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TRABAJO FIN DE MÁSTER

EFL teaching in FPGS (advanced vocational training): the importance of intercultural competence development

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ABSTRACT [EN]

In recent times, globalization has led to ever-shrinking boundaries between cultures. This phenomenon has had repercussions in the professional world, where financial, business and trade barriers have been disappearing in favour of a unified and diverse international market. As a result, companies are looking to recruit young talent not only with English proficiency, but also with the ability to function in cross-cultural work environments. This is where education plays a fundamental role, as there is a growing need to train students to develop intercultural communicative competence (ICC) in advanced stages of vocational education, as part of the English subject of their respective module. In response to this need arises this thesis, which incorporates a didactic proposal, whose methodology based on digital resources and communicative approaches tries to make students aware of the importance of ICC, developing it in class in a transversal way.

KEYWORDS: interculturality, ICC, English teaching, vocational education, FPGS

RESUMEN [ES]

En los últimos tiempos, la globalización ha hecho que las fronteras entre culturas se reduzcan cada vez más. Este fenómeno ha repercutido en el mundo profesional, donde las barreras financieras, de negocios y mercantiles han ido desapareciendo a favor de un mercado internacional unificado y diverso. Como resultado, las empresas buscan incorporar jóvenes talentos, no solo con competencia en inglés, sino con capacidad para desenvolverse en entornos laborales interculturales. Es aquí donde la educación juega un papel fundamental, en tanto que existe una necesidad creciente de formar estudiantes para que desarrollen competencia comunicativa intercultural (CCI) en etapas avanzadas de Formación Profesional, como parte de la asignatura de inglés de su respectivo módulo. Como respuesta a dicha necesidad surge este TFM, que incorpora una propuesta didáctica, cuya metodología, basada en recursos digitales y aspectos comunicativos, trata de concienciar a los alumnos sobre la importancia de la CCI, desarrollándola en el aula de inglés de manera transversal.

PALABRAS CLAVE: interculturalidad, competencia comunicativa intercultural, enseñanza de inglés, formación profesional, Formación Profesional de Grado Superior

1.Introduction

"Any communication or marketing professional needs cross-cultural research and communication skills to be able to succeed in the future", affirms Marye Tharp, Associate Professor of Advertising in the University of Texas (cited in Gray, 2000, p. 117); "Intercultural competence is a key enabler of professional and organizational development", reads a SHRM[1] article (2017, n. p.). "More and more business leaders are identifying real business value in employing staff with intercultural skills", states a British Council report (2013, p. 2).

On the whole, it seems evident that intercultural competence is getting an ever-growing attention in the world labour market. In recent times, globalization has virtually erased international frontiers and accelerated cross-cultural relations. As a result, the main premise now is building global citizens who are able to appreciate cultural differences and respect others' way of life, traditions and beliefs, in order to interact and work with people from all around the world. So, what better way to achieve that goal than learning English, the *lingua franca* of international business relations?

The present thesis originates in response to this issue, as it addresses the need to teach intercultural communicative competence (ICC) transversally in education of English as a foreign language (EFL). It should be noted, however, that this work focuses on the highest level of vocational training, in Spain known as *Formación Profesional de Grado Superior* (FPGS).

That being said, the theoretical framework of this thesis offers a general overview of ICC teaching, which can be applied in other stages of secondary education as well. In fact, the development of intercultural competence in education has been studied thoroughly during the past decades by authors like M. Byram and M. J. Bennett, whose ICC models influenced works of reference that are still used today, like the *Common European Framework of Reference for Languages* (CEFR).

Subsequent to the theoretical framework, this Master's project presents the methodology and the instrument used to conduct the research, that is, an interview to a Spanish worker in London. In turn, this interview is included in the teaching unit applied (and further improved) to a group of FPGS students of Business Administration and Finances. Afterwards, the thesis analyses the obtained results of the investigation, adds the expected results in case of applying

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[1] Society for Human Resource Management.

the upgraded version of the unit, and finishes with a series of conclusions that reflect on the whole process.

The main reason of choosing FPGS students as the subjects of this study is that vocational education prepares them directly for the labour market through specialized training in a professional activity. Therefore, they are the ones that most need to be aware of cultural differences and how these can affect their career, since it is possible that they will soon enough experience diversity in their respective workplaces, especially if they work abroad in an international company.

2. Objectives

This Master's thesis pursues a series of objectives that define the development of the investigation. The main goals are the following:

- To analyse the extent to which interculturality affects the working environment through a real case experience of a foreigner working in another country.

- To propose a work plan to develop ICC through the use of a variety of resources.

On the other hand, there are other objectives that need to be listed:

- To highlight the importance of transversal intercultural competence development among students of the English subject in FPGS.

- To express the need of having intercultural competence as well as English competence to access the labour market in the current globalized society.

- To propose the use of information and communication technology (ICT) tools in class in order to help students be aware of cultural differences related to the professional activity they are working on.

- To promote the use of role-plays as a way of practicing oral competence in a professional context, taking into account intercultural conventions that affect the communicative act.

- To make students aware of the importance of respecting others' beliefs, customs and ways of life by viewing cultural differences as something positive.

3. Theoretical framework

3.1. Culture, multiculturalism and interculturality

In the first place, it is essential to clarify the meaning of the main concepts in this theoretical framework: "culture", "multiculturalism" and "interculturality". The adjective "intercultural" is referred to as "relating to or involving more than one culture" (Merriam-Webster, n. p.). "Multiculturalism", in turn, consists in "the view that cultures, races, and ethnicities, particularly those of minority groups, deserve special acknowledgment of their differences within a dominant political culture" (Encyclopaedia Britannica, n. p.). Therefore, the first describes an actual condition, whereas the second is rather a belief.

Notwithstanding the difference between the first two concepts, we can observe that both of them share a common denominator: culture. This leads to the following question: what is culture exactly? The Cambridge Dictionary defines culture as «the way of life, especially the general customs and beliefs, of a particular group of people at a particular time» (n. p.). However, this term is still subject to confusion.

Culture is not a global reality, it is a fragmented, plural reality that depends on numerous factors such as geographic location, social stratum, age, gender and socio-professional category, among others. It is therefore necessary to speak of the cultural characteristics of a given social group, of a given epoch, and to see things under the angle of plurality (Guillén Díaz, 2002, cited in Cardenal, 2020, p. 9). As a result of this common set of characteristics originates what is known as "identity", that is, what differentiates a social group from another (Jameson, 2007, p. 228).

In the 21st century, as throughout the history of mankind, we are facing economic, financial, political and social situations that cause migratory movements of people in search of better living conditions for themselves and their families. Planetary interdependence, imposed by the opening of economic and financial frontiers under the pressure of free trade theories, strengthened by the dismantling of the Soviet bloc and instrumentalized by new information technologies, is constantly increasing at all levels (Delors, 1996, p. 39). This creates an environment of cultural diversity in which coexistence is unavoidable.

Likewise, there are many other relationships with different cultures that have nothing to do with migration, such as the diversity within our own country or region, knowledge of other

realities through the internet, the media, international events, and traditions and expressions imported from other cultures.

Interculturality is committed, on the one hand, to dialogue, since it considers this to be an intrinsic element of human beings and, on the other hand, to cultural plurality, that is, to accept and understand the way of being and thinking of the other culture without imposing or dominating in any circumstances (González, 2010, p. 42).

So, how can we help society to respect other cultures? This is where education comes into play. In this interconnected and interrelated world, it is fundamental to strengthen educational processes with an approach that favours the value of diversity, and helps students understand the world they live in from an intercultural perspective. In the context of education this is addressed through the intercultural competence, which develops the knowledge, skills, attitudes and values that enable people to live together, breaking stereotypes and establishing relations of equality.

3.2. Intercultural competence in EFL teaching

Within the general learner competences of foreign language teaching, the *Common European Framework of Reference for Languages* (CEFR) highlights the importance of having intercultural awareness, conceived as the knowledge, consciousness and understanding of the relation between the foreign language world and the target community world (Council of Europe, 2001, p. 103).

The intercultural awareness is addressed in the teaching of English as a foreign language (EFL) through the Intercultural Communicative Competence (ICC), an approach first proposed by Byram in 2000, who defined it as "the ability to interact effectively with people from cultures that we recognize as being different to our own" (Byram, 2000, cited in Fernández, 2019, p. 2).

The ICC approach focuses on the context of communication and considers the speakers of a language as members of a social group and not just separate individuals. It implies that communication is a complex interaction of sociocultural processes that are responsible of creating a social identity. According to this approach, social identities condition the whole communicative process, as they define the way in which we interact (Byram et al., 2002, p. 9).

Similarly, ICC, as part of the intercultural dimension of language teaching, is at the base of Communicative Language Teaching (CLT), a pedagogical method developed in the 60s

which concentrates on the functional aspects of spoken interaction (Martínez-Castro, 2015, p. 2). The main objective of CLT is to develop communicative competence by transcending grammatical aspects and putting the emphasis on pragmatic and socio-cultural features of language (Brown, 1994, cited in Molina et al., 2005, p. 185). According to this theory, speaking is not just a combination of linguistic units but a functional process, subject to its context, that fulfils the communicative needs of the speakers.

3.2.1. Appropriacy and authenticity

Appropriacy is a key component of ICC in EFL teaching. Appropriacy is "the extent to which a use of language matches the linguistic and sociolinguistic expectations and practices of native speakers of the language" (Richards & Schmidt, 2010, p. 30). The language used is appropriate when it is suitable for a specific situation.

The linguistics branch that deals with the appropriate use of language in a particular context is called pragmatics (Woensdregt & Smith, 2017, p. 1). One of the aspects pragmatics deals with is the different meanings of an utterance depending on the situation in which it occurs, also known as "pragmatic meaning". Being aware of the specific situations that condition an interaction is an essential skill of intercultural competence.

Therefore, in order to understand and interact with other cultures, efficient English speakers should be able to adapt to each communicative context. That is, they need to acquire pragmatic competence (Richards & Schmidt, 2010, p. 449). For this purpose, it is crucial to be familiar with the socio-cultural norms that surround the interlocutors. These rules are related to linguistic varieties and condition the speech act; for instance, the place and social context in which interaction takes place.

All in all, it is difficult to understand the learning of a second language without taking its communicative context into account. Traditionally, some structuralist approaches and pedagogical methods, like the Audiolingual or the Grammar-translation method, proposed uncontextualized exercises that were artificially made for didactic purposes and did not help understand the reality that surrounds the teaching environment. If anything, these methods only described isolated aspects of the foreign culture, which often led to inaccurate stereotypes (González, 2010, p. 41).

This goes to show the importance of using authentic resources that connect language and culture effectively and provide ways of interacting with the foreign language community. As

opposed to classroom-oriented sources, authentic materials are more flexible and motivational (Lackman, 2010, p. 2), and they help connect the class with the rest of the world, as they provide practical examples that can be applied in everyday life.

Nowadays, thanks to the development of ICT in education, authentic materials that originate from real-life sources, such as newspapers, magazines and podcasts, are easily accessible. The development of actions and activities using telematic resources can help interculturality if the necessary conditions are met (Delors, 1996, p. 38). In fact, ICT help place the linguistic processes of an English class directly in their sociocultural context.

Along these lines, authenticity helps developing different language skills simultaneously, apart from the intercultural competence, thereby favouring transversality and interdisciplinarity. Authors like Roberts and Cooke believe that solely pedagogical materials are not of benefit to adults with workplace experience, so they state that authentic materials are indispensable for those who want to become proficient second language speakers (2009, cited in Lazaraton, 2014, p. 108).

As we have seen, the possibilities and advantages offered by new technologies in this regard are numerous. However, these resources are only complementary and are not enough to teach the intercultural competence by themselves. Teachers' role is irreplaceable, because they are the ones who show their students the important values that lead to their understanding and interaction with other cultures. With this in mind, teachers shall also be familiar with the use of ICT, with the goal of providing their students with content based in real sources, and not just pedagogical material designed for classroom purposes.

In short, appropriacy and authenticity are two of the most important aspects needed to develop the ICC adequately. Along with fluency –and to a lesser extent, accuracy–, they compose the main elements of effective English teaching within the Communicative Approach (Lazaraton, 2014, p. 107). According to this approach, the development of these competences is necessary in order to acquire proficiency in a foreign language. However, is this enough to achieve the level of a native speaker? How does intercultural awareness contribute to the acquisition of such level?

Byram (1998) discusses this matter and speaks of three "privileges": Being native by birth, by education, or by being a member of the native speaking community. The first one brings with it grammatical intuitiveness that foreigners do not have, due to the fact that parents speak the language to their children from birth.

On the other hand, a learner from a non-English speaking country could also acquire native level through formal education. However, Byram argues that this is not enough, since a speaker will only be considered native when, in addition to the knowledge of the language, he or she is accepted by the community of speakers of that language, as they are the ones who issue the norm (1998, cited in Sáez, 2018, p. 4).

The following sections provide an overview of some the most famous theoretical models of ICC, proposed by M. Byram, M. J. Bennett and G. M. Chen & W. J. Starosta, respectively.

3.2.2. Byram's ICC model

As we have mentioned before, the perception of being part of a foreign language community through direct connection to its culture justifies the development of intercultural competence in an English class. In this regard, Byram explains that intercultural competence differs from general linguistic understanding, as it is more related to other knowledges that do not explicitly appear in English curricula.

His theory revolves around four types of knowledge: *savoir être* (know-how-to-be), *savoir faire* (know-how), *savoir comprendre* (know-how-to-understand) and *savoir s'engager* (know-how-to-get-involved) (2002, p. 11). Without them, an English speaker cannot be considered native, despite being fully competent in the use of the language. Such is the importance of the intercultural dimension.

Before anything else, it is necessary to define what each of these *savoir* or knowledges mean. Firstly, *savoir être* refers to the attitude of curiosity and open-mindedness with respect to values, beliefs and behaviours, and not assuming that those different from one's own are not correct. They are related to the personal traits of an individual, which are underlying factors of the creation of social identities. These characteristics are sensible to intercultural relations, as the way one expresses certain feelings may be perceived differently from culture to culture (Council of Europe, 2001, p. 12).

The two next knowledges refer to a set of intercultural skills. On the one hand, *savoir comprendre* consists in the ability to interpret and relate aspects of another culture to one's own. In turn, *savoir apprendre/faire* focuses on the ability to acquire new knowledge of a culture and to apply such knowledge, attitudes and skills in real time communication and interaction. Lastly, *savoir s'engager* refers to the ability to critically assess practices in one's own culture, but also in other cultures and countries (Byram, 1997, cited in Sáez, 2018, p. 9).

The following figure (Figure 1), adapted from Byram (1997, p. 34), displays the four different knowledges and their description:
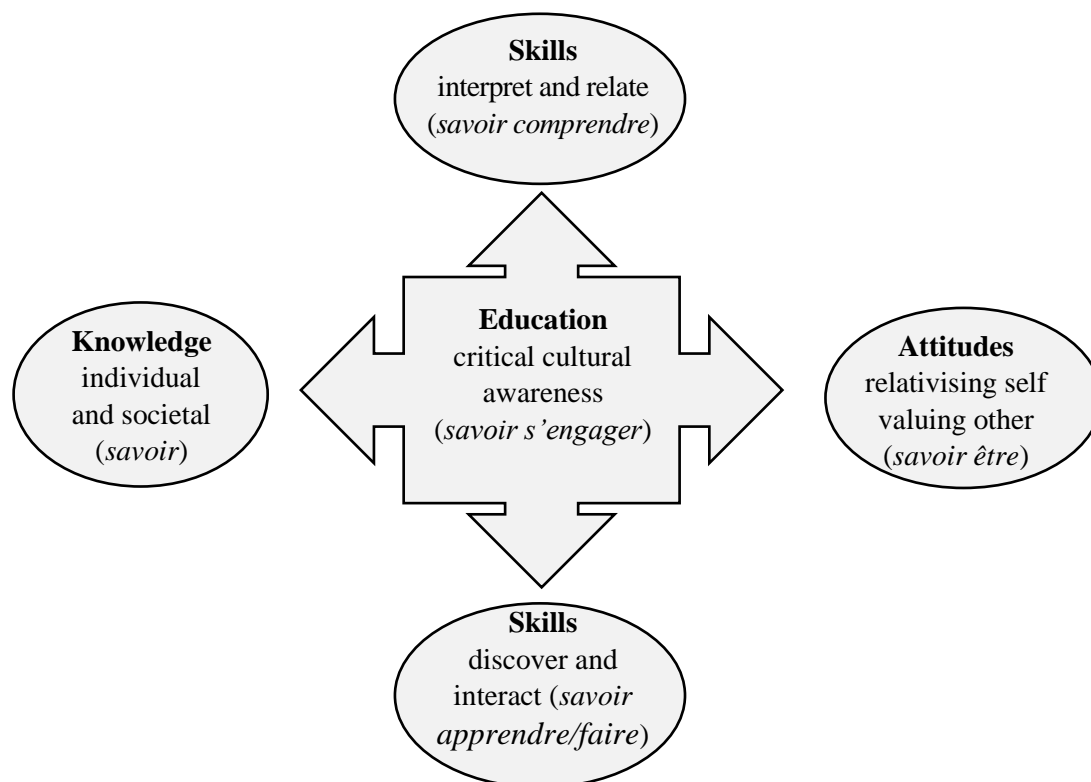

Figure 1. Components of ICC. Source: own elaboration. Adapted from Byram (1997, p. 34)

In Byram's words, these *savoirs* are not acquired automatically like the language itself, and they can only be fully developed through experience and direct contact with other cultures. He also stresses that those who have not crossed the boundaries of their own local society are less likely to acquire these *savoirs* effectively because of their cultural circumstances (2002, p. 17). That said, how can an English teacher work on the aforementioned competences with students that have little to no intercultural experience? Is it possible to teach the ICC without having experience abroad?

