



THE
BERLITZ
METHOD®

LEARN WITH
CONFIDENCE



LEARN WITH CONFIDENCE





LEARN WITH CONFIDENCE

The Berlitz Method® is a natural way to learn a new language. First introduced in 1878, it is an intuitive, conversational style of learning, designed to build confidence from the very beginning, and equip people for practical communication in real world situations.

Over the years, the Berlitz Method® has evolved in line with the latest research and technology. But it has remained faithful to a proven, effective core approach, based around five key principles:



PRINCIPLE

1

Exclusive use of the target language

Learners are immersed in the target language, just as they would be in real life, right from the start of the very first lesson.

Learners interact with their instructor in the target language throughout every lesson.

Which means that your employees will learn to think and speak in the language, naturally and intuitively.

PRINCIPLE

1

Exclusive use of the target language

Learners are immersed in the target language, just as they would be in real life, right from the start of the very first lesson.

Mistakes are allowed in the safety of the classroom.

So your employees learn quickly by experience, developing the skills that they will need in real-life situations.

PRINCIPLE

1

Exclusive use of the target language

Learners are immersed in the target language, just as they would be in real life, right from the start of the very first lesson.

The instructor will be a native-fluent.

Which means your employees will learn their new language the way it is spoken today, including native pronunciation and natural, correct grammar.

PRINCIPLE

1

Exclusive use of the target language

Learners are immersed in the target language, just as they would be in real life, right from the start of the very first lesson.

Instructors use special techniques for teaching beginners without having to translate, for example by using body language or visuals for basics like ‘introducing yourself’ or ‘telling the time’.

So learners are able to understand what’s going on, take part, and start learning right from the beginning.

PRINCIPLE

1

Exclusive use of the target language

Learners are immersed in the target language, just as they would be in real life, right from the start of the very first lesson.

As well as their regular instructor, learners have lessons with a variety of instructors from different countries and backgrounds.

In this way, your employees become familiar with different accents, intonation and speech patterns - enabling them to communicate effectively with the widest possible range of people.

PRINCIPLE

2

Speaking and listening, supported by reading and writing

Face-to-face conversational interaction is critical for successful language learning, and it is the primary activity in every lesson.

Your employees will spend most of the lesson time speaking and listening.

Opportunities to speak will help them gain confidence and fluency, and in turn motivate them to speak even more.

PRINCIPLE

2

Speaking and listening, supported by reading and writing

Face-to-face conversational interaction is critical for successful language learning, and it is the primary activity in every lesson.

Every learning can be immediately put into verbal practice.

Helping your employees cement their skills and develop efficiently, quickly and with long-lasting success.

PRINCIPLE

2

Speaking and listening, supported by reading and writing

Face-to-face conversational interaction is critical for successful language learning, and it is the primary activity in every lesson.

There will also be some short reading and writing exercises in class, but always as a support to learners' speaking activities.

This ensures that your employees' experience of the language is well-rounded.

PRINCIPLE

3

Grammar as a means of communication

Lesson time is never taken up with worksheets or academic exercises
– grammar is introduced as part of practical language development.

Rather than abstract theories about 'past tense', 'future tense', or 'comparatives and superlatives', your employees will learn grammar structures for practical purposes.

So they can immediately start using the new structures in a way that's relevant for their work. For example, discussing past and future projects, or comparing options for your company.



PRINCIPLE

3

Grammar as a means of communication

Lesson time is never taken up with worksheets or academic exercises
– grammar is introduced as part of practical language development.

Our instructors will introduce new grammar in context at the appropriate stage of your employees development.

Which means they will find the grammar easier to understand.



PRINCIPLE

3

Grammar as a means of communication

Lesson time is never taken up with worksheets or academic exercises
– grammar is introduced as part of practical language development.

After learning the new structure, your employees will be encouraged to actively practice it as much as possible.

So that they gain full confidence using it.



PRINCIPLE

3

Grammar as a means of communication

Lesson time is never taken up with worksheets or academic exercises
– grammar is introduced as part of practical language development.

