

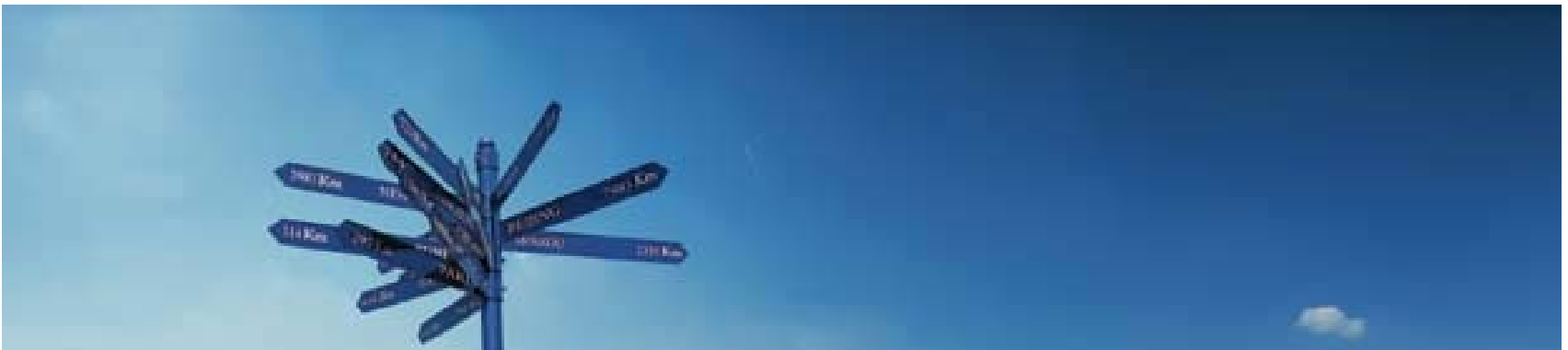


**ASSOCIATION OF EUROPEAN BUSINESSES  
IN THE RUSSIAN FEDERATION**

# **Corporate Standards of English**

**Organized by the AEB HR Committee**

March 27<sup>th</sup>, 2009  
AEB Office, Moscow



# WHAT DO YOU HAVE and WHERE DO YOU WANT TO GO?

*A corporate approach to language training*



# Corporate Standards of English



# About ELaN

- Almost 20 years in language business (Brussels)
- Customized corporate language training (Russian, English, French....)
- Communication seminars (presentations, reporting, meetings, etc.)
- Specialist trainings: legal, financial English
- E-learning: Elanguage Well and Lingu@tor
- translations, interpreting (EU norm EN 15038)



# Talking the Same Language

- Common European Framework of Reference for Languages (CEF) =  
communication tool between specialists  
Objectives – reporting – assessment  
Consistent but not dogmatic
- The global scale  
Basic user(A) - Independent user(B) – Proficient user(C)
- Quality vs quantity



# Common European Framework (CEF)

- |   |                        |   |                      |
|---|------------------------|---|----------------------|
| <ul style="list-style-type: none"><li>• <b>A0</b></li></ul>                                   | <b>Beginner</b>        | <ul style="list-style-type: none"><li>• <b>B1</b></li></ul>                                   | <b>Intermediate-</b> |
| <ul style="list-style-type: none"><li>• A0 (25)</li><li>• A0 (50)</li><li>• A0 (75)</li></ul> |                        | <ul style="list-style-type: none"><li>• B1 (25)</li><li>• B1 (50)</li><li>• B1 (75)</li></ul> |                      |
| <ul style="list-style-type: none"><li>• <b>A1</b></li></ul>                                   | <b>False Beginner-</b> | <ul style="list-style-type: none"><li>• <b>B2</b></li></ul>                                   | <b>Intermediate+</b> |
| <ul style="list-style-type: none"><li>• A1 (25)</li><li>• A1 (50)</li><li>• A1 (75)</li></ul> |                        | <ul style="list-style-type: none"><li>• B2 (25)</li><li>• B2 (50)</li><li>• B2 (75)</li></ul> |                      |
| <ul style="list-style-type: none"><li>• <b>A2</b></li></ul>                                   | <b>False Beginner+</b> | <ul style="list-style-type: none"><li>• <b>C1</b></li></ul>                                   | <b>Advanced</b>      |
| <ul style="list-style-type: none"><li>• A2 (25)</li><li>• A2 (50)</li><li>• A2 (75)</li></ul> |                        | <ul style="list-style-type: none"><li>• C1 (25)</li><li>• C1 (50)</li><li>• C1 (75)</li></ul> |                      |
|   |                        | <ul style="list-style-type: none"><li>• <b>C2</b></li></ul>                                   | <b>Expert</b>        |



# The Corporate Approach

- **What do you have ? Competences :**
  - Personality: savoir, savoir faire, savoir etre, savoir apprendre
  - linguistics
  - sociolinguistics
  - pragmatic competence
  - Availability!

