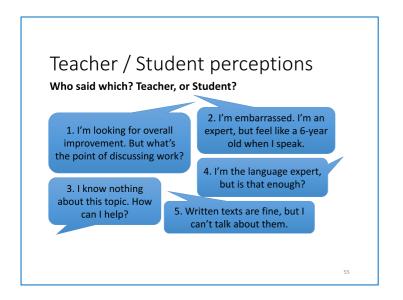
Teaching ESP one:one

Using one:one methodology to beat the big 'S' in ESP

Rachel Appleby BESIG Munich, November 2016



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

László – BANKING



Customer profile questionnaire

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

www.hsbcprivatebank.com

A series of lessons / language focus » practice



- → WILBERG'S PARADIGM: for practice & recycling Using text / table / tape:
- 1. initial format > 2. task [re-format] > 3. final format

e.g.

- 1. roleplay interview (record)
 - » 2. listen: take notes

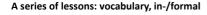


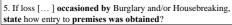
3. email summary

Wilberg, P. (2002), One to one

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Katalin – INSURANCE

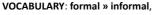




Was there a burglary or break-in? If so, how did they get in?

GRAMMAR

questions; passive / active verbs; articles noun phrases (formal) » verb phrases (informal)



e.g. premises » building; obtain entry » get / break in



Miklós – OIL

Chairing a meeting – exponents

Functions

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



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

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ESP one:one



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!

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3 useful phrases from this lesson
1
2
3
ber

References & Resources

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