Our instructors are trained to give feedback in an encouraging way, that enables a good balance of accuracy and fluency in the lesson.

This helps learners to acquire language competence naturally and intuitively.



PRINCIPLE

4

Maximum learner participation

Lessons are structured to ensure learners are actively engaged throughout – essential for effective learning.

Our instructors will encourage your employees to take an active part as much as possible.

So that they get the maximum value from their lessons.

PRINCIPLE

4

Maximum learner participation

Lessons are structured to ensure learners are actively engaged throughout – essential for effective learning.

The Berlitz Method® systematically but flexibly applies a lesson structure to ensure that learners spend at least 50% of the time speaking.

Which will build their confidence for when they go out into the real world.

PRINCIPLE

4

Maximum learner participation

Lessons are structured to ensure learners are actively engaged throughout – essential for effective learning.

In each lesson there are the ‘presentation and practice phases’, where learners immediately practice communicating using new words and grammar.

This means their new learning has maximum opportunity to ‘stick’.

PRINCIPLE

4

Maximum learner participation

Lessons are structured to ensure learners are actively engaged throughout – essential for effective learning.

In each lesson there is the 'performance phase' where learners usually speak 100% of the time.

This helps your employees to experiment with the language, self-correct and develop strategies for expressing themselves in the real world.

PRINCIPLE

4

Maximum learner participation

Lessons are structured to ensure learners are actively engaged throughout – essential for effective learning.

Instructors are trained in question and answer techniques to prompt learners to interact.

So your employees are always actively involved in the lesson.

PRINCIPLE

5

Goal-oriented, lively instruction based on the learners needs and interests

Learning is personalized, to make sure that it is appropriate and rewarding for each individual.

Before the first lesson, the instructor will establish, together with the learner, their ultimate language objective.

This ensures that all their learning is focused and relevant to them.

PRINCIPLE

5

Goal-oriented, lively instruction based on the learners needs and interests

Learning is personalized, to make sure that it is appropriate and rewarding for each individual.

Every lesson has an agreed goal, in line with real life language needs.

So every lesson helps your employees to develop a practical skill.

PRINCIPLE

5

Goal-oriented, lively instruction based on the learners needs and interests

Learning is personalized, to make sure that it is appropriate and rewarding for each individual.

Each lesson goal leads to the learner's ultimate objective.

So your employees always make meaningful progress and they always stay motivated.

PRINCIPLE

5

Goal-oriented, lively instruction based on the learners needs and interests

Learning is personalized, to make sure that it is appropriate and rewarding for each individual.

At regular intervals, we check and feedback on learners' progress.

So we know we're meeting your employees' needs and expectations - and they know that they're on track.

PRINCIPLE

5

Goal-oriented, lively instruction based on the learners needs and interests

Learning is personalized, to make sure that it is appropriate and rewarding for each individual.

The instructor will customize lessons to the learner's ability, learning style, needs and preferences.

This means your employees will always be fully engaged and enjoy developing their skills.

PRINCIPLE

5

Goal-oriented, lively instruction based on the learners needs and interests

Learning is personalized, to make sure that it is appropriate and rewarding for each individual.

Lessons will include authentic materials.

So your employees learn the cultural context, and gain a greater understanding of their new language.



LEARN WITH CONFIDENCE

FOR ADVANCED PRESENTATIONS

This section provides additional detail to help you sell the Berlitz Method® to decision makers who have specialist knowledge in language learning. It includes examples of research and theory that you can use to support your presentation to customers.