***-> avoid “trouble groups”, manage expectations, check motivation, thorough screening***



# The Corporate Approach (ctd)

- **Where do you want to go? Objectives**
  - **Define activities:** What will the employee do with the language?
    - reception (written/oral)
    - production
    - interaction
    - mediation

*-> avoid wasting people's time and safe budget*
  - **Define the domain:** work environment, job description, potential...
    - physical context
    - psychological context
    - themes
    - tasks and goals

*-> don't confuse simulation and role play  
transfer to daily job duties*
  - **Time management/practical organization** (max 6 people – same level)

*-> measuring progress within reasonable time frame*



# The Corporate Approach (ctd)

- **The right language partner :**
  - adjustable material/media (E-Learning???)
  - professional teachers (native speakers???)
  - quality control (management platform)



**Thank you very much  
for your attention!**



# *Teacher-led online training – superior Return on Investment and standardization of training*

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# *EF Education First is the world's largest language training company*

1965



2009



- 1 program in Sweden

- 75 Offices
- 54 Countries
- 14 Programs
- 5,000 office employees
- 23,000 teachers
- 400 schools
- Nearly 10 million on-line students from 100 countries
- More than 1,000 corporate clients
- HQ in London, Lucerne, Boston, Stockholm, Shanghai and Hong Kong

# EF has over 35 years of experience serving corporate clients worldwide

Some examples of our Englishtown clients in Russia:



## Our mission:

*"To provide companies with the highest possible return on their language training investment"*

# Short history of language e-learning

- **Until 80s - Audio tapes**
  - Audio tapes with a book and exercises
- **80-90s - Computer**
  - CD-roms with or without fancy graphics. Speech recognition software.
- **End of 90s – beginning of 2000s - «dotcom-era, internet»**
  - "Internet is the solution to everything" – transfer of CD-Rom to internet but no change of content or pedagogical approach. Still no interaction.
  - A lot of software companies without any expertise in language training went online thinking that the "internet" itself would solve all learning problems. The results were not impressive because there is no difference between teaching online and offline.

# *E-learning today*

- **Web 2.0 TEACHER-LED online training – the solution for today and tomorrow**

Language learning demands interaction between people.

The state-of-the-art solutions of today have integrated and focused the training around the

- Interactive elements between teachers and other students
- High quality study content
- Clear study structure
- Extensive reporting system and student performance monitoring/follow-up

If you do not know how to teach people offline, you will not succeed online.

Today you can achieve superior Return on Investment in language training by offering your employees **teacher-led** online training

# *Return on Investment*

English language skills is a company asset that drive internal working efficiency.

Investment in assets = Return on Investment

a) Return on Investment = USD/Level progress

- i. This is not the same as price/time unit. Please, check the cost per unit of result.

Just because it is cheap per hour/year/person does not mean it is cheap per level progress.

Cf. CD-Rom v/s teacher-led online training

# *Standardization*

1. Teacher-led online language training solutions offer the following in terms of standardization:
  - Gap-analysis: Current level – Target level
  - Training method
  - Training structure
  - Training content
  - Result measurement
  - Evaluation criteria
  - Performance control and reporting

