

One to One English In-Company Language Training Courses

Do you have an international workforce in your company? How would you rate their communication skills with your customers or clients? And within the company? Do you need engaged and motivated staff who can handle their jobs confidently in professional English?

One to One English delivers communicative English language training courses at our West End centre in Covent Garden and on-site to premises across London. Our clients range from multinationals to small family businesses. We have trained managers, executives, technicians, designers, architects, salespeople, restaurant managers, catering staff, shop assistants and many other professionals and service personnel.

Assessment and Course Design

- Free-of-charge, no-obligation language audit to identify staff training needs
- Comprehensive pre-course assessment for each trainee
- Practical courses designed to very specific deliverable targets

Flexible Course Plans

- Team training in group and individual 1-to-1 courses
- “Flexi” weekly courses: typically 2-3 sessions per week
- “Intensive” short courses: up to 40 hours per week
- Flexible timetabling: including evenings and weekends

Course Management

- Close client liaison with course directors providing regular feedback
- Responsive to the developing needs of client and trainees
- Achievement measured against specific course objectives
- Proud of our success and our outstanding client satisfaction rate

Accreditation

- Member of English UK, the national association of accredited English Language centres
- Accredited by the British Council for courses delivered at our Covent Garden centre



Client List

One to One English has been delivering communicative language training courses since 2003.
This is a selection of our recent and current clients.

Company	Sector	Trainee
Amazon	Online retailer	Warehouse operatives
Analytics SEO	Online marketing	Marketer
Apple Group	Technology	Technical consultant
Atsamoh Trading Co.	Trading company	Proprietor
BDO	Accountancy firm	Auditor
Caressa Khan	Cosmetics	Quality controller
CEZ Romania	Power generation	Procurement director
Chevron	Oil and gas	Project manager
Chevron	Oil and gas	Engineer
Chipotle	Restaurant chain	General manager
Chipotle	Restaurant chain	Facilities engineer
Evercore	Investment banking	Executive
F.B.D.	Law firm	Paralegal
Freelance	Construction	Architect
Kurse & Sprachreisen	Language training centre	Proprietor
Lego Group	Games manufacturer	Senior director
Little Social Group	Restaurant chain	Restaurant manager
L1 Energy (UK)	Private equity firm	Senior executive
Markom Group	Investment banking	Executive
MATCH Hospitality	Events management	Account manager
NIDEC Group	Manufacturer	HR Director
NViro	Cleaning firm	Account manager
Nomura	Investment bank	Project manager
Racco	Cosmetics	Chief executive
Rethink Recruitment	Recruitment agency	Executive
Rocketfuel	Marketing agency	Account manager
Salumificio Marchisio	Food producer	Sales manager
Sorin Group	Medical supplies	Product consultant

Course Programmes

Each course is different because each trainee or training group has their own communicative needs. We interview each trainee about how they use English at work and test their English ability. This careful assessment helps determine **task-based objectives** and **skills-based objectives** in their course programme.

Task-based Objectives

Each course delivers precisely those **tasks** which the trainee needs to do better in English. Task-based objectives are prioritised according to their importance in the trainee's role. The number of task-based objectives included in each course programme depends on the frequency and intensity of the course.

Targeted input for each specific task is followed by the practice-feedback-correction-practice cycle. Input and production is practical and authentic so that the trainee confidently and quickly transfers the skills learnt in the controlled environment of the classroom to the real-life workplace.

Examples of task-based objectives:

Motivating and incentivising a team	Negotiating and confirming terms
Staff inductions and training	Describing production processes
Conducting appraisals	Placing and checking orders
Implementing policies and procedures	Preparing and delivering sales pitches
Professional interactions with colleagues	Giving accurate product information
Networking and social business English	Analysing and forecasting trends
Managing telephone interactions	Resolving conflict
Delivering effective presentations	Delivering outstanding customer service

Skills-based Objectives

Courses deliver enhanced competence in the specific **language skills** that the trainee needs to develop. Each trainee is assessed for their competence before and after the course according to the CEFR scale.

Examples of skills-based objectives:

Skill	Objectives
Speaking	Speaking fluently and confidently without hesitation or frequent pauses. Reducing accent – clearer pronunciation, rhythm and intonation. Using correct grammar – reducing mistakes and raising ability to self-edit.
Writing	Ability to write emails independently without need for proof-reading. Preparing and delivering presentations clearly and effectively. Competence in using formal or informal style as appropriate to the task.
Listening	Achieve better listening ability through familiarisation with features of fast spoken English that are problematic for non-native speakers, such as: linking and contractions; irregular spelling-pronunciation; weak and strong forms.

