

<b>Theme:</b> Intercultural Communication in the Workplace	<b>Length:</b> 3 hours	
<b>Topic:</b> Speech acts review and preparation for field trip	<b>Target Audience:</b> CLB 4 – 5	
<b>Lesson Objective(s)/Task(s):</b> Students will review and demonstrate speech acts necessary for window shopping and ordering Students will analyze the elements of good and bad customer service and consider specific examples Students will create and write numerous questions to use in a public survey about customer service The class will debate and select the best questions to employ in their survey		
<b>Learner Outcome(s):</b> By the end of the lesson, students will be able to <b>Listening</b> Join in conversations on familiar topics (5) <b>Speaking</b> Make and respond to a range of requests/offers politely and appropriately (4) Open, maintain, and close a conversation (5) <b>Writing</b> Choose language that is appropriate and relevant to the situation (5)		
<b>Resources and Materials:</b> PPT <i>Field Research Preparation</i>		
<b>Activity</b>	<b>Timing</b>	<b>Possible Roadblocks &amp; Solutions</b>
1. Welcome	5 minutes	
2. Overview of the project - Instructor explains that this week the class will be conducting field research in the Prairie Mall regarding customer service skills. To prepare for interacting with the public, the class will review speech acts, brainstorm questions they can ask in a shop or when ordering at a restaurant, and designing a short questionnaire to use to interview the public.	10 minutes	Students will panic and feel that they cannot achieve this task. It is the instructor's role to remind the students that this course is preparing them to obtain or advance in jobs in which they will interact with the public. The field research day is not about performing perfectly, it is about speaking with people despite feeling nervous and building up a skill set that will make them better at their jobs in the future.
3. Review of speech acts <b>Complimenting</b> - Instructor goes over PPT slides about complimenting and pairs write five example compliments they might give in the given situations. Instructor facilitates take up.  <b>Making requests</b> - Instructor goes over PPT slides about making requests and pairs write ten example requests they might make of someone working in retail sales. Instructor facilitates take up.	1 hour	

<p><b>Saying No</b></p> <ul style="list-style-type: none"> <li>- Instructor goes over PPT slides about saying no and pairs write five example refusals they might say to someone working in retail sales. Instructor facilitates take up.</li> <li>- Pairs create a dialogue between a retail associate and a customer in which the customer decides not to purchase a particular item.</li> </ul> <p><b>Thanking</b></p> <ul style="list-style-type: none"> <li>- Instructor goes over PPT slides about thanking and pairs write three examples they might say to someone working in customer service. Instructor facilitates take up.</li> </ul> <p>Break</p> <p>4. Customer Service, Good and Bad</p> <ul style="list-style-type: none"> <li>- Instructor facilitates a discussion about what constitutes good or bad customer service, posing the question, allowing small groups to discuss, facilitating a take up and then going over specific examples</li> </ul> <p>5. Preparation for the Survey</p> <ul style="list-style-type: none"> <li>- Students work in small groups or pairs and write 7-8 questions they could ask the public about customer service. After 30 minutes, the groups tell the instructor their questions. The instructor uses the PPT to write up the questions, passing over repeated questions. The class selects, from all of the suggested questions, <b>five</b> that they think are the best to use for the survey. The instructor will write up and print off a document for conducting the surveys next class that includes these five questions.</li> </ul> <p>Before dismissing the class, the instructor should remind the students that participation in the field trip is part of their grade for the class, and that it is not optional. Not attending will count as a missed class, and if their attendance is already spotty could result in dismissal from the program!</p> <p>Homework – none</p>	<p>15 minutes</p> <p>30 minutes</p> <p>1 hour</p>	
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Written By: Laura Mitchell