O I S E

Profession: Marketing professional (France)

Objective: Re-enter job market; improve spoken/written business English; create competitive CV & cover letter

Outcome: Greater fluency and confidence; professional job application materials ready; strong B2 level across skills.

---

1. Profile / Background

Age / Nationality: 53, France
Current Level of English: Intermediate (B1-B2)
Previous Learning Experience: Limited recent formal English study; however, the participant has extensive professional experience (including international) in marketing.
Occupation / Area of Study: Marketing professional with 25 years in the industry.

---

2. Specific Needs and Objectives

Language Skills Focus:

- Speaking, writing, pronunciation, sentence structure, and business English vocabulary.

Reasons for Learning English:

- To re-enter the job market after a career break.
- To enhance communication skills for professional contexts, including job interviews and writing business documents.

Short-Term Objectives:

- Improve spoken English to increase confidence during job interviews and business meetings.
- Develop practical skills for business writing, including but not limited to creating an English CV and cover letter.

Long-Term Goals:

- Secure a job in marketing or a related field.
- Achieve fluency in English to confidently communicate in both professional and personal settings.

3. Method
Tutors' Approach:

- Initially, detailed interviews were conducted to assess both language level and specific goals. This helped pinpoint challenges and set a clear focus for the course.
- Ongoing, personalized 1-to-1 sessions allowed for continuous feedback and adjustments to ensure the learning process remained aligned with the student's objectives.

Instructional Strategy:
- A communicative and task-based approach was employed to help the student practice English in real-world scenarios. Emphasis was placed on using English naturally, especially for business settings.
- Confidence-building exercises were incorporated, particularly in speaking, so the student could use English effectively in interviews and meetings without overthinking accuracy.

Materials and Resources Used:
- Authentic materials such as current job advertisements, LinkedIn profiles, and business-related articles to provide context-specific language learning.
- The book *Dynamic Presentations* was used to improve public speaking and presentation skills.
- Exercises focusing on word formation and nominalization helped elevate the student's language use to a more professional level.

Classroom Setting:
- The student benefited from one-to-one lessons, which allowed for focused, tailored content. This personalized approach was key to addressing specific needs, such as pronunciation and business vocabulary.

Feedback and Assessment:
- Progress was continually assessed through informal tests and tasks such as drafting CVs, cover letters, and business emails.
- Regular feedback sessions allowed the teacher to address areas of difficulty while also celebrating successes, ensuring steady improvement.

---

4. Content
Examples of Content Used in Lessons:
- Job application tasks, including writing an English CV and cover letter tailored to job advertisements.
- Interview preparation, focusing on key vocabulary and expressions commonly used in professional settings
- Business writing tasks, such as email communication and internal reports.

Skills Developed:
- Improved CV writing skills, with a focus on structure, tone, and business terminology.
- Greater fluency and confidence in speaking, particularly for interviews and discussions in business contexts.
- Enhanced ability to use business-specific vocabulary and more advanced sentence structures in writing and speech.

Specific Exercises or Activities:
- Role-play activities, especially designed for job interviews and discussions about career goals.
- Vocabulary-building exercises focused on verb/adjective-preposition collocations and business-specific phrases.
- Activities that focused on creating business documents (e.g., professional emails, reports).

Real-Life Contexts / Materials Used:
- Real-world job advertisements and LinkedIn profiles to expose the student to authentic language in the context of job searching.
- Current affairs and news articles including but not limited to articles about the British education system, providing not only language practice but also an opportunity to discuss societal issues keeping relevance to Oxford's context.

---

5. Progress
Challenges Faced:

Language Challenges:
- Pronunciation was a challenge, especially with sentence stress and certain vowel sounds.
- Understanding and correctly using verb-adjective-preposition collocations in business language.

Learning Difficulties:
- At first, the student struggled with confidence, particularly in speaking freely without over-editing.
- It was initially difficult to focus on communication fluency rather than grammar accuracy during spontaneous conversations.

Highlights:
Key Achievements:
- The student successfully created an English CV and cover letter that met professional standards.
- There was noticeable improvement in business writing, with the student using more precise vocabulary and linking words to enhance readability.
- Established a B2 level across production skills (writing/speaking)
- Speaking fluency improved, and the student became more comfortable discussing business-related topics and participating in mock interviews.

6. Outcome
How the Participant Plans to Utilize Their Improved English Skills:

Immediate Applications:
- The student plans to use her enhanced English skills to apply for marketing roles, engage confidently in job interviews, and communicate effectively with international colleagues and clients.

Long-Term Use:
- She aims to continue developing her English to further her career, expand her professional network, and engage in ongoing learning within the marketing field.