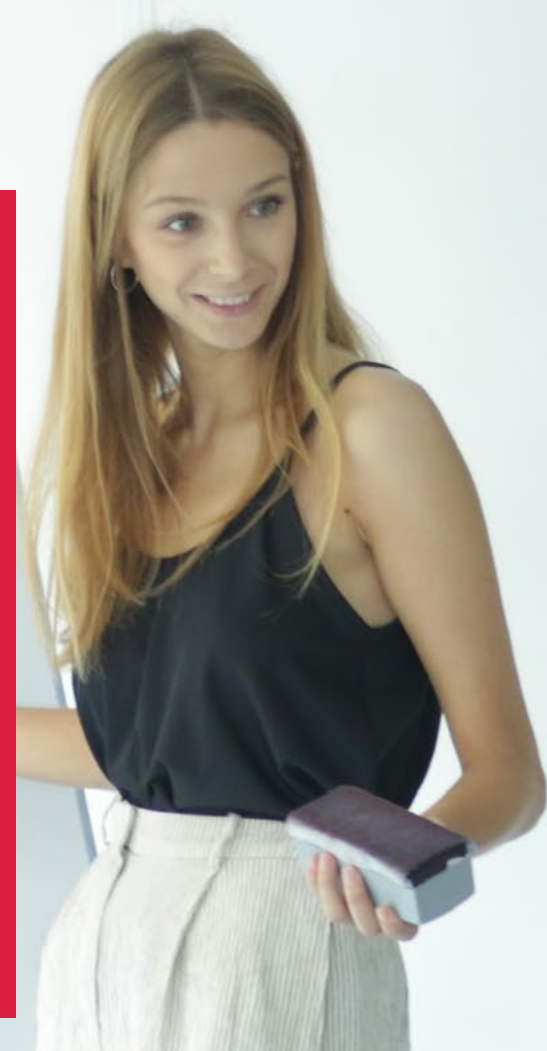
PRINCIPLE

1

Advanced presentation: **Exclusive use of the target language**

Maximizing the amount of L2 input

It can be tempting to use the learners' L1, however, research has shown (e.g. Littlewood & Yu, 2011) that if the native language is an option for classroom use, it is used more often than originally intended, and the amount of L2 input decreases. Therefore, we spend lesson time giving learners maximum exposure to their target language, in an environment where it is the norm for learners to communicate and interact in L2.



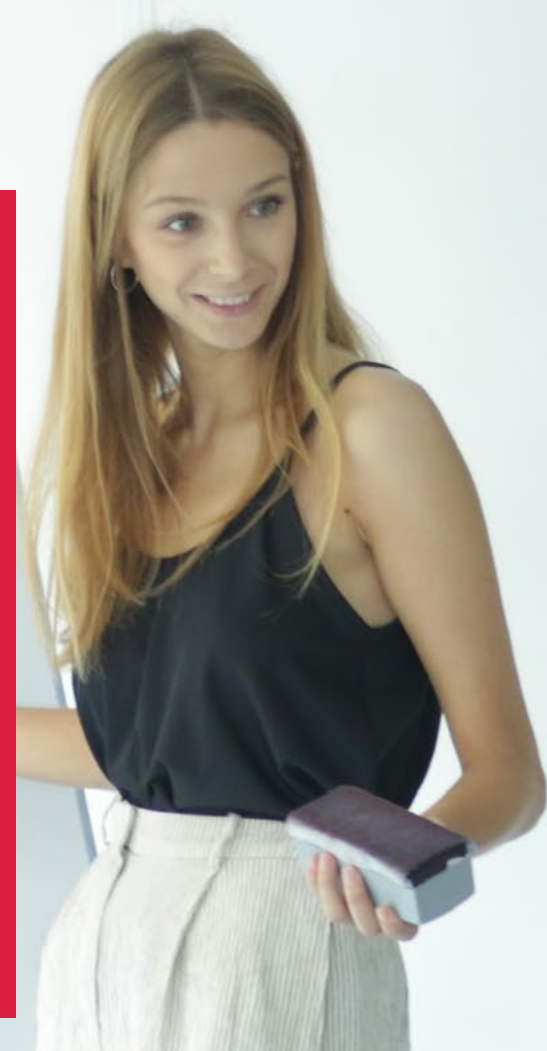
PRINCIPLE

1

Advanced presentation: **Exclusive use of the target language**

Careful use of L1 outside the classroom

Some research (e.g. Levine 2014) suggests that careful use of the native language can be helpful for some learner styles. For these learners, we offer ideas and tools for use outside the classroom incorporating L1, such as e-learning. This means that back in the classroom, they can get full value from their lesson time with a native speaking instructor using and practicing only L2.



