

Teaching ESP one:one

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

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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.

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

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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 on 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

A series of lessons: vocabulary, in-formal

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?

GRAMMAR

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

VOCABULARY: formal & informal

e.g. premises, building; obtain entry; get a break in



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Miklós - OIL

Chairing a meeting - exponents

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 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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Lesson record

3 new words
from this lesson

1

2

3

3 useful phrases
from this lesson

1

2

3

Things to remember

.....
.....
.....
.....
.....



Jot down here any ideas or ‘record’ you might want to remember from this session!

References & Resources

OUP *Business one:one* series: *Pre-Intermediate, Intermediate+, Advanced* (2006, 07, 08) Appleby, R., Bradshaw, J., Brennan, B., Hudson, J., Leeke, N., Scrivener, J.

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