





OXFORD  
UNIVERSITY PRESS

# Teaching Business English 1:1

Knowing you can do it!

Rachel Appleby

GLOBUS, Budapest, November 2017

# Business English 1:1

Overview: What is BE? ESP? What is 1:1?

---

- Business English / ESP & One:one methodology
- T / St perceptions → Key issues
- 3 example students → Outcomes
- Bridging the gap / two-way traffic



# BE / ESP 1:1

ESP?

---

- “
1. is defined to meet specific needs of the learners
  2. makes use of underlying methodology and activities of the discipline it serves
  3. is centered on the language appropriate to these activities

Dudley-Evans (1998)



# BE / ESP 1:1

One:one methodology?



OXFORD  
UNIVERSITY PRESS

- Finding out the student's communicative needs
- Creating space for student input through real communication practice ('Formatting')
- Analyzing the student's linguistic needs ('Auditing')

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

Not only, but also:

- Asking the right questions / follow-up questions
- Treating it as a mutual learning experience

# Kim's game

What do YOU take with you to a 1:1 class?

- Pen/pencil
- Red pen
- Highlighter
- Paper
- Diary
- Selection of vocab or grammar exercises
- A 'here & now' article
- A current, topical magazine
- Audio recorder
- Post-its
- Blank cards
- Pen drive



# Teacher / Student perceptions

Who said which? Teacher, or Student?

1. I'm looking for overall improvement. But what's the point of discussing work?

2. I'm embarrassed. I'm an expert, but feel like a 6-year old when I speak.

3. I know nothing about this topic. How can I help?

4. I'm the language expert, but is that enough?

5. Written texts are fine, but I can't talk about them.

# Teacher / Student perceptions

What are the issues we need to address?

Overall improvement

I'm embarrassed.

I know nothing about this topic.

I'm the language expert.

Difficulty speaking about work texts.

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

## 3 example students

ESP issue / series of lessons / outcomes

---



László, Director,  
Private Banking



Katalin,  
Insurance



Miklós  
Managing Director;  
Oil



# László – BANKING

## Profile

I'm embarrassed. I'm an expert, but I feel like a 6-year old when I speak.

OXFORD  
UNIVERSITY PRESS

## LÁSZLÓ

Director, private banking

B1 – B2

Activating passive knowledge

Interactive learner; Reading / Writing  
(sport; travel)



# László – BANKING

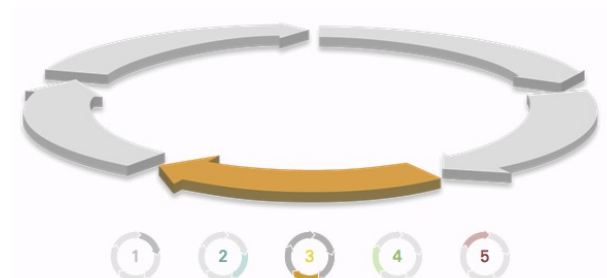
ESP issue – one area of work



OXFORD  
UNIVERSITY PRESS

Customer profiling: 5 stages

- **Investment profile** \*
- Asset allocation
- Investment selection
- Portfolio monitoring
- Reporting and reviews



\* *analyse **financial** situation*  
*agree **investment** needs/objectives*  
*» determine your **investment profile***

# László – BANKING

## Customer profile questionnaire



OXFORD  
UNIVERSITY PRESS

- 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)

# László – BANKING

## Customer profiling (sub-stages)

- asking questions
- getting data
- checking information
- giving explanations
- etc.



*You must to put  
your sign here.*

*It's égal.*



- question forms
- fossilised errors (V, Gr, Pron)
- L1/2 (?) interference
- **small talk; fillers**

# László - BANKING

A series of lessons / language focus » **practice**

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

Using recording / table / text:

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

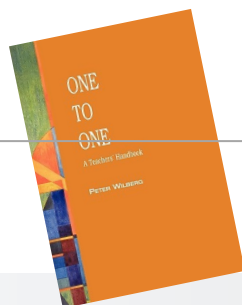


e.g.

1. roleplay interview (record)

» 2. listen: take notes

» 3. email summary



Wilberg, P. (2002), *One to one*, p.33



# László – BANKING TASK 3+4

> Think of a typical situation for your student

---

➔ How could you use WILBERG'S PARADIGM?



Using recording / table / text:

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

# László – BANKING

## Small talk – how to start & end a conversation

**5** Complete the sentences with the words used for ending a phone conversation.

- 1 Fine. I'll send you an email \_\_\_\_\_, then.
- 2 Thanks for \_\_\_\_\_.
- 3 Don't forget to call me if you've \_\_\_\_\_ about my email.
- 4 Right. We'll speak \_\_\_\_\_ then.

