

Working with languages

LCA & LCVP Work Experience Student Activity Pack



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Work-related language activities you can use during Leaving Cert Applied & Vocational Programme work experience

The world of work has changed hugely in the last 20 years. Workplaces in Ireland are increasingly diverse - workers can be from a variety of different countries and speak languages other than English. When students are on work experience, they have an opportunity to reflect on this diversity. As future workers in Ireland, Europe or the wider world, the use of languages and the interaction with different nationalities and cultures in the workplace is going to become more common.

This pack of activities will raise awareness among LCA & LCVP students of diversity in the workplace as well as encourage them to reflect on how important languages might be in their future careers.

Activities

Activity description

Each activity is accompanied by an activity description

Skill level required

Each activity is accompanied by a level

- I = you will need words and short sentences
- II = you will need more vocabulary and longer sentences
- III = you will need more complex vocabulary and sentences

Estimated time needed

Each activity is accompanied by the estimated time needed to complete the activity

Resources needed

Each activity is accompanied by a list of resources required.

Expected learning outcomes

Expected language and skills learning outcomes are given for each activity

How to use the pack

- > The student, school or employer can download the pack from our website languagesconnect.ie
- > The pack is divided into 4 sections, each with a different colour.
- > Pick as many or as few activities in each section as you like.



Section 1:

Language awareness in the workplace

- in English



Section 2:

Cultural awareness - in English



Section 3:

Work and social relationships

- in Target Language



Section 4:

Work and organising

- in Target Language

When to use the pack

- > During work experience the student may have spare time when these activities can be used as a resource
- > The student can tell the employer they have the pack so the employer knows the student can be engaged in doing work-related activities in case there is spare time
- > The pack can be used in school by Guidance Counsellors, LCA & LCVP Co-Ordinators and MFL teachers

Work experience skills World of Work

- > The skills you will use include:

Working independently

Critical thinking

Personal responsibility

Practising self-direction

Showing initiative

Creativity

Researching & ICT Skills

Managing and taking

responsibility for

personal learning and

**Interacting effectively
with others face to face
and online**

**Developing and
maintaining self esteem
and a positive self
concept**

**Managing career
development and
decision making**

**Developing and
growing throughout life**

Reflection - what the student has learned

The reflective process will enable the student to identify aspects of his/her authentic experiences that are personally meaningful. It will provide the student with an opportunity to: Make sense of experiences • Develop skills of reflection • Develop the capacity for self-evaluation and self-knowledge • Set personal goals and attain them • Recognise personal strengths and aptitudes in terms of learning style • Transfer knowledge to new situations. The outcomes of this reflective process will be applied to decisions on future career planning and life-long learning

- > With regard to the specific subject or focus of reflection, students should identify what was meaningful for them and address questions such as :

What was I like before this experience?

What did I expect of the experience?

What was the experience actually like?

What did I learn from the experience?

What have I learned about myself from this experience?

How has it affected my outlook and plans for the future?

What advice would I give anyone else starting on the same work placement or experience?

The outcome of the reflection could be presented in written, audio, video, graphic or pictorial form and maintained by the student as a reference point for the reflective statements

Here is a link to the Leaving Certificate Applied Programme Statement and Outline of Student Tasks <https://bit.ly/2Mel4DB>

- > In the world of work we often have to **assess our work by ourselves** and **independent self-assessment** is the norm

- > These activities introduce the **concept of life-long learning**

- > **Can-do descriptors** are included with each task and can be used for self-assessment.

The student can record their learning in a portfolio, set further learning goals and include reflections on learning

The student will also be able to record and share progress by exhibiting work in the classroom. The learning during the course can be presented in many formats: posters, recordings, videos, etc.

LANGUAGE AWARENESS IN THE WORKPLACE

Complete these activities in English

1

These activities are about being aware of languages around us and how language skills are beneficial for careers.