	Unit Activities	Conversation with teacher	Writings	Units Completed	Total Time	Visits	First Visit	Last Visit	# Weeks	Units/week	Conversation/week
Marina	125	5	5	8	37	31	05.01.2009	04.02.2009	8	200%	125%
Natasha	110	1	7	7	99	100	06.11.2008	04.02.2009	12	117%	17%
Dmitriy	157	13	4	10	116	180	12.11.2008	27.01.2009	10	200%	260%
Irina	137	8	7	10	66	6,0	05.12.2008	05.12.2008	11	182%	145%
Tatyana	141	3	2	10	32	42	04.12.2008	29.12.2008	12	167%	50%
Olga	150	7	10	9	81	91	15.12.2008	27.01.2009	12	150%	117%
Nikolay	42	4	2	2	18	24	09.11.2008	02.02.2009	3	133%	267%
Natalia	53	5	2	3	69	47	15.11.2008	31.01.2009	5	120%	200%
Elena	111	5	2	4	44	61	09.11.2008	31.01.2009	9	89%	111%
Maxim	98	6	2	5	20	12	09.11.2008	03.02.2009	12	83%	100%
Pavel	56	8	1	4	45	60	15.11.2008	15.11.2008	11	73%	145%
Maxim	52	8	6	3	35	29	10.11.2008	10.11.2008	9	67%	178%
Maria	71	11	5	4	44	95	17.11.2008	20.01.2009	12	67%	183%
Natalya	62	8	3	3	44	45	14.11.2008	03.02.2009	12	50%	133%
Victoria	52	4	3	3	39	44	11.11.2008	02.02.2009	12	50%	67%
Natalia	81	4	2	3	33	31	15.11.2008	28.01.2009	12	50%	67%
Kate	55	0	2	3	33	51	28.01.2009	29.01.2009	12	50%	0%
Dmitriy	50	0	1	2	68	193	13.11.2008	30.12.2008	9	44%	0%
Elzhan	40	2	1	2	9	12	12.11.2008	04.02.2009	12	33%	33%
Ekaterina	47	0	1	2	12	29	05.12.2008	04.02.2009	12	33%	0%
Natalya	42	5	1	2	32	27	19.01.2009	19.01.2009	12	33%	83%
Ekaterina	24	5	1	1	19	24	14.11.2008	01.02.2009	12	17%	83%
Ruslan	18	5	1	1	11	15	26.11.2008	04.02.2009	12	17%	83%
Ekaterina	15	9	1	1	6	10	13.11.2008	30.01.2009	12	17%	150%
Olga	12	12	0	0	8	11	14.11.2008	04.02.2009	12	0%	200%
Natalia	11	0	0	0	3	6	14.11.2008	14.01.2009	12	0%	0%
Oleg	8	1	0	0	6	9	19.11.2008	01.02.2009	12	0%	17%
	1820	139	72	102	1029	1285					



**Business target oriented approach  
to corporate language learning**



# Issues facing HR and Training Directors

- Lower training budgets
- New challenges for employees who take over their colleagues made redundant
- Some prior attempts at offering English training led to frustration because they were:
  - too academic
  - overly general
  - inappropriate for business.



# Business target oriented approach VS standard functional approach

A standard program for a  
telephoning course in  
English:

- We will teach you to:
  - get through
  - record messages
  - fix and change appointments
  - discuss information
  - make bookings etc.

Your business target is:

- To teach your staff to sort out your English-speaking clients' technical problems on the telephone.
- To do this, they should be taught to:
  - ask questions in English
  - understand the problem
  - give simple instructions.



# How can this be achieved?

- By more efficient communication between:
  1. Manager requesting a service
  2. HR or training manager
  3. Language school manager
  4. Language school director of studies
  5. Language school teacher
  6. A student
- The question to be discussed:
  - What should an employee be able to do speaking English?



## Strengths and weaknesses of such approach

- Clear business objectives
- Focus on developing identified business and language competences
- Content relative to the workplace and immediately useful
- Shorter and cheaper course
- Higher client satisfaction
- More pre-course discussions
- More pre-course work to prepare tailor-made handouts based on the client's materials
- Confidentiality issues to be discussed



