.

The course has been designed to last ten weeks with 80 minutes class sessions twice a week.

3.2 Needs and Environment Analysis

Conducting needs analysis is one of the reliable ways for the teacher to figure out the participants' needs, identify the areas they face difficulties, and is a tool that gives the teacher a chance to set reasonable goals and objectives for the course to meet the expectations and the present needs of the participants. Consequently, the manager of the company was interviewed (see Appendix A). And for further data collection, a questionnaire was designed and distributed to 15 staff members (see Appendix B). The participants also were tested to detect their language proficiency (see Appendix C). The participants' age ranges from 18 to 27, and the level of proficiency is intermediate. The questionnaire also includes personal information questions.

According to the results, 13 out of 15 would like to increase their English proficiency level, work on soft skills, and take an ESP course like this. Moreover, they are firmly assured that this course will meet their needs and make them more self-confident. Some of the participants mentioned that the only problem might be when the classes start early (See *Figure 1*).
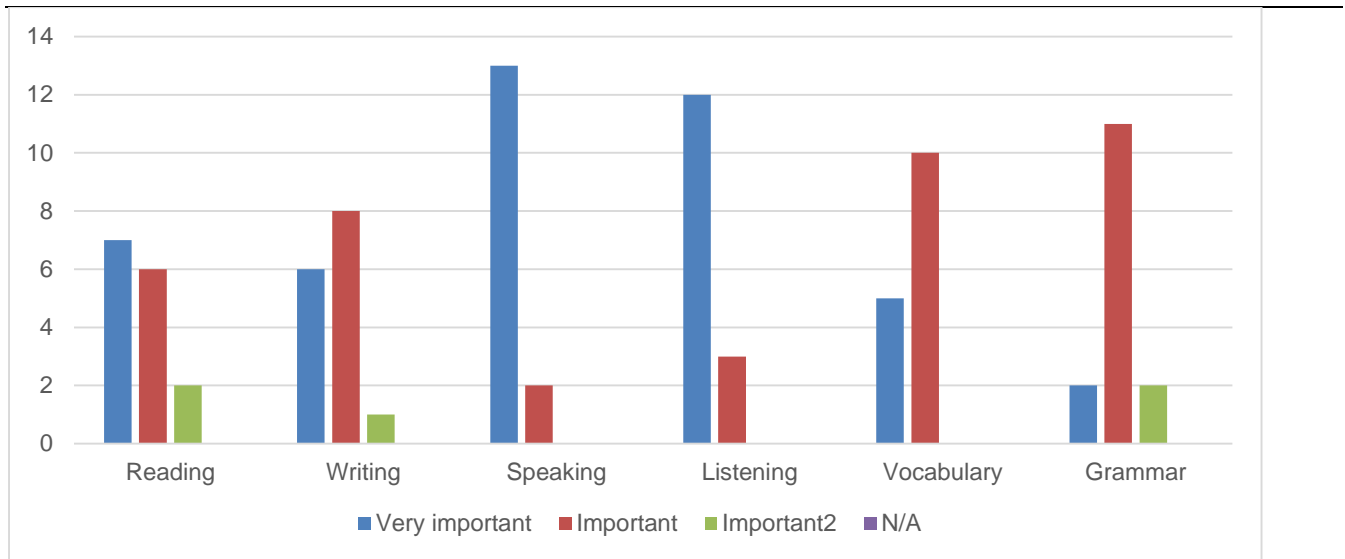
Note. The results are derived from the responses of the needs analysis questionnaire.

Figure 1. Results of the needs analysis questionnaire

Additionally, according to the results from the questions related to the participants' background knowledge of business English in the IT field, most of them did not take courses like this. They would like to work mainly on their speaking skills. Thus, the results showed that the participants were primarily interested in speaking and soft skills. Generally, the responses gained from the interview were similar to the replies from the questionnaire.

Finally, for "A course of English for business purposes in an IT company in the Gegharkunik Region of Armenia" course to succeed and be beneficial for the participant, the setting should be taken into consideration: i.e., this course, a projector, and a board, as well as access to the Internet so that participants can watch and listen to authentic audiovisuals and do different activities with the help of computers.

3.3 Goals and Learning Outcomes

Table 1

Goals and learning outcomes

GOALS	OUTCOMES	ASSESSMENT						
		Formative					**Summative**	
		Class discussions	Roleplays	Checklists	Peer Review	Vocabulary log	Group Project	Presentations
GOAL 1: Equip the participants with the knowledge to construct oral and written presentations	1.1. Develop English vocabulary, terms, and some basic language of IT and Business	x	x			x		
	1.2. Develop the fluency of oral professional presentation skills	x	x	x	x			x
	1.3. Enhance written presentation skills to write business emails and letters and run formal written chats			x	x	x		x

Goal	Objective							
GOAL 2: Provide opportunities for participants to practice their knowledge both in speaking and writing	2.1. Negotiate on the specific topics using the language covered	x	x		x	x	x	
	2.2. Compare and contrast formality and informality of spoken and written presentations with target vocabulary	x	x	x	x		x	
	2.3. Write ethically, logically, and with confidence; and provide peers with constructive feedback on their work	x		x	x		x	
GOAL 3: Promote critical thinking and collaboration skills	3.1. Evaluate personal strengths and weaknesses using SWOT analysis in different phases of the course	x			x			
	3.2. Develop confidence in different small talks and business-related projects	x	x					x
	3.3. Develop a self-development plan in the IT field			x	x			

3.3.4 Assessment Plan

The assessment plan is designed to measure participants' learning outcomes throughout the course. The following assessment techniques were applied to assess the learning outcomes of the participants:

Formative -   50%

Class discussions-   15 %   Promoting and facilitating classroom discussions can help participants learn from one another and help participants understand and retain the topic better. This assessment type is reasonable since the course is full of different kinds of cases, where there is a need to run class discussions.

Roleplays-   15%   Imitating the character and behavior of someone different from yourself is a bit challenging. Still, on the other hand, it can help the participants to see themselves and the situation from another point of view.

Checklist-   10%   Since checklists are assessment tools that provide an opportunity to systematically organize the information; it can help the participants to see the change in the existing knowledge and skills at the end of each module.

Peer Review-   5%   Peer review serves as a form of self-regulation by other participants and helps them trust each other. Accordingly, to enhance collaborative work among the participants and help them be more open to one another, this type of assessment might be of great help.

Vocabulary log-   5%   To help the participants deepen their understanding of words beyond the context of a reading selection and continuously enrich their vocabulary, the logs can be helpful and purposeful.

Summative-   **50%**

Group project-   25%   Group projects work well when there is a need to develop critical thinking skills. Accordingly, the projects will help the participants solve some problems, cooperate, and know each other better. It will also combine all the gained knowledge in one project.

Presentation-   25%   Presentations are mainly demonstrations, introductions, lectures, or speeches meant to inform, persuade, inspire, motivate, build goodwill, or present a new idea. What is included in the whole course?

3.5 Learning Plan

Table 2

Learning plan

Units	Topics	Language	Reading	Listening	Writing	Speaking
1	**INTRODUCTION** *Cultural awareness *Building a relationship	-Good eye contact, "shifty" character, gaze at Adam's apple, etc. -Similarly, but, whereas, however, etc.	- "Eye Contact" - "The impact of culture."	-The advice from Peter Wasserman -The tips for better communication	- Write information about the clients - Come up with the advice list for your friends	-Compare the customs of different countries with Armenian ones
2	**INTERVIEW** *Self-Introduction * Do's and Don'ts in a virtual interview * SWOT analysis	- I am responsible for - I have been working for - I have worked as -Description of personality	-An exemplary self-introduction -List of dos and don'ts	-Good and bad examples of self-introduction -SWOT analysis	-Write self-introduction -Writing SWOT analysis	-Run self-introduction & -SWOT analysis in pairs
3	**INTERVIEW** *Q&A during the interview *Questions for the Interviewer	-I will focus on…, I would seek to resolve…, By hiring me….	- "How to communicate with confidence."	-Tips on better Q&A -Tips on questions for the interviewer	-Write answers to some questions -Write questions to conduct an interview	-Conduct an interview and record it
4	**MEETING** *Make meetings effective *Ask and state opinions	- Agenda, main points in an agenda, discussion, summarize -I think /believe / reckon / feel / guess ... -In my experience /	-The importance of a meeting -The types of meeting	- The main characteristics of the meeting	-Write a report about one their meetings	-Conduct a business meeting with the target vocabulary

view / opinion ...

5	**NEGOTIATION** *Problem-solving *decision making	-I would appreciate your input -I shouldn't rush into anything - reach a compromise - I'm in two minds -we don't have any option - Time is running out	-A sample of a meeting	-Different types of negotiation	-Exercises for the target vocabulary	-Role-play- a discussion dealing with a conflict
6	**WRITING AN E_MAIL** *Informal e-mail/letter vs. *Formal letter	**-**I would like to apply for -I am a professional with over **-**Dear Mr./ Ms./ Dr/ Professor + family name -Please find the information attached. -Here's the info you asked for, etc.	-An article about the types of emails, business letters, and manuals	-Common types of business letters	-Write a formal e-mail to your partner	**-**The types of a letter -The structure of the letter -Functions used in an email Give advice to your peers
7	**WRITING AN E_MAIL** *Dos and don'ts in an e-mail/business letter *Write a formal e-mail.	-Don't overcommunicate by email. -Make good use of subject lines. -Keep messages clear and brief. -Be polite. -Check your tone. -Proofread.	-The Dos and Don'ts of e-mail communication	-6 steps for writing an effective e-mail	-Write a formal e-mail using the tips	-Compare good and bad e-mails -Provide feedback on the e-mail of your peer.

8	**PRESENTATION** *Types of the presentation *The structure of the presentation *do's and don'ts of presentation	-Introduction, overview, State points, State results and conclusion, etc.	-An article about the presentation techniques	-How to give a great presentation	-Map the structure of the presentation	-Compare the speakers.
9	**PRESENTATION** *The language of the presentation	-As you can see on the screen…, If you don't mind…, My first point concerns… I would like to finish with the words a…, etc.	-Language of Presentations	- An example of a presentation	-Write the structure of a presentation	-Talk about the advantages and disadvantages of your company
10	**SDP -SELF- DEVELOPMENT PLAN** *Know yourself better with Stephan Covey *Set up goals with SMART	-Get acquainted with abbreviations SWOT, SDP, SMART.	-A Simple 6 Step Process for Setting Smart Goals	-7 habits of highly effective people by Stephan Covey	-Draw the wheel of life -Set up goals with SMART	-Analise the data with SWOT -Discuss SMART

3.6 Timeline of major steps for the Project

The timeline below shows the major steps for my project.

- Needs Analysis - October 2021

- Finalizing course goals and outcomes - November 2021

- Finalizing assessment plan - November 2021

- Proposal Presentations (Chapter 1-3 and Slides) - December 12, 2021

- Final Capstone Portfolio (Chapter 1-3) - December 18, 2021

- Piloting the course - January/March 2022

- Course Evaluation - April/May 2022

- Capstone Defense - May 2022

3.7 Deliverables

I have produced the following resources for the "A course of English for business purposes in an IT company in the Gegharkunik Region of Armenia" ESP course.

1. 20 lesson plans with all the teaching materials and the links to the reading and listening materials used in class during the course. (Appendix D)

2. Several checklists to help participants assess their content knowledge achievement before and after taking each module. (Appendix E)

3. Interview questions for the manager of the company. (Appendix A)

4. 2 questionnaires for participants (before and after the course). (Appendices B,F)

5. Teacher reflection for the whole course. (Chapter 4.1)

6. Recommendations for teachers. (Chapter 4.2)

3.8 The Piloting Procedure

The course was piloted at a local IT company located in Sevan city. The number of participants was meant to be 15, but only 12 took part. The age of the participants ranges from 18 to 27. The participants were selected according to their proficiency level and the need to take the course. I piloted twenty out of twenty lessons. I kept a journal of observations that I filled in after each class regarding lesson procedures and materials used and activities and participants' engagement in the session. At the end of the course, a questionnaire was conducted to evaluate the overall effectiveness of the course and to make future adjustments if needed.

CHAPTER FOUR: REFLECTIONS & RECOMMENDATIONS

4.1 Reflection on the Project

This chapter discusses the complete design project and course piloting experience and gives valuable recommendations for EFL teachers eager to teach IT engineers who need English for business purposes.

Although designing and piloting this course was a very hard-working and quite complicated process, it was a unique learning experience at the same time. I can state that I have become more experienced in ESP course designing. Now I am more aware of collecting and analyzing participants' data, setting up goals and outcomes, and piloting them. Let me start from the beginning. After collecting and analyzing the data, I articulated goals and outcomes based on the results. I also came up with a title for the project: "A course of English for business purposes in an IT company in the Gegharkunik Region of Armenia." As the results of the needs analysis showed, most of the participants prefer to develop their soft skills and are most interested in speaking and listening for business purposes. Accordingly, I chose the textbook "Communicating on Business" as a skeleton for this course because its focus is on speaking production through listening and reading. As for the remailing content of the course, I mostly found relevant materials on the Internet or created them. Referring to the skills, the literature review suggested paying attention to all 4 skills as one cannot exist without the others. And therefore, I included all 4 skills in small proportions, which was beneficial for the participants as some preferred reading to listening.

Reflecting on the whole piloting process, it is worth mentioning that there were many challenging moments both the participants and I faced. Before I started the piloting process of the course, I conducted 2 trial classes, which were very helpful and beneficial for the whole piloting process, as I was unsure about the needs analysis results. First, it was hard to decide what vocabulary and grammar to choose.

Still, after the trial classes, it came out that it would be more beneficial to compromise the vocabulary and grammar under one section called language and concentrate more on specific situations. The results showed that this was a great choice and more goal-driven and learner-centered at the same time. Thus, it became the starting point, as I knew what content to choose and what language to elicit from the selected materials.

Even though I had chosen authentic and relevant materials from the textbook or the Internet, I figured out that some of the sources were familiar to some participants. And despite the familiarity, they were enthusiastic about participating in activities that engaged them in conversation and practicing the language. Therefore, I had to be very careful about the selected materials. Second, my background knowledge in this field was insufficient to design relevant activities, so I asked one of the staff members to help me create field-related situations to have authentic materials for spoken activities. This was excellent cooperation, and the participants were amazed to see the real-existing problems related to their job. Third, I took notes on achievements and lack in classes after each lesson to bridge the gaps during upcoming meetings. I also used exit cards to consider their concerns about the assignments. Usually, they were satisfied with the content, and mainly the strategies or techniques taught and practiced in class were valuable and informative for them. But the only issue was the class time, which I could not change. The notetaking helped me also to make some changes to the assessment plan. It was more beneficial to include checklists and exclude debating, as, during their meetings, they had to briefly introduce the daily actions they have done or have to do. The pre- and post-checklists that participants were expected to complete were aimed at comparing their content knowledge before and after taking the course units. The pre-and post-checklist forms revealed a significant difference between the knowledge participants had before and after the course. Moreover, during the course, the participants were asked to record self-introduction videos and create a group presentation that was also recorded at the end of the whole course. And the

videos showed that the participants mostly used the language covered during the course. Later they shared their opinion about the presentation projects, which was quite surprising for me, as I expected them not to complete the tasks because of the workload. And here is to say, it was of great pleasure to observe their performance results, which significantly differ from the previous ones.

