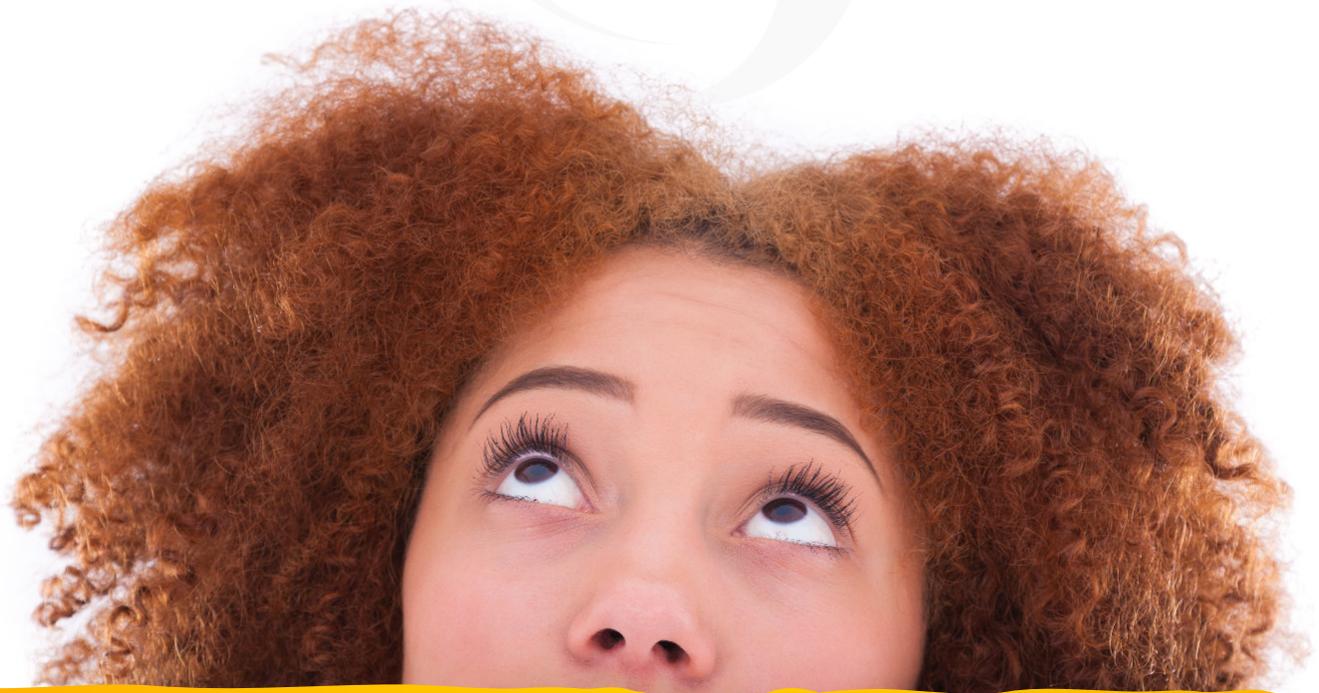


Have You been Tasked with Hiring a Language Training Company for your Non-Native English Speaking Employees?



You want to support your employees in their second-language acquisition so that they can perform at 100% efficiency, so that the rest of the team understands them, and they can express their needs and direct their coworkers.

If you've relocated this team member from another country, you want to safeguard the massive amount of money it took to relocate them.

But

You've never hired a language training company before.



So where do you start?

HERE IS YOUR

User
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Guide to

Hiring a Language Training Company



Fluency
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How many years of experience does each instructor have?

>3 YEARS

Fluency Corp Instructors

80%



60%



Experience is what counts most.

What exact experience do the instructors have? Have they worked with educated, professional adults?

Many companies hire teachers that have worked with children, or even teachers that work with heritage speakers (native speakers of the language who didn't get a formal education in it) or teachers that have taught citizenship classes. These are not adult fluency classes for professional reasons. Beware of this. The motivation for learning and ways of learning are very different for 7-year-olds than 35-year-olds. Our Fluency Partners (instructors) have worked overseas at Fortune 500 corporations or in the U.S. with professional adults for at least three years. They know how to engage language learners with relevant content for job needs.

How much talk time will my employees get in the class?



The more someone talks, the more confident and fluent they will become. But this often doesn't happen in language classes, especially formal or academic ones.



"It's kind of like playing the piano. You won't learn to play by watching someone else play."

• -- Micah Bellieu -- •

Fluency Partners know that clients need to prepare for meetings and presentations by practicing what they want to say, getting corrections and practicing again. In formal, academic classes, the focus is often on reading and writing, or the teacher speaks

most of the time, but this does not generate more confident speakers who can express their ideas orally. Only speaking can do that. If the instructor only lectures, students won't become strong speakers.



