

BREAKING THE ICE WITH BUSINESS ENGLISH

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Abstract. *The pedagogical intervention presented in this paper is a practical peer-to-peer teaching method which was used to welcome and initiate students at the higher education level into a second year Business English (BE) course. The intervention is meant to be implemented during the first three or four hours of language lessons with a new class of students specializing in the creation and management of small and medium-sized business. This task-based activity is aimed at intermediate level language students in a two-year program, but the underlying principles can be adapted to all levels and all types of learners. The methodology is founded on the Content and Language Integrated Learning (CLIL) and task-based approach to language teaching.*

Key words: *Business English (BE), Content and Language Integrated Learning (CLIL), English for Specific Purposes (ESP), language didactics, teaching metacognitive and professional skills, motivation*

1. INTRODUCTION

Mehisto, Marsh and Frigols (2008) maintain that content acquisition is enhanced through the use of drama (as opposed to theatre) which requires students to use their imagination and to visualize situations, processes and options. They explain that imagination and visualization build bridge from one's current state of knowledge to a new level of knowledge and understanding, while role play enhances language acquisition (p. 219). Therefore, language learning by means of Content and Language Integrated Learning (CLIL) is not only active, but also passive. Students who are given the opportunity to learn by doing (role plays, for instance) will then use language as a tool of communication and understanding. Marsh (2012) asserts that the use of CLIL in language teaching at the higher education level has the potential to encourage learners to acquire language in an immersion-style setting, since the integration of language and content provides a foundation for language teaching and learning (p. 135). The content provides a motivational and cognitive foundation for language learning because it is of interest and value to the learner. Consequently, CLIL is a means to assist in the development of analytic, reflective and hypothesizing skills. For language teachers, the real challenge is to keep students communicating and exchanging in the target language, while providing new information and methods to capture and retain their interest. One way to do this is to introduce an interactive approach to language teaching and learning (Brown, 1994) which encourages peer collaborative language work.

This paper presents a pedagogical intervention whereby two groups of Business English (BE) intermediate level (B1) students (30 students per group) in their second year of a two-year year Business Administration and Management course at a French vocational

institution were given a peer-to-peer oral task-based activity based on collaborative work. This task was designed to provide incoming students specializing in their field of study an opportunity to meet their classmates in a professional setting, while breaking the ice and heightening their level of enthusiasm for BE language learning. It should be noted that in their first year, the students were part of a general promotion of 190 students and in different groups. In this new second year setting, many of the students had never had the opportunity to meet. Therefore the task was also designed to stimulate risk-taking and ultimately boost confidence-building from the very first hours of the course. In the context of English for Specific Purposes (ESP) and more precisely, a course with a Business English (BE) focus, this study aims to analyze if and how a CLIL-based approach can be combined with the use of role play drama to teach a variety of professional skills, while assisting students in the development of language learning awareness. In addition, the students' input on their impressions of the task-based presentation was sought to analyze whether or not CLIL methodology can serve as a setting to encourage the development of metacognitive skills.

2. THEORETICAL FRAMEWORK AND CONTEXT

CLIL methodology encompasses three main goals: content, language and learning skills (Mehisto et al. 2008, p.12). In terms of language learning, the integration of all three goals can offer students a variety of useful skills, such as language proficiency, cognitive and social skills, as well as the potential for high levels of academic achievement (upon the completion of the set goals) not only in the CLIL language but also in the first language area. With regard to lesson planning, Coyle, Hood and Marsh (2010, p. 36) insist that today teachers must make the interrelationship between content objectives and language objectives very clear to students. For this reason, they have devised a conceptual representation that makes these connections in the form of a Language Triptych (see Figure 1 below).

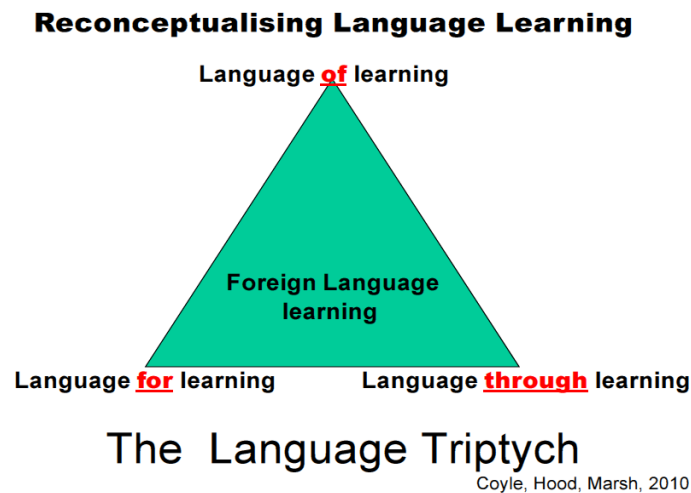


Fig. 1 The Language Triptych (Coyle et al., 2010)