Case Study 1

Company	International Restaurant Chain
Trainee	Service Manager
Profile	<p>Alessandra had recently been promoted to Service Manager working with an international team. In her new role, Alessandra required a much stronger set of English language and communication skills to train and coordinate her service team and liaise with senior managers. Alessandra was frustrated at her dependency on translating from her native Italian, wanted to correct her grammar mistakes and expand her vocabulary. The company is committed to promoting its core values by investment in staff training to develop effective communication techniques. One to One English is a partner in ongoing training of managers and operatives at several London branches.</p>
Programme	<p>Task-based programme setting specific objectives to improve communicative performance in key tasks that Alessandra would perform as Service Manager. Skills mix was 75% speaking skills for face-to-face interactions and telephoning, 25% writing skills for in-service training reports and email correspondence.</p>
Schedule	24 hours: 2 x 1.5-hour sessions per week x 8 weeks
Outcomes	<p>Task Based Outcomes</p> <p>Alessandra was able to perform much more effectively key tasks including:</p> <ul style="list-style-type: none"> • Motivating and incentivising her team • Delivering workplace inductions and training • Instilling customer service values • Promoting the brand offer accurately and enthusiastically • Maintaining standards and managing change • Showing appropriate respect, politeness and tact • Setting out policies and procedures with clarity and precision • Identifying problematic issues and presenting solutions • Writing internal and external emails without help with proof-reading • Preparing and presenting in-service staff training reports <p>Skills Outcomes</p> <p>Significant progress in language skills key objectives including:</p> <ul style="list-style-type: none"> • Accuracy: making far fewer errors, and with raised grammar awareness Alessandra can now continue to self-edit and self-correct • Lexical range: confident in using a much expanded range of natural expressions and idioms related to her workplace and fast food sector • Pronunciation: reduced mother tongue influence on vowel sounds, rhythms of connected speech and intonation producing a more neutralised accent • Style: writing in a context-appropriate register (formal, semi-formal, informal) and how to achieve this with lexical choice, grammar and punctuation
Testimonial	<p><i>"My English is getting better and better. I really like the quality and teaching system. I enjoyed my course and the way of teaching English. They helped me in listening, pronunciation and writing. Professional and at the same time friendly."</i></p>

Case Study 2

Company	Electronics Manufacturer
Trainee	Human Resources Director
Profile	Andrea was Human Resources Director at this Italian subsidiary of a Japanese electronics manufacturer. He had been promoted to a much more international role in which a strong command of spoken English would be crucial. He was aware of making repeated grammatical mistakes and of limitations in his vocabulary. He had difficulty understanding fast speech and lacked confidence participating in complex discussions.
Programme	Skills- and task- based programme to achieve confidence in speaking fluently and accurately; to strengthen accuracy and appropriacy in writing; and setting specific task objectives to enhance communicative performance in his new role. Skills mix was 80% speaking and listening comprehension skills for face-to-face interactions and telephoning, 20% writing skills for reports, proposals and email.
Schedule	64 hours: 32 x 1.5-hour sessions per week x 2 weeks
Outcomes	<p>Task Based Outcomes</p> <p>Andrea could perform key tasks much more accurately and fluently including:</p> <ul style="list-style-type: none"> • Conducting executive recruitment interviews • Conferring on recruitment decisions • Writing and delivering staff performance reviews • Holding trade union discussions and negotiations • Presenting processes and procedures concisely and clearly • Social business English for networking and informal interactions • Being culturally responsive to social norms, facial and body language <p>Skills Outcomes</p> <ul style="list-style-type: none"> • Fluency: significant gain in confidence in speaking, overcoming his previous hesitancy caused by lack of vocabulary and weak listening skills • Accuracy: eliminated “fossilised errors” through a comprehensive grammar review and intensive controlled practice in error correction • Structural range: able to distinguish between and produce accurately complex structures such as advanced ‘perfect’ tenses and passive forms • Lexical range: able to use and understand advanced topic-specific vocabulary and a much wider set of current business English language including commonly-used set phrases and collocations (word partners) • Listening comprehension: much better able to understand features of connected speech that cause problems for non-native speakers, such as linking and contracting words, weak and strong forms, irregular spelling-pronunciation issues, accents, etc
Testimonial	<i>“I have had highly professional teachers who helped me a lot to correct my speaking and increase vocabulary. They took care of my interest to improve the common way of speaking in a business environment, customizing every lesson to my needs. I can highly recommend One to One English to everyone who would like to improve quickly their knowledge of business English.”</i>

