Taking the fear out of teaching ESP 1:1

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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?
- 3. I know nothing about this topic. How

can I help?

- 2. I'm embarrassed. I'm an expert, but feel like a 6-year old when I speak.
- 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.

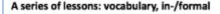
- 1. roleplay interview (record)
 - » 2. listen: take notes



» 3. email summary

Wilberg, P. (2002), One to one

Katalin - INSURANCE

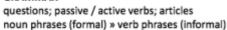




If loss [...] occasioned by Burglary and/or Housebreaking, state how entry to premises was obtained?

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

GRAMMAR





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

Miklós - OIL

Chairing a meeting - exponents

Functions



- 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 recor	d
3 new words	
2	1 2
3	3
Things to rememb	per

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-foresp&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