Teaching One-to-One

Helen Strong
Business communication skills trainer
teacher trainer, materials writer
Your one-to-one teaching experience

Have you ever taught anyone anything on a one-to-one basis?
Helen's one-to-one teaching experience

- Moved to Germany to teach business English: 1999
- Became a freelance teacher: 2005
- Became a teacher trainer: 2011
- Developed a course in Teaching One-to-One: 2017

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Session contents

1. How is teaching 1:1 different from teaching groups?
2. How do you do a thorough needs analysis?
3. Where can you get your teaching materials?
4. Which techniques work best in 1:1 scenarios?
5. How can we effectively give feedback to 1:1 students?
6. Further resources
1. Differences between 1:1 and groups

<table>
<thead>
<tr>
<th>Teaching groups</th>
<th>Teaching 1:1</th>
</tr>
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<tbody>
<tr>
<td>Meeting needs</td>
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<td>Class control</td>
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<td>Interaction patterns / opportunities for practice</td>
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<td>Other?</td>
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## 1. Differences between 1:1 and groups

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<tr>
<td>Meeting needs</td>
<td>Can't meet everyone’s needs</td>
<td>Can meet needs 100% (a needs analysis is crucial)</td>
</tr>
<tr>
<td>Scheduling</td>
<td>Regular classes, e.g. weekly</td>
<td>Flexible (but often cancelled!)</td>
</tr>
<tr>
<td>Class control</td>
<td>Larger groups can be difficult to control</td>
<td>Generally no problem</td>
</tr>
<tr>
<td>Personalities</td>
<td>Potential for conflict between students: mediation needed</td>
<td>Can be difficult if you don't get on with your student!</td>
</tr>
<tr>
<td>Pace and intensity</td>
<td>Students need to be kept busy all the time</td>
<td>More relaxed pace as 1:1 can be tiring</td>
</tr>
<tr>
<td>Interaction patterns /</td>
<td>Lots of STT, lots of pairwork, group work, problem solving</td>
<td>Pairwork not as easy (use a voice recorder); group work impossible</td>
</tr>
<tr>
<td>opportunities for practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td>Can use coursebooks as most are written for group courses</td>
<td>Need to be able to exploit authentic and relevant materials</td>
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<td>Other?</td>
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6. Further resources

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2. Needs analysis (NA)

1. What kind of questions can you ask to find out what your learner wants and needs?

2. What other questions can you ask in the Needs Analysis (either written or in the NA interview)?

3. Should the NA be in the learner's first language?
3. Needs analysis (NA)

- Name
- Age
- Job / tasks
- Interests
- First language
- Current language level
- Motivation for learning English
- Previous learning experience
- Learning preferences
- Time available for study
2. Needs analysis (NA)

Where they are now (what they can do now)

GAP

Where they want to be (what they want to work on)

Two important questions:
1. What is most urgent?
2. With whom do they need to communicate?
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3. Teaching materials

Where do you get your teaching materials?

Learner as a resource

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4. Teaching techniques

Which of the following teaching techniques or activities are NOT possible to do with a 1:1 student?

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<tbody>
<tr>
<td>1.</td>
<td>a presentation</td>
</tr>
<tr>
<td>2.</td>
<td>a class debate</td>
</tr>
<tr>
<td>3.</td>
<td>a writing exercise</td>
</tr>
<tr>
<td>4.</td>
<td>a questionnaire/survey</td>
</tr>
<tr>
<td>5.</td>
<td>an information-gap activity</td>
</tr>
<tr>
<td>6.</td>
<td>a role play/simulation</td>
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<tr>
<td>7.</td>
<td>a multiple choice exercise</td>
</tr>
<tr>
<td>8.</td>
<td>comprehension questions</td>
</tr>
<tr>
<td>9.</td>
<td>ordering/categorising items</td>
</tr>
<tr>
<td>10.</td>
<td>giving peer feedback</td>
</tr>
<tr>
<td>11.</td>
<td>a reading or listening text with true/false statements</td>
</tr>
<tr>
<td>12.</td>
<td>describing a picture</td>
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4. Teaching techniques

![Diagram showing the relationship between teacher, learner, and third dimension.]
4. Teaching techniques

- Realia
- Coloured cards
- A newspaper or magazine
- A game board
- The learner's homework
- A mobile device
- A portable whiteboard
- Blank paper
- An article or other text
- Pictures or other visuals
- The learner's homework

Third dimension
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5. Giving feedback

- What, when, how?
- Spoken vs written
- Vocabulary pronunciation
- Correction codes
- Recording your student
- Reformulation
- Self-correction
- Observing real life interactions
- Delayed or immediate feedback?
- Positive reinforcement (praise)
## 5. Giving feedback

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<td>You show the vision slide and explain it. You say “I let you time to read this on your own. I don't need read it for you. You will get the slides later to read on your own but this is our vision.”</td>
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<td>You show the vision slide and explain it. You say “I let you time to read this on your own. I don't need read it for you. You will get the slides later to read on your own but this is our vision.”</td>
<td>It's a good idea to give Ps time to read info like this on their own but you didn't give them much time to do it. You talked while they were reading, then moved to the next slide almost immediately. It's better to say: “I'll give you a few seconds to read this.” Then turn off your microphone and allow 10-15 seconds, then turn your microphone back on so that Ps know you are back.</td>
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Contact me

Email: helen@helenstrong.de

My next teacher training course on Teaching One-to-One starts on 18 February 2019

www.theconsultants-e.com