Case Study 3

Client	Major Department Store
Trainee	Assistant Buyer
Profile	Pierpaolo was an Assistant Buyer in the Business Travel department of a prestigious department store in Milan, Italy. His priority was to build his confidence using English extensively with international suppliers and contacts. Spoken fluency and listening comprehension were strong, but accuracy in speaking and writing was relatively weak. He lacked a strong grounding in functional business English language and was unsure of how to apply social skills in a business setting.
Programme	Task-based programme setting specific task objectives to enhance use of appropriate language, communicative performance and social skills. Skills mix was 40% writing skills for email correspondence, 40% speaking skills for face-to-face interactions and telephoning, 20% listening skills for negotiating.
Schedule	36 hours: 6 x 3-hour sessions per week x 2 weeks
Outcomes	<p>Task Based Outcomes</p> <p>Competent at using natural business English language for key tasks including:</p> <ul style="list-style-type: none"> • Email correspondence with suppliers: negotiating and confirming terms, delivery schedules, clarifying, problem-solving • Managing telephone discussions, including: starting, progressing and ending calls appropriately; checking and confirm information; repairing strategies • Taking negotiating positions and being flexible - using tentative language • Building business relationships including informal social conversation • Providing and requesting detailed and accurate product information • Describing production processes • Placing, confirming and checking orders • Evaluating, comparing and contrasting brands • Analysing, assessing and forecasting trends • Comparing international retail business cultures <p>Skills Outcomes</p> <ul style="list-style-type: none"> • Lexical and functional range: much greater command of practical expressions and descriptive language relating to negotiating, products and services, and English for social settings including familiarisation with conversational gambits • Accuracy: minimised errors such as recurring misuse of prepositions, articles, subject-verb agreement, conditionals, word partnerships • Style: better able to select formal or informal register appropriate to context • Writing: confident in use of set formulas and expressions typical of transactional email correspondence such as checking and confirming data
Testimonial	<i>"A perfect way of teaching designed for my needs and requests. I managed to overcome the limits that I had before. High quality teaching helped me to improve my English knowledge. I have recommended this course to my colleagues."</i>

Case Study 4

Client	Private Equity Firm
Trainee	Corporate Lawyer
Profile	Rafa was a corporate lawyer about to take up a position in the international section of a Spanish private equity bank. He would be working mainly in English. Having used little English in his previous role, he needed a highly intensive course to prepare him for the communicative challenges of his new role.
Programme	Task-based programme with a broad range of objectives for intensive vocabulary acquisition, and communicative competence in spoken and written English. Skills mix was 60% speaking skills for face-to-face interactions, 20% writing skills for presentations and reports, 20% reading skills for work-related documents and articles.
Schedule	80 hours: 5 x 4-hour sessions per week x 4 weeks
Outcomes	<p>Task Based Outcomes</p> <p>Confident in his ability to perform in English all of the key objectives set, Rafa benefitted from a comprehensive programme working with a wide range of inputs and using role-play, case studies and debates. Task-related achievements included:</p> <ul style="list-style-type: none"> • Preparing and delivering financial services sales pitches • Assessing risk for investors and stakeholders • Analysing problems and presenting solutions • Resolving conflict – negotiating contracts • Describing plans, purposes and objectives • Promoting change management policies • Forecasting financial trends • Interpreting and explaining financial data • Describing diagrams, line graphs, bar charts • Summarising news articles and recognising bias • Debating social, political and cultural issues • Leading meetings and summarising outcomes • Brainstorming – inviting and sharing differing viewpoints <p>Skills Outcomes</p> <p>Rafa greatly improved his speaking, writing and reading skills, including:</p> <ul style="list-style-type: none"> • Lexical range: much wider and deeper knowledge of vocabulary for the financial sector and general purposes, for spoken interactions and faster reading ability • Writing: Making presentations more communicative: engaging attention, setting out clear objectives; developing an argument; concluding • Reading: How to read structurally complex sentences and paragraphs; following signposting; extracting key points; predicting meaning from context; scanning and speed-reading techniques, topic-specific vocabulary expansion
Testimonial	<i>“My training course was focused on speaking and my key goal was to improve my communication skills. Highly qualified teachers’ feedback was mainly addressed to provide me with alternatives that native speakers use, which was really useful. I recommend the school to make fast progress through courses tailored to your needs.”</i>