Activity	Description	Level	Time	Date completed!
1	Languages around you. Look around your workplace and reflect on languages and diversity around you. Pick 3-4 questions	In English	5-10 mins each	
2	Write in a 'dream job bubble' about your dream job and how languages would be useful	In English	25 mins	
3	Match life skills with things you can do with them	In English	10 mins	

Activity 1 LANGUAGES ALL AROUND YOU - LOOK CLOSELY!



DESCRIPTION

Think about your workplace and look around. Find out the answers to some of the following questions and record them in your workplace reflections/folder



RESOURCES REQUIRED

Pen and folder



LANGUAGE LEARNING OUTCOME

By doing these tasks, you are working towards Senior Cycle language subject learning outcomes - you will become more aware of languages and communication in the world of work



SKILLS LEARNING OUTCOME

You will be able to reflect on different working environments / conditions & make decisions on your own preferences based on your abilities, values, interests, strengths & limitations

What **languages** can you find in your place of work? (employer, employees, customers, products, ingredients list, mail, signs, objects like sides of boxes, instructions, menu etc). How many languages can you find?

How would the workplace **benefit** from having someone who speaks foreign languages?

Is it possible to get **language lessons** in your work experience? Which languages?

What **difficulties** could the employee have because they don't speak a foreign language?

MY WORKPLACE

Does your workplace **deal with foreign countries?** If so, which ones? How?

Do you think **your foreign co-workers could communicate in their native language** in your work experience? Why / why not?

SELF ASSESSMENT: Can-Do Descriptors - tick!

I can: Give opinions and facts about a job

☐

I can: Discuss the topic of relevant language skills in the job

☐

I can: Use my independent thinking in discussing likes

☐

I can: Find facts and voice opinions

☐


KEY SKILLS

- > Being literate - Discussing what I have seen and what I think about it
- > Interacting effectively with others
- > Using career-related information and sources appropriately
- > Understanding the world of work life roles

Activity 2 YOUR DREAM JOB / HOW WOULD FOREIGN LANGUAGES BE USEFUL?



DESCRIPTION

Write in the 'Dream Job Bubble'.

- > What is your dream job?
- > What do you do in that job?
- > What skills do you need?
- > Where do you work?
- > How would foreign languages be useful?



RESOURCES REQUIRED

Pen, Device / Internet



SKILLS LEARNING OUTCOME

You will be able to express your thoughts by thinking independently and using your verbal skills



What is your dream job?

What would you do?

What skills would you need?

Where would you work?

How would foreign languages be useful?

RECOMMENDED WEBSITES

careersportal.ie, gradireland.com
careernews.ie, qualifax.ie
military.ie, garda.ie

APPRENTICESHIP TRAINING

solas.ie, apprenticeship.ie

SELF ASSESSMENT: Can-Do Descriptors - tick!

I can: Give a description of a job in English

☐

I can: Assess how useful foreign languages would be in a particular job

☐


KEY SKILLS

- > Understanding the world of work & life roles
- > Managing career development & decision making
- > Using career - related information & sources appropriately

Activity 3 'I CAN DO MORE!' - LANGUAGES GIVE ME LIFE SKILLS



DESCRIPTION

Below are life skills which language skills enhance so you can do more things in life. Look at the life skills listed on the left below. Then look at the practical situations which can happen in the world of work on the right below. Match a life skill with a situation where that life skill would help you. There are no right or wrong answers, and one life skill can help you in more than one situation!



