

# Retail and E-Commerce English Dialogue Lab

Realistic field-specific dialogues, role-play variations, and observer checklists

**Audience: retail managers, e-commerce teams, merchandising staff, store operations leaders, fulfillment teams, customer service managers, marketplace sellers, and growth operators**

Focus: A retail and e-commerce English curriculum for merchandising, pricing, inventory, fulfillment, marketplaces, customer complaints, returns, conversion metrics, promotions, and vendor coordination.

Designed for advanced ESL learners who already use professional English and need industry-specific terminology, realistic meetings, role-play pressure, careful pushback, and polished workplace outputs.

Teaching stance: this is language and workplace-communication training, not legal, medical, financial, safety, or regulatory advice. Instructors should connect every scenario to the learner's current company policies, local rules, and approved procedures.

# Dialogue Practice Method

Read each exchange once for meaning, once for tone, and once for decision structure. Then replace the ESL learner line with a version from the learner's own workplace.

## 1. Merchandising and Assortment Planning

### Setting

A buyer wants to add many new SKUs before holiday season.

Speaker	Line
Merchant	Approve the assortment expansion.
Category manager	Shelf space, demand signal, margin, inventory risk, and vendor capacity need review.
ESL learner	I understand the goal, but we need to separate urgency from control. For this decision, I need to confirm assortment, SKU, the owner, and the evidence standard before we commit.
Merchant	What would let us move forward without slowing everything down?
ESL learner	Let's document the assumption, define the risk trigger, and create a short assortment decision memo. Then we can decide whether to proceed, escalate, or revise the plan.

### Language notes

- The learner names the field-specific control point instead of giving a vague no: assortment, SKU.
- The response preserves the business goal while adding evidence, owner, and next-step discipline.

### Role-play variation

### Observer checklist

- Did the learner name the decision and the risk?
- Did the learner use at least two industry terms accurately?
- Did the learner give a concrete next step without overpromising?

## 2. Pricing, Promotions, and Margin

### Setting

A promotion drives revenue but margin falls sharply.

Speaker	Line
Pricing analyst	Repeat the promotion because sales increased.
Marketing manager	Gross margin, cannibalization, inventory, customer acquisition, and brand impact matter.
ESL learner	I understand the goal, but we need to separate urgency from control. For this decision, I need to confirm markdown, promotion, the owner, and the evidence standard before we commit.
Pricing analyst	What would let us move forward without slowing everything down?

Speaker	Line
ESL learner	Let's document the assumption, define the risk trigger, and create a short promotion readout. Then we can decide whether to proceed, escalate, or revise the plan.

**Language notes**

- The learner names the field-specific control point instead of giving a vague no: markdown, promotion.
- The response preserves the business goal while adding evidence, owner, and next-step discipline.

**Role-play variation**

**Observer checklist**

- Did the learner name the decision and the risk?
- Did the learner use at least two industry terms accurately?
- Did the learner give a concrete next step without overpromising?

**3. Inventory, Allocation, and Replenishment**

**Setting**

A hot item is stocked out in stores but overstocked online.

Speaker	Line
Planner	Transfer everything immediately.
Store operations lead	Allocation, demand, lead time, logistics cost, and service level require planning.
ESL learner	I understand the goal, but we need to separate urgency from control. For this decision, I need to confirm allocation, replenishment, the owner, and the evidence standard before we commit.
Planner	What would let us move forward without slowing everything down?
ESL learner	Let's document the assumption, define the risk trigger, and create a short replenishment action plan. Then we can decide whether to proceed, escalate, or revise the plan.

**Language notes**

- The learner names the field-specific control point instead of giving a vague no: allocation, replenishment.
- The response preserves the business goal while adding evidence, owner, and next-step discipline.

**Role-play variation**

**Observer checklist**

- Did the learner name the decision and the risk?
- Did the learner use at least two industry terms accurately?
- Did the learner give a concrete next step without overpromising?

## 4. Fulfillment, Shipping, and Returns

### Setting

A warehouse backlog delays guaranteed delivery dates.

Speaker	Line
E-commerce operations lead	Send a general apology.
Customer service manager	Order status, carrier capacity, customer promise, refund policy, and service recovery matter.
ESL learner	I understand the goal, but we need to separate urgency from control. For this decision, I need to confirm fulfillment, SLA, the owner, and the evidence standard before we commit.
E-commerce operations lead	What would let us move forward without slowing everything down?
ESL learner	Let's document the assumption, define the risk trigger, and create a short fulfillment delay script. Then we can decide whether to proceed, escalate, or revise the plan.

