



Language Learning and VET. Challenges and Prospects.

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Language Learning and VET



Up to some decades ago, the two concepts used to be considered irreconcilable and incompatible.

VET can be defined as education and training which aim to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market.

(Glossary – Quality in Education & Training, CEDEFOP)



In response to a rapidly changing global marketplace most countries now recognise the importance of a highly skilled, multilingual workforce.

A lot still needs to be done in terms of implementation and methods of language teaching and learning in VET which are more learner-focused, more practically oriented and, above all, more applied to professional contexts.

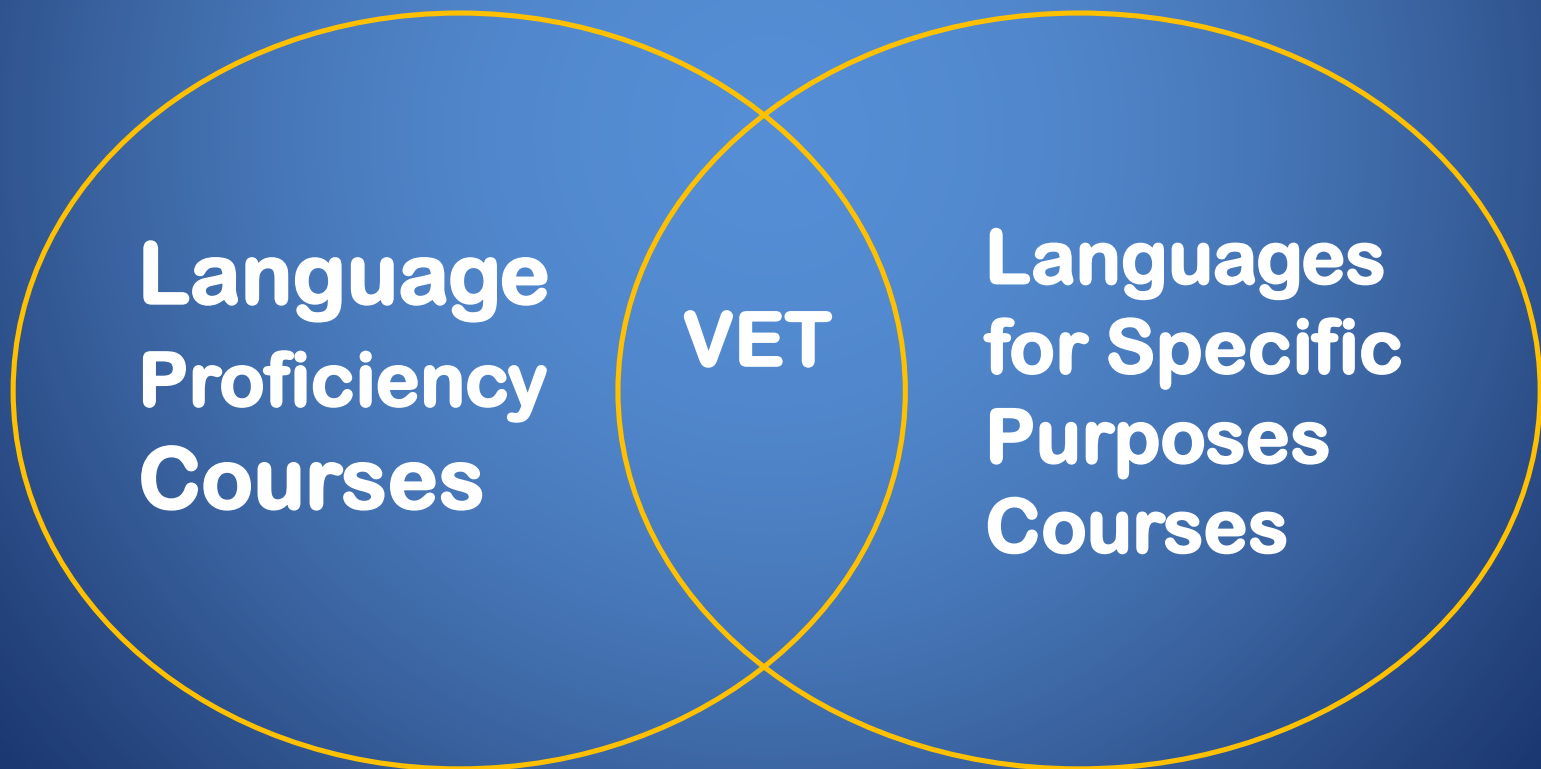


VOCATIONAL
EDUCATION
TRAINING

Many learners who attend vocational education and training courses across the globe are motivated to acquire a set of vocational skills to access employment, but are much less motivated to improve the basic language skills that underpin the acquisition of these skills.



One possible solution is the introduction of language courses for VET students which are a hybrid between Language Proficiency and Languages for Specific Purposes.



TUESDAY
August
2



Teamwork

TEAM

DO



Skill

focus



Mission

Success



Practice

A

B

CHALLENGE



Research

HOW

WORK

The advantage offered by such a profession-oriented approach is that it enhances the use of a profession-bound, purposefully designed methodology that gives the teacher clear clues as to what are the factual, most relevant and linguistically servicing ingredients that a student may utilise for an effective and fast acquisition of a vocation-oriented linguistic corpus.

This is quite a challenging task given that in the same group individuals may vary considerably in education level, motivation, aptitude for languages, work experience, self-discipline...



- i. Consolidating basic grammar notions and rules
- ii. Becoming familiar with specific terminology
- iii. Introducing the kind of language to be used in their vocational domain
- iv. Working on specific language skills pertinent to the employment.

1

- an individual theoretical component of learning

2

- an individual practical component of learning

3

- the possibility to work in teams, pairs or groups

- emphasises the practical relevance between language learning and the workplace
- develops a strong community support for languages
- encourages collaboration across curriculum areas
- promotes the acquisition of transversal skills
- enables students to achieve language and vocational education competencies concurrently
- encourages the possibility of international collaboration between educational institutions
- makes languages meaningful and relevant
- provides real life examples of language in context.

Let's work
together



Thank you for your
time.

Any questions?

