



*INNOVATIVE VOCATIONAL FOREIGN LANGUAGE TEACHING  
– A KEY TO ADULT LEARNING MOTIVATION  
Project ID: NPAD-2015/1000<sub>9</sub>*

## **Research results: analysis and interpretation**

**Suggestions and recommendations**

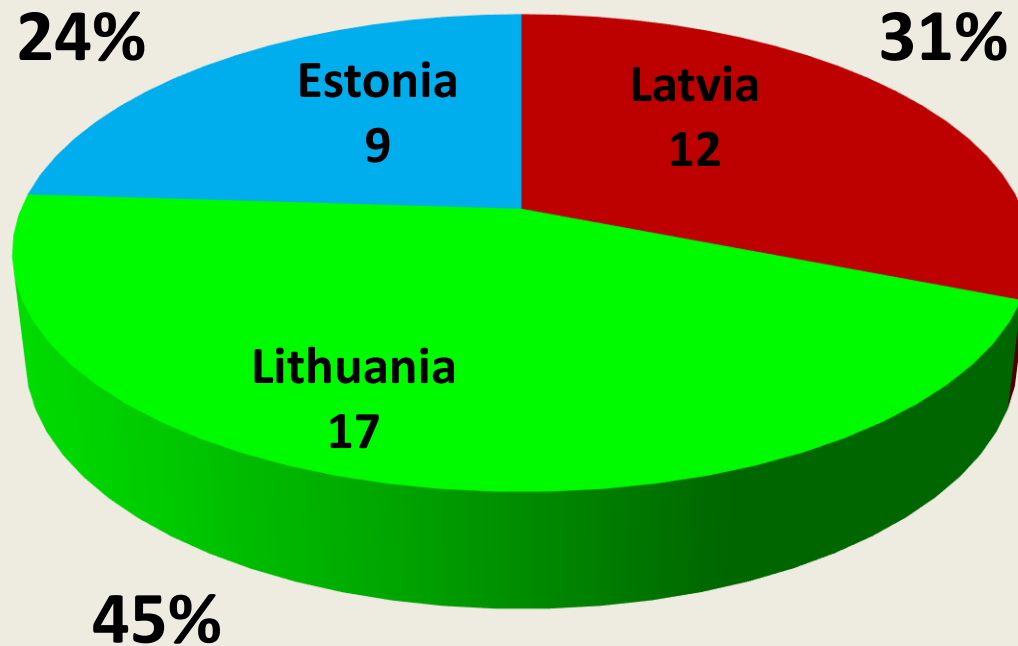


# **VOCATIONAL TEACHERS**

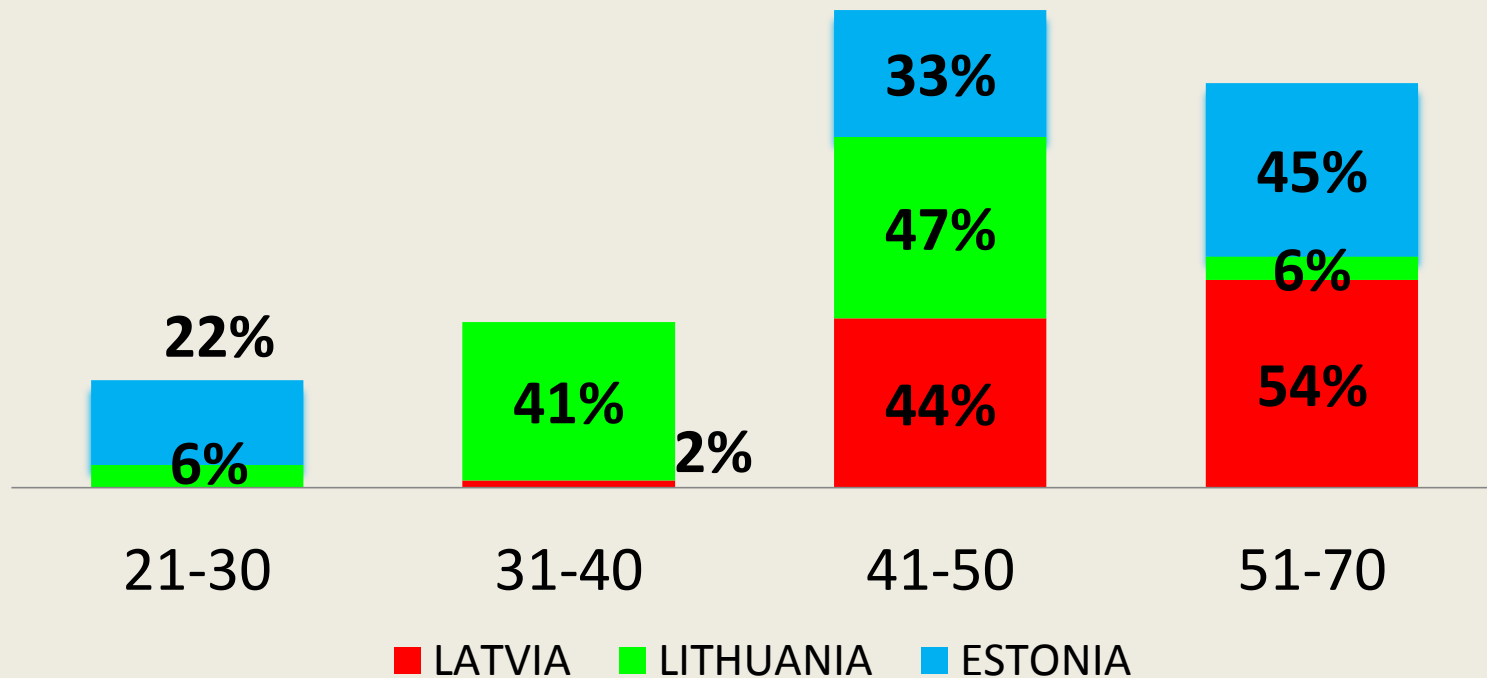
## **analysis and interpretation of results**

### **Suggestions and recommendations**

## COUNTRY

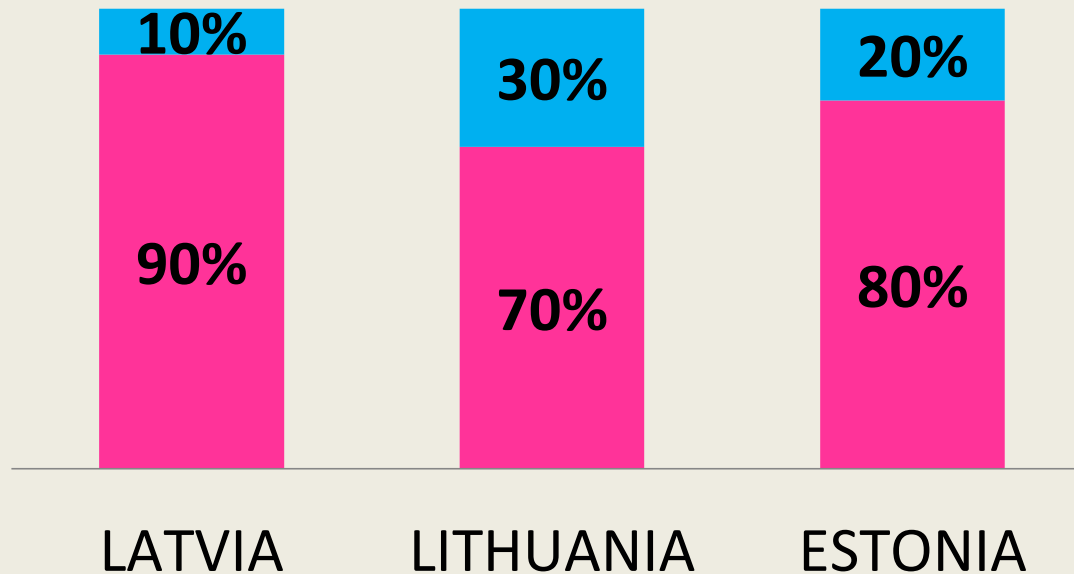


## AGE



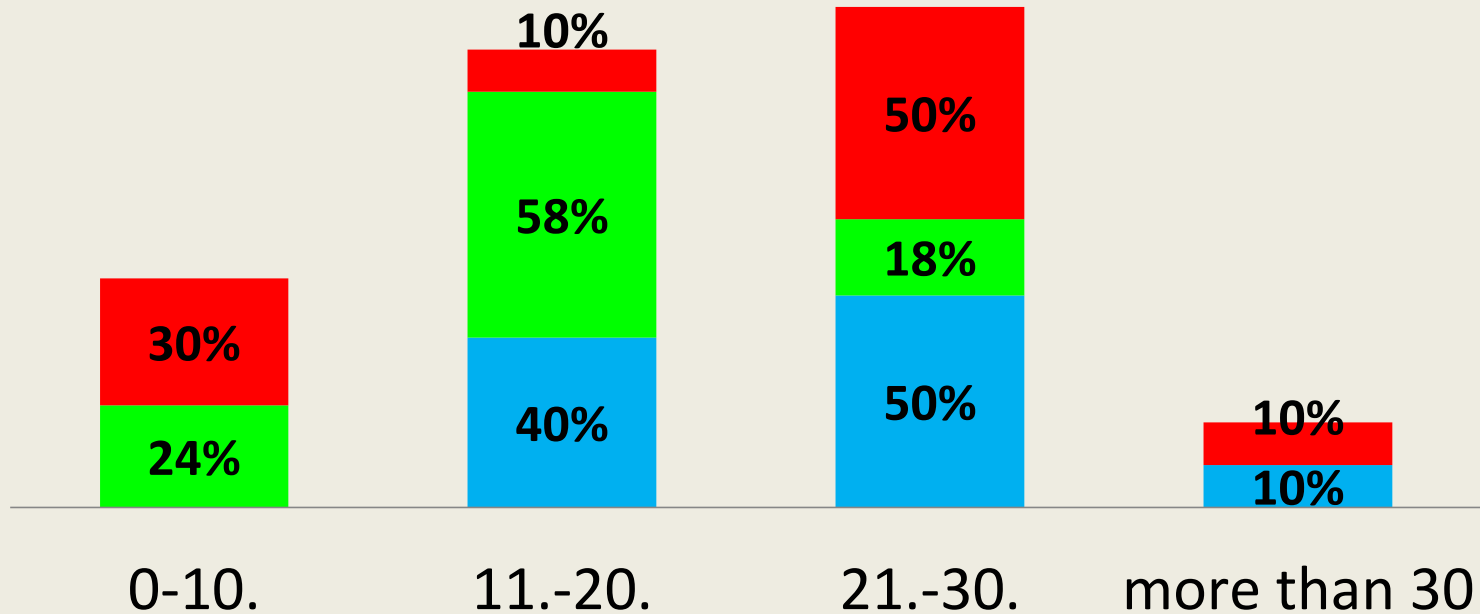
# Gender

■ Woman ■ Man

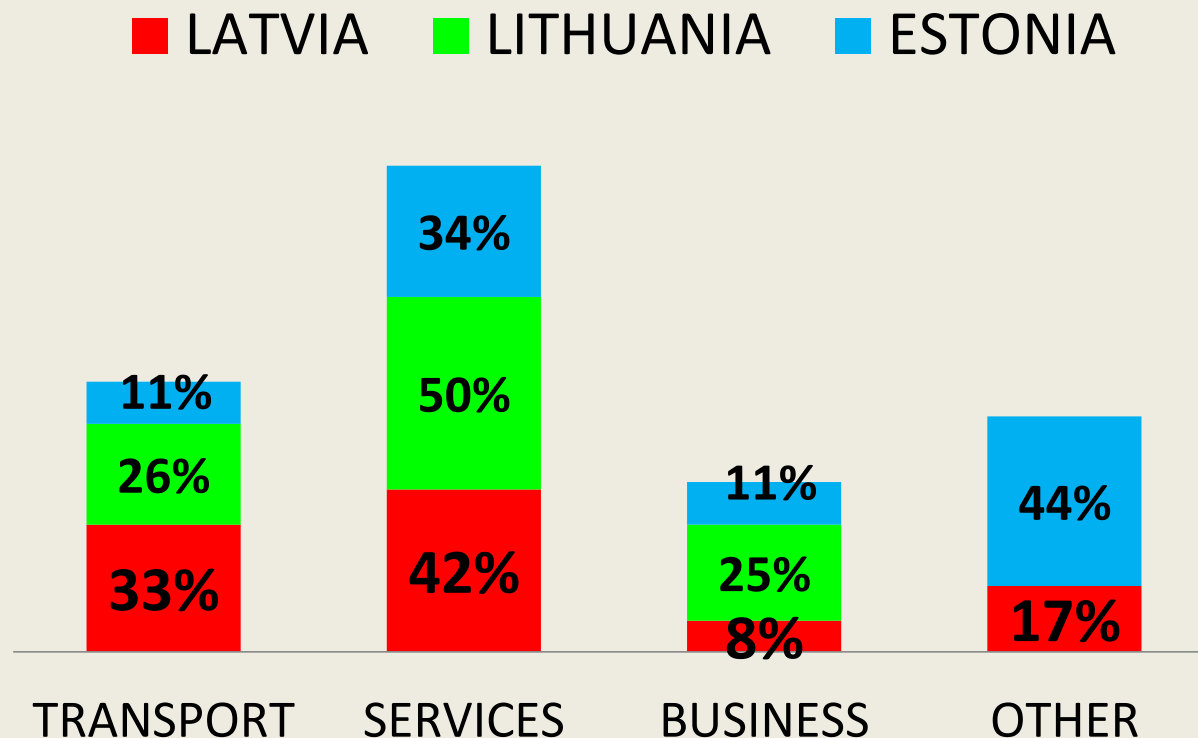


## Work experience (years)

■ LATVIA ■ LITHUANIA ■ ESTONIA



## Which area represents the subject that you teach



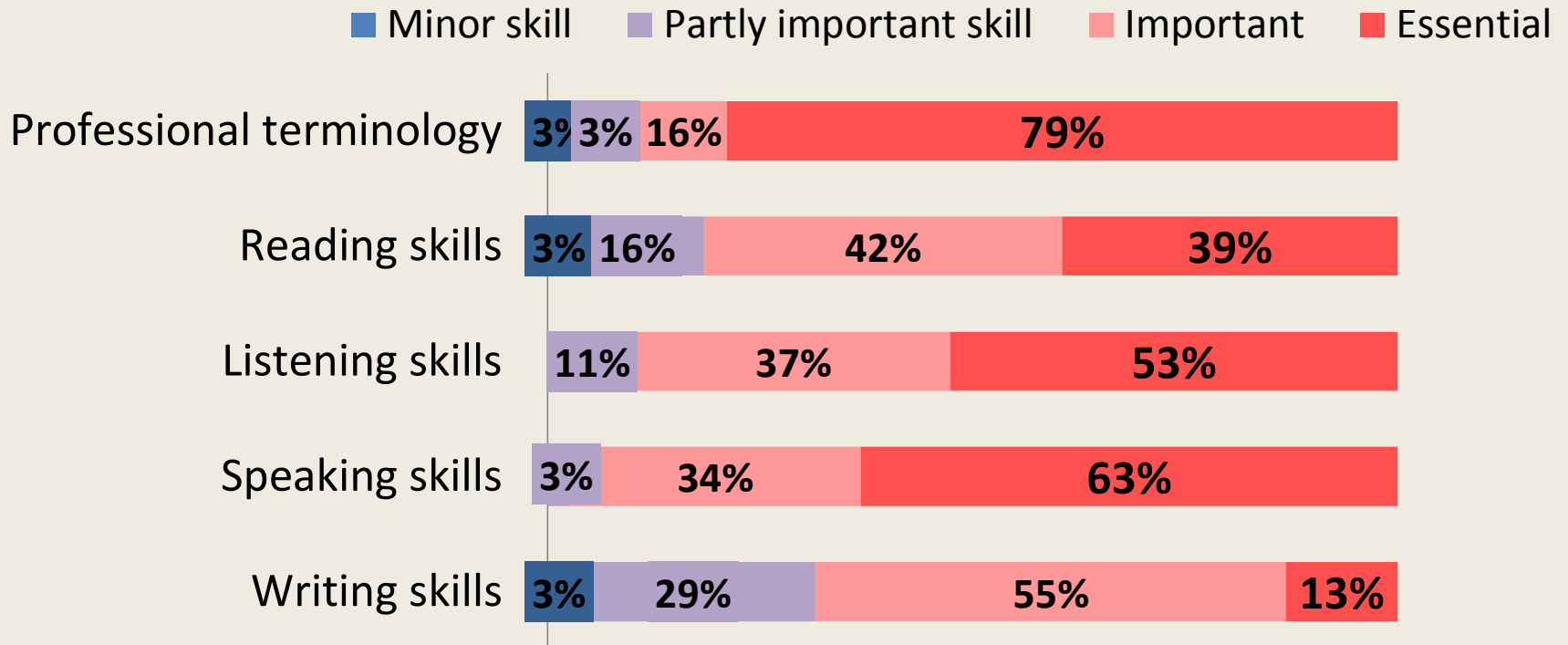


## Subject

- ✓ Vocational English
- ✓ Auto-mechanic, the maintenance and repairing of cars
- ✓ Accounting, economics, business
- ✓ Different IT subjects: computer networks, operating systems, etc.
- ✓ Logistics
- ✓ Customs procedures
- ✓ Marketing
- ✓ Professional ethics, social studies
- ✓ International transportation
- ✓ Catering service
- ✓ Tailoring, etc.