.. *with the details* ..

.. *everything*.

.. *got any questions* ..

.. *later* ..

OUP Business one:one pre-intermediate

**U21: 'How to start and end a conversation'**

# László – BANKING

## Take-away



OXFORD  
UNIVERSITY PRESS

- ✓ question forms
- ✓ own work knowledge in use
- ✓ errors ironed out
- ✓ more flexibility with language
- ✓ fillers → fluency

# László – BANKING

## Outcomes



OXFORD  
UNIVERSITY PRESS

- Student's needs (customer relationships) ✓
- Motivation; increased confidence ✓
- Teacher's street credibility ✓



*Teacher uses opportunity to learn about the student's specialisation through roleplay, etc.*

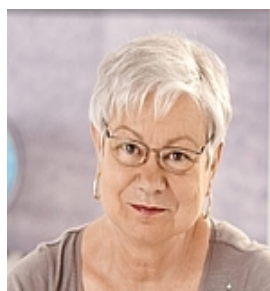
# 3 example students

ESP issue / series of lessons / outcomes

---



László, Director,  
Private Banking



Katalin,  
Insurance



Miklós  
Managing Director; Oil



# Katalin - INSURANCE

## Profile

---

### KATALIN

Insurance, HR

B2 – C1

Listening & Speaking; insurance  
vocabulary

Traditional learner

Written texts are  
fine, but I can't talk  
about them.



OXFORD  
UNIVERSITY PRESS

# Katalin - INSURANCE

ESP issue

OXFORD  
UNIVERSITY PRESS



# Katalin – INSURANCE

## Making a claim

### OVERSEAS PERSONAL INSURANCE

*XY Brokers Ltd, Clarendon House, Queens Road Tel No: 44 (0) 123 123 1234  
email: overseaspersonalinsurance@XY\_Ins.com*

#### CLAIM FORM

Name of Assured  
in full: ..... Tel No: .....

Policy No: ..... Fax No. ....

Risk Address: .....

#### PARTICULARS OF CLAIM

1. State whether the property was stolen, lost or damaged.	
2. When and where was the property last seen by you?	
3. Date of loss	
4. Describe fully what happened, circumstances under which discovered and by whom.	
5. If loss occasioned by Burglary and/or Housebreaking, All Risks state how entry to premises was obtained?	
6. Are any of the contents lost/stolen/damaged specified on your policy? If so please give policy information.	
7. Are you the sole owner?	



# Katalin - INSURANCE

## Making a claim

4. Describe fully what happened, circumstances under which discovered and by whom.



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

6. Are any of the contents lost/stolen/damaged specified on your policy? If so please give policy information.

# Katalin - INSURANCE

Making a claim: How would you 'say' this?

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?*

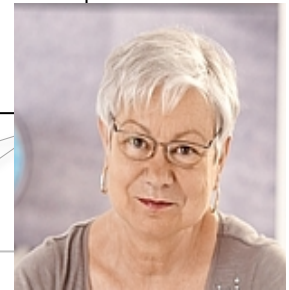


# Katalin - INSURANCE

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*

# Katalin – INSURANCE TASK 5

> How can YOU relate to your student's work?

---



# Katalin - INSURANCE

## Take-away

---



OXFORD  
UNIVERSITY PRESS

The ability to talk about  
insurance matters in  
everyday, natural English



# Katalin - INSURANCE

## Outcomes



OXFORD  
UNIVERSITY PRESS

- Student's needs (work-vocab; informal speaking) ✓
- Motivation; increased confidence ✓
- Teacher's street credibility ✓



*T's own experiences & student's work context: equality*  
*Emergent language » natural communication*

# 3 example students

ESP issue / series of lessons / outcomes

---



László, Director,  
Private Banking



Katalin,  
Insurance



Miklós  
Oil; Managing Director

# Miklós - OIL

## Profile

OXFORD  
UNIVERSITY PRESS

I'm looking for overall improvement.  
But what's the point of discussing work?

## MIKLÓS

Oil; Managing Director

C1

(not work!)