It is not necessary for a teacher to know everything about the foreign language culture. Byram states that "the intercultural dimension is not the transmission of information about a foreign country" (2002, p. 14). Instead, he explains that the intercultural dimension of EFL teaching deals with other specific issues, such as the way in which interculturality takes place, the interaction with members of other cultures and the extent to which the perception of "otherness" affects the communicative act. Hence, the focus of teaching should be placed on the learners' interaction with other cultures, not on trivial descriptions of other people's way of life. However, in order to acquire proficiency in cross-cultural interaction, first a foreign

language speaker must go through a process of intercultural adaptation, as described by Bennett's ICC model.

3.2.3. Bennett's Developmental Model of Intercultural Sensitivity

The development of ICC studies has led to new meaningful assessment methods for the intercultural competence in EFL teaching. A good example of this is Bennett's Developmental Model of Intercultural Sensitivity (DMIS), which was proposed in 1986 and explains the behavioural adaptation process of people who experience intercultural interaction for the first time. This author observed that every individual faces cultural differences in a similar and predictable way, so he established a six-stage scale to describe this gradual development (American Field Service Intercultural Programs, 2012, p. 1).

Bennett divided these stages into two groups. The first three stages are designed as *ethnocentric*, because the focal point resides in one's own culture. This means that the person undergoing this process starts giving more importance to its own culture, which considers to be above the rest. Meanwhile, the next three are called *ethnorelative*, since the person relativizes this perception of cultural superiority thanks to the development of intercultural sensitivity (Henríquez et al., 2012, p. 146).

Next, each of the six stages of intercultural sensitivity will be described in order, according to *The Intercultural Development Inventory Manual* by M. R. Hammer and M. J. Bennett (2003).

The first stage, called *Denial*, is the most basic among the ethnocentric stages and is based on the inability to see differences between one's culture and the others. In the beginning, people have just a slight knowledge of their own culture, and assume that every other culture is ruled by the same set of characteristics. As a result, they tend to show a lack of interest towards cultural interaction and even culture as a whole.

The second stage is *Defense*, and describes the process by which people begin to understand that their culture and the others are not the same. However, despite acknowledging such differences, these people feel intimidated by them, which leads to a defensive behaviour (hence the name of the stage) manifested by a sense of cultural superiority. That is to say, they believe that their culture is better than the rest.

The following stage is the last of the three ethnocentric stages and is referred to as *Minimization*. The person realizes that the differences between cultures are not so relevant, because ultimately, we are all human beings. Hammer and Bennett affirm that this stage overcomes the most toxic form of ethnocentrism, *Defense*, but the worldview is still theoretically ethnocentric in that it treats its own standards as central to the reality of all people (2003, p. 424).

The next stage is the first of the ethnorelative group. It is called *Acceptance*, and as the name implies, it consists in the general recognition of cultural values and personal behaviours that eventually derives in respect for other cultures. Nonetheless, insecurities regarding how to face the previously mentioned differences are still present. It is considered as the first step towards coexistence and interaction.

In the subsequent stage, *Adaptation*, intercultural differences are not only not seen as a threat, but they are understood and valued in favour of diversity. As a result, there is a will on the part of the subject to learn how to act appropriately in each communicative situation, according to the norms of each culture (intercultural awareness).

Lastly, the third ethnorelative stage is designed as *Integration*. The subject has no problem adapting to foreign cultures and incorporating elements of its own in different contexts. The world is seen as a plural reality and the beliefs, attitudes and lifestyles of a certain group of people can no longer be encapsulated in a certain cultural framework (2003, p. 425). The following figure (Figure 2) shows a visual illustration of Bennett's scale, adapted from his previously cited work:

| Denial | Defense | Minimization | | Acceptance | Adaptation | Integration |

Ethnocentrism ⟶ Ethnorelativism

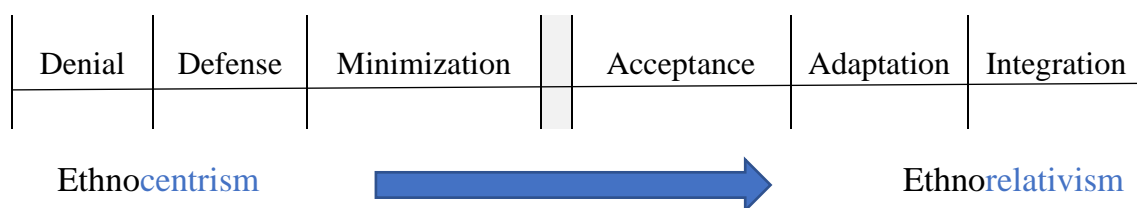*Figure 2: Bennett's scale. Source: own elaboration. Adapted from Bennett et al. (2003, p. 424).*

In EFL education, Bennet's DMIS is a useful scale that contributes, on the one hand, to measure the learners' predisposition to acquiring intercultural competence. In fact, not every student in a class starts at same stage of cultural sensitivity, so it would be convenient to address this issue individually.

On the other hand, the scale has a prescriptive nature that aids the teacher in the purpose of finding tools and methods to work on the intercultural sensitivity in the classroom. This way, every student can reach the final stage of Bennett's scale and be able to interact and get along appropriately in each cultural situation.

Therefore, regardless of the level of intercultural sensitivity and experience, every student can experience diversity if the teacher pays attention to the intercultural dimension of the foreign language. To prove that Bennett's scale is a practical theory, American Field Service Intercultural Programs (2012, p. 3) shows an insight on what aspects need to be worked on through the first five developmental stages:

1. *Denial*: students in this stage must learn to recognize the existence of cultural differences.
2. *Defense*: students in this stage can soften their extreme points of view by being exposed to similarities that human beings have in common, like feelings, needs and habits.
3. *Minimization*: students in this stage must develop greater cultural awareness and learn that while there are similarities between cultures, there are also many differences.
4. *Acceptance*: students in this stage must re-evaluate how they perceive the contrast between cultures, making cultural differences the focus of their analysis and trying to understand them from the other's point of view.
5. *Adaptation*: students must hone their ability to change points of view and increase empathy for others.

These ideas remind us of the importance of teaching appropriacy and authenticity to students of the English subject. The previous points can be worked on in an English lesson thanks to the use of authentic resources like articles, videos, podcasts or comics that show aspects of the foreign culture. If the circumstances allow it, teachers can take the students on a tour or excursion, to show them the intercultural context outside the classroom.

3.2.4. Chen and Starosta's three-dimension model

Chen and Starosta's ICC model is the last of the three theories presented in this framework related to intercultural dimension teaching. This model, similar to Bennett's scale, addresses the development of intercultural sensitivity. However, this is not the only aspect it deals with. Chen and Starosta follow a pragmatic approach and seek to build an intercultural behaviour by means of interaction (*interactive multiculture building*). Their main objective is to promote

attitudes of acknowledgment, respect, tolerance and integration of cultural differences in order to create a global citizenship (Henríquez et al., 2012, p. 147).

With this in mind, their ICC model mentions three interconnected dimensions that need to be developed in order to become an interculturally competent foreign language speaker.

The first of these is the *cognitive dimension*, also known as intercultural awareness, defined as the ability to adapt one's thinking to the prevailing cultural environment so as to understand other cultures' and one's own distinctive traits. These processes are known as self-awareness and cultural awareness. Intercultural awareness is achieved by reducing the level of situational ambiguity and uncertainty in cross-cultural interactions (Chen & Starosta, 1996, cited in Henríquez et al., 2012, p. 147).

The second dimension is designed as *behavioral dimension* and it measures the intercultural adroitness or effectiveness. It refers to the verbal and nonverbal skills, actions and abilities that allow individuals to adapt their behaviour to the situation and context in order to achieve effective and appropriate communication in intercultural interactions (Chen & Starosta, 2000, cited in Aguado et al., 2014, p. 309).

Finally, the last dimension is the *affective dimension*, considered to be the most important of the three. It is strictly linked to intercultural sensitivity, as it focuses on the emotional changes that a person experiences before, during and after interacting with other cultures. As a result, it establishes that an interculturally sensitive person should be able to comprehend, respect and appreciate other cultures.

The following figure (Figure 3) serves as a visual explanation of the previously described dimensions in Chen and Starosta's ICC model:
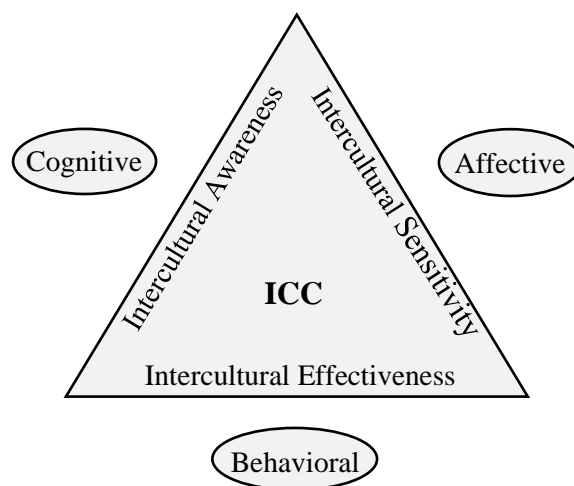

Figure 3: Chen and Starosta's ICC model. Source: own elaboration. Adapted from Yilmaz et al. (2019, p. 2)

According to Chen and Starosta, the *affective dimension* comprises six measurable elements: self-esteem, self-monitoring, open-mindedness, empathy, interaction involvement and non-judgement (1997, cited in Aguado et al., 2014, p. 310). In any case, these aspects constitute the pillars of interactive multiculture building and ought to be addressed when working on the ICC in English lessons.

3.2.5. ICC assessment in EFL teaching

In the previous sections we listed a series of ICC models that help measure the level of intercultural awareness and sensitivity. However, despite laying the theorical foundations, such models may not be enough to assess the student's intercultural competence in an English class. In fact, it is very difficult to determine evaluable criteria for this competence, since each student starts with different perceptions and experiences the process at different paces (Byram, 1997, cited in Sáez, 2018, p. 12).

This is why it is convenient to implement reliable assessment criteria that adjust to the characteristics of the students and allow a realistic evaluation of the intercultural dimension. In this regard, Sáez suggests three different tools to keep track of individual progress of ICC: self-awareness inventories (SAI), the Intercultural Competence Assessment (INCA) project and the portfolio (2018, p. 13).

SAI comprise a set of questions that involve students in a dialogue about their attitudes and behaviours towards cross-cultural interaction. Thanks to this tool, both students and teachers can monitor the development process of intercultural competence in the class through personal reflection. An example of SAI is the Intercultural Development Inventory (IDI), based in Bennett's DMIS stages. Each item is rated from 1 to 6, according to agreement level. For example, an item for Minimization is "people are the same despite outward differences in appearance" (Sinicrope et al., 2007, p. 18).

On the other hand, the INCA project is based on Byram's ICC model and devises an assessment framework that takes six different aspects into account: empathy, communicative awareness, respect for otherness, tolerance of ambiguity, knowledge discovery and behavioural flexibility. The level of competence in each category is ranked through three levels: basic, intermediate and full. To assess the students' intercultural competence in EFL learning, the INCA project team proposes three types of tests: questionnaires, scenarios and role-plays (2004, p. 13), which are detailed in Table 1:

Type of test	Description	Role of assessor
Questionnaires	Assessees fill in questionnaires via computer or in a piece of paper.	**Read and gain information** on intercultural background of assessees.
Scenarios	Assessees watch a video or read a text about a situation of intercultural overlap and answer questions (typing into a computer or in a piece of paper).	**Read and evaluate** the answers given by the assessees.
Role-plays	Assessees play a certain role and communicate and interact with role play partners in a live group setting.	**Observe and evaluate** the assesses' behaviour.

Table 1: INCA tests. Source: own elaboration. Adapted from INCA project team (2004, p. 13).

Lastly, Sáez suggests that portfolios are a proper way of promoting self-evaluation and developing intercultural competence, because they give students the opportunity to reflect about their learning process and address the importance of cross-culture interaction at the same time (2018, p. 13). Besides, blogs are depicted as a useful alternative to reflect about these issues and relate them to personal experience, especially nowadays with the increasingly growing development of ICT tools in education.

To date, there are not enough empirical studies demonstrating the effectiveness of these ICC assessment methods in class. To list a few, Salazar and Agüero (2016) and Almeida et al. (2012) report real cases of the use of INCA and other inventories to evaluate intercultural awareness. Both works propose self-assessment questionnaires as means to measure ICC, but conclude that further research on the field is still needed.

Out of the other INCA tests listed above, role-plays have offered better results at different educational levels. Leon-Henri conducted a classroom survey and found that most students had appropriately developed intercultural competence in L2 through the use of role-plays (2017, p. 17). The assessment method was based on peer-review, which makes the learners themselves both assessors and assessees at the same time.

Hiller is another scholar that analysed the use of role-plays in higher education, and concluded that peer-assessment is much more fruitful than traditional self-assessing questionnaires, as it stimulates collaborative work and improves observational skills (2010, p. 157). Hiller proposes a type of role-play in which each candidate has two peer observers. The assessment is carried on during and after the task through the use of evaluation charts. These

charts measure from 1 to 4, the lowest and highest grades respectively, two of INCA competences: empathy and behavioural flexibility (2010, pp. 166-167). Feedback is exchanged collaboratively after the task.

In short, notwithstanding the fact that ICC is a recent aspect of foreign language education and has not been entirely addressed in English curricula, the few available studies about ICC assessment show that INCA is feasible and lean towards the use of role-plays as an effective tool for assessing such competence. Besides, these tools are based on renowned ICC models and should not be discarded by English teachers.

So far, we have dealt with the general aspects of ICC in EFL teaching. The next section seeks to concretize this subject and focuses on the situation of ICC teaching in Spanish EFL education.

3.3. ICC teaching in Spanish EFL education

Henríquez et al. explained that the previous ICC models are especially relevant for EFL teaching and the Spanish educational system as a whole, as the numbers reflected that the development of multiculturalism in education is a pending issue in our country (2012, p. 147).

Nonetheless, according to a recent article in Spanish newspaper *El Mundo*, the situation has changed since the work of Henríquez et al. was published. In fact, the article shows that Spain is now the most respectful country to other cultures at school (2020, n. p.). This information is based on the Programme for International Student Assessment (PISA) report of 2018. In this edition, the assessed variable was Global Competence, which measures aspects like intercultural awareness and respect for others, among students across the world. Spain ranked sixth, behind only Singapore, Canada, Hong Kong, Scotland and Taiwan (idem).

This shows that there has indeed been an increase in the general levels of intercultural competence in Spanish education during the past decade. Tarek Mostafa, the Organisation for Economic Co-operation and Development (OECD) analyst, responsible for Volume VI of the PISA Report, concludes that students in Spain reported more positive intercultural attitudes than the average student in OECD countries in six of the nine existing indicators (as it is cited in *El Mundo*, 2020, n. p.).

As for the next PISA reports, it has been confirmed that the 2025 edition will assess the national level of English for the first time (*El País*, 2020, n. p.). This decision is strictly related to the growing relevance given to the intercultural dimension in EFL teaching. According to

Andreas Schleicher, Director of Education and Skills at the OECD, the learning of foreign languages is a powerful tool for facilitating global co-operation and intercultural understanding, and for discovering new and innovative ways of thinking and working (as it is cited in *El País*, 2020, n. p.).

3.3.1. *Formación Profesional*

Now that we have delimited the role of intercultural dimension in English teaching in Spain, the next step is to direct this theoretical framework towards the target level of this investigation: *Formación Profesional* (FP). More specifically, we focus on *Formación Profesional de Grado Superior* (FPGS), the highest level of vocational education in Spain.

FPGS education closes the gap between school and work as it prepares students directly for their professional future. In this regard, more and more Spanish centers offer bilingual FPGS programmes that include English as a subject, understandably so, given the functional value of this language in the context of lifelong learning and the international labour market. The importance of work-oriented teaching of English and its relation with the intercultural competence is highlighted by different institutions in Spain and Europe.

On the one hand, the Spanish Ministry of Education and Vocational Training (*Ministerio de Educación y Formación Profesional*, MEFP) has noticed the need to teach intercultural competence in FPGS, with a view to the future 2030 Agenda. This project is composed of 12 Sustainable Development Goals, the fourth of which aims to guarantee quality education, with a special emphasis on building global citizenship and intercultural education (Ministry of Social Rights and 2030 Agenda, n. p.).

In addition, according to Organic Law 2/2006, recently amended through LOMLOE Organic Law 3/2020, the Spanish educational system will be oriented towards the achievement of a series of goals, one of which is "g) Training in respect and recognition of the linguistic and cultural plurality of Spain and of interculturality as an enriching element of society" (Chapter 1, Article 2). This is aimed towards every educational level, including FP.

On the other hand, we have observed in Section 1.2. that the Council of Europe, through the CEFR, is also committed to the development of multilingualism associated with intercultural competence in EFL teaching. The CEFR mentions "vocational and professional skills", the reason of being of FPGS curricula, within the *savoir faire* knowledge described in Byram's ICC model (Council of Europe, p. 104).

To sum up, the institutional support given to ICC in FPGS proves that professional training cannot be separated from the intercultural context where the activity takes place. As a matter of fact, the biggest argument in favour of developing this competence in EFL teaching at this level is that English is essential for students that will soon enough be part of a cross-cultural working environment. So, how can FPGS students develop intercultural awareness? One way is working on it in class with the proper materials, the other is experiencing it first hand through international mobility programmes.

3.3.1.1. Mobility programmes and the new FP Law

The most renowned mobility scheme of FP is Erasmus+, which offers students the opportunity to spend two months of apprenticeship abroad in a foreign company. This not only allows learners to put their professional skills into practice, but also helps them develop intercultural awareness.

