



**Working with languages**  
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](http://www.languagesconnect.ie)

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



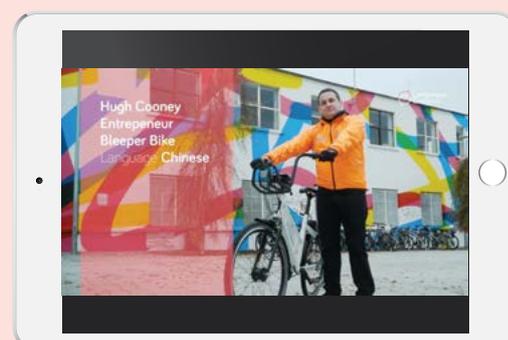
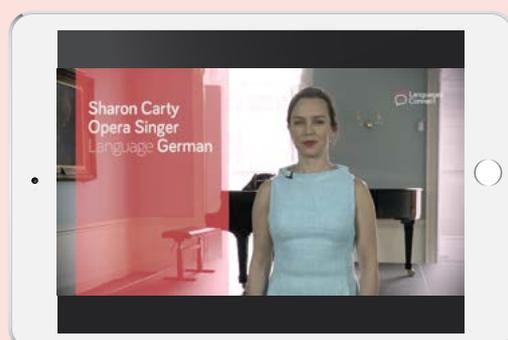
**Activity 1**  
Part A  
Meet the interviewee!

Students work in pairs. Each student is assigned a video from [languagesconnect.ie](http://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  | Laura Glendon       | Ciaran Mac Samhrain |
| Pair 10 | Dave Mc Inerney     | Laura 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

- a. Ask students to think of a job/career they are interested in or the job/career of a person they admire.
- b. 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?).
- c. 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](#))

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## Exit Ticket

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

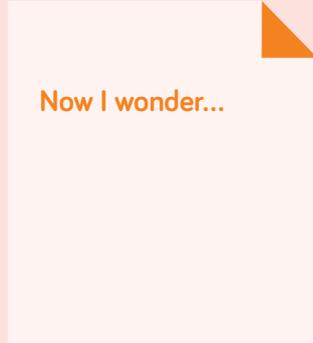
- One thing I learnt today...
- It made me think...
- Now I wonder...



One thing I learnt today...



It made me think...



Now I wonder...

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## 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.

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## 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