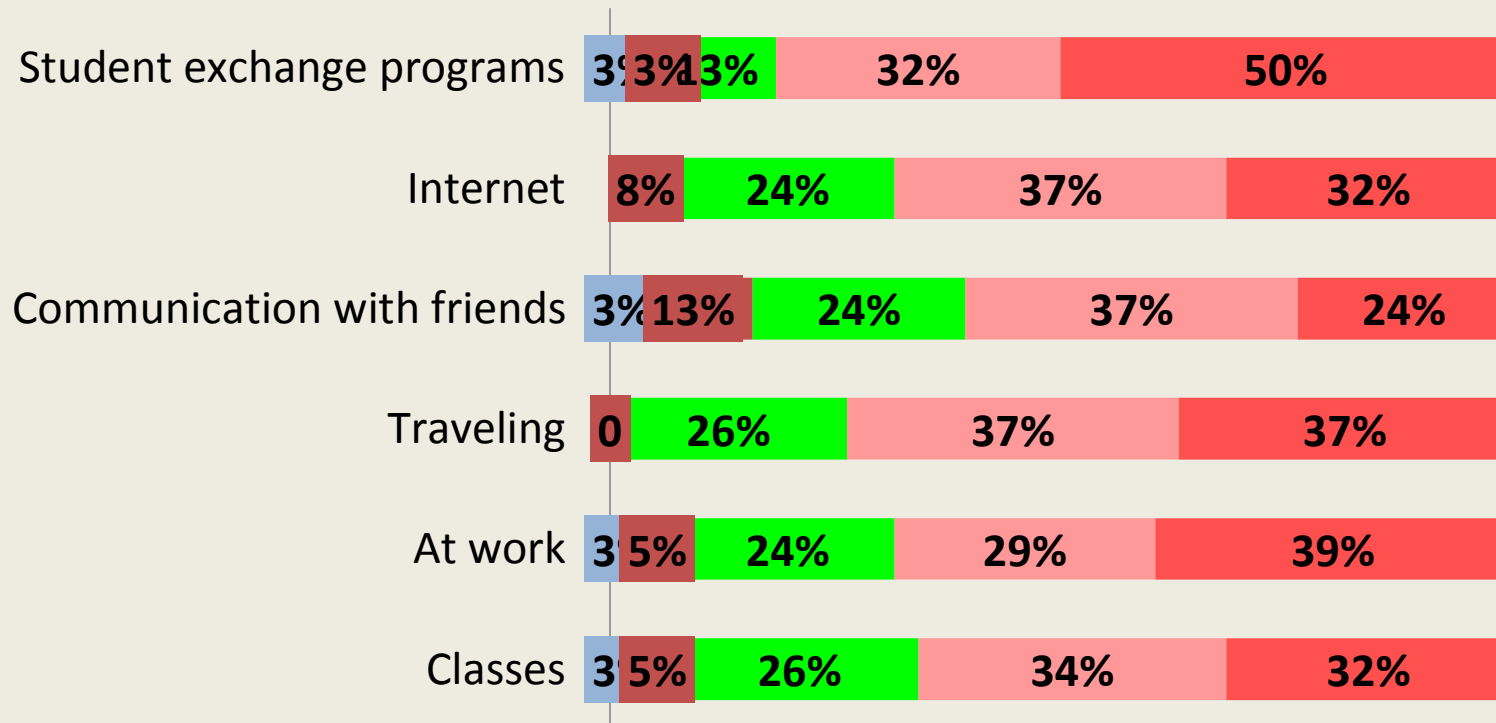


# What English language competencies will be needed to your students in their future profession



# Where can students learn English the best

■ do not learn   
 ■ learn a little   
 ■ sometimes   
 ■ usually   
 ■ definitely learn



# Which topics are important for teaching in English classes

- Professional terminology
- Communication!!! Everyday and vocational – NB! Oral communication!!! Conversations with customers, polite customer service, business communication, etiquette etc.
- Dialogue-building, role playing
- To acquire vocabulary
- It's important to understand the content and structure of sentences
- Conflict solution
- The culture of behaviour

## **Main educational themes**

### **TRANSPORT**

- **The construction of the car**
- **The equipment, tools and information systems used in vehicles and repairing**
- **The organization of international transport**
- **Logistics terms**
- **Filling the customs documents**

# Main educational themes

## SERVICES

- **Tourism**
- **Dialogues in hotel reception**
- **Table culture, guest service (restaurant conversations between guests and waitress)**
- **Characterizing menu, food, beverages, different food groups, cooking technology**
- **Cookery, bakery, accommodation services**
- **Taking phone calls, giving and explaining information, instructions**
- **Jobs and workplaces**
- **CV writing, equipment, conversations with customers, service and etc.,**
- **Filling the custom documents**
- **The traditions of different nations**

# Main educational themes

## BUSINESS

- The regulations of accounting
- The forms of business organization
- The structure and recognition of market
- International trade
- Sales promotion, market price setting
- The delivery of product
- The organization of meetings, company representation
- The organization of customs procedures
- Economic systems and their compararison
- Exchange explanations, money functions -application in life
- The explanation of customers and sellers competition

