

What are the outcomes of existing Language Curriculum Development of Vocational Education and Training (VET) in Azerbaijan?

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Rationale for the study

- Being a co-author of the “Communication in Foreign language” base module
- To assess its outcomes as a focus of evaluation during the pilot implementation

Introduction

This study aims to explore the outcomes of the existing Language Curriculum development in the field of VET system in Azerbaijan and analyse from the perspective of international Language Curriculum development standards



Research questions

What are the outcomes of the existing Language Curriculum Development on the VET schools?

What are the worldwide standards in Language Curriculum Development?

Theoretical framework

The Human Capital Theory

The study investigates language curriculum development impact in the field of Vocational education which aims to improve human capital development for creating skilled workforce in the labour market (Wallenborn, 2010).

Literature review

- Needs assessment (questionnaires, focus group and individual interviews) before starting language development process in order to identify learners' needs, preferably, linguistic needs and finding ways to teach the needed skills (Ulla & Winitkun, 2017).
- Instructional models for instructors having considered the needs of learners as well as goals of the programme (labour market, studying abroad) (Matsuda and Friedrich, 2011).
- Inclusion of learners' present knowledge in target language during the Language curriculum development process (Nation & Macalister, 2010).
- Setting "communication requirements" such as reading, speaking and writing in target language (Diffey, 1992. p.209).
- Students should be grouped according to their current knowledge on the subject (Mikayilova & Kazimzade, 2015; Diffey, 1992).
- Student motivation, assessment process (Mikayilova & Kazimzade, 2015).

