

Taking the fear out of teaching ESP 1:1

Rachel Appleby

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rachappleby @ mail.datanet.hu

http://rachappleby.edublogs.org



@rapple18

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'

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

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 / 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

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.

Conclusions

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*

... and,

- Do your own industry research (podcasts etc.)
- Draw on your own experiences
- Adapt existing materials; recycle language (L>W>Sp etc.)
- Focus on communicative events (incl. ‘before & after’)
- Treat one:one as a mutual learning experience › WIN:WIN!

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’ to help YOU in your one:one classes (from *Business one:one*)

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.

Butler, B. (2016). *ESP: Becoming a non-expert expert*. Paper presented at the 29th annual BESIG conference, Munich, Germany.

Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A learning-centered approach*, CUP.

Rei, C. (2012). <http://businessenglishideas.blogspot.hu/2012/11/the-communicative-event-session-recap.html>

Robinson, N. ‘Teaching tips for ESP’ podcast (6’40’)

http://peo.cambridge.org/index.php?option=com_content&view=article&id=99:teaching-tips-for-esp&catid=9:podcasts-and-vodcasts-&Itemid=7

Wilberg, P. (2002), *One to one*, Heinle.

Extra audio/video resources:

General: www.wsj.com/podcasts = Wall Street Journal + transcript (15-25’)

<https://hbr.org/video> = Harvard Business Review podcasts with or w/o subtitles (1’ upwards)

www.bbc.co.uk/podcasts/worldserviceradio/genre/factual various topics, e.g. money, science, etc. (no subtitles)

Finance: <http://podcast.ft.com/s/banking-weekly> Financial Times (12-20’)

<https://soundcloud.com/theeconomist> Podcasts from *The Economist* (non-subscribers) (10-20’)

<https://breakingbanks.com> podcasts (50’)

HR: <http://blog.capterra.com/top-5-hr-podcasts>, e.g. CIPD (free) on iTunes, and many more