These benefits are reflected in the official report of this project, based on the experiences of the beneficiaries. According to this report, openness to other cultures or intercultural awareness is the competence which most beneficiaries associate with an improvement in relation to mobility (European Commission, 2017, p. 273). Besides, the scheme also provides the chance to improve linguistic skills by using English as a way of communicating with people from the foreign culture.

It is worth mentioning that the upgrade and development of mobility programmes is one of the main goals of the recent FP modernization measures, as part of the new LOMLOE Organic Law 3/2020 and the reform of Law 30/2015 that regulates FP curricula (*El País*, 2021, n. p.). In the latest webinars uploaded by the MEFP to its YouTube channel, educational stakeholders of different centers across the country discuss this prospective transformation of FP. The eighth webinar of this channel addresses the internationalization of FP, an opportune aspect for this work, as it is related to the acquisition of intercultural competence (MEFP, 2021).

In this video, Mª Ángeles Heras, Head of the International Area for Vocational Training of MEFP, explains that Spain is the leading recipient country of foreign students at all levels of FP. However, she stresses that in addition to Erasmus+, short-term mobility should also be made possible, because only 8 % of FP students benefit from it throughout Europe (2021, 10m30s). As to the benefits of these programmes, she mentions the improvement of

intercultural and interlinguistic competence, as well as flexibility and adaptability, which are highly valued in the international labour market (2021, 12min20s).

By the same token, Rosa Labourda, Director of IES (*Instituto de Educación Secundaria*, secondary high school) Politécnico Cartagena, also lists the main advantages of these programmes in her intervention. She explains that they help students develop linguistic competence of other language, but also personal competences, as a result of working in a productive environment different from that of their region or area, where they experience other ways of life and cultures in an autonomous manner (2021, 34m40s).

Finally, Eduardo Martínez, teacher at the *Número Uno CIFP* (Integrated Center of Vocational Training) in Santander, adds to the statements of previous interlocutors in reference to the intercultural advantages of mobility schemes. Martínez affirms that another important benefit is the ability to adapt. "These kids have to go to a company and interact in another environment that is not usual for them, and this has to be encouraged because it is enriching for everyone", he says (2021, 55m03s).

In conclusion, these webinars show that although the development of intercultural dimension in FP teaching is still a work in progress, projects like Erasmus+ provide an enriching experience that allows students to interact with people from different origins and cultural backgrounds. By doing so, they develop the attitudes, skills and values necessary to work effectively in a real cross-cultural environment.

3.3.1.2. ICC within work-oriented EFL education

As we have mentioned before, not every FP student enjoys the possibility of spending two months of apprenticeship abroad. Therefore, one can make a case that the only place where intercultural competence is going to be taught for certain is in class. As a result, FPGS English teachers should transmit the need to acquire intercultural competence to their students from the beginning, before putting it into practice.

A possible way of raising awareness about this issue is resorting to recent press articles. For example, in Spanish newspaper *Expansión* we read that according to Marta-García Valenzuela, associate of Executive Search and Consulting firm Talengo, 80 % of the turnover of Ibex 35 companies is abroad. Therefore, cross-cultural sensitivity, curiosity, and flexibility, among others, are essential skills to manage successfully in global business (2019, n. p.). Once

the students are aware of the importance of ICC in the labour market, they can start developing it transversally in English classes.

The distinctive aspect of FPGS students is that, unlike other educational levels, their content is professionally-oriented. In English modules, they rarely study grammatical aspects of the language, as they have already seen that in secondary education. Instead, they learn functional vocabulary related to their future professional activity. So, how can ICC be developed in such a work-oriented methodology?

Firstly, ICT tools have proven to be crucial for the development of intercultural competence at almost every level, so this also applies to FPGS classes. Through digital platforms like Google Classroom, the teacher can share videos, comics, podcasts and other useful resources with the class to teach intercultural aspects while working on functional vocabulary at the same time. Out of the most commonly used video platforms, YouTube is a specifically valuable source of intercultural knowledge, because it is widely known and easily accessible, and stores more videos than other sites. The motivating nature of audio-visual content can drive FPGS students to study work-related content from different cultural perspectives.

Besides, the ICC paradigm reminds us that the main objective is achieving cross-cultural interaction. With that in mind, tools like Skype or Microsoft Teams allow students to chat with people from all around the world. The main advantage for FPGS students is that they can use them to contact with foreign workers and discover how it is like to work in a diverse cultural environment. On top of that, on-line communication has become a necessity recently due to the COVID-19 pandemic.

There are other ways of taking part in cross-cultural interaction, like e-Twinning, an initiative that allows communication and exchange of experiences between geographically and culturally distant schools (Olivencia, 2013, p. 6). FPGS students could use this to contact with firms that offer internships, or with vocational training centers from other countries. In short, ICT tools provide a wide array of ways to establish an intercultural meeting point between workers and students around the world.

On the other hand, the ICC can also be developed through communicative tasks. Different authors have proposed the use of role-plays as part of bilingualism actions for FP groups (Leon-Henri, 2017; Fernández, 2019). The role-play is a type of task that, when applied to EFL teaching, facilitates the acquisition of professional competencies through collaborative and

inclusive work, while keeping in mind the importance of current events and the reality of the practiced cases (Ruiz-Muñoz & Ruiz-Mora, 2014, p. 232).

Emulating a real professional interaction entails the need to understand and respect the different sociocultural norms that condition the communicative act. For example, Business Administration and Finances students can take part in a role-play involving an international company salesman and a foreign prospective customer. In this case, the cultural barrier between the two interlocutors could hinder the negotiation.

In this regard, Kuźmińska-Haberla claims that the lack of intercultural awareness in global business negotiations causes misunderstandings that lead to lack of agreement and, consequently, loss of money for the company (2018, p. 1005). Therefore, role-plays, apart from developing communicative and professional competences, would also need to focus on transversal aspects like intercultural sensitivity and respect of otherness.

Leon-Henri lists some of the cultural barriers that can affect peer-to-peer communication in role-plays. These can be linguistic (language variation, dialects, accents), socializing (formal dress, hospitality, religious and ideological constraints), cultural (body language, concept of time management…), and ethnic and moral differences (2017, p. 15).

In this work, the author uses a didactic proposal that follows a communicative teaching methodology in order to introduce the intercultural dimension in an English class of higher education. He proposes the use of questions to know how would the students react in certain professional settings, such as: "You are transferred to another office in a foreign country and you are worried about certain stereotypes [you have heard about food and traditions] and a negative image of that culture or that country" (2017, p. 14).

Afterwards, Leon-Henri conducts a research to find out the opinion of students on the use of role-plays to develop intercultural and professional competences. As we have mentioned previously, the results of the investigation show that learners are in favour of using this tool for communicative learning purposes (see Section 3.2.5: "ICC assessment in EFL teaching"). Moreover, they believe that role-plays help them develop intercultural awareness and are highly motivational because of their learn-by-doing nature (2017, p. 24).

In conclusion, one of the most effective methods to teach intercultural competence in English classes of FPGS is the combination of ICT tools, which offer a wide array of authentic materials, and communicative tasks like role-plays that provide a suitable setting for cross-

cultural interaction. With ICT tools students learn the importance of developing intercultural awareness, while with role-plays they get the opportunity to put it into practice through professional interaction.

3.4. A case of intercultural teaching: "Padre Piquer" high school

After laying the theoretical foundations of ICC, associating it to the teaching of EFL in FPGS courses and establishing the different tools we can use to apply it in a classroom, the final step is to describe a practical case in Spain that encourages students to follow this path.

The case we are referring to is that of the "Padre Piquer" high school in Madrid. The methodology and plan of attention to diversity of this centre helps us to establish a reference model for the teaching of ICC and allows us to associate it with the didactic proposal of this thesis. Above all, the "Padre Piquer" model shows that intercultural competence is indeed taken into account in foreign language teaching in Spain, both at secondary education and higher levels of FP.

"Padre Piquer" is a semi-private school located in La Ventilla, a deprived neighbourhood that is home to students from a large number of nationalities. The school is a pioneer in Multitask Cooperative Classrooms, which are larger than traditional ones and are used to work on different disciplines at the same time by encouraging inclusive teamwork and peer communication (Olmos, 2012, p. 205). In addition, the centre gives great importance to the use of ICT tools, the development of multiple intelligences and project-based learning, which fosters student motivation and prevents truancy.

This innovative methodology is also reflected in the curriculum. Instead of individual subjects, the school offers interdisciplinary joint modules. For instance, the sociolinguistic module includes social studies, Spanish and English all at once (Coba, 2019, p. 84). This allows working with the language in its socio-cultural context and constitutes a highly original and relevant approach that is relevant to intercultural competence teaching.

As to vocational training, the centre has high employability rates, and its students learn to develop professional and intercultural competences through collaborative work and the predominance of ICT (Almodóvar, 2016, p. 54). In addition, the school takes part in mobility programmes that offer professional internships in centres of Europe, which, as mentioned previously, is a great incentive for the development of intercultural competences through real-life experiences (Olmos, 2012, p. 202).

All in all, the "Padre Piquer" training centre stands out for the management of heterogeneity through the teaching of values such as respect, tolerance, compassion and acceptance of others. Its innovative methodology, a national reference, has earned the high school the Educational Innovation Award in the category of Attention to Diversity (Padre Piquer, 2018). Furthermore, it has been mentioned in renowned newspapers such as *El País* for its advances in multicultural teaching development (2016, n. p.).

To conclude, it is worth mentioning that the number of references about Spanish centres that work on intercultural competence in the subject of English at FPGS level are almost non-existent. Most practical examples, such as the "Padre Piquer" school, are mentioned more for their intercultural context than for their ICC teaching methodology. This is why the present work highlights the need to develop a didactic proposal that specifically addresses ICC in EFL teaching within FPGS.

4. Methodology

The theoretical framework has served to highlight the importance of ICC in EFL teaching and the need to teach this competence in English classes of FPGS in Spain, given the notorious lack of documented real cases and bibliography on the subject. As a result, this work bases its methodology on a didactic proposal comprising a teaching unit that can serve as a starting point for possible future action-research studies that go further in the development and assessment of ICC in Spanish vocational training.

Thus, this section lists and details the most relevant aspects of the methodological approach underpinning this teaching proposal: the social and legislative justification, the context of the school and the group of students, the teaching methodology (contents, objectives, methodological approaches, temporalization, assessment criteria) and the resources used in the implementation. Finally, these aspects will be linked to the results of the teaching unit, which has been carried out in the IES Galileo with FPGS students of English within the Business Administration and Finances (AF) module. It is worth mentioning that this unit is an improved version of the one that was applied in reality.

4.1. Didactic proposal: Teaching unit for FPGS students of English in AF

4.1.1. Contextualization

Before proceeding to detail the context for which the proposal is made, it is worth clarifying the basic concept of what a teaching unit entails. According to Hernández, teaching units are the work plans that sequence an articulated and complete teaching-learning process (2002, cited in Gómez and Puentes, 2017). Gómez and Puentes themselves define it as a set of pedagogical elements arranged in an organised way to develop a lesson in a given time, space and context (2017, p. 43).

Although this educational component has traditionally been understood as the simple structuring of a topic to be implemented in the classroom, in reality, the teaching unit is much more than that. It must take into account not only the contents to be worked on, but also the procedural and evaluative objectives necessary to develop the lesson. Generally, a teaching unit requires several hours of class time to be carried out, but in the end, it is the teacher, the characteristics of the group of students and the nature of the subject matter that determine the time needed to implement it. Besides, external circumstances can affect this process, like

unexpected events or contingencies and the use of complementary activities. Usually, the teaching unit corresponds to the planning of what the teacher wants to happen in the classroom (idem).

The teaching unit, based on a specific curricular project, determines didactic objectives, assessment criteria, contents, resources and teaching-learning activities. It is essential to distinguish the teaching unit from the syllabus. According to Article 18 of Order EDU/362/2015, the syllabus is the instrument for planning, development and evaluation of each subject and it specifies the curricular elements for the development of the teaching activity in each academic year. On the other hand, the teaching unit is a specific phase of the syllabus that is usually developed through a few sessions.

Syllabuses are drawn up by the different teaching departments for their respective areas, subjects or modules. They constitute the adaptation of the official curriculum to a specific educational context and serve as an element of pedagogical coordination (Marcos, 2019, p. 34). Therefore, the teaching unit would be the result of curricular concretion and represents the final stage of that process, which goes from the general curricula designed in international and national legislation to more specific educational contexts. This curricular concretion is depicted in the following section.

4.1.1.1. Normative framework

The teaching unit of this didactic proposal is based on the module syllabus and complies with European, national and regional legislations, which elaborate the curriculum of each educational level and stage (see Annex 1). This didactic proposal is aimed at the students of the English subject of AF module in IES Galileo. Therefore, we use the following table (Table 2) to illustrate the different levels of curricular concretion:

EUROPEAN LEVEL
Common European Framework of Reference for Languages (CEFR)
STATE LEVEL
- Royal Decree 1584/2011, of 4 November, which establishes the diploma of Administration and Finance and sets its minimum teaching requirements.   - Order ECD/308/2012, of 15 February, which establishes the curriculum of the advanced training cycle of Administration and Finance.

REGIONAL LEVEL
• Decree 55/2013, of 22 August, which establishes the curriculum of the advanced training cycle Administration and Finance in the community of Castile and León.
CENTRE
• Annual general programming • School educational project • Curricular proposal
DIDACTIC DEPARTMENT (English)
• Syllabus
TEACHERS
• Lecture planning • Teaching units

Table 2*: Curricular concretion levels. Source: own elaboration. Adapted from Marcos (2019, p. 35).*

Therefore, having established that the didactic proposal is framed within a series of laws, from international to regional, to the very programming to which it belongs, the next step is to put the teaching unit itself in context.

The analysis of this context must consider some aspects like the characteristics of the school environment, the educational centre and the group of students to whom the teaching unit is addressed, taking into account the academic component and the socio-affective characteristics of the students, as well as their learning motivation. This is important in order to include an adequate attention to diversity and to design a methodology in accordance with the learning styles of the students.

For these reasons, the didactic proposal that conforms this methodology has been contextualized for a specific environment, centre and group of students, with which it could be effectively applied to achieve the main objective mentioned in the first sections of this thesis: to highlight the importance of ICC in the professional world to FPGS students, not only by developing it in class through ICT tools and role-play activities, but also showing a real-life case of a cross-cultural working environment through a videoconference with a Spanish person working abroad. As mentioned before, this methodology is aimed at the AF students of IES

Galileo, but it can also be applied to a different module, centre or group with the corresponding adaptations.

4.1.1.2. Centre context

IES Galileo is a public high school, dependent on the Junta de Castilla y León, located in Pajarillos, a neighbourhood in the north-east of Valladolid. The neighbourhood is separated from the city centre by the railway line and it was built in the 1950s and 1960s.

The area of Pajarillos is characterised, among other aspects, by the existence of ethnic minorities (mainly Roma people) in a very high proportion compared to the rest of the city, with nuclei of strong social, economic, cultural and health issues. It is also worth noting the continuous emigration to other areas of the city of families who promote themselves economically and socially, the progressive increase of immigrant population in the neighbourhood, mainly families from Eastern European countries and Morocco, and the growth of population with social difficulties as a result of low education, unemployment and other situations of marginality and social exclusion. These characteristics generate a great internal diversity among the high school students. Consequently, the centre must guarantee an appropriate response to it, as stated in the Diversity Attention Plan.

Therefore, as can be seen, the students of IES Galileo come from diverse backgrounds. The high school is located in an expanding urban area, with a predominantly middle-class population. This clearly determines the socio-economic and cultural circumstances, especially during the first schoolyears. The ethnic minority groups coexist with other students whose family profile does not correspond to that described above, and belong to families interested in and committed to the education of their children, who contribute and collaborate with the high school through the participation channels set up for this purpose.

The centre, with a long history and proven experience, offers four years of secondary education (ESO) and two types of Bachillerato: Science and Technology, and Humanities and Social Sciences. It also has three levels of FP (*FP Básica*, *Grado Medio* and *Grado Superior*). The teaching at all levels, including complementary and extracurricular activities, takes place from Monday to Friday in two shifts: a daytime shift from 8:15 to 15:00, and an afternoon shift from 15:45 to 21:05.

4.1.1.3. Group context

As it has been mentioned before, the didactic proposal of this thesis has been implemented for the subject of English in the FPGS module of AF. This group of students receives five English classes per week in the afternoon: one on Mondays from 15:45 to 16:35 and two on Thursdays and Fridays, from 15:45 to 16:35 and from 16:35 to 17:25. The group is composed of 12 students, five girls and seven boys.

The contextual framework of the group in which the teaching unit was carried out typifies an environment of diversity that has nothing to do with that of other secondary school courses. In FPGS, students of very different ages coincide and thus there is a mix of personal, academic and work situations. The average age of this group is 20, but there are big differences between the oldest student, who is 30 and combines studies and work, and the youngest, who is only 18 and is just coming out of Bachillerato.

The teaching unit of this work takes this issue into account, while seeking to prepare AF students for the labour market, where they will have to deal with clients from all over the world and communicate with international companies and suppliers. In the globalised world in which we live, these FPGS students need to acquire competence in English, especially spoken English, to cope with this reality. This is why the English subject is an ideal place to develop ICC.

Despite the fact that FPGS students should have a level of English corresponding to Bachillerato (upper-intermediate), the reality is different, and more often than not, groups like the one in this proposal need to reinforce basic contents in order to be able to face the requirements of a syllabus based on English for specific purposes.

Finally, regarding diversity, in this particular group there are no students with special needs, but there has been one student who, for family reasons, has been absent for most of the lessons, so it has been necessary to adapt the learning process to his situation and facilitate his access to the contents through the Google Classroom platform, which will be mentioned later on. These types of special situations are included in the diversity plan of the teaching unit (see Annex 1). This year, because of the COVID-19 pandemic, emphasis is being placed on these peculiar situations which, in turn, favour cases of illness or absenteeism of students who are curious to know what has been taught in the classroom but could not attend in person.

