Under the new Tourism and Training Package, students would be able to achieve language and vocational education competencies simultaneously.

Benefits of the model

• enables students to see the practical relevance between language learning and the workplace
• may be a cheap option for schools
• potential to develop strong community support for languages through this kind of programme
• encourages collaboration across curriculum areas
• provides students with a way of linking into the community
• enables students to achieve language and vocational education competencies at the same time

Things to consider

Linking languages with work experience programmes enables students to see the immediate relevance of languages to the workplace and to their future careers. This kind of programme can be implemented at either a school level or at a system level.

Business exchange programmes

International exchange programmes with a business focus provide an exciting way for students to see the links between themselves and the global marketplace. It may even be possible to include short work experience placements, or visits to different businesses in the target society.

Students from Victoria went on an exchange to Chang Mai, Thailand to work in a range of businesses and enterprises. Students found it helpful in the programme and, if necessary, gained suitable accreditation through their work experience programme. A programme is currently being developed in one jurisdiction to link students to help for work experiences.

Benefits of the programme

• Shorter exchange programmes provide a great motivator for students.
• Open student eyes to the possibilities of international collaboration and travel.
• It may be possible to link students to help for work experiences.

Things to consider

Business exchange programmes can be implemented at a school level, or at a state or jurisdiction level in partnership with private providers. To make the most of these programmes, it may be useful to provide students (from all levels) with a basic language skill in the target language.

Linking Languages & Vocational Education

Information for schools and vocational training providers

For more information email: nalsas@dest.gov.au

Acknowledgements

Please address inquiries to the Branch Manager, Quality Schooling Branch, Department of Education, Science and Training, GPO Box 9880, Canberra, ACT 2601.

Website references

The material in this brochure is taken from An Investigation of the Links between Vocational Education and Languages, particularly Asian Languages, a report prepared by Simpson Norris International for the Department of Education, Science and Training funded under the National Asian Languages and Studies in Australian Schools (NALSAS) Strategy. The full report is available on the NALSAS website at www.curriculum.edu.au/nalsas.

Language-oriented work experience programmes

Later in the school year students do not need to make significant changes to their language programme.

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Even if your VET course isn’t linked to a National Vocational Education and Training (VET) programme or an industry accredited language course, you can still incorporate a language component as the following example shows. The NAATI Diploma of Interpreting/Translating (Paraprofessional) Tourism Studies is a low cost option if taken up at a system level. Students who complete Certificates II and III will need only one extra hour of study per week for each unit that they complete. Non-vocational competencies are not assessed through the vocational component.

Things to consider
For the model to work at all schools, a good relationship should be developed between the language teacher and the VET coordinator, to ensure that the language course fits in with the VET content.

Generic workplace competencies in a language course
This course model enables students to use their learning in a career context. The students’ certification will be a National Vocational Education and Training (VET) qualification which is recognised at a career level. This model has been adopted at a system level in a large number of jurisdictions. This programme is a model school with high participation of native speakers, as well as the development of bilingual teachers.

Senior Secondary College B offers French, Indonesian and Japanese as subject options. The school found that a significant number of students in the VET Tourism programme were interested in language and required a more challenging level of language instruction. For this model to be most effective, a good relationship should be established between the language teacher and the VET coordinator.