



## Lesson Plan 16

### Clear Workplace Communication A

**CLB Level(s):** 5

**CLB Skill(s):** Speaking, Listening, Reading, Writing

**Essential Skill(s):** Oral Communication, Writing

<b>Objective(s)</b>	<b>Audience</b>
<ul style="list-style-type: none"> <li>■ To ensure that in a dialogue both giver and receiver of information understand the same message</li> <li>■ To ensure that the outcome of the dialogue is clear and expected to both parties.</li> </ul>	<ul style="list-style-type: none"> <li>■ Workplace preparation class</li> </ul>
<b>Grammar/Language Focus</b>	<b>Time Required</b>
<ul style="list-style-type: none"> <li>■ Future tense: going to, will, present tense as a future tense</li> <li>■ Idioms: hedge, get to the point, looks like, same page; expressions of clarification</li> </ul>	1 hour
<b>Vocabulary</b>	<b>Materials</b>
	<ul style="list-style-type: none"> <li>■ Copies of the handout “Saturday Shift” taken from Cross-Cultural Dialogues by Craig Storti, Intercultural Press, Inc. 1994</li> </ul>
<b>Workplace Culture</b>	
<p>In the workplace, the learners will meet a variety of communication styles. They may need to understand how language can mean different things to different people. They need to know how to communicate directly and to clarify expectations.</p>	



## Learning Activities

**Introduction:** Ask the group to think about the way they communicate. For example, if someone asks them a question do they give a direct response or do they “hedge”. Do they get to the point quickly or do they talk for a long time before they get to the point?

### Activity 1

Hand out the dialogue, “Saturday Shift”. Have two members of the class role play the dialogue as Mr. Jones and Mr. Wu.

1. Ask the class to describe what is happening in the dialogue.
2. Ask the class about the expectations of Mr. Jones.
3. Ask the class about the expectations of Mr. Wu.
4. Ask the class about the end result of the dialogue. What do they think will happen?

As a group discuss the following:

- Circular v. direct communication
- Cultural language issues- Is it appropriate sometimes to say no to a supervisor in Canada? How does it differ in other countries?
- Orders, requests, possibilities
- Clarifying what is said

### Activity 2

1. Brainstorm as a class how Mr. Jones and then Mr. Wu could have been clearer. Discuss what outcome they each wanted to achieve.
2. Review what would make the dialogue clearer.
3. Ask the class to work in pairs. They must jointly decide what outcome they wish to achieve (such as getting time off or having someone to them a favor) and then write a dialogue in which both parties clearly understand the outcome.
4. Have each pair role play their dialogue to the rest of the class.
5. Have the class debrief the pairs as to whether they achieved their outcome clearly.

### Additional and/or Extended Learning Activities

Learners write and role play other dialogues where they need to be clear, e.g. asking for time off work for a religious holiday during a rush period.

### Reflective Evaluation

During the role play, do the learners clearly achieve the outcome they are trying to achieve?



## Learning Activities

### Debriefing/Wrap-up

It is important to have clear communication no matter what your occupation. Have a few learners volunteer to share a situation in the context of their former job or intended job where lack of clear communication can cause a problem. Follow-up by having the rest of the class brainstorm things to say in that situation.

### Skill Descriptors

Canadian Language Benchmarks Skill(s)	Essential Skill(s)
<p><b>Speaking</b></p> <p>Examples of Tasks and Texts (Social Interaction)</p> <ul style="list-style-type: none"> <li>■ Requests permission to leave work early or take a day off. (CLB 5)</li> </ul> <p>Performance Indicators Social Interaction (Conversation Management)</p> <ul style="list-style-type: none"> <li>■ Indicates incomprehension. (CLB 5)</li> </ul>	<p><b>Oral communication</b></p> <p>(Functions)</p> <ul style="list-style-type: none"> <li>■ Limited oral communication demands in a basic work-related setting. (ES 1)</li> </ul> <p>(Information)</p> <ul style="list-style-type: none"> <li>■ Narrow range of subject matter, familiar topic; one main issue. (ES 1)</li> </ul> <p>(Tasks)</p> <ul style="list-style-type: none"> <li>■ Listens to supervisor to receive assignments and priorities. (ES 1)</li> </ul>
<p><b>Listening</b></p> <p>What the Person Can Do (Information)</p> <ul style="list-style-type: none"> <li>■ Demonstrates comprehension of the gist, factual details and some inferred meanings in a listening text. (CLB 5)</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>■ Intended to organize, remind or inform.(ES 1)</li> </ul>
<p><b>Reading</b></p> <p>Performance Indicators (Social Interaction Texts)</p> <ul style="list-style-type: none"> <li>■ Identifies specific factual details and inferred meanings in text. (CLB 5)</li> <li>■ Identifies purpose of texts. (CLB 5)</li> </ul>	
<p><b>Writing</b></p> <p>Performance Indicators (Reproducing Information)</p> <ul style="list-style-type: none"> <li>■ Conveys clear message to recipient. (CLB 5)</li> </ul>	

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## Dialogue

### ***Saturday Shift***

MR. JONES: It looks like we're going to have to keep the production line running on Saturday.

MR. WU: I see.

MR. JONES: Can you come in on Saturday?

MR. WU: Yes. I think so.

MR. JONES: That'll be a great help.

MR. WU: Yes. Saturday's a special day, did you know?

MR. JONES: How do you mean?

MR. WU: It's my son's birthday.

MR. JONES: How nice. I hope you all enjoy it very much.

MR. WU: Thank you. I appreciate your understanding.