The above triptych was originally constructed with the objective of taking into account the need to integrate cognitively demanding content with language learning and using. Furthermore, it is a means of “supporting learners in language using through the analysis of the CLIL vehicular language from three interrelated perspectives: language *of* learning, language *for* learning and language *through* learning” (Coyle et al., 2010, p.36). When teaching foreign languages and designing pedagogical interventions, teachers ponder the integration of all three language types.

At the tertiary level, learning activities often encompass metacognitive demands and interactional skills. By placing the final task at the centre of our methodological focus and using a CLIL methodology in the classroom, the teaching and learning experiences are further enhanced to function as a professional development catalyst (Coyle et al., 2010, p.24). In a BE setting and in order for content learning to be effective, the students must be encouraged to actively think about and articulate their own learning. According to Coyle et al. (2010, p.29), students must be cognitively engaged and encouraged to become aware of their own learning through the development of metacognitive skills such as ‘learning to learn’. This can be encouraged in an interactive classroom, where group work is commonplace and students are actively solicited to question, problem solve and critically analyze. The critical analysis and questioning can hence involve the articulation of learning strategies since CLIL students are required to cooperate with each other in order to make use of each other’s strengths and compensate for weaknesses. They must learn how to operate collaboratively and effectively as a group in order to achieve their objectives. In this type of setting, our role as language teachers is then much more supportive in nature. We facilitate language learning by observing the students and guiding them towards their objective.

With regard to BE and professional communication activities such as oral presentations, collaborative learning and sharing, can provide a rich forum for discussion and discovery. Students actively adhere to learning and become motivated or intrigued by the shared content. This is particularly true when the students themselves create their own dialogues, content or simulated work scenario. In the case of the BE course that is the focus of this study, the first few class hours are crucial in setting the class ambiance and creating a forum for integration. The objective was to design and create a task-based activity that would encourage the students to break down communication barriers in the first few hours of class time. Ideally, they would be so concentrated on the task, that they would put aside their apprehensions about being in a new classroom with unknown classmates. While mixing and mingling, the students would engage in communicative activities and converse in BE. A collaborative project in nature, the final task was based on several activities leading up to a professional scenario (role play). The students were also encouraged to evaluate the scenarios of their classmates to improve and progress. As they built on and shared their knowledge, they repackaged information, while thinking both creatively and critically. The emphasis was placed both on verbal and non-verbal communication, as well as interactive and intercultural communication. The students were required to understand, respect and follow all of the activities associated with the task. The professional scenario task (see Appendix A) was based on a marketing presentation for investors and potential clients. Some of the activities leading up to the task involved choosing a partner; creating an innovative product, structuring the presentation scenario; preparing a script; integrating props or audio-visuals; interacting with the audience, and finally providing feedback on the various activities and tasks.

In this way, the core features of CLIL methodology were respected. According to Mehisto et al. (2008, p.29), some of the core features are as follows:

Multiple focus

- Supporting language learning in content classes
- Supporting content learning in language classes
- Integrating several subjects
- Organizing learning through cross-cultural themes and projects
- Supporting reflection on the learning process

Safe and enriching learning environment

- Using routine activities and discourse
- Building student confidence to experiment with language and content
- Guiding access to authentic learning materials and environments
- Increasing student language awareness

Authenticity

- Letting the student ask for the language help they need
- Maximizing the accommodation of student interests
- Making a regular connection between learning and the students' lives
- Using current materials from the media and other sources

Active Learning

- Having students communicate more than the teacher
- Encouraging students to help set content, language and learning skills outcomes
- Obliging students to evaluate their progress in achieving learning outcomes
- Favoring peer co-operative work
- Negotiating the meaning of language and content with students
- Allowing teachers to act as facilitators

Scaffolding

- Building on student's existing knowledge, skills, attitudes, interests and experience
- Repackaging information in user-friendly ways
- Responding to different learning styles
- Fostering creative and critical thinking
- Challenging students to take another step forward and not just coast in comfort

Co-operation

- Planning courses/lessons/themes in co-operation with CLIL and non-CLIL teachers
- Involving the local community, authorities and employers

With time and planning, language teachers can design activities that integrate most or all of the above features. At the centre of these core features is the thinking (cognition) behind the teaching and learning process. Simply stated, the more powerful the thinking, the greater the learning. In the case of this study, students were given an outline of instructions; however, they were encouraged to create and improvise (not read) their dialogues while providing detailed information about their inventions.