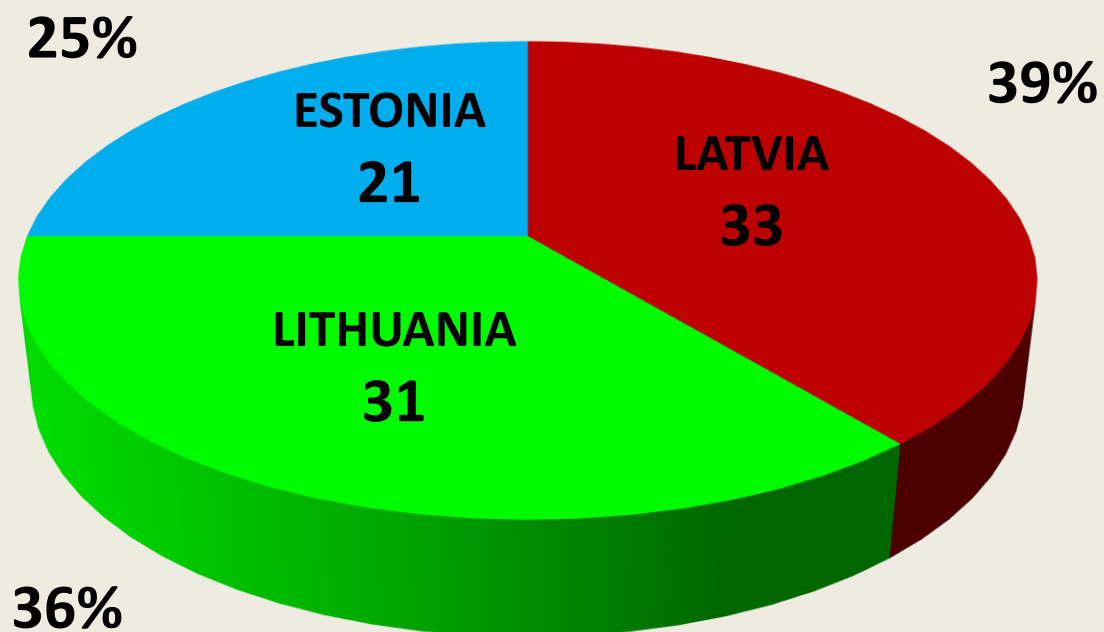


# **EMPLOYERS**

## **analysis and interpretation of results**

**Suggestions and recommendations**

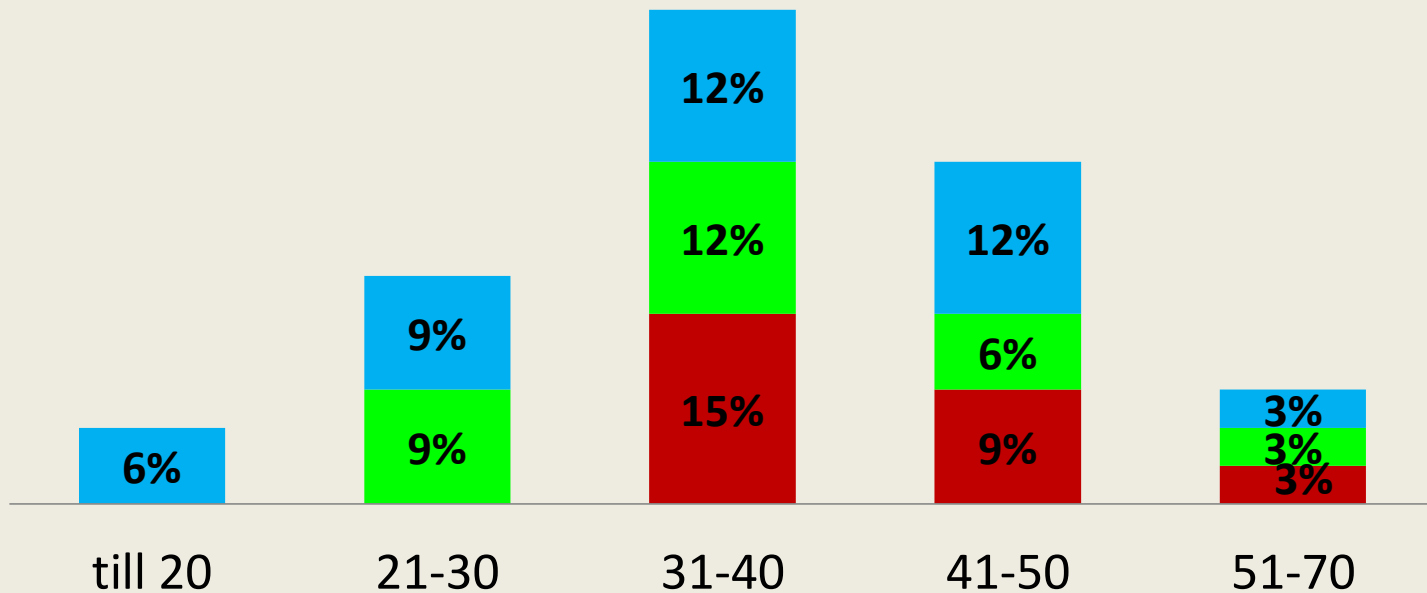
## COUNTRY





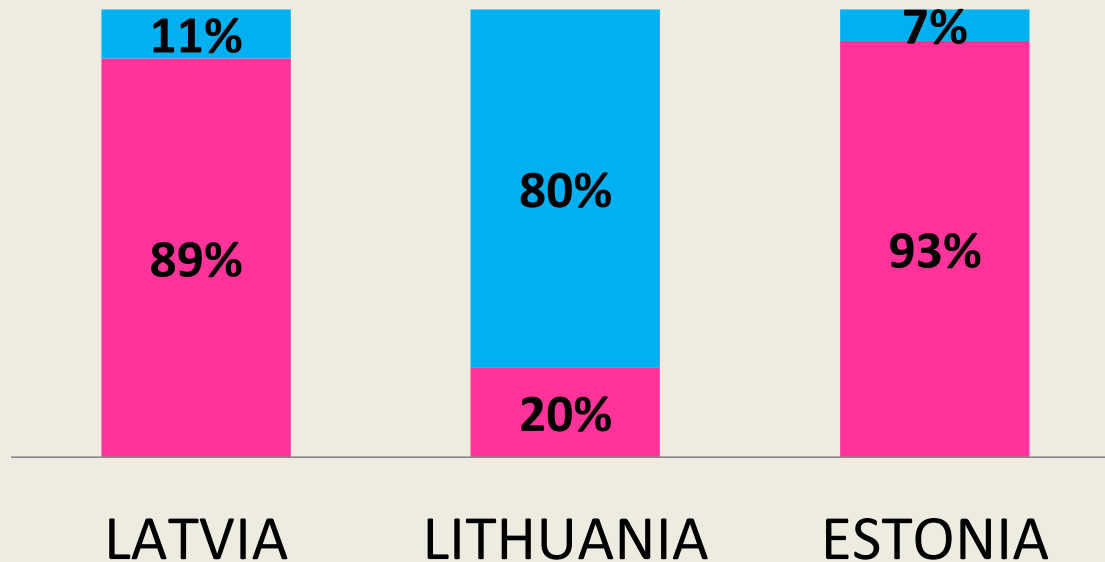
## AGE

■ LATVIA ■ LITHUANIA ■ ESTONIA



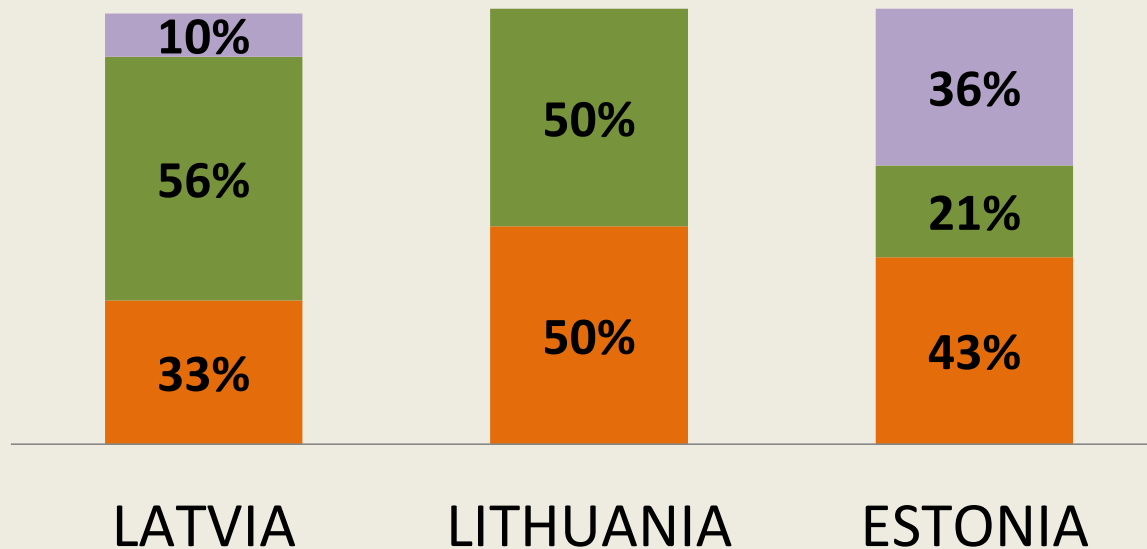
## GENDER

■ women ■ men



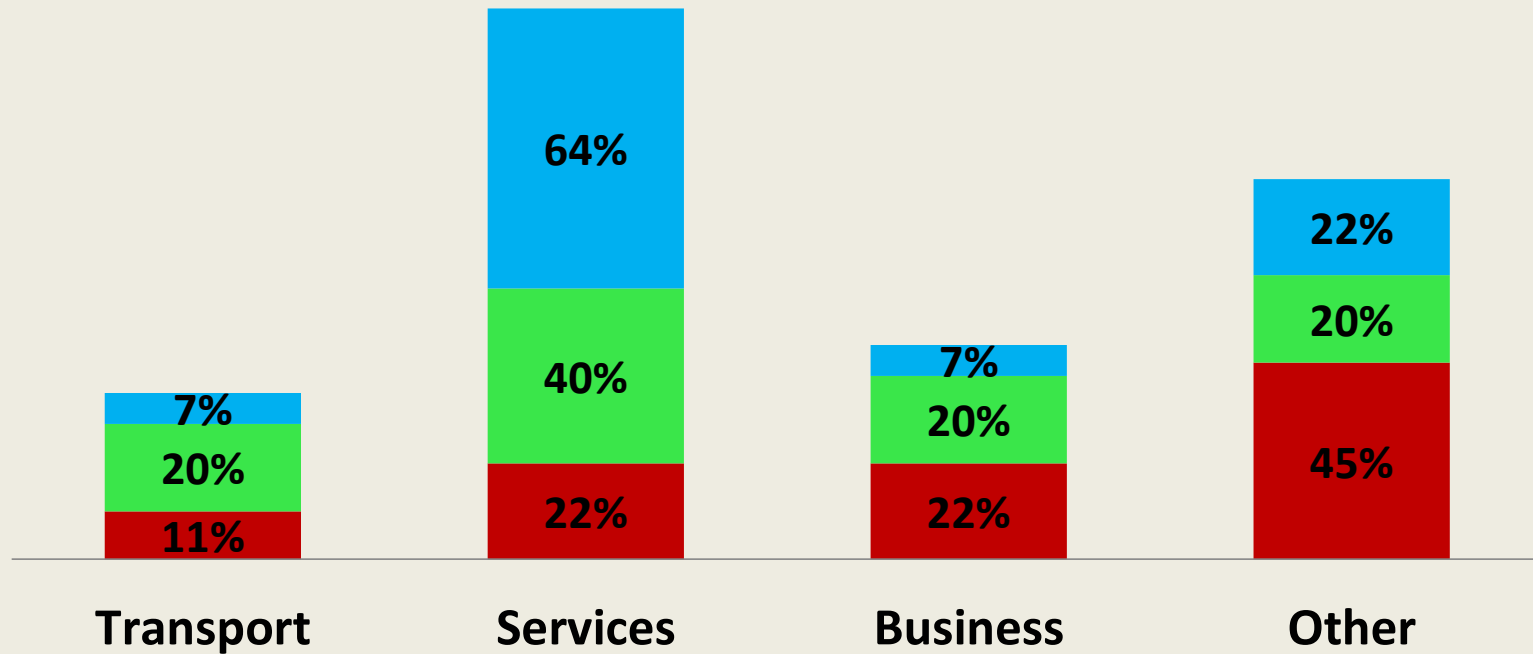
## Position in company

Senior managers   Managers   Other



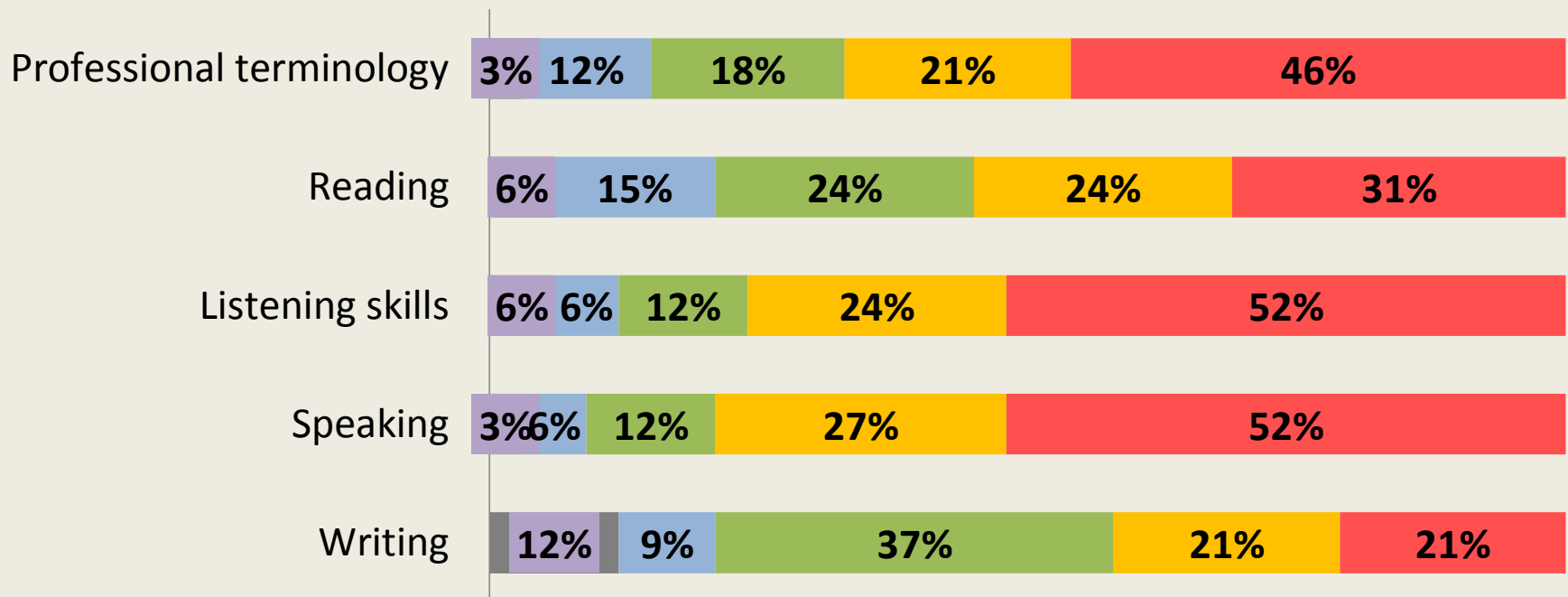
## Area your company represents

■ LATVIA ■ LITHUANIA ■ ESTONIA

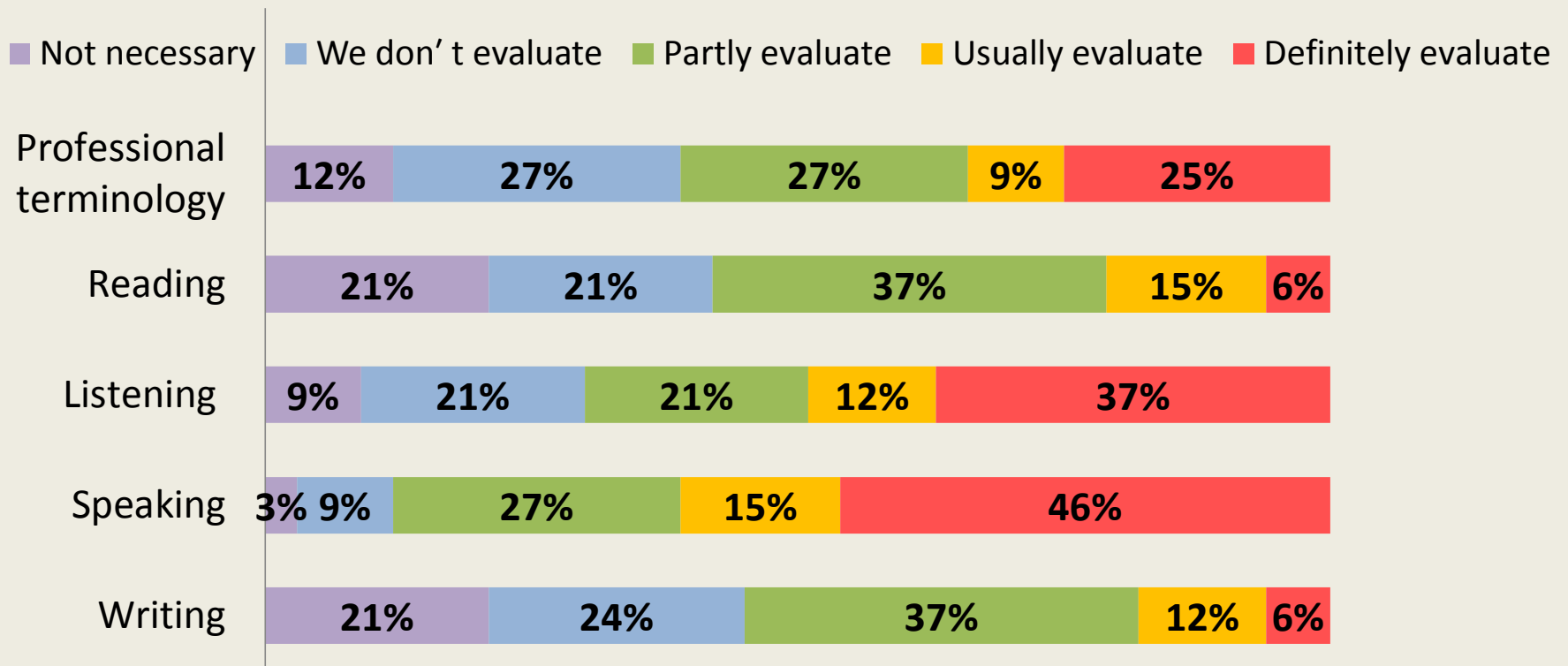


## What English skills your employees will need most in the future

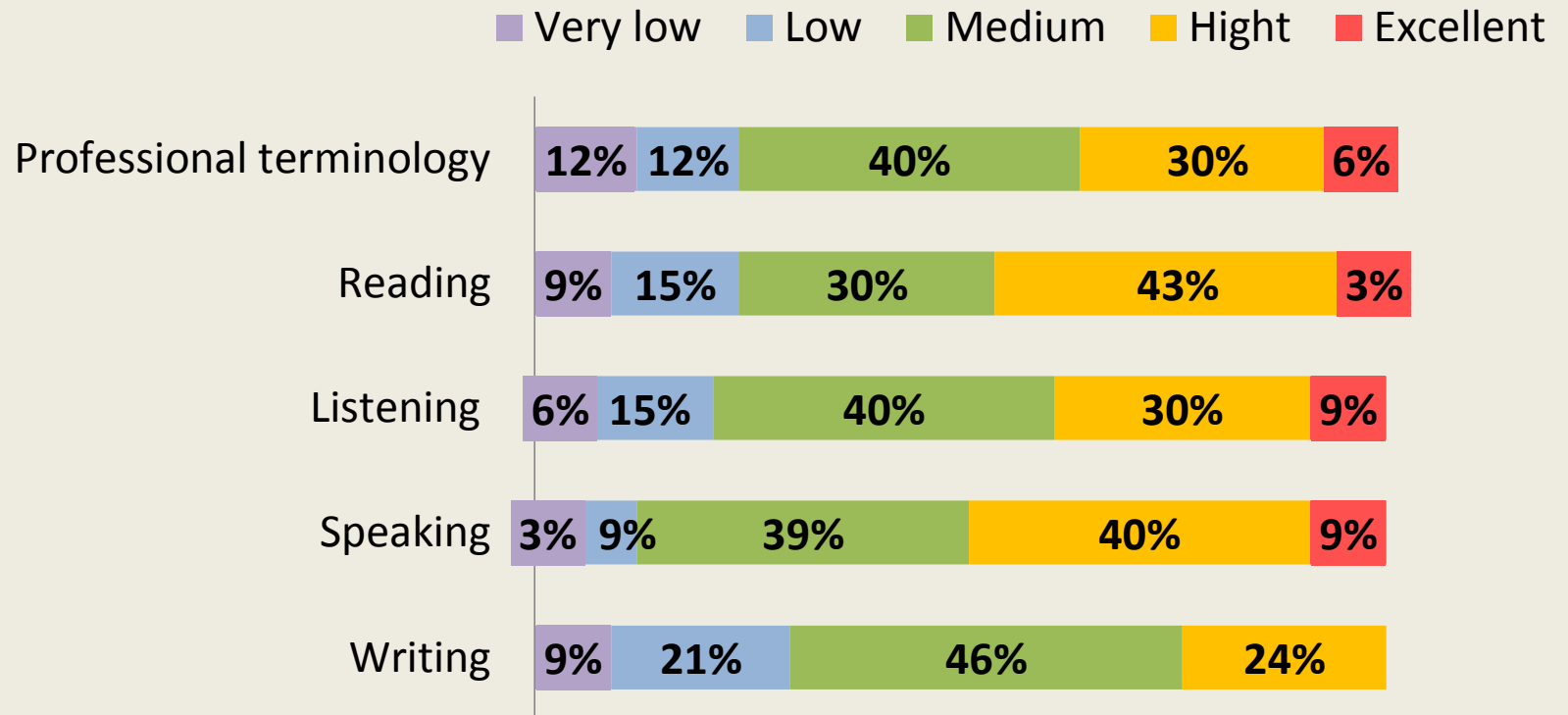
Not necessary
  Minor skill
  Partly important
  Important skill
  Essential skill



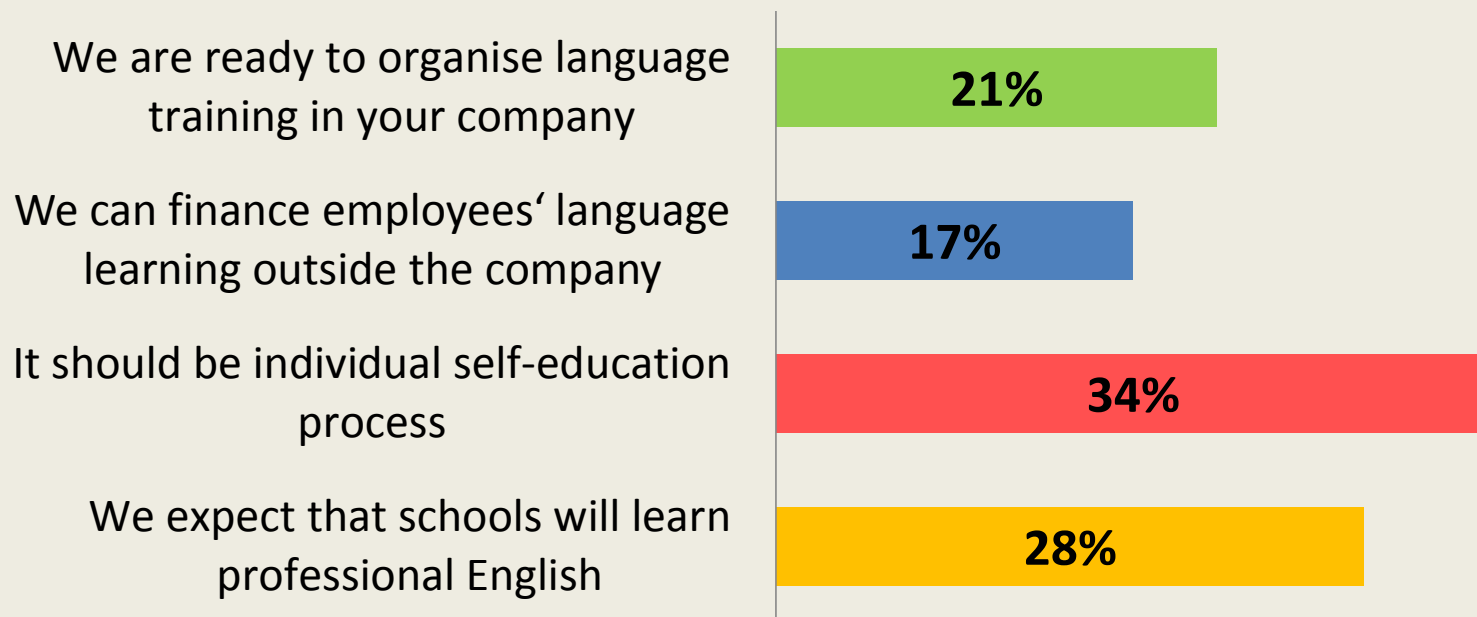
## Which English skills do you evaluate in the selection process of potential employees



## How do you evaluate your employees' knowledge of English



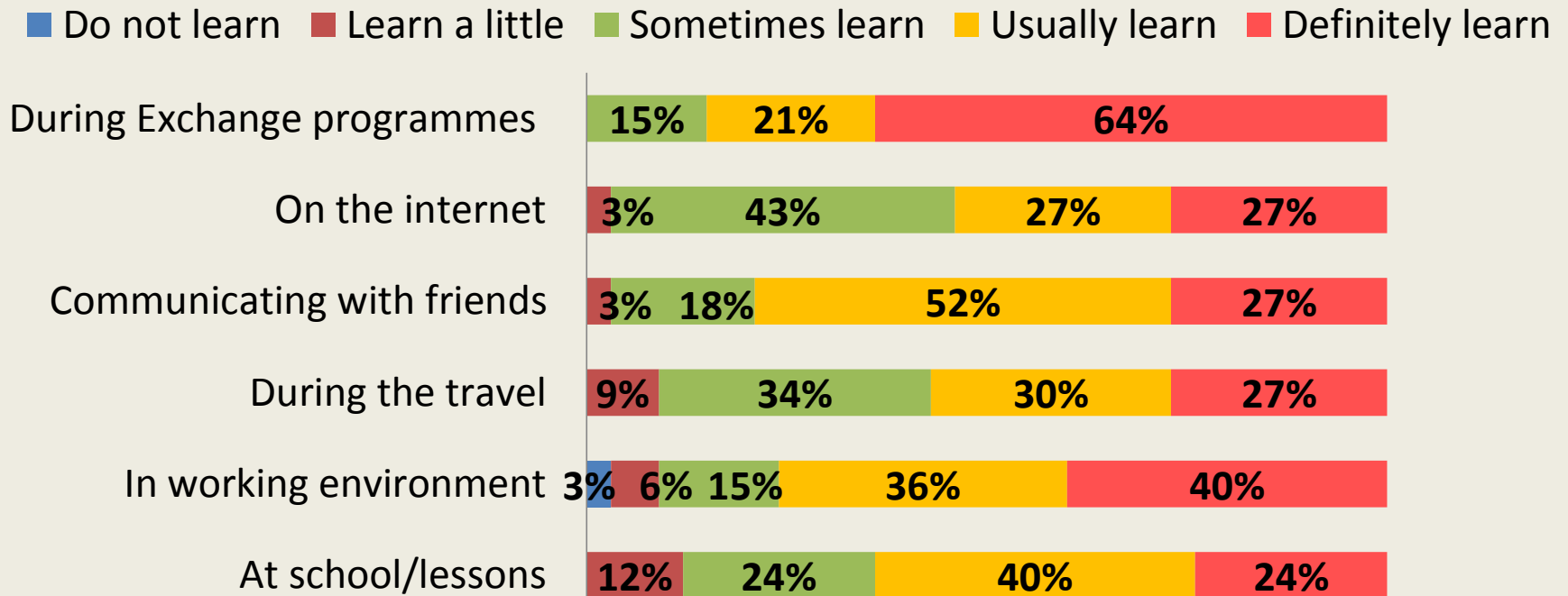
## How do you see your role in the English language learning process of your employees







## Where students can learn English the best





## **Topics which would be important to learn in English for employees**

- **Everyday and professional English**
- **Terminology of transport/ services/ business**
- **Everyday communication, polite expressions**
- **The customer's needs and desires clarification**
- **Emotional and social areas**
- **The organisation of work process**
- **Greetings**