PRINCIPLE

1

Advanced presentation: **Exclusive use of the target language**

Input of authentic language and materials

A key driver of motivation and speed of L2 acquisition has been shown to be the input of authentic language and materials (e.g. Richards, 2013). Our native-fluent instructors model expressions or particular structures naturally, which helps learners to culturally identify with the target language.



PRINCIPLE 2

Advanced presentation:
Speaking and listening, supported by reading and writing

Face-to-face interaction and communication

The second language acquisition theory - 'Interaction Hypothesis' - by Michael Long is still very relevant. This theory states that the development of language proficiency is promoted by face-to-face interaction and communication, and that conversational interaction is critical for second language learning. There has been a significant amount of research continuing to support this theory, and so Berlitz continues to place the focus for instruction on speaking and listening.

PRINCIPLE 2

Advanced presentation: **Speaking and listening, supported by reading and writing**

The essential role of interaction

Another example is Susan Gass' model of L2 acquisition, which describes the essential role of interaction, with pertinent input and output, for language learning. Commensurate with this model, Berlitz classroom activities such as meeting simulations and practice business negotiations are designed so that learners interact meaningfully with the instructor and each other. There are also short reading and writing activities during lessons - these always support or lead to a speaking activity.

Advanced presentation: **Grammar as a means of communication**

Using language as a successful communication tool

Some linguists (e.g. Lantolf, 2012) draw on aspects of social-cultural theory, including the idea that humans use a range of tools for interacting with the world. One of these tools is language; which is fine-tuned via meaningful social interactions. In Berlitz lessons, each new grammar point is added to the toolkit and practiced in conversation form; this helps learners to increase their ability to use language as a successful communication tool. There are also short reading and writing exercises in class, but always as a support to speaking activities and in relation to the overall growth of the lesson.



Advanced presentation: **Grammar as a means of communication**

Introducing grammar in a meaningful context

Stephen Krashen has been an influential thinker in the field of second language acquisition for many years. His 'Comprehensible Input Theory' explores the idea that language acquisition occurs when people are exposed to language that is meaningful for them, and just above their current level of understanding. Our Berlitz instructors introduce new grammar in a meaningful context at the appropriate stage of learning.



PRINCIPLE 3

Advanced presentation: **Grammar as a means of communication**

The learner's internal syllabi

There has been much discussion and research into what the ideal sequence is for a learner to acquire a new language (e.g. Gass & Selinker, 2008), with a recent focus on the idea that learners have “internal syllabi”. Berlitz is keeping abreast of these developments, and is aware of other influencing factors such as the L1 of the learner. The current Berlitz syllabus provides a fundamental structure that is followed consistently worldwide, with all Berlitz instructors ready to give individual support where needed.



Advanced presentation: **Grammar as a means of communication**

Customizable techniques for language introduction

Another major aspect of researcher interest is aptitude for language learning. In Peter Skehan's model for defining aptitude, he identifies "analytic ability", which is the ability to recognize language patterns and make useful generalizations. Berlitz instructors understand that some learners grasp the new language patterns more quickly than others, and are sensitive to these differences. Due to the very small class sizes at Berlitz, it is easy to customize the technique for language introduction to the learner's aptitude. For learners that require extra guidance, instructors may highlight patterns more explicitly with additional examples or by writing and underlining relevant points, whilst always maintaining conversational interaction for practical purposes.



PRINCIPLE 3

Advanced presentation: **Grammar as a means of communication**

Balancing linguistic form with meaning in context

With regards to fluency and accuracy, research does support the idea of combining a focus on linguistic form with meaning in context. When the connection between these is highlighted by the instructor, this further facilitates learning (e.g. Nation & Newton, 2009). Therefore, Berlitz instructors strike a fine balance between keeping meta-linguistic information to a minimum and focusing on the meaning conveyed by the form, but always drawing learners' attentions to the connection between the two where appropriate.