After the piloting stage, I asked the participants to evaluate the course for further adjustment. (See Figure 2)
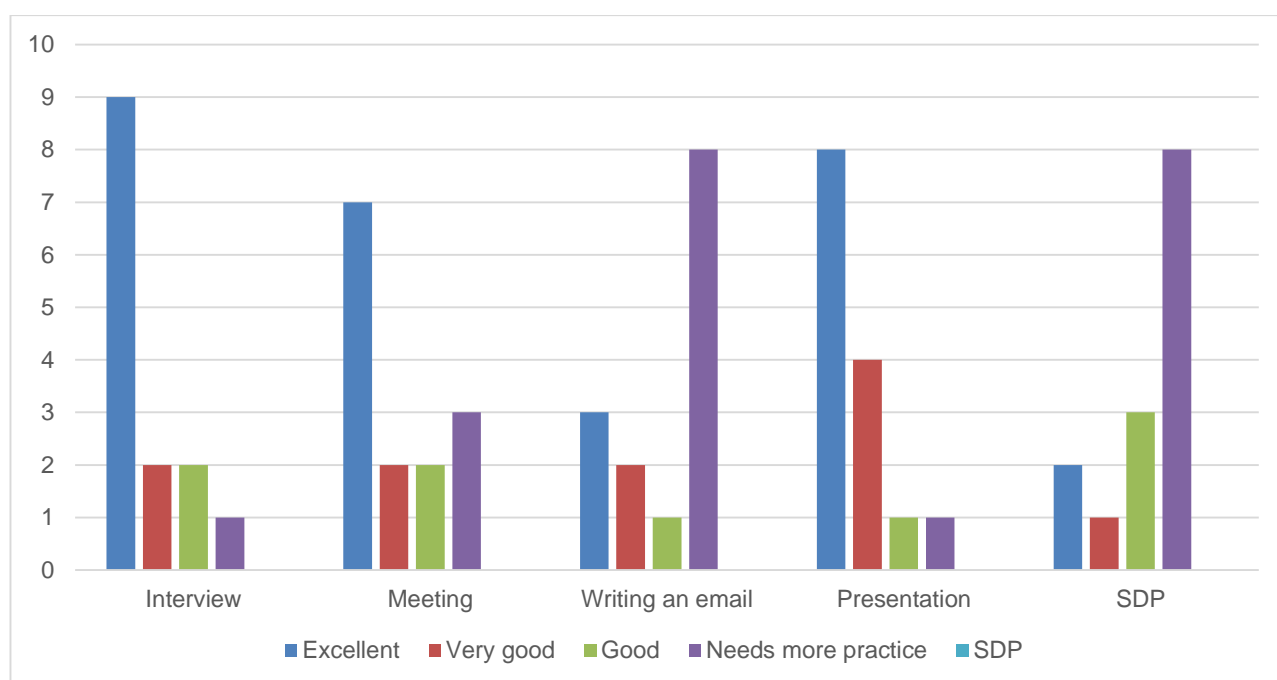
Note. The results are derived from the responses of the end-of-the-course questionnaire.

Figure 2. End-of-the-course questionnaire

Based on the results of the end-of-the-course evaluation, it can be concluded that the results of the participants' performance in spoken activities are better, whereas, in written activities, they fall behind. First, this is a matter of interest, and second, usually, they were lazy to interact with written assignments. Comparing these outcomes with the participant's learning outcomes of the course, it can be

stated that the goals designed for spoken performance are mainly achieved, whereas the written ones need more practice. The unit designed for the self-development plan did not show the evidence of success because, as the participants stated, they would not work on their weaknesses if they did not have an instructor. But as they said, they were satisfied with the knowledge and information covered during that unit. Designing this unit was my personal goal, as I thought this could give them a chance to continue all we had done for two months and not leave it on paper. I believe designing a self-development plan needs to be aligned with the company's future in Armenian reality to be more reasonable and valuable. Although for some participants, it was something they will use in the future.

According to the results of the end-of-the-course evaluation, it is also worth mentioning that the participants have gained significant knowledge they will use. Now they feel more self-confident, mainly self-introducing, being interviewed, and stating their opinions. Participants liked the activities, particularly role-plays, interview preparation, presentation, and different activities designed for speaking. Finally, most of them said that after taking this course, they changed their attitude towards ESP courses and would take another course like this if they had a chance. Fourthly, participants were asked to fill in a questionnaire to evaluate the overall effectiveness of the course. Mostly, the answers had a more positive attitude towards the course. Thus, it is obvious that the piloting process differs from designing, although they are deeply interconnected.

4.2 Recommendations

The aim of this section is to present the most necessary recommendations for the instructors who intend to design and implement a course like this.

➢ If you do not have any background knowledge in IT, you should ask a participant to help you with the lesson planning.

➢ It is vital to run some trial classes with the course participants to improve the syllabus before the actual course. It also gives a chance to get to know your participants better.

➢ If you have the opportunity, consider providing the syllabus at the beginning of the course and discussing it with participants to make the course objectives, assignments, topics to be covered, and the overall picture clearer and more understandable.

➢ It is necessary to conduct this course in a classroom equipped with a projector, board, and Internet connection, as you will need to watch various videos; otherwise, you will use only the audio.

➢ Don't be afraid to make some changes in the syllabus and assessment tools, as their change may be more beneficial during the piloting process than keeping them as they are.

➢ Constantly revisit the goals and outcomes and the needs analysis results of the course to stay on the right track and create more relevant activities.

➢ Before reading or listening to authentic materials, provide participants with the vocabulary needed.

➢ Make your classes as interactive as possible and, if applicable, include drama in them.

➢ Make them think that making mistakes is an integral part of the learning process and try to create a participant-centered and safe classroom environment.

➢ Do not be afraid of making mistakes or not having answers to participants' questions. You are not required to be a walking encyclopedia. As the participants are adults, you may consider looking for information and discovering it together.

➢ Use relevant assessment tools to meet the needs of both the company and the staff.

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Appendices

Appendix A

Interview Questions to the manager of the company
Questions about the company
1. How do you spell your company name?
2. What is the aim of your company?
3. How does English help you advertise your Company?
4. What countries do most of your partners come from?
5. Do you have English colleagues and partners? If yes, in what language do you speak with them?
6. Do you use English in email writing?
7. Do you work with local and international companies? If yes, how do you contact them, and what language do you usually use?

Questions about the manager of the company
1. How often do you use English?
2. In what areas do you use English?
3. What are some of the purposes you use English?
4. How proficient are you in English?
5. Do you need to improve your English skills?
6. Would you participate in some additional classes to improve your English language skills?

Questions about the staff of the company
1. Did you require your staff to know English when they apply for the job?
2. How fluent should they be?
3. How do you and your staff represent your organization and its mission to your foreign partners?
4. Who is in charge of representing the company?
5. How proficient are they?
6. Do you use English on social media or sites in leaflets? If yes, what tools did you use for translation?
7. How proficient is your staff in answering phone calls in English?
8. What information do you usually provide?
9. Is there anyone who is in charge of representing the company?
10. Do you need to improve the English language skills of your staff? If yes, what skill is the most necessary to work with your partners?

Appendix B

Questionnaire for needs analysis

https://forms.gle/cSRTrU2Y5vbaZCuz8

Appendix C

Tests for language proficiency level check

https://www.examenglish.com/leveltest/grammar_level_test.htm

https://www.examenglish.com/leveltest/grammar_level_test.htm

Appendix D

UNIT 1. INTRODUCTION
LESSON 1: Cultural awareness

Participant's learning outcomes:
- Identify and name some cultural differences.
- Compare them with Armenian customs.
- Research the client's customs
- Make an advice list for the colleagues.

Target language:
Good eye contact, "shifty character," gaze at Adam's apple, prolonged eye contact, comprehension by bobbing the head and grunting

Activities:
Introduce the new language.
Read the article.
Discuss the customs in the article.
Listen to an interview.
Ask them to produce a conversation with the instructions.

Materials:
Recording (See Resource 1.1.4)
The handouts (See Resources 1.1.3, 1.1.4)
Whiteboard
Markers
Laptop
Speaker

Welcome the participants.
- Since this is the first meeting, introduce yourself by drawing a star on the board and writing five facts about you in each corner of the star. Ask the participants to do the same thing and discuss the facts in pairs.
- Turn on the video and discuss it after watching (See Resource 1.1.1)

Introduce the topic.
- Show them the picture and ask the participants to express their opinion. (See Resource 1.1.2)

- Discuss what the participants know about the cultural differences and the greeting forms in different countries.
- Run a diagnostic test with words and phrases. (See Resource 1.1.3)

Reading.
- Divide the participants into groups. And assign them to read the article "Eye contact" in groups. (See Resource 1.1.4)
- Discuss all specific cultural differences mentioned in the article.
- Discuss with them the following questions: Where are your clients from?
  Have you ever researched their habits? What do you need to know about the countries your clients are from?

Listening
- Ask the participants to listen to the recording and make notes. (See Resource 1.1.5)
- Discuss the key points the interviewee mentions.
  What can be excluded/included in their meetings?

Writing
Ask them to come up with a list of advice on what to pay attention to while meeting foreign clients.

Speaking
Ask them to discuss their advice in pairs.
Ask 2-3 people to share the list in class.

Homework
- You may ask the participants to find some cultural information about the customs of the country their clients are from.

Resources for Unit 1

Lesson 1

Resource 1.1.1

https://www.youtube.com/watch?v=PSt_op3fQck

(DrDeborahSwallow, 2012)

Resource 1.1.2

("Communicating in Business" Student's book, Intermediate, 2nd Edition, 2008, Sweeney S. p. 8)

Resource 1.1.3

Match the customs with the countries.

N	Customs	Countries
1	"shifty" character	a. China
2	gaze at Adam's apple	b. England
3	prolonged eye contact	c. The USA
4	comprehension by bobbing the head	d. Nigeria
5	Grunting	e. Japan
6	Good eye contact	f. America

Resource 1.1.4

Eye contact

In many Western societies, including the United States, a person who does not maintain "good eye contact" is regarded as being slightly suspicious, or a "shifty" character. Americans unconsciously associate people who avoid eye contact as unfriendly, insecure, untrustworthy, inattentive and impersonal. However, in contrast, Japanese children are
5 taught in school to direct their gaze at the region of their teacher's Adam's apple or tie knot, and, as adults, Japanese lower their eyes when speaking to a superior, a gesture of respect.

Latin American cultures, as well as some African cultures, such as Nigeria, have longer looking time, but prolonged eye contact from an individual of lower status is considered disrespectful. In the US, it is considered rude to stare – regardless of who is looking at
10 whom. In contrast, the polite Englishman is taught to pay strict attention to a speaker, to listen carefully, and to blink his eyes to let the speaker know he or she has been understood as well as heard. Americans signal interest and comprehension by bobbing their heads or grunting.

A widening of the eyes can also be interpreted differently, depending on circumstances
15 and culture. Take, for instance, the case of an American and a Chinese discussing the terms of a proposed contract. Regardless of the language in which the proposed contract is carried out, the US negotiator may interpret a Chinese person's widened eyes as an expression of astonishment instead of as a danger signal (its true meaning) of politely expressed anger.

("Communicating in Business" Student's book, Intermediate, 2nd Edition, 2008, Sweeney S., p. 7)

Resource 1.1.5

https://www.youtube.com/watch?v=OlV5NLgBsWY

("Communicating in Business," Intermediate, 2nd Edition, 2008, Sweeney S., CD 1- 0.40 - 1.48

Min)

Key
The following seven areas are mentioned:
• the actual political and economic situation
- stability
- trends
- outlook
• infrastructure
- telecommunications
- transport
• religion / language

• geography / history
• culture / customs
- people
- food / drink / socializing
• attitudes/families
• business customs/conventions.

("Communicating in Business" Teacher's book, Intermediate, 2nd Edition, 2003, Sweeney S., p. 3)

Option
Building a relationship

Tape script

INTERVIEWER: SO, if you are going on a business the trip, or meeting someone from another country - perhaps a different culture - what do you need to think about?

PETER: Well, it's not so obvious. I always try to know something about the actual political and economic the situation in the other country - the politics, the economics. I should always know something about that, about what's happening. Also, if I'm going abroad, I find out a little about the infrastructure - I mean the telecommunications, the transportation, that sort of thing.

INTERVIEWER: And do you find out about the general background, basic information about the country?

PETER: The· culture, yes. Certainly, the religion, the language - I might learn a few polite phrases - the geography, maybe a little history. And how people live, what kind of culture it is, how people socialize, food, drink, all that is very • Important.

INTERVIEWER: What about family life?

PETER: Yes, that too. How do families live, if private life and business never mix ... and also, business customs and conventions. I don't want to be surprised by anything.

("Communicating in Business" Teacher's book, Intermediate, 2nd Edition, 2003, Sweeney S., p. 3)

<div align="center">

References for Unit 1

Lesson 1

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UNIT 1. INTRODUCTION
LESSON 2: Building a relationship

Participant's learning outcomes:
- Identify and name some of the culture's impacts on a business relationship.
- Name the difficulties they face because of cultural differences
- Compare and contrast those difficulties with the situations they might have with their colleagues.
- Find ways to overcome cultural barriers.

Target language:
Expressions to compare and contrast cultural differences like *Similarly, however, in contrast, on the other hand, but, etc.*

Activities:
Warm-up.
Read the article.
Listen to the tips for better communication.
Produce a conversation using the target language while comparing the facts in the article and the recording with Armenian reality.

Materials:
The video of the tips (See Resource 1.2.2)
The handouts (See Resource 1.2.1)
Whiteboard
Markers
Laptop
Speaker

Warm-up
Two truths and a lie
- Write the sentences on the board.
- Ask the participants to find the lie with yes/no questions.

I want to be Tik-Tok famous. However, my mother is against that.
I wanted to become a teacher when I was a child, whereas my sister wanted to become a doctor. I am a great-great-granddaughter of Abraham, but my brother discovered that just

yesterday.