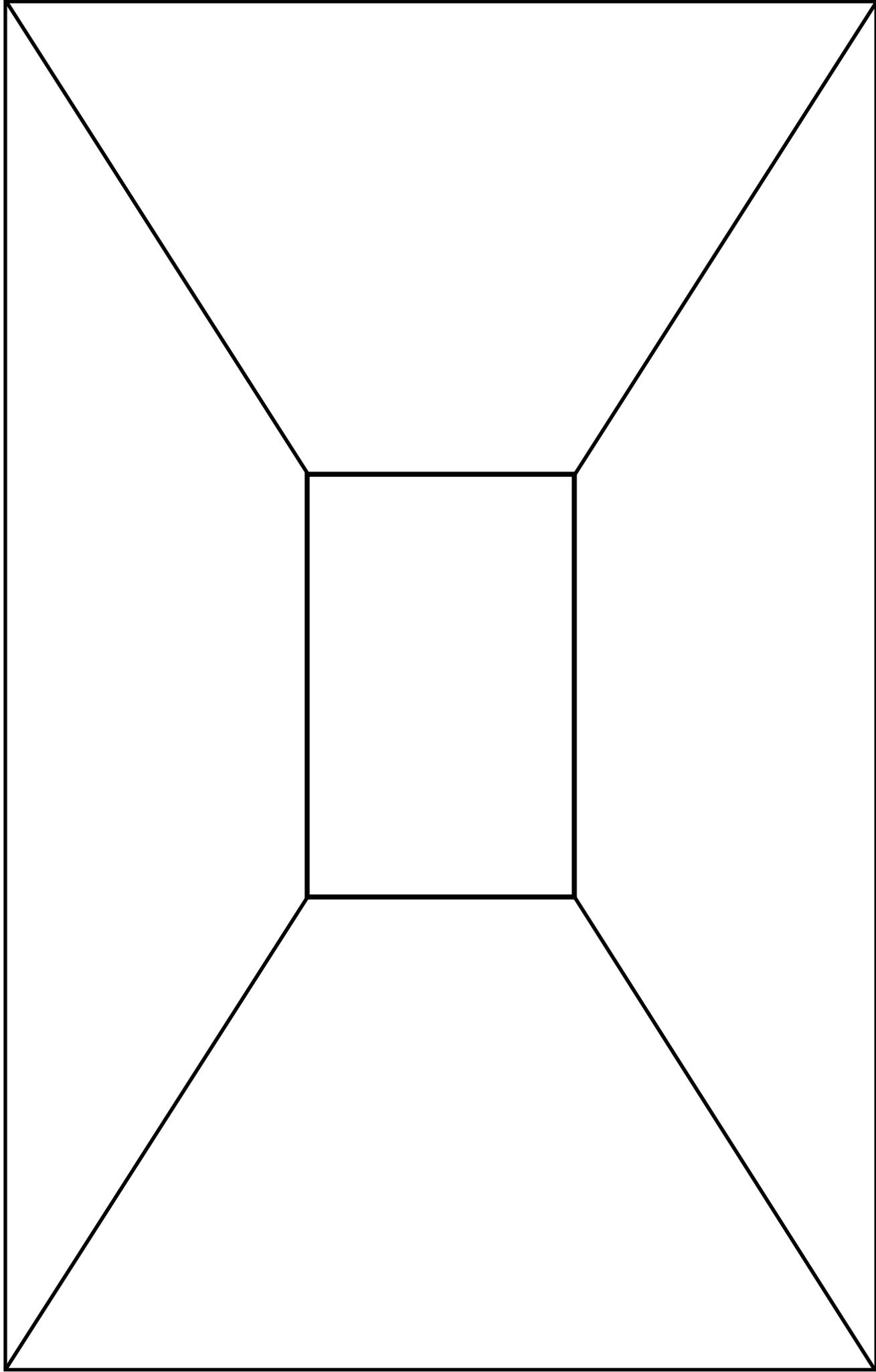
To sum up...

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



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

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





**Ian McKinley – Italian**  
**Professional Rugby Player in Italy**

“The most important thing in this world at the moment, is to have options and then you can pursue whatever you want to pursue whether that is music, sport, drama. A different language definitely can open up avenues for you and just give you options.”



**Magda Rogers – Polish**  
**Legal Secretary**

“I use English and Polish at work every day. It is extremely convenient for me to know languages in this job, especially Polish because I have a big database of Polish clients. I strongly recommend that you hold on to your mother tongue.”



**Fiona Uyema – Japanese**  
**Author and Entrepreneur**

“When I think back on when I was a student filling out that CAO form, I really couldn’t have imagined what I would have gained from learning another language and how it has benefitted me in my work life and my personal life.”



**Hugh Cooney – Chinese**  
**CEO and Founder of Bleeper Bike**

“More and more foreign companies are coming to Dublin. If you speak a second language you’ll significantly increase the amount of jobs you can apply for and also it gives you more opportunities to go outside Ireland for a few years to get experience working abroad.”



**Laura Glendon – German**  
**Software Company**

“I take part in recruitment and straightaway, when we’re seeing the CVs coming in, we’re automatically looking for the languages, so they completely stand out, no matter what else is on the CV we really are looking for the languages. Definitely, even for myself I know I wouldn’t be here if it wasn’t for my language.”



**Katie Walsh – French**  
**Cruise Ship Spa Manager**

“The best thing for me about speaking a second language is that I can make connections all over the world and not just in Ireland. Having French behind me has just been an excellent tool for me.”