Job-Oriented Language Learning in the Context of Intercultural and Professional Competency Development

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Abstract

Target groups:
Coordinators for mobility students, language teachers and tutors

Topic of the project:
Language learning in the context of mobility for professional reasons within a three years training programme for European students

What is the Compass tool?
The idea of the Compass tool is to enable a definition and a documentation of mobility students’ competences achieved during a work placement abroad. This can be done by replacing traditional application procedures by the diligent Compass database tool.

For students
As a student you will get a personal portfolio illustrating all competences you achieve. Your given answers to the questionnaire on language, professional, social and personal skills will be illustrated as “spider webs”. This procedure will be repeated at least twice, once prior to your stay abroad and once after your stay. By this system-developed procedure you’ll be enabled to compare your achieved competences and to set new objectives for the future.

For mobility institutions
Compass provides you with a tool that can help you to illustrate the language and other competences of the student, and thus better match them to companies. Furthermore, as an added value, the tool can support you to evaluate the language and other achievements of the placement and let you take advantage of them for further mobility operations.

For companies
As a manager of a company you can read useful information about the student, who is going to work for you. Moreover, you will get knowledge about his professional level, language abilities, personal and social skills through the “spider web” illustration.

What are the advantages of this effective tool?
The Compass database tool provides access to all partners involved: students, partner institutions, and companies. It facilitates students to assess their personal language learning progress during a prolonged period of time and apart from that encourages both, tutorial assistance on the teachers side and learning autonomy through regular and accompanied self-assessment on the students’ side.

What is so innovative about this new procedure of accompanying and monitoring students during a short or long term placement abroad?
For the first time an intelligent database tool helps gathering and illustrating empirical (soft), personal and social and provable (hard), language and professional skills of a student over a longer period of time.

Students learn how to assess and re-assess themselves throughout a prolonged period of time and get a better feeling for their own learning progress made during a working process in a foreign country.

The partner organisations can spare time and use the tool to better monitor their students’ achievements from the beginning of their application to the end of the scholarship through a simple, transparent and easy to handle tool.
The tool enables the handling organisations to evaluate comparable and provable inroads made by the students.

The achieved and comparable results will be saved and be of statistic significance, hence become a sustainable data track for further improvement.

**In which way can the Compass tool be implemented in the three years training programme for young students?**

By using the database tool, students are entitled to make better and more precise statements of their competences.

Later, the different "spider webs" will underpin thus replace the students’ letter of motivation and foster better comparison with other students.

Students and human resources managers will arrange their learning agreements based on the results of the database tool.

The self-assessment, illustrated in the “spider webs”, will help the students to become more self-reflective and independent learners.

At the end of a work placement, students, partner organisations and companies will all refer to the achieved results, effectively and visually shown in the different “spider webs”.