

Teaching one:one

Online & offline strategies to focus on
your student's needs and motivations

NYESZE Workshop

Rachel Appleby, Budapest • March, 2021

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

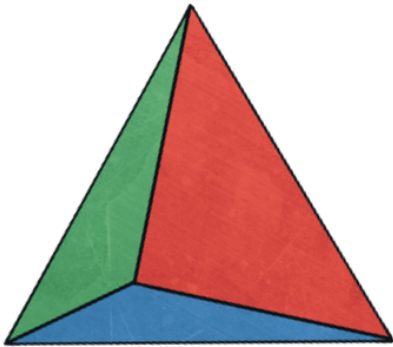


My approach to teaching one:one – OUTLINE

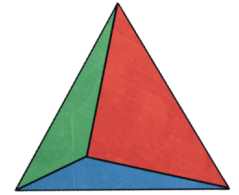
- Dynamics

- Student needs

- Effective language practice



DYNAMICS: providing space



A: Side-by-side / next to each other?

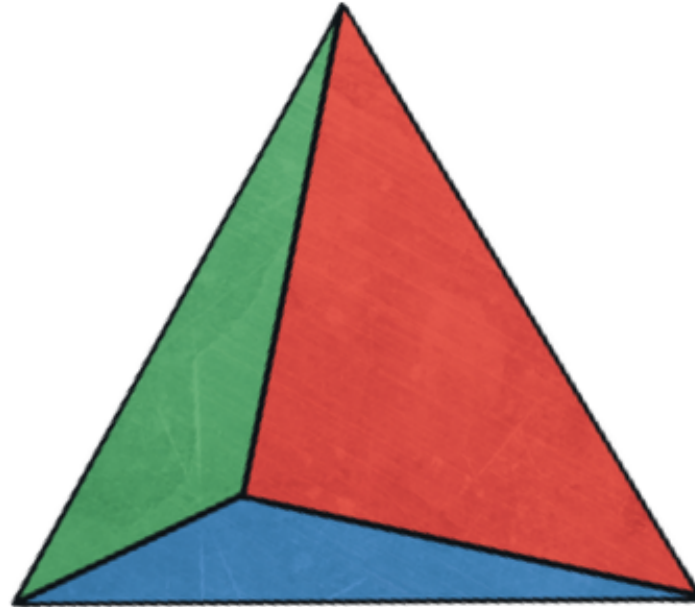
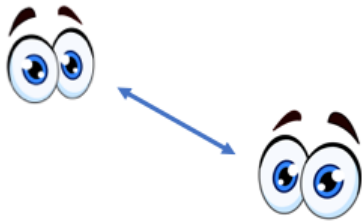


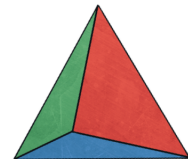
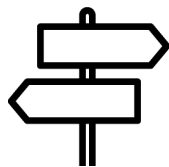
B: Opposite?



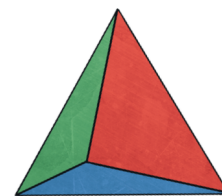
DYNAMICS

- Providing space
- 'Waltzing'
- Materials





DYNAMICS: “waltzing” (x2), e.g.



