



# How to teach one to one

IATEFL Career Guides

Rachel Appleby, Budapest • February 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.

PETER WILBERG

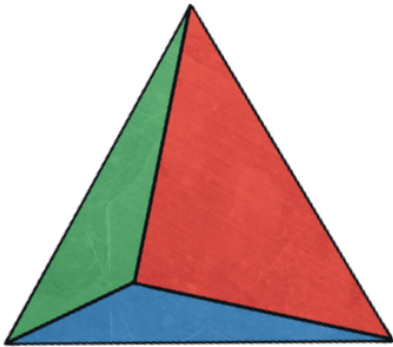


# How to teach one:one – OUTLINE

- Dynamics

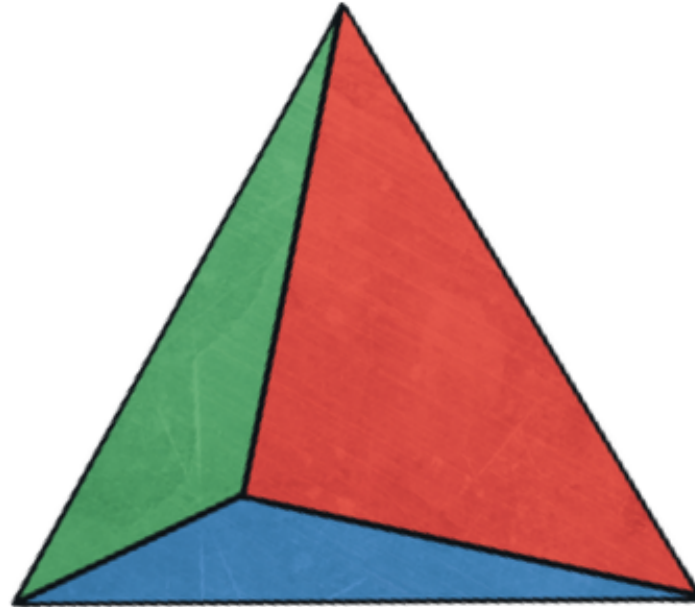
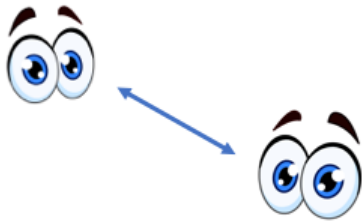
- Student needs

- Effective language practice

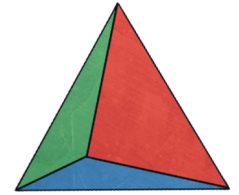


# DYNAMICS

- Providing space
- 'Waltzing'
- Materials



# DYNAMICS: providing space



Next to each other?



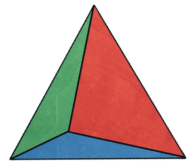
Opposite?





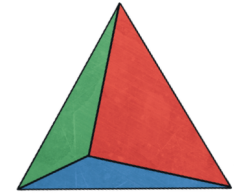


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# DYNAMICS: “waltzing” (x2), e.g.



economics / economist / economic  
photograph / photographer / photographic  
simplify / simplification / simplistic