Do all employees use the same textbooks?
Or does each employee get relevant course
material for their job, interest and needs?



If class content is not specific and insanely relevant, then it's a waste of time for your employees. What good is following a textbook when what your employee really needs is help with an upcoming presentation?

Our Fluency Partners first spend two hours with the student in order to understand their goals and needs deeply. Only then do they choose material and present it to the student. At that time, the student approves of the material and the quarterly goals, which have been curated for that student's job, needs, interests and life.

NO
textbooks



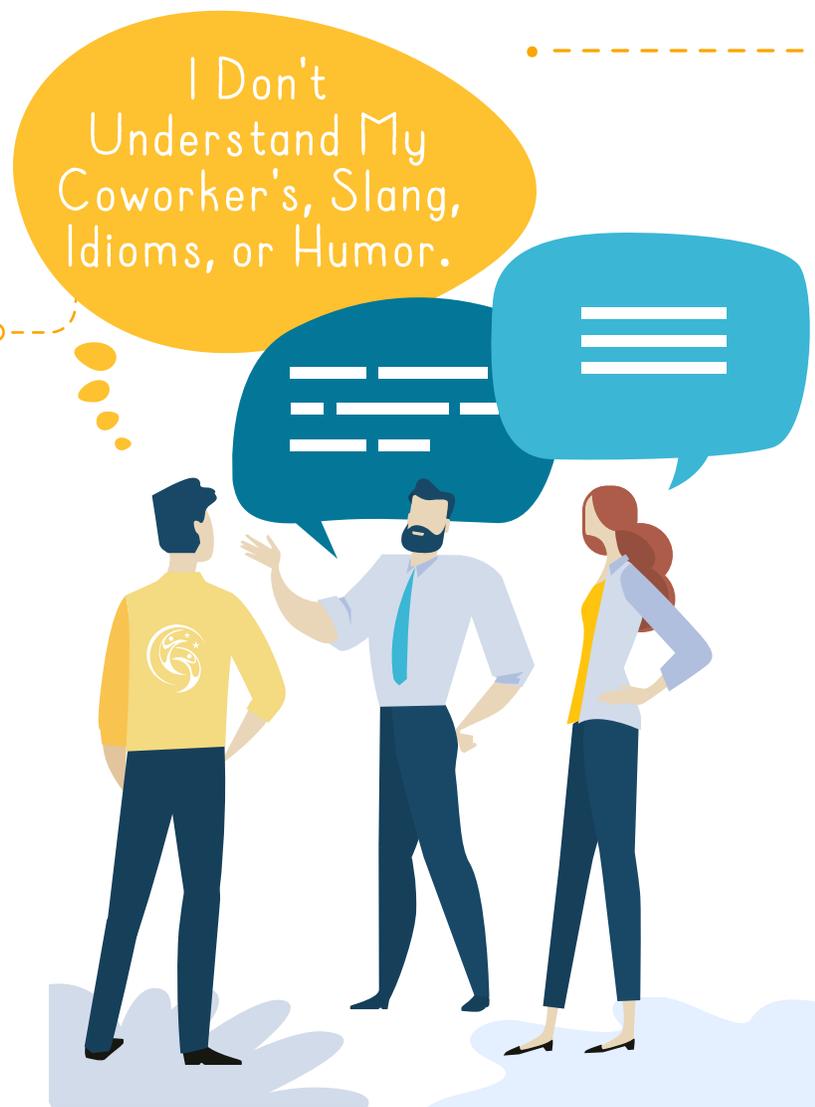
How will your instructors improve our employees communication?

The answer should include speaking, correcting, working on their accent and covering relevant topics specific to their unique work culture and team collaboration, especially pertaining to upcoming meetings and presentations. And, of course, there's practice, practice, practice with language that will be used on a daily basis. Again, what good is that general textbook if it doesn't relate to their day-to-day work environment?

Another little known fact is that most professionals have had hundreds of hours of business English, but that's not the part of the conversation they're not understanding. Most 2nd language speakers don't understand the real, everyday conversations, like phrasal verbs, slang, idioms, and humor that we use every minute of the day.

When we ask clients what they need most, they say they are missing and not understanding the real language that native speakers use at work on a daily basis that would allow them to understand more and connect better with clients and coworkers.

Fluency Corp understands this, as most of our staff has worked or lived in another country. That is why we know that real language is what's needed, because our experience was the same - we had the formal grammar from our university classes, but we didn't have the real daily language usage, nor the vitally important speaking practice and confidence needed to be able to give 100% at work.