4.1.2. Contents, objectives and other curricular aspects

The curricular objectives, contents, learning outcomes and evaluation criteria are defined in Annex 1 of this work, which contains the tables of the teaching unit as a whole. However, it is necessary to mention them briefly in this section as well.

On the one hand, the main objective of the unit corresponds to the main objective c) of Royal Decree 1584/2011, that is, to identify and select expressions in English language, specific to the company, to prepare documents and communications, as well as the professional competences a), b), l) and p) of this module.

On the other hand, in accordance with Decree 55/2013, the contents are divided into five blocks, referring to oral speech comprehension (1st block), written text comprehension (2nd block), oral speech production (3rd block), written text production (4th block) and social and professional attitudes (5th block). The latter covers aspects related to the intercultural competence we are working on in this proposal, such as the adaptation of registers according to the communicative context of the interlocutors. Similarly, these five blocks correspond to those that appear in the learning outcomes and evaluation criteria. The specific aspects covered in each of these blocks are detailed in the first table of Annex 1.

According to the aforementioned Article 4 of Royal Decree 1584/2011, the general competence for the students coursing this module of AF consists in organizing and executing management and administration operations in the commercial, labour, accounting, fiscal and financial processes of a public or private company, applying the current regulations and quality management protocols, managing information, ensuring customer and user satisfaction, and environmental protection.

This general competence is broken down into a series of objectives and professional, personal and social competences that are specified in Decree 55/2013. Likewise, all competences, objectives and contents are based on this legislation and are set out in the AF English subject syllabus, elaborated by the English department of IES Galileo.

This curricular content does not explicitly reflect the need to teach ICC. The fact that this FPGS modules are voluntary and students sign up for their own interest in the speciality, greatly affects the methodology of this proposal. In fact, it is more difficult to apply didactic methods that move away from the contents and objectives of the speciality. Therefore, if ICC is going

to be developed, it has to be transversally using the pre-established content of the original syllabus.

In this case, the content of this teaching unit is an adaptation of the thirteenth unit of the *Burlington Professional Modules: Business Administration & Finance* Student's Book, which is also mentioned in the next section. These notes are shared with students through Google Classroom, thereby contributing to the use of ICT as one of the strengths of this proposal. This unit is called "Market Research" and focuses on the acquisition of vocabulary related to market research and sales strategies to introduce new products (marketing).

4.1.3. Methodological approaches

The teaching unit of this proposal is based on a combination of approaches, one of which is the task-based approach, whose main objective is to achieve the learning of the language through exposure, focusing on communication and promoting the students' interest and motivation. Jane Willis defined a "task" as an activity where students pursue the achievement of an outcome using the target language as a communicative tool (1996, cited in Mónica and Jeison Rodríguez-Bonces, 2010, p. 166).

The task-based approach is one of the most commonly used approaches in recent times and is linked to the Communicative Learning Teaching (CLT), created during the 60s. The development of communicative competence that comes with the task-based approach provides students with a series of linguistic and oral skills that make interaction in real contexts possible. However, the development of the communicative competence in the target language is not the only benefit of this methodology. In fact, as we shall see below, it also serves to enhance intercultural competence.

The teaching unit of this proposal uses the role-play as the final task. The role-play, apart from being an ideal way of working on the production and comprehension of oral messages, it is also an effective means to develop intercultural awareness by practicing conversations that emulate real-life situations. Therefore, the task-based approach serves both to acquire competence in speaking and to develop ICC. Furthermore, the fact that role-play tasks allow us to put into practice a professional conversation with a topic related to this AF module in question, we can affirm it constitutes an essential methodological tool to implement with this group of FPGS students.

In addition, through this methodology, tasks are sequenced in a structured way with a smooth transition between them, allowing learners to maintain concentration and interest and not become saturated as the lesson progresses. To this end, the teacher uses expressions such as "now, let's move on to...", "next, we are going to...", "as we saw earlier...", and so forth. This structure is often composed of warm-up, pre-task, main task, post-task and relaxation activities, although this is conditioned by the group's characteristics, contents and time-related limitations.

On the other hand, this teaching unit also relies on the audio-visual method, which rejects language learning from a purely formal point of view and places it in its socio-cultural context, using new technologies as a means of placing the learner at the centre of the educational process (Molina et al., 2005, p. 169). In the case of this unit, this method is observed in that students do not learn the terms of the professional field of AF in an isolated and unconnected way, but using authentic materials such as YouTube videos and audios to assimilate each concept in context, making the process more meaningful.

Finally, this teaching unit contains some aspects of the direct approach, with a focus on listening and acquiring the essential vocabulary to produce oral messages. This method implies that, although speaking is an important part of teaching, tasks that work on different language skills are not totally discarded. Grammar is not taught explicitly but is learned inductively by the students through repeated exposure to the spoken language.

To sum up, the application of this teaching unit is not totally based on the typical task-based approach, even though the session tables have been designed for this purpose. It is rather based on a combination of methods, such as abovementioned the direct approach, which focuses on the acquisition of essential vocabulary through listening.

However, with the aim of meeting the communicative needs of students, and in order to promote innovation in the classroom and the use of ICT tools, this unit uses interactive resources such as Google Classroom, a web tool for interacting with students and sharing files; the Kahoot application, for correcting activities sent home, and YouTube videos, among others. In addition, as it has been stated before, the final task assesses oral production and ICC through a role-play game in pairs.

The fundamental methodological principles on which this proposal is based are those of individualization, collaboration, variety and activity in order to be able to cater for the diversity

of students, to contribute to creating a positive motivation towards the module and to place the student at the centre of the learning process.

As far as didactic methodology is concerned, it is worth mentioning the different learning strategies mentioned by the scholar Rebeca Oxford (1990, cited in Padrón, 2018, p. 12), which are also applied with these FPGS students. She classified these strategies into two subgroups: direct and indirect. The direct ones are as follows:

- Memory strategies: creating mental connections, applying images and sounds, revising correctly and employing action.

- Cognitive strategies: practising, receiving and sending messages, analysing and reasoning, and creating input and output structures.

- Compensation strategies: formulating hypotheses intelligently and overcoming oral and written limitations.

On the other hand, indirect strategies are:

- Metacognitive strategies: focusing attention, organising and planning, and evaluating one's own learning.

- Affective strategies: reducing anxiety, self-motivating and controlling one's emotional state by positive reinforcement, encouragement and taking risks in learning.

- Social strategies: asking questions, cooperating and empathising with others through collaborative work. This strategy is convenient for this unit, especially in the role-play task, where students work in pairs and need to ask questions and empathise with the other, a fundamental element of intercultural awareness.

This teaching unit is based on learning outcomes rather than strategies, as it is reflected in the FP curriculum. However, the concept is the same, as both take into account the characteristics of the students and, useful and effective learning, considering the linguistic, sociolinguistic and interlingual competences in order to achieve the established objectives within the professional context.

In accordance with the above, this teaching unit uses some of these strategies to define its learning outcomes and help students in the first year of AF to approach the subject of "Market Research". Thanks to these outcomes, students will be able to describe elements related to marketing or product characteristics and address customers, among other professional

activities. Furthermore, they will hopefully be able to communicate with international customers and co-workers in different cross-cultural situations thanks to the development of ICC, the importance of which is highlighted as a result of this proposal.

4.1.4. Didactic resources

As for the resources, throughout the unit students use my notes based on *Burlington Professional Modules: Business Administration & Finance* Student's Book and Workbook. Both the audio material and the practice activities and their solutions are shared with the students through the Google Classroom platform, available in Google Suit. As mentioned before, this application allows students to get access to the material presented by the teacher and follow the subject online, in case they are not able to come to class.

Students are also asked to bring their personal devices to take part in some tasks, like the Kahoot correction activities. Besides, English classes take place in the Administration classroom, which has several computers for each student to use. Therefore, the use of ICT tools is highly encouraged as a means to completing this unit.

The teacher uses the general computer of the classroom to send homework through Google Classroom, show YouTube videos or play audios for listening tasks. In this regard, the teachers' personal computer is also used to connect with the Spanish woman working abroad via Microsoft Teams, where a brief videoconference is held in order to show the students a real case of cross-cultural working environment in other country.

In conclusion, the teaching unit of this proposal uses different didactic methods and approaches that cater for different learning styles and rhythms. Moreover, it relies in the implementation of ICT tools to carry out different tasks and assess the students.

4.1.5. Temporalization

The duration set by the Decree 55/2013 for the complete curriculum of AF is 2,000 hours, spread over two academic years. The syllabus of English subject of AF reflects that the total of sessions for each year is 156[2], four of which are reserved for remedial exams.

The distribution chosen for the course in which this teaching unit takes place is five teaching periods per week with a duration of 55 minutes per session, which in practice is

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[2] Approximate quantification, subject to practical variants.

reduced to 50 minutes, as in most cases both students and teachers have to change classrooms. Besides, this group of AF receive consecutive classes on Thursdays and Fridays.

Similarly, the timing assigned to this unit is subject to the type of task, and is scheduled flexibly, so that the classroom programme can be adapted to the unit and the pace of learning of the students. The syllabus of the English subject stipulates that each unit lasts an average of seven sessions, but the unit of this work lasts nine sessions because it includes a written exam and another session dedicated to the videoconference with the worker in London.

4.1.6. Assessment

Regarding the general evaluation system of this FPGS English subject syllabus, the IES Galileo follows both summative and formative methods. That is, on the one hand, it assesses students at specific points of time during the course through objective tests, but it also takes into account the whole learning process that takes place in each lesson, catering for aspects like daily participation and assignments.

According to this syllabus, the students are monitored, adapting the contents, evaluation criteria and instruments to the current situation, prioritizing the students' attitude and other elements related to the basic contents for the acquisition of professional competences (IES Galileo English Department, 2020, p. 25). The focus is on the basic contents, considering that they should be the ones that require less teaching intervention, and continuous evaluation is intensified by giving priority to the completion of tasks proposed individually during the course (idem).

The teaching unit considers the different blocks of contents, learning outcomes and assessment criteria that appear in the Decree 55/2013, so as to cater for the four main language skills (listening, reading, speaking and writing), as well as a fifth one that relates to sociocultural awareness, which we use in this proposal in order to assess ICC. The general evaluation percentages of the unit are the following:

- 60 %: Completion and presentation of the daily assignments, work or tasks in due time and form, including the final speaking task (20 %).

- 40 %: Performance of an objective test. The written text of this unit assesses vocabulary and oral comprehension (listening activity).

The final grade for the term is obtained by calculating the arithmetic mean of the grades obtained, weighted according to the percentages indicated above for each evaluation procedure.

The final role-play of this unit is assessed with a specific rubric of personal elaboration (see Annexes) that rates the main elements of spoken production from 0 to 10. These are content (adequacy to the proposed task), language (structures, vocabulary, cohesive devices…), fluency (rhythm, pronunciation, intonation…) and interaction (body language, response to partner).

In addition, this unit includes a separate rubric that assesses intercultural awareness, which is directly related to the main objective of this didactic proposal. To evaluate this competence among this specific group of students, we base on the INCA project model of assessment (2004), taking three aspects into account: openness (respect for otherness and tolerance of ambiguity), knowledge (knowledge discovery and empathy) and adaptability (behavioural flexibility and communicative awareness).

The first one involves accepting and tolerating the partner's differences, the second refers to the knowledge the speaker has of the partners' culture and feelings, and the last one measures the extent to which the speaker adjusts his or her behaviour and style of communication to the situation. These three aspects, unlike the elements assessed in the first rubric, are rated from 1 (basic) to 3 (full), as proposed in the INCA assessment model (2004, p. 12).

Lastly, it is also worth noting that the final marks are recorded via *IES Fácil*, a suitable application to follow up the students' activity through the course of each term. This tool allows teachers to have at hand all the information concerning their students and is easy and intuitive to record absences, participation, task and exam assessments or other notes they feel convenient to include.

4.1.7. Tasks

This section focuses on the methodology followed for the tasks of each session, including the videoconference interview of the last session of the proposal. The actual teaching unit, attached in Annex 1, explains the sessions in detail with the curricular objectives, contents, temporalization, assessment criteria and learning outcomes, as well as the linguistic input of each task.

In total, if we consider the interview as a task, the unit comprises a total of 14 tasks and a written exam developed through a three-week span.

4.1.7.1. First session

The methodology for the first lesson focuses on the Communicative Approach and the development of reading and listening comprehension. The first warm-up task consists an introductory brainstorming with questions (e. g., "How would you define market research?") to test the students' prior knowledge and introduce the topic. There are also some questions related to interculturality, for them to reflect on the importance of this aspect in the professional world as well (e. g., "Do you think it is the same to deal with customers from different cultures? Why?"). The use of questions is an effective strategy to encourage participation and critical thinking, and it is useful to know what prior knowledge we have in order to make learning more meaningful and adapted to the needs of our students.

This task also put Oxford's direct strategies into practice, especially memory and cognitive strategies, as the students have to create mental connections by activating previous knowledge, and social strategies, which are directly related to question formulation and reflection on sociocultural aspects, in this case linked to cross-cultural and professional situations.

The next task consists in a reading adapted from page 52 of the Student's Book. The text is accompanied by an audio that shall be played twice, to work on the main vocabulary of the unit and complete the reading comprehension activity (see Annex 2). Teacher-student interaction is constantly encouraged through the use of questions in order to solve problems and ensure everything is being understood.

Afterwards, as part of the next task, students listen to the dialogue on the same page, fill in the gaps in the text and practice the conversation in pairs. The dialogue itself has no intercultural nuances, but students are encouraged to imagine this same conversation if the interlocutors had different cultural backgrounds, and reflect on how would this affect the professional interaction. This is the first example of a task that propels intercultural awareness through collaborative work, while also focusing on acquiring essential vocabulary related to the unit.

Finally, to end the session, a brief survey is conducted in class with the students, to review the different types of market research (face-to-face, telephone, email and website). Students, as potential customers, are asked which of the four methods they would prefer to use to answer questions about a new Coca-Cola drink, and why. This highlights the importance of using practical examples from the real world to relate them to the class content.

4.1.7.2. Second session

The second session uses the activities adapted from page 54 (see Annex 3) of the Student's Book and it follows the same procedure as the first session for the main reading. The main difference is that this time students do not practice a dialogue in pairs. Instead, for variety purposes and in order to capture the learners' attention and interest, they are shown a clip from the comedy film "The Wolf of Wall Street" on YouTube.

The video consists in a funny scene in which two interesting concepts of the unit are presented: supply and demand. This is an example of the audio-visual didactic method; the use of audio-visual material is a fruitful method for students to acquire knowledge through different channels, and at the same time it grants them relaxing time as a reward for the previous effort made in class. As a matter of fact, this session takes place right after the first one, as the unit with this specific group began on a Friday afternoon.

The video of this task shows characteristic aspects of the target culture (Wall Street, American accents and terms like "napkin", American singer Billy Joel playing in the background, American gastronomy), so it helps enrich cross-cultural knowledge and awareness. Students, apart from answering questions in writing to show they understand the general idea of the video and they can relate the two concepts of supply and demand to the unit, are also asked to list the cultural references they see in the scene and compare it to their own culture, imagining how would this conversation develop in a Spanish bar. This last writing task is done entirely on the classroom computers. After finishing it, students upload it to Google Classroom, where they receive brief feedback based on the quality of their reflections rather than accuracy.

Therefore, as we have seen, the methodology followed for the second session is ICT-based and relies not only on the Student's Book, but also on a movie scene of YouTube, an authentic resource that helps encourage intercultural knowledge and awareness of the foreign culture. The Communicative Approach is also present through the use of questions, which foster spoken interaction, and the last task, which assesses listening comprehension and written ICC competence, and develops compensation strategies (hypothesis formulation).

4.1.7.3. Third session

It is worth noting that this group of students missed a full week of English lessons, and classes were not resumed until Thursday, 11 March. Therefore, in that time, they received homework through Google Classroom. This is another example of a methodology based on ICT

tools as means of substituting presential class attendance. In this period, students had to complete all the activities of the unit, including the two pages adapted from the Workbook related to the functional vocabulary of the unit (see Annexes 4 and 7).

Students were also asked to read an extract from the comic book "Asterix and Obelix" (see Annex 5). Comics are not only an effective and attractive tool to learn a foreign language and encourage reading through youth literature, but they are also an authentic and interculturally charged resource (Petrovic & Popović, 2020, p. 78). Besides, in Asterix and Obelix, satire is used to make fun of typical clichés and stereotypes about Gauls and Romans. From our point of view, humour is a good way to overcome cultural barriers because it downplays the differences between individuals and turns them into something positive.

Moreover, the two pages taken from the comic book are not chosen arbitrarily. Actually, they contain vocabulary related to market research and describe marketing processes in an ironic and amusing manner. In addition to reading the text, the students had to link the translated sentences provided to them via Google Classroom with their respective original vignettes to demonstrate their understanding of the main concepts. They were also asked to underline the cultural references they found in the text, following a clear cultural knowledge-based approach. These activities are done and corrected in class.

The criteria used to correct this activity is divided into two parts. The first part, which simply asks them to relate the translation to a vignette, we expect students to be able to associate every item correctly. The item will be incorrect if they associate the translation with the wrong vignette. In the second part, students are expected to identify the most relevant cultural elements and stereotypes, so as to consider the activity as satisfactorily completed.

As a result, sessions three and four were used to correct all these pending activities and check that students remember the vocabulary explained in class during the first two lessons. With a clear focus on memory strategies, the main task of this session includes a Kahoot that is used to correct the homework activities (see Annex 6). The Kahoot is a very useful web application that consists in a collective game with the form of a multiple-choice quiz. It goes in line with the development of the ICT-based methodology and enhances the motivation and interest of students that take part in it. In fact, students compete to see who gets the most points by getting the questions right and wins the game, thereby showing that they have done their homework correctly.