Check homework
- pair the participants
- ask them to share the information they found about the countries of their clients
- discuss some findings with the whole class

Reading
- Read some facts from the article and ask the participants to scan them to see whether they are true or false (See Resource 1.2.1).
- Discuss the ways the author compares the facts referring to the target language.
- Ask the participants to compare the facts with the Armenian reality using the target language.
- Discuss the difficulties they have ever had because of cultural differences and write them down on the board.

Listening
- Ask the participants to listen to the recording and make notes. (See Resource 1.2.2)
- Write the tips on the board.
- Ask the participants to develop some solutions using the tips and the target language.

Speaking
- Discuss the barriers the clients could face because of Armenian customs
  - Ask them to come up with a list of advice on overcoming several barriers if the client is not aware of Armenian customs.
  - Ask them to discuss their advice in pairs.
- Discuss the results with the whole class.

Homework
- Ask the participants to record at least 2 minutes video where they represent

a barrier because of Armenian culture
and provide advice on overcoming
those barriers.

Resources for Unit 1

Lesson 2

Resource 1.2.1

The impact of culture on business

Take a look at the new breed of international managers, educated according to the most modern management philosophies. They all know that in the SBU, TQM should reign, with products delivered JIT,
5 where CFTs distribute products while subject to MBO. (SBU = strategic business unit, TQM = total quality management, JIT = just-in-time, CFT = customer first team, MBO = management by objectives.)

But just how universal are these management
10 solutions? Are these "truths" about what effective management really is – truths that can be applied anywhere, under any circumstances?

Even with experienced international companies, many well-intended universal applications of
15 management theory have turned out badly. For example, pay-for-performance has in many instances been a failure on the African continent because there are particular, though unspoken, rules about the sequence and timing of reward and promotions.
20 Similarly, management-by-objectives schemes have generally failed within subsidiaries of multinationals in southern Europe, because managers have not wanted to conform to the abstract nature of preconceived policy guidelines.

Even the notion of human resource management is 25 difficult to translate to other cultures, coming as it does from a typically Anglo-Saxon doctrine. It borrows from economics the idea that human beings are resources like physical and monetary resources. It tends to assume almost unlimited capacities for 30 individual development. In countries without these beliefs, this concept is hard to grasp and unpopular once it is understood.

International managers have it tough. They must operate on a number of different premises at any one 35 time. These premises arise from their culture of origin, the culture in which they are working, and the culture of the organisation which employs them.

In every culture in the world such phenomena as authority, bureaucracy, creativity, good fellowship, 40 verification and accountability are experienced in different ways. That we use the same words to describe them tends to make us unaware that our cultural biases and our accustomed conduct may not be appropriate, or shared. 45

From *Riding the Waves of Culture: Understanding Cultural Diversity in Business* by Fons Trompenaars and Charles Hampden-Turner. Published by Nicholas Brealey Publishing, London, 1997.

A There are certain popular universal truths about management which can successfully be applied in various cultural contexts.

B Cultures are so varied and so different throughout the world that management has to take into account differences rather than simply assume similarities.

C Effective management of human resources is the key to everyone achieving their full potential.

("Communicating in Business" Student's book, Intermediate, 2nd Edition, 2008, Sweeney S., p. 14)

Resource 1.2.2
https://www.youtube.com/watch?v=lMplUEgo5YQ
(Cross Cultural Communication, 2017)

References for Unit 1

Lesson 2

Cross Cultural Communication. (n.d.). *YouTube*. Retrieved from Cross Cultural Communication:
https://www.youtube.com/watch?v=lMplUEgo5YQ

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UNIT 2. INTERVIEW
LESSON 3: Self-introduction

Participant's learning outcomes:
- Identify and name some of the essential parts of an interview.
- Discuss the structure of self-introduction.
- Discuss dos and don'ts of self-introduction.
- Create their self-introduction.
- Compare and modify their self-introduction according to a good example.

Target language:
Expressions to do self-introduction:
Thank you for…, I am confident…, I am great with…, I had responsibility for…, I want this job because….

Activities:
Warm-up
Watch videos
Read tips and an example of self-introduction
Work in pairs to provide peer feedback

Materials:
The videos (See Resource 2.3.1, 2.3.3)
The handouts (See Resource 2.3.2, 2.3.4)
Whiteboard
Markers
Laptop
Speaker

Warm up
- Show the video (Resource 2.3.1)
- Discuss with the whole class
- Put the handouts with dos and don'ts on the walls and ask the participants to walk around and

count 5 things they can do
count 4 things you cannot do
count 3 things you can prevent
count 2 things you cannot prevent
count 1 thing you can see (See Resource 2.3.2)
- Ask them to share the list with a friend sitting next to them.
- Discuss the results with the whole class.

Check homework
- Spend a little time providing feedback about the videos.

Listening
- Ask the participants to create their self-introduction.
- Ask the participants to listen to the video and make notes. (See Resource 2.3.3)
- Write the tips on the board.

Reading
- Read the examples of self-introduction (See Resource 2.3.4).
- Discuss the structure of the exemplary self-introduction.
- Ask the participants to underline the target language.

Writing
- Ask the participants to modify their self-introductions using the tips and the target language.

Speaking
- Ask the participants to discuss the modified version.
- Ask them to provide peer feedback.
- Discuss the results with the whole class.

- Ask the students to practice their self-introductions with at least 3 peers.

Homework

- Ask the participants to work again on modification of self-introduction using tips and review the list of dos and don'ts.

Resources for Unit 2

Lesson 3

Resource 2.3.1
https://www.youtube.com/watch?v=nm_yIwOZGnk
(Enactus C., 2021)

Resource 2.3.2

Do's

1. Dress properly and arrive on time:

2. Greet everyone in a gentle, professional manner:

3. Study your resume before entering the interview hall:

4. Research well about the company:

5. Make gentle yet regular eye contact, and ask questions when required:

6. Listen to questions carefully and then answer wisely:

7. Be confident and enthusiast:

8. Let your body language be attentive:

9. Ask for duties and roles that you need to play if you are hired:

10. Stay relaxed and go prepared with some typical questions prior:

DON'Ts

1. Freeze or Stay Quiet:

2. Dominate or Fall in an Argument:

3. Being sloppy:

4. Focusing more on perks and less on job duties:

5. Acting opinion free:

6. Being Overconfident:

7. Criticizing previous employers or companies:

8. Sharing weaknesses that relate to the present vacancy:

9. Discussing personal issues:

10. Sitting until you are asked or attending phone calls in between:

Resource 2.3.3

https://www.youtube.com/watch?v=wexzvClUcUk

(CareerVidz, "How to Introduce Yourself in an Interview! (the BEST ANSWER!)", 2022)

Resource 2.3.4

"Thank you for giving me the opportunity to be interviewed for this position today. Having studied the job description, I am confident I have the skills, qualities, and qualifications needed to excel in the role. I am very hard working, I am a good team worker, I am great with customers, and I will always look to improve and grow within the role. In my last job, I had responsibility for responding to customer queries, and I always treated every customer with urgency, with good communication skills, and with a pleasant and helpful tone. I want this job because, having looked at the job description and the person specification, it is a role I believe I can make a quick and positive impact in, and it is also an area I am very passionate about. We spend a lot of time at work, so it's important I choose a job that I know I will enjoy and that I can stay in for a long period of time." (Reddy K., 2021)

References for Unit 2

Lesson 3

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UNIT 2. INTERVIEW
LESSON 4: SWOT analysis

Participant's learning outcomes:
- Review the dos and don'ts of self-introduction
- Compare good examples of self-introduction with the bad ones
- Analise the integral parts of a SWOT
- Conduct their SWOT analysis
- Modify their self-introduction according to the results of the SWOT analysis

Target language:
Expressions to describe a person:
confident, put up a façade, an eye for detail, reliable and dependable, a negative trait, parental way, generous listener, considerate, insecure

Activities:
Warm-up
Work with the target language
Watch some examples of good and bad examples of self-introduction
Listen to the SWOT analysis of the teacher
Create their SWOT analysis
Work in pairs to provide/receive peer feedback

Materials:
Video-links
The handouts (See Resource 2.4.2, 2.4.3, 2.4.4)
Whiteboard
Markers
Laptop
Speaker

Warm-up:
Play Music and ask the participants to walk around the class, and when the music stops, ask them to provide at least 2 tips about self-introduction to a person standing close.

Listening & Watching
- Turn on several self-introduction videos and ask the participants to distinguish between good and bad examples. (See Resource 2.4.1)

Check homework
- Ask them to stand face to face, run a self-introduction and get feedback about how natural and fluent the speech is.

Reading & Writing

- Ask the participants to match the words with their definitions (See Resource 2.4.2)
- Check the answers
- Discuss the parts of the SWOT analysis
- Ask the participants to listen to the SWOT analysis of the teacher and try to fill in the SWOT chart (See Resource 2.4.2)
- Discuss the results with the whole class.
- Read the examples of SWOT analysis (See Resource 2.4.4)
- Provide the text of the SWOT analysis (See Resource 2.4.4)
- Ask the participants to use the target language and create their SWOT analysis.

Speaking
- Ask the participants to discuss their SWOT analysis with at least three people within three minutes, provide and receive feedback
- Discuss the results with the whole class.

Homework
- Ask the participants to add strengths and weaknesses in their self-introduction
- Ask the participants to keep their SWOT analysis back at the end of the course.

Resources for Unit 2

Lesson 4

Resource 2.4.1
https://www.youtube.com/watch?v=RHccW7SJ2AI

https://www.youtube.com/watch?v=E77UwTDDTns

https://www.youtube.com/watch?v=bR8-lkoOBcA

https://www.youtube.com/watch?v=C4pAIvTcYmk

Resource 2.4.2
Find the definitions below and write them in front of the correct word.

Confident	
Awkward	
underneath the surface, I am paddling like a swan	
put up a façade	
a control freak	
an eye for detail	
reliable and **dependable**	
Punctuality	
Disrespectful	
a negative trait	
parental way	
interpersonal skills	
Empathetic	
generous listener	
Considerate	

insecure	

in control, uncomfortable, looking calm but not feeling it, be trusted not to let someone down, take time to hear what others are saying, shy and not confident, bad characteristics, making sure everything is perfect, be good at talking to others, to pretend to be something you are not, being on time, to want to do things yourself, impolite, understanding others emotions, kind and thoughtful, behave like a mother or final

Key:

- **confident:** in control
- **awkward:** uncomfortable
- **underneath the surface, I am paddling like a swan:** looking calm but not feeling it.
- **put up a façade:** to pretend to be something you are not
- **a control freak:** to want to do things yourself
- **an eye for detail:** making sure everything is perfect
- **reliable** and **dependable:** be trusted not to let someone down
- **punctuality:** being on time
- **disrespectful:** impolite
- **a negative trait:** bad characteristic
- **parental way:** behave like a mother or final
- **interpersonal skills:** be good at talking to others
- **empathetic:** understanding others' emotions
- **generous listener**: take time to hear what others are saying
- **to emulate:** to be like
- **considerate:** kind and thoughtful
- **insecure:** shy and not confident

Resource 2.4.3

Strengths	Weaknesses
Opportunities	**Threats**

Key:

Strengths	Weaknesses
my self-esteem is pretty high **confident:** in control **an eye for detail:** making sure everything is perfect **reliable** and **dependable:** be trusted not to let someone down **empathetic:** understanding others' emotions **generous listener**: take time to hear what others are saying Analytical mind	**put up a façade:** to pretend to be something you are not **Underneath the surface, I am paddling like a swan:** looking calm but not feeling it. **punctuality:** being on time **disrespectful:** impolite **a negative trait:** bad characteristic **parental way:** behave like a mother or final nervous when I speak in public **insecure:** shy and not confident
Opportunities AUA Speaking in front of small groups this vacancy	**Threats** Different time zone

Resource 2.4.4

Talking about my strengths, I would like to mention first that my self-esteem is pretty high, and that means that I am confident, but sometimes *I think that at work, I try to put up a* **façade of being professional** *and in control, although underneath the surface I* **am paddling like a swan.**
I'm sociable, as I am always happy to get involved in organizing parties and gatherings – indeed, I can be a bit of **a control freak**, as I have **an eye for detail.** *However,* **it is also to say that I am reliable** *and* **dependable** *as I realize that we all need fri***ends we can rely on***.
I know that **punctuality** *is a virtue, and I am always embarrassed by being a* **bad timekeeper**, *especially when I understand that being late is rude and* **disrespectful**. *I will keep working on improving this* **negative trait**.
As a teacher, It is my job to interact with participants in a relaxed, almost **parental way** *and create the kind of atmosphere where they can trust me and share any problems and issues they may have.*
I am **sometimes amazed by** *my* **attention to detail** *and caring personality.*
I assume the **interpersonal and communication skills** *that I have are relevant for the position, so I think I can deal with the requirements easily.*

References for Unit 2
Lesson 4

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Merrick, Le. "Introduction Video to Work as a Virtual Assistant." *Www.youtube.com*,
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Oftana Tejano, Ma Czaradel. "1 Minute - Self Introduction." *Www.youtube.com*,
    www.youtube.com/watch?v=E77UwTDDTns.

Pavlovic, Dejan. "Bad Example of Self Introduction Video." *Www.youtube.com*,
    www.youtube.com/watch?v=RHccW7SJ2AI.

UNIT 3. INTERVIEW
LESSON 5: Q&A during the interview

Participant's learning outcomes:
- Analise the exemplary answers
- Modify their answers
- Create replies according to the model
- Conduct interviews with specific questions

Target language:
I will start…, I will focus on…, by hiring me…, even when I don't have the capability…, having said that…, I would seek to resolve…, I was ready for a new challenge…, I carried out some research into….

Activities:
Warm-up
Watch examples of good interview Q&A
Create their answers
Modify their answers according to the suggested ones
Work in pairs to provide/receive peer feedback

Materials:
Video links (See Resource 3.5.2)
The handouts (See Resource 3.5.1, 3.5.3)
Whiteboard
Markers
Laptop
Speaker

Warm-up:
Write the list of the following things on the board
Tell the participants to go traveling, but they are allowed to take only 3 items.
What will they take and why?

List of words: a compass, matches, a book, a torch, a blanket, a pillow, a map, a tent, a chair, a coat.

Make them think about answering any questions; they have to use the most necessary facts and choose the required vocabulary.

Check homework
- Ask them to run the modified self-introduction at least with 3 people and get feedback.

Reading & Writing
- Give the handouts to the participants. (See Resource 3.5.1)
- Ask the participants to read the questions and write their answers
- Ask them to share their answers with a partner and provide/receive feedback.

Listening & Watching
- Turn on the video with the suggested answers and ask the participants to take notes in the next column. (See Resource 3.5.2)

Speaking
- Ask the participants to elaborate their answers using the language suggested.
- Ask them to discuss it in pairs again.
- Discuss the results with the whole class.

