

Verbum versus Verbum

Consulting - Interpreting - Translating - Training
German - English - French - Italian - Russian - Spanish

TRAINING CONCEPT

Quote

Edith Adrover,

Flying Teachers GmbH, Zürich:

Conventional courses spoon-feed the participants and impose concepts and teaching methods on them. This gets in the way of real learning. People involved in adult education still find it hard to accept that they are not teaching children – how else can we explain the fact that teaching programmes are still imposed on adults today? Everywhere you look people now speak of customer-oriented services, but the participants are only rarely involved individually in the learning process. Teaching often misses what people really need. Although children can acquire a personal mixture of knowledge from the Internet, this is no longer possible at the latest when they reach school age - and it is certainly not justifiable for adults.

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Company presentation

Verbum versus Verbum was founded in 1996 by Michaela Colletti. She is member of the Federal Association of Interpreters and Translators (BDÜ). Verbum versus Verbum now offers a language service around the clock with a fully qualified team of graduate specialist translators, native speakers, simultaneous and consecutive interpreters and language trainers.

Michaela Colletti is a business interpreter for English and French and a state-examined and court-approved translator for Italian. She speaks fluent Spanish and has a basic knowledge of Russian.

The work done by Verbum versus Verbum is primarily focused on financial services and the investment goods industry. Our range of services includes language training, interpreting sessions and translations of annual reports, quarterly reports, accounting guidelines, issuing prospectuses, brochures, contracts, staff briefings, websites, press releases, ad hoc notifications, stock option plans and certified documents.

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Benefits and added value of the services for training participants

Verbum versus Verbum specialises in adult language education. Verbum versus Verbum is convinced that school-type general knowledge is best learned by adults in self-directed study or by electronic, interactive learning methods (computer-based training or interactive language programmes on CD). Learning practical knowledge and skills is different from the process of learning general knowledge (data-driven processing). Conceptual learning (concept-driven processing) mainly takes place in secondary education. Our assumption is that the adult has a practical need and is looking for a reliable solution to this need. He knows the result he wants to achieve, and he wants a solution which will enable him to achieve this result. In the short term he is less interested in learning complex interrelated facts, instead he wants to achieve greater efficiency or productivity. To gain the attention of the participants and stimulate their motivation to learn, productive learning is therefore more important than drilling complex rules. Of course the rules are also taught, but only in specific cases after a "solution" has been developed.

The methods used are based on the foundation of productive learning. The added value is obvious and results from the greater efficiency because training is carried out "on the job", without complicated logistics or transfer loss within the company, and is based on the specific tasks which the employee has to fulfil. As a result, the courses are not perceived as "off the job" interruptions in productivity or as a laboratory situation. Productive learning which arises from a specific practical situation enables all participants to apply the results immediately in their actual work.

The training concept of Verbum versus Verbum is therefore:

- ❖ Application-oriented
- ❖ Behaviour-based
- ❖ Curricular

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Language training is not regarded as an end in itself, it is seen as a tool for the communication of content with the aim of increasing the efficiency of the individual. Laboratory situations are largely excluded in the concept advocated by Verbum versus Verbum, because all they do is promote latent knowledge. The latent or passive knowledge of a foreign language is usually more strongly developed than a person subjectively believes, so the challenge is to activate this passive vocabulary for daily use. The training courses offered by Verbum versus Verbum therefore allow sufficient time for the participants to develop their own solutions (latent solutions/activating solutions drawn from what the participants already know) instead of prescribing a new textbook solution which must be learned in addition. Assessing the rhetorical knowledge of the participant and his vocabulary in his native language is an important factor.

The individual behaviour and personality of the participants forms the basis for a challenging, encouraging and nevertheless adaptable training programme. The basic learning subjects such as tenses and grammar are not neglected in our training concept. But they do not dominate the content of the course, they are woven into the fabric of the lessons with a gradual increase in difficulty.

The training materials used by Verbum versus Verbum draw on the working environment of the participants. Instead of using a textbook, the teaching is individualised and practical. Sometimes audio/video sequences or training books for topics such as using the telephone in English are used. All channels of communication are functionally integrated. They include video and audio information, telephone training, writing e-mails and business letters, preparing and presenting lectures and public talks, participation in discussions and business meetings. The customs of foreign business partners and the appropriate strategies for meetings and personal contacts are taught in context.

Optionally, a joint "state of the art" glossary (knowledge base) can be developed as a professional background for individualised courses. The training teams use a common vocabulary. The vocabulary also deals with the semantic differentiation of seemingly identical terms or cultural variances (English / American use). The validity of the glossary is constantly checked by the language trainer, usually in cooperation with managers in the respective functions and lines of business.

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The breakdown into individual and team courses is largely determined by the present language skills of the participants and the level of professionalism required. If you are aiming for a very high standard with very individual applications, we fundamentally recommend individual courses. If you want to learn language skills at a normal business level, courses in small teams are a more economical option. Verbum versus Verbum deliberately thinks in terms of teams rather than groups because the participants are brought together with a focus on a specific subject or function.

Language courses are supplemented by all-round support as part of a comprehensive training concept. The participants can call on a language hotline by telephone or e-mail. In everyday work, this includes telephone queries on wording and phrases. Answers to closed questions about short texts or phrases are offered as a free service. More extensive texts are invoiced on the basis of the number of standard lines or the time taken. In practice, this form of learning by experience usually takes place by e-mail.

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