4.1.7.4. Fourth session

The functional language activities are corrected during the fourth session, which takes place right after the third. In order not to overuse Kahoot, this time the correction is carried out via Quizziz, a similar, multiple-choice quiz game (see Annex 8). It is also worth highlighting the use of different teaching strategies, like the use of additional questions within each activity, to test the knowledge acquired by the students communicatively.

For instance, when the activity consists in associating a definition with a given term, the statement is reversed and the students are asked to provide a term corresponding to the given definition. When a term comes up that is similar to another one studied before, they are asked to provide a synonym, to relate it to what they had seen in previous sessions. These are techniques that serve to test their memory strategies and are useful to reinforce the vocabulary of the unit.

After the Quizziz, which lasts about 15 minutes, the last 35 minutes are spent playing Jeopardy (see Annex 9). This game consists in the completion of a board of 5 x 5 squares, with five different intercultural themes and five prices in each column (from 100 € to 500 €). In this case, the students form three groups of four participants, with one spokesperson per group.

Each group, in order, selects a topic and a price. The selected picture reveals an image related to a cross-cultural conflict in the work environment. The player must offer a solution to that problem, showing problem solving ability in diverse environments through collaborative work. The teacher decides if the solution provided is good enough to give them the "money" equivalent to the price of the box. This game is a good way to develop intercultural awareness and critical thinking through a meaningful strategy that combines real life situations with the Communicative Approach.

4.1.7.5. Fifth session

The fifth and sixth sessions are also consecutive, as they take place on a Friday, and are devoted to the preparation and implementation of the videoconference interview with the Spanish worker in London. Firstly, the fifth session is used to explain what the interview is about and to prepare the questions that will be asked later on collectively. These students already knew the interviewee as they had a video meeting with her at the beginning of the term, in which they covered issues such as the status of the international market in the administrative

field, the development of curriculum vitae, mobility programs and the possibility of doing internships abroad.

The session starts with an emphasis on the Communicative Approach to conduct a group discussion on the importance of intercultural competence in the labour market and the ability to cope in a diverse work environment. Later, a brainstorming session is held to develop the interview questionnaire and, in this case, to add questions to the ones that have already been prepared beforehand. Finally, once the questionnaire is ready, the order in which students will read each question is determined. In this group we decided that the ones in front would start reading. The questions are displayed on the class projector screen so everyone can see them properly.

4.1.7.6. Sixth session

Afterwards, the sixth session is devoted to the interview itself, which lasts around 40 minutes. This international connection was made possible through Microsoft Teams, an ICT tool that allows users to record a videoconference in order to reproduce it any other time. The interview is not only an effective way of practicing the Communicative Approach through spoken interaction, but it is also a way of showing how it is like to work in a different cultural context through a first-hand testimony of an employee working and living abroad. In other words, it is an effective means of developing ICC and linking it to the professional world. In this case, the intercultural environment belongs to London, a city where people from different parts of the world coexist and communicate thanks to the status of English as the vehicular language.

Therefore, as we recall from Oxford's learning strategies, the interview helps develop both memory and cognitive strategies, as students take part in an exchange of oral messages and activate previous knowledge about the contents of the unit to use it in real life conversation. Furthermore, social strategies are also a big part of this task, as they consist in asking questions, cooperating and empathising with others through collaborative work, which is exactly what has been done through the interview sessions.

The interviewer was asked seventeen questions, some of which she could not answer due to the specific characteristics of her company (see Annex 10). The students were encouraged to ask as many questions as they would like, but in the end, it was me who asked most of them,

especially the ones that required a higher level of understanding. These limitations are explained in detail in the following "Results" section of this work.

A progressive method was used for the order of the questions, starting from general introductory concepts, relating the intercultural experience of IES Galileo with that of the employee's company, to more specific aspects such as the influence of language and multiculturalism in the context of international business.

4.1.7.7. Seventh session

The seventh session consists in a written exam (see Annex 11) that covers only the didactic contents of the unit, momentarily leaving aside the ICC to resume it in the last two sessions through the final role-play task. The test assesses knowledge of vocabulary and functional language on market research through practical written activities dedicated to this purpose, as well as a short listening activity to practice oral comprehension.

The methodology of the exam is based on the activities from our notes, which are adapted from Student's Book. The exam lasts the entire class (50 min) and it is assessed through a scale of 0-40, with 20 being the equivalent of a 5 (bare pass) on a traditional scale of 0 to 10. The listening part is worth 10 points, with five questions worth two point each; the vocabulary part, 30 points, and the functional language part, 10 points. The students do not have to score a minimum of points in each part to pass the exam.

The listening activity requires full answers, so not all of them are assessed in the same way. Those that are incomplete score just a point, and each serious spelling or grammatical error[3] subtracts half a point out of two. The functional language and vocabulary activities, on the other hand, only allow one possible answer, and if it is misspelled, it does not score.

4.1.7.8. Eighth session

The last two consecutive classes are devoted to the final task, which is completed in the ninth session, to bring the unit to a close. The final task consists in a role-play in pairs, in which one member of the pair plays the owner of a snack company that needs to conduct market research. To do so, he or she asks questions to the other participant, who plays the role of the

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[3] Serious errors are considered to be those that greatly affect the understanding of the statement or occur in words below the required level of difficulty.

market researcher, about the best strategies available to study the market and find out the interests of potential customers.

The eighth session can be considered as a pre-speaking lesson. First, students are introduced to the topic and reminded of the vocabulary seen during the unit (to reinforce memory strategies), which is noted on the whiteboard so that they can use it during their conversation. Next, pairs are formed based on their level, i.e., students with a better level are paired with those with more difficulties in order to guide them, so, in turn, the latter can learn from the former, contributing to a more fluent conversation. Afterwards, the participants receive a speaking card (see Annex 12) to be filled in with questions and information that they consider appropriate and that they can use as a guide during their intervention. Finally, they use the last part of the lesson to practice their role-play.

4.1.7.9. Ninth session

In the last session, as mentioned above, the final task is performed. The pairs, who have already had a few minutes to practice their speaking, begin their conversation in front of the class. Classmates can provide feedback at the end of the speaking, thus encouraging peer assessment. The interventions as a whole last between five and ten minutes and are evaluated on the basis of the two rubrics (see Annex 13) mentioned earlier in the assessment section of this work, and they take into account both oral production and ICC. As it is a final task, they are reminded to use all the terminology and expressions learned so far.

But how exactly is intercultural competence developed in this role-play? After the first conversation, the interlocutors are presented with a new situation: the snack company's market researcher is a Muslim and asks for a few days of vacation for Ramadan during a key week for the company, when his or her services are needed more than ever. The market researcher explains the situation to the head of the company, who has the last word and must try to reach an agreement with his employee. This is where openness, knowledge and adaptability are key and are evaluated to see if intercultural awareness has been achieved.

In short, in these last sessions we work on the Communicative Approach and the development of the ICC through the use of the role-play as an interactive task that promotes teamwork, taking into account Oxford's direct and indirect learning strategies. On the one hand, the role-play allows the development of memory, cognitive and compensation strategies, because previous knowledge of the unit is activated and hypotheses and assumptions are

formulated by simulating a real professional conversation. On the other hand, social strategies come into play once again, thanks to the use of questions in the role-play and the ability to empathize with the other interlocutor in intercultural situations.

5. Results

This work has led to a series of results, both at the educational level for the students and for me as the author of the didactic proposal. In the first of the two cases, we will mainly value the results derived from the interview with the woman working in London, which is undoubtedly the biggest strength of this project, as well as those extracted from the teaching unit as a whole. On the other hand, the results at a personal level take into account the learning process that I have experienced, since I started as a trainee teacher at the centre where the unit has been taught, until the moment in which I am writing the last part of this thesis.

In addition, it is important to mention that not only the results obtained from the proposal are discussed, but also those expected after the changes incorporated to develop and evaluate intercultural competence in English class with FPGS students. After all, the results obtained are conditioned by a series of limitations that will be briefly listed below and that are part of the force majeure eventualities that can occur in any educational context. However, this does not mean that the didactic proposal of this work cannot be reproduced in other classrooms. If anything, it shows that it can be carried out effectively even if the circumstances are not the most appropriate.

5.1. Obtained results and limitations

First of all, if we consider the results obtained, we can affirm that the students have acquired the didactic knowledge established in the didactic programming and detailed in this work, among others, through the learning outcomes that have help first year AF students to approach the subject of "market research". Thanks to these outcomes, students should now be able to describe elements related to marketing or product characteristics and address customers, among other professional activities.

It is worth remembering the main objective of this module established by the Royal Decree 1584/2011, that is, to identify and select expressions in English language, specific to the company, to prepare documents and communications. Therefore, it is assumed that once the educational stage corresponding to this unit has been completed, FPGS students have

assimilated the necessary terminology related to market research and are therefore able to put it into practice in the work context, especially in oral conversations with clients and colleagues. This is reflected through the students' unit grades, which have been good overall and out of 12 students only one has failed the final task and the exam. The average score of the class was 6.7 out of 10.

As far as the ICC is concerned, it has not been possible to accurately assess the development of this competence, among other aspects, because the unit has been more focused on the purely didactic content. In fact, one of the limitations mentioned above is this: FPGS students of IES Galileo are subject to an inflexible curriculum that gives little room to deal with topics that stray from the professional content of the module, which is mainly based on the Student's Book.

The second major constraint has been the teacher's week-long injury-related absence, which has delayed the implementation of the unit and caused students to miss several days of English classes. As a result, the content has had to be taught as quickly as possible to avoid further delays with respect to the rest of the units. This created a sense of haste to finish dealing with all the topics early.

In addition, the results obtained from the interview have also been limited by the low overall participation of the student body. This is explained by the fact that the students had an exam right after the interview sessions, so they were distracted for most of the class and this meant that I had to conduct the interview almost on my own, using my own questionnaire and reading most of the questions to the interviewee.

Finally, on a professional level, it is worth mentioning that the elaboration of this proposal, which is based on the teaching unit that I implemented in the group of 1st AF at IES Galileo as part of the practicum of this Master's degree, has been a fruitful experience, as it has contributed to my first-hand observation of advanced vocational training students. In fact, this is an educational stage that I should be familiar with because the Master's degree I have completed qualifies me to teach there.

The intercultural context and the diversity that proliferates in this school have also inspired me to write this proposal, which after all is a response to a social need that we are experiencing today, a small step towards tolerance, respect and equality in the classrooms, and, consequently, in the professional sphere, where we have seen that intercultural competence is increasingly valued.

Having established the results obtained with respect to the curricular content of the unit, the limitations that have conditioned the application of the proposal and the relationship of its implementation with my personal experience, it is necessary to focus on the interview, which one of the strong points of this project. The following sub-section provides a brief analysis of the interview (see full transcription in Annex 10).

5.1.1. Interview analysis

In general terms, it can be assumed that the interviewee, who is trusted by the centre and whose identity and personal data are concealed for this analysis, answered the questions provided with sincerity and tried to give as reliable and realistic an account as possible of her experience in a cross-cultural professional environment. The interviewee is a 32-year-old female that has lived and worked in a company of London for more than 8 years.

First, the introductory questions were used to give us an overview of the work she does in her company. The interviewee explains that she works in the marketing department for an international manufacturer based in London that sells polyurethane foam wholesale. Afterwards, we discussed the intercultural context of IES Galileo and contrast this diverse environment with that of her workplace.

She was then asked about what it is like for her to live in a meeting point for people from diverse cultures and to work with them. This was her response:

> It's very good. I don't feel as a foreigner, because I'm basically like the others. I think British would feel more different […]. If everyone's from a different country, you don't feel out of place. Everybody is very welcoming, everybody is different, but I think that's a positive thing, and you learn a lot [Interviewee].

This information suggests that in London, and especially in the company she works for, interculturality is the order of the day and at this point is not seen as something new. In addition to the large number of nationalities that coexist in the company, the interviewee states that the experience is enriching and that they have no problem working as a team, except for a few communication interferences due to the language difference.

Regarding the process of adapting to other cultures, the interviewee reiterates that it is easy to adjust to such diversified environment because the company does everything possible to

make foreigners feel at home. She illustrates this point with the case of Muslims, whose presence is pronounced at her workplace:

> They have a praying room for the Muslims, so they can go and pray in the middle of the day […]. We have like 30 % of people or more who is Muslim, so it's quite important to take them into account. Also, with the Ramadan times, if they need holidays, they can ask for holidays. It's convenient for everybody, I think [Interviewee].

On the other hand, she does mention that starting to live and work abroad for the first time can be complicated, not that much because of the cultural differences, but because of the process of adapting to an unfamiliar place, which involves leaving the usual comfort zone and living experiences away from home.

When asked about intercultural conflicts in the work environment, she explains she has not experienced any problems, but that the situation is different depending on the department:

> My department is mainly European people, we all get along together, and it's like the nice side of the company. I know in the factory, in production, when you work with machines, I know that's harder. Bosses are harder there, and I don't know about discrimination, but I know some people complain, I don't know if based on true facts or just made-up facts, but I know some people complain, like: "They treat me bad because I'm black, I'm this and that…" but I don't know if it's true or not [Interviewee].

Therefore, although problems of coexistence derived from xenophobia or other types of discrimination do not seem to be common in this particular company, it will always be better to have intercultural awareness, which implies openness, knowledge and adaptability in order to create an environment of respect, tolerance and integration.

As for the language barriers mentioned before, the interviewee states that they are often solved by the general knowledge of English as the lingua franca. Indeed, most miscommunications arise as a result of not knowing English, in which case they usually require the improvised work of a third-party mediator. This makes us see the importance of having competence in this language in the international professional context. In this regard, she was asked about the possibility that the imposition of English as a vehicular language in finance and the international market may affect other smaller cultures:

> That's tricky. I think it's really useful to have a vehicular language, because it would be crazy to have a person to speak with each country, but also, in my company, the salespeople speak the

language with which they trade. I mean, we have Chinese sales representatives in China and they speak with the customers […]. We could work in English in general, but we also use the "smaller" languages to contact and make it more accessible [Interviewee].

The aforementioned statement suggests that, even if English is used as a bridge between cultures and contributes to the interaction between individuals from different cultural backgrounds, it is also important to respect other mother tongues, which, after all, are still essential cultural elements of their respective communities.

Moreover, the subject of this teaching unit was explained to her, and an attempt was made to associate its content with interculturality, asking her about the importance of using one type of market research or another based on the culture to which the client belongs. However, she clarified that her company does not deal with people directly, but sells the raw material to other companies, which do take care of customizing the product based on the customer's needs.

We then sought to explore a somewhat more specific aspect of her work, namely the creative process. We asked her if the fact that co-workers come from different cultures contributes to more diverse ideas and ultimately benefits the brainstorming sessions. She answered that in companies whose products are marketable, it is important to have different points of view, since each culture has particular knowledge, so it is indeed helpful to have people of diverse origins working together.

Finally, we asked her to provide advice to students in this group who could possibly follow the interviewee's path and end up working abroad in an international and diverse company like hers. This is what she responded:

> Well, mainly, to be open-minded. Don't think that what you already know is the truth, or it's better or worse. Every country is different, every culture is different. There is no better or worse. You can learn a lot from other people. Be open-minded, be friendly, enjoy what other cultures can bring, it's very interesting. I think you learn so much from other people, because they all have different experiences. Or childhood is not even like French people's childhood, so it can't be compared to an Indian or Jamaican's childhood. So yeah, be open and make a lot of friends from everywhere, you can always travel [Interviewee].

In other words, the interviewee ends the interview by stressing the importance of being open-minded and seeing cultural differences as something positive and natural. As a matter of fact, this last point is fundamental, as it represents the intercultural awareness directly related to the acquisition of ICC.

In short, the interview served to highlight cultural diversity in the workplace and the importance of being tolerant and willing to integrate with other cultures, as well as acquiring oral skills in English, which is necessary in the international market of administration and finance. For future units, if time permits, a possible extended task could be to engage students in a discussion of what they have seen in the interview, summarizing the most important points.

5.2. Expected results

Notwithstanding the limitations mentioned in Section 5.1: "Obtained results and limitations", which can always arise unexpectedly, it is hoped that the proposal of the methodological section of this work will have an effect in raising awareness of the importance of teaching ICC in English class with FPGS students, as well as helping to develop and evaluate it in situ thanks to the proposed tasks and rubrics. As mentioned before, the INCA assessment method is an effective tool for testing the level of intercultural competence at any educational stage, including advanced vocational training.

Besides, based on the theories of ICC development outlined in the theoretical framework of this paper, we believe that, first of all, interviewing real workers abroad will provide a conducive setting for students to see first-hand what it is like to work in a multicultural environment. Furthermore, thanks to the use of role-plays that emulate real-life professional interactions, they are expected to be able to communicate with international customers and colleagues in all kinds of cross-cultural situations thanks to the development of the ICC, the importance of which is highlighted by this proposal.

We should also bear in mind the use of recreational games such as Jeopardy and other ICT tools like YouTube videos, which are expected to contribute greatly to develop this competence in an interactive way, making the student interested in the intercultural matter in a participatory and motivating manner. This is all achieved by following a methodology based on the Communicative Approach.

Therefore, the main strengths of this work are the innovative use of a customized rubric to assess ICC in English class with FPGS students, the development of ICC through a variety of resources and teaching methodologies, and the use of the interview as a means of transmitting the importance of this competency in the international work environment.

Consequently, the main expected result of this proposal is that advanced vocational training students of English become aware of the importance of ICC for their future employment and

are able to develop it in parallel to their learning of English, through the tasks and resources provided for this purpose. As teachers, it is our task to guide them in this process, while respecting their autonomy.