Homework
- Provide the Reading about the seven tips and ask them to revisit their answers and make some corrections if needed. (See Resource 3.5.1)

Resources for Unit 3

Lesson 5

Resource 3.5.1

Question	Your answer	Suggested answer
1. Why should we hire you?		
2. What is your greatest weakness?		

3. Tell me something you didn't like about your last job?		
4. How would you deal with conflict with a co-worker?		
5. Where do you see yourself in five years?		
6. Why do you want to work for us?		

Resource 3.5.2
www.youtube.com/watch?v=Y4omj5IZTMs

Resource 3.5.3

1.　　DIFFICULT INTERVIEW QUESTION #1. Why should we hire you?
TIP 1 – It is essential you show how you can ADD VALUE to their business if they hire you.
TIP 2 – Talk about learning the role quickly, helping their business to grow, and being totally focused on continuous improvement and progression.

2.　　DIFFICULT INTERVIEW QUESTION #2. What is your greatest weakness?
TIP 1 – Do not give a weakness that is a match for the job description.
TIP 2 – Instead, give a weakness that shows you are human but that you are also taking steps to improve upon that weakness.

3.　　DIFFICULT INTERVIEW QUESTION #3. Tell me something you didn't like about your last job?　　TIP 1 – Do not be negative about work colleagues or your boss!
TIP 2 – Talk casually about something that perhaps frustrated you about your last job but also mentions some positives, too.

4.   DIFFICULT INTERVIEW QUESTION #4. How would you deal with conflict with a co-worker? TIP 1 – Do not say you would leave the conflict for your boss to sort out!
TIP 2 – The interviewer wants to hear that you would take steps to resolve the conflict with your co-worker in a mature and amicable manner.

5.   DIFFICULT INTERVIEW QUESTION #5. Where do you see yourself in five years?
TIP 1 – Do not mention that you plan to move on anywhere else within the first five years you are working for them.
TIP 2 – Hiring and training staff takes time, energy, and money, so it makes perfect sense for the hiring manager to want to employ someone who is going to stay working for their company for a lengthy period of time.

6.   DIFFICULT INTERVIEW QUESTION #6. Why do you want to work for us?
TIP 1 – It is imperative you mention in your answer that you have conducted some research into their company.
TIP 2 – In your answer to this difficult interview question, talk about how you are attracted to their values and their plans for the future.

References for Unit 3
Lesson 5

“TOP 7 HARDEST INTERVIEW QUESTIONS (Including Job Interview Tips and BRILLIANT EXAMPLE ANSWERS!).” *Www.youtube.com*, www.youtube.com/watch?v=wl8oUVubl3M.

CareerVidz. “7 MOST DIFFICULT Interview Questions & ANSWERS! (PASS GUARANTEED!).” *Www.youtube.com*, www.youtube.com/watch?v=Y4omj5IZTMs

UNIT 3. INTERVIEW
LESSON 6: Questions for the interviewer

Participant's learning outcomes:
- Mapping language for posing questions
- Create questions for the interviewer
- Running interview that has 4 parts
     1. Self-introduction
     2. Q&A
     3. Posing clarification questions
     4. Feedback from your friend

Target language:
     Questions for the interviewer*: Can you describe a typical day for a person in this position?*
     Where do we go from here?
     What challenges do you see ahead for this role? Etc.

Activities:
     Warm-up
     Watch examples of good interview Q&A
     Create their own answers
     Modify their answers according to the suggested ones

Work in pairs to provide/receive peer feedback

Materials:
     Video links (See Resource 3.6.1, 3.6.2)
     The handouts (See Resource 3.6.3, 3.6.4)
     Whiteboard
     Markers
     Laptop
     Speaker

Warm-up:
Share the link with them and ask them to describe what they see and where they can find themselves in the picture. (See Resource 3.6.1)

     Make them think that they need to think about where they are.
Check homework
- Ask them to work in pairs and run the Q&A part.

Reading & Writing
- Give the handouts to the participants. (See Resource 3.6.3)
- Ask the participants to write their questions
- Ask them to share the question list with a partner.

Listening & Watching
- Turn on the video with the suggested questions and ask the participants to take notes and modify their questions if necessary. (See Resource 3.6.3)

Speaking
- Ask the participants to elaborate their answers using the language suggested.
- Ask them to discuss it in pairs again.
- Ask the participants to run the whole interview in 4 parts, first taking the role of the interviewer and then the interviewee.

- Ask the participants to fill in the checklist.

Homework
- Ask the participants to record the interview and share it with the teacher (See Resource 3.5.3)

Resources for Unit 3

Lesson 6

Resource 3.6.1
https://kuula.co/post/NLdVq

Resource 3.6.2
www.youtube.com/watch?v=OvvTD5rtnNA

Resource 3.6.3

1. Self-introduction	2. Q&A

3. Posing clarification questions	4. Feedback from your friend

Resource 3.6.4

Checklist

Tick what you can do	Can do	Need more practice
I can begin and end a conversation in a natural way		
I can introduce myself effectively		
I can maintain a conversation and ask follow-up questions		

I can express an opinion and defend them		

Describe how you are going to improve the areas you need pore practice

_____
_____
_____
_____
_____
_____
_____

References for Unit 3

Lesson 6

"Questions to Ask at the End of an Interview | Job Interview Tips (from Former CEO)."
        Www.youtube.com, www.youtube.com/watch?v=OvvTD5rtnNA.

"This Is an Illustration with Various References to the 2021 Nat..." *Kuula*, kuula.co/post/NLdVq.

UNIT 4 MEETING
LESSON 7: Make meetings effective

Participant's learning outcomes:
- Identify and name the integral parts of a successful meeting
- Identify the roles in the meeting
- Identify the types of meeting
- Name the reasons for the meeting

Target language:
    Language needed for a meeting:

Agenda, move on, purpose, report, items, close, summarize, discussion, postpone, I would like to welcome…, There are three things…, I would like to hear…, I hope we can…, Let's talk about…, I think we should close….

Activities:
    Lead-in
    Discuss the meeting
    Read an article about the meeting
    Listen to a meeting
    Create their meeting

Materials:

The handouts (See Resource 4.7.2, 4.7.4, 4.7.5)
Link for reading (See Resource 4.7.1)
Tape script (See Resource 4.7.3)
Whiteboard
Markers
Laptop
Speaker

Lead-in:

Write the word "meeting" on the board and ask the participants to write what associations they might have with this word.

Discuss the results with the whole class

Check homework:
- Discuss the provided feedback about the interview.

Reading
- Put the participants in groups.
- Provide the link and organize jigsaw reading. (See Resource 4.7.1)
- Ask the participants to share the reading part with the whole class so the others can take notes.

Listening
- Provide the handouts for the listening and ask the participants to get acquainted with the sentences. (See Resource 4.7.2)
- Turn on the audio and ask to tick the necessary points in Exercise 2. (See Resource 4.7.2)
- Ask first to pair check and then discuss with the whole class.
- If necessary, play the audio once again.
- Ask to unfold the handout and listen to the second listening. (See Resource 4.7.3)
- Discuss the results with the whole class.
- Play the audio once again, if necessary.

Writing
- Provide the tape script and ask the participants to pay attention to the language, how the meeting starts, and how to accept someone else's opinion. (See Resource 4.7.3)
- Ask them to fulfill the exercise provided Exercises A and B (See Resource 4.7.4)

Speaking
- Group the participants and ask them to role-play a meeting where they need to use the target vocabulary.

Homework
- Provide the handout with the reading and ask to read it. (See Resource 4.7.5)

Resources for Unit 4

Lesson 7

Resource 4.7.1
https://www.indeed.com/career-advice/career-development/reasons-for-meetings

Resource 4.7.2
https://www.youtube.com/watch?v=hXzcjuFyP_s
("Communicating in Business" Teacher's book, Intermediate, 2nd Edition, 2003, Sweeney S., p. 75, CD2- 20.24-21.10)

2 **Listen to the recording of Paul Beck, an engineer, talking about the characteristics of successful business meetings. He makes *five* of the eight points below. Identify the correct order of these points.**

There is a written agenda. ☐	Emotions are kept under control. ☐
Clear objectives – known to everyone. ☐	Good preparation. ☐
Respect for the time available / time planning. ☐	Everyone gets to say what they need to say. ☐
Good chair – effective control. ☐	Reaching objectives. ☐

("Communicating in Business" Student's book, Intermediate, 2nd Edition, 2008, Sweeney S., p. 97)

Key
Clear objectives - known to everyone. (2)
Respect for the time available! (5)
time-planning.
Good chair - effective control. (3)
Good preparation. (1)
Reaching objectives. (4)
("Communicating in Business" Teacher's book, Intermediate, 2nd Edition, 2003, Sweeney S., p. 75, CD2- 20.24-21.10)

Resource 4.7.3
Tape script
BERNARD: Okay, I think we should start now, it's10 o'clock.
VOICES: Right.
BERNARD: Well, we're here today to look at some of the reasons for the decline in profits which has affected this subsidiary.
You've all seen the agenda. I'd like to ask if anyone has any comments on it before we start?
VOICES: No.
BERNARD: Right, well, can I ask Sam Canning, Chief Sales Executive, to open up with his remarks.
SAM: Thank you, Bernard. Well, I think we have to face up to several realities, and what I have to say is in three parts and will take about 20 minutes.
BERNARD: Er, Sam ... we don't have much time - it's really your main points we're most interested in.
JANE: Yes, can I ask one thing, Mr. Chairman? Isn't this a global problem in our market?
Making meetings effective
BERNARD: Sorry, Jane, I can't allow us to consider that question just yet. We'll look at the global question later. Sam, sorry, please carry on.
SAM: Well, the three points I want to make can be made in three sentences. First, sales are down, but only by 5% more than for the group as a whole. Secondly, our budget for sales has been kept static - it hasn't increased – not even with inflation - so we're trying to do better than last year on less money.
Thirdly -
JANE: That's not exactly true ...
BERNARD: Jane, please. Let Sam finish.
SAM: Thirdly, the products are getting old we need a new generation.
BERNARD: SO let me summarise that. You say that sales are down but not bv, so much,

that you've had less money to promote sales and that the products are old? Is that right? •
SAM: In a nutshell.
BERNARD: Does anyone have anything to add to that?
JAN E: Well, on the question of funding, 1 has to disagree.
("Communicating in Business" Teacher's book, Intermediate, 2nd Edition, 2003, Sweeney S., p. 77, CD 2, 21.29- 23.05min)

Resource 4.7.4

A Complete the following sentences with words from the box.

1 _____ to the meeting.
2 We have three _____ on the _____.
3 The main _____ of the meeting is to reach a decision on the Abacus Project.
4 I'd like to hear John's _____ and then we can have a _____.
5 I hope we can _____ by 4 o'clock.
6 John, can you _____ your main points?
7 Does anyone have any _____?
8 Let's _____ to the next point.
9 There is not enough time to discuss this. Can we _____ this discussion to a later meeting?
10 I think we should _____ the meeting now, as it's after 4 o'clock.

report
finish
agenda
purpose
move on
items
close
summarize
questions
postpone
discussion
welcome

B Choose the right ending to make the Chair's remarks below.

1 I'd like to welcome _____   a) who is going to present a short report.
2 There are three things _____   b) comments on Marie's report?
3 Can I introduce Marie Fischer, _____   c) all the items on the agenda.
4 Does anyone have any _____   d) a date for our next meeting?
5 Let's move _____   e) for coming.
6 So, that's completed _____   f) to the next point.
7 Can we set _____   g) all for today.
8 I think that's _____   h) on the agenda.
9 Thanks _____   i) everyone to the meeting.

("Communicating in Business" Student's book, Intermediate, 2nd Edition, 2008, Sweeney S., p. 102)

Resource 4.7.5

The reason for having a meeting is to make a decision. Information may be given in a presentation followed by questions or discussion, but it is to get a consensus that the meeting has been arranged in the first place. Achieving this in the most time- and cost-effective manner possible is a goal that everyone attending (the meeting) must share.

5   Marion Haynes (1988) maintains that decision making meetings need to follow a specific structure. The rational decision process includes the following steps:

- study / discuss / analyze the situation
- define the problem
- set an objective
10 • state imperatives and desirables
- generate alternatives
- establish evaluation criteria
- evaluate alternatives
- choose among alternatives.

15   One other aspect of decision making is the necessity for participants in the meeting to be aware of one another's needs and perceptions. If these are not effectively communicated, if there is an insufficient degree of understanding of one another's requirements, then an acceptable conclusion is unlikely to be reached. There are four essential elements in decision making: awareness, understanding, empathy and perception.

20   It is only when we accept that communications are a two-way process that any form of communication, including decision making, will become genuinely successful and effective.

Decision making is not always an identifiable activity. Frequently the discussion can evolve into a consensus which can be recognized and verbalized by the leader without the need to "put things to the vote."

("Communicating in Business" Student's book, Intermediate, 2nd Edition, 2008, Sweeney S., p. 104)

References for UNIT 4

Lesson 7

"Cambridge Communicating in Business Student's Book 2nd Edition CD2." *Www.youtube.com*, www.youtube.com/watch?v=hXzcjuFyP_s.

Sweeney, Simon. *Communicating in Business: A Short Course for Business English Students: Cultural Diversity and Socializing, Using the Telephone, Presentations, Meetings and Negotiations, Teacher's Book*. Cambridge; New York; Melbourne, Cambridge University Press, Cop, 2003.

"6 Reasons for Conducting Meetings and Why They're Important." *Indeed Career Guide*, www.indeed.com/career-advice/career-development/reasons-for-meetings.

Sweeney, S. (2008). *"Communicating in Business" Student's book 2nd Edition.* Cambridge: Cambridge University Press.

UNIT 4. MEETING
LESSON 8: Ask and state opinions

Participant's learning outcomes:
- Share their opinion using the target language
- Ask someone else to share their opinion
- Identify the roles in the meeting

Target language:

Language needed for sharing or asking the opinion:

a) Asking for opinion:

So? Any thoughts? What do you think about that?

What about ...? Mary?

b) Stating opinion: *Yes, but I'm sure ... I'm sure. ... We're confident that*

Activities:

Lead-in

Discuss the meeting

Read an article about the meeting

Listen to a meeting

Create their meeting

Materials:

The handouts (See Resource 4.8.2, 4.8.4, 4.8.5)

Link for reading (See Resource 4.8.1)

Tape script (See Resource 4.8.3)

Whiteboard

Markers

Laptop

Speaker

Lead-in & Check homework
- Provide the handouts and ask the participants to find the equivalents of the words in the article assigned for homework. (See Resource 4.8.1)
- Discuss the results with the whole class

Listening
- Turn on the audio and ask to take notes on how the chair confirms others' opinions and asks for more clarification. (See Resource 4.8.2)

Reading
- Provide the tape script and ask to pay attention to the expressions highlighted.
- If necessary, play the audio once again.