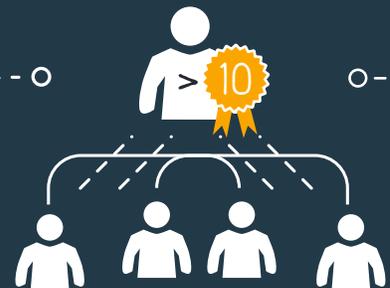


Do you oversee what the instructor is teaching? Are classes being guided by another instructor - or a project manager that has never taught before?

Hopefully the company will scream “YES! Another instructor is watching over the course content.”

A project manager is good, but if they don't know anything about second language acquisition, then how much can they guide the instructor? The project manager should check in with the students and talk with the teacher about how to ensure all employees are getting what they truly need from the lessons.

At Fluency Corp, an instructor with 10+ years' experience and who has experience managing a team of instructors is in charge of aiding the teachers in deciding the curriculum and content of the course.



Do you have **quarterly progress meetings** with the managers & students to ensure progress is taking place & that they are satisfied?

Do you give us **reports on the progress?**

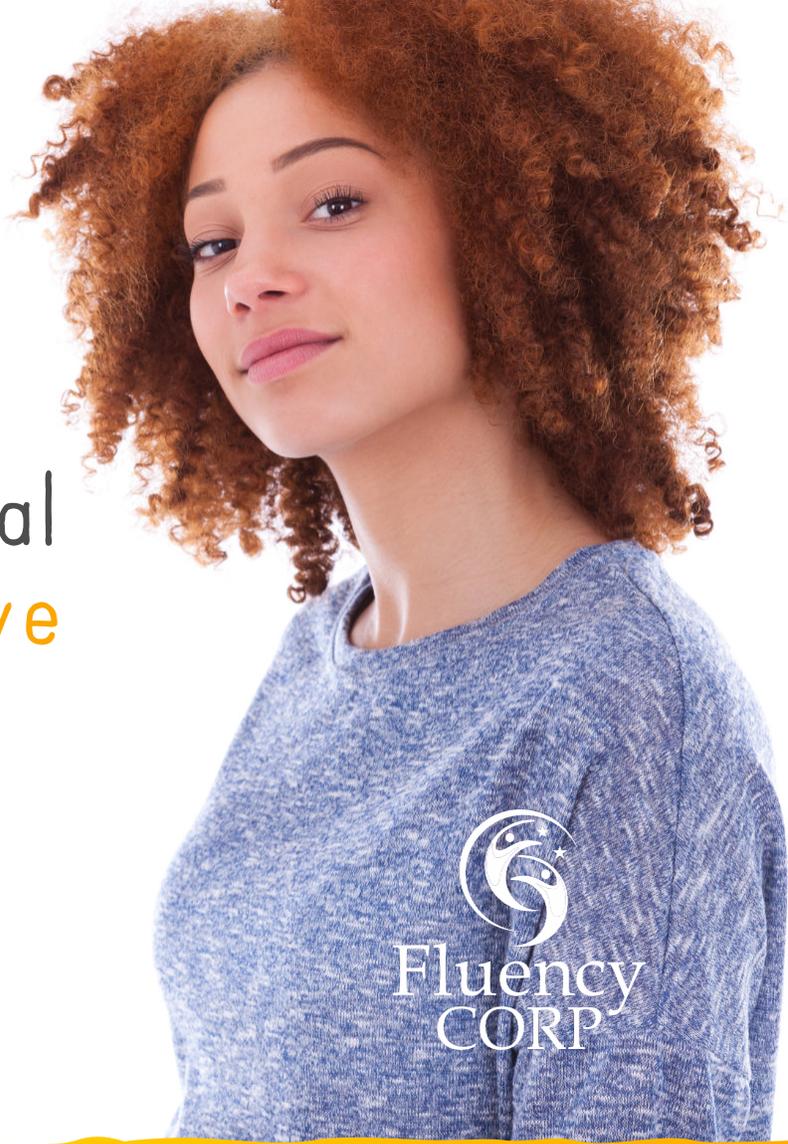


Progress meetings should be a core part of any language training program. Course material should be adapted as needed to ensure lesson plans align with the needs of each employee, as those needs change throughout the course. Maybe the employee's job has changed or job function has changed, so the instructor needs to be aware of this and adapt accordingly at all times.

At Fluency Corp, we meet with both the students and the management quarterly to get feedback about the progress, see if changes are needed and ensure that lesson material is so relevant that the student can walk out of the class and immediately use what he or she has learned. Also, a progress report is sent in each quarter. The instructor and the student have both approved, not only the goals, but also the progress made for each goal.



Do you want to learn more about how your multilingual company can **improve communication** & support non-native employees?



No Obligation ^ Set Up an Introductory Meeting with Micah Bellieu Today!

Yes, I want to talk! →

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