



How to ... teach one to one

IATEFL Careers Fair

Rachel Appleby (Budapest) • IATEFL Harrogate online June 2021



About one:one classes

- What's different about one:one teaching?
- What's it like that you would not expect?



About one:one classes

Different:

- Focused: what one student wants
- Moves at one student's pace
- Intensive & tiring
- Two-dimensional
- Naturally authentic: 1-on-1 communication

Not expected?

- Take your time > more relaxing
- Make opportunities to 'break out'
- Provide space & time
- Benefit & learn from each other!
- Authentic



“ Class teaching is essentially artificial; we do not spend much of our lives addressing and controlling groups.

One-to-one is essentially **natural**, the basic unit of our daily communication. Its essence is lack of artifice.

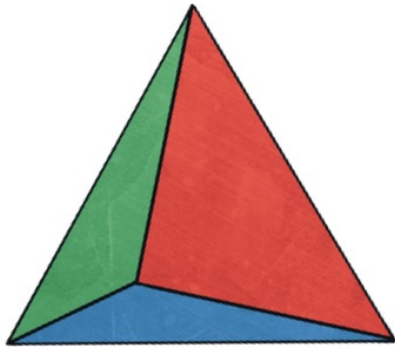
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How to teach one:one – OUTLINE

- Dynamics

- Student needs

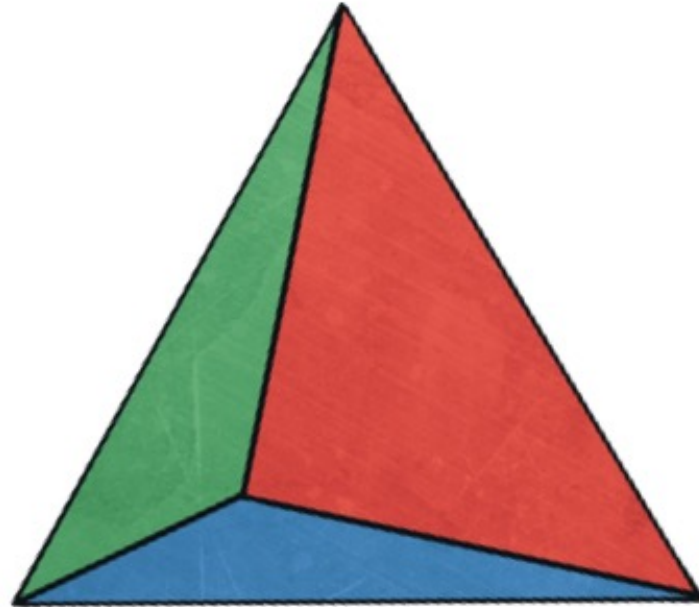
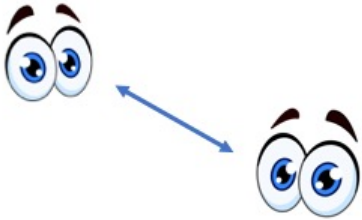


- Effective language practice

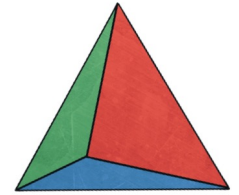


DYNAMICS

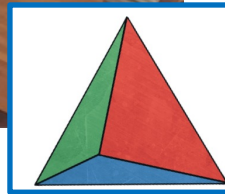
- Providing space
- 'Waltzing'
- Materials



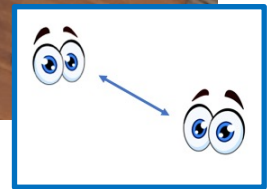
DYNAMICS: providing space



Next to each other?

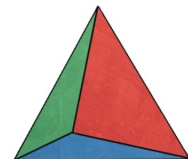


Opposite?

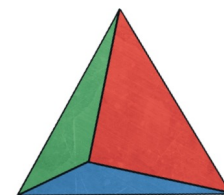




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DYNAMICS: “waltzing” (x2), e.g.