Writing
- Provide the tape script and ask the participants to pay attention to the language, how the meeting starts, and how to accept someone else's opinion. (See Resource 4.8.2)
- Provide another handout and ask them to fill in the chart with the expressions they are not familiar with but would like to use in their speech (See Resource 4.8.3)

Speaking
- Ask the participants to matter in the company and discuss it
- Group the participants and ask them to role-play a meeting where they need to use the target vocabulary.

Homework
- Ask to review the themes covered.

Resources for Unit 4

Lesson 8

Resource 4.8.1

3 Find words or phrases in the text which mean the same as the following:

a) common agreement

b) economical use of resources

c) aim

d) fix a goal

e) what one must have

f) what one would like to have

g) consider other options

h) way of seeing things

i) seeing things as others see them

j) develop

k) express through speaking.

("Communicating in Business" Student's book, Intermediate, 2nd Edition, 2008, Sweeney S., p. 104)

Resource 4.8.2
https://www.youtube.com/watch?v=hXzcjuFyP_s
("Communicating in Business" Teacher's book, Intermediate, 2nd Edition, 2003, Sweeney S., p. 85, CD2- 24.52-26.26)

ALEX: Well, first of all, I'll talk about the technical features of the two systems, just in terms of their capabilities ...
GEORGE: No details, Alex, please.
ALEX: No, in fact, it couldn't be easier ... they're practically identical.
GEORGE: So?
ALEX: There's no real difference between them - not in terms of use or performance.
GEORGE: Mary, any thoughts?
MARY: No, I agree; technically, they are almost the same.
ALEX: SO, the next consideration is price. A is certainly more expensive. All A products are quite a lot dearer; we're talking about 10 to 15%.
GEORGE: And what do you think about that?
ALEX: Price isn't everything.
GEORGE: Hmm ...
ALEX: A has a technical lead in research and a growing market share.
MARY: But a smaller share right now.
ALEX: Yes, but I'm fairly sure A looks like a stronger company in the long term.
GEORGE: SO, what about B, then?
MARY: Well, a larger market share, a lot cheaper, we know that, but if our market analysis is right, this will change.

GEORGE: But to summarize, you think that A will do better, er ... has more potential to survive future commercial pressures?
Sorry to interrupt, but ...
ALEX: I'm sure the company has an excellent future, good design, and a good marketing strategy.
MARY: Yes, absolutely. Everything we found out leads us to the same conclusion, even though the price is higher, the name less well known, we're confident that A is a better solution.
GEORGE: Alex?
ALEX: That's right, we have to look ahead ...
("Communicating in Business" Teacher's book, Intermediate, 2nd Edition, 2003, Sweeney S., p. 85, CD2- 24.52-26.26)

Resource 4.8.3
Fill in the boxes

Asking for opinion	*Stating opinion*

Expressing Your Opinion

Expressing opinion
Well,…
I think...
From my point of view,…
In my view, …
From my point of view...
In my opinion, …
I am of the opinion that...
As far as I'm concerned,..
In my experience...
As far as I can see (it),...
As I see it, ...
My personal view is that...
The thing is that…
I believe that…
Personally, I think…
What I mean is…
I have a point to make here.
If you ask me,…
To be honest,…

General Point of View
It is true that…
Most people say that…
No one can argue that…
It is thought that...
Some people say that...
It is generally accepted that...

Agreeing with an opinion
I agree with you.
I agree with this idea.
I completely agree with this view.
This is absolutely right.
I couldn't agree more (on this).

Partial agreement
I agree with you, but...
This idea is right, but...
I agree with this point of view, but...
I think it is possible, but…
I am not sure that I completely agree with this idea.

Disagreeing with an Opinion
However,…
I'm sorry to disagree with you, but…
I'm not so sure about that.
I'm afraid I have to disagree.
On the contrary…

Yes, but don't you think that…
I must take issue with you on that.
I do not believe that…
I think that's wrong.

References for Unit 4

Lesson 8

"Cambridge Communicating in Business Student's Book 2nd Edition CD2." *Www.youtube.com*, www.youtube.com/watch?v=hXzcjuFyP_s.

Sweeney, Simon. *Communicating in Business: A Short Course for Business English Students: Cultural Diversity and Socializing, Using the Telephone, Presentations, Meetings and Negotiations, Teacher's Book*. Cambridge; New York; Melbourne, Cambridge University Press, Cop, 2003.

Sweeney, S. (2008). *"Communicating in Business" Student's book 2nd Edition.* Cambridge: Cambridge University Press.

"English ESL Worksheets, Activities for Distance Learning and Physical Classrooms (X97623)." *En.islcollective.com*, en.islcollective.com/download/english-esl-worksheets/vocabulary/debate/expressing-opinion/13255.

UNIT 5. NEGOTIATION
LESSON 9: Problem-solving

Participant's learning outcomes:
- Interrupt politely
- Add opinion and ask for more clarifications
- Change the direction of the conversation

Target language:
Language needed for sharing or asking the opinion:
> *I think / believe / reckon / feel / guess ...*
> *In my experience / view / opinion ...*
> *As 1 see it ... / It seems to me ... / I'd say ...*
> *My* view / *idea / guess / opinion / belief /*
thinking is
> *that ...*

Activities:
Warm-up
Discuss the meeting
Listen to a meeting
Create their meeting

Materials:
The handouts (See Resource 5.9.1)
Tape script (See Resource 5.9.2)
Whiteboard
Markers
Laptop
Speaker

Warm-up
Ask the participants to count 3 things they are responsible for
Ask first to share with the partners sitting next to and then discuss with the whole class.

Listening

- Provide the handouts and ask to match the forms of interruption with the relevant parts.
- Discuss the answers together
- Turn on the audio and ask to check the answers (See Resource 5.9.1)

Speaking
- Group the participants and ask them to role-play a meeting where they need to use the target language in the previous Exercise.
- Ask them to choose one of the points in Exercise 5 (See Resource 5.9.1)

Homework
- Find an impressive Speech of a well-known person and say why it is exceptional for them.

4 Interruptions can have different intentions:

a) In pairs, suggest examples of each of these.

1 ask for clarification
2 add opinion
3 ask for more details
4 change direction of the discussion
5 disagree.

b) Below is part of a discussion between directors of an oil company talking about a fall in sales. In pairs, suggest appropriate interruptions to complete the dialogue.

a: The fall in sales is mainly due to the recession affecting world markets.

b: _____

a: Well, it's a general fall of around 5% in sales for most product areas. Also, specifically in the oil processing sector, we have much lower sales, mainly because we sold our UK subsidiary, Anglo Oils.

b: _____

a: Well, no, I'd rather not go into that. We discussed that in previous meetings. I'd prefer to talk about future prospects. The outlook is very good right now …

b: _____

a: I'm very surprised you say that. In fact, sales forecasts are much better now. Anyway, let me tell you …

b: _____

a: New markets? Yes, but can we talk about new markets later? I have some important information on that. But first …

b: _____

a: Take a break? We've only just started!

5 There are different ways of handling interruptions.

a) In pairs, suggest one or two appropriate phrases for the following:

1 promise to come back to a point later
2 politely disagree with an interruption
3 say the interruption is not relevant or that time is short
4 politely accept the interruption and respond to it before continuing
5 rejecting a suggestion.

b) Listen to a complete model version of the dialogue in Exercise 4 above. In pairs, match each of the five examples of handling an interruption to one of the ways listed above (1–5).

("Communicating in Business" Student's book, Intermediate, 2nd Edition, 2008, Sweeney S., p. 108)

Key

• To ask for clarification:

Er, what exactly do you mean?

Could you say a little more about this?

• To add opinion:

Well, I think we should keep the same

agency.

Well, my view is ...

• To ask for more details:

Could I come in here? Could you tell us about

the growth forecasts?

Do we know any more about ...?

• To change the direction of the discussion:

Wait a moment, can we talk about ...?

Perhaps we should discuss ...

• To disagree:

But isn't it true that ...?

Actually, I don't think that's right.

("Communicating in Business" Teacher's book, Intermediate, 2nd Edition, 2003, Sweeney S., p. 87)

References for Unit 5

Lesson 9

Sweeney, S. (2008). *"Communicating in Business" Student's book 2nd Edition.* Cambridge: Cambridge University Press.

UNIT 5. NEGOTIATION
LESSON 10: Decision Making

Participant's learning outcomes:
- Identify the target language
- Use the target language to make decisions

Target language:
I would appreciate your input; We shouldn't rush into anything, reach a compromise; I'm in two minds; we don't have any option**;** **t**ime is running out**,** don't jump to conclusions**; we** should keep our options open**,** I appreciate your concerns**,** the bottom line

Activities:
Warm-up
Discuss the target language
Role-read the conversation
Fulfill the conversation
Role-play the situation provided

Materials:
The handouts (See Resource 5.10.2, 5.10.3, 5.10.4)
Link for reading (See Resource 5.10.1)
Whiteboard
Markers
Laptop
Speaker

Warm-up
Mirror me
- Ask the participants to stand face to face and mirror each other.

Reading
- Provide the link. (See Resource 5.10.1)
- Ask to role-read the conversation and pay attention to expressions in bold. (See Resource 5.10.1)

Writing
- Below the reading, there is an exercise that helps the participants to better

digest the target language (See Resource 5.10.1)
- Provide another handout and ask to match the two parts of the target language (See Resource 5.10.2)
- Below the same handout, there is the same conversation, where the participants need to fill in the necessary expressions. (See Resource 5.10.2)

Speaking
- Group the participants and ask them to choose one of the situations and role-play using the target language. (See Resource 5.10.3)

Homework
- Provide the handout of additional vocabulary and ask to work on that at home (See Resource 5.10.4)

Resources for Unit 5

Lesson 10

Resource 5.10.1
www.blairenglish.com/exercises/meetings/exercises/decision_making/decision_making.html

Resource 5.10.2

I would appreciate	**a compromise**
shouldn't rush	**options open**
reach	**line**
I'm in	**running out**
we don't	**into anything**
Time is	**have any option**
jump to	**conclusions**
keep our	**your input**
the bottom	**two minds**

Conversation

Geoff: 'Well, you all know that Ryder's have raised the price of their components from $1200 to $1350 for 100. It's quite a large increase. So now maybe is the time to move to a new supplier. **-** _____ on this.'

Tim: 'In my opinion we should move to another supplier, as you said it's a very large increase. They are just taking advantage of the situation. I had a meeting with the sales manager of their competitor Fizon Industries on Tuesday, and they said they can supply us with 100 for $1255.'

Phil: 'We _____ We've worked with Ryder's for nearly 10 years, and we've never had any problems with them. We should talk to Ryder's again and try to _____ I'm sure they won't want to lose our contract.'

Geoff: 'I spoke to their sales manager last week, and they won't lower the price. To be honest, _____Ryder's have always been very professional. But by increasing their price by so much, means we'll have to either pass it on to our customers or reduce our profits.'

Tim: 'Look Phil, _____**,** Ryder's won't move on price. We only have 3000 components left in the warehouse. Those will last us for a maximum of 55 more days. _____. We need to make a decision today. I think that Ryder's is trying to abuse the trust that we have with them and their products. I think how they've handled this situation shows a lack of respect towards us as a customer.'

Phil: 'Tim, don't _____ about their intentions. I'm sure they are not abusing the situation. From a production side I think that we should _____. We all know that Fizon Industries don't have a good reputation for quality or service. So we could be saving money today to spend it tomorrow.'

Tim: 'Phil, _____about quality, and we can include something about it in the service level agreement with Fizon Industries. There are also a number of other of companies that I'm waiting to hear back from. But _____ is cost. Ryder's components, although they are of very good quality, are just too expensive now.'

Resource 5.10.3

Situations:

Situation: Having lunch in a Cafeteria Problem: Lack of documentation. Especially when you are starting to work on a new project, there is not enough underhand documentation.	Situation: Dancing in a disco Problem: Misunderstandings in written reports. For example, you are creating a bug report for a newfound bug, describing all the steps that will cause the bug, and assigning the report to a developer. He misunderstands the actions and doesn't manage to reproduce the same bug.	Situation: Spreading gossip on the phone Problem: Absence of working space. For example, localhost is lost.	Situation: Purchasing some food at a Supermarket Problem: Insatiable internet, which is the reason why tests are failing.	Situation: Listening to Opera in the theatre. Problem: Install new, project-specific tools, which can take even days to be fully installed.
Situation: Standing in a queue in a bank. Standing Problem: Issues related to OS. For example, the same tool behaves differently in different Operation Systems (IOS, Linux, Windows).	Situation: Reading books in the library. Problem: Creating a whole new framework from scratch without any guide.	Situation: Making a trip to the "Atenq" factory. Problem: The developer says that they had fixed the bug so you can proceed with testing, but you just realize that bugs are not fixed, and you have to reopen the same bugs, which causes time wasting and delays in the working process.	Situation: Traveling on the bus. Problem: The client company adopts a new approach to testing (new tools, frameworks, etc.), and you have to change all your existing tests following that in a short period.	Situation: Problem: All the tests seem okay and pass when running separately, but regression fails, and you can't find the reason.

Resource 5.10.4

	a difficult	
	a tough	
make	an important	
	a clear	decision
take	a quick	
	a spontaneous	
	the right	
	the wrong	

can't decide	what	to…
haven't decided	whether	to…

References for Unit 5

Lesson 10

Sweeney, Simon. *Communicating in Business: A Short Course for Business English Students: Cultural Diversity and Socializing, Using the Telephone, Presentations, Meetings and Negotiations, Teacher's Book*. Cambridge; New York; Melbourne, Cambridge University Press, Cop, 2003.

"Business English Decision Making Vocabulary/Phrases Online Exercise | Blair English." *Www.blairenglish.com*, www.blairenglish.com/exercises/meetings/exercises/decision_making/decision_making.html.