PRINCIPLE 4

Advanced presentation: **Maximum learner participation**

Actively engaging learners during lesson time

All research into second language acquisition points to the necessity for learners to be actively engaged during lesson time in order to succeed. There has been some development in SLA theory with regards to how to systematically assure learners' active participation. Although the traditional 'PPP' (Presentation, Practice, Production) structure offered by other language providers has its merits, for example providing an easy-to-use way of structuring lessons, research indicates that 'Task-Based Language Teaching' (TBLT), or 'Task-Supported Language Practice' (TSLP), is more relevant to how learners acquire their L2.

PRINCIPLE 4

Advanced presentation: **Maximum learner participation**

[< Read less](#)

This approach involves learners discovering the new language by having to accomplish tasks in L2, for example, ordering from a menu right from the beginning without a formal 'presentation' phase. Research on the benefits of TBLT/TSLP over PPP is not conclusive, but it has been mostly positive so far. Fortunately, at Berlitz, our unique approach to PPP (Presentation, Practice, Performance) allows for the flexibility to incorporate these new findings where appropriate, without sacrificing consistency and reliability. For example, in order to introduce indirect speech, Berlitz instructors may use a magazine interview in the presentation phase where learners report on what was said.

PRINCIPLE 4

Advanced presentation: **Maximum learner participation**

The importance of peer interaction

Research into group classes (e.g. Philp & Tognini, 2009) has shown that peer interaction has important benefits compared with instructor interaction. It has been proven that not only do they learn from each other, but that an individual also benefits from the instructor's corrective feedback to their peers. As the feedback is not directed at the particular individual, they are not under pressure to respond and so have more time to process the correction. At Berlitz, peer interaction is built in to every lesson, so you will often see lessons where learners practicing the new language are speaking 100% of the time, whilst the instructor takes on more of a mentor role.

PRINCIPLE

5

Advanced presentation:
**Goal-oriented, lively instruction based on the learners
needs and interests**

Considering and adapting the learning process

All research shows that learners differ in their speed of progress, and the Berlitz Method® recognizes language learning as an unpredictable process. Berlitz instructors are trained to notice and consider unique variations in learning progress and adapt accordingly. In addition, we take a collaborative approach helping learners to define their goals and monitor their individual progress.



PRINCIPLE 5

Advanced presentation:
**Goal-oriented, lively instruction based on the learners
needs and interests**

Adapting to the learner's unique intellectual profile

'Multiple Intelligence Theory' (Howard Gardner), which looks at people's capabilities interacting with the real world, is most often applied to learning development in children. However, the principle that the brain has several types of intelligence, e.g. visual or verbal, for processing information is also relevant for adult learning. Each L2 learner has a unique profile of intelligences which means our instructors pay individual attention to how best to facilitate learning, using a rich mix of activity types. For example, in some cases, they would make more use of visual aids, while in others, learners would get up and 'act out' situations.



PRINCIPLE 5

Advanced presentation:
**Goal-oriented, lively instruction based on the learners
needs and interests**

Adapting activities to unique learner style

How individual learners like to learn, as well as the best strategies for learning, differ from person to person, as well as from stage to stage in the learning process. Research into learning styles is ongoing, and recent research has focused much on learning strategies (see e.g. Rebecca Oxford's 'Strategy Types'). What is clear is that each learner has their own unique learning style and preferred strategy for learning – the choice of strategy can play a significant role in a learner's success.

[Read more >](#)



PRINCIPLE

5

Advanced presentation: **Goal-oriented, lively instruction based on the learners needs and interests**

< [Read less](#)

In our Instructor Qualification Program, we train our instructors to be flexible in their approach, incorporating a variety of activities as well as adapting some activities to the unique styles of the learners. Instructors will also help learners who are unsure of the best strategy, or strategies, for learning by providing guidance.





OTHER FACTORS: MOTIVATION

It goes without saying that the more motivated a learner is, the more successful their learning outcome. For this reason, understanding motivation is an integral part of our instructor training.

