

Anticipated difficulties:

1. Students may be less motivated if their employer pays for the training.
2. Students could feel uneasy because they come from various departments and possibly have different structural levels.
3. As native Japanese speakers, some phrases could be difficult to pronounce.
4. The metaphoric language employed in the negotiation words could cause students to become confused.
5. The way different cultures interpret passive and active responses could vary.
6. Some phrases would sound quite similar, which could potentially be confusing.
7. Some students might not be interested in the training immediately since they believe their department does not require negotiation abilities.

Suggested solutions:

1. Use several activities to keep pupils interested.
2. To persuade the group to unwind and participate in cooperative activities, start with a fun warm-up.
3. Students repeat words, ensuring they can pronounce them properly by chorusing.
4. Point out any possible metaphorical language.
5. Speak politely and kindly, but also emphasise that offering a firm response is not always inappropriate when bargaining.
6. During the class, identify comparable sentences.
7. Help students realise that bargaining skills can be valuable for other employment-related issues, such as negotiating a higher salary.

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<u>Stage Name</u>	<u>Stage Aim</u>	<u>Time</u>	<u>Interaction Pattern</u>	<u>Teacher's Procedure</u>	<u>Students will...</u>
<u>Example:</u> Warmer	<u>Example:</u> To engage the learners in the lesson, to activate the learner's prior knowledge of the topic	<u>Example:</u> 10 mins	<u>Example:</u> T-S S-S	<u>Example:</u> Show pictures of 3 different sports – football (team), tennis (one vs one), marathon running (individual) Ask students to discuss the advantages and disadvantages of each type of sport	<u>Example:</u> Students will identify the lesson topic Learners will use their previous knowledge to make links to the topic
Warmer	Employing humour and discussion to include the students in the lesson, draw on their prior understanding of the subject, and help the students feel more at ease with one another.	10 mins	T-S S-S	Play a short video (related to a later task) about bargaining after asking the class to raise their hands if they believe having good negotiating abilities is crucial in the business. After seeing the video, instruct students to share anytime they have ever had to negotiate.	Students will recognise the lesson's subject. Students will draw connections between the material and their prior knowledge. Additionally, the warmer will make them feel more relaxed around one another.

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