



Fundamentals of English

Module E: Workplace communication

Subject:

Stage 6 English

Class group:

Year 11

Syllabus statement:

This module develops students' abilities to understand and use communication effectively in the workplace. Students undertake a variety of activities designed to develop their skills, knowledge and understanding of the requirements of effective communication in the workplace.

(Board of Studies NSW, 1999, *Stage 6 English syllabus*, Sydney, p. 100)



Outcomes to be covered in this module

1. A student recognises some of the relationships between context and meaning.
2. A student recognises the ways in which changes in context require changes in form.
3. A student understands how the responder interacts with text and context to shape meaning.
4. A student develops language relevant to the field of language.
5. A student communicates ideas effectively using appropriate language forms, features and structures.
6. A student responds to and composes texts for a range of purposes and audiences, in various forms, modes and media.
7. A student interprets texts using key language patterns and structural features.
8. A student uses a range of appropriate processes and technologies to investigate, organise and clarify ideas.
9. A student uses effective work practices.
10. A student understands and uses various and appropriate strategies and styles of learning.
11. A student reflects on and assesses own processes of responding and composing.

Module outline

Topic 1: General workplace communication

- Student survey on workplace experience
- Asking questions
- Listening skills
- Non-verbal communication
- Giving instructions
- Using the telephone
- Recording information
- Other workplace texts
- Technology in the workplace

Topic 2: Job seeking

- Letters of application
- Calling employers by phone
- Preparing a resume
- Interviews

Sample program

This module develops students' abilities to undertake and use communication effectively in the workplace. Students will undertake a variety of activities designed to develop their skills, knowledge and understanding of the requirements of effective communication in the workplace. This communication may be oral, such as interviews or instructions, or written, such as memos, reports, manuals, forms.

Outcomes	Teaching and learning strategies	Resources	Assessment
<p>1. A student recognises some of the relationships between context and meaning.</p> <p>2. A student recognises the ways in which changes in context require changes in form.</p> <p>3. A student understands how the responder interacts with text and context to shape meaning.</p> <p>4. A student communicates ideas effectively using appropriate language forms, features and structures.</p> <p>5. A student responds to and composes text for a range of purposes and audiences, in various forms.</p>	<p>1. General workplace communication</p> <p><i>Gathering information:</i> Complete a student survey. This will indicate the current experience of class members in the workplace. This could be used as a discussion tool on such topics as: "What forms of communication do you use at work?" "What processes did you use to get your job?"</p> <p><i>Asking questions:</i> Read through the cartoon with students. Discuss the concept of open and closed questions. Students complete the exercises, scenarios and homework activities on the worksheet.</p> <p><i>Listening:</i> Students complete a listener's checklist to assess their listening skills. Discuss the results with students. Read through the material on listening for feelings. Students complete the activities. Other listening tasks can be used with students.</p> <p><i>Non-verbal communication:</i> Discuss the concept of non-verbal communication. Show students a video and have them analyse elements of non-verbal communication. Complete the role-play activities.</p> <p><i>Giving instructions:</i> Students analyse a set of common instructions and use the information supplied to discuss what makes a useful set of instructions and why clear instructions are necessary in the workplace. Students complete the activity that requires them to write a clear set of instructions for a common workplace machine e.g. photocopier.</p>	<p>Module E: <i>Workplace communication:</i> Topic 1 Student survey</p> <p>Student worksheet 1</p> <p>Student worksheet 2 Listening exercises – teacher's guide</p> <p>Student worksheet 3 Non-verbal communication – teacher's guide indicates video sources and suggested role-play scenarios</p> <p>Student worksheet 4</p>	<p>Formative assessment through completion of exercises and activities.</p> <p>Role-play to demonstrate effective communication with a customer who has lodged a complaint. Outcomes 1, 2, 5, 6, 9.</p>