photograph / photographer / photographic
economics / economist / economic

word stress

- *How are you?*
- *Fine thanks – and you?*
- *Not bad, thanks!*

functional
language

T: *Can you tell me where the bus-stop is?*

S: *Over there on the right.*

T: *Oh, thank you!*

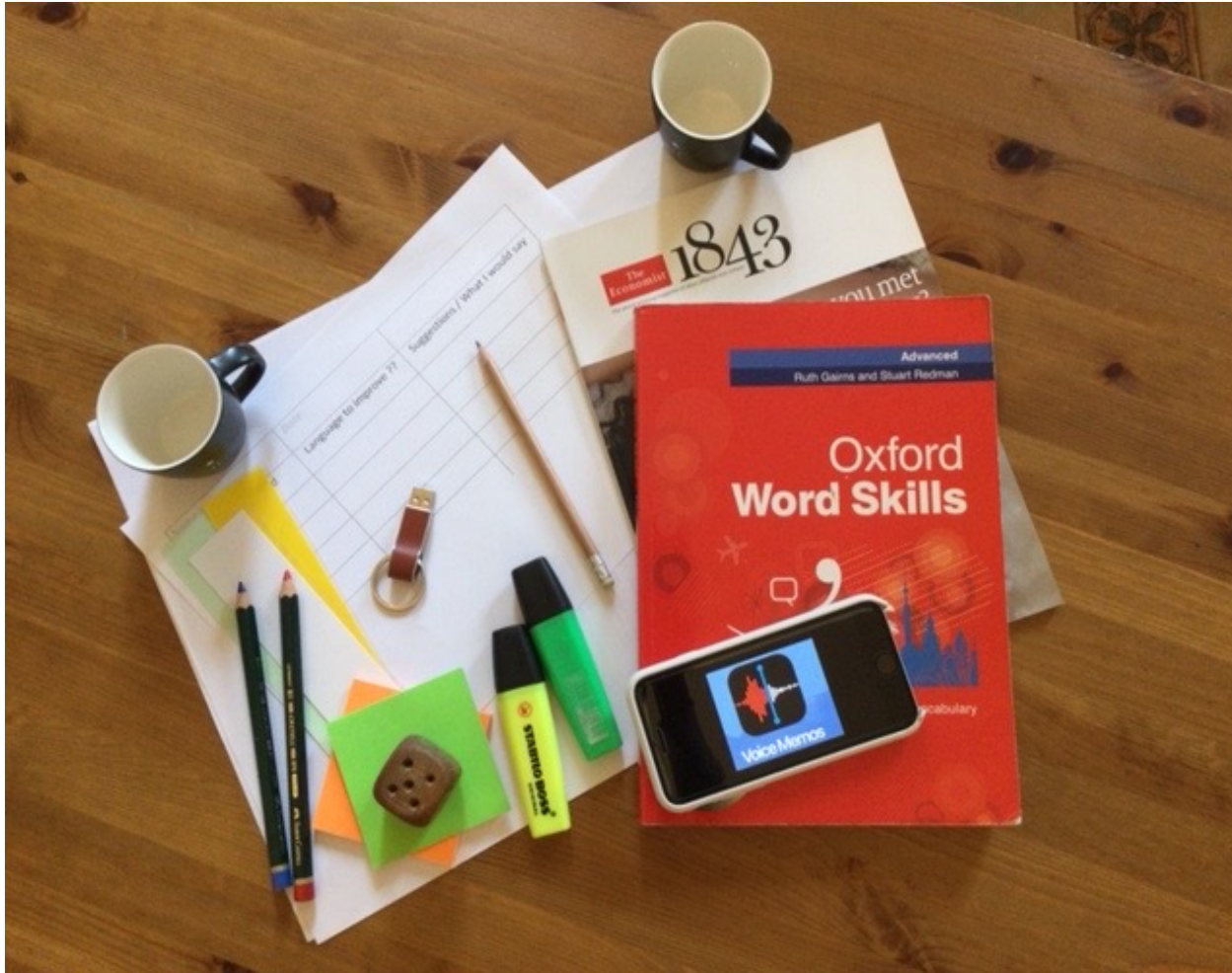
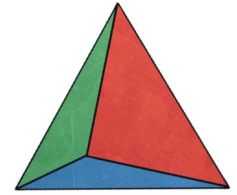
S: *Can you tell me where the bus-stop is?*

T: *Over there on the right.*

S: *Oh, thank you!*



DYNAMICS: materials



- What can you see?

- How can you use these in a 1:1 class?

(Questions later!)



STUDENT NEEDS

- Needs Analyses: a variety of ways
- Personalisation
- Student-led classes



STUDENT NEEDS



“Approach one-to-one on a
one-to-one basis
with each new student

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STUDENT NEEDS: Needs analyses



Formats, e.g.

- Job description / Tick-box, e.g. tasks at work
- Pie-chart, e.g. prioritising skills
- 'Framework'

(Feedback)



STUDENT NEEDS: Needs analyses



Box 3.5: Your job questionnaire

Student's name Date

What is your job?

What is your job title?

Where do you work?

How long have you worked there?

What are your job responsibilities?

How much time do you spend using English every day?

What tasks do you do in English?

I need English to talk to

Which of the following do you need to do in English in your job? Rank from most (=1) to least important.