6. Conclusions

In the study presented in this document, a didactic proposal is made based on the need of developing ICC to English students, contextualized in the module of AF, as part of FPGS, the higher level of Spanish vocational training. Its application, therefore, is oriented to students who have already completed their mandatory studies and are receiving voluntary training to perform a job in a specific discipline, hence its mainly professional subject matter.

In a labour market increasingly based on globalization, in addition to knowing English as a foreign language, the development of ICC is essential to cope in a cross-cultural business environment. As a consequence, the focus is on educating young people capable of interacting with other cultures, promoting integration, tolerance and respect for otherness.

This proposal has arisen as a response to the previous need, and for this purpose a teaching unit is developed based partially on the task-based approach, promoting collaborative communication and using interactive digital resources, such as videos and web applications. However, the real strengths of the unit are the use of the interview as a tool to raise awareness of the importance of developing ICC by showing an example of real experience of diversity at work, and the role-play as a way to practice and develop that competence by working on simulated intercultural and professional communication.

In conclusion, it is worth mentioning that this proposal, as discussed in the previous sections, has its limitations and it remains to be seen to what extent its application will be effective in other schools, taking into account that each class and its students are different and are subject to their respective context. This uncertainty is increased if we take into account the scarcity of existing bibliography of documented cases of ICC development in Spanish schools at this educational level.

However, based on the models of our theoretical framework and starting from small proposals such as the one elaborated for this thesis, we want to lay the foundation to initiate a comprehensive research on this aspect that will help to replicate the teaching of intercultural competence for professional purposes. As the writer Stephen Covey said, "strength lies in differences, not in similarities" (cited in Osborne, 2020, n. p.).

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ANNEXES

Annex 1: Teaching Unit

"Market Research"

GENERAL CHART

Stage	FPGS	
Level/Course	Level B1: 1st AF	
Timing	9 sessions: from 26 February to March 15	
Objectives	**Contents**	**Tasks**
- According to the Article 9 of the Royal Decree 1584/2011 of 4 November: **c)** to identify and select expressions in English language, specific to the company, to prepare documents and communications**.**	**1st block. "Oral speech comprehension":** - Recognition of professional and everyday industry messages. - Terminology specific to the professional activity. **2nd block. "Written text comprehension":** - Comprehension of messages, texts, and basic professional and everyday articles **3rd block. "Oral speech production":** - Oral messages: • Terminology specific to the professional activity • Other linguistic resources: agreements and disagreements, hypotheses and speculations, opinions and advice, persuasion and warning **4th block. "Written text production":** - Expression and delivery of professional and everyday messages and texts.	- Introducing Market Research - The Market Survey - Dialog: How to Do a Market Research? - Class Survey: Coca-Cola - Marketing Strategies - Movie Scene: "Sell Me This Pen" - Asterix & Obelix Comic - Let's Correct with Kahoot - Functional Language Quizziz - Jeopardy: Interculturality at Work - Debate: Interculturality at Work - Pre-interview Brainstorming - Videoconference with Worker Abroad - Final Task Preparation - Role-Play: Company Owner and Market Researcher - Unit Exam

	5th block. "Social and professional attitudes": - Appropriate use of registers according to the context of the communication, the interlocutor and the intention of the interlocutors.	**Learning outcomes** **1st block. "Oral speech comprehension":** "Recognizes professional and everyday information contained in oral speeches delivered in standard language, analysing the overall content of the message and relating it to the corresponding linguistic resources".
Evaluation criteria[5] **1st block. "Oral speech comprehension":** a), b), d), e) **2nd block. "Written text comprehension":** c), d), e) **3rd block. "Oral speech production":** b), d), e), f), g) **4th block. "Written text production":** a) **5th block. "Social and professional attitudes":** b), f), h)		**2nd block. "Written text comprehension":** "Interprets professional information contained in simple written texts, comprehensively analysing their contents". **3rd block. "Oral speech production":** "Delivers clear structured oral messages, participating as an active agent in professional conversations". **4th block. "Written text production":** "Prepares simple texts relating grammatical rules with the textual purpose". **5th block. "Social and professional attitudes":** "Applies professional attitudes and behaviours in communication situations, describing the typical relationships characteristic of the country of the foreign language".

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[5] The contents, evaluation criteria and learning outcomes have been extracted and adapted from the programme (pp. 19-21), which is based on the Decree 55/2013.

Professional competencies *(According to the Royal Decree 1584/2011)*

a) Process internal or external documents or communications in the company's information circuits.

b) Prepare documents and communications based on orders received, information obtained and/or needs detected.

l) Provide customer service in the administrative and commercial areas, ensuring the established
levels of quality and complying with ethical criteria and the image of the company.

p) Communicate with peers, superiors, customers and people under their responsibility, using effective means of communication, transmitting appropriate information or knowledge and respecting the autonomy and competence of the people involved in the scope of their work.

Attention to diversity

The tasks proposed in this teaching unit are designed so that students, with their level and skills, will be able to carry them out. Nevertheless, we seek to adapt the pedagogical experience to those students who present learning difficulties. To this end, we will periodically review the work and topics covered in class and try to give some individualized attention to the students who need it most. We also seek to use collaborative work (in pairs or groups) so as to ensure that all students achieve comprehensive development, in addition to meeting the established curricular objectives. For those who, for various reasons (health, personal, etc.) are unable to attend class in person, the content will be provided from Google Classroom so that they can keep up to date.

As for students from other countries, cultures and with mother tongues that are not Spanish, we suggest that, in individual tasks, they use their mother tongue and culture together with the target language, in order to enrich the educational experience and promote multiculturalism and multilingualism in the classroom.

SESSION CHARTS

Session 1

Language outcomes	Contents
1st block. "Oral speech comprehension": **"**Recognizes professional and everyday information contained in oral speeches delivered in standard language, analysing the overall content of the message and relating it to the corresponding linguistic resources".	**1st block. "Oral speech comprehension"** - Recognition of professional and everyday industry messages. - Terminology specific to the professional activity.
2nd block. "Written text comprehension": "Interprets professional information contained in simple written texts, comprehensively analysing their contents".	**2nd block. "Written text comprehension"** - Comprehension of messages, texts, and basic professional and everyday articles
3rd block. "Oral speech production": "Delivers clear structured oral messages, participating as an active agent in professional conversations".	**3rd block. "Oral speech production":** - Oral messages: Terminology specific to the professional activity
4th block. "Written text production": "Prepares simple texts relating grammatical rules with the textual purpose".	**4th block. "Written text production":** - Expression and delivery of professional and everyday messages and texts.
5th block. "Social and professional attitudes": **"**Applies professional attitudes and behaviours in communication situations, describing the typical relationships characteristic of the country of the foreign language".	**5th block. "Social and professional attitudes":** Appropriate use of registers according to the context of the communication, the interlocutor and the intention of the interlocutors.

Evaluation criteria
1st block. "Oral speech comprehension": a), e)
2nd block. "Written text comprehension": c), d), e)
3rd block. "Oral speech production": e), g)
4th block. "Written text production": a)
5th block. "Social and professional attitudes": b), h)

Tasks	Timing
Introducing Market Research	5 min.
The Market Survey	20 min.
Dialog: How to Do a Market Research?	15 min.
Class Survey: Coca-Cola	10 min.

Session 2

Language outcomes	Contents
1st block. "Oral speech comprehension":	**1st block. "Oral speech comprehension"**
"Recognizes professional and everyday information contained in oral speeches delivered in standard language, analysing the overall content of the message and relating it to the corresponding linguistic resources".	- Recognition of professional and everyday industry messages. - Terminology specific to the professional activity.
2nd block. "Written text comprehension":	**2nd block. "Written text comprehension"**
"Interprets professional information contained in simple written texts, comprehensively analysing their contents".	- Comprehension of messages, texts, and basic professional and everyday articles
	3rd block. "Oral speech production":

3rd block. "Oral speech production": "Delivers clear structured oral messages, participating as an active agent in professional conversations". **5th block. "Social and professional attitudes":** "Applies professional attitudes and behaviours in communication situations, describing the typical relationships characteristic of the country of the foreign language".	- Other linguistic resources: agreements and disagreements, hypotheses and speculations, opinions and advice, persuasion and warning. **5th block. "Social and professional attitudes":** Appropriate use of registers according to the context of the communication, the interlocutor and the intention of the interlocutors.

Evaluation criteria **1st block. "Oral speech comprehension":** d) **2nd block. "Written text comprehension":** c), d), e) **3rd block. "Oral speech production":** d), f) **5th block. "Social and professional attitudes":** b), h)

Tasks	**Timing**
Marketing Strategies	35 min.
Movie Scene: "Sell Me This Pen"	15 min.

Session 3

Language outcomes	**Contents**
1st block. "Oral speech comprehension": "Recognizes professional and everyday	**1st block. "Oral speech comprehension"** - Recognition of professional and everyday

information contained in oral speeches delivered in standard language, analysing the overall content of the message and relating it to the corresponding linguistic resources".

2ⁿᵈ block. "Written text comprehension":

"Interprets professional information contained in simple written texts, comprehensively analysing their contents".

4ᵗʰ block. "Written text production":

"Prepares simple texts relating grammatical rules with the textual purpose".

5ᵗʰ block. "Social and professional attitudes":
"Applies professional attitudes and behaviours in communication situations, describing the typical relationships characteristic of the country of the foreign language".

industry messages.

- Terminology specific to the professional activity.

2ⁿᵈ block. "Written text comprehension"

- Comprehension of messages, texts, and basic professional and everyday articles

4ᵗʰ block. "Written text production":

- Expression and delivery of professional and everyday messages and texts.

5ᵗʰ block. "Social and professional attitudes":

Appropriate use of registers according to the context of the communication, the interlocutor and the intention of the interlocutors.

Evaluation criteria

1ˢᵗ block. "Oral speech comprehension": d)

2ⁿᵈ block. "Written text comprehension": c), d), e)

4ᵗʰ block. "Written text production": a)

5ᵗʰ block. "Social and professional attitudes": b), h)

Tasks	Timing
Asterix & Obelix Comic	10 min.
Let's Correct with Kahoot	40 min.

Session 4	
Language outcomes	**Contents**
1st block. "Oral speech comprehension": **"**Recognizes professional and everyday information contained in oral speeches delivered in standard language, analysing the overall content of the message and relating it to the corresponding linguistic resources". **2nd block. "Written text comprehension":** "Interprets professional information contained in simple written texts, comprehensively analysing their contents". **3rd block. "Oral speech production":** "Delivers clear structured oral messages, participating as an active agent in professional conversations". **5th block. "Social and professional attitudes":** "Applies professional attitudes and behaviours in communication situations, describing the typical relationships characteristic of the country of the foreign language".	**1st block. "Oral speech comprehension"** - Recognition of professional and everyday industry messages. - Terminology specific to the professional activity. **2nd block. "Written text comprehension"** - Comprehension of messages, texts, and basic professional and everyday articles. **3rd block. "Oral speech production":** - Other linguistic resources: agreements and disagreements, hypotheses and speculations, opinions and advice, persuasion and warning. **5th block. "Social and professional attitudes":** Appropriate use of registers according to the context of the communication, the interlocutor and the intention of the interlocutors.

Evaluation criteria

1st block. "Oral speech comprehension": a), b)
2nd block. "Written text comprehension": c), d), e)
3rd block. "Oral speech production": d), f)
5th block. "Social and professional attitudes": b), h)

Tasks	Timing
Functional Language Quizziz	15 min.
Jeopardy: Interculturality at Work	35 min.

Session 5

Language outcomes	Contents
1st block. "Oral speech comprehension": "Recognizes professional and everyday information contained in oral speeches delivered in standard language, analysing the overall content of the message and relating it to the corresponding linguistic resources".	**1st block. "Oral speech comprehension"** - Recognition of professional and everyday industry messages. - Terminology specific to the professional activity.
2nd block. "Written text comprehension": "Interprets professional information contained in simple written texts, comprehensively analysing their contents".	**2nd block. "Written text comprehension"** - Comprehension of messages, texts, and basic professional and everyday articles.
3rd block. "Oral speech production": "Delivers clear structured oral messages, participating as an active agent in professional conversations".	**3rd block. "Oral speech production":** - Other linguistic resources: agreements and disagreements, hypotheses and speculations, opinions and advice, persuasion and warning.
5th block. "Social and professional attitudes": "Applies professional attitudes and behaviours in communication situations, describing the typical relationships characteristic of the country of the foreign language".	**5th block. "Social and professional attitudes":** Appropriate use of registers according to the context of the communication, the interlocutor and the intention of the interlocutors.

Evaluation criteria
1st block. "Oral speech comprehension": a), e)
2nd block. "Written text comprehension": c), d), e)
3rd block. "Oral speech production": e), g)
5th block. "Social and professional attitudes": b), h)

Tasks	Timing
Debate: Interculturality at Work	30 min.
Pre-Interview Brainstorming	20 min.

Session 6

Language outcomes	Contents
1st block. "Oral speech comprehension": "Recognizes professional and everyday information contained in oral speeches delivered in standard language, analysing the overall content of the message and relating it to the corresponding linguistic resources".	**1st block. "Oral speech comprehension"** Terminology specific to the professional activity.
2nd block. "Written text comprehension": "Interprets professional information contained in simple written texts, comprehensively analysing their contents".	**2nd block. "Written text comprehension"** - Comprehension of messages, texts, and basic professional and everyday articles.
5th block. "Social and professional attitudes": "Applies professional attitudes and behaviours in	**5th block. "Social and professional attitudes":** Appropriate use of registers according to the context of the communication, the interlocutor and the intention of the interlocutors.

communication situations, describing the typical relationships characteristic of the country of the foreign language".	
Evaluation criteria **1ˢᵗ block. "Oral speech comprehension":** a), e) **2ⁿᵈ block. "Written text comprehension":** c), d), e) **5ᵗʰ block. "Social and professional attitudes":** f), h)	**Task** Videoconference with Worker Abroad (50 min.)

Session 7	
Language outcomes	**Contents**
1ˢᵗ block. "Oral speech comprehension": "Recognizes professional and everyday information contained in oral speeches delivered in standard language, analysing the overall content of the message and relating it to the corresponding linguistic resources". **2ⁿᵈ block. "Written text comprehension":** "Interprets professional information contained in simple written texts, comprehensively analysing their contents". **4ᵗʰ block. "Written text production":** "Prepares simple texts relating grammatical rules with the textual purpose".	**1ˢᵗ block. "Oral speech comprehension"** Terminology specific to the professional activity. **2ⁿᵈ block. "Written text comprehension"** - Comprehension of messages, texts, and basic professional and everyday articles. **4ᵗʰ block. "Written text production":** - Expression and delivery of professional and everyday messages and texts.

Evaluation criteria	Final task
1st block. "Oral speech comprehension": a), e) **2nd block. "Written text comprehension":** c), d), e) **4th block. "Written text production":** a)	Exam: Listening and Functional Language (50 min.)

Session 8

Language outcomes	Contents
1st block. "Oral speech comprehension": "Recognizes professional and everyday information contained in oral speeches delivered in standard language, analysing the overall content of the message and relating it to the corresponding linguistic resources". **3rd block. "Oral speech production":** "Delivers clear structured oral messages, participating as an active agent in professional conversations". **5th block. "Social and professional attitudes":** "Applies professional attitudes and behaviours in communication situations, describing the typical relationships characteristic of the country of the foreign language".	**1st block. "Oral speech comprehension"** Terminology specific to the professional activity. **3rd block. "Oral speech production":** Oral messages: - Terminology specific to the professional activity - Other linguistic resources: agreements and disagreements, hypotheses and speculations, opinions and advice, persuasion and warning **5th block. "Social and professional attitudes":** Appropriate use of registers according to the context of the communication, the interlocutor and the intention of the interlocutors.

Evaluation criteria	Task
1st block. "Oral speech comprehension": a), e) **3rd block. "Oral speech production":** a), b), e) **5th block. "Social and professional attitudes":** b), f), h)	Final Task Preparation (50 min.)

Session 9	
Language outcomes	**Contents**
1st block. "Oral speech comprehension": "Recognizes professional and everyday information contained in oral speeches delivered in standard language, analysing the overall content of the message and relating it to the corresponding linguistic resources". **3rd block. "Oral speech production":** "Delivers clear structured oral messages, participating as an active agent in professional conversations". **5th block. "Social and professional attitudes":** "Applies professional attitudes and behaviours in communication situations, describing the typical relationships characteristic of the country of the foreign language".	**1st block. "Oral speech comprehension"** Terminology specific to the professional activity. **3rd block. "Oral speech production":** Oral messages: • Terminology specific to the professional activity • Other linguistic resources: agreements and disagreements, hypotheses and speculations, opinions and advice, persuasion and warning **5th block. "Social and professional attitudes":** Appropriate use of registers according to the context of the communication, the interlocutor and the intention of the interlocutors.

Evaluation criteria	Final task
1st block. "Oral speech comprehension": a), e) **3rd block. "Oral speech production":** a), b), e) **5th block. "Social and professional attitudes":** b), f), h)	**Final task** Role-Play: Company Owner and Market Researcher (50 min.)

TASK CHARTS

TASK 1 - SESSION 1		
Title: Introducing Market Research	**Type:** Warm-up: pre-reading task	**Timing:** 5 minutes

Class management: Teacher in front of the class while students stay in their own desks.	**Resources:** - Whiteboard - Student's book

Learning outcomes:

- Language outcome referred to "Oral speech production" (3rd block)[6]
- Language outcome referred to "Social and professional attitudes" (5th block)

Linguistic input:

Hello guys! Today we are going to start with Unit 13, which talks about market research. Before we take a look at the main text, I want to ask you some questions to see how much you know about this topic and get familiar with some of the main concepts.