Reading aloud; discussions; meetings; idioms  
(fishing & sailing, Scotland, *The Economist*)



### Chairing a Meeting

Role, and responsibilities:

- Moving through the agenda
- Involving participants
- 
- 
- 
- 



## Chairing a meeting – functions

### Functions (*to order*)

- a. delaying discussion of an item
- b. inviting contributions, involving people – 2
- c. asking someone not to speak for too long
- d. dealing with digression
- e. summarizing agreement
- f. getting attention at the start – 1
- g. moving through the agenda – 3
- h. bringing the meeting to an end



Adapted: OUP *Business one:one Adv.*  
**U18: 'How to lead a meeting'**



## Chairing a meeting – exponents

### Functions

1. getting attention at the start
2. inviting contributions, involving people
3. moving through the agenda



**Exponents** – for which of the above functions?

- *Now, could we move on to the next point?*
- *OK, shall we move on?*
- *I'd appreciate it if we could move on now.*

## Chairing a meeting – exponents

### Functions

1. getting attention at the start
2. inviting contributions, involving people
3. moving through the agenda



**Exponents** – for which of the above functions?

- *Now, could we move on to the next point?*
- *OK, shall we move on?*
- *I'd appreciate it if we could move on now.*

## Chairing a meeting – exponents: pronunciation

### Functions

- moving through the agenda

In-/formal

**Pronunciation** (sentence stress; intonation)

- Now, could we move on to the next point?
- OK, shall we move on?
- I'd appreciate it if we could move on now.



Adapted: OUP *Business one:one Adv.*  
**U18: 'How to lead a meeting'**

# Miklós - OIL

## Chairing a meeting – focused vocabulary work

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

### Hint

Notice the way the verb **to appreciate** is used.

**I would appreciate** it if you could let me know this afternoon.

(= I would be grateful if)

**I appreciate** that it must be very difficult for you.

(= I understand your position)

**I would appreciate** your advice on this matter.

(= please help me)

**I appreciate that.** (= thank you)



OUP *Business one:one Adv.*  
**U18: 'How to lead a meeting'**

# Miklós - OIL

A series of lessons

- Student's own meetings (who, what, etc.) **X**
- Informal / formal meetings
- Other meetings (e.g. authentic; online video)
- Cultural issues
- T. shadowing student's meetings **X**
- Being comfortable with phrases
- Language issues (vocab, grammar, pron)



# Miklós - OIL

Take-away ??



OXFORD  
UNIVERSITY PRESS

## Lesson record

3 new words  
from this lesson

1 .....

2 .....

3 .....

3 useful phrases  
from this lesson

1 .....

2 .....

3 .....

Things to remember

.....

.....

.....

.....

.....



OUP *Business one:one Advanced*  
U18: 'How to lead a meeting'

# Miklós - OIL

## Take-away



OXFORD  
UNIVERSITY PRESS

- ✓ A range of expressions
- ✓ Own work-knowledge in use
- ✓ Confidence to chair meetings



# Miklós - OIL

## Outcomes



OXFORD  
UNIVERSITY PRESS

- Student's needs (situation, phrases) ✓
- Motivation; increased confidence (empowered) ✓
- Teacher's street credibility ✓



*T. “not allowed” in – e.g. shadowing; discussing work  
» Uses context to focus in on relevant work area*



# 3 example students

ESP issue /series of lessons / outcomes

---



László, Director,  
Private Banking



Katalin,  
Insurance



Miklós  
Oil; Managing Director



# Teacher / Student perceptions

Can they be addressed?

Overall improvement

I'm embarrassed.

Difficulty speaking about work texts.

➤ Student needs



➤ Motivation / confidence

I'm the language expert.

I know nothing about this topic.

➤ Teacher 'street credibility' (& confidence!)



# Business English one:one

OXFORD  
UNIVERSITY PRESS

## 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!

# Business English one:one

OXFORD  
UNIVERSITY PRESS

> DID YOU FIND ANYTHING TO STEAL?

---



# Business English one:one

OXFORD  
UNIVERSITY PRESS

## References / resources

**OUP Business one:one** series: *Pre-Intermediate, Intermediate+, Advanced* (2006, 07, 08) Appleby, R., Bradshaw, J., Brennan, B., Hudson, J., Leeke, N., Scrivener, J.

**Hutchinson, T., & Waters, A.** (1987). *English for Specific Purposes: A learning-centered approach*, CUP

**Rei, C.** (2012). <http://businessenglishideas.blogspot.hu/2012/11/the-communicative-event-session-recap.html>

**Robinson, N.** 'Teaching tips for ESP' podcast (6'40")  
[http://peo.cambridge.org/index.php?option=com\\_content&view=article&id=99:teaching-tips-for-esp&catid=9:podcasts-and-vodcasts-&Itemid=7](http://peo.cambridge.org/index.php?option=com_content&view=article&id=99:teaching-tips-for-esp&catid=9:podcasts-and-vodcasts-&Itemid=7)

**Wilberg, P.** (2002), *One to one*, Thomson  
[www.onestopenglish.com/esp](http://www.onestopenglish.com/esp)





OXFORD  
UNIVERSITY PRESS

# Teaching Business English 1:1

Knowing you can do it!

**Rachel Appleby**

rachelappleby @ mail.datanet.hu

@rapple18 

<http://rachelappleby.edublogs.org>

**THANK YOU!**

GLOBUS, Budapest, November 2017

