



ESP one:one

Balancing ESP concerns with one:one methodology

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BESIG Summer Symposium, Budapest, June 2015

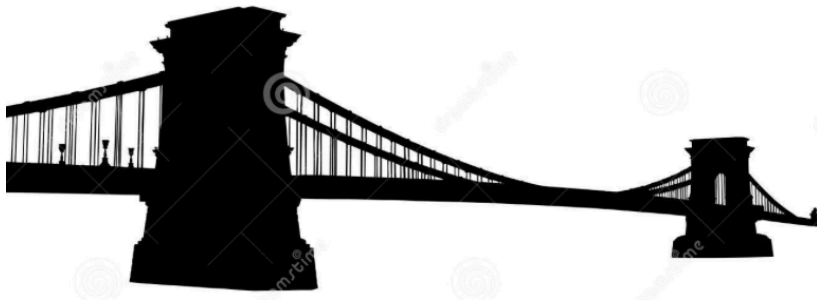


ESP one:one

Overview



- What is **ESP** – within this context? “S”? BE?
- Teacher / Student perceptions → Key issues
- 3 example students → ESP vs 1:1 methodology
- Outcomes → Bridging the gap



<http://www.onestopenglish.com/esp>

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; discuss work?

I'm embarrassed.

I know nothing about this topic.

I'm the language expert.

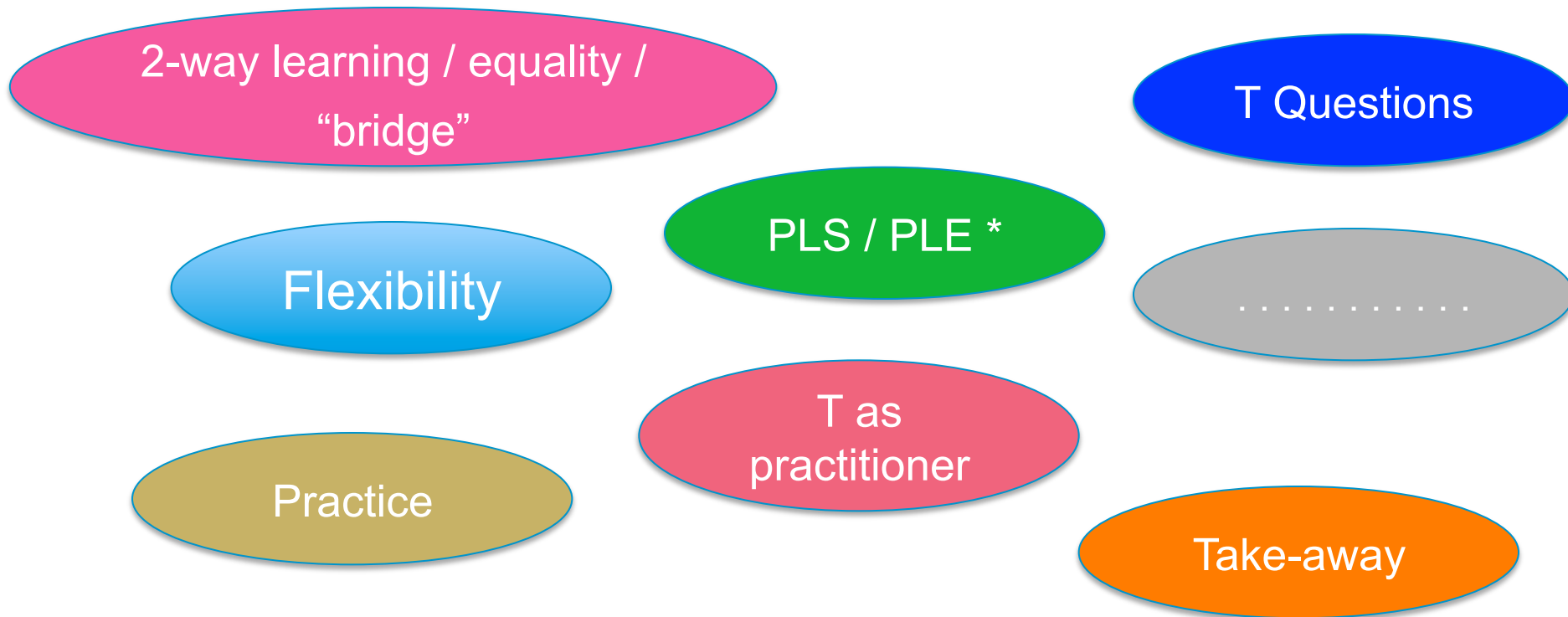
I have difficulty speaking about work texts.