RESOURCES REQUIRED

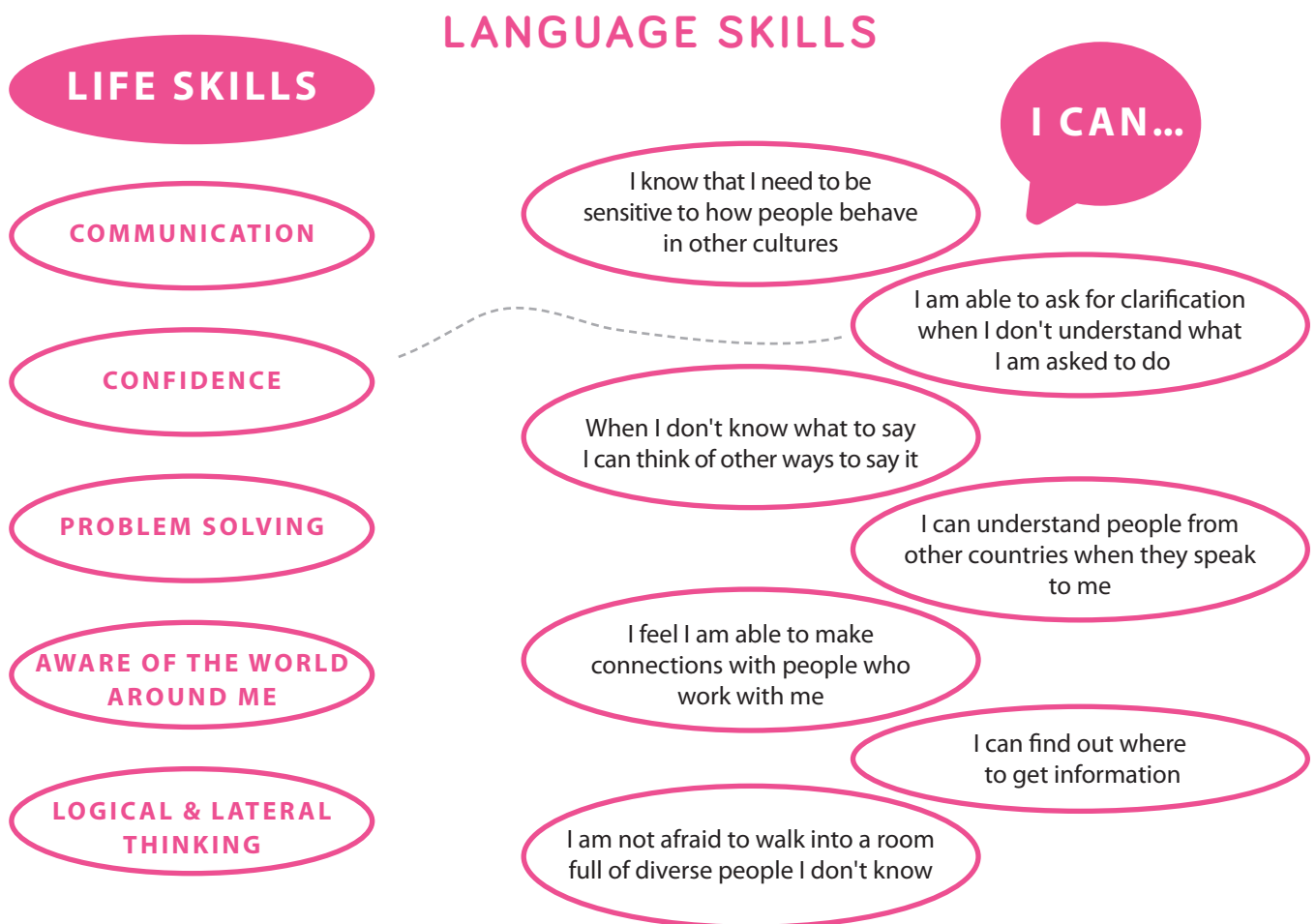
Pen



SKILLS LEARNING OUTCOME

You will be able to recognise what you can do with life skills and express your views

You will be able to identify transferable skills and identify career areas they apply to



SELF ASSESSMENT: Can-Do Descriptors - tick!

I can: *Recognise life skills and what I can do with them*

☐

I can: *Express my views about how to use life skills*

☐


KEY SKILLS

- > Developing career development and decision making
- > Developing and growing throughout life

CULTURAL AWARENESS

Complete these activities in English

2

These activities help you to find out about and be more aware of cultural differences

Pick minimum 1-3 activities. Which ones do you pick?

Activity	Description	Level	Time	Date completed!
1	Greeting people: At work and in general people greet each other in different ways in different countries	In English	23 mins	
2	Lunchtime! At work lunch can be different in different countries.	In English	40 mins	
3	Holidays: Different cultures have different holidays	In English	15 mins	
4	You have an interview. Cultural awareness as part of the job interview	In English	15 mins	

Activity 1 'GOOD MORNING, BOSS!' - GREETING PEOPLE



WORK SITUATION

Your boss has just received a call from head office, and is in a complete panic as visitors are unexpectedly going to be popping into your workplace. They are from abroad, and your boss is worried staff won't know if there are some cultural dos and don'ts. You are asked to go on-line and find out how to treat the guests.

- > Find out how people from the countries below greet each other when they meet at work in the morning or meet in general. A handshake, a kiss, a 'hello', a bow or a high-five? Formal or informal?



RESOURCES REQUIRED

Pen. Device for research



SKILLS LEARNING OUTCOME:

You will be able to reflect on your tolerance, respect and openness towards others from diverse backgrounds and cultures. You will build relationships with employer



Country	Typical way to greet people in work situations	Very formal or informal?	How do you say 'Good morning'
Japan			
Germany			
Lithuania			
Egypt			

SELF ASSESSMENT: Can-Do Descriptors - tick!

I can: *Know different ways of greeting in different parts of the world*

☐

I can: *Tell something about how to behave in different countries*

☐

I can: *Conduct research*

☐


KEY SKILLS

- > Using research and IT Skills
- > Interacting effectively with others

Activity 2 LUNCHTIME! - WHAT'S FOR LUNCH?



WORK SITUATION

A group of co-workers from your workplace is travelling abroad to visit a business. Your team leader wants to host a light lunch. Everyone wants to appear polite, hence you are asked to do some research into local habits so that the group can feel more prepared.

- > Find out when workers in the countries below have lunch and what they might typically eat. Are there any specific table manners to observe? In different countries the main meal is eaten at different times. In some countries lunch is the main meal and takes a long time, in other countries workers eat a small lunch and the main meal is in the evening.



RESOURCES REQUIRED

Pen. Device for research



SKILLS LEARNING OUTCOME:

You will be able to reflect on your tolerance, respect and openness towards others from diverse backgrounds and cultures.

You will build relationships with employer.

You will facilitate inclusive behaviours and attitudes in others.



Country	What do people typically eat and what are the table manners
Italy	
Latvia	
Morocco	
South Korea	

SELF ASSESSMENT: Can-Do Descriptors - tick!

I can: *Know about table manners and culture around dining with work colleagues*

☐

I can: *Tell about how to behave at work-related situations*

☐

I can: *Conduct research*

☐


KEY SKILLS

- > Using research and IT Skills
- > Interacting effectively with others

Activity 3 TAKING TIME OFF WORK - HOLIDAYS



WORK SITUATION

A member of your team suggests it would be nice to send a card or a seasonal greeting to your much-valued customer abroad. But which type of a card is appropriate? Countries have different holidays. Suggest an appropriate card to send or perhaps a general greeting card will suffice.

- > Find out what the main holidays/celebrations are in the countries below



RESOURCES REQUIRED

Pen. Device for research



SKILLS LEARNING OUTCOME:

You will be able to reflect on your tolerance, respect and openness towards others from diverse backgrounds and cultures.

You will build relationships with employer.

You will facilitate inclusive behaviours and attitudes in others.



Country	List Main Holidays and Celebrations in these Countries
Russia	
Brazil	
China	

SELF ASSESSMENT: Can-Do Descriptors - tick!

I can: Conduct research on cultural differences

☐

I can: Understand what types of different holidays different countries have

☐

I can: Understand and explain cultural differences

☐


KEY SKILLS

- > Using research and IT Skills
- > Interacting effectively with others

Activity 4 YOU HAVE AN INTERVIEW - CULTURAL AWARENESS AS PART OF THE JOB INTERVIEW



WORK SITUATION

You have been called to an interview. You know that in the job you will be dealing with people from diverse communities in Ireland. Cultural awareness is a requirement and you will be asked about your competency in dealing with people from diverse backgrounds.

How would you answer the following interview questions?



RESOURCES REQUIRED

Pen



SKILLS LEARNING OUTCOME:

You will be able to adopt attitudes and behaviours to promote yourself at interviews

You will analyse barriers to equality and inclusion in the workplace

You will employ effective problem solving and decision making strategies

1. How do you try to understand different perspectives?
2. How do you build relationships with people whose cultural backgrounds are different from yours?
3. What verbal and non-verbal communication skills have you got to communicate with people from different cultural backgrounds?
4. How can you accommodate people who are not completely familiar with Irish cultural dos & don'ts?



SELF ASSESSMENT: Can-Do Descriptors - tick!

I can: Express what my cultural awareness skills are

I can: Reflect how I can use my cultural awareness skills

I can: Reflect on ways to be culturally aware

☐
☐
☐


KEY SKILLS

> Developing and growing throughout life

> Interacting effectively with others

> Managing career development and decision making

WORK AND SOCIAL RELATIONSHIPS

Complete these activities in your target language

My chosen target language is :

.....

3

These activities are about using your target language in work-related social situations

Activity	Description	Level	Time	Date completed!
1	Greeting people in work situations. Greet the visitor in their own language and break the ice.	I	15 mins	
2	Introducing yourself in a work situation. Being able to introduce yourself in diverse situations	II	15 mins	
3	Using numbers in a work situation or social situation. If numbers are important you need to get them right.	III	20 mins	

Activity 1 GREETING PEOPLE IN WORK SITUATIONS



WORK SITUATION

You are meeting a work contact visiting your workplace who is from a country where they speak the language you study. You all want to be welcoming and make a good impression. Greet the visitor in their own language and break the ice. If you meet people from other countries in work situations, just to be able to greet them in their language is much appreciated and seen as a nice way to start the relationship.

- > How do you say the following phrases in the foreign language you study? Write them down and say them out loud to practice pronunciation.



RESOURCES REQUIRED

Pen



LANGUAGE LEARNING OUTCOME:

You will use words and phrases needed in everyday life and in work situations



SKILLS LEARNING OUTCOME:

You will be able to present yourself in a work-related situation where social skills are important

You will be able to demonstrate respect and openness of diverse cultures and encourage inclusive behaviours and attitudes in others

Good morning	
You are very welcome to Ireland	
How are you?	
It is nice to meet you	
Goodbye	
I hope you enjoy your stay	

SELF ASSESSMENT: Can-Do Descriptors - tick!

I can: Greet people in my target language

I can: Communicate in work-related social situations in my target language



KEY SKILLS



> Interacting effectively with others face-to-face



> Developing and maintaining self-esteem and a positive self concept.

Activity 2 INTRODUCING YOURSELF



WORK SITUATION

A foreign customer team is visiting your work premises. They are keen to meet the staff, and have decided that they will manage in English although their English is a little basic. They will consider it very considerate if you introduce yourself in their language, which is the language you have studied.

- > How do you say the following phrases in the foreign language you study? Write the phrases and practise pronunciation

My name is [your name]	
I live in [place where you live]	
I work in [your work placement]	
I am from [your country]	
May I introduce my colleague Jinny	

Describe briefly in the target language what your job entails	
---	--



RESOURCES REQUIRED

Pen



LANGUAGE LEARNING OUTCOME:

You will use words and phrases needed in everyday life and in work situations



SKILLS LEARNING OUTCOME:

You will demonstrate a respect for and openness towards different cultures

You will adapt behaviour to enhance interactions with others

SELF ASSESSMENT: Can-Do Descriptors - tick!

I can: *Introduce myself in my target language*

I can: *Give information about myself*

I can: *Communicate in work-related social situations in my target language*

☐
☐
☐


KEY SKILLS

> *Interacting effectively with others face-to-face*

> *Developing self-esteem and a positive self-concept*

Activity 3 USING NUMBERS



WORK SITUATION

You are visiting a supplier abroad. They have stringent security measures and at the reception you are asked a number of questions. In a work or social situation you may have to communicate with a person who may have very little English. If numbers are important you need to get them right.

- > How do you say the following phrases in the foreign language you study? Say them out loud and also write them down



RESOURCES REQUIRED

Pen



LANGUAGE LEARNING OUTCOME:

You will use words and phrases needed in everyday life and in work situations



SKILLS LEARNING OUTCOME:

You will be interacting effectively in the workplace to build positive relationships

My telephone number is [your telephone number]	
My birthday is [your date of birth]	
Where is room 204?	
It is about 15 min away	
The wifi code is 9781	
The code to get in is 3428	
Your bus is number 75	

SELF ASSESSMENT: Can-Do Descriptors - tick!

I can: *Use numbers in my target language*

I can: *Use numbers in relevant work-related social situations*

I can: *Communicate in work-related social situations in my target language*



KEY SKILLS



> *Interacting effectively with others face-to-face*



> *Developing and maintaining self-esteem and a positive self-concept*



WORK AND ORGANISING

Complete these activities in your target language

My chosen target language is :

.....

4

These activities are about using your target language in work-related situations

Activity	Description	Level	Time	Date completed!
1	Finding your way abroad. If you are abroad for work you need to know where you are going	In your Target Language	15 mins	
2	Role play: Booking a table in a restaurant. Your team is abroad to meet customers.	In your Target Language	30 mins	
3	Role play: Booking accommodation. You and your work colleagues need to book accommodation.	In your Target Language	20 mins	

Activity 1 FINDING THE WAY



WORK SITUATION

You and a colleague have travelled abroad to a trade show to source equipment. You take public transport to the show, but you need to walk from the station to the venue. Some roads are blocked and the very large venue seems confusing. You have to ask for directions. No one seems to speak very good English

- > Find the correct words and use them to understand directions.



RESOURCES REQUIRED

Pen



LANGUAGE LEARNING OUTCOME:

You will be able to find your way and use your language skills to communicate



SKILLS LEARNING OUTCOME:

You will be able to complete a practical task relevant to a possible work situation

You will be able to change behaviour and attitudes to enhance your self esteem



Where is the Exhibition Centre?	
Turn left	
Take the second road on the right	
Where is the entrance?	
It is beside the station	
It is across from the hotel	

SELF ASSESSMENT: Can-Do Descriptors - tick!

I can: Ask for directions in my target language

I can: Understand directions in my target language

☐
☐


KEY SKILLS

> Interacting effectively face-to-face

> Developing self-esteem

Activity 2 ROLE PLAY : BOOKING A TABLE IN A RESTAURANT



WORK SITUATION

Your team is abroad to meet current customers, and in addition you have met some very interesting new potential clients with promising signs of future co-operation. One of them suggests that they should meet your team over dinner. You are asked to make the dinner reservation. You are warned that the restaurant staff may not speak very good English, so you decide to practice a few phrases before you ring the restaurant. Practice the parts of the person in the restaurant and yourself.

- > Find the correct words and use them to make a table booking for dinner



RESOURCES REQUIRED

Pen. Device / Internet. Phrase Book



LANGUAGE LEARNING OUTCOME:

You will be able to make a booking and use your language skills to communicate



SKILLS LEARNING OUTCOME:

You will develop and employ effective coping strategies for dealing with change & transition problem-solving
You will be able to change behaviour and attitudes to enhance your self esteem



YOU	I would like to make a reservation	
	What day?	
YOU	Tomorrow Thursday	
	What time ?	
YOU	At 7 o'clock	
	For how many people?	
YOU	For 5 people	

SELF ASSESSMENT: Can-Do Descriptors - tick!