THE IMPACT OF INTERNAL AND EXTERNAL FACTORS

Motivation has been shown to be complex and multi-layered. Over the long-term, the effort required for learning a language does not stay constant and can also be impacted in real-time by a range of internal and external factors, including learner's proficiency, peer motivation, the instructor and materials. Berlitz instructors learn about this during their training, and are therefore sensitive to the motivation of their learners, meaning they employ a range of techniques and activities to keep motivation high.





OTHER FACTORS: MOTIVATION

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THE DIFFERENT SOURCES OF LEARNER MOTIVATION

Instrumental and integrative motivation (Gardener) describes two main types of motivation in L2 learning. Instrumental motivation refers to the desire for achievement, like passing an exam, or getting a promotion at work. On the other hand, integrative motivation refers to a favorable attitude to the L2 community and the desire to get closer to the L2 culture. These different sources of motivation are covered in our instructor training, so that all our instructors understand that both play a role to varying degrees, and that lessons must be designed accordingly.





OTHER FACTORS: MOTIVATION

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EMOTIONAL FACTORS AFFECTING A LEARNER'S SUCCESS

Affective factors in L2 learning are emotional factors, such as anxiety or shyness, which influence learning success. Stephen Krashen's 'Affective Filter Hypothesis' discussed the feelings of vulnerability and anxiousness for adults learning a new language, and the fear of losing face or making mistakes. Berlitz instructors are trained to provide a 'safe' environment that helps learners feel positive about the learning process and encourages them to take risks, therefore reducing anxiety. They do this by being enthusiastic and showing interest in their learners, employing plenty of praise, correcting in a positive way and of course, by congratulating learners on their success.





OTHER FACTORS: MOTIVATION

It goes without saying that the more motivated a learner is, the more successful their learning outcome. For this reason, understanding motivation is an integral part of our instructor training.

HELPING LEARNERS TO ACHIEVE THEIR 'IDEAL SELVES'

Recent theories in motivation propose that learners often have a vision of their desired future 'language selves', i.e. their 'ideal L2 self' (Dörnyei, 2009). This is compatible with the way Berlitz finds out the goals of the learner and their reasons for learning a particular language. An example of their ideal self could be 'being a confident presenter in German' or 'being a competent English-speaking global team leader'. Through clear goal-setting procedures at Berlitz, aligned with the learner's 'ideal L2 self', the learner is motivated right from the start. During the lessons, instructors will include activities that help learners to achieve their ideal selves, such as simulations or realistic role plays.





BERLITZ INSTRUCTOR TRAINING AND DEVELOPMENT

All Berlitz instructors must successfully complete the initial Instructor Qualification Program, which includes all of the language learning aspects detailed here.

After their initial qualification, there is a comprehensive instructor development program, which reflects established best practices (e.g. summarized by Murdoch, 2000). This includes seminars to further develop teaching techniques, as well as regular mentoring, monitoring, evaluation, and self-evaluation.

Optimal instructor development is managed via our internal @Berlitz LMS and we promote a climate of collaboration to ensure the highest standards. This means that in the classroom, our instructors are fully equipped to provide well-rounded, quality instruction.





BERLITZ CLASS MATERIALS

The selection of the specific Berlitz teaching material depends on participant's prior knowledge, together with the targets and scope of a particular training program.

Berlitz offers your employees a varied portfolio made up of authentic teaching materials, topical magazines, course books, and audio to suit all types of learning, always focusing on our primary target: achieving the defined learning outcomes with even greater success and sustainability.