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



Key issues in ESP one:one classes

EXTRA considerations



* **PLS:** *preferred learning style*; **PLE:** *previous learning experience*

3 example students

ESP issue / series of lessons / outcomes



László, Director,
Private Banking



Katalin,
Insurance



Miklós
Managing Director; Oil

László - BANK

Profile

LÁSZLÓ

Director, private banking

B1 – B2

activating passive knowledge

Interactive learner; R/W

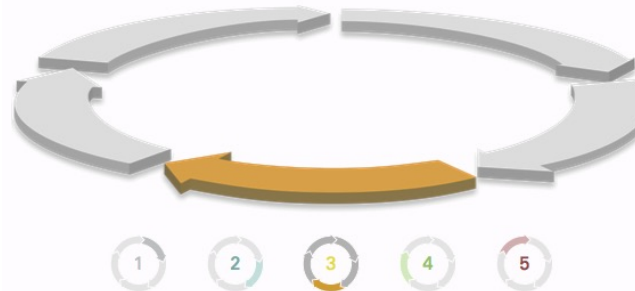
(sport; travel)



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

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***

<http://www.hsbcprivatebank.com>

László - BANK

Customer profile questionnaire



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



<http://www.hsbcprivatebank.com>

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



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

It's egal.

*You must to put
your sign here.*



László - BANK

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

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→ Wilberg paradigm: for practice & recycling



Using text / table / tape:

initial format » task [*reformat / reformulate*] » final format

e.g. roleplay interview (+ swap roles); record!

» listen: take notes

» email summary

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

László - BANK

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 - BANK

Take-away



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



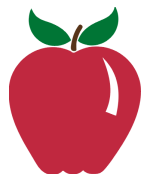
László - BANK

Outcomes



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- Student's needs (customer relationships) ✓
- Motivation; increased confidence ✓
- T'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.

Katalin - INSURANCE

ESP issue

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The story of my briefcase – by coincidence!



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?	
8. If the property was stolen or lost please give the date the police were advised and the name of the station. Please	

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 ask this?



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

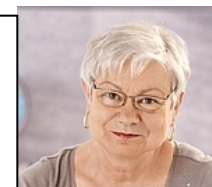
*Was there a burglary or break-in?
If so, how did they get in?*

Katalin - INSURANCE

A series of lessons: vocabulary, inf/formal

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



GRAMMAR

questions

passive / active verbs

noun phrases (formal)

verb phrases (informal)

VOCABULARY

formal » **informal**

occasioned » *caused by*

premises » *house / building*

obtain entry » *break in*

Katalin - INSURANCE

Take-away



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

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Outcomes



- Student's needs (job-related vocab; speaking) ✓
- Motivation; increased confidence ✓
- T'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

MIKLÓS

Oil; Managing Director

C1

(not work!)

Reading aloud in class; discussions; idioms
(fishing, sailing, Scotland, *Economist*)



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

Miklós - OIL

ESP issue

Chairing a Meeting

Role, and responsibilities:

- Agreeing the agenda
- Involving participants
-
-
-
-



Miklós - OIL

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

Functions

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



Exponents – for which function (above)?

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

Functions

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



Exponents – for which function?

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

Miklós - OIL

Chairing a meeting – exponents: pronunciation

Functions

- moving through the agenda

In/formal (formal, neutral, informal)

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 (what, who etc.) X
- Informal / formal
- 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 ??



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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 Adv.* **U18: How to lead a meeting**

Miklós - OIL

Take-away



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

Miklós - OIL

Outcomes



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- Student's needs (situation, phrases) ✓
- Motivation; increased confidence (empowered) ✓
- T'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;
Discuss work?

I'm embarrassed.

I have difficulty speaking
about work texts.

I know nothing about
this topic.

I'm the language expert.

Student's needs

Motivation / confidence



Teacher 'street credibility'



ESP one:one

Balancing ESP concerns with
one:one methodology

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THANK YOU!

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