

# Teaching Business English 1:1

## Knowing you can do it!

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➤ **Task 1. Think of one 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!

<b>Your student</b> (+ level; + profession):	
<b>What have you learnt from them?</b>	
<b>What makes teaching this student a challenge?</b>	
<b>A tip from a colleague:</b>	

➤ **Task 2.** As we go through the session, see if there are any aspects we mention that are similar to, or could apply to your student. Are there any ideas you could 'steal'?

<b>An idea from a colleague:</b>	<b>An idea from this session (to steal!):</b>



**TEACHER / STUDENT PERCEPTIONS:**

What do YOU / YOUR colleagues feel about teaching Business one:one?


What do you think your students feel?

**We need to address these issues:**

- Student needs
- Motivation / confidence
- Teacher 'street credibility'


Meet László!

## László – BANKING

Customer profile questionnaire 

- Nationality / age / education
- Cash needs
- Current financial position
- Investment objectives
- Your knowledge / experience of:
  - derivatives, bonds, options / futures, etc.

[www.hsbcprivatebank.com](http://www.hsbcprivatebank.com)


A series of lessons / language focus » practice 

➔ **WILBERG'S PARADIGM:** for practice & recycling

Using text / table / tape:

1. initial format » 2. task [*re-format*] » 3. final format

e.g.

- 1. roleplay interview (record)
- » 2. listen: take notes
- » 3. email summary 

Wilberg, P. (2002), One to one

- **Task 3.** Think of a situation when one of your one:one students uses English.
  - What is the situation?
  - Who else is involved?
  - What do they talk about?
  - What medium is used? (phone, face-to-face, email, ...)
- Share the above information with a partner, and listen to the same about their student.
  - Now imagine your student in their own situation: what sorts of things do they say?
  - What language do they use? (grammar, vocabulary, phrases etc.)
- Write down a few example phrases / sentences here:

- **Task 4.** Work with a partner. Together, choose one of your students. Think about **ways** in which you could give the student plenty of **practice** with this (new, upgraded) language. Jot down your ideas below.

## Katalin - INSURANCE



A series of lessons: vocabulary, in-/formal

5. If loss [...] **occasioned by** Burglary and/or Housebreaking, state how entry to **premises was obtained**?

*Was there a burglary or break-in? If so, how did they get in?*

### GRAMMAR

questions; passive / active verbs; articles  
noun phrases (formal) » verb phrases (informal)



**VOCABULARY: formal » informal,**  
e.g. *premises* » *building*; *obtain entry* » *get / break in*

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 you been involved in?
- How could you use this effectively in class?

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## 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), or ...
  - Giving the student **practice** / **revise** and use the phrases (e.g. roleplay)

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

**Ideas:**

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# 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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[www.onestopenglish.com/esp](http://www.onestopenglish.com/esp)

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