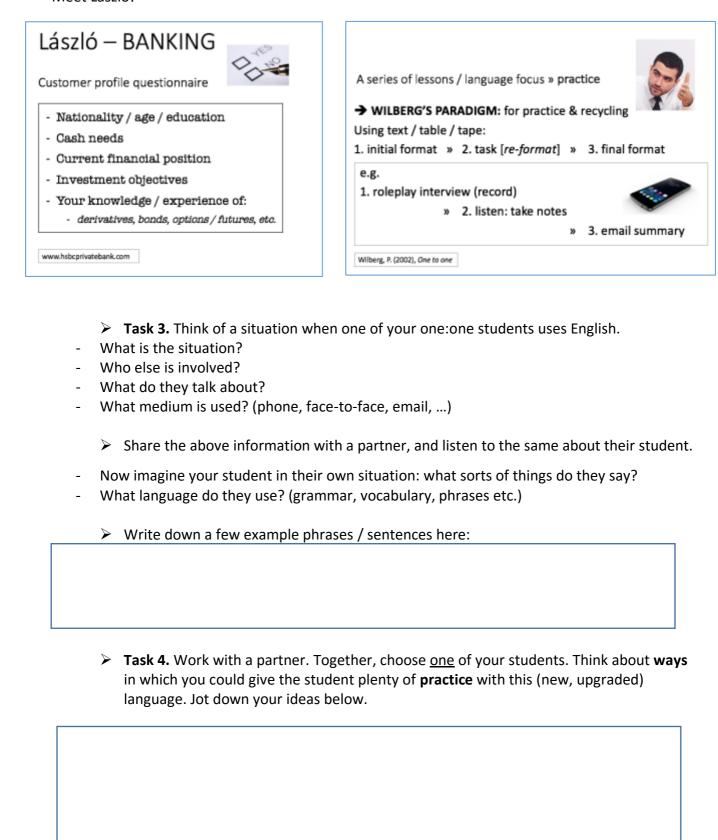
Teaching Business English 1:1 Knowing you can do it!



Rachel Appleby Globus, November 2017

- > Task 1. Think of <u>one</u> of your one:one students.
 - Write their name, level and profession in the box below.
 - What have you learnt from them?
 - How do they challenge you?
 - Tell your partner about him / her, and ask them for one tip!

Your student (+ level; + profession):	
What have you learnt from them?	
What makes teaching this student a challenge?	
A tip from a colleague:	
	ession, see if there are any aspects we mention that are or student. Are there any ideas you could 'steal'?
An idea from a colleague:	An idea from this session (to steal!):
TEACHER / STUDENT PERCEPTIONS:	
What do YOU / YOUR colleagues feel ab teaching Business one:o	
What do you think your students feel?	
	We need to address these issues:
	Student needs
	Motivation / confidence
	Teacher 'street credibility'





Remember the stolen briefcase? I used this situation with Katalin to focus on language.

- ➤ Task 5. Think of one your students: what situation related to their work have <a href="mailto:you been involved in?
- ➤ How could you use this effectively in class?

+ + + + +

Miklós – OIL

Situation: Chairing a meeting

Function: Moving through the agenda

Exponents (e.g.)

Now, could we move on to the next point?

OK, shall we move on?

I'd appreciate it if we could move on now.

Over to you!

- ➤ Task 6. What could YOU do in a one:one context with the phrases above? (If you prefer, choose a different situation with appropriate language for your student!)

 Remember, first, to think about which aspect of 'new language' you're focusing on:
- **Presenting** / introducing the phrases to your student (e.g. matching phrases to functions)
- Focusing on the language of the phrases (e.g. Grammar e.g. tenses/modals; prepositions.
 Vocabulary e.g. in/formal; phrasal verbs. Pronunciation e.g. word-/sentence stress; sounds; intonation), <u>or</u> ...
- Giving the student practice / revise and use the phrases (e.g. roleplay)

Focus: (i.e. present / focus on language / practise)
Ideas:
•
•
•

Business English one:one

One:one methodology



Find out the student's communicative needs Create space for student input through real communication Analyse student's linguistic needs

Adapted from Wilberg, P. (2002), One to one

- Do your own research as a back-up
- · Discuss, and keep short-/long-term goals in mind
- · Ask the right questions / follow-up questions
- Treat one:one as a mutual learning experience » win:win!



References

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