Outcomes	Teaching and learning strategies	Resources	Assessment
<p>6. A student interprets texts using key language patterns and structural features.</p> <p>7. A student uses a range of appropriate processes and technologies to investigate, organise and clarify ideas.</p> <p>8. A student uses effective work practices</p> <p>9. A student understands and uses various and appropriate strategies and styles of learning.</p> <p>10. A student reflects on and assesses own processes of responding and composing.</p>	<p><i>Using the telephone:</i> Students read through the worksheet material and complete the accompanying exercises. Some activities require students to role-play telephone situations. There are a variety of message forms provided and telephone scenarios to analyse. A fax proforma is to be filled in as part of one exercise. You can use the one supplied or any other example you may have.</p> <p>Recording information:</p> <p><i>Memos:</i> Students are given a sample memo to deconstruct and then they complete a memo, using the scaffold provided. A scenario for the memo is provided.</p> <p><i>Faxes:</i> Information is given on the use of fax forms and fax machines. Students complete a fax form, using the scenario provided. Students are to use language and information suitable for the workplace situation. If possible, use the school fax machine to give students a lesson on how to use this piece of workplace technology.</p> <p><i>Meeting agendas and minutes:</i> Examples have been given of agendas and minutes. It is important to discuss with students why agendas are set and minutes recorded. Teachers deconstruct the samples with students before moving on to the activities included.</p> <p><i>Reports:</i> Deconstruct the sample given and complete the assignment that follows.</p> <p><i>Forms:</i> This worksheet explains the language of forms, the layout and abbreviations used. When the class has discussed the examples they can complete the activities that follow.</p>	<p>Student worksheet 5</p> <p>Student worksheet 6</p> <p>Student worksheet 7</p> <p>Student worksheet 8</p> <p>Student worksheet 9</p> <p>Student worksheet 10</p>	<p>Students compose and send a fax document and an email.</p> <p>Outcomes 1, 2, 5, 6, 8, 9.</p>



Outcomes	Teaching and learning strategies	Resources	Assessment
	<p><i>Accident report forms:</i> Read the information with students, discuss the scenario presented and then have students complete the sample accident report that follows.</p> <p><i>Credit card application form:</i> This is a standard form. Read the information and then help students to complete, using either the scenario provided or their own information.</p> <p><i>Health care card and tax file number application forms:</i> Teachers should decide whether it is appropriate for their students to fill these in as samples or to use other examples from the community.</p> <p><i>Technology in workplace communication:</i> Students analyse the use of technology in a range of workplace situations.</p> <p>2. Job seeking</p> <p><i>Job advertisements:</i> Students collect, read and analyse job advertisements in print and online.</p> <p><i>Letters of application:</i> Students analyse the language of application letters (action word) and then deconstruct the sample letters of application supplied. Students then compose letters for specific advertisements.</p> <p><i>Calling employers by phone:</i> Discuss the issues raised on the worksheet, then use the sample scripts provided to role-play telephone inquiries to employers.</p> <p><i>Preparing a resume:</i> The resume material is detailed and will require explicit explanation by the teacher. The main student activity is to prepare a word-processed resume.</p> <p><i>Job interviews:</i> Information on how to prepare for a job interview. Students prepare mock interviews as role-play to develop appropriate language, body language, etc.</p>	<p>Student worksheet 11</p> <p>Student worksheet 12</p> <p>Student worksheet 13</p> <p>Student worksheet 14</p> <p>Student worksheet 15</p> <p>Teacher's guides</p> <p>Student worksheet 16</p> <p>Student worksheet 17</p> <p>Student worksheet 18</p> <p>Student worksheet 19</p> <p>Student worksheet 20</p>	<p>Students to complete an accident report based on a specific scenario. Outcomes 1, 2, 3, 5, 6, 7, 9.</p> <p>Students compose a letter of application. Outcomes 1, 2, 5, 8, 9.</p> <p>Students prepare a resume (main assessment item).</p> <p>Students do a mock interview for a job application. Outcomes 1, 2, 3, 5, 7, 10.</p>