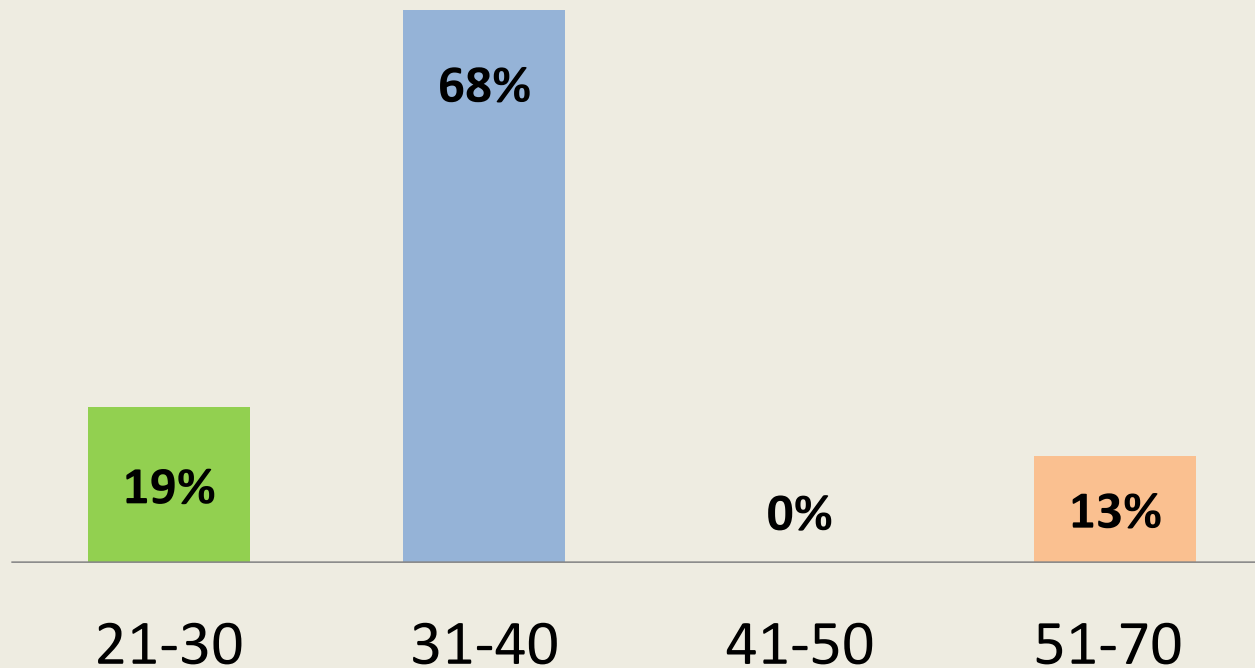


# **ENGLISH TEACHERS**

## **analysis and interpretation of results**

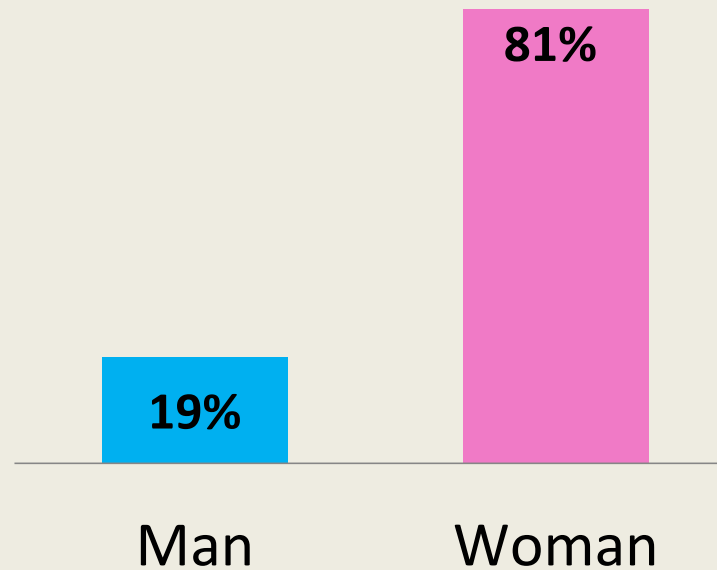
**Suggestions and recommendations**

## Age (16 participants)

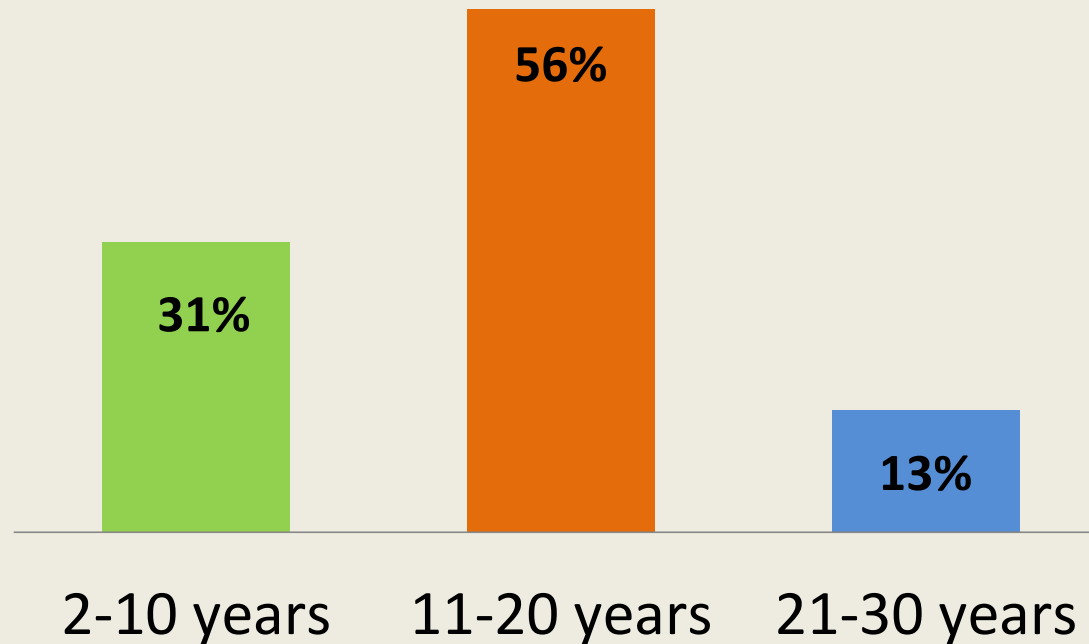




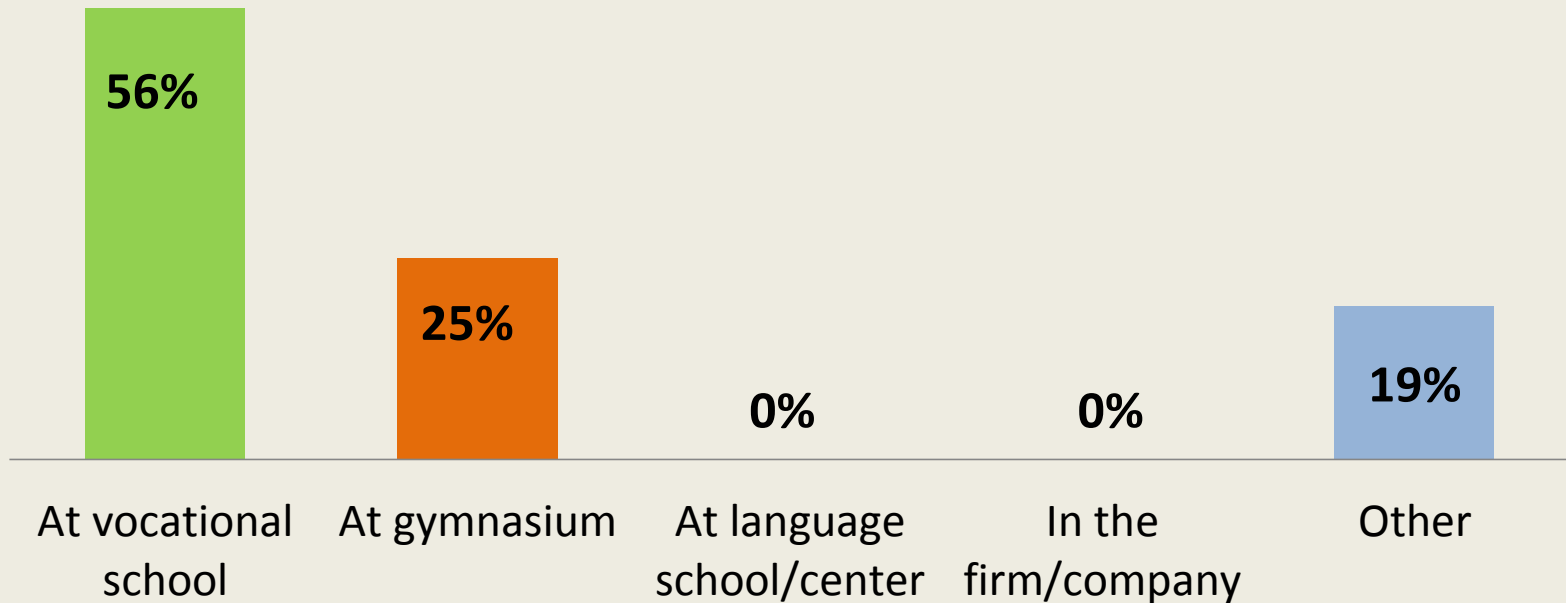
## Gender



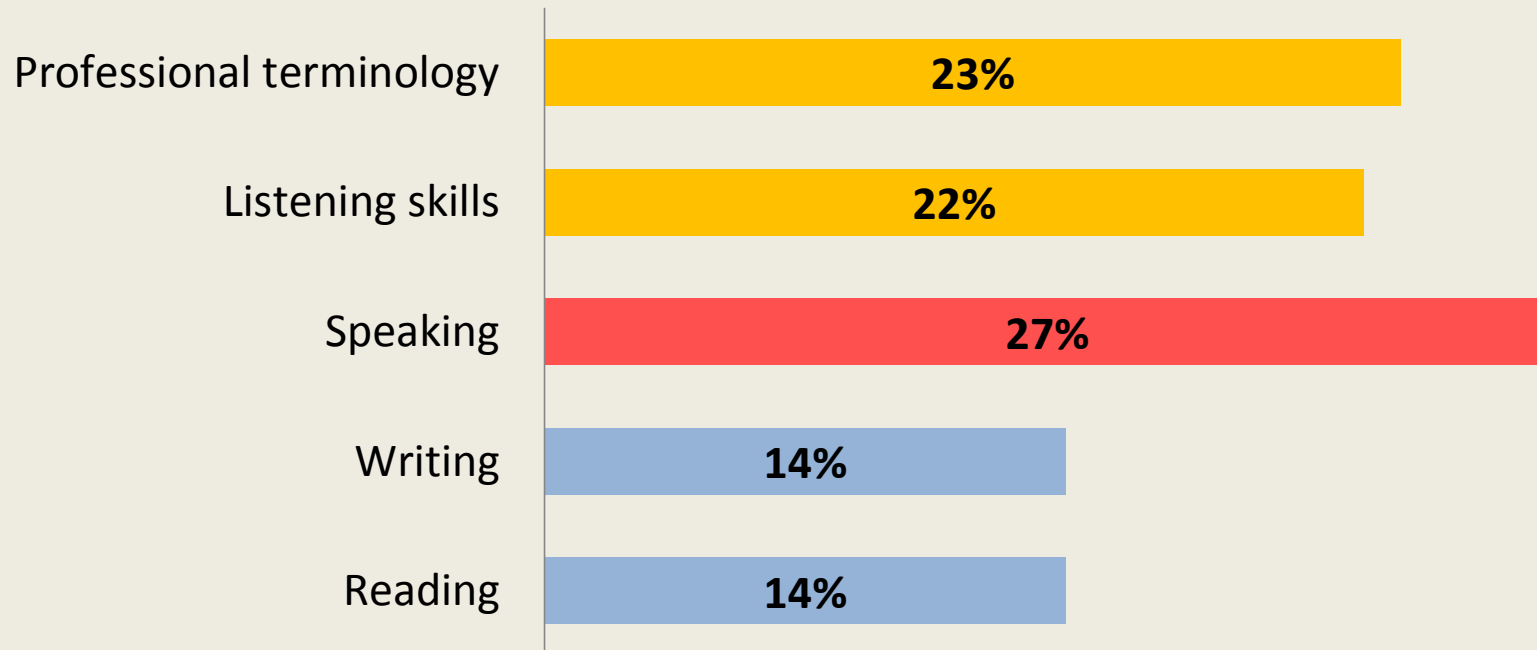
## Work experience



## Where do you teach the English language



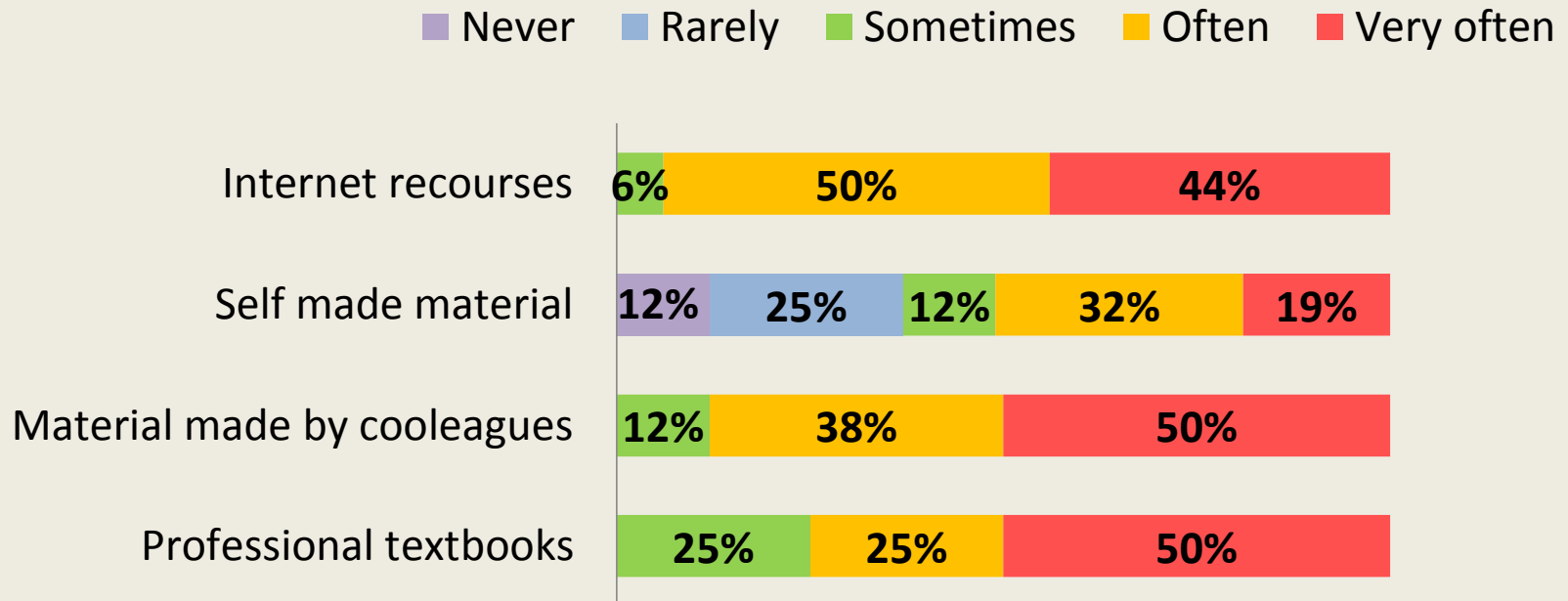
## English language skills which should be paid more attention to in teaching vocational English language







## What kind of materials do you use most often to prepare lessons



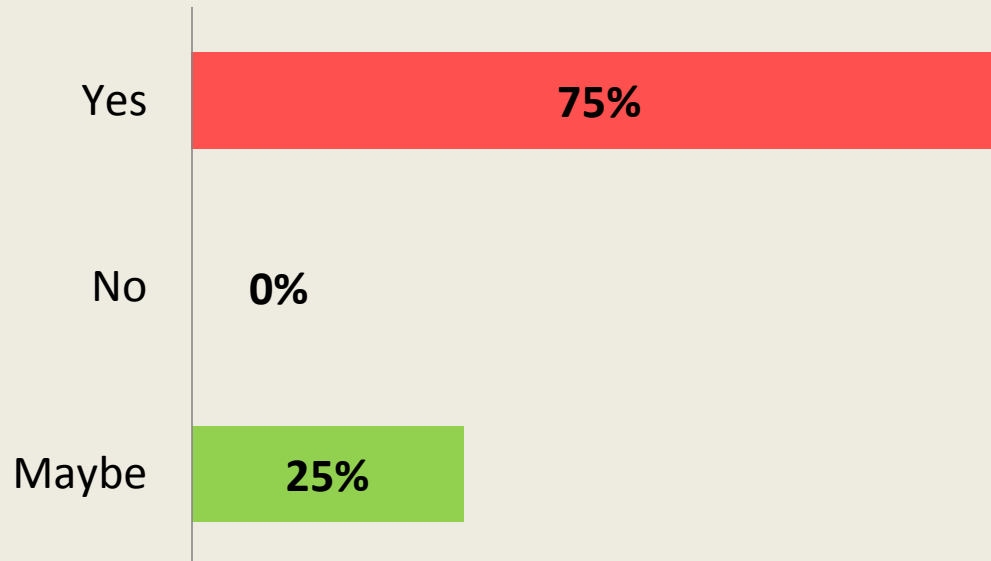


## **What kind of material would you like to use in addition in teaching the English language**

- Video material with the tasks
- A prepared textbook for particular sphere
- Authentic materials, the ones used in real work life
- IT smart boards
- Materials for advanced level
- Materials for automechanics
- More updated material prepared by professional English teachers