According to Mehisto et al. (2008, p.30), thinking (cognition) is defined as the mental faculty of knowing, which includes:

- perceiving
- recognizing
- judging

- reasoning
- conceiving
- imagining

Cognition is required in lesson planning, but to heighten the intellectual challenge of each task for the students it should also be integrated into the task itself, so as to encourage the learners to develop their individual metacognitive, critical thinking and problem-solving abilities. According to Flavell (1978), metacognition refers to higher-order thinking that involves active control over the cognitive processes engaged in learning. It consists of both metacognitive knowledge and metacognitive experiences. He further explains that it plays an important role in oral communication of information, oral persuasion, oral comprehension, language acquisition, memory, problem solving, social cognition and various types of self-control and self-instruction (Flavell, 1979). In due course, the integration of the aforementioned theories in language lesson planning can bring constructive results on many different levels both for the language learner and teacher.

2. PEDAGOGICAL FOCUS

This pedagogical intervention was conducted in the academic year 2014-2015, at the University of Lorraine and more precisely, in the Business Administration and Management Department of the Institute of Technology in Metz, France.

As stated earlier, many of the students were previously part of a general first year promotion of 190 students. At the beginning of the second year program, many had never had the opportunity to meet their classmates. Keeping this point in mind, this pedagogical intervention was designed to break the ice and provide incoming students specializing in their field of study (in this case, the creation and management of small and medium-sized business) an opportunity to learn by doing. The students were given an opportunity to meet their classmates in a professional CLIL setting, while heightening their level of enthusiasm for BE language learning. The task was designed to stimulate risk-taking and ultimately boost confidence-building from the very first hours of this course.

Furthermore, it should also be noted that for many students, simply pronouncing a few words in a foreign language is a great fear to overcome. Many students who have low self-confidence in terms of language capacity are reluctant to speak openly in a foreign language setting and those who communicate most willingly are often the foreign students or those who possess a higher level of linguistic competence. In this teaching setting, it was important to find a pedagogical balance in terms of speaking and writing as well as design activities and tasks that assist in building confidence and encouraging risk-taking for all of the students regardless of their level of confidence or language proficiency.

2.1. Participants

This paper presents a pedagogical intervention whereby 60 Business English (BE) students (2 groups of 30) in their second year of a two-year Business Administration and Management course at a French vocational institution were given a peer-to-peer oral task-based activity based on collaborative work. The students were from various regions of France, but also a variety of foreign countries (near as in the case of Luxembourg or Germany and further away like China or the Ukraine). They were enrolled in a two-year

French vocational program where they were offered a full program of subjects taught in French. Some of these courses included law, economy, management and communication. The learners in this program earn a vocational diploma after two years of intensive business and management studies. Some students find employment immediately after graduation, while others pursue additional qualification programs in the fields of accounting, finance, human resources or business management. Every year, a growing number of pioneering students decide to leave France to study and work abroad in the hopes of improving their language, cultural and interpersonal skills.

2.2. Course overview

In this first semester (24 hours based on 2 hours per week for a duration of 12 weeks) of this second year BE course, the students must acquire and improve professional (verbal and nonverbal) oral and written communication skills in English. At the outset of their two-year program, the students must possess many different professional, interpersonal and business-related skills. For example, they must be at ease with the use of modern modes of communication (from business software to presentation materials, such as tablets). In terms of BE, the students had to not only review basic communication skills such as telephoning, negotiating and making small talk, but also learn to structure and give professional presentations, as well as organize and manage meetings or prepare professional documents (marketing or other) and emails, memos, meeting agendas, etc. Furthermore, the students were also required to prepare for international tests (multiple choice style questions) or certification for further studies in business schools, for example.

3. RESEARCH DISCUSSION

Method

3.1. Procedure

Since this pedagogical intervention took place in the first few hours of this second year course on business English, the first half hour of class time was dedicated to a concise presentation of the course objectives, modalities and structure. The students were also reminded to only use English or business English in the CLIL setting. The students were then given 1-2 minutes to informally present themselves and their professional goals to the class. The pedagogical intervention was then presented to the class, first by explaining the task and then giving the students a copy of the professional scenario task outline (see Appendix A).

