

PROFESSIONAL TRAINING METHODOLOGIES

PRE TRAINING QUESTIONNAIRE

A pilot study can be conducted, based on preliminary discussions.

A questionnaire to gauge various aspects of English Language Skills will be handed out to the intended recipients. Students will be assessed on the following areas -

Listening/Speaking- The questions related to the student's ability to listen and comprehend English and speak in the language. The questions related to their own understanding of their speaking and listening skills.

Reading – The questions related to the student's ability to read and comprehend clearly, letters, correspondences, reports, complex texts, detailed instructions, routine information and non routine information in unfamiliar areas.

Writing -The questions related to the student's ability to write and draft correspondence, take notes, write detailed reports, form writing etc, both professionally and personally.

Structure - The questions related to the student's proficiency, mainly the ability to arrange and connect the correct words and/or sentences in appropriate order. In English language, structure is considered to be one of the basic and important aspects. Incorrect and improper use of structure leads to wrong sentences, sentences without meaning or even sentences conveying a different meaning as against what was originally intended.

Vocabulary - The questions related to the student's total awareness, knowledge and usage of words. The usage of correct words in the appropriate places and forms ensures not only meaningful and effective communication but also productivity in the short as well as long run.

Gap filling (fill in the blanks with appropriate words) -The exercise consisted of usage of appropriate words in sentences to arrive at the correct meaning. The test required students to use basic and simple Parts of Speech Nouns/verbs/prepositions/conjunctions/adverbs like 'house', 'would', 'took', 'at' etc in a paragraph with blanks at appropriate places.

Error correction in order to test comprehension of English - The students were asked to assess an official letter and correct spelling mistakes, add appropriate words, letters, and punctuation marks; and make grammatical changes to make it meaningful and grammatically correct.

IMPLEMENTATION PLAN

SHORT TERM SPECIFIC OBJECTIVES & INDICATORS

- Increased vocabulary.
- Correct implementation of specifications and instructions
- Better written communication.
- Improved oral communication.
- Overcoming the fear of the language.
- Better management of interpersonal relationships.

OUTPUT & INDICATORS

- Better understanding of English vocabulary and appropriate usage. ☐ Clear understanding and comprehension of specifications/instructions. ☐ Increase in the ability to write sentences using appropriate words. ☐ Better interpersonal skills.
- Overall increase in productivity by reduction of time taken due to challenges mentioned above.

As English language trainers we reflect on all the key concern areas to instill confidence and sense of professional advancement in the following style and system-

- **Utilizing Explicit Trainee Talk**
- **Thinking Aloud during instructional activities**
- **Modeling- Utilizing Peer Models**
- **Retelling, Dramatizing; and Pantomiming**
- **Encouraging Peer Discussions (e.g. sharing work experiences)**
- **Encouraging interaction and responses to texts**
- **Demonstrating key concept**
- **Modeling Creative Reading and Writing Strategy**
- **Modeling Problem Solving Strategies with new vocabulary**
- **Demonstrating Revision, Editing, Elaboration and convention**
- **Individual Assessment Information in portfolios**
- **Time for Practice, Response and Reflection**
- **Introducing spelling patterns**
- **Studying high frequency Words in vocabulary**

WORKSHOP METHODOLOGIES

- 1. Action learning – Learning through acting out of words, sentences etc.**
- 2. Behaviour modeling – Learning by setting a model/ ideal for following (a person, a process, a specific behavior)**
- 3. Business Clinics**
- 4. Conference**
- 5. Nominal Group techniques**
- 6. Observation**
- 7. On the job training – checking and correcting mails, clarification on specifications**
- 8. Programmed Learning**
- 9. Question and Answer sessions**
- 10. Role Playing – Learning through role-plays, imbibing what is correct and correcting the wrongs.**
- 11. Sensitivity Training – Learning to be sensitive to different languages, people, behavior etc.**
- 12. Simulation – Learning through simulation of a particular environment.**
- 13. Syndicate Training**
- 14. Transactional Analysis – A crucial method for better management of relationships, responses.**
- 15. Critical life Even grid**
- 16. Knowing yourself**
- 17. Task satisfaction/Dissatisfaction**
- 18. Language Grid**
- 19. Stress Presentation skill**
- 20. Reinforcement exercise**
- 21. Research cards**
- 22. Strategy reports**
- 23. Regular E-mail Feedback**
- 24. Motivational posters in work area**
- 25. SMS to all students of training**
- 26. Games/ Get-together**
- 27. News Paper article reading**
- 28. Presentations of real time/ sample mails (before and after corrections)**