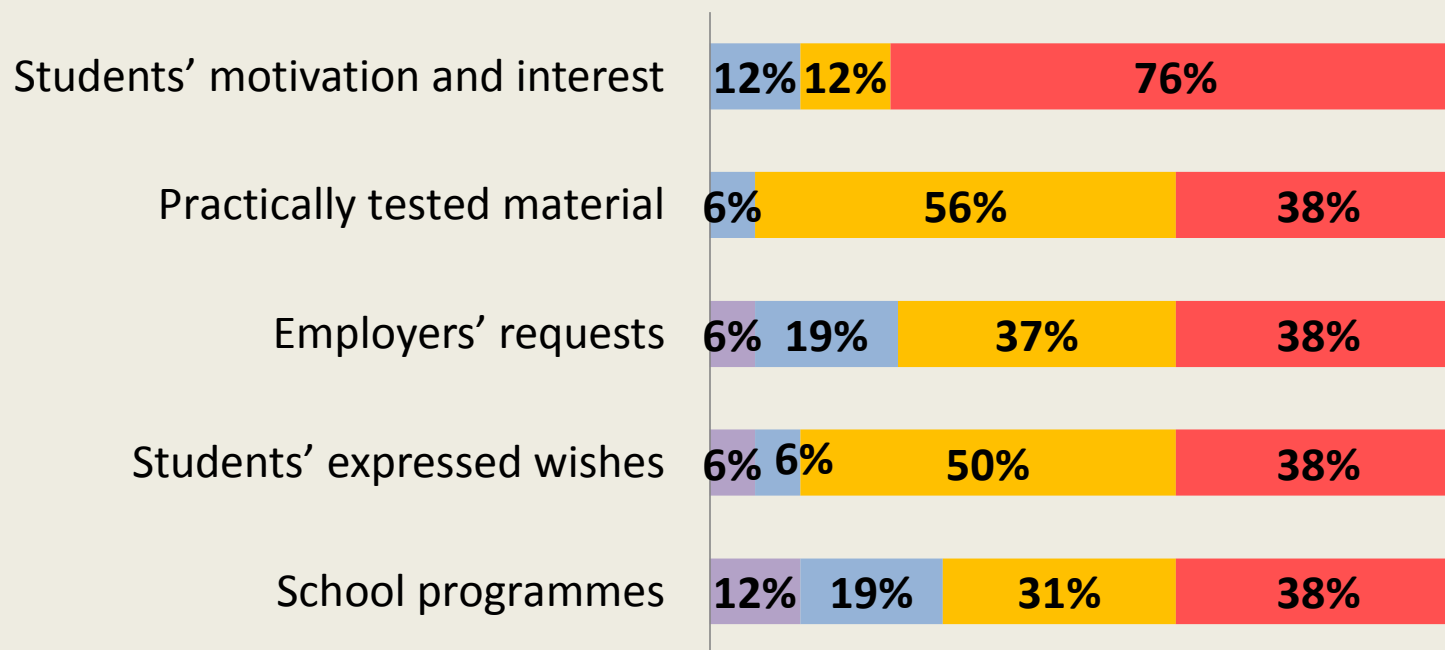


## Would you like to use an e-platform where a variety of methodological material is available

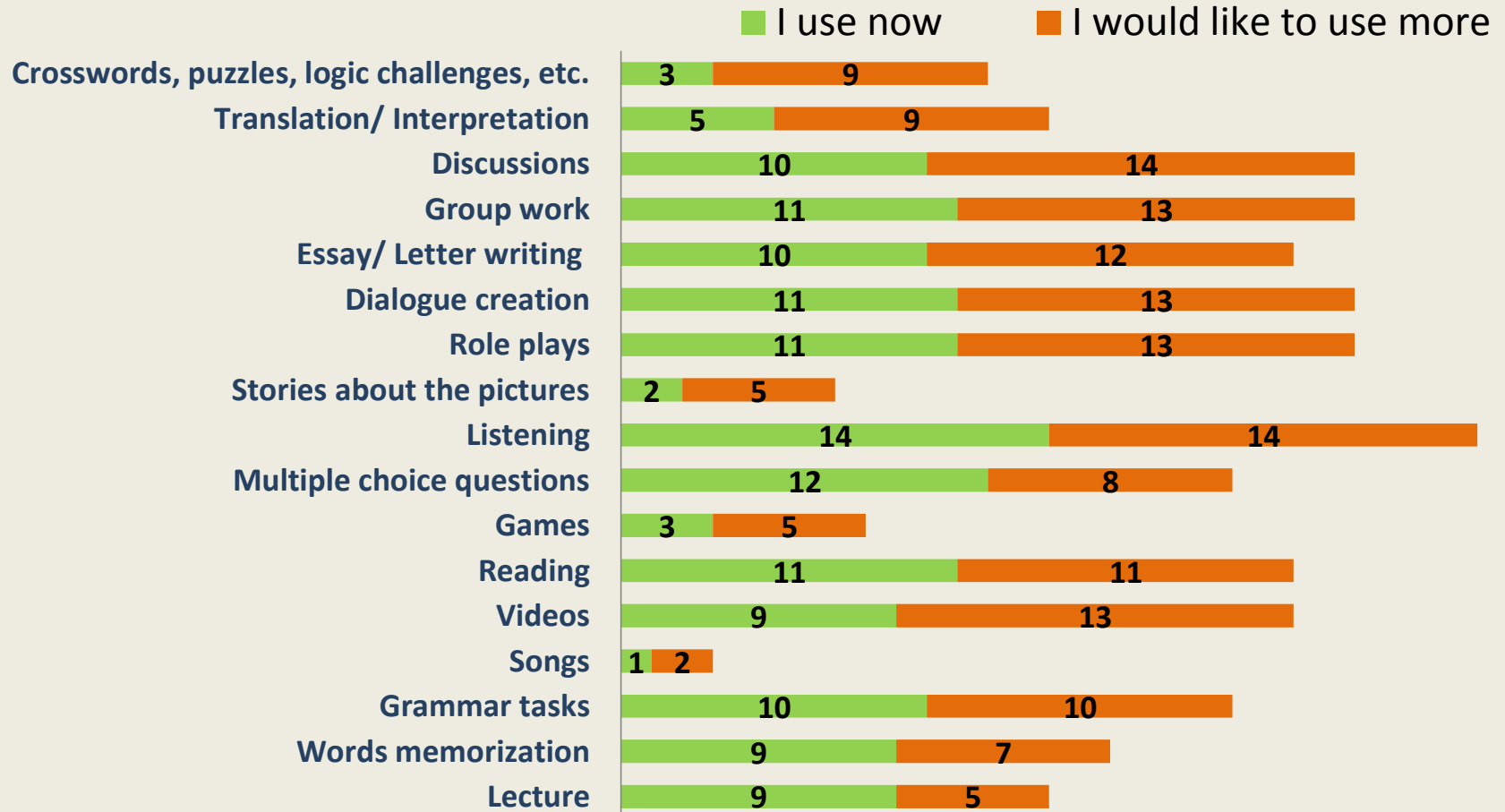


## What encourages you to choose training methods and materials in preparation of lessons

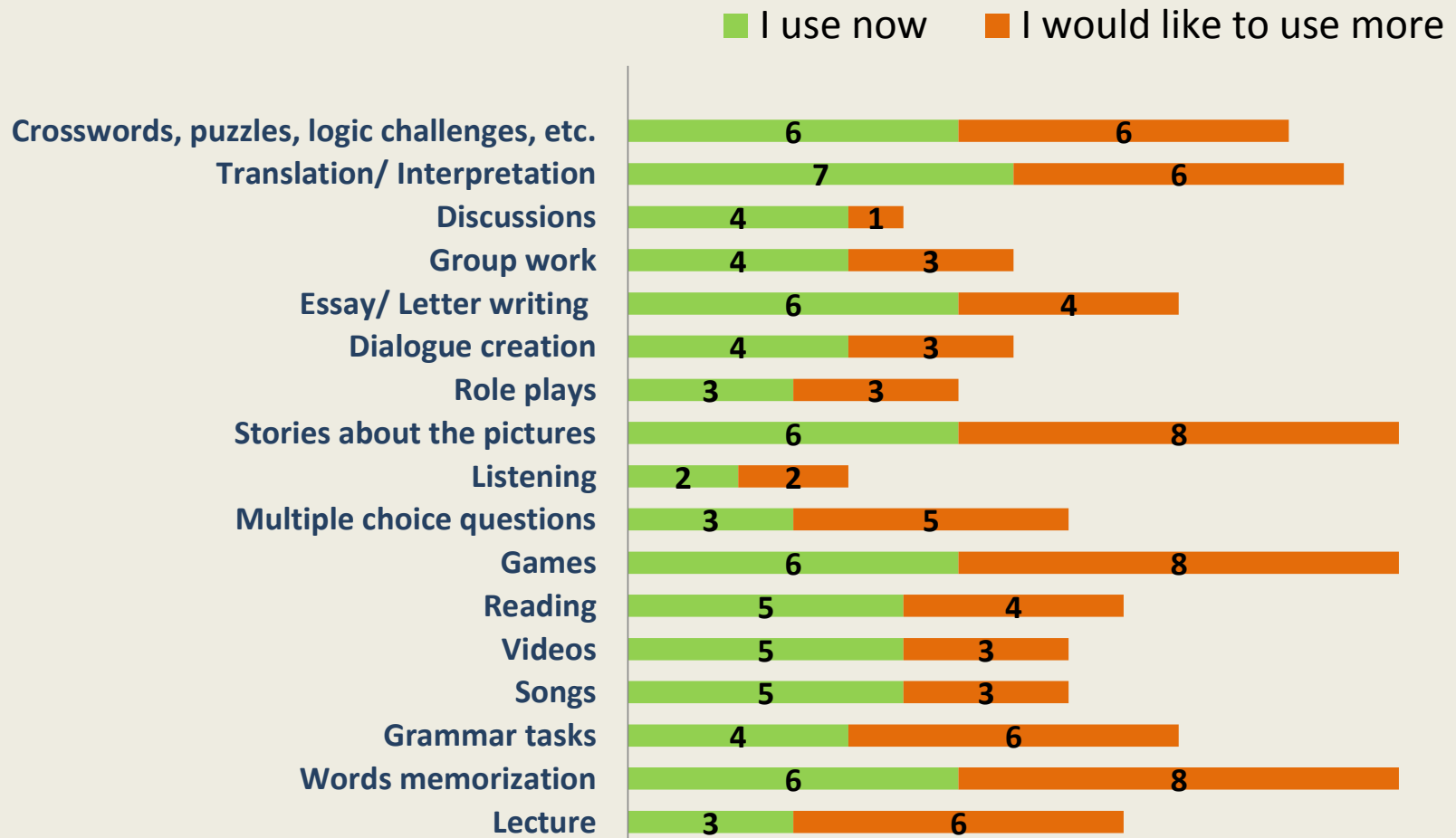
■ Rarely   
 ■ Sometimes   
 ■ Often   
 ■ Very often



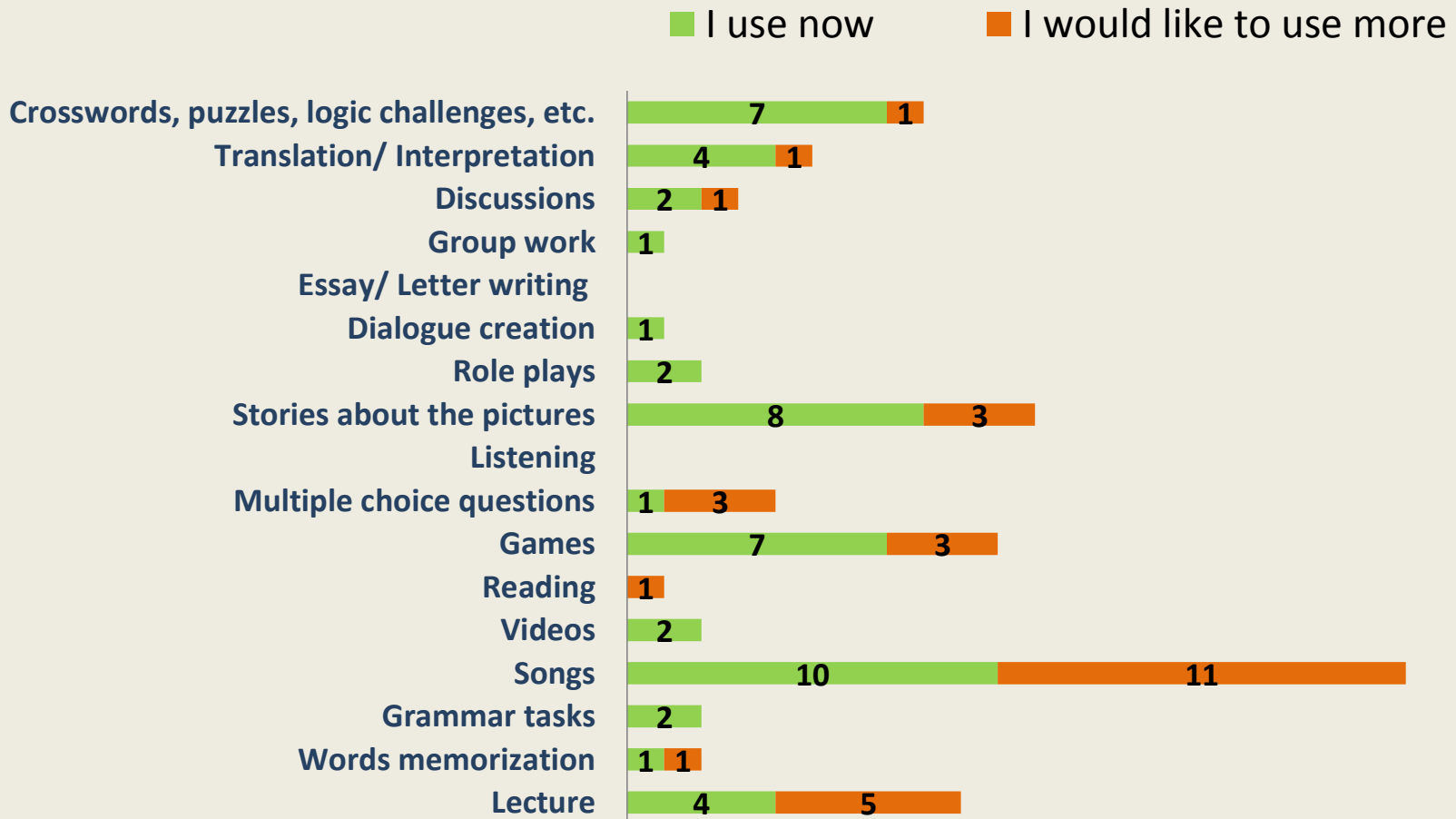
## Methods teachers use in English classes OFTEN



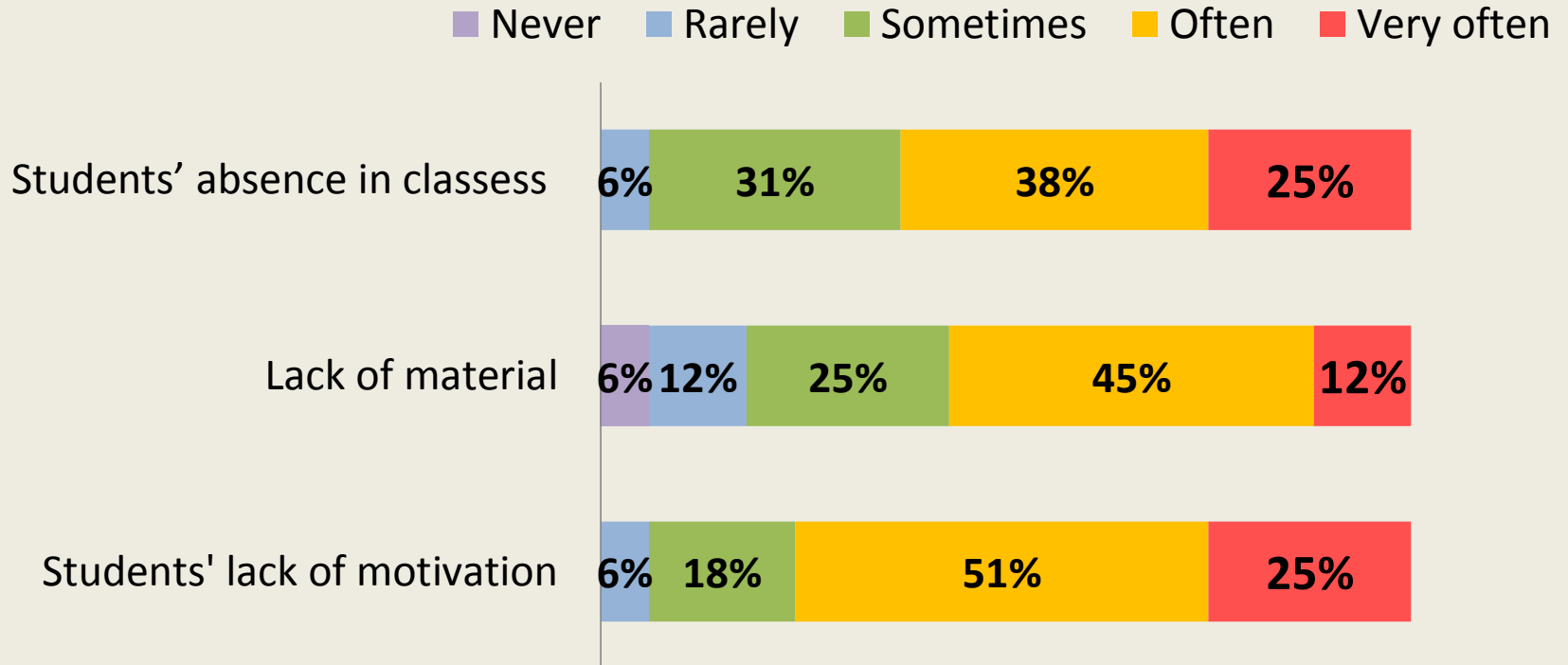
## Methods teachers use in English classes SOMETIMES