UNIT 6. WRITING AN E_MAIL LESSON 11: Informal vs. Formal e-mail/letter

Participant's learning outcomes:
- Identify and name the main types of e-mails and business letters
- Identify and name the reasons for writing an informal e-mail
- Use the target language to create an informal letter

Target language:
I am writing this letter to invite…; it`s been a long time since we haven't seen each other; take care, You're loving; with love, Lots of love

Activities:
Warm-up
Discuss the types of e-mails/letters
Get acquainted with the language used in informal letters

Materials:
Link for reading (See Resource 6.11.2)
Whiteboard
Markers
Laptop
Speaker

Warm-up
Write the word letter on the board and ask to write the words associated with it.
Use the time to discuss the reasons for writing e-mails as well. (See Resource 6.11.2)

Reading
- Provide the link. (See Resource 6.11.2)
- Ask to read in groups and share with the whole class. (See Resource 6.11.1)

Listening
- Turn on the video and ask the participants to take notes (See Resource 6.11.1)

Speaking
- Ask them to choose the examples of e-mails, choose the one they liked the best, and say why. (See Resource 6.11.2)

Writing
- Use the forms to create their e-mails (See Resource 6.11.2)
- Ask them to use one of the reasons to write an informal letter. (See Resource 6.11.2)

Homework
- Ask to think about an upcoming event in the company and write an informal letter using the tips and structure.

Resources for Unit 6

Lesson 11

Resource 6.11.1
https://www.youtube.com/watch?v=bYomH3Zn8pg

Resource 6.11.2
https://www.aplustopper.com/informal-letter/

References for Unit 6

Lesson 11

"Informal Letter | Informal Letter Format, Samples and How to Write an Informal Letter?" *A plus Topper*, 3 Aug. 2021, www.aplustopper.com/informal-letter/.

"Common Types of Business Letters." *Www.youtube.com*, www.youtube.com/watch?v=bYomH3Zn8pg.

UNIT 6. WRITING AN E_MAIL
LESSON 12: Formal letter

Participant's learning outcomes:
- Identify the structure of a formal letter
- Put the letter in the correct order in groups
- Use the target language to create a business letter

Target language:
I would like to apply for…, I am a professional with…, My attention to detail is…,
In addition, have complimented me on…, It would be my pleasure to bring…,
an asset to your company…, at your convenience to schedule an interview…,
I look forward to speaking with you in person….

Activities:
Warm-up: Put the letter in the correct order
Discuss the types of formal e-mails/letters
Get acquainted with the language used in formal letters

Materials:
The handouts (See Resource 6.12.1, 6.12.2, 6.12.3, 6.12.4)
Whiteboard
Markers
Laptop
Speaker

Warm-up
Cut the letter into pieces and put them on the tables
Ask the participants to put the parts of the formal letter in the correct order (See Resource 6.12.1)
Discuss the answers with the whole class

Reading
- While reading the answer, ask them to pay attention to the expressions in bold. (See Resource 6.12.1)

Speaking
- Discuss the types and the structure of an e-mail.
- Discuss the expressions in bold.

Writing
- Provide the handouts to the participants and ask them to fulfill the missing prepositions (See Resource 6.12.2)
- Give them a chance to pair check and then discuss the answers together. (See Resource 6.12.2)
- Put the handouts with useful expressions on the walls of the class and ask participants to go around different stations and choose the ones they are going to use in their letters (See Resource 6.12.3)

Homework
- Provide a pad let link and ask them to write an application letter using the tips and the target language. (See Resource 6.12.4)

Resources for Unit 6

Lesson 12

Resource 6.12.1
https://www.aplustopper.com/informal-letter/

Resource 6.12.2
Brian Sellers 100 Broadway Lane New Parkland,
CA 91010
Cell: (555) 987-1234
Email: brian@sellers.com
Dear Mr. Mitchell,
I **would like to apply for** the Quality Assurance Specialist position with Standard Industries.
 I am a professional with over 15 years **of** manufacturing experience.
In my current position as Quality Assurance Specialist with Point Textiles, I oversee the quality levels of the plant's multi-million-dollar operations.
My attention to detail is excellent, and I am incredibly organized.
In addition, I possess strong interpersonal and communication skills, allowing me to ensure that protocol is followed and instructions are understood.
I have a strong track record of excellence in quality control.
Past supervisors **have complimented me on** my overall management and quality oversight skills.
It would be my pleasure to bring my professional experience to Standard Industries as your new Quality Assurance Specialist.
I **am confident** you will find my skills and expertise **an asset to your company**.
Please contact me **at your convenience to schedule an interview** in order to further discuss my qualifications.
 I look forward to speaking with you in person, and thank you for your consideration.
Best, Brian Sellers

Resource 6.12.3
I **would like———— apply ————** the Quality Assurance Specialist position with Standard Industries.
I am a professional _____over 15 years _____ manufacturing experience.   In my current position as Quality Assurance Specialist with Point Textiles, I oversee the quality levels of the plant's multi-million-dollar operations. **My attention _____detail is** excellent, and I am incredibly organized. _____In **addition,** I possess strong interpersonal and communication skills, allowing me to ensure that protocol is followed and instructions are understood.   I have a strong track record of excellence in quality control. Past supervisors **have complimented me** _____my overall management and quality oversight skills. **It would be my pleasure _____bring** my professional experience to Standard Industries as your new Quality Assurance Specialist.   I **am confident** you will find my skills and expertise **an asset _____ your company**. Please contact me **at your convenience to schedule an interview** in order to further discuss my qualifications. **I look _____to speaking _____you _____ person** and thank you for your consideration.
Best, Brian Sellers.

to, for, with, of, to, in, with, on, in, forward

Key:
Brian Sellers 100 Broadway Lane New Parkland,
CA 91010
Cell: (555) 987-1234
Email: brian@sellers.com
Dear Mr. Mitchell,
I **would like to apply for** the Quality Assurance Specialist position with Standard Industries. **I am a professional with** over 15 years **of** manufacturing experience.   In my current position as Quality Assurance Specialist with Point Textiles, I oversee the quality levels of the plant's multi-million-dollar operations. **My attention to detail is** excellent, and I am incredibly organized. **In addition,** I possess strong interpersonal and communication skills, allowing me to ensure that protocol is followed and instructions are understood.   I have a strong track record of excellence in quality control. Past supervisors **have complimented me on** my overall management and quality oversight skills. **It would be my pleasure to bring** my professional experience to Standard Industries as your new Quality Assurance Specialist.   I **am confident** you will find my skills and expertise **an asset to your company**. Please contact me **at your convenience to schedule an interview** in order to further discuss my qualifications. **I look forward to speaking with you in person,** and thank you for your consideration.
Best, Brian Sellers

Resource 6.12.4
1. Fortunately, Unfortunately
2. Letters (brainstorm about the types)

- Business Letters
- Official Letters
- Appointment Letters
- Experience Letter
- Offer Letter
- Social letter
- Circular letter
- Leave Letter
- Resignation letter
- Invitation letter
- Complaint Letter

3. Talk about the reasons a letter can be written
Making arrangements (= suggesting a time and place meet)
Inviting someone to socialize together
 Request Making inquiries (= Asking for information)
 Complaint (demanding some action)
Asking for permission
Asking for feedback on something
Suggesting a change to something
Offering help
Offering a product or service (= sales email)
Checking the progress of something (e.g., if a project is finished)
Giving instructions/ orders/ commands (e.g., a new office rule)

 Asking for advice/ recommendations

How to Write a Formal Letter?
To write a formal letter, follow the below-given tips:

- Address or greet the concerned person properly like Dear Sir/Madam
- Always mention the subject of writing the letter
- Be concise in your letter. Write the reason for writing the letter in the first paragraph itself. Do not stretch the letter too much.
- The tone of the letter should be very polite and not harsh
- Write in a proper format and take care of the presentation of a letter
- Mention the address and date correctly.
- Mention the name and designation of the recipient correctly
- The closing of the letter should be with gratitude. Use "Thank you" for consideration of the letter and then at last mention "Yours sincerely or truly" along with your name and signature.

Useful phrases for opening emails

Opening greeting to one person

- Dear Mr/ Ms/ Dr/ Professor + family name (= Dear Mr./ Ms./ Dr./ Prof + family name)
- Dear Alex
- Hi (John)
- Dear Sir or Madam

Opening greeting to more than one person

- Dear all
- Hi (everyone/ guys)
- To: All faculty members/ To: New recruits/ To: All members/ To:…

Useful email opening lines

The opening line mentions the last contact between you

- Thank you for your email (yesterday/ of 12 May) about…
- Thanks for your email this morning/ earlier/ yesterday/ on Monday/ last week/…
- Thanks for your quick reply./ Thanks for getting back to me so quickly.
- Thanks for your phone call this morning/ the information about/ your interest in/ your help with/ your hospitality in…/…
- Thanks for sending me/ for contacting me about/ for attending/ asking us about/ informing us/ giving us feedback on/ inviting me to/ talking to me about…
- It was great/ so nice to see you again on Monday.

- (I) just read your email about/ (I) just got your message about/ (I) just got your request for…
- It was a pleasure/ my great pleasure to meet you last week.
- Sorry for my late reply/ Sorry it took me so long to get back to you/ Sorry not to reply sooner (but/ but I had to…).
- Thank you for finding the time to meet me/ talk to me/ attend…
- Sorry it's been so long since I was last in touch/ since my last email.

Opening line with the subject of the email

- I'm writing to you about your latest model/ about the meeting next week/ about your presentation yesterday/ about…
- I am writing to you in connection with/ with regards to/ regarding/ concerning…
- I'm writing (in order) to ask/ to enquire/ to confirm/ to check/ to inform you/ to follow up on/ to let you know/ to tell you/ to thank you/ to invite you to/ to update you on/ to announce that/ to ask for a favor/ to…
- (This is) just a quick note to say…
- As promised/ As we discussed, I'm writing to send you/ to…
- I'm writing (to you) because I have just found out that/ because I thought you'd like to know that/ because I need/ because…
- Sorry to write out of the blue, but…
- Sorry to write again so quickly, but/ Sorry to bother you again so soon, but…
- Sorry, in my last email, I forgot to…

Social opening line/ Friendly opening line

- (I) hope you had a good weekend/ a good evening/ a good trip (to...)/ a good time/ a good holiday/ a good break/ a good…
- How's it going?/ How are things?/ How's life?/ How are you doing?
- I hope you (and your family) are (all) well.

Useful phrases for closing emails

Closing line talking about the next contact between you

Closing line when you need a reply

- I look forward to hearing from you (soon)./ (I'm) looking forward to hearing from you (soon).
- Please let me know if that's okay/ if that is acceptable with you/ if that sounds okay/ if you can/ if you can help/ if you need an extension/ if you need to reschedule/ if…

Closing line offering more communication if needed

- (In the meantime) if you need any more information,…/ If you require any further information (about/ in order to/ before you/ to help you…/…)/ If you need any more info/ Need more info,…
- If you have any (more) questions (about…),…/ Any more Qs,…

- … please do not hesitate to contact me./… please contact me./ … please feel free to contact me./ please get in touch./ … just let me know./ … just drop me a line (at any time).

Closing line mentioning the next (face to face) meeting

- I look forward to seeing/ meeting you then.
- See you on Monday/ on…/ next week/ next…/ then.
- (I) hope we have the chance/ opportunity to meet again soon.

Other closing lines mentioning the next contact between you

- Speak to you soon/ then/ on Monday/ on…

Closing lines for (big) requests

- Thanks/ Thank you (in advance).
- Cheers.
- Any help (at all/ you can offer me)/ Any feedback you can give me (on this)/ Any assistance (you could give me in this matter) would be greatly appreciated/ would be highly appreciated/ would be much appreciated/ would be gratefully accepted.

Closing lines with apologies/ Closing lines when responding to complaints

- I hope that is acceptable with you./ (I) hope that is okay (with you).
- Once again, please accept our apologies for any inconvenience caused/ for the inconvenience caused/ for the delay/ for…
- Thanks for your patience./ Thank you for your patience.
- Thanks for your understanding./ Thank you for your understanding.

Social closing lines/ Friendly closing lines

- Have a good evening/ day/ weekend/ holiday/ vacation/ break/ trip/...
- Send my love to John./ Say "Hi" to John from me./ Please send my (best) regards to John.

Other closing lines

- Thanks again (for all your help/ for the info/ for bringing this matter to my attention/ for…)
- (I) hope that helps.
- Sorry I couldn't be more help.
- (I) hope that answers all your questions/ that's clearer now/ that's some help/ that meets with your approval/ that…

Useful closing greetings for emails

- Best regards
- Sincerely (yours)
- Best wishes

- All the best
- Best wishes

Different ways of writing your name at the end of emails

- Alex Case (Mr)
- A.M.Case (Mr)

Useful phrases for the main body of the email

- (For your reference,) please find the information/ the document/ some data/… attached.
- Please see (the information/ the website/ the diagram/ the…) below (for more details/ for…).
- If you look at the first line/ bullet point/ paragraph/ section/ page of… (below), you will see that…
- The parts in bold/ in red/ in green/… are my comments/ are my boss's feedback/ are the changes in the second draft/ are…
- I've pasted in…. below./ I've copied in…. below./ I've put a copy of… below.
- I've attached…/ ... is attached.
- Here's the… (that I promised/ that you asked for/ that I mentioned/ that…)
- More information on this is available at http://.../ on the intranet/ in pg.. of our catalog/…

Requests

- Could you (possibly)…?
- Would you mind sending me/ …ing…?
- I was wondering if you could/ if you would be able to…
- I'd be very grateful if you could take action in the next few days/ if you could…
- I'd really appreciate (some help with)…

Enquiries/ Asking for information

- Could you (possibly) tell me…?
- (First of all) I'd like to know…
- My (first/ second/ third/ next/ last/ final) question is about…
- I (also) have a question about…
- (If possible) I (also) need to know…
- My three (main) questions are below./ Please find my three (main) questions below.

Answering questions/ Giving information

- You (also) asked us about…
- The answers to your question are below./ Please find my answers below.
- In answer to your first/ second/ third/ last question…
- To answer your question about…

Making arrangements/ Changing arrangements/ (Re) scheduling

- I'd like to meet on… if you are available/ free then.
- I'm available on… , if that is convenient/ okay with you.
- I'm afraid I can't make… (because…) How about…?
- (Due to…) I'm afraid we need to put forward/ delay/ postpone/ put back/ cancel/ call off/ reschedule/ move/ rearrange…

Making complaints

- I'm afraid I was not (very) happy with…
- Unfortunately, … was not (really) what I expected.
- I'm afraid I was not (completely/ fully) satisfied with…

Apologizing/ Replying to complaints

- I was sorry to hear about…
- (First of all) I would like to apologize for…
- Please accept our (sincerest) apologies for the inconvenience caused/ for any inconvenience caused/ for…

Instructions/ Commands/ Demanding action

- Just a (quick/ brief/ friendly) reminder that…
- (In future/ From now on/ From next week) please make sure that you…/ Please ensure that you…

Giving bad news

- We regret to inform you that…
- We are sorry to announce that…

Making announcements

- I/ We would like to inform you that…

References for Unit 6

Lesson 12

"Quality Assurance Specialist Letter Samples." *ResumeHelp*, www.resumehelp.com/career-blog/quality-assurance-specialist-cover-letter-example.

https://www.facebook.com/thebalancecom. "Need to Write a Business Letter? Use This Format." *The Balance Careers*, 2019, www.thebalancecareers.com/how-to-format-a-business-letter-2062540.