The **main activities** leading up to the final presentation were:

- 1 Choose a partner and brainstorm concept (30 minutes)
- 2 Pitch innovative concept to teacher for approval (10 minutes)
- 3 Create a specifications list with concept details and description
- 4 Design an advertisement for the concept
- 5 Prepare the final task: a professional scenario presentation to pitch your concept
- 6 Evaluate your final task and the final tasks/concepts of your classmates

The students were given a few moments to quickly choose their partner and then encouraged to isolate themselves for the concept brainstorming session. During this

activity, the teacher simply circulated around the room and observed or listened to the students during the first 30 minutes. It was at this point that the teacher analyzed the various concepts to ensure there would be no repetition. At the end of this activity, the students discretely presented their innovative concept to the teacher. The teacher would then approve of the concept based on the three following criterion: originality, feasibility and practicality. The remaining time (approximately one hour) was dedicated to the allocation of duties regarding the remaining activities. The advertisement and specifications list were to be collected for grading by the teacher so it was strongly suggested that the students make use of various computer software programs to present documents that were of high professional quality. For the specifications list document, the students were encouraged to do research and present their own model of this document since all of the concepts were unique and different in their forms and applications. The majority of the work was done outside of class time so it was very important that the students negotiate their duties and prepare for the final task which took place one week later.

For the **final task**, that is the professional scenario presentation, the students partook in a role play drama based upon a marketing presentation. As entrepreneurs, they were obliged to pitch their idea to their classmates, who played the role of investors or potential clients. Each group was given 10 minutes to explain their concept and propose their ideas, using props and/or promotional material. As each group pitched their idea, the students filled in the evaluation document (see Appendix B) in order to critically analyze the presentations. The teacher's role during this phase was to observe and evaluate the presentations while facilitating their passage. When all the presentations had been shared, a general discussion ensued about the reasons for the most effective concepts and role plays. The evaluation documents were then collected for analysis by the teacher at a later date. Just before the end of the class, the students were also given a brief questionnaire (composed of 22 Likert scale-based questions, see Appendix C) to evaluate whether or not CLIL methodology can serve as a setting to encourage the development of metacognitive skills. This questionnaire was also collected for analysis.

3.2. Results and observations

In the context of business English (BE), this study aimed to analyze if and how a CLIL-based approach can be combined with the use of role play drama to teach a variety of professional skills, while assisting students in the development of language learning awareness. In addition, the students' input on their impressions of the task-based presentation was sought to analyze whether or not CLIL methodology can serve as a setting to encourage the development of metacognitive skills.

The overall results were quite impressive since the students presented many different concepts which were not only unique, but imaginative and genuinely worthy of investment. The level of motivation was reflected in the amount of personal investment each group allotted to their concept, advertising and eventually their oral presentation – the marketing pitch. The informal feedback solicited by the teacher during the various activities was very supportive and encouraging. The students said that they enjoyed working on projects and in small groups. They also insisted that they valued the freedom associated with conceptualizing a product that did not exist.

In terms of concrete and documented results, the questionnaires exposed many interesting and remarkable points. The analysis of the students' responses from the questionnaire (see Appendix C) led to the following results.

With regard to the first question, 'Did learning about Business English in English allow you to learn more?' – the analysis of the answers revealed that CLIL does enhance learning, since 80% of the students expressed that this pedagogical intervention provided them with an opportunity to learn a great deal of business English vocabulary since they were obliged to use and communicate in the target language at every stage. From the conception phase to the role play drama, all of the communication was done in English. Many students mentioned that the innovative concepts were creative and at times surprising judging by the ingenuity of their peers. 90% of the students expressed that they learned a substantial amount of information (vocabulary) about marketing methods. When asked about the number of times they rehearsed their scenario, the majority (85%) claimed that they rehearsed between 3-4 times.

For most students, the most challenging phase was to first choose and create a unique concept (98%) and then prepare the presentation (76%). The vast majority (92%) agreed that this language activity encouraged them to be more analytical and autonomous. When asked if this pedagogical intervention went beyond language learning, the vast majority supported the idea that they learned a lot about: verbal and non-verbal communication skills (93%); the use of audio and video for oral presentations (95%), and the use of gestures and the importance of voice projection (88%). The students strongly felt that role playing and observing professional scenarios is: authentic (78%), motivating (92%), very practical (91%) and a useful way to build self-confidence (88%). Some of the written feedback included suggestions on video-taping the role plays so that the presentations could be shared with the other group of students. This is a viable and noteworthy proposal that will be applied in the future.