- ☐ Give instructions
- ☐ Give presentations
- ☐ Make appointments
- ☐ Negotiate agreements
- ☐ Sell products
- ☐ Socialize



STUDENT NEEDS: Needs analyses

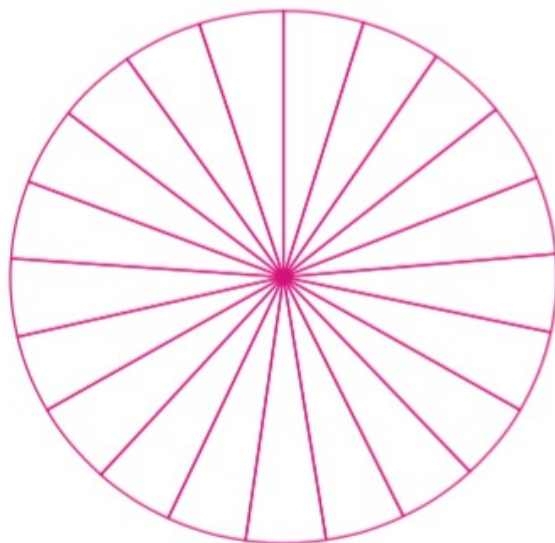


Box 3.8: Job skills and tasks questionnaire

Student's name Date

a) How important are each of these English skills in your job?

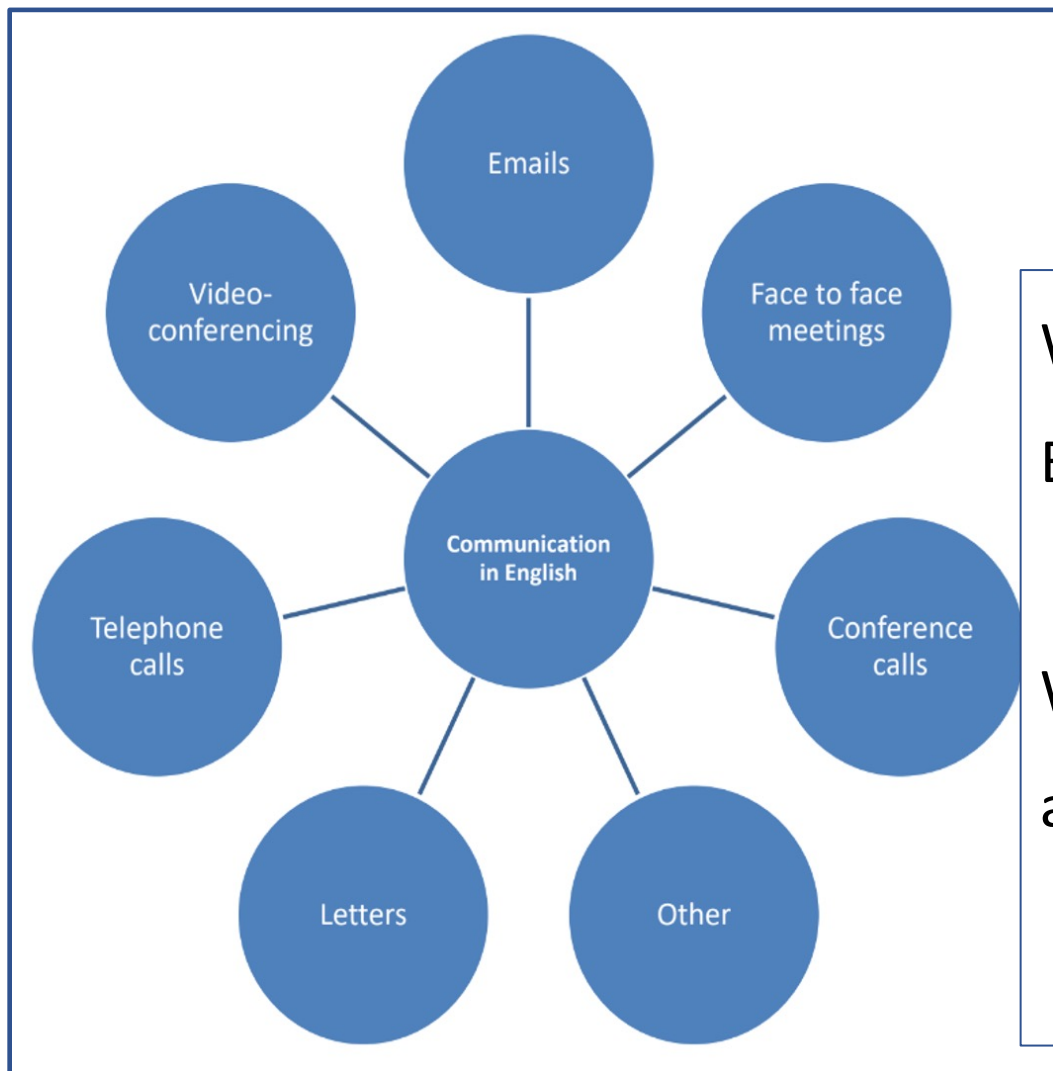
reading / writing / speaking / listening



Wisniewska
Learning One-to-one



STUDENT NEEDS: Needs analyses



Who do I communicate in English with?