word stress

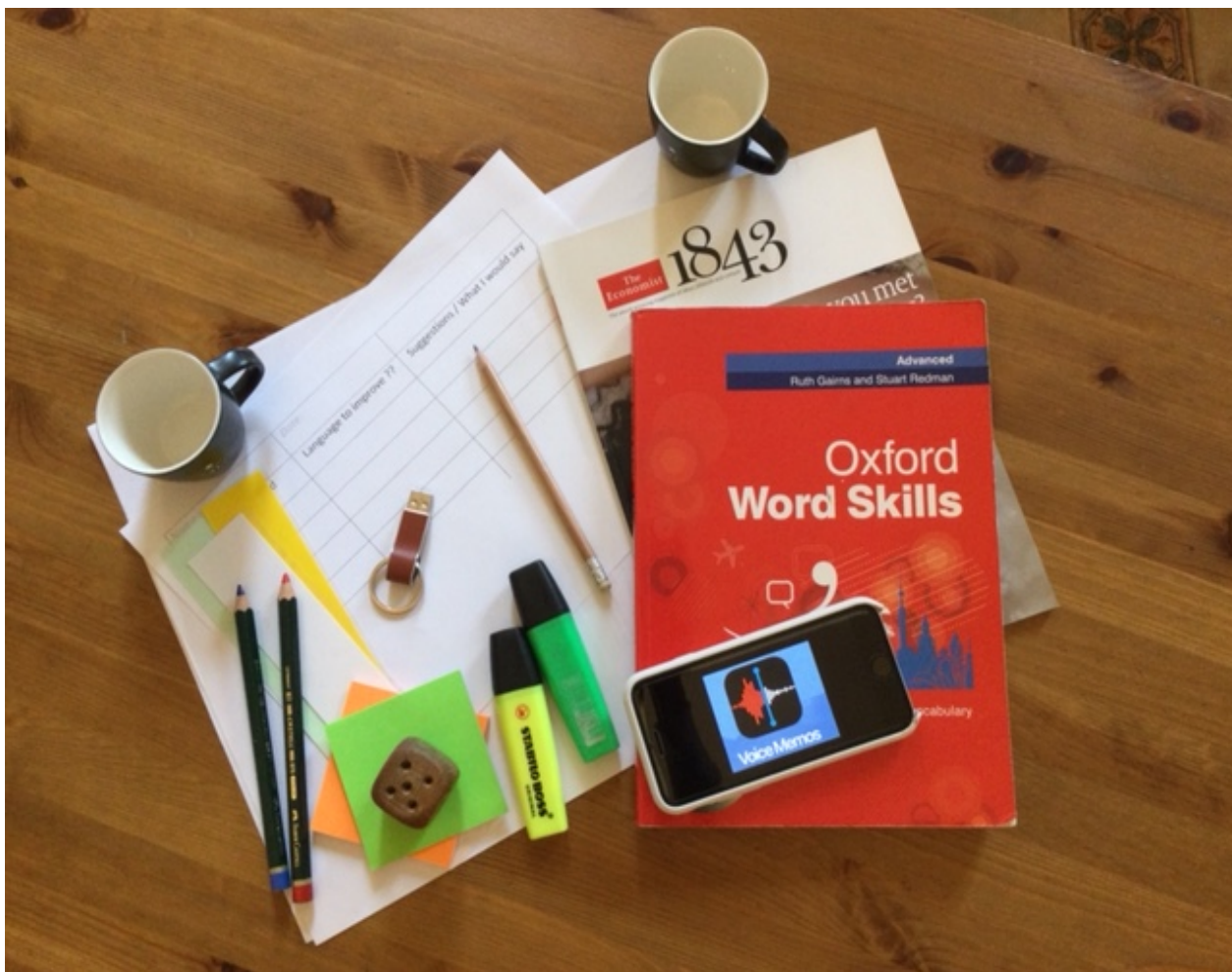
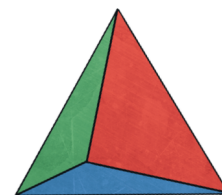
- *How are you?*
- *Fine thanks – and you?*
- *Not bad, thanks!*

functional  
language

- *Can you tell me where the bus-stop is?*
- *Over there on the right.*
- *Oh, thank you!*



# DYNAMICS: materials



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

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# STUDENT NEEDS

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





# STUDENT NEEDS: student-led



## Makoto Shinkai: could the anime director be cinema's 'new Miyazaki'?



▲ Freaky Friday meets Being John Malkovich... Your Name. Photograph: Toho Co

When it comes to anime, there's always an elephant in the room, or a radish spirit in the lift, as *Spirited Away* fans might say. Hayao Miyazaki looms over Japanese animation from such a great height, no new animator can avoid the "new Miyazaki" label. It's only become worse since the old Miyazaki retired three years ago. Now, though, for the first time, somebody genuinely merits the comparison. *Your Name*, a new anime by Makoto Shinkai, has become a Miyazaki-sized phenomenon in Japan. It was the top movie at the box office for nine weeks until just recently, and has taken more than twice as much any other film released this year. It has knocked one of Miyazaki's films out of the country's all-time top 10 (*Spirited Away* is still No 1). Fans have even been making pilgrimages to the mountain town of Hida, in central Japan, to visit locations depicted in it.



### *From Attila:*

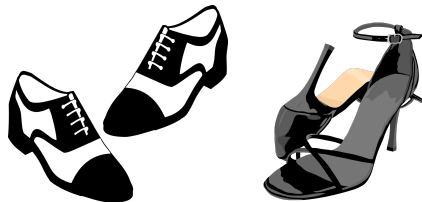
- Highlights '*unknown words*'
- Writes 3-5 questions about the text for me.