## Methods teachers use in English classes RARE

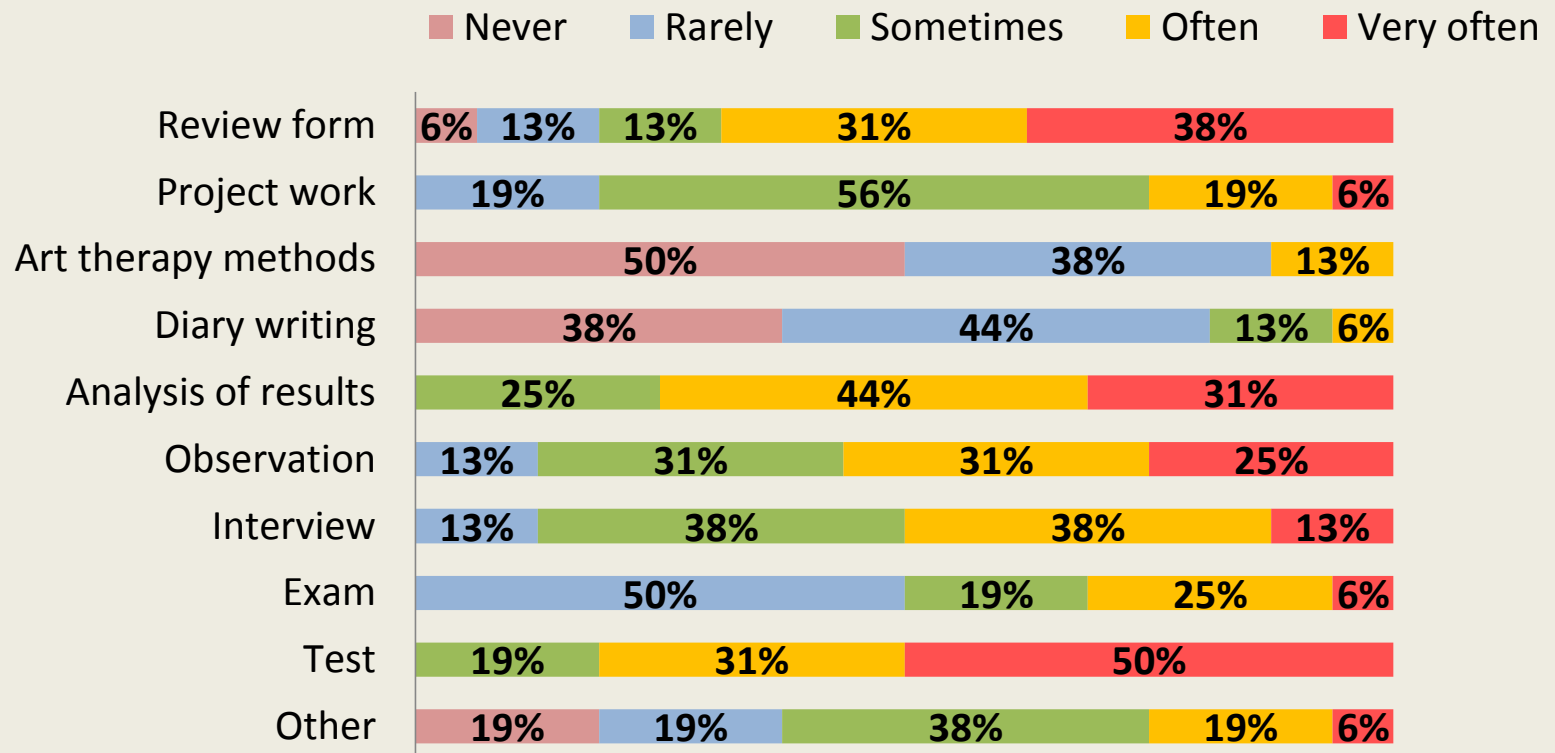


## Difficulties in teaching the English language

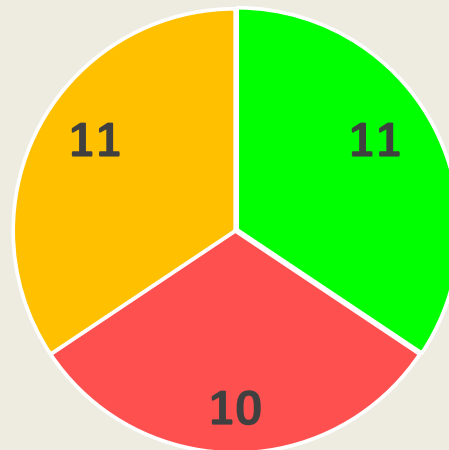




## What methods do you use to evaluate students' English language learning

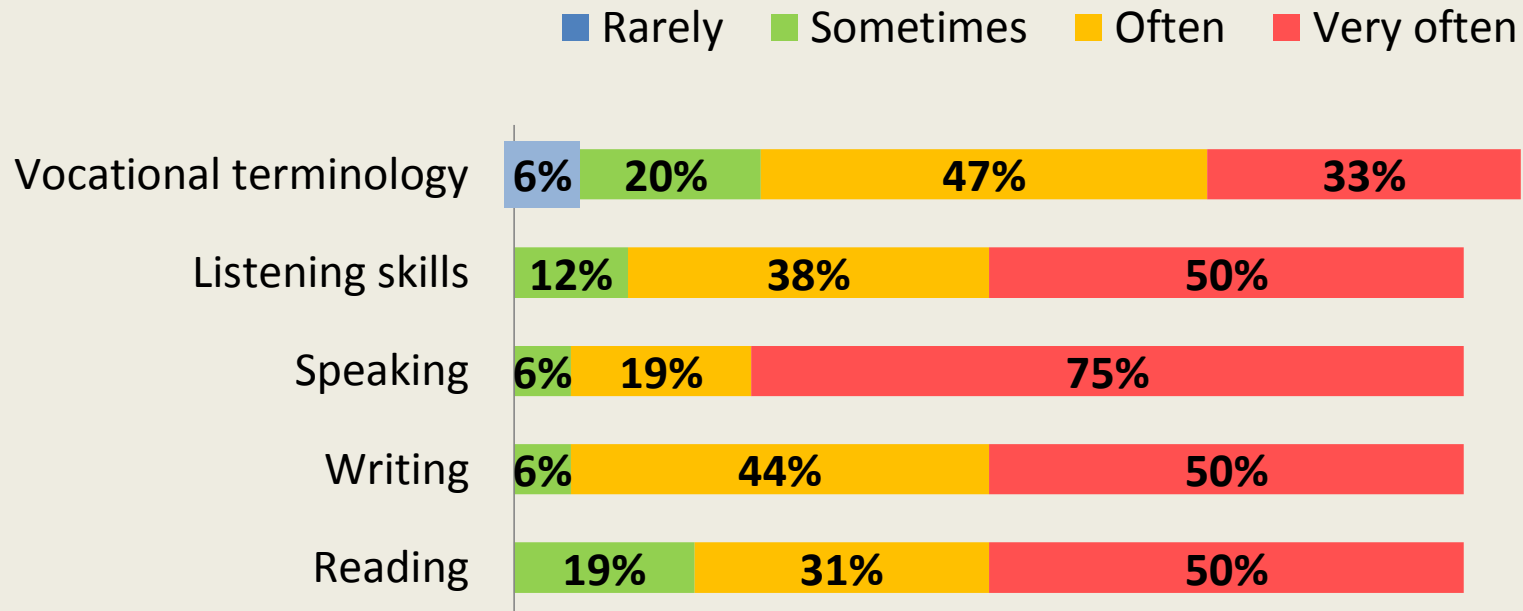


## In your opinion, what would make vocational English teaching more fruitful



- Cooperation with employers
- Cooperation with vocational teachers
- Identification of students' needs and desires

## What competencies do you pay the highest attention to when assessing students' English language learning



## Topics for teachers' professional development

- **Motivation of the students**
- **Communication with foreigners**
- Business letters, specific terminology, videos connected to the profession
- **Environment**
- Literature
- Professional terminology
- **To get acquainted with most essential vocational topics**
- Use of new technologies

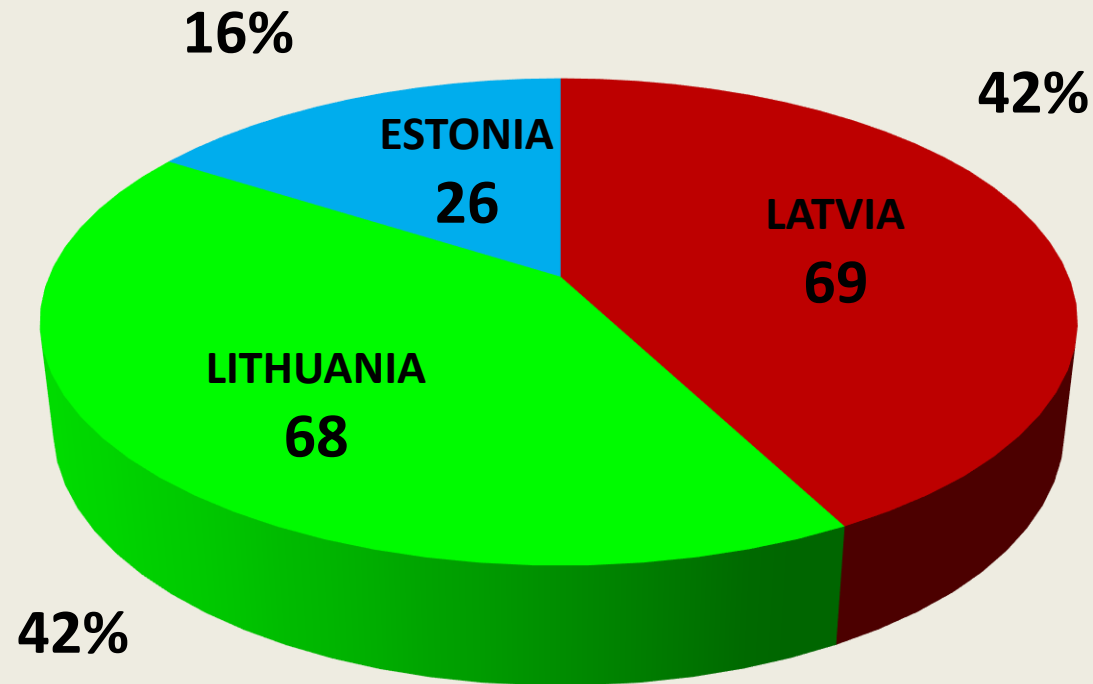


# **STUDENTS**

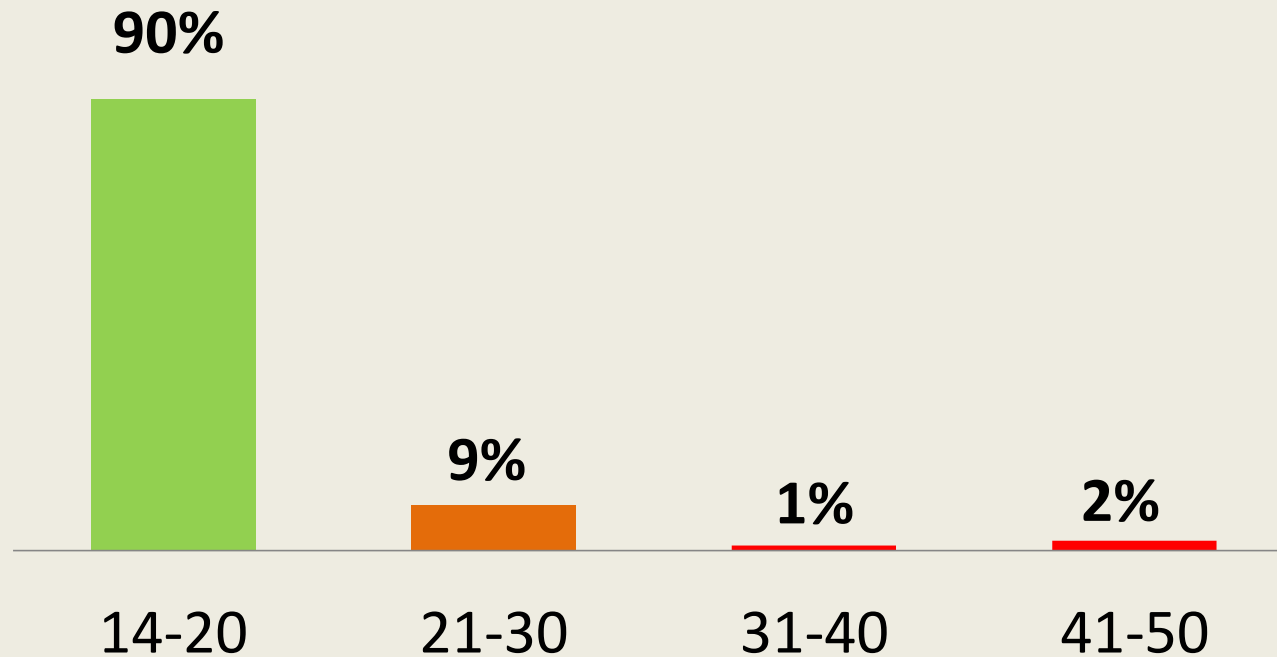
## **analysis and interpretation of results**