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

word stress

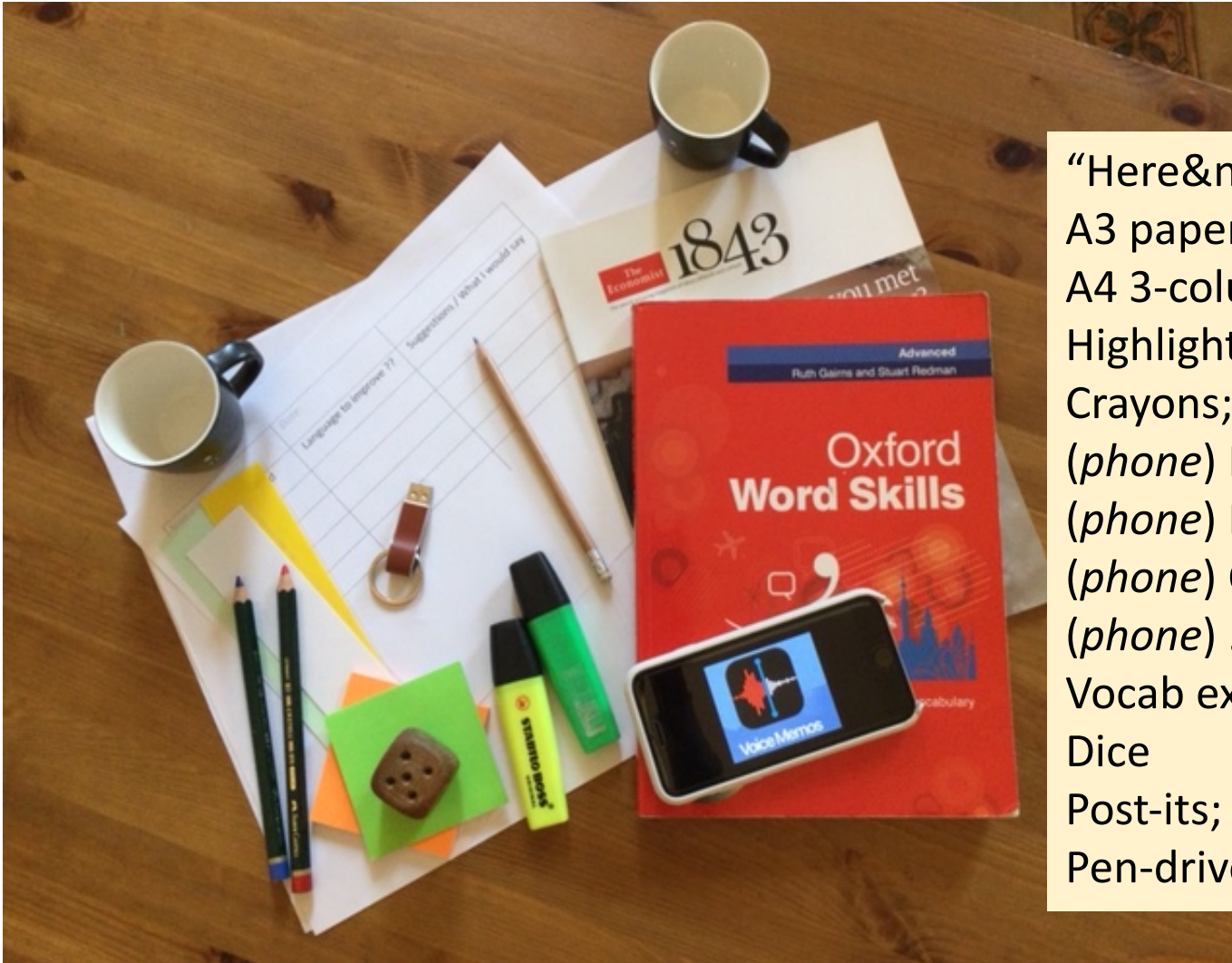
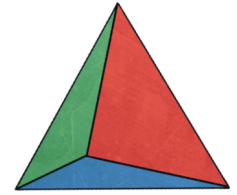
- *How are you?*
- *Fine thanks – and you?*
- *Not bad, thanks!*

functional
language

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

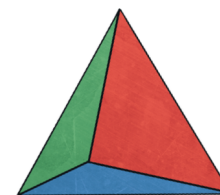


DYNAMICS: materials



“Here&now” article
A3 paper
A4 3-column FB sheet
Highlighters
Crayons; a pencil
(*phone*) Recording device
(*phone*) Map of
(*phone*) Calendar
(*phone*) ... ? ...
Vocab exercise
Dice
Post-its; strips of paper
Pen-drive

DYNAMICS: materials



Making 'tools' work:

C1: Persuading s.o. to watch a Netflix series

*Film-related vocab; "You'd love..;" "It's set .."
"My favourite ___ is .." "The best thing is.."*

*Speaking: fluency
(record; play back; record again ..., etc.)*

- Communicative aim
- Language focus
- Skills focus



“ 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

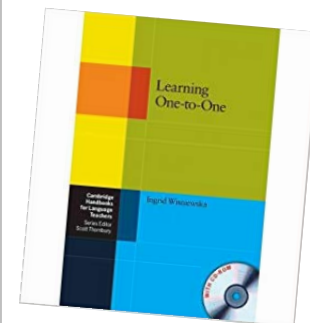
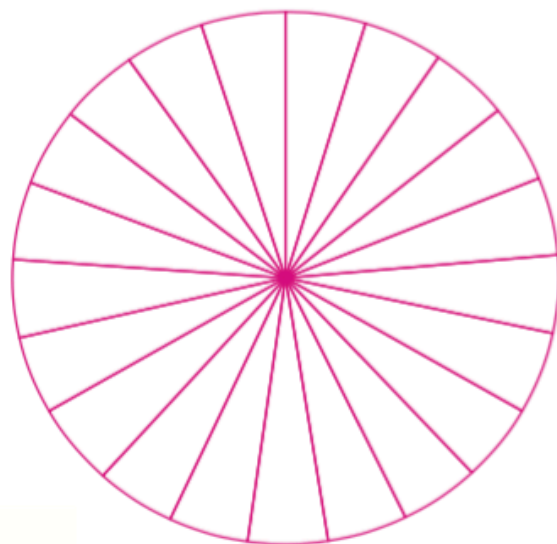


Box 3.8: Job skills and tasks questionnaire

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?



“ 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.