Methodology and research design

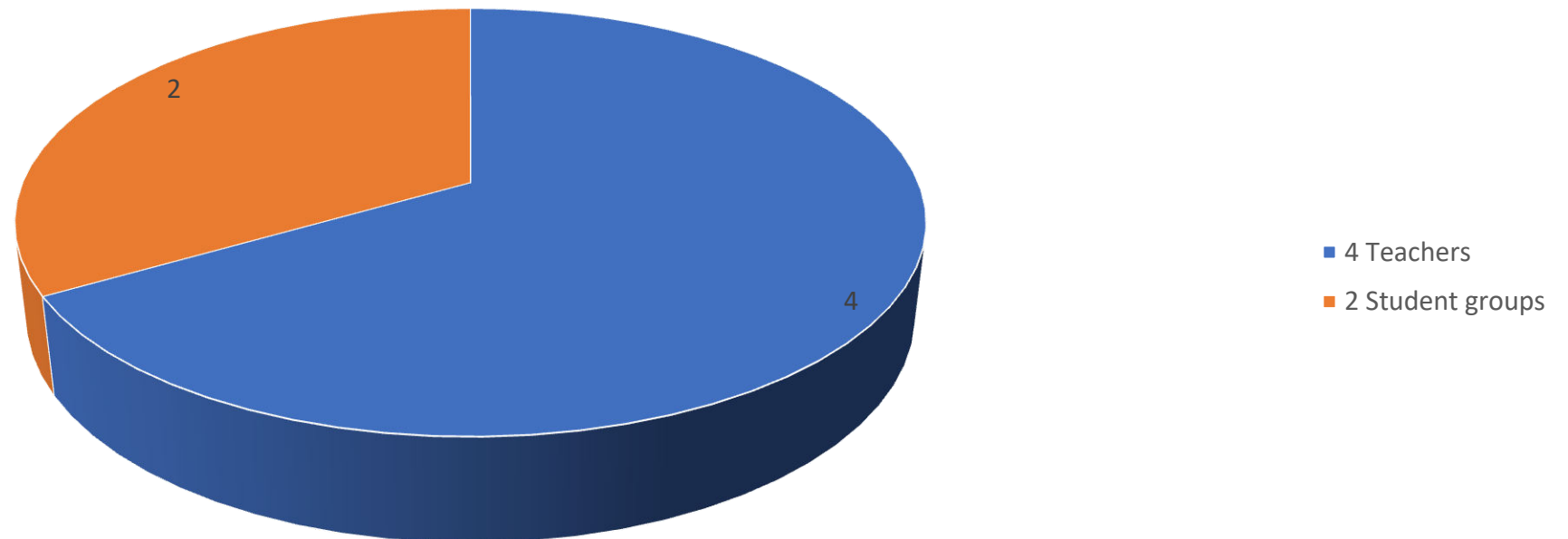


Interviews

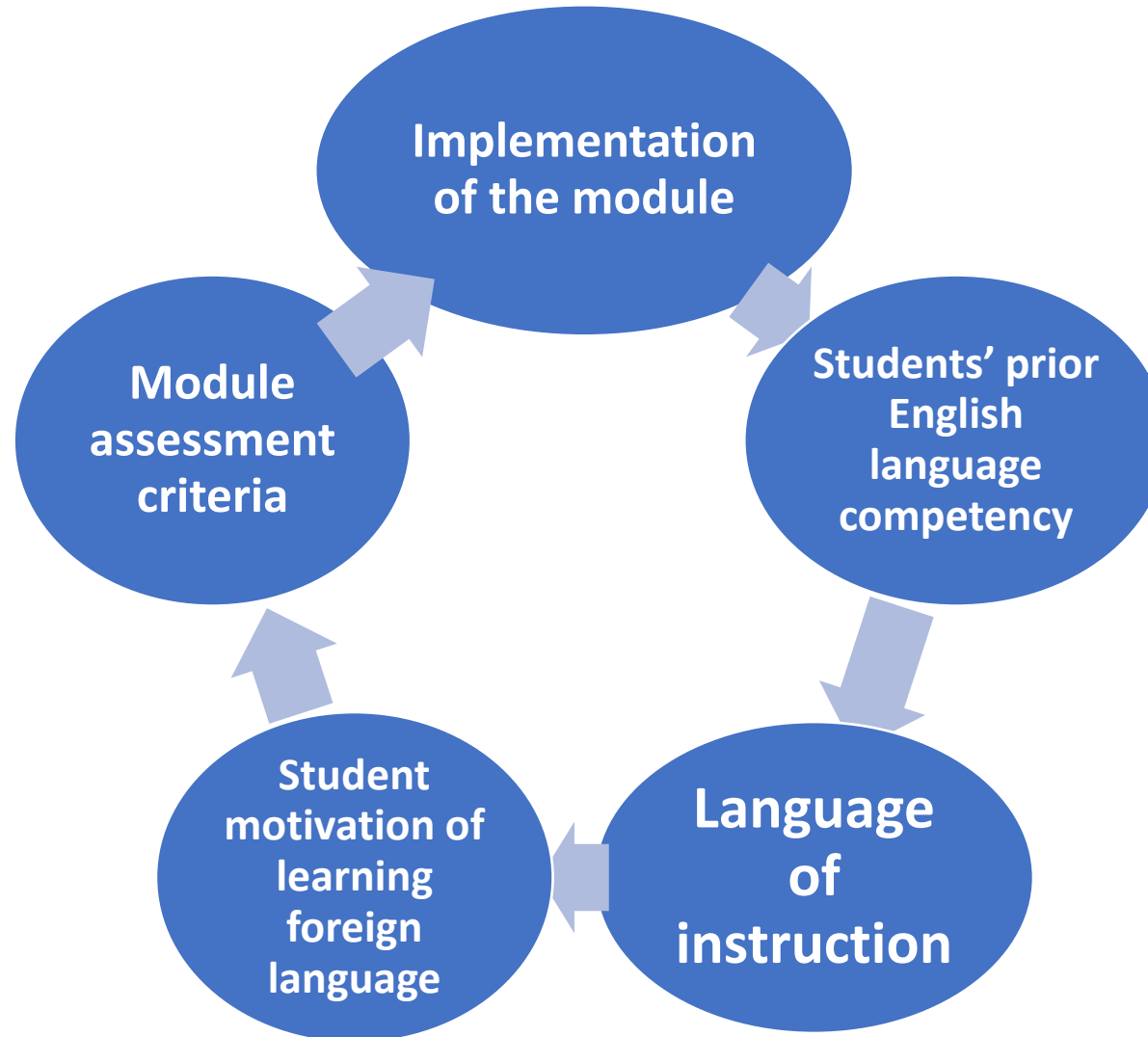


Observations

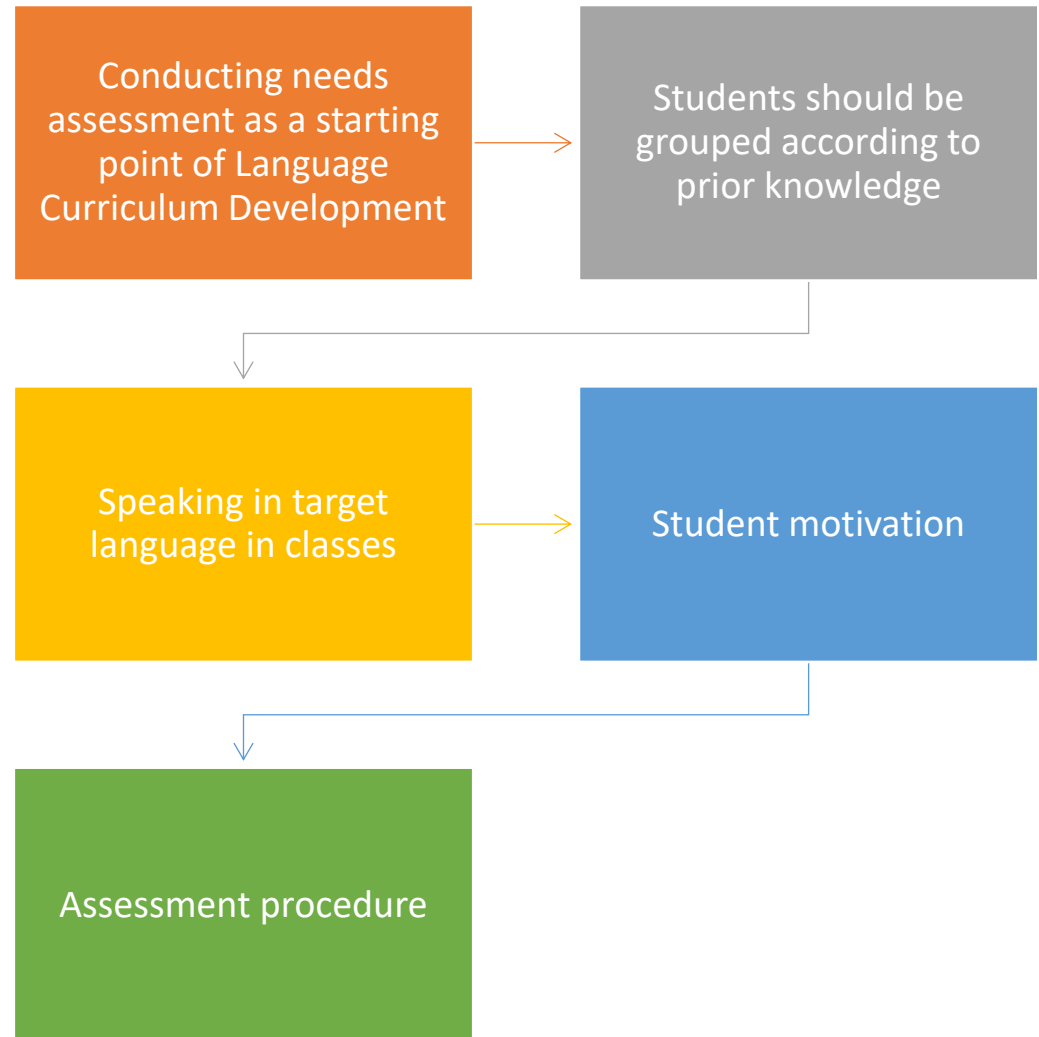
Methodology and research design



Results from interviews and observations



Discussion and conclusion



Limitation of the study

- Qualitative data has been collected
- Two pilot VET schools, four teachers and two student group observations
- Generalization of the data



Future implications

- Training of teachers to focus on increasing language competency
- Guidance on how to implement a programme with fidelity
- Learners' linguistic needs



Thank you