In terms of the question 'During this activity, the students spoke much more than the teacher did' the results showed that the majority of students (98%) agreed strongly with this statement. The role of the teacher was to observe during the conception phase, approve of the concept and facilitate the presentations and discussions or debate resulting from the marketing pitch analysis. According to the questionnaire results, a large majority of students (92%) strongly agreed that peer collaborative work is a very effective way to learn. 95% of the students strongly supported the idea that this activity encourages creativity and critical thinking. The motivation level was very high for the students, even when 78% of them strongly agreed that a scenario is much more challenging than a traditional monolingual presentation.

With regard to metacognitive awareness, the majority of students articulated that the activity helped them to develop various skills such as: judging (92%); reasoning (78%); conceiving (98%), and imagining (94%). The students all strongly agreed (98%) that the scenario-based activity stimulated their creative thinking skills. Based on the concepts that were presented and the high quality documentation used to support the concepts, the results clearly showed that the students thoroughly gave their best efforts and applied themselves wholly to the various stages. The high level of motivation and enthusiasm was also reflected in the response to following statement: 'this activity was very motivating, practical and engaging' since 98% of the students strongly agreed with this statement. This validates the underlying theoretical foundations associated with lesson planning. The interrelationship between content objectives and language objectives need to be very clear to students in order to engage them and retain their interest.

Finally, many students provided comments that supported active listening (as audience members) as a very useful means for language learning since the students energetically and willingly asked questions when they did not understand something. Many students assumed

their role as investors or potential clients as they put aside their shyness to actively participate. The source of this may have been the teacher's declaration that extra points would be allotted to students who actively participated and assumed their role. Nevertheless, the strategy worked like a charm since the exchanges were improvised, sometimes surprising and often quite humorous. This was a very important step in integrating the students and unifying the class. An informal poll revealed that many of the students believed that simulating a professional scenario was part of a positive learning experience that obliged them to reflect, negotiate and improvise in the target language. Some of the scenarios involving the more timid students were so elaborate and amusing that the various groups of students would share anecdotes about the presentations outside of class. This generated a lot of enthusiasm for BE learning. They also expressed that they really appreciated brainstorming a concept and learning a lot of content information (for instance, describing how something works and why an object is useful or practical) in an entertaining and unexpected manner.

The questionnaire results clearly showed that the students were very supportive of this CLIL-based activity. In this BE setting, the vast majority of students also expressed that the 'learning by doing' method is the best method for language learning. In terms of the main research question, the student responses revealed that a CLIL-based approach can be combined with the use of role play drama to teach a variety of professional skills, while assisting students in the development of metacognitive skills. While the qualitative results gathered through the use of the questionnaire show statistics that suggest the success of this process, it should be noted that the lack of a control group or comparison to another process does undermine much of the validity of the results.

4. CONCLUSION AND RECOMMENDATIONS

This research study has shown that the implementation of CLIL-based activities in language teaching at the higher education is a viable and practical didactic approach. The study explored the possibility and effectiveness of using the CLIL approach in business English teaching. The research results showed that using CLIL methodology, peer collaborative tasks and a touch of drama can enhance the development of professional communication skills as well as metacognitive ability through the implementation of an active analytical communication activity. In the context of language teaching, assisting students in the development of metacognitive and analytical skills may be beneficial for them not only to improve their linguistic skills but also enhance and assist students in their professional development. In the questionnaire, some of the students proposed the notion that the final marketing pitch presentations should be filmed and recorded. While this is a viable and practical means of sharing, observing and analyzing the presentations with different groups, the language teacher should only do so with the written consent and accord of the students.

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APPENDIX A

Semester Two Assignment: “A Marketing Pitch” An Oral Presentation Task

Working in groups of two – you will present your innovative concept (product) to a group of investors and potential clients (your classmates).

Be sure to:

- Signpost and use the appropriate introductory and concluding remarks,
- Improvise - you may use your notes, but bonus points are given for ‘risk takers’ who improvise,
- Use ‘props’ (telephones, computers, etc...) or audiovisual (power point) aids,
- Consider and involve the audience - audience interaction is mandatory and the use of humor is welcome, but you are in a business setting, so remember to keep it professional,
- Answer any and all questions, and also
- Analyze the different presentations for their overall effect.

The audience will be listening attentively and they will note down the information they hear and see on their own check-list forms – these forms will be collected and evaluated.

Your presentation will last 10-15 minutes maximum.