### **Suggestions and recommendations**

## COUNTRY

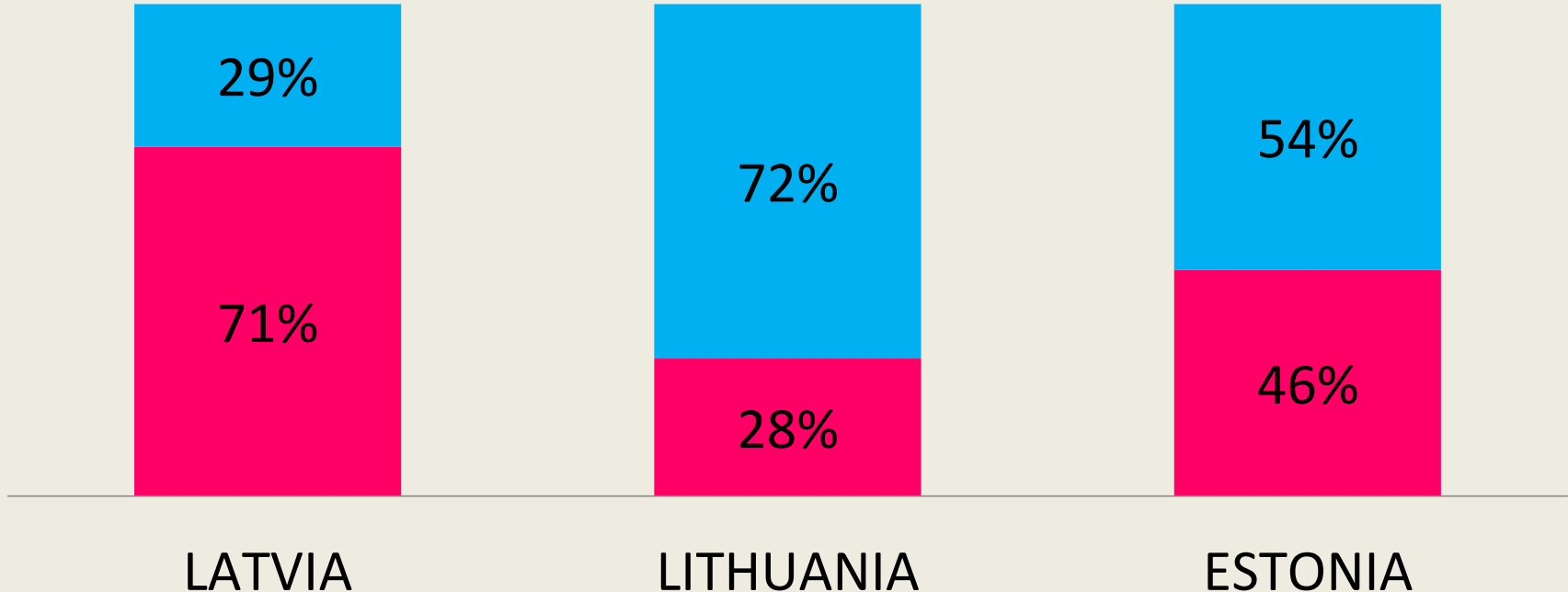


## AGE



# Gender

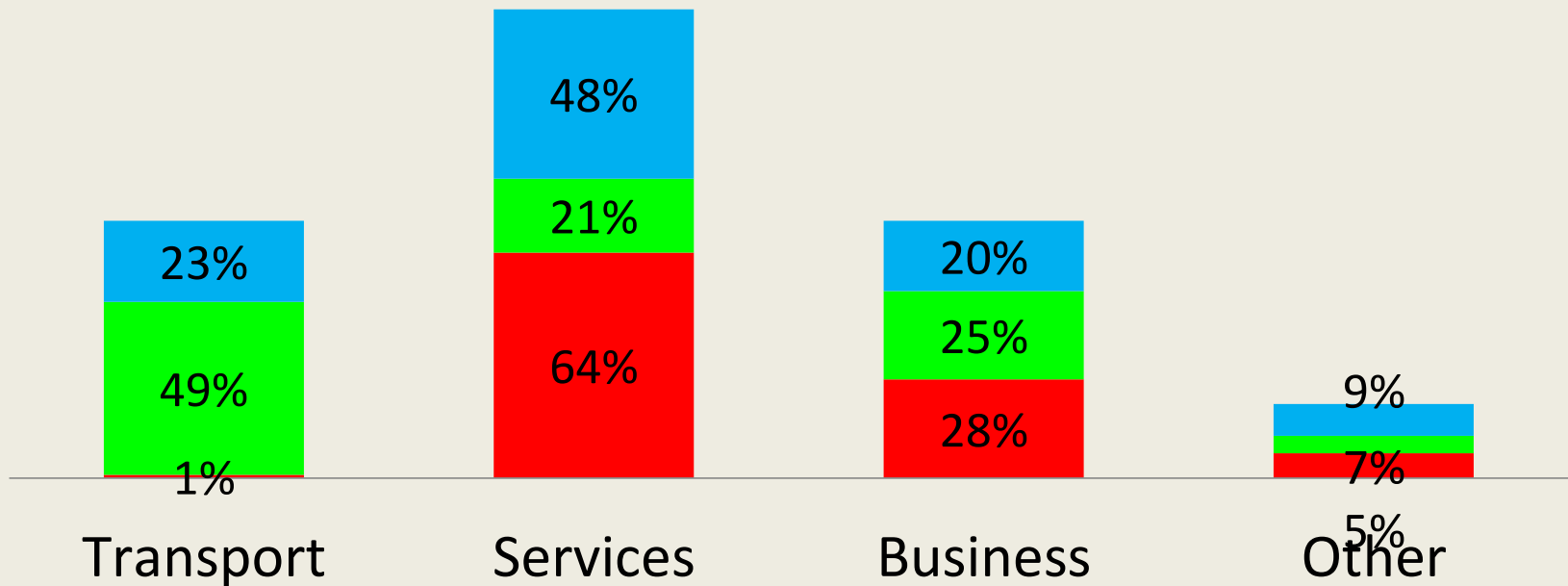
■ Woman ■ Man



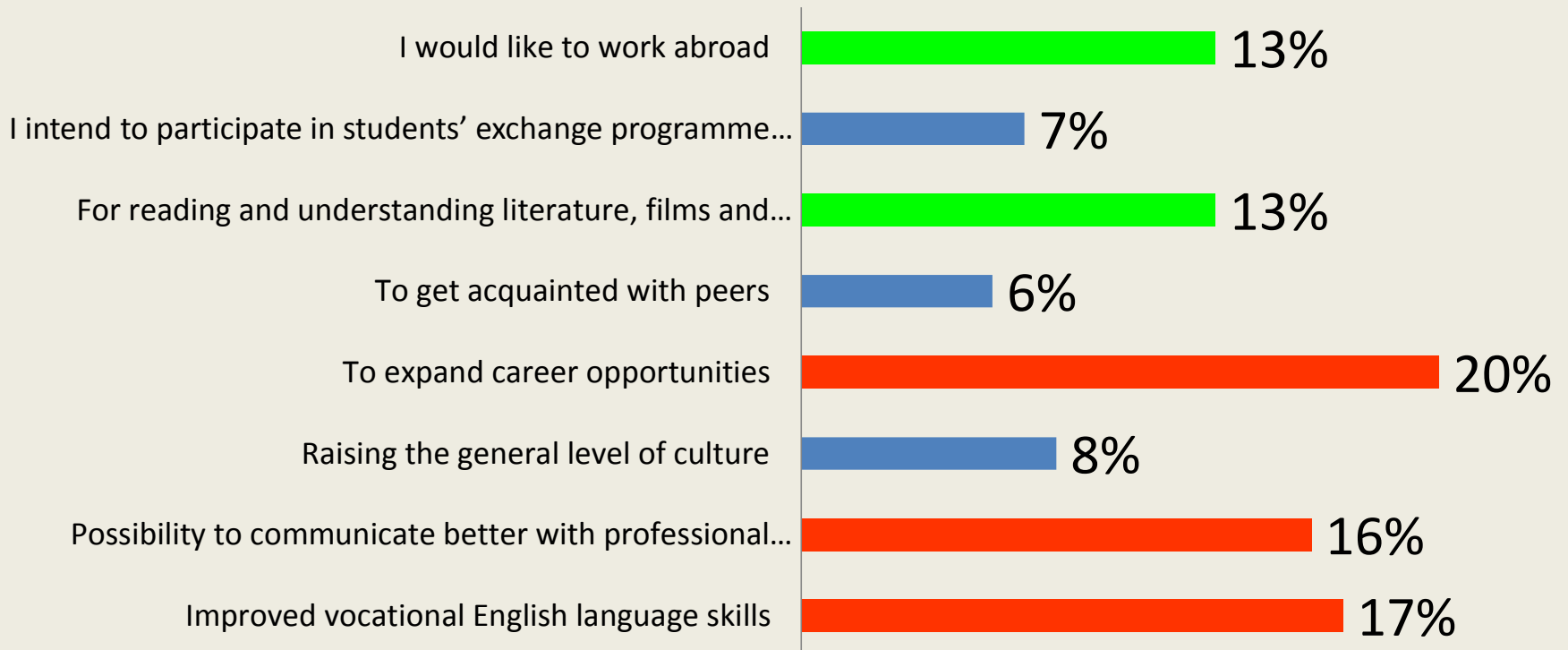


# Which area represents the subject that you learn

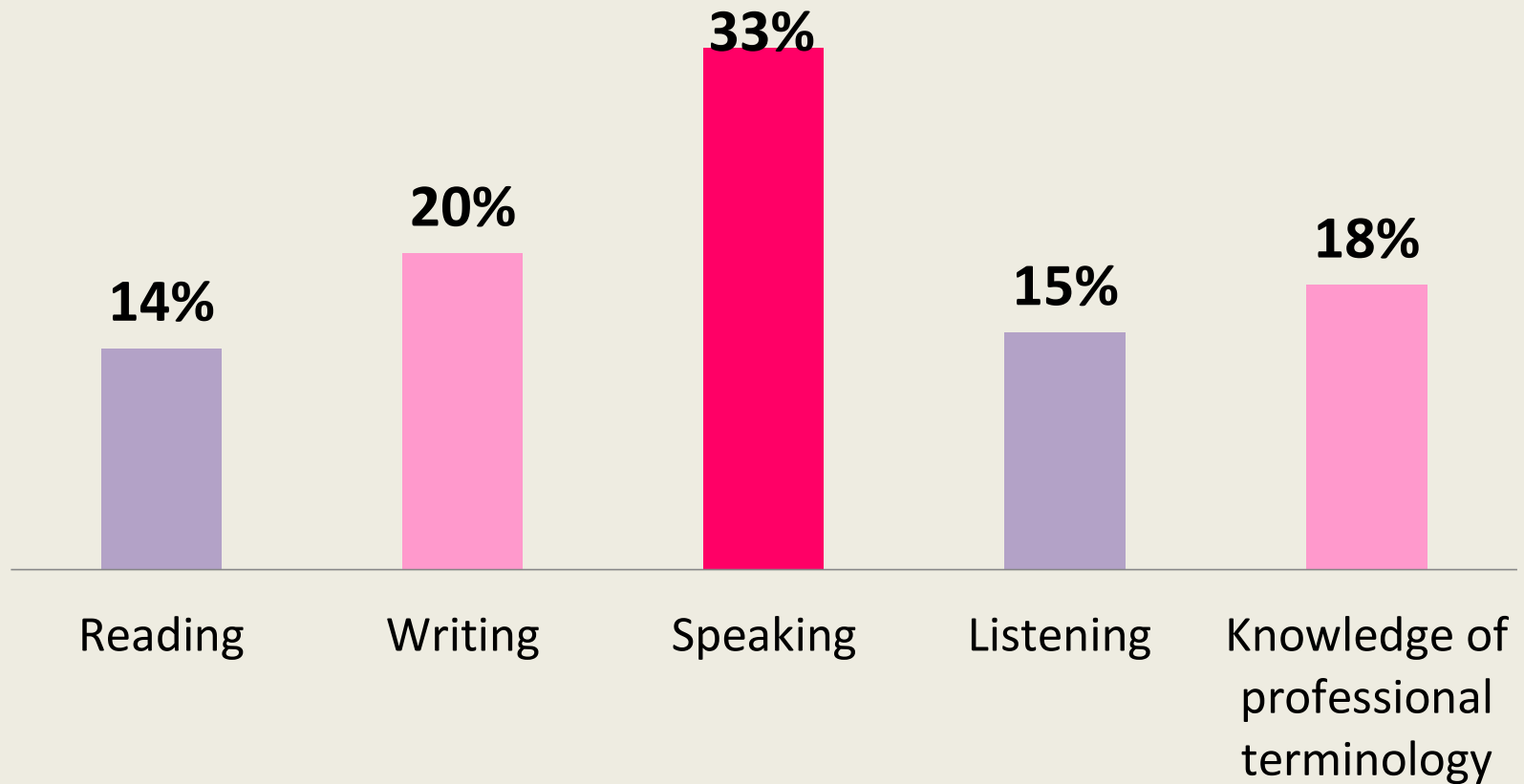
■ LATVIA ■ LITHUANIA ■ ESTONIA



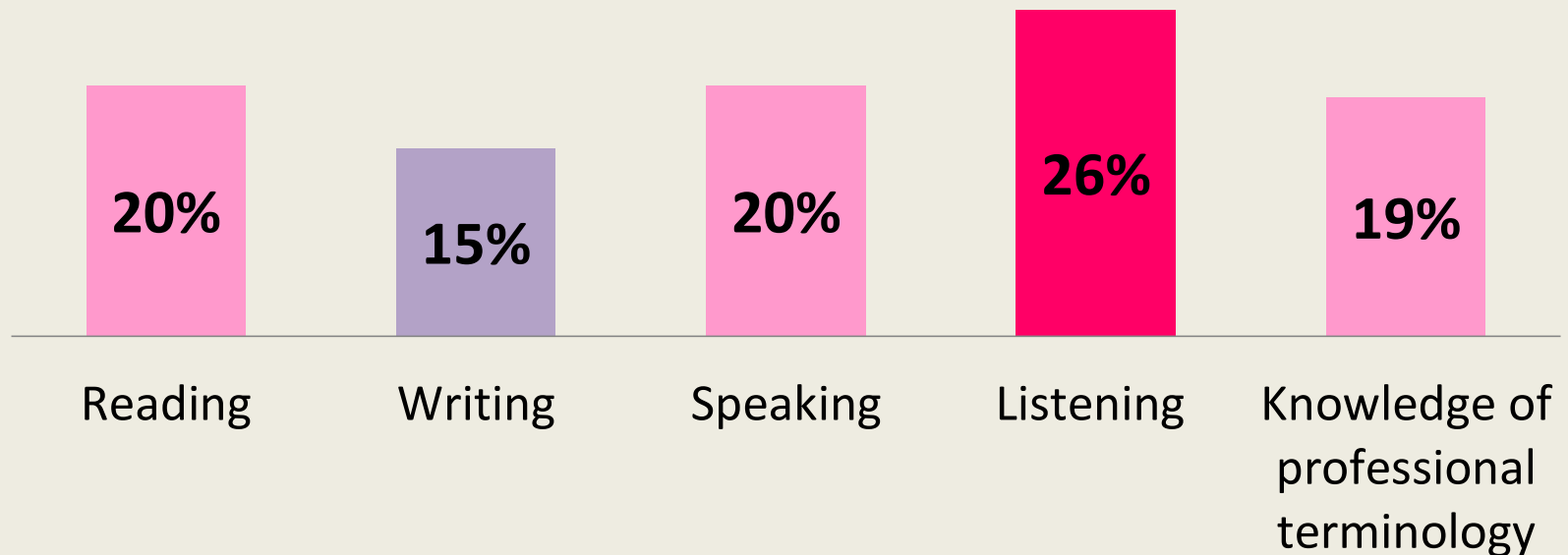
# In your opinion, what is the benefit of English language knowledge



## Which English language competencies would you like to improve



## Which English language skills teachers pay too little attention to in teaching vocational English language

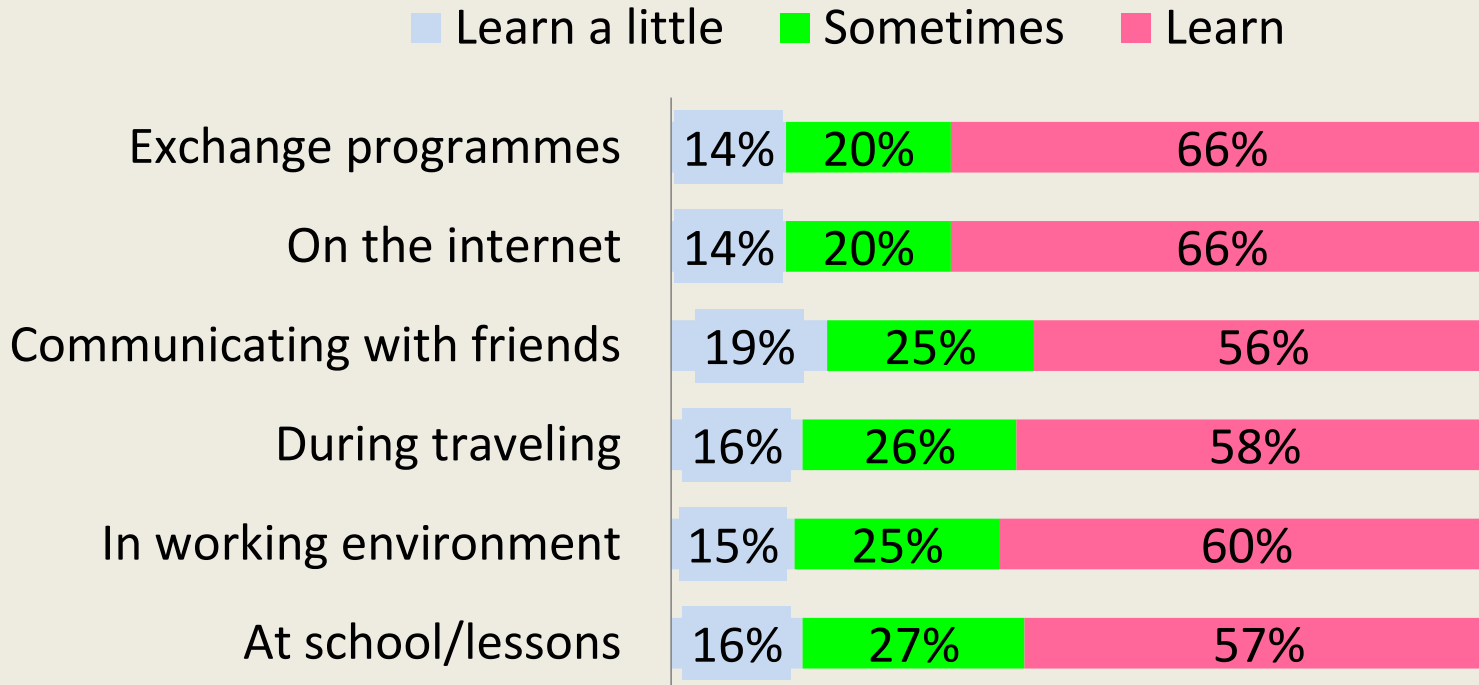


## **Name the topics which would be important for you in learning vocational English**

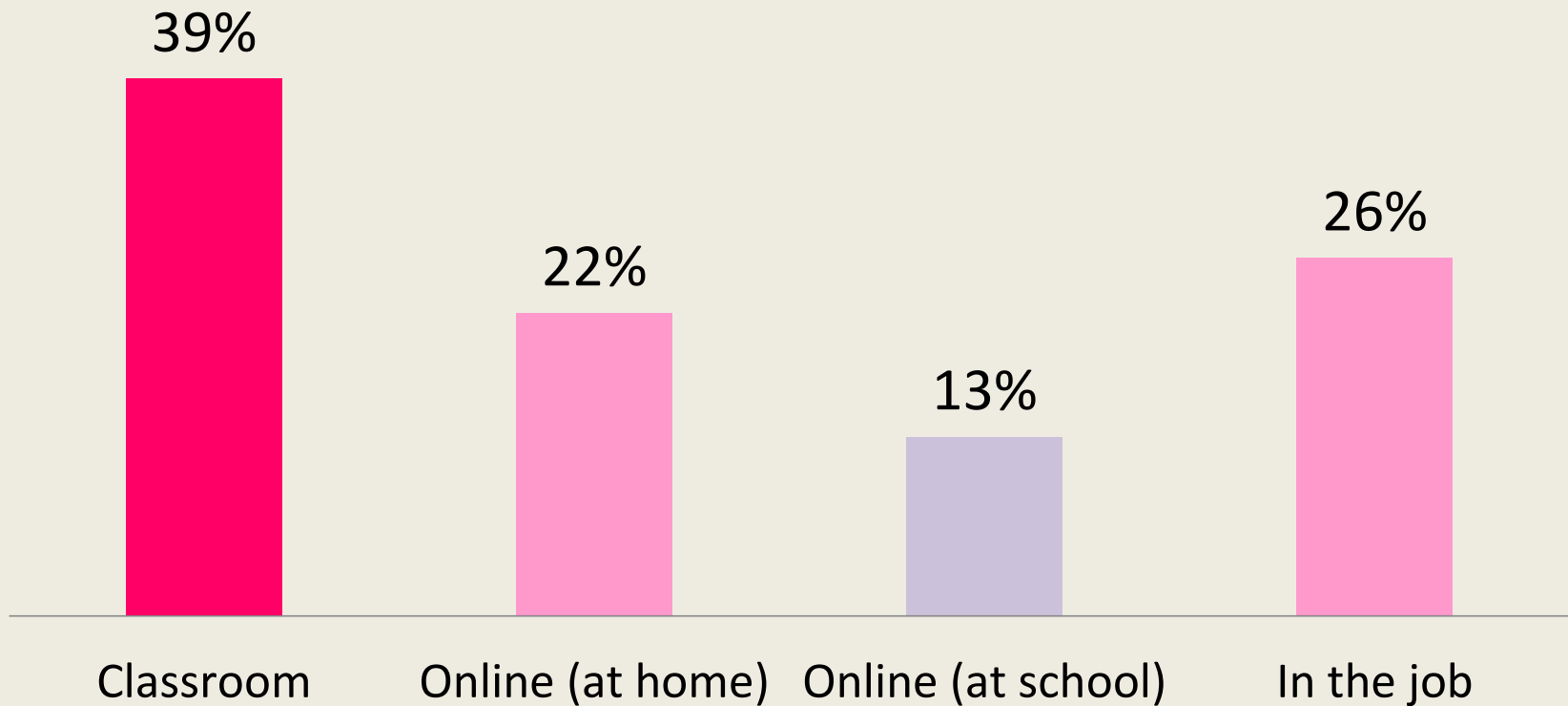
- **Communication (daily themes, dialogues in work, conversation, dialogues)**
- **Professional terminology**
- **Business language**
- **Professions**
- **English grammar (Past Simple, Continuous Past, Present Simple)**
- **Spelling, pronunciation**