(*Possible asked questions by the teacher that students have to answer*):
- What is market research?
- Why is it important to research the market?
- Who conducts a market research?
- Which ways of market research do you know?
- Also, regarding interculturality, do you think it is the same to deal with customers from different cultures? Why?

(*Teacher explains the major points*)

Very good! Now that we have introduced the main ideas of this topic, we can move on to the first activities of page 52.

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[6] See full text in general and session charts.

TASK 2 - SESSION 1		
Title: The Market Survey	**Type:** Main task	**Timing:** 20 minutes

Class management: Teacher in front of the class while students stay in their own desks.	**Resources:** - Unit photocopies - Computer - Speakers - Whiteboard

Learning outcomes:

- Language outcome referred to "Oral speech comprehension" (1st block)
- Language outcome referred to "Written text comprehension" (2nd block)

Linguistic input:

Introduction (2 min.)

The following is an extract from a marketing course. It talks about an essential tool to conduct a market research: the market survey. We are going to listen to it while you read it on your own at the same time.

I'm going to play the audio twice. The first time, I want you to get the main idea of the text and underline the words and expressions you don't understand. I will write the most important ones in the whiteboard and we will comment them afterwards. The second time, I want you to complete the sentences below with the information of the text. Have you understood? All right, let's listen to it.

First part (10 min.)

(*The teacher plays the audio and writes the relevant vocabulary on the whiteboard*)

OK, have you understood the text? Do you have any question regarding vocabulary? If you don't have questions, then I have some questions!

(*The teacher asks about the vocabulary on the whiteboard and explains it if necessary*)

Remember to jot down these words in your notebook! They will be useful for the following tasks and can appear in your exam. Now, let's listen to it again.

Second part (8 min.)

(*The teacher plays the audio again while they complete the sentences*)

Okay, now let's correct them! Who wants to read the first sentence? […]

Good job! Now let's move on to the next task.

TASK 3 - SESSION 1		
Title: Dialog: How to Do a Market Research?	**Type:** Main task	**Timing:** 15 minutes

Class management: Students sit next to their reading partner. If there's an extra student, the teacher takes part.	**Resources:** - Unit photocopies - Computer - Speakers - Whiteboard

Learning outcomes:

- Language outcome referred to "Oral speech comprehension" (1st block)
- Language outcome referred to "Written text comprehension" (2nd block)
- Language outcome referred to "Oral speech production" (3rd block)
- Language outcome referred to "Social and professional attitudes" (5th block)

Linguistic input:

Listening (5 min.)

To finish this lesson, we are going to listen to the following dialog. As you listen, I want you to read it and fill in the missing words.

(*The teacher plays the audio*)

Okay, all together! Tell me the missing words. I am going to write them in the whiteboard.

(*The teacher corrects and explains the vocabulary*)

Very good! Now let's continue with the next part.

Reading in pairs (10 min.)

Now it's your turn! I want you to sit in pars. One member is going to be A and the other one B. I want you to read the dialog aloud as if you were in a real conversation and focus on fluency, especially intonation and pronunciation.

Once you finish reading the dialog, I want you to imagine this same conversation if the interlocutors had different cultural backgrounds, and reflect on how would this affect the professional interaction. For example, an Indian market researcher talking to a British co-worker. I will be checking how you do it and orientate you if you run out of ideas.

Good luck!

TASK 4 - SESSION 1		
Title: Class Survey: Coca-Cola	**Type:** Relaxation task	**Timing:** 10 minutes

Class management: Teacher in front of the class while students stay in their own desks.	**Resources:** - Unit photocopies - Whiteboard

Learning outcomes:

- Language outcome referred to "Oral speech comprehension" (1st block)
- Language outcome referred to "Oral speech production" (3rd block)
- Language outcome referred to "Written text comprehension" (2nd block)

Linguistic input:

Listening (10 min)

Okay, to finish the first lesson we are going to conduct a brief survey in class, to review the different types of market research (face-to-face, telephone, email and website) that we have seen.

Imagine you are the target group of Coca-Cola. This company that wants to know your interests and opinions on a new drink that they are going to launch. Which of the four types of market research would you prefer to take part in?

(*The teacher draws a four-column table and asks the students to rise their hand when their preferred method is mentioned. The votes are written on the whiteboard*)

Okay, now tell me, why have you chosen those methods?

(*The students answer*)

Good job!

You can go to the bathroom; we will start the next lesson immediately.

TASK 1 - SESSION 2		
Title: Marketing Strategies	**Type:** Main task	**Timing:** 25 min.

Class management: Teacher in front of the class while students stay in their own desks.	**Resources:** - Unit photocopies - Computer - Speakers - Whiteboard

Learning outcomes:

- Language outcome referred to "Oral speech comprehension" (1st block)
- Language outcome referred to "Written text comprehension" (2nd block)

Linguistic input:

Introduction (2 min.)

Now, let's continue with the next page of the notes. As you can see, the first text is an e-mail written by the Marketing Director of a company and asks talks about marketing strategies for their new product. We are going to listen to it while you read it on your own at the same time.

While you listen, I want you to underline the words and expressions you don't understand. I will write the most important ones in the whiteboard and we will comment them afterwards. Then we will check the activity below. Have you understood? All right, let's listen to it.

Listening (13 min.)

(*The teacher plays the audio and writes the relevant vocabulary on the whiteboard*)

OK, have you understood the text? Do you have any question regarding vocabulary? If you don't have questions, then I have some questions!

(*The teacher asks about the vocabulary on the whiteboard and explains it*)

Remember to jot down these words in your notebook! They will be useful for the following tasks and can appear in your exam.

Second part (10 min.)

Okay, now let's correct the activity. Remember that you have to tell me where you have found your answer and give reasons for your decision. Who wants to read them? […]

Good job! Now let's move on to the next task.

TASK 2 - SESSION 2		
Title: Movie Scene: "Sell Me This Pen"	**Type:** Relaxation task	**Timing:** 25 minutes

Class management: Teacher in front of the class while students stay in the computer desks.	**Resources:** - Class computers - Projector and speakers

Learning outcomes:

- Language outcome referred to "Oral speech comprehension" (1ˢᵗ block)
- Language outcome referred to "Oral speech production" (3ʳᵈ block)
- Language outcome referred to "Written text production" (4ᵗʰ block)
- Language outcome referred to "Social and professional attitudes" (5ᵗʰ block)

Linguistic input:

Introduction (2 min)

You have worked really hard! Good job. As a reward, we are going to watch a video. It's a scene from the famous film "The Wolf of Wall Street". It's a comic film, but it helps depict sociocultural aspects of the North American culture, as well as some interesting concepts related to the topic of this unit.

Video + questions (8 min)

(*The teacher plays the original movie scene with subtitles*)

I hope you liked it! Now, question time:

- How do the first friends try to sell him the pen?
- Do they succeed? How?
- What have you learned from this? Can you relate it to this unit?

Writing (14 min)

Now, I want you to list the cultural references you see in the scene and compare it to their own culture, imagining how would this conversation develop in a Spanish bar. Write it on the computers and share it through Google Classrooms. I will return them to you corrected.

Homework (1 min)

Very good! Class is over. For next day, I want you to complete all the activities on the photocopies, and read the Asterix & Obelix comic that is posted on Google Classroom.

TASK 1 - SESSION 3		
Title: Asterix & Obelix Comic	**Type:** Main task	**Timing:** 30 min.
Class management: Teacher in front of the class while students stay in the computer desks.	**Resources:** - Class computers - Whiteboard	

Learning outcomes:

- Language outcome referred to "Oral speech comprehension" (1st block)
- Language outcome referred to "Written text comprehension" (2nd block)
- Language outcome referred to "Written text production" (4th block)
- Language outcome referred to "Social and professional attitudes" (5th block)

Linguistic input:

Introduction (1 min)

Good afternoon, guys!

Today we are going to start with some very entertaining activities from the extract of the Asterix and Obelix comic book that I asked you to read at home. I hope all of you have read it and enjoyed it. Turn on the computers, please.

Translation part (14 min)

First of all, I want you to link the translated sentences provided to you via Google Classroom with the original vignettes to which they belong. This way I will see if you have read the comic and understood the main concepts related to our unit.

(*Students complete the activity and they correct it altogether*)

Cultural reference part (15 min)

Now, you need to list the most important cultural references that you find in the comic, related to the way of life of the romans of this epoch. I want you to focus on the stereotypes: do they depict the reality of Roman society? How would you overcome these stereotypes? Do you think that humour is a good way of enjoying other cultures? Answer these questions briefly in the same document.

(*Students complete the activity and they correct it altogether*)

Perfect, now let's move on to correct the unit activities.

TASK 2 - SESSION 3		
Title: Let's Correct with Kahoot	**Type:** Correction task	**Timing:** 20 minutes

Class management: Teacher in front of the class while students stay in their own desks.	**Resources:** - Computer (with Internet) - Projector - Mobile phones or tablets

Learning outcomes:

- Language outcome referred to "Written text comprehension" (2nd block)

Linguistic input:

Set up (2 min)

Now, please take out your mobile phones or laptops and open the Kahoot application on your devices. You have to enter your name and the PIN code that will appear in the projector.

Game (17 min)

For those who have not played this game before, I will remind you the instructions:

In the screen of your devices, you will have to choose the right answer to the question that appears in the projector. You have 60 seconds to answer each question. Those who answer correctly and faster than the others will receive more points. The student who has more points at the end of the questions will win.

Remember: the questions are the same as those in your activities, so if you have done your homework, you should have no trouble answering them. I will stop after each question to answer your queries.

Are you ready? Good luck then!

(*The students play the game*)

Results (1 min)

Okay, time is up! Now, let's check the results. Congratulations to the winner! It looks like these activities are too easy for you. To the rest of you, better luck next time!

TASK 1 - SESSION 4		
Title: Functional Language Quizziz	**Type:** Correction task	**Timing:** 15 minutes

Class management: Teacher in front of the class while students stay in their own desks.	**Resources:** - Computer (with Internet) - Projector - Mobile phones or tablets

Learning outcomes:

- Language outcome referred to "Written text comprehension" (2nd block)

Linguistic input:

Set up (2 min)

Next, we will follow a similar methodology to correct the functional language activities, but this time we will play Quizziz, which is also an interactive multiple-choice quiz game. You can access the link that appears in the projector screen with the QR Code.

Game (13 min)

Same as Kahoot, on the screen of your devices, you will have to choose the right answer to the question that appears in the projector. You have 30 seconds to answer each question. Those who answer correctly and faster than the others will receive more points. The student who has more points at the end of the questions will win.

Remember: the questions are the same as those in your functional language activities, so if you have done your homework, you should have no trouble answering them. I will stop after each question to answer your queries.

Are you ready? Good luck then!

(*The students play the game*)

Results (1 min)

Okay, time is up! Let's check who was won this time. Congratulations!

TASK 2 - SESSION 4		
Title: Jeopardy: Interculturality at Work	**Type:** Main task	**Timing:** 35 minutes

Class management: Teacher in front of the class while students sit in groups.	**Resources:** - Computer (with Internet) - Projector - Speakers

Learning outcomes:

- Language outcome referred to "Oral speech comprehension" (1st block)
- Language outcome referred to "Oral speech production" (3rd block)
- Language outcome referred to "Social and professional attitudes" (5th block)

Linguistic input:

Introduction (5 min)

To end the session, let's play Jeopardy. Are you familiar with the game? It consists in in the completion of a board of 6 x 6 squares, which will be displayed in the projector, with six different intercultural themes and six prices in each column (from 100 €, the easy questions, to 600 €, the hardest ones).

I need you to form three groups of four people. In each group there will be a spokesperson who will call the shots for the group and answer the question. The panel of each square reveals an intercultural issue in a work environment that you need to solve. I will assess your answers and decide if you deserve the price of each square! Understood? Good.

Game (30 min)

Are you ready? Let's begin.

(*Students play the game and the teacher assesses their answers simultaneously*)

Very good! I really liked your answers, you have shown good intercultural awareness.

That's all for today. See you tomorrow for the videoconference with the Spanish worker in London.

TASK 1 - SESSION 5		
Title: Pre-Interview Brainstorming	**Type:** Warm-up/pre-task	**Timing:** 50 minutes

Class management: Teacher in front of the class while students stay in their own desks.	**Resources:** - Computer with camera and Internet - Projector - Speakers

Learning outcomes:

- Language outcome referred to "Oral speech comprehension" (1st block)
- Language outcome referred to "Oral speech production" (3rd block)
- Language outcome referred to "Social and professional attitudes" (5th block)

Linguistic input:

Introduction and debate (25 min)

Hello! Today we hold the interview with the Spanish worker working in London. As you know, the unit so far has dealt with market researching. However, the process of researching a market cannot be understood without taking its cultural context into account. If you work on a marketing department of an international company, it is important to know what is like to work with colleagues and customers from different cultural backgrounds.

Let's talk about this. I will open a debate with the following question: to which extent do you think it's important to develop intercultural competence for your future careers?

(*Students debate altogether*)

Brainstorming (25 min)

Interesting! Now let's brainstorm some ideas for the elaboration of the questionnaire for the interview. I have already prepared some of them.

(*The teacher displays the questions on the projector and students propose new ideas*)

Great job! Have a short rest, we will gather right after the bell rings.

TASK 1 - SESSION 6		
Title: Videoconference with Worker Abroad	**Type:** Main task	**Timing:** 50 minutes

Class management: Teacher in front of the class while students stay in their own desks.	**Resources:** - Computer with camera and Internet - Projector - Speakers

Learning outcomes:

- Language outcome referred to "Oral speech comprehension" (1st block)
- Language outcome referred to "Oral speech production" (3rd block)
- Language outcome referred to "Social and professional attitudes" (5th block)

Linguistic input:

Introduction (5 min.)

Welcome back!

Without further a due, now it's time to raise your awareness about intercultural diversity in the workplace, with the following videoconference. We have already prepared the questionnaire related to the intercultural context of her company, as well as the content of this unit. You can read the questions that I display in the projector or ask them your own. Each of you have to ask a minimum of two questions, but I will help you if you need it.

Okay, so now let's connect with our peer.

Interview (45 min.)

(*The videoconference takes place and both the students and the teacher ask questions*)

Thank you so much for your time. We have learned a lot!

Good job, students. Remember that next day we have the written exam of the unit, so remember to revise the functional language of the unit.

See you!

EXAM - SESSION 7		
Title: Unit Exam	**Type:** Written Exam	**Timing:** 50 minutes

Class management: Teacher walks around the class while students stay in their own desks.	**Resources:** - Exam photocopies - Pen

Learning outcomes:

- Language outcome referred to "Oral speech comprehension" (1st block)
- Language outcome referred to "Written text comprehension" (2nd block)
- Language outcome referred to "Written text production" (4th block)

Linguistic input:

Introduction (2 min.)

Good afternoon! This class is devoted to the final exam. Remember that this exam consists in the 40 % of your final mark, so try to do your best. The maximum score you can get is 40 points, which will translate into your correspondent mark out of 10. Now, I will give you the photocopies.

(*The teacher hands out the exams*).

First, we will do the listening. I will play the CD twice and you will have to give full answers to the questions on your paper. Remember that some questions may not appear in the same order as the information of the listening, so be careful!

Exam (48 min.)

(*The teacher plays the audio twice*).

Okay, now you can continue with the rest of the exam. If you have any questions, raise your hand and I will try to help you. When you have finished, raise your hand and I will go to your seats to collect them. Good luck!

(*The students complete the exam*).

Thank you!

See you next day.

TASK 1 - SESSION 8		
Title: Final task preparation	**Type:** Pre-speaking task	**Timing:** 50 minutes

Class management: Students sit next to their reading partner. If there's an extra student, the teacher takes part.	**Resources:** - Unit photocopies - Speaking charts - Whiteboard

Learning outcomes:

- Language outcome referred to "Oral speech comprehension" (1st block)
- Language outcome referred to "Oral speech production" (3rd block)
- Language outcome referred to "Social and professional attitudes" (5th block)

Linguistic input:

Introduction and warm-up (15 min)

Good afternoon! Today we finish the unit with a role-play in which you will have to work in pairs. I will organize the pairs, according to level criteria. But first of all, let's remember the vocabulary of the unit.

(*The teacher summarizes the vocabulary of the unit on the whiteboard*)

Now, I will give you the photocopies of the final task.

Chart completion (35 min)

(*The teacher gives the photocopies*)

Take a look at it. As you can see, one member of the pair is going to be Student A, and the other is going to be Student B. Student A is the owner of a snack food company. To sell the product, this person needs to find out the snacking habits of a specific section of customers, so he or she asks questions to Student B, who is a market researcher. Student B gives advice on which type of market research would be better and why.

Follow the instructions on your photocopies and complete the chart with the information you are going to give during your speaking. You can note some other important data, like useful language or vocabulary that we have seen and can be useful for your speech. I'm going to write some useful lexicon in the whiteboard as well.

(*The pairs complete the charts*)

Great job! The next class starts immediately, you can take a short break and come back.

FINAL TASK - SESSION 9		
Title: Role-Play: Company Owner and Market Researcher	**Type:** Final task	**Timing:** 50 minutes

Class management: Each pair trains in their desks, then come to the teacher's desk to give their presentation.	**Resources:** - Unit photocopies - Speaking photocopies

Learning outcomes:

- Language outcome referred to "Oral speech comprehension" (1st block)
- Language outcome referred to "Oral speech production" (3rd block)
- Language outcome referred to "Social and professional attitudes" (5th block)

Linguistic input:

Training in pairs (10 min.)

Very good, so, now that you have completed your charts and filled them with the correspondent information, I will give you the first 10 minutes of this session to prepare your speaking.

Afterwards, I will be calling each pair. You will stand next to my table and talk in front of the class for around 5 minutes, so I can assess your discussion. You may use your charts to guide your speech, but don't rely too much on them. If you read everything, I will penalize you.