FAQs

1.	What is the Berlitz Method® in a nutshell?	>
2.	What differentiates the Berlitz Method®?	>
3.	What other advantages does Berlitz offer?	>
4.	How do you ensure that lessons are interactive?	>
5.	Why does Berlitz teach this way?	>
6.	Are all the instructors really native-fluent?	>
7.	What qualifications do the instructors have?	>
8.	How do beginners understand the lesson if there is no translation?	>
9.	What if the learner is not yet confident enough to speak only in the foreign language?	>
10.	Is reading and writing integrated into the lessons?	>
11.	What about visual learners who need to see their new language written? Does Berlitz allow that?	>
12.	Is learning allowed outside of the lesson structure?	>



FAQs

1. What is the Berlitz Method® in a nutshell?

It's a natural way to learn a new language, which focuses on speaking and listening in order to give learners the skills and confidence for interacting in real-life situations.

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FAQs

2. What differentiates the Berlitz Method®?

Unlike other providers, the Berlitz Method® takes a systematic approach; both in leading clients to their goals as well as in keeping abreast of latest research and innovations in language learning.

Our instructors undertake comprehensive training. Not only do they learn specific techniques for language training, they also learn how to keep motivation high, maintain lesson focus on learner goals, and build learner confidence.

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FAQs

3. What other advantages does Berlitz offer?

Berlitz has a global network of language centers and language learning partners, so clients can be sure of consistently high standards everywhere in the world.

In addition to instructors, Berlitz offers a full support team including mentors and advisors, to help monitor the learner's progress and ensure their success.

Berlitz takes a holistic approach to language learning, which covers the psychology of language learning and cultural context, as well as specific teaching methods.

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FAQs

4. How do you ensure that lessons are interactive?

Berlitz instructors are specially trained to employ question and answer techniques, and to encourage free practice based on authentic texts, situations, simulations or role plays.

Learners are always kept involved in the process by the instructor who continuously prompts them to speak and ask questions for themselves.

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FAQs

5. Why does Berlitz teach this way?

Speaking with confidence is notoriously the most difficult part about language learning.

Indeed, language learners who have not studied at Berlitz often complain of being able to understand their target language, but not being able to say anything in it! Berlitz clients do not have this problem.

[Return to FAQs](#)



FAQs

6. Are all the instructors really native-fluent?

Yes. In order to best prepare learners for interacting in real-world scenarios, and to ensure authenticity, Berlitz instructors are native-fluent.

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FAQs

7. What qualifications do the instructors have?

All Berlitz instructors are educated to degree level as a minimum, and undergo the Berlitz Instructor Training.

And in keeping with our principle of focusing on practical, real-world language skills, our instructors come from a variety of professional backgrounds reflecting a wide range of life experience.

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FAQs

8.

How do beginners understand the lesson if there is no translation?

Berlitz instructors are specially trained to introduce the language in a step-by-step way. They make a start by using clear universal body language or visuals that have immediate practical relevance, for example ‘introducing yourself’, ‘reading an email in the office’ or ‘describing the weather’. Then building on this, they guide the learners to speak, using increasingly sophisticated means of expression.

This process helps to develop a natural confidence in the target language from the get-go. In fact, employing translation slows down and can even completely prevent the development of this confidence.

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FAQs

9.

What if the learner is not yet confident enough to speak only in the foreign language?

Don't worry, our whole approach is based around building learning confidence. Our instructors are trained to provide a safe environment where mistakes are 'allowed' and to provide plenty of encouragement and praise for learners of all levels - including complete beginners.

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FAQs

10. Is reading and writing integrated into the lessons?

Short reading and writing activities, related to the overall goal of the lesson, are usually included as supporting exercises. These always lead to a speaking activity so that precious class time with the native-fluent instructor can focus on interactive skills.

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FAQs

11.

What about visual learners who need to see their new language written? Does Berlitz allow that?

Of course! Seeing the language written occasionally during practice or an interactive presentation is a help for some learning styles. However, overdependence on seeing the written form risks hindering your progress towards confident verbal interaction in the classroom. After the lesson, all content is also available for review and consolidation in the Berlitz materials and practice exercises.

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FAQs

12. Is learning allowed outside of the lesson structure?

Lessons are focused on practicing and speaking the language with the native-fluent instructor. But outside of lessons, learners are encouraged to explore their target language in whatever way they choose, including learning vocabulary lists, conversing with native speaker colleagues or via TV, internet and radio.

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