# Training, environment, methods

# Where do students learn English language the best



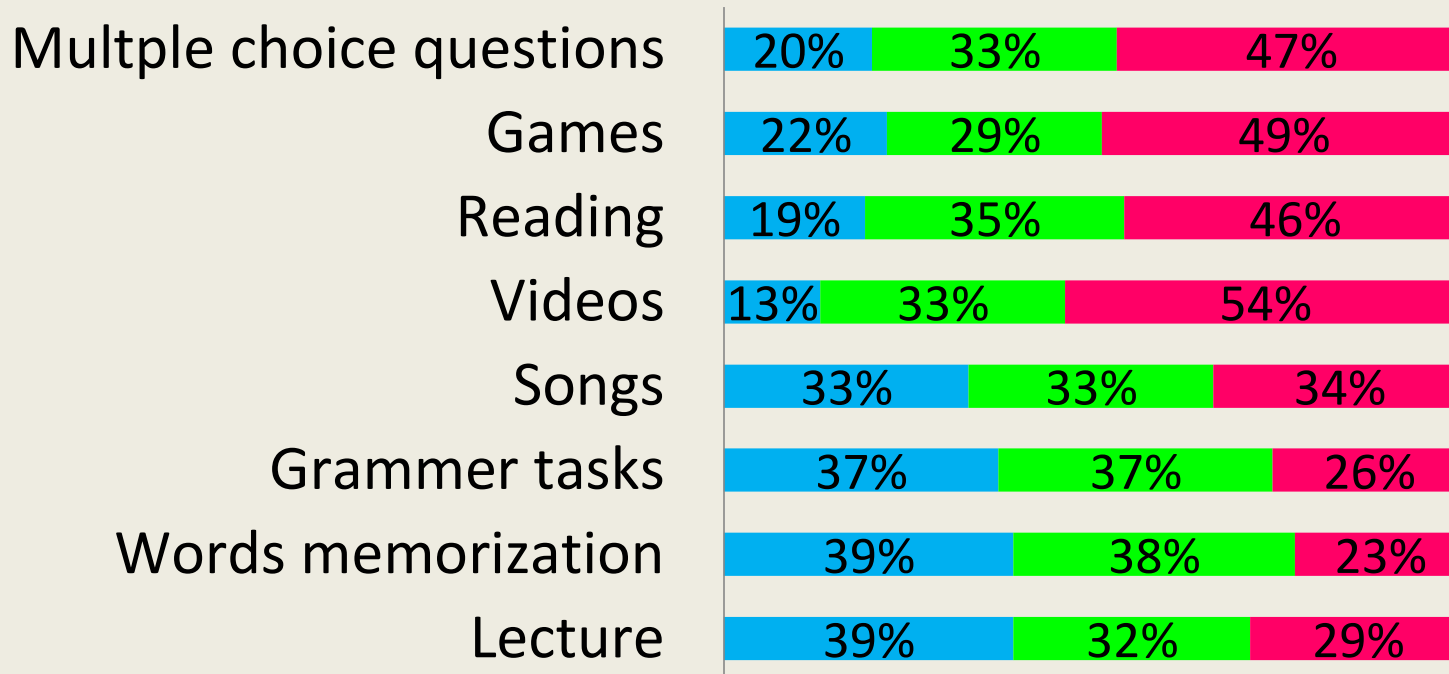
## What kind of learning environment do you prefer



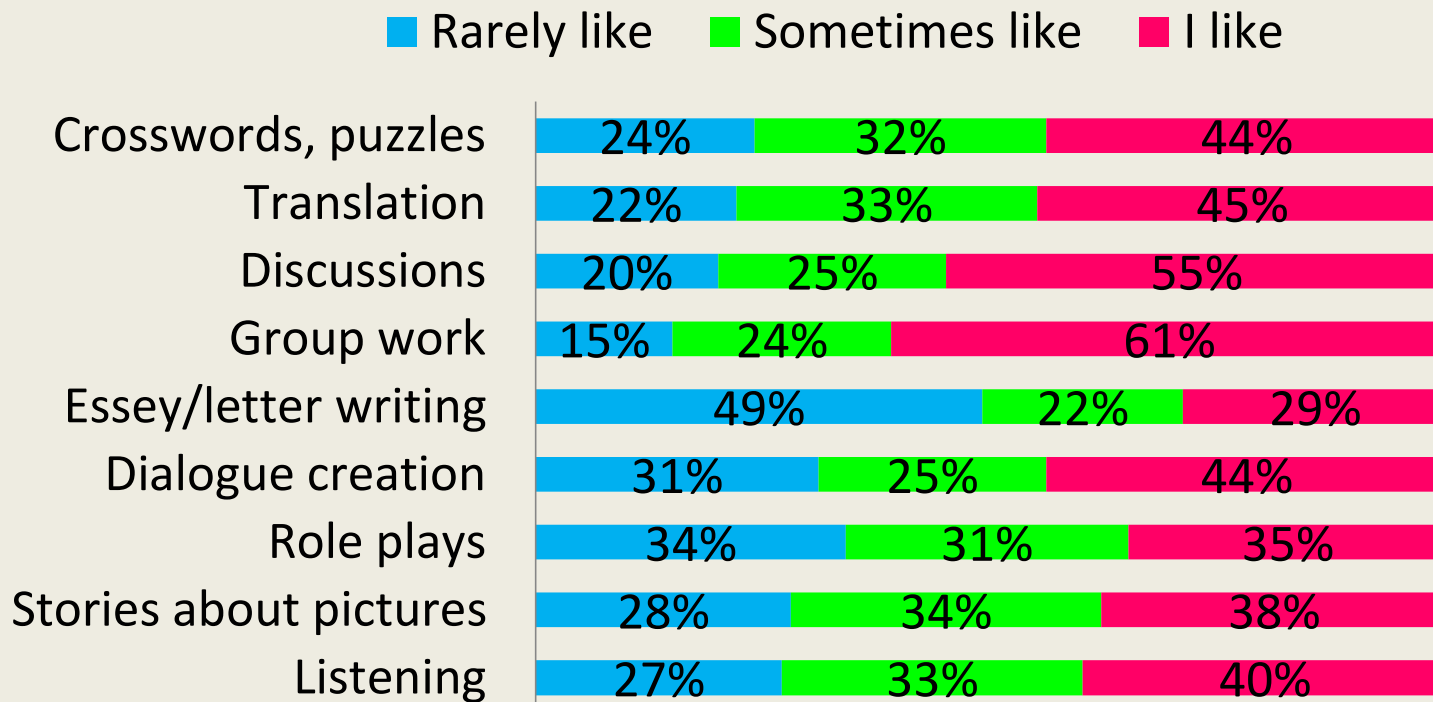


## A. Which teaching methods do you like the best in English language classes

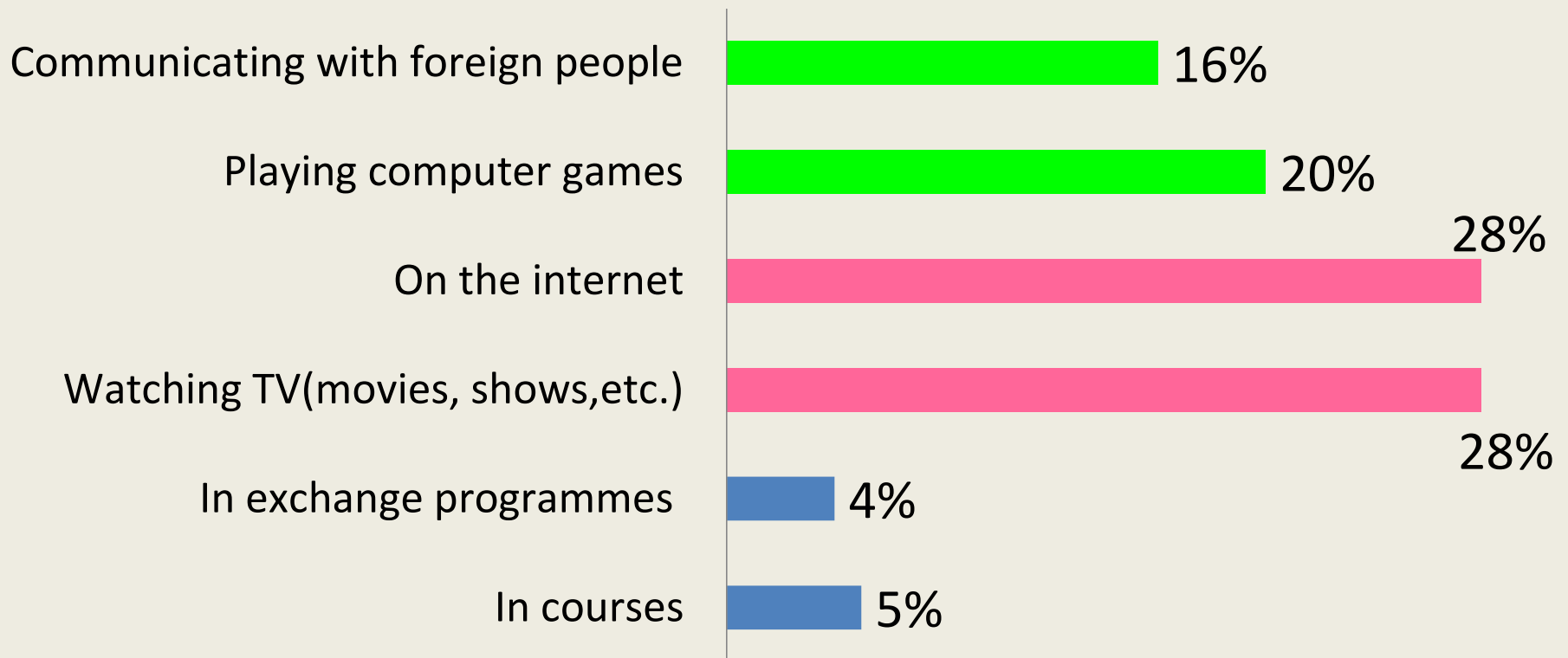
■ Rarely like   
 ■ Sometimes like   
 ■ I like



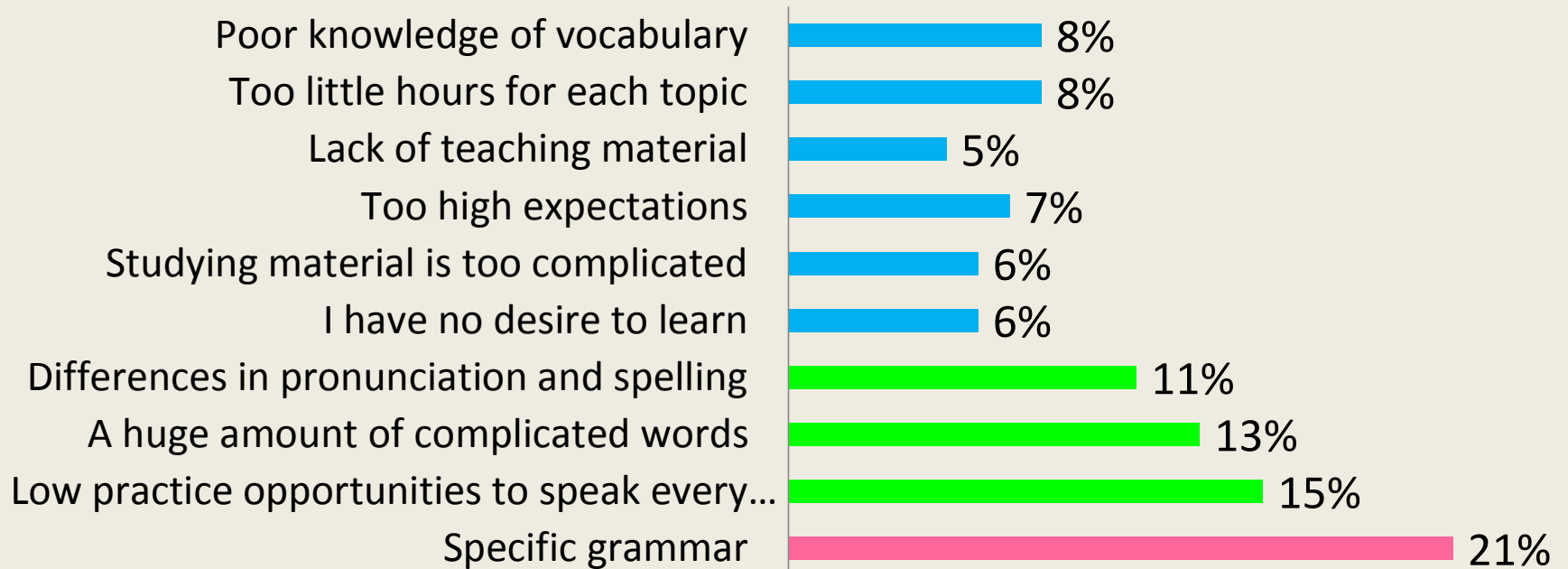
## B. Which teaching methods do you like the best in English language classes



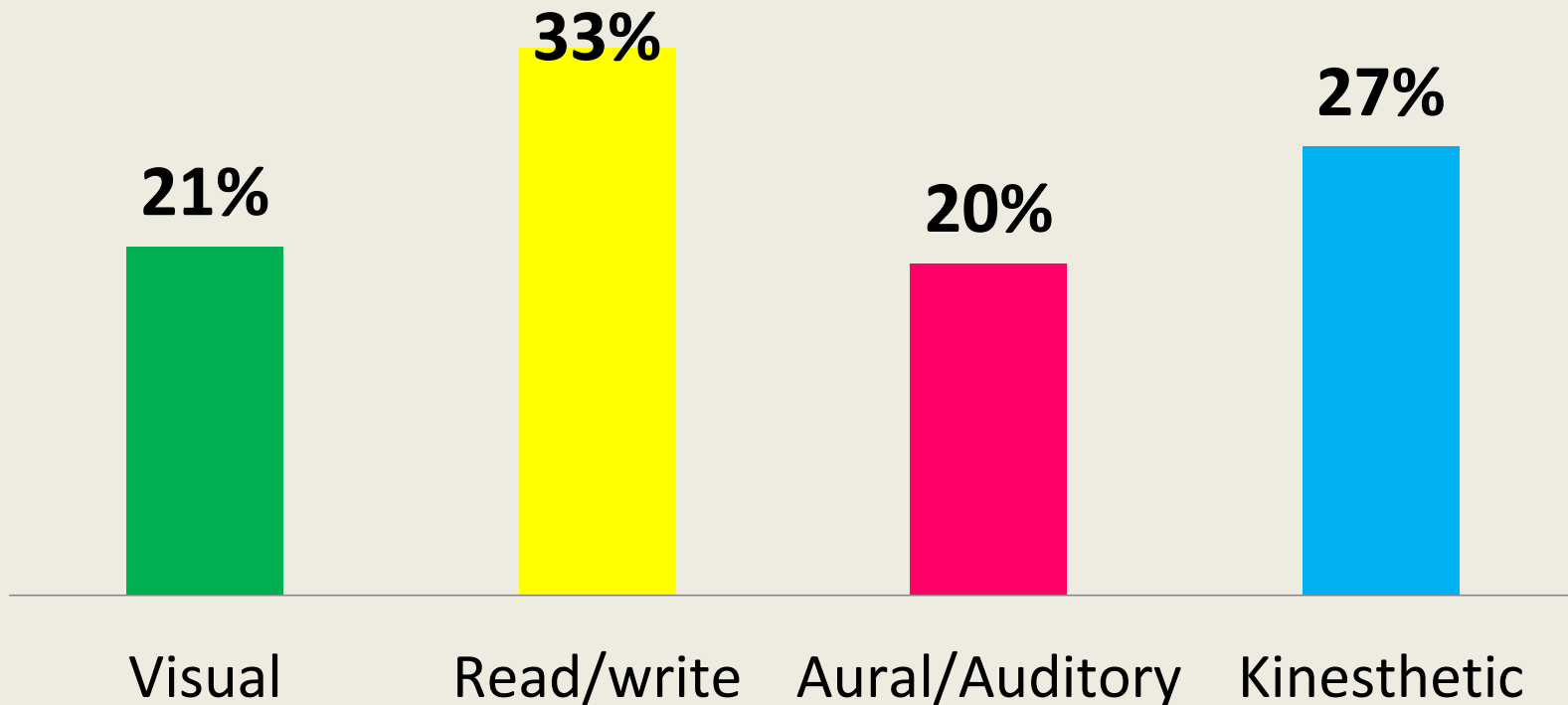
## How do you improve your vocational English skills in addition



## What are the main difficulties for you in learning the English language



## Learning styles (VARK model)



# Learning Styles

- Fast Talkers
- Impatient
- Use words and phrases that evoke visual images
- See and visualize

**Teaching Tip**  
Use charts and graphs

**Visual**  
SEE

- Slow speakers
- Natural listeners
- Linear thinkers
- Prefer explanation over text
- Listen and verbalize

**Teaching Tip**  
Use verbalization

**Aural**  
HEAR

- Prefer written text
- Emphasize text-based input and output
- Enjoy reading and writing

**Read/Write**  
READ/WRITE

**Teaching Tip**  
Use writing techniques

- Slowest talkers
- Slow to decide
- Use all senses to engage in learning
- Do and solve
- Prefer hands-on approaches
- Learn through trial and error

**Kinesthetic**  
DO

**Teaching Tip**  
Demonstrate skills



# The Cone of Learning

*I see and I forget.  
I hear and I remember.  
I do and I understand.*  
— Confucius

After 2 weeks,

we tend to remember ...



Source: Edgar Dale (1969)



**THANK YOU 😊**