UNIT 7. WRITING AN E_MAIL
LESSON 13: Dos and don'ts in an e-mail

Participant's learning outcomes:
- Compare good and bad e-mail examples
- Name dos and don'ts for a formal e-mail writing
- Use the target language to elaborate the created letters according to the tips
- Provide feedback using the checklist

Activities:
Warm-up
Discuss the dos and don'ts of a formal letter
Run a jigsaw reading
Provide peer feedback on their e-mails

Target language:
Check the Tone, Proofread, Keep Messages Clear and Brief, Be Polite, Don't Overcommunicate by Email, Make Good Use of Subject Lines, Keep Messages Clear and Brief

Materials:
The handouts (See Resource 7.13.1, 7.13.2, 6.12.3)
Link for the pad let page
Whiteboard
Markers
Laptop
Speaker

Warm-up
- Create a Kahoot with target expressions from the previous classes and start the class with that game. (See Resource 7.13.3)
- Group the participants and organize a jigsaw reading with the dos and don'ts of a formal letter (See Resource 7.13.1)
- Ask them to share the necessary information in those parts.

Listening
- Turn on the video at the same link and ask the participants to make notes. (See Resource 7.13.2)

Speaking
- Ask them to add more dos and don'ts if needed.
- Provide the examples of e-mails to groups and ask them to choose a good or bad example of an e-mail and say why they have chosen those ones.

Writing
- Ask them to change the bad examples to make them good ones.
- Ask them to use the handouts on the wall from the previous class. (See Resource 6.12.3)

Homework
- Ask them to go to the created pad let page, choose an e-mail of their partners and leave feedback using the checklist provided. (See Resource 7.13.4, 7.13.5)

Resources for Unit 7

Lesson 13

Resource 7.13.1
Emma,
I need your report by 5 p.m. today, or I'll miss my deadline.
Harry
Hi Emma,
Thanks for all your hard work on that report. Could you please get your version over to me by 5 p.m. so I don't miss my deadline?
Thanks so much!
Harry
Subject: Revisions For Sales Report
Hi Jackie,
Thanks for sending that report last week. I read it yesterday, and I feel that Chapter 2 needs more specific information about our sales figures. I also felt that the tone could be more formal.
Also, I wanted to let you know that I've scheduled a meeting with the PR department for this Friday regarding the new ad campaign. It's at 11:00 a.m., and we will be in the small conference room. Please let me know if you can make that time.
Thanks!
Monica

Subject: Revisions For Sales Report
Hi Jackie,
Thanks for sending that report last week. I read it yesterday, and I feel that Chapter 2 needs more specific information about our sales figures.
I also felt that the tone could be more formal.
Could you amend it with these comments in mind?
Thanks for your hard work on this!
Monica
(Monica then follows this up with a separate email about the PR department meeting.)
("10 Bad Email Examples: How Not to Write an Email")

Resource 7.13.2
https://www.mindtools.com/CommSkll/EmailCommunication.htm

1. Don't Overcommunicate by Email
One of the biggest sources of stress at work is the sheer volume of emails that people receive. So, before you begin writing an email, ask yourself: "Is this really necessary?"
As part of this, you should use the phone or IM to deal with questions that are likely to need some back-and-forth discussion. Use our Communications Planning Tool to identify the channels that are best for different types of messages.
Also, email is not as secure as you might want it to be, particularly as people may forward emails without thinking about deleting the conversation history. So avoid sharing sensitive or personal

information in an email, and don't write about anything that you, or the subject of your email, wouldn't like to see plastered on a billboard by your office.

Whenever possible, deliver bad news in person. This helps you to communicate with empathy, compassion, and understanding and to make amends if your message has been taken the wrong way.

2. Make Good Use of Subject Lines

A newspaper headline has two functions: it grabs your attention, and it summarizes the article so that you can decide whether to read it or not. The subject line of your email message should do the same thing.

A blank subject line is more likely to be overlooked or rejected as "spam," so always use a few well-chosen words to tell the recipient what the email is about.

You may want to include the date in the subject line if your message is one of a regular series of emails, such as a weekly project report. For a message that needs a response, you might also want to include a call to action, such as "Please reply by November 7."

A well-written subject line like the one below delivers the most important information without the recipient even having to open the email. This serves as a prompt that reminds recipients about your meeting every time they glance at their inbox.

If you have a very short message to convey, and you can fit the whole thing into the subject line, use "EOM" (End of Message) to let recipients know that they don't need to open the email to get all the information that they need.

3. Keep Messages Clear and Brief

Emails, like traditional business letters, need to be clear and concise. Keep your sentences short and to the point. The body of the email should be direct and informative, and it should contain all pertinent information. See our article on writing skills for guidance on communicating clearly in writing.

Unlike traditional letters, however, it costs no more to send several emails than it does to send just one. So, if you need to communicate with someone about a number of different topics, consider writing a separate email for each one. This makes your message clearer, and it allows your correspondent to reply to one topic at a time.

It's important to find balance here. You don't want to bombard someone with emails, and it makes sense to combine several related points into one email. When this happens, keep things simple with numbered paragraphs or bullet points, and consider "chunking" information into small, well-organized units to make it easier to digest.

Notice, too, that in the good example above, Monica specified what she wanted Jackie to do (in this case, amend the report). If you make it easy for people to see what you want, there's a better chance that they will give you this.

4. Be Polite

People often think that emails can be less formal than traditional letters. But the messages you send are a reflection of your own professionalism, values, and attention to detail, so a certain level of formality is needed.

Unless you're on good terms with someone, avoid informal language, slang, jargon, and inappropriate abbreviations. Emoticons can be useful for clarifying your intent, but it's best to use them only with people you know well.

Close your message with "Regards," "Yours sincerely," or "All the best," depending on the situation. Recipients may decide to print emails and share them with others, so always be polite.

5. Check the Tone

When we meet people face-to-face, we use the other person's body language, vocal tone, and facial expressions to assess how they feel. Email robs us of this information, and this means that we can't tell when people have misunderstood our messages.

Your choice of words, sentence length, punctuation, and capitalization can easily be misinterpreted without visual and auditory cues. In the first example below, Emma might think that Harry is frustrated or angry, but, in reality, he feels fine.

Think about how your email "feels" emotionally. If your intentions or emotions could be misunderstood, find a less ambiguous way to phrase your words.

6. Proofreading

Finally, before you hit "send," take a moment to review your email for spelling, grammar, and punctuation mistakes. Your email messages are as much a part of your professional image as the clothes you wear, so it looks bad to send out a message that contains typos.

As you proofread, pay careful attention to the length of your email. People are more likely to read short, concise emails than long, rambling ones, so make sure that your emails are as short as possible without excluding necessary information.

Resource 7.13.3
https://create.kahoot.it/details/533f501b-641e-4150-8702-209969c026ec

Resource 7.13.4
https://padlet.com/lilit_adilkhanyan/83vq7phvht7vqp8f

Resource 7.13.5

N	Checklist	Tick
1	Don't overcommunicate by email.	
2	Make good use of subject lines.	
3	Keep messages clear and brief.	
4	Be polite.	
5	Check your tone.	
6	Proofread.	

References for Unit 7
Lesson 13

Coursehero.com, 2022, www.coursehero.com/file/89733376/Writing-Effective-Emails-Communication-Skills-from-MindToolspdf/.

"10 Bad Email Examples: How Not to Write an Email." *Mailshake*, 12 July 2021, mailshake.com/blog/bad-email-examples/.
"Sign up for Padlet." *Padlet.com*, 2019, padlet.com/dashboard.

"Kahoot!" *Create.kahoot.it*, create.kahoot.it/details/533f501b-641e-4150-8702-209969c026ec.

UNIT 7. WRITING AN E_MAIL
LESSON 14: Writing a formal e-mail

Participant's learning outcomes:
- Identify the most essential tips for e-mail/letter writing
- Use the situations to communicate in written form via e-mail
- Use the chart to review the theme of e-mail/letter writing

Activities:
Warm-up
Discuss the dos and don'ts of a formal letter
Write a letter and answer the letter received

Target language:
All the language from e-mail writing Units

Materials:
The handouts (See Resource 7.14.1, 7.14.2, 7.14.3, 6.12.3)
Link for the pad let page
Whiteboard
Markers
Laptop
phones
Speaker

Warm-up
Hot seat
- Put an expression on the board and ask one of the participants to sit in front of the board facing the other participants.
- Ask the other participants to help her guess what is written on the board without using the words in the expression.

Speaking
- Ask the participants to find the person who they provided feedback with the checklist

- Ask them to come together and discuss the feedback.

Writing
- Provide the situations to the participants and ask them to role-play in written form. (See Resource 7.14.2)
- Provide the chart for revision and ask to fill in and hand it in. (See Resource 7.14.3)

Homework
- Ask the participants to go back to their e-mails on the padlet and elaborate the letters according to the given feedback. (See Resource 7.14.3)
- Provide the link and ask to read the article about the Dos and Don'ts of written communication. (See Resource 7.14.4)

Resource 7.14.1

USE EXPRESSIONS FOR THE START, BODY, AND ENDING

SUBJECT LINES ARE IMPORTANT

KEEP IT SHORT

DON'T MUDDLE CONTENT; WATCH YOUR TONE

AVOID TOO MANY EXCLAMATION MARKS AND NO EMOJIS

AVOID QUOTES THAT COULD BE OFFENSIVE TO OTHERS.

NEVER SEND AN EMAIL WHEN ANGRY OR FRUSTRATED

DON'T OVERCOMMUNICATE BY EMAIL.

MAKE GOOD USE OF SUBJECT LINES.

KEEP MESSAGES CLEAR AND BRIEF.

CHECK YOUR TONE.

BE POLITE.

PROOFREAD.

Resource 7.14.2

Situations

Situation:	Situation:	Situation:	Situation:	Situation:
Technical issue. You discuss technical issues and sometimes ask them for help. **Team:** Mr. Levon Nina Aram MP3	Personal cases. For example, as you have many clients from Ukraine/Russia, you discuss much of the current situation/war/. **Team:** Mari Ara Nazeni Hovhannisyan	Task details. You discuss the details concerning your main tasks; very often, you do that with team leaders and other QA specialists of the team. **Team:** Super Saqo David CEO David	Estimations. You discuss the priority details of the tasks and do estimations for each one (mostly time estimation). **Team:** Lusine Anushik David CEO	Asking for vacations/ day-offs. **Team:** Newman Grigor Lala

Resource 7.14.3

N	The types of an e-mail	
1.	The structure of an e-mail	
2.	The structure of a letter	
3.	Tips for a formal writing	
4.	What was new for you about the e-mail/letter writing	

Resource 7.14.4
https://www.mindtools.com/CommSkll/EmailCommunication.htm

References for Unit 7

Lesson 14

"The Dos and Don'ts of Email Communication." *Element Three*, 25 Apr. 2019,
    elementthree.com/blog/the-dos-donts-of-email-communication/.

UNIT 8. PRESENTATION
LESSON 15: Types and the structure of the presentation

Participant's learning outcomes:
- Identify the types of presentations
- Name the necessary criteria for the presentation
- Create groups to discuss the topic of the presentations

Activities:
    Warm-up
    Discuss the types of presentations
    Pre-reading vocabulary activity
    Create groups

Target language:
Introduction, Overview, State Points, State results and conclusion, Summarize, Close, Questions

Materials:
    The handouts (See Resource 8.15.1, 8.15.2)
    Links to watch videos (See Resource 8.15.3, 8.15.4, 8.15.5)
    Whiteboard
    Markers
    Laptop
    Speaker

Warm-up
    odd one out
- Give the participants a couple of examples to guess, then get participants to come up with their ideas.
    Here are some examples: *apple, peach, banana, tomato* – a banana doesn't have seeds *strawberry, branch, bowling ball, boat, iceberg* – bowling balls don't float *window, river, envelope, client, oregano* – the client doesn't begin and end with the same letter *comb,*

champagne, knife, plum – the word plum doesn't contain any silent letters
Note: There can be more than one correct answer. ("ESL Warm-up Activities and Time Fillers – 34 Fun Ways to Start a Class")

Writing
- Provide the handouts with parts of the presentation and ask them to match with their definition and ask them to put in the correct order that the presentation must have. (See Resource 8.15.2)

Reading
- Provide the link and ask to read in a group. (See Resource 8.15.3)
- Ask them to share the reading after finishing.

Listening & Watching
- Turn on the video about the presentation structure and ask the participants to take notes. (See Resource 8.15.4)
- Ask the participants to share the notes
- Turn on several videos with different speakers and ask them to talk about their feelings. Why do they like the speaker? Why not? (See Resource 8.15.5)

Speaking
- Provide the checklist to participants and ask them to fill it in (See Resource 8.15.1)
- Ask them to keep them because you will need them at the end of the theme.

Homework
- Group the participants and ask them to think about the theme of their presentation in groups.

Resources for Unit 8

Lesson 15

Resource 8.15.1

N	Strongly disagree	Disagree	I don't know	Agree	Strongly agree
I know the structure of the presentation.					
I know the types of presentations.					
I know what images to use for the presentation.					
I know what language to use for the presentation.					
I know how to start a presentation					

Resource 8.15.2

Introduction	relate the beginning of the presentation to the end
Overview	
State Points	ask the audience if they have any questions
State results and conclusions	
Summarize	give a general outline of your presentation
Close	introduce what you will be presenting, let the audience know there will be time for questions at the end
Questions	give your points in a logical sequence, giving explanations and exceptions. Make a clear transition between each point.

Resource 8.15.3
https://www.beautiful.ai/blog/6-different-types-of-presentations

Resource 8.15.4
https://www.youtube.com/watch?v=MnIPpUiTcRc

Resource 8.15.5
https://www.youtube.com/watch?v=vP4iY1TtS3s

https://www.youtube.com/watch?v=x7qPAY9JqE4

https://www.youtube.com/watch?v=MxZpaJK74Y4

References for Unit 8

Lesson 15

"6 Different Types of Presentations| the Beautiful Blog." *Www.beautiful.ai*, www.beautiful.ai/blog/6-different-types-of-presentations.

"ESL Warm-up Activities and Time Fillers – 34 Fun Ways to Start a Class." *Eslgames.com*, 19 Feb. 2013, eslgames.com/no-prep-warm-up-activities/.

"HOW to Give a Great Presentation - 7 Presentation Skills and Tips to Leave an Impression." *YouTube*, 16 Jan. 2017, www.youtube.com/watch?v=MnIPpUiTcRc.