### Language notes

- The learner names the field-specific control point instead of giving a vague no: fulfillment, SLA.
- The response preserves the business goal while adding evidence, owner, and next-step discipline.

### Role-play variation

### Observer checklist

- Did the learner name the decision and the risk?
- Did the learner use at least two industry terms accurately?
- Did the learner give a concrete next step without overpromising?

## 5. Conversion, UX, and Digital Analytics

### Setting

Checkout conversion drops after a redesign.

Speaker	Line
E-commerce analyst	Assume customers dislike the new look.
UX lead	Instrumentation, device mix, payment errors, and funnel step drop-off need analysis.
ESL learner	I understand the goal, but we need to separate urgency from control. For this decision, I need to confirm conversion rate, funnel, the owner, and the evidence standard before we commit.
E-commerce analyst	What would let us move forward without slowing everything down?
ESL learner	Let's document the assumption, define the risk trigger, and create a short conversion diagnosis. Then we can decide whether to proceed, escalate, or revise the plan.

### Language notes

- The learner names the field-specific control point instead of giving a vague no: conversion rate, funnel.
- The response preserves the business goal while adding evidence, owner, and next-step discipline.

**Role-play variation**

**Observer checklist**

- Did the learner name the decision and the risk?
- Did the learner use at least two industry terms accurately?
- Did the learner give a concrete next step without overpromising?

**6. Marketplace and Vendor Management**

**Setting**

A vendor ships late and product ratings fall.

Speaker	Line
Marketplace manager	Threaten to delist them immediately.
Vendor	Scorecards, SLA, customer impact, inventory, and remediation plan need review.
ESL learner	I understand the goal, but we need to separate urgency from control. For this decision, I need to confirm marketplace, vendor scorecard, the owner, and the evidence standard before we commit.
Marketplace manager	What would let us move forward without slowing everything down?
ESL learner	Let's document the assumption, define the risk trigger, and create a short vendor scorecard update. Then we can decide whether to proceed, escalate, or revise the plan.

**Language notes**

- The learner names the field-specific control point instead of giving a vague no: marketplace, vendor scorecard.
- The response preserves the business goal while adding evidence, owner, and next-step discipline.

**Role-play variation**

**Observer checklist**

- Did the learner name the decision and the risk?
- Did the learner use at least two industry terms accurately?
- Did the learner give a concrete next step without overpromising?

**7. Customer Service and Escalations**

**Setting**

A customer demands a refund outside the return window.

Speaker	Line
Customer service lead	Make an exception for anyone who complains loudly.
Customer	Policy, goodwill, fraud risk, and customer lifetime value need balanced judgment.
ESL learner	I understand the goal, but we need to separate urgency from control. For this decision, I need to confirm return policy, goodwill credit, the owner, and the evidence standard before we commit.
Customer service lead	What would let us move forward without slowing everything down?
ESL learner	Let's document the assumption, define the risk trigger, and create a short escalation response. Then we can decide whether to proceed, escalate, or revise the plan.

**Language notes**

- The learner names the field-specific control point instead of giving a vague no: return policy, goodwill credit.
- The response preserves the business goal while adding evidence, owner, and next-step discipline.

**Role-play variation**

**Observer checklist**

- Did the learner name the decision and the risk?
- Did the learner use at least two industry terms accurately?
- Did the learner give a concrete next step without overpromising?

**8. Store Operations and Omnichannel Execution**

**Setting**

Buy-online-pickup-in-store orders are not ready on time.

Speaker	Line
Store manager	Tell stores to prioritize online orders over walk-ins.
Omnichannel lead	Labor, inventory accuracy, queue management, and customer expectations all matter.
ESL learner	I understand the goal, but we need to separate urgency from control. For this decision, I need to confirm BOPIS, inventory accuracy, the owner, and the evidence standard before we commit.
Store manager	What would let us move forward without slowing everything down?
ESL learner	Let's document the assumption, define the risk trigger, and create a short omnichannel operations brief. Then we can decide whether to proceed, escalate, or revise the plan.

**Language notes**

- The learner names the field-specific control point instead of giving a vague no: BOPIS, inventory accuracy.
- The response preserves the business goal while adding evidence, owner, and next-step discipline.

**Role-play variation**

### **Observer checklist**

- Did the learner name the decision and the risk?
- Did the learner use at least two industry terms accurately?
- Did the learner give a concrete next step without overpromising?