Speaking task (40 min.)

OK, time is up! Are you ready? The first group, please, come to my desk and have a seat. Good luck!

(*Each pair speaks in front of the teacher, who assesses them with the speaking rubric*)

Okay, now you find yourselves in a new situation: the snack company's market researcher is a Muslim and asks for a few days of vacation for Ramadan during a key week for the company, when his or her services are needed more than ever. Try to reach an agreement in under 2 minutes.

(*Interlocutors reach an agreement*)

Great job, everyone! This has been all, thank you for your input.

ANNEX 2: Market Survey Activities

Session 1

1. Read the following text from a marketing course. Then complete the sentences below.

Conducting a Market Survey

When developing a product, it is important to determine what customers want. The best way to find out customers' interests is through a market survey.

The five steps of a market survey:

1. Define the objectives: What is the goal of the survey? What information do you need to find out? This determines who you will interview and the questions that you will ask them.

2. Delimit the target population: Who will you interview? In order to get the needed information, you need to interview the right people. The number of people interviewed needs to be considered as well.

3. Select the type of interview: There are different types of interviews. Select the most appropriate one for the target group, evaluating the advantages and disadvantages of each method.

4. Create a questionnaire: Prepare the questionnaire according to the interview method. The shorter and simpler, the better.

5. Test the questionnaire: Test the questionnaire with a small group of people before conducting the research, to ensure that there are no problems.

1. Companies research the market in order to _____.

2. The marketing department has to decide what _____ of the survey are.

3. They must decide _____ will be interviewed and the number of _____.

4. The cons and pros of each _____ should be analyzed.

5. The questionnaire shouldn't be _____ and it should be _____.

6. It's important to give the questionnaire to _____, to avoid _____.

2. Listen to the conversation between marketing managers and complete the dialogue.

A: Which way of research should we use?

B: Perhaps we should conduct personal interviews with small focus groups. That way we can show them a demo of our _____.

A: But that's expensive and it'll take a lot. A telephone survey is faster, cheaper, and it reaches more people.

B: You've got a point, but they may refuse to _____ questions on the phone and we won't be able to show them our demo.

A: How about an email survey? It's fast, cheap and we can get information from _____of interviewees.

B: True. We can also attach pictures and sound files. However, people dislike receiving these mails. They don't _____them.

A: Perhaps the best method is to conduct a web survey. That way, we'll get thousands of responses quickly and cheaply.

B: I agree. Let's discuss all our options in the meeting on _____ and reach a decision.

ANNEX 3: Marketing Strategies Activities

1. Read the email. Then, tick the topics that will be addressed in the meeting.

> Dear all,
>
> I'm pleased to inform you that we've reached the last stages in the development of our new mobile phone: the Samsung Galaxy 13 Mini.
>
> Andrew's marketing team is in charge of the marketing strategies. Andrew's team will meet with the production team on 2nd May at 11.30 am for a brainstorming session. The following issues will be discussed at the meeting. We expect you to add your thoughts and ideas.
>
> > What is the USP of our vehicle in comparison to our competitors' vehicles?
>
> > Who are our prospective customers? What are they interested in? What are they concerned about?
>
> > What is our market size? How will we increase the demand for our product?
>
> > What marketing techniques will be most effective?
>
> > How can we prepare an original marketing campaign? What kind of promotions will attract consumers to our product? What public relations events should we plan?
>
> Please confirm your attendance by 15th June.
>
> Rebecca Green
>
> Marketing Director

☐ Producing a new mobile phone

☐ Comparing the new mobile phone with other companies' similar products

☐ Who might want to use the new phone

☐ Selling the product in other countries

☐ Finding ways of improving the product

☐ Attract more customers to the product

☐ Analyse the technology used in the product development

☐ The best marketing strategies for this product

ANNEX 4: Homework. Unit Activities

1. Circle the correct answers.

1. A series is a number of things that are *different / connected*

2. When you test a product, you *write / check* about it.

3. An interviewee *asks / answers* questions in an interview.

4. Not minding something means you're *angry / fine* with it.

5. If you are concerned about something, you are *worried / enjoying* about it.

6. You *read / listen to* a sound file.

2. Match A to B to form sentences.

A		B
1. A method…		a. to collect information from many people.
2. The target population…		b. is a way of doing something.
3. Sales analysis…		c. examines how well products have sold.
4. You conduct a survey…		d. it is cheaper than usual.
5. When something is on sale…		e. is the group of people who you think may buy your product.

3. Use the following words and expressions to complete the sentences.

find out ♦ brand ♦ focus group ♦ buying habits ♦ interested in ♦ demo ♦ questionnaire
factor ♦ go ahead ♦ market research

1. We met with a _____ in order to inform them about our new product.

2. We need to _____ what people think about this new drink.

3. We'll sell this product to people who are _____ videogames.

4. I usually buy this _____ of razor blade because it's my favourite.

5. How many people should we ask to answer the _____?

6. Our _____ provided data about the _____ of 500 people in the city.

7. A _____ of something shows a preview of what it can do.

8. When I buy a new car, the most important _____ is the price.

9. _____, ask me as many questions as you want!

4. Match the words and phrases in A with their definitions in B.

A		B
1. telemarketer		a. person who buys goods.
2. persuade		b. person who tries selling products by phone.
3. prospective costumer		c. plan of action for selling products.
4. competitor		d. possible future client.
5. consumer		e. someone that competes with you.
6. marketing strategy		f. convince

5. Tick the pairs of sentences with similar meaning.

☐ a. Our strategy is effective. / b. Our strategy offers good results.

☐ a. There's no demand for this product. / b. People are interested in buying it.

☐ a. This offer expires in July. / You can't get this offer after July.

☐ a. The business lunch is too expensive. / b. The business lunch is good value.

☐ a. My PA gets a lot of work done in a short time. / My PA is a very efficient worker.

6. Circle the correct answers. Pay attention to the words in green.

1. Our *financial / sales* department is in charge of creating good public relations.

2. When you regret something, you are *sorry / happy* about it.

3. An original idea is one you *have never heard / often hear* about.

4. If a product appeals to you, you *like / hate* it.

5. A marketing campaign can include *budgets / demos* of products.

6. A form of promotion is conducting a *survey / giving* a free sample.

7. Use the following words and expressions to complete the sentences below.

stages ♦ image ♦ take advantage of ♦ specialise ♦ in comparison to

1. These companies _____ in producing sports equipment.

2. When you _____ something, you make good use of it.

3. Our marketing department is in charge of a new campaign to improve the _____ of the company.

4. This project follows a number of _____.

5. Our TVs have got many USPs _____ the competitors' TVs.

ANNEX 5: Asterix & Obelix comic

Session 3

Page 36 scan: https://ibb.co/DQnZ34b

Page 37 scan: https://ibb.co/y4jDXmH

ANNEX 6: Kahoot

Session 3

Sample question screenshot: https://ibb.co/HhQzvWX

ANNEX 7: Homework. Functional Language Activities

1. Complete the words and phrases in each sentence with the missing letters.

1. Would you answer some questions? I want to t __ __ __ our survey before I send it to our customers.

2. Mr. Patrick has got only two o__ __ __ __ __ __: sell the company or close it.

3. The sales director is c__ __ __ __ __ __ __ __ about the production issues of the factory.

4. I have been a l__ __ __ __ customer of this company for more than 15 years.

5. Personally, I d__ __ __ m__ __ __ which brand I buy, I usually look for the cheapest.

6. I've just made a d__ __ __. Would you like to see it?

2. Circle the correct answer to show you understand the words in blue.

1. Our market research shows that our product…

    a. has got a sound file.

    b. probably won't do well in Spain.

2. According to our sales analysis…

    a. our new brand is on sale.

    b. we are selling less than we expected in China.

3. We organised some focus groups and asked them…

    a. to develop a series of marketing methods.

    b. their opinions about our new products.

4. We examined people's buying habits and discovered…

    a. the questionnaire wasn't a factor.

    b. they prefer to shop in large shopping centres.

5. Our target population should be…

    a. men between the ages of 30 and 40.

    b. interested in conducting a survey.

3. Circle the correct answer.

1. You should buy that bicycle. At that price, it's great *value / demand*.

2. A *telemarketer / marketing strategy* called Paul tried to sell her some insurance.

3. Every person who walks into the store is a *prospective customer / promotion*.

4. After we know the needs of *consumer / public relations*, we can develop the right product.

5. Our *campaign / competitor*, Great Burgers, has opened a restaurant next to ours.

4. Tick the pairs of sentences with similar meanings. Pay attention to the words in blue.

☐ 1. a. A company's image is an important factor in their success. / b. A company will be successful if it has a good marketing strategy.

☐ 2. a. The focus group liked the original ideas. / The focus group was impressed by our new ideas.

□ 3. a. Our marketing strategy was effective. / We lost money because our marketing strategy.

□ 4. a. The offer was valid last week. / b. The promotion was good until the end of last week.

□ 5. a. Christian is an efficient worker. / b. Christian gets things done quickly and well.

5. Tick the sentences that are true. Pay attention to the words in blue.

□ 1. The aim of a promotion campaign is to increase sales.

□ 2. If you're getting a good deal in comparison to other products, you are wasting your money.

□ 3. A company with a good reputation has got a positive image.

□ 4. There isn't usually a demand for inexpensive, high quality products.

□ 5. A marketing strategy can be divided into several stages.

□ 6. Public relations are important to help a company sell more products.

6. Match A to B to form sentences.

A	B
1. We've got a special	a. point.
2. We can also attach	b. offer.
3. The offer is only valid till	c. Friday.
4. We offer excellent service at	d. a few questions?
5. You'll be able to reach more	e. pictures and sound files.
6. May I ask you	f. personal interviews.
7. You've got a	g. people.
8. We should conduct	h. low costs.

ANNEX 8: Quizziz

Session 4

Sample question screenshot: https://ibb.co/b5ftpfw

ANNEX 9: Jeopardy

Session 4

Sample game screenshot: https://ibb.co/8BtZx80

ANNEX 10: Interview

Full transcription:

Nice to meet you.

As you may know, I'm on my practicum stage here in IES Galileo, as a part of my master's degree in Teaching, hoping to become an English teacher in the future. My TFM deals with the intercultural dimension of foreign language teaching, so I would be very grateful if you could answer some questions on this regard.

1. Can you explain a bit about the company you work for? What is your job in it?

- Our company is called Zotefoams, it's a PLC[7], a manufacturer. We make foam and we are a wholesaler, we sell big pieces to other companies so they can use it for whatever they need.

2. The IES Galileo is a school where students from different countries and nationalities study together. Is your company similar in this? Do you work with people from different nationalities?

- First of all, this is a big company, so we are like 260 people, and in London is weird to find an English person, a British. So, we are a lot of foreigners, I would say we are mainly foreign. Actually, in my office we are seven people and only one person is British. My manager is also foreigner, she is Greek. It's different in every department; some of them have a lot of Jamaicans, Indians and Pakistani. I would say this is what we have the most, but not so many British.

3. How is it to work in this environment?

- Well, it's very good. I don't feel as a foreigner, because I'm basically like the others. I think British would feel more different, you know what I mean? If everyone's from a different country, you don't feel out of place. Everybody is very welcoming, everybody is different, but I think that's a positive thing, and you learn a lot.

4. What is it like to work with people from different cultural, economic and social backgrounds?

- Well, I think it's very interesting. Everybody's got different stories and you can get to know people from anywhere in the world really. Sometimes I would say it's also challenging, because in the language matter, sometimes you could have issues. There is a Chinese guy in my office. His English is not that good, so you have to ask him to repeat the same thing a few times, but that's fine. I mean, at the end of the day, we work together, we are team work, and we make it work.

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[7] Public Limited Company.

5. How many countries does your company do business with, that you are aware of?

- I am aware of all of them, because we work in sales, in customer service, so we now all the countries. I would say we work with mostly every country but Africa and part of South America. The way we divide our office, I'm in charge of the States and Asia, so we have a lot of business there. Then one of my colleagues does Spain, Brazil, Argentina and France. Another colleague does Europe, which is basically the Scandinavian countries, another colleague does Italy and Germany, another company works with the UK [...] So, as you can see, there are many, many countries. In Asia it's Thailand, Malaysia, Korea, China, Japan… so yeah, it's quite worldwide the spread of our foam.

6. How does your company deal with this wide-ranging intercultural context? Do you have a policy that helps people from other cultures adapt to this working environment?

- I think it's quite easy to adapt, here in London, they are used to having people from different countries, since it's very normal. It's not like the rest of the UK, where there's more British people. For example, in my company they have a praying room for the Muslims, so they can go and pray in the middle of the day, because before putting this room, one of my colleagues was going upstairs where we keep all the filling and he had his carpet there, but it wasn't a really nice place to do it. So, they prepared a room for Muslims. We have like 30 % of people or more who is Muslim, so it's quite important to take them into account. Also, with the Ramadan times, if they need holidays, they can ask for holidays. It's convenient for everybody, I think.

7. Does your company need to adapt to the foreigner workers' cultural traditions and customs or is it the foreigner who has to adjust to the culture of your business' country?

- I would say it's the people who have to adapt, because the values are British values, but it's also quite flexible. For example, I'm Spanish, I have lunch at 2 p.m. They are fine with that. You can have lunch anytime you want. I would say it's a 50-50, but basically, it's the people who work there, because the business ethics is based in the British way of thinking.

8. How was your adaptation experience when you, a Spaniard, started to work in London in such a mixed cultural environment? Did you have previous experience abroad?

- I would say it's not easy to adapt because you are in a new place, but not because of the other people of the environment, it's just you getting used to the new way of doing things. For example, the supermarket, the transport, and things like these. But as a person inside the society, I think it's quite easy because of this. There's Spanish people everywhere. I have lived with everybody: Lithuanians, French, Italians, a lot of Spanish… so, yeah, you always feel, not at home, but very close to home.

9. Have there ever been any cases of discrimination in your working place? Do you feel like the personnel are treated equally regardless of their sex, ideology, religion or race?

-From my feeling, I feel welcomed, and I feel there isn't any discrimination, but I know it's different in other departments. My department is mainly European people, we all get along

together, and it's like the nice side of the company. I know in the factory, in production, when you work with machines, I know that's harder. Bosses are harder there, and I don't know about discrimination, but I know some people complain, I don't know if based on true facts or just made-up facts, but I know some people complain, like: "They treat me bad because I'm black, I'm this and that…" but I don't know if it's true or not. I just know that one person complained about this and well, he got fired but with good money in the bank [laughs].

10. To which extent is language an obstacle for foreigners who start working in your company?

- Yes, in my office, because we work with customers from other countries, most of my colleagues need an additional language. I deal with the Asian customers and the States, and I only communicate in English with them, but people who deal with Spanish people have to speak Spanish. The same for the French, the Italians and the Germans. The rest, Turkey, Asia… even some companies in France and Germany, they speak English, but others don't. It happens that if a person who speaks French is not in the office that day, you can communicate, you can always find someone else to help, but it is useful. And yeah, my rest of the colleagues speak an extern language (apart from English).

11. English has become the vehicular language in business due to the globalization of the market. Some of these students from *Grado Superior* could go abroad and start working for an international company like yours. Do you have mediators or translators for foreigner workers who don't speak English? Or is the employee required to have a minimum level of English?

- No, we don't, but sometimes we have people coming from agencies, from example, the cleaning people. I know there is a cleaning couple now, they are Brazilian and they only speak Portuguese. So, you don't need to speak many things with them, but if you need to, they always say "Ana, can you go and speak with them?", because it's quite similar to Spanish. So, we more or less make the way. It also happens with the drivers. We have the drivers coming to collect material. They are normally from Romania or Poland, and many times they don't speak the language (English), and we need to find somebody that speaks Russian or something like this, to see what they are asking about. Normally it's an easy job, they know what they have to do and we don't need much communication but sometimes there are things that need to be said.

12. Our last Unit deals with market research. The students have learned about the different research methods and marketing strategies to attract prospective customers. Does your company need to do any marketing research? Have you got any contact with that department? When you're dealing with international customers, how does the cultural difference affect the way you research those markets?

- Yes, we have the marketing department, they are in charge of market research, potential customers… but we don't focus in countries, because this is not a customizable product, it's just foam. Maybe you try to sell it more to aviation, and you can find companies that do this, but It's not so much people-focused. […] We don't say, for example, "let's sell to China, and try to reach the Chinese people". It's more like, which companies need this material in China: Nike, Reebok… and we can maybe try to contact them. It's a factory, it's a wholesaler thing.

13. Is it essential to have a vehicular language to unify different cultures in the labour market, or do you think that the imposition of English as the only language in business harms the development of smaller cultures?

- That's tricky. I think it's really useful to have a vehicular language, because it would be crazy to have a person to speak with each country, but also, in my company, the salespeople speak the language with which they trade. I mean, we have Chinese sales representatives in China and they speak with the customers. I deal with the customers but they are the ones who make the business, the contracts… the important things. I just do the documents and transports, and deal with the complaints.

However, there is a French person who goes to France and speak with the French companies, he explains what is the better foam for them or what they need, what options they have… so, it could be 50-50. We could work in English in general, but we also use the "smaller" languages to contact and make it more accessible, I guess, because probably you cannot reach countries like Spain, for example, where not every company has a person who speaks good English. So, I think you always need an extra hand there. If you are sales, you have to sell, so you have to make things easier for your customers.

14. Languages aside, it seems like the United States' culture has been imposed in our societies. Is this true in your business as well? Do you follow the American way of doing things in product development, marketing, sales, and so on?

- Well, I'm not sure which is the American way of doing things, but this is England, so cultures are already close together. We have already a factory in the States, so that could affect as well. […] There are some things like the "5 Whys" or the way of problem solving, it's very related to that, so it's probably coming from America, yes. I think it's very influential.

15. How do the cultural differences benefit the thought process in your business? