



Working with languages
Career guidance department



Topic overview

This task is designed for senior cycle students as part of their career guidance programme. The aim of the task is for students to develop an appreciation of the importance of languages in the workplace. It also aims to encourage them to learn foreign languages.



Task description

By doing this task, students will acquire knowledge about the importance of languages in any workplace and reflect on their own linguistic skill needs for their future.

The task has been designed to give flexibility. It can be done in a single lesson or over a number of lessons. Expected times are also indicated on page 2.



Learning outcomes

- Students will acquire knowledge about the importance of languages in the workplace.
- Students will reflect on languages as a skill for any career choice.
- Students will personalise this knowledge and apply it to their research to carry out a presentation at the end of the task.





Expected time

Teachers are free to do all the activities or a selection of the activities. We would advise that activities 1, 2 and 4 are key.



Activities 1 to 2

Expected time: 40 minutes.



Activity 3

Expected time: 10 minutes.



Activity 4

This consists of two parts: research and reflection, as well as a presentation. The research and reflection part can be given as homework or taken in class. The presentation component can take more or less time than indicated based on what format chosen for the task.

Expected time: 30 minutes



Exit ticket

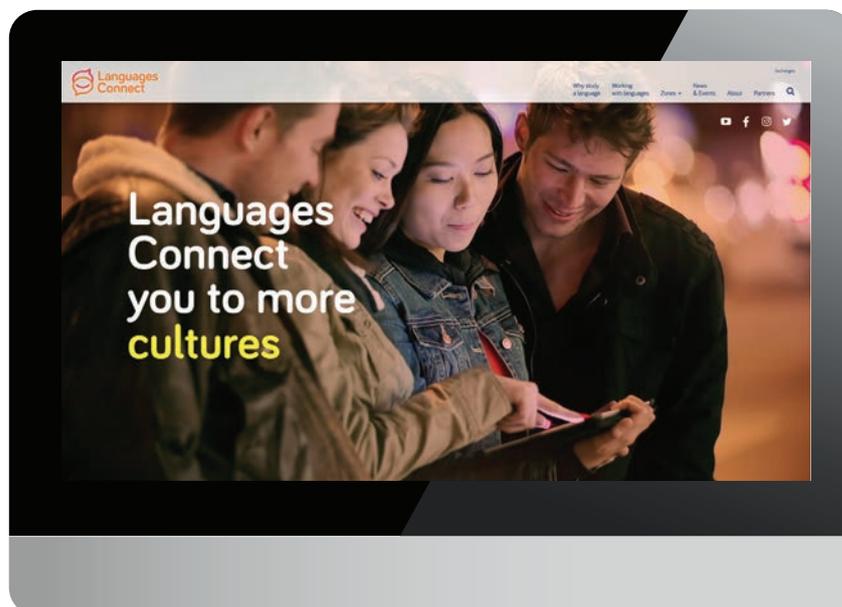
Can be used after the first session or at the end of the task. Expected time: 7 minutes.



Resources

Main resource: www.languagesconnect.ie

Student activity instructions, fact sheet for Activity 1 and placemat template included in appendix.



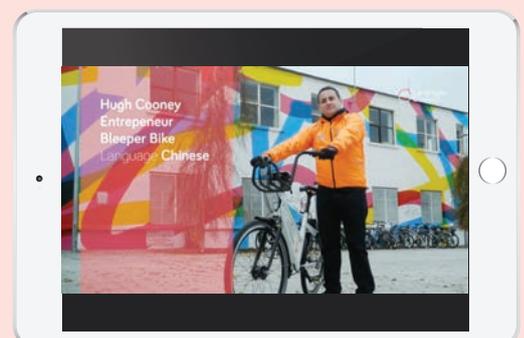
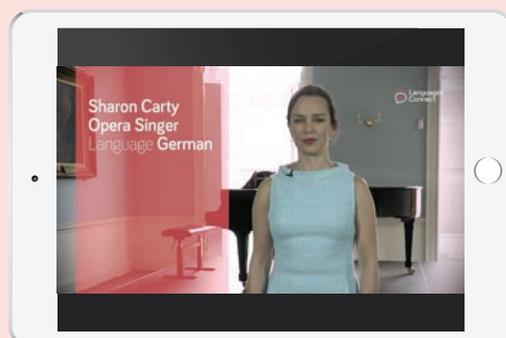
Activity 1
Part A
Meet the interviewee!

Students work in pairs. Each student is assigned a video from languagesconnect.ie to watch (see suggested pairing below).

While watching, students fill in a fact sheet about the person's journey. Students can either watch the videos with headphones or can switch on subtitles.

Suggested Pairing of Videos

	Student A	Student B
Pair 1	Megan Mc Evoy	Fergal Donnelly
Pair 2	Hugh Cooney	Katie Walsh
Pair 3	Edel Carleton	Patrick Cadwell
Pair 4	Shane Sergeant	Magda Rogers
Pair 5	Patrick Cadwell	Sharon Carthy
Pair 6	Fiona Uyema	Donal Kennedy
Pair 7	Ian Mc Kinley	Edel Carleton
Pair 8	Niamh Cacciato	Dave Mc Inerney
Pair 9	Lauren Glendon	Ciaran Mac Samhrain
Pair 10	Dave Mc Inerney	Lauren Glendon
Pair 11	Fergal Donnelly	Niamh Cacciato
Pair 12	Ciaran Mac Samhrain	Fiona Uyema
Pair 13	Katie Walsh	Shane Sargeant
Pair 14	Sharon Carty	Hugh Cooney
Pair 15	Donal Kennedy	Megan Mc Evoy
Pair 16	Madga Rogers	Ian Mc Kinley



Example Pair 14 - Sharon Carty & Hugh Cooney

Activity 1

Part B

Pair Up!

After watching the video individually, students get into their pairs and discuss what their two interviewees have in common.

Each can note it down on an A4 sheet or by using Mentimeter (word cloud option). The word cloud could be then displayed in the classroom.

Activity 2

Placemats

Students form groups of four.
Pairs join up and pick a placemat.

In other words

- a. Each student selects a section and answers the following questions:
- b. "What difficulties would the interviewees have found themselves confronted by, if they did not speak another language?" Student then writes their answer in their section of the placemat. (Placemats could be put up around the room as reminders).
- c. Students read all the answers and pick the top two and put these in the middle.
- d. Share with the class and discuss.

Activity 3

Walking Debate

Decide which side of the room will be "agree" and the opposite will be "disagree".

Read one statement at a time to the students and ask the students to place themselves along the line depending on their opinion. Ask a few each time to explain their answer.

Statement 1: "Languages helped the interviewees in getting a career they love."

Statement 2: "Languages open doors you might not have thought."

Statement 3: "Before today, I did not view languages as an asset."

Statement 4: "Languages can be useful in all career choices."

Statement 5: "Continuing a language in college would increase my opportunities."



Activity 4

Reflect and present

This could be given for homework

- Ask students to think of a job/career they are interested in or the job/career of a person they admire.
- Ask them to reflect on “How do you think having languages could help you or the person in their job/career?” (What difficulties would they encounter? What could they do thanks to having languages? What advantages would they have over someone with no language skills?).
- Students present their finding to the class.
To avoid having too many presentations in the same format, encourage students to use different styles of presenting such as:
 - Powerpoint/Keynote/Prezi etc.
 - Posters/Interactive posters (for example: [Buncee](#); [PicCollage](#))
 - Padlets
 - Multimedia slideshow (for example: [Adobe Sparks](#))
 - [Book creator](#)
 - Recordings or videos (examples: [SpeakPipe](#); [iMovie](#))

Exit Ticket

Ask each student to write on a post-it or via an app (Socrative, etc.).

- One thing I learnt today...
- It made me think...
- Now I wonder...

One thing I learnt today...

It made me think...

Now I wonder...

Key Skills

- Managing Information and Thinking
- Being Literate
- Communicating
- Being Creative

Appendix

Activity 1

- a. You have been assigned a video to watch.
 - b. While you are watching the video, fill in the fact sheet.
 - c. In pairs, present the person you saw in the video to your partner.
 - d. Discuss what they had in common and write it down.
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Activity 2

- a. Join up with another pair and pick up a placemat.
 - b. Individually, answer the following questions: “What difficulties would the interviewee have found themselves confronted by, if they did not speak another language?;
 - c. Read all the answers and pick the top two and put them in the middle of the placemat.
 - d. Share with the class and discuss.
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Activity 3

Walking debate. Imagine there is a line. One side is 100% agree and the opposite side 100% disagree. After each statement, place yourself on the line that reflects your opinion. Be ready to explain your answer.

Activity 4

- a. Think of a job/career you are interested in or the job/career of a person you admire.
 - b. How do you think languages could help you or the person in their job/career?
 - c. Present your finding to the class in a format of your choice.
 - Powerpoint/Keynote/Prezi etc.
 - Posters/Interactive posters (for example: [Buncee](#); [PicCollage](#))
 - Padlets
 - Multimedia slideshow (for example: [Adobe Sparks](#))
 - [Book creator](#)
 - Recordings or videos (examples: [SpeakPipe](#); [iMovie](#))
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Exit Ticket

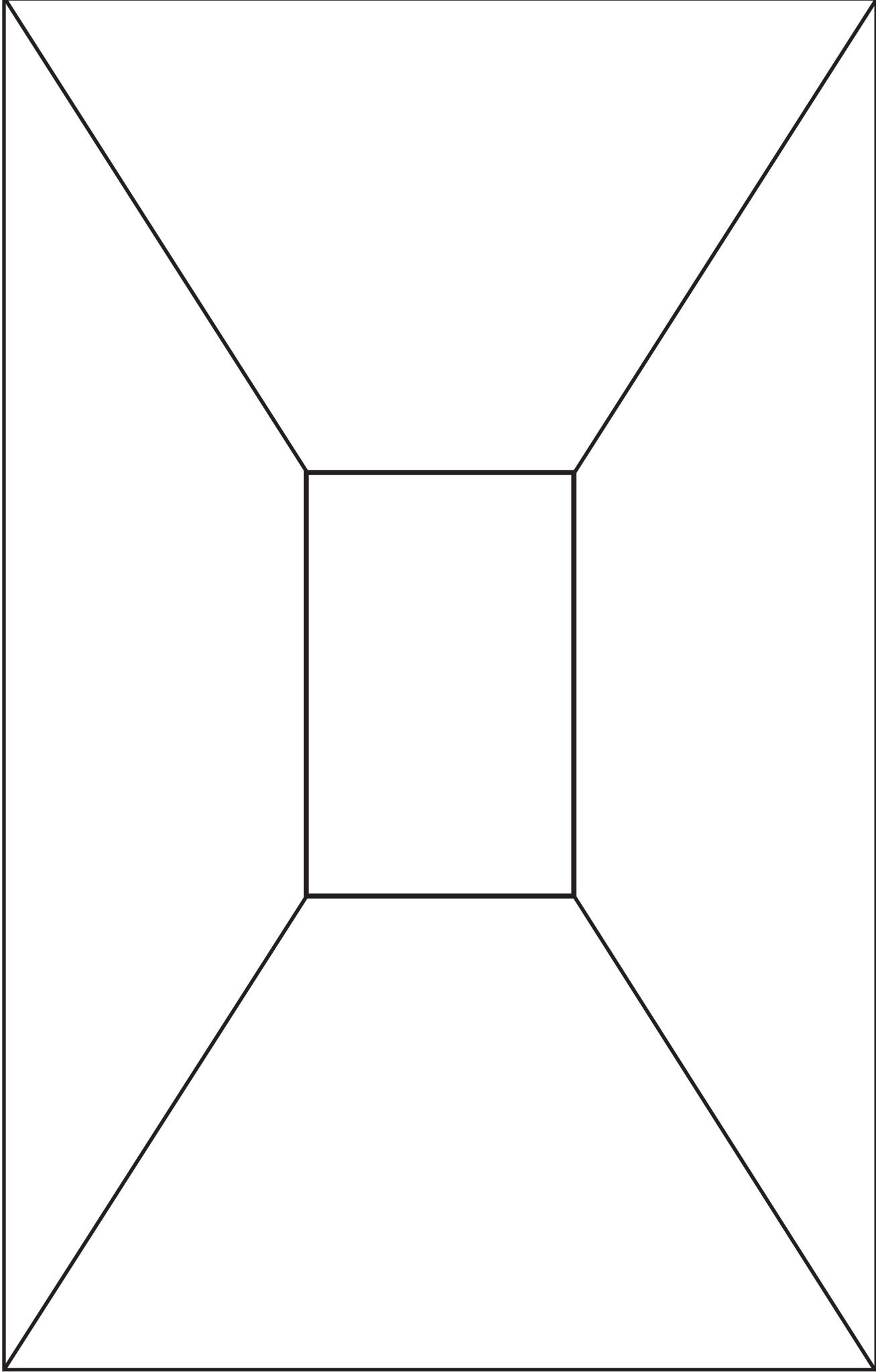
To sum up...

- One thing I learnt today...
- It made me think...
- Now I wonder...



Fill in as many details as you learn on the person interviewed.

Name of interviewee	
Job title	
Language(s) they speak	
Language(s) they use at work	
Where they live	
Language(s) studied in school	
Experience(s) abroad	
How they use their language at work	
What it means to them to have another language	
One thing which surprised you about the person	



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