# 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: Needs analyses



## **Formats, e.g.**

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

(Feedback)



# STUDENT NEEDS: Needs analyses



## **Menu approach:**

*How to ...  
Introduce a  
speaker  
(1 x 90')*

*How to ...  
Get through to  
someone on the  
phone  
(1 x 60')*

*How to ...  
Criticize  
(1 x 60')*





# 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

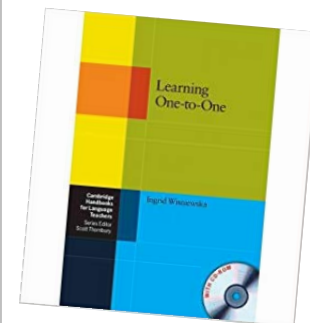
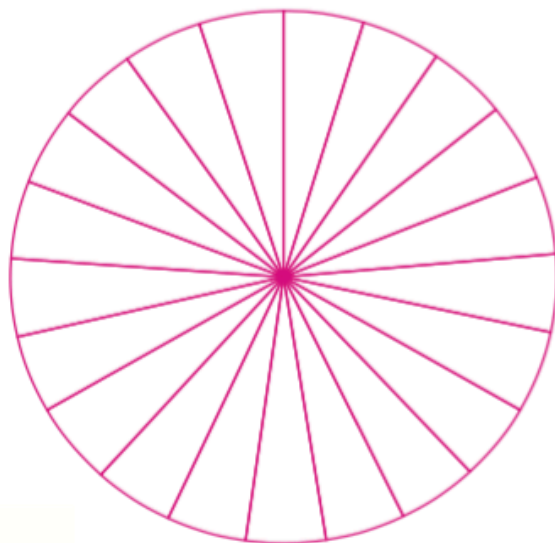


## Box 3.8: Job skills and tasks questionnaire

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



## Communication in English

Who do I communicate in English with? What do we communicate about?



Frendo, p5

*Framework materials*



“ One-to-one teaching gives the satisfaction of any **shared learning process** that takes place between two people under the banner of self-responsibility and professional development.

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# EFFECTIVE LANGUAGE PRACTICE

- “Chat”
- Framework materials
- Wilberg paradigm



# EFFECTIVE LANGUAGE PRACTICE: “chat”



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



# EFFECTIVE PRACTICE: Frameworks



## A typical day

Describe a typical day in the office:

Early morning

Late morning

Lunch break

After lunch

Late afternoon

Evening

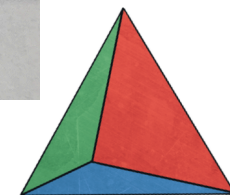


# EFFECTIVE PRACTICE: Wilberg paradigm



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 ...  
Introduce  
a speaker

- Student shows me short speaker bio = **TEXT**
- Highlights key info to include, & adds 1-2 ideas
- Orders ideas into beginning-middle-end = **TABLE**
- > full phrases / sentences (*? teacher: reformulation*)
- Reads out loud, highlighting key words = **TAPE**
- *Model: teacher reads text, emphasising key words*
- *Recap again at end of lesson*



Initial format > Re-formatting > Final format



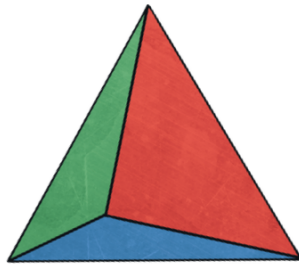
“ The student provides the content,  
the input. The teacher provides  
the form, the *language* that meets  
the student’s communicative  
needs to *learn*.

PETER WILBERG



# 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

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**Frendo, E.** 'What are framework materials?' (PDF)  
<http://englishfortheworkplace.blogspot.hu/2018/03/what-are-framework-materials.html> (retrieved 1February 2021)

**Wilberg, P.** (1987). *One to One: A Teachers' Handbook*, (Heinle ELT)

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

**The Consultants-e** 'Teaching One-to-One course'  
[www.theconsultants-e.com/teaching-one-to-one](http://www.theconsultants-e.com/teaching-one-to-one)

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





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**Thank you!**

Rachel Appleby, Budapest • February 2021

rachelappleby18 @ gmail.com



@rapple18

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