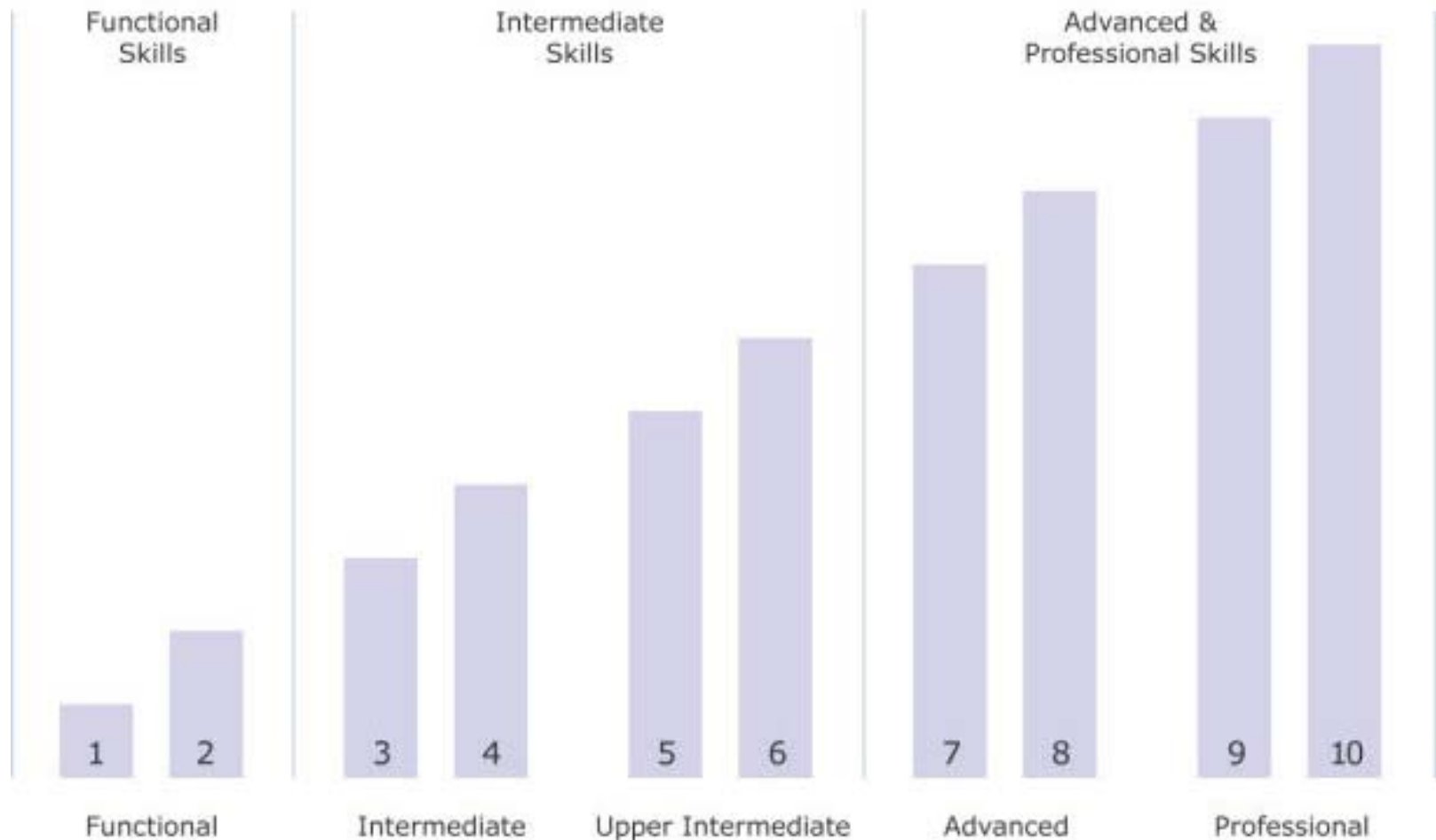
# Building language competencies versus tutoring

# Berlitz Program Planning

1. Needs Assessment
2. Evaluation of Skills
3. Program Design
4. Assessing Progress and Achievement
5. Standardized Tests and Employee Level Assessments



# Berlitz Proficiency Levels



# Berlitz Program Format Matrix

5 very high   
 4 high   
 3 medium   
 2 some   
 1 low

Produkt/ Skill	Berlitz Private Live	Berlitz Corporate Group Live	Berlitz Total Immersion	Berlitz Distance (BVC)	eBerlitz Blended Option 3	eBerlitz Blended Option 2	eBerlitz Blended Option 1	eBerlitz Tutoring	eBerlitz Self Study
Listening	5	5	5	5	4	3	3	3	3
Speaking	5	5	5	5	4	3	2	1	1
Reading	3	3	3	3	3	4	5	5	5
Writing	2	2	2	2	1	1	1	4	3

# Berlitz Learning Cycle