What do we communicate about?

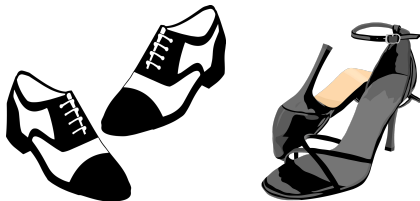
Frendo, p5
Framework materials



STUDENT NEEDS: personalisation



- Imagine meeting a friend for a coffee ...
- Be **flexible**, willing to chuck your plan
- Be ready to focus on their **immediate needs**, e.g.
 - checking an email
 - help with preparing for a phone call
- Take time, e.g. 40' on an email, clarifying vocabulary, or ...
- Think about **their take-away**



STUDENT NEEDS: student-led

T: What did you do at the weekend?



S: We create a house in a tree.



STUDENT NEEDS: student-led



S: We create
a house in a
tree.



Language, e.g.

- Reformulation:

S: *We create a house in a tree.* >

T: *We built a tree-house.*

- Materials & tools (*wood; resin; ..*)
- Measurements (e.g. *2m by 3m*)
- Describing a process (*First, we ...*)



EFFECTIVE LANGUAGE PRACTICE

- “Chat”
- Framework materials
- Wilberg paradigm





“ The student provides the content,
the input. The teacher provides
the form, the *language* that meets
the student’s communicative
needs to *learn*.

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EFFECTIVE LANGUAGE PRACTICE: “chat”



<i>Name:</i>	<i>Date:</i>	
Language I liked	Language to improve ??	Suggestions / What I would say



EFFECTIVE PRACTICE: Frameworks



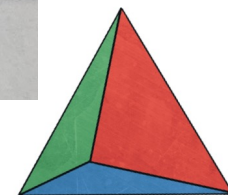
WHO took part?	HOW / WHERE did you meet? (<i>online / F2F / ..</i>)	TOPIC?

EFFECTIVE PRACTICE: Wilberg paradigm



To From	TEXT	TAPE	TABLE
TEXT	Typing out with language notes	Re-recording dialogue from text	Extracting and sorting key information or key lexis from reading
TAPE	Transcription or aural gap-filling	Copying a tape with new format such as open dialogue or drill	As above, from listening
TABLE	Reconstruction in writing from table of information	Oral reconstruction or role play from table of information	Re-sorting or resequencing lexis or information

Initial format > Re-formatting > Final format



Wilberg, *One to one*, p33

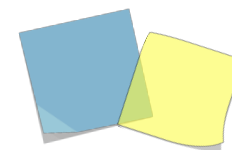


EFFECTIVE PRACTICE: Wilberg paradigm



How to ... write a confirmation email

- Listen to a telephone conversation = **TAPE**
- Note down key information (facts)
- Highlight / underline key phrases
- Categorise phrases (e.g. *asking for info*, etc.) = **TABLE**
- (Set context for email to confirm)
- Draft email = **TEXT**

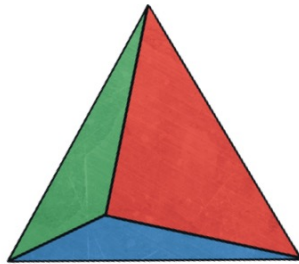


Initial format > Re-formatting > Final format



Recap

- **Dynamics**
 - space; waltzing; materials
- **Student's needs**
 - student-led; personalisation; needs analyses
- **Effective language practice**
 - "chat" + notes; frameworks; Wilberg paradigm



One:one teaching: the positives

authentic
communicative
relevant
genuine flexibility
realistic relaxed
personable
focused
mutually-beneficial

... and ?

enjoyable!

Bibliography / further reading

Appleby, R. et al. (2006-08). *Business one:one* 3-level series, OUP

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<http://englishfortheworkplace.blogspot.hu/2018/03/what-are-framework-materials.html> (retrieved 1February 2021)

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Wisniewska, I. (2010). *Learning One-to-One*, (CUP)

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www.theconsultants-e.com/teaching-one-to-one

* Slides available at <https://rachelappleby.edublogs.org>





How to teach one to one

IATEFL Career Guides

Thank you!

Rachel Appleby (Budapest) • IATEFL Harrogate online June 2021

rachelappleby18 @ gmail.com



@rapple18

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