APPENDIX B

Oral Presentation Evaluation Grid

Elements of Analysis:		Value (maximum 5 points per section)
1	<p>Professional Performance:</p> <p>Body language, eye contact, gestures, voice (projection), intonation, clarity, speed Motivation, group management Professionalism Use of signposting, guiding the audience Management of transitions</p>	
2	<p>Content:</p> <p>Overall quality of sales pitch Interest and motivation generated Use of audio/visuals (pertinence)</p>	
3	<p>Language:</p> <p>Grammatical accuracy, pronunciation Coherence, comprehension Auto-correction, if necessary</p>	
4	<p>Staging:</p> <p>Duration – time respected Audience interaction Use of audio/visuals or props (overall effect) Question/Answer session</p>	

Comments or observations:

APPENDIX C

Questionnaire

To what extent to you agree or disagree with the following statements:

1 Did learning about Business English in English allow me to learn more?

1=Strongly agree	2=Somewhat Agree	3= Indifferent	4=Somewhat disagree	5= Strongly Disagree
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2 During this activity, I learned a great deal of Business English.

1=Strongly agree	2=Somewhat Agree	3= Indifferent	4= Somewhat disagree	5= Strongly Disagree
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3 In terms of vocabulary and marketing methods, I learned

1- a substantial amount	2- many new words	3- no change	4- very few new words	5- nothing new
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4 With regard to rehearsal, (my partner and) I rehearsed the scenario:

1- four to five times	2- three to four times	3- two to three times	4-one to two times	5-not at all
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5 How would you rate these activities?

(1=Highly challenging 2= Very challenging 3= Indifferent 4= Somewhat challenging
5= Not at all challenging)

Choosing and creating a concept	1	2	3	4	5
Preparing the presentation	1	2	3	4	5

6 In terms of creativity, I noticed an elevated level of innovation.

1=Strongly agree	2= Somewhat Agree	3= Indifferent	4= Somewhat disagree	5= Strongly Disagree
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9 This language activity encouraged me to be more analytical & autonomous.

1=Strongly agree	2= Somewhat Agree	3= Indifferent	4= Somewhat disagree	5= Strongly Disagree
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10 This activity went beyond language learning

	1	2	3	4	5
I learned a lot about verbal and non-verbal communication skills					
	1	2	3	4	5
I learned about the use of audio and video for oral presentations					
	1	2	3	4	5
I learned about the use of gestures and the importance of voice projection					
	1	2	3	4	5

11 I believe that role-playing and observing professional scenarios is

Authentic	1	2	3	4	5
Motivating	1	2	3	4	5
Very practical	1	2	3	4	5
Useful for me to build my self-confidence	1	2	3	4	5

12 During this activity, the students spoke much more than the teacher did.

1=Strongly agree	2= Somewhat Agree	3= Indifferent	4= Somewhat disagree	5= Strongly Disagree
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13 Working in groups (peer cooperative work) is a very effective way to learn.

1=Strongly agree	2= Somewhat Agree	3= Indifferent	4= Somewhat disagree	5= Strongly Disagree
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14 This activity encourages creativity and critical thinking.

1=Strongly agree	2= Somewhat Agree	3= Indifferent	4= Somewhat disagree	5= Strongly Disagree
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15 A scenario is more challenging than a monolingual presentation.

1=Strongly agree	2= Somewhat Agree	3= Indifferent	4= Somewhat disagree	5= Strongly Disagree
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16 What did you learn from this activity? You can check more than one.

- Business English vocabulary and content
- Improved verbal and non-verbal communication skills
- How to improve your use of audio/visual aids

17 This activity helped me to develop my metacognitive (learning to learn) and problem-solving skills, with regard to:

Judging	1	2	3	4	5
Reasoning	1	2	3	4	5
Conceiving	1	2	3	4	5
Imagining	1	2	3	4	5

18 This scenario-based activity stimulated my creative thinking skills.

1=Strongly agree	2= Somewhat Agree	3= Indifferent	4= Somewhat disagree	5= Strongly Disagree
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19 This activity was very motivating, practical and engaging.

1=Strongly agree	2= Somewhat Agree	3= Indifferent	4= Somewhat disagree	5= Strongly Disagree
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20 The most challenging aspect was the

Various activities	1	2	3	4	5
Final task: Role-play scenario	1	2	3	4	5

21 In your opinion, is 'learning by doing' the best method for language learning?

1=Strongly agree	2= Somewhat Agree	3= Indifferent	4= Somewhat disagree	5= Strongly Disagree
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22 Your feedback: Include your opinions and suggestions here:
