

FOCAL offers a free resource platform for the acquisition of occupational language skills and other related competences needed in the sectors of agriculture, retail and industry. With the FOCAL platform, teachers can easily find authentic language materials to use in their adult education courses for the integration of specific occupational language training. The platform is also suitable for independent learning.

Recently, in October 2021, a training activity for language teachers and teachers involved in vocational teaching for migrant learners was organised in Germany, in the premises of VHS im Lkrs. Cham. The concept of the training was created commonly by all partner organisations. Totally 13 participants took part in the intensive three days training.

Thanks to the training, the participants:

- * got a new perspective on occupational language teaching, including classroom activities and activities using online resources
- * learned about the CEFR Companion Volume, 2018: overview on new descriptors and its implications in the context of occupational language teaching
- * exchanged practical tips with language teachers on how to use the FOCAL learning platform, how to implement successful occupational language learning and foster inclusion of migrant learners in VET and the labour market

The training allowed also to collect feedbacks and recommendations on how to improve and adapt the content and architecture of the platform to the learners and teachers' needs. The collected recommendations have been taken into account to work on the final structure of the FOCAL platform.

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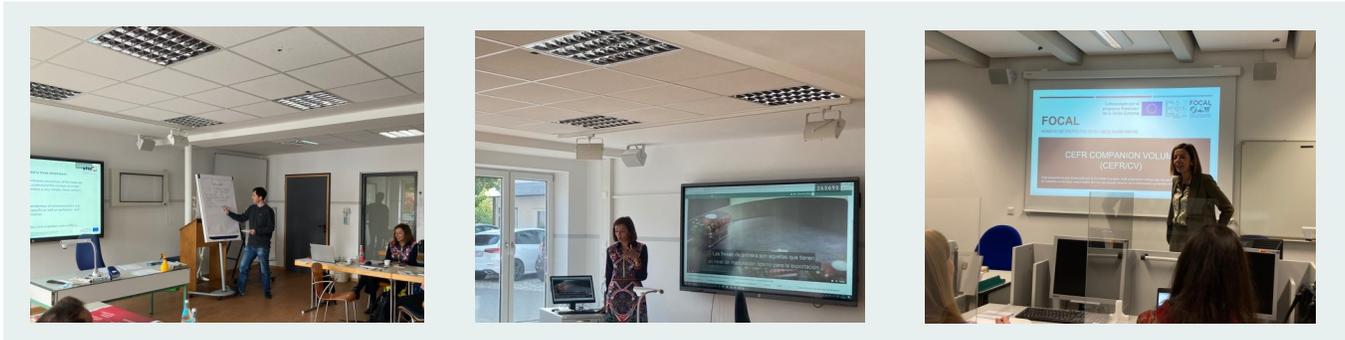
GIP FIPAG (France)



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THE CONCEPT OF OCCUPATIONAL LANGUAGE TEACHING WITH FOCUS ON RETAIL—WORKSHOP



The participants of the workshop discussed differences between classic language teaching and occupational language teaching. For example: in a classic language course, the topic of retail / sale is taught rather from the customer's perspective and less from the sales man or shop assistant. Therefore, in the classic language courses mediating strategies in sale's context are less focused on marketing, advertising a product or service, interacting effectively with clients, supervisors, colleagues or taking into consideration the workplace culture in the occupational sector.

The occupational language teaching can be captured in three dimensions:

- * The functional dimension refers to the linguistic aspects, i.e. the formal correctness of the language. Course participants should be able to understand the content of simple safety instructions correctly or can produce a very simple, linear written communication.
- * The cultural dimension includes the (business) cultural appropriateness of communication, e.g. intercultural, class-, gender- and age-specific as well as workplace- and hierarchy-specific aspects in communication
- * The critical dimension includes an understanding of the spoken and unspoken rules within a company.

After the introduction to the concept, the participants worked in groups to create examples of content for these three dimensions for the topic "fashion retail shop" and "supermarket" and what teaching methods and techniques are mostly applicable.

OCCUPATIONAL LANGUAGE TEACHING – CLASSROOM ACTIVITIES



The participants gained some ideas and examples how the classroom activities for occupational language teaching can be implemented, especially with use of new media (videos and online tools e.g. kahoot). For this part, the participants had the opportunity to act as learners and try various possibilities of the kahoot application and how a video can be used in a lesson. As an example a lesson from the field of agriculture was presented by Spanish partner EOI Mundo.

HOW TO IMPLEMENT THE SUCCESSFUL OCCUPATIONAL LANGUAGE LEARNING – INPUT AND WORKSHOP



The French partner GIP FIPAG carried out this session in form of workshop. The task of the participants was to create a training programme (1 day) to introduce occupational language teaching for language teachers and teachers involved in professional teaching for migrants. The participants worked in peer groups, after presenting own programmes, the participants brainstormed on the ideas of the other groups. The results of the session and training programmes will serve as a part of the guidelines for language teachers and professionals working with migrant learners. The guidelines shall support and foster the concept of occupational teaching and inclusion of migrant learners in VET and the labour market.

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