Leonard. "Elon Musk's Legendary Commencement Speech." *YouTube*, 4 June 2018, www.youtube.com/watch?v=MxZpaJK74Y4.

Project IDEA. "Good Presentation vs Bad Presentation *." *YouTube*, 2020, www.youtube.com/watch?v=V8eLdbKXGzk.

RARE FACTS. "I Have a Dream Speech by Martin Luther King. Jr HD (Subtitled) (Remastered)." *YouTube*, 7 Nov. 2017, www.youtube.com/watch?v=vP4iY1TtS3s.

"Steve Jobs Introducing the iPhone at MacWorld 2007." *YouTube*, 2 Dec. 2010, www.youtube.com/watch?v=x7qPAY9JqE4.

UNIT 8. PRESENTATION
LESSON 16: Dos and don'ts of the Presentation
Participant's learning outcomes:
- Identify the types of presentations
- Distinguish between good and bad slides
- Identify the dos and don'ts of a presentation
- Start creating their presentations

Activities:
 Warm-up
 Distinguish between dos and don'ts of giving a presentation
 Distinguish between good and bad slides
 Create the structure of their presentation

Target language:
Introduction, Overview, State Points, State results and conclusion, Summarize, Close, Questions

Materials:
 Links to watch videos (See Resource 8.16.1, 8.16.2)
 Whiteboard
 Markers
 Laptop
 Speaker

Warm-up
 Turn on a song and ask the participants to go around the class.
 Turn off the song and ask them to share several tips with their friends.
 Do this several times.
Listening & Watching
- Turn on the video about the dos and don'ts of the presentation and take notes. (See Resource 8.16.1)
- Ask the participants to share the notes.
- Turn on the video about organizing the slides to make good presentations. (See Resource 8.16.2)

- Turn on a video with a good and bad example of the presentation and discuss why it is bad and what to do to make it good. (See Resource 8.16.3)

Speaking
- Provide an opportunity to speak about the videos watched.

Writing
- Group the participants and ask them to start mapping the structure of their presentations.
- Ask them to decide the type of their presentation.
- Ask them to draw the start of the presentations on the papers, present each other, and get feedback from peers.

Homework
- Ask them to work on their presentations in groups.

Resources for Unit 8

Lesson 16

Resource 8.16.1
https://www.youtube.com/watch?v=5p0rTNVNWN8

Resource 8.16.2
https://www.youtube.com/watch?v=jYuc1OIQO9A

Resource 8.16.3
https://www.youtube.com/watch?v=V8eLdbKXGzk

References for Unit 8

Lesson 16

"Good Slide vs. Bad Slide." *Www.youtube.com*, www.youtube.com/watch?v=jYuc1OIQO9A.

"Presentation Dos and Don'ts." *Www.youtube.com*, www.youtube.com/watch?v=5p0rTNVNWN8.

Project IDEA. "Good Presentation vs Bad Presentation *." *YouTube*, 2020,
www.youtube.com/watch?v=V8eLdbKXGzk.

UNIT 9. PRESENTATION
LESSON 17: The language used in presentations

Participant's learning outcomes:
- Identify the language used in different parts of the presentation
- Provide feedback to the teacher about the slides, the language used, and the structure
- Move on creating their presentations

Activities:
    Warm-up
    Listening to a model presentation of the teacher
    Come together with the groups and move on creating the presentations

Target language:
  As you can see on the screen, our topic today is...; in my presentation, I'll focus on three major issues…, If you don't mind, I'd like to leave questions until the end of my talk., My first point concerns..., I'd like to put the situation into some kind of perspective, I'd just like to finish with the words of a famous scientist/ politician/ author….

Materials:
    Handouts (See Resource 9.17.1, 9.17.2)
    Whiteboard
    Markers
    Laptop
    Projector
    Speaker
Warm-up
    Name ten
Have participants think of 10 items that fit particular criteria. For example:
Jobs where you have to wear a uniform
English football clubs
Presentations given here at your workplace

Listening & Watching

- Provide handouts with expressions for presentation and ask to do first individually and then pair check and then discuss with the whole class. (See Resource 9.17.1)
- Run a presentation for the participants as a model and ask them to pay attention to the teacher's language.
- To provide the handout with the target language and ask to write out the expressions the teacher uses to run different parts of the presentation. (See Resource 9.17.2)

Speaking
- Speak about the good sides and places for improvement.
- Refer to the language used.
- Discuss that.

Writing
- Ask the presentation groups to come together and think about the language they are going to use.

Homework
- Ask them to work on their presentations in groups.

Resource 9.17.1

Quick Communication Check

1 Subject

Complete the spaces in the five opening sentences of presentations.

1 My t_____ today is about our plans for entering new markets.

2 I'd l_____ to say something today about the AX project.

3 The presentation will give you an o_____ of our organization.

4 The t_____ of my talk is the "Single European Market and Competition Policy".

5 This morning I want to e_____ the special relationship between us and our suppliers.

2 Presentation structure

The classic presentation has three parts. Here are six sentences from the introduction to a presentation. Put them in the right order.

a) I'm going to talk about the new organization of our European Sales. ☐

b) Afterwards you can ask any questions or say what you think. ☐

c) Good afternoon, everyone. My presentation today is about changes in our organization. ☐

d) Finally I'll describe the new arrangement – the new system. ☐

e) First I'll describe the current situation – how things are now. ☐

f) Then I'll explain why we have to change this. ☐

3 Introducing your presentation

Make verb + noun phrases by matching the verbs below to the right words. See the example.

1 to talk about _____   a) questions
2 to explain _____   b) an overview
3 to say _____   c) a few words
4 to give _____   d) the problem
5 to divide _____   e) something
6 to answer _____   f) the talk into x parts

4 Your policy on questions and discussion

Make sentences from the words below.

1 like whenever interrupt you
2 if questions have ask you please any
3 questions until save any the please end
4 you have I a for handout
5 points handout my the includes main the of talk
6 few may notes take to want you a
7 be will discussion there a later

(Answer box, inverted)

1
1 talk, 2 like, 3 overview, 4 title, 5 explain

2
a) 2, b) 6, c) 1, d) 5, e) 3, f) 4

3
1e), 2d), 3c), 4b), 5f), 6a)

4
1 Interrupt whenever you like.
2 Please ask if you have any questions.
3 Please save any questions until the end.
4 I have a handout for you.
5 The handout includes the main points of my talk.
6 You may want to take a few notes.
7 There will be a discussion later.

("Communicating in Business" Student's book, Intermediate, 2nd Edition, 2008, Sweeney S., p. 63)

Resource 9.17.2

Parts of the Presentation	Suggested language	My language
Introduction	• Good morning/afternoon, everyone, and welcome to my presentation. First of all, let me thank you all for coming here today. • Let me start by saying a few words about my background. • As you can see on the screen, our topic today is... • My talk is particularly relevant to those of you who.... • This talk is designed to act as a **springboard** for discussion. • This morning/ afternoon, I'm going to take a look at the recent developments in...	
Presentation structure	• In my presentation, I'll focus on three major issues.	

	- This presentation is structured as follows.... - The subject can be looked at under the following headings..... - We can break this area down into the following fields....	
Timing	It will take about X minutes to cover these issues.	
Handouts	- Does everybody have a **handout**/copy of my report? - I'll be handing out copies of the slides at the end of my talk. - I can email the PowerPoint presentation to anyone who would like it. - Don't worry about taking notes; I've put all the relevant statistics on a **handout** for you	
Questions	- If you have any questions, I am happy to answer them - If you don't mind, I'd like to leave questions until the end of my talk /there will be time for a **Q&A** session at the end...	
Sequencing phrases	- My first point concerns... - First of all, I'd like to give you an overview of.... - Next, I'll focus on....and then we'll consider.... - Then I'll go on to highlight what I see as the main points of.... - Finally, I'd like to address the problem of.....	

	• Finally, I'd like to raise briefly the issue of....	
Highlighting information	• I'd like to put the situation into some kind of perspective • I'd like to discuss in more depth the implications of.... • I'd like to make more detailed recommendations regarding.... • I'd like you to think about the significance of this figure here • Whichever way you look at it, the underlying trend is clear	
Conclusion	• I'd just like to finish with the words of a famous scientist/ politician/ author....... • Now let's go out and create opportunities for...!	

References for Unit 9

Lesson 17

"30 Useful Phrases for Presentations in English." *Www.londonschool.com*, www.londonschool.com/blog/30-useful-phrases-presentations-english/.

Sweeney, S. (2008). *"Communicating in Business" Student's book 2nd Edition.* Cambridge: Cambridge University Press.

UNIT 9. PRESENTATION
LESSON 18: Presentation

Participant's learning outcomes:
- Run Presentations
- Provide and get feedback from peers and teacher

Activities:
Listening to presentations
Provide feedback to each other
Target language:
All language for the presentation covered

Materials:
Checklist for presentation (See Resource 9.18.1)
Whiteboard
Markers
Laptop
Projector
Speaker

Resources for Unit 9

Lesson 18

The Presentations of the Participants

Resource 9.18.1

N	Checklist	Tick	Comments
1	Time management		
2	The structure of the presentation		
3	Usage of proper visuals		
4	Time for audience questions		
5	Engagement of the audience		
6	The structure of the slides		
7	The usage of the target language		

UNIT 10. SDP
LESSON 19: Know yourself better with Stephan Covey

Participant's learning outcomes:
- Assess the current position
- Map the areas of self-development
- Map the development plan according to the Self Improvement by Stephen Covey

Activities:
Lead-in
Fill in the checklist
Draw the wheel of life
Reassess the SWOT analysis
Share the results with peers

Target language:
Free speaking

Materials:
Handouts (See Resource 10.19.1)
Link (See Resource 10.19.2)
Whiteboard
Markers
Laptop

Warm-up
Provide the checklist for a self-development plan. (See Resource 10.19.1)

Writing
- Draw the wheel of your life and ask the participants to draw the wheel of their lives. But do that step by step. (See Resource 10.19.2)
- Ask them to write down the steps they will implement to reach the goal.

Listening
- Write 7 habits of highly effective people on the board and ask the participants to brainstorm about the concepts.
- Turn on the video and ask to take notes. (See Resource 10.19.3)

Speaking
- Provide a chance to share their thoughts about the habits.
- Ask them to go back to their SWOT analysis and reassess it according to the development plan.
- Ask them to choose one of the most important ones and say why it is essential.

Homework
- Provide the link for reading and ask to read the article. (See Resource 10.19.4)

Resources for Unit 9

Lesson 17

Resource 10.19.1

N	I know…/I can…	Strongly disagree	Disagree	N/N	Agree	Strongly agree
1	I know myself very well					
2	I can create my self-development plan					
3	I can define my career objectives					
4	I know who Stephan Covey is					

Resource 10.19.2
https://www.mindtools.com/pages/article/newHTE_93.htm

Resource 10.19.3
https://www.youtube.com/watch?v=l8Jll83UaSE

Be Proactive
Begin with the End in Mind
Put First Things First
Think Win-Win
Seek First to Understand, Then to Be Understood
Synergize
Sharpen the Saw

Resource 10.19.4
https://blog.hubspot.com/sales/habits-of-highly-effective-people-summary

References for Unit 10

Lesson 19

Hussain, Anum. "7 Habits of Highly Effective People [Book Summary]." *Hubspot.com*, 2018,
    blog.hubspot.com/sales/habits-of-highly-effective-people-summary.

Practical Psychology. "7 Habits of Highly Effective People - Self Improvement by Stephen Covey."
    YouTube, 8 Dec. 2016, www.youtube.com/watch?v=l8Jll83UaSE.

"The Wheel of Life®: – Finding Balance in Your Life." *Mindtools.com*, 2019,
    www.mindtools.com/pages/article/newHTE_93.htm.

UNIT 10. SDP
LESSON 20: Set up goals with SMART

Participant's learning outcomes:
- Set up goals using the SMART tool

Activities:
    Lead-in
    Fill in the checklist
    Watch a video about the SMART
    Share the results with peers

Target language:
    Free speaking

Materials:
    Handouts (See Resource 10.20.1)
    Link (See Resource 10.20.2)
    Whiteboard
    Markers
    Laptop

Warm-up
    Write the word SMART on the board and tell the participants that it is an abbreviation.
    Group them and ask them to think about what the abbreviation stands for.
    Later discuss with the whole group.

Listening
- Turn on the video and ask to take notes. (See Resource 10.20.2)

Speaking
- Provide a chance to share their thoughts about the video.

Writing
- Ask them to use this tool and set up goals for the habits of Stephen Covey.
- Ask to share with a peer and provide/receive feedback.

Since this is the last class, you can provide more time for each person to set up goals for the future.

Homework
- Provide the link to read more about the SMART tool. (See Resource 10.20.3)

Resources for Unit 10

Lesson 20

Resource 10.20.1

Resource 10.20.2
https://www.youtube.com/watch?v=R1Aur3iUasA

Resource 10.20.3
https://professionalleadershipinstitute.com/resources/smart-goal/

References for Unit 10

Lesson 20

"A Simple 6 Step Process for Setting Smart Goals (with Examples!)." *Professional Leadership Institute*, 14 Jan. 2022, professionalleadershipinstitute.com/resources/smart-goal/.

"Smart Goals with Examples - Smart Goals Template." *Www.youtube.com*, www.youtube.com/watch?v=R1Aur3iUasA.

Appendix E

Checklists

Resource 3.6.4

Tick what you can do	Can do	Need more practice
I can begin and end a conversation in a natural way		
I can introduce myself effectively		
I can maintain a conversation and ask follow-up questions		
I can express an opinion and defend them		

Describe how you are going to improve the areas you need pore practice

_____
_____
_____
_____
_____

Resource 7.13.5

N	Checklist	Tick
1	Don't overcommunicate by email.	
2	Make good use of subject lines.	
3	Keep messages clear and brief.	
4	Be polite.	
5	Check your tone.	
6	Proofread.	

Resource 8.15.1

N	Strongly disagree	Disagree	I don't know	Agree	Strongly agree
I know the structure of the presentation.					
I know the types of presentations.					
I know what images to use for the presentation.					
I know what language to use for the presentation.					
I know how to start a presentation					

Resource 10.19.1

N	I know…/I can…	Strongly disagree	Disagree	N/N	Agree	Strongly agree
1	I know myself very well					
2	I can create my self-development plan					
3	I can define my career objectives					
4	I know who Stephan Covey is					

Resource 9.18.1

N	Checklist	Tick	Comments
1	Time management		
2	The structure of the presentation		
3	Usage of proper visuals		
4	Time for audience questions		
5	Engagement of the audience		
6	The structure of the slides		
7	The usage of the target language		

Appendix F

End-of-the-course questionnaire

https://forms.gle/GmCeqKXt67KdYinB6