I can: Book a table in a restaurant in my target language

☐

I can: Understand words and phrases relating to booking a table in a restaurant

☐

I can: Conduct a phone conversation in my target language

☐


KEY SKILLS

- > Interacting effectively face-to-face
- > Developing self-esteem
- > Developing and growing throughout life

Activity 3 ROLE PLAY : BOOKING ACCOMMODATION



WORK SITUATION

Your team has travelled abroad for a work trip, and the team is driving to your destination. You were held up earlier, and now it is getting late and you need to book accommodation to stop for the night. Sat nav shows that there are suitable hotels nearby. You are chosen to be the person to make the phone call because you have studied the local language. Luckily the receptionist speaks a little English, but there are some details you need to communicate in the foreign language.

- > Find the correct words and use them to record a role play phone call to book four single rooms for one night



RESOURCES REQUIRED

Pen



SKILLS LEARNING OUTCOME:

You will be able to make a phone call to book accommodation and use your language skills to communicate



SKILLS LEARNING OUTCOME:

You will adapt behaviours to suit a work context and to enhance interactions. You will employ effective problem solving

You will avail of opportunities & career experiences to develop your own potential

	Hello, How may I help you?	
YOU	I would like to book 4 single rooms	
	How many nights?	
YOU	One night	
	When?	
YOU	Tonight	
YOU	Do you have parking?	
	Yes we have parking	
YOU	Is breakfast included? What time?	
	Yes. Between 7am and 1 pm	

SELF ASSESSMENT: Can-Do Descriptors - tick!

I can: Book accommodation in the target language

I can: Understand words and phrases relating to booking accommodation

I can: Conduct a phone conversation in my target language



KEY SKILLS



> Effectively interacting with others



> Developing and growing throughout life



> Developing self-esteem

Working with languages

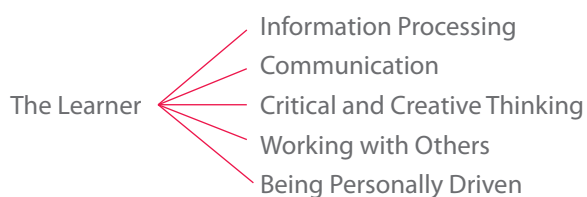
The activities are designed to give the student an opportunity to:

- > Learn and use work-related words and phrases in the target language
- > Explore the presence and importance of foreign languages in a workplace
- > Enhance the awareness of foreign languages relevant to a workplace
- > Explore the connection between foreign languages and careers
- > Enhance intercultural awareness in a workplace
- > Encourage heritage language speakers to use and be aware of heritage languages in a workplace
- > Use digital tools
- > Inspire to include foreign languages in plans for future careers

Working with languages supports:

- > Building stronger bridges between education and wider community (Action Plan for Education, DES 2017)
- > Enhancing employer engagement in the development and use of trade languages (Languages Connect, DES 2017)
- > Assisting education and training providers place a stronger focus on providing skills development opportunities that are relevant to the needs of learners, society and the economy... The greatest skills demand is for Professionals, Associate Professionals and people with multilingual skills... 85% of students feel they learned new skills during TY and the strengths of the programme included learning new skills, work experience, subject availability (Ireland's National Skills Strategy 2015, DES 2016)
- > Assisting placing a particular emphasis on ICT skills, language proficiency and entrepreneurship in light of the importance to employability (Ireland's National Skills Strategy 2015, DES 2016)

Working with languages supports Senior Cycle Key Skills



Working with languages supports areas of learning and competences (NCGE)

Developing Myself

Developing My Learning

Developing My Career Path

Working with languages supports Senior Cycle language subject learning outcomes:

Communicative competence in the target language

Awareness about language and communication

Understanding of how to go about learning a foreign language

Cultural awareness