PETER WILBERG



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

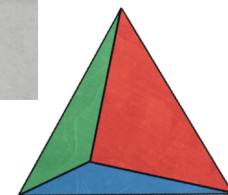


EFFECTIVE PRACTICE: Wilberg paradigm



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



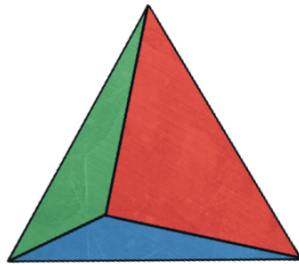
“ The student provides the content,
the input. The teacher provides
the form, the *language* that meets
the student’s communicative
needs to *learn*.

PETER WILBERG



Recap

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



Part 2: making it work online



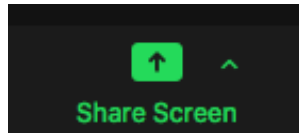
★ Teaching one:one

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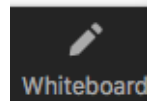
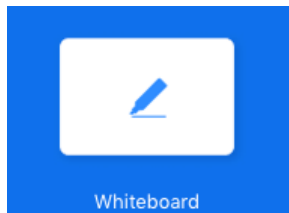
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Which online tools are you familiar with?

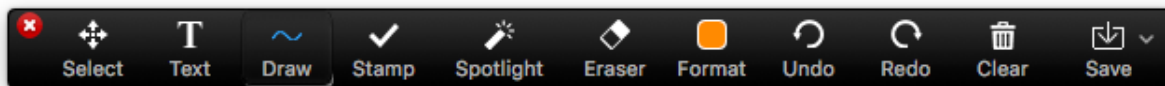


To: Everyone
Type message here...



Enable Annotation for Others

Hide Names of Annotators



Mentimeter



Online skills work: example

EFFECTIVE PRACTICE: Wilberg paradigm



- 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*)
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How to ...
Introduce
a speaker



Initial format > Re-formatting > Final format



Online skills work – example

What do you need to include?

-
-

*How to ...
Introduce a
speaker (B2+)*



Online skills work: “Introducing a speaker”



1_1 Introducing a speaker brainstorm



Share



Set background

Clear frame

Introducing a speaker

**Speaker's
TOPIC**

**Experience
relevant to
topic**

**Speaker's
NAME**

?

**Relevance
of topic to
audience**

?



Online skills work: “Introducing a speaker”

Born in Lisburn, N. Ireland in 1941, David Crystal spent his early years in Holyhead. His family moved to Liverpool in 1951, and he read English at Univ. College London (1959-62), specializing in English language studies. After working on research at the Survey of English Usage, he became a lecturer in linguistics, first at Bangor, then at Reading.

He published the first of his 100+ books in 1964, and became known for his research work in the development of linguistic profiling techniques for diagnostic and therapeutic purposes.

He held a chair at the University of Reading for 10 years, and is now Honorary Prof. of Linguistics at the Univ. of Wales, Bangor.

https://www.bookbrowse.com/biographies/index.cfm/author_number/2325/david-crystal

KEEP


CUT

ADD IN:


































Online skills work: “Introducing a speaker”

 DEMO Introduce a speaker ☆ 📌 ☁

File Edit View Insert Format Tools Add-ons Help Last edit was 1 minute ago

     100% ▾ Normal text ▾ Arial ▾ - 11 + **B** *I* U A                        

Making tech work for you!

General English (B1) – speaking

Discussing what to take camping for a weekend away

Exam prep (B2) – writing

A letter of complaint to a hotel

Business English (B2) – speaking

Describing a new product to a client

How will they know **what to 'produce'**?

What **language** will they need?

Tools: how can I get the **students doing** this?

Shall I **start from a text?**
Or audio?

What **activities** will help them prepare for this?



Making tech work for you!

TASK: Choose ONE of the (three) tasks. Complete the table for your tasks:

- Source materials
- Activities
- Tool(s)

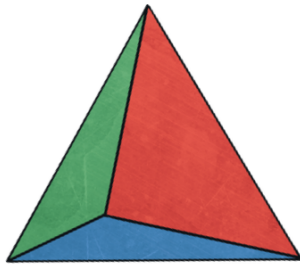
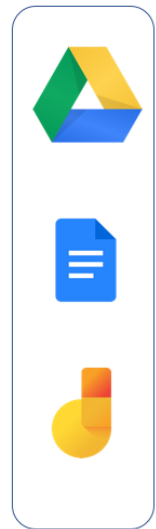
Chosen situation:	
Source material:	
Activities:	
Online tools:	



Recap



- **Dynamics**
 - space; waltzing; materials
- **Student's needs**
 - student-led; personalisation; needs analyses
- **Effective language practice**
 - chat" + notes; frameworks; Wilberg paradigm
- ... and making it all work **online!**



One:one teaching: the positives

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

... and ?

enjoyable!



Bibliography / further reading

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

Frendo, E. 'What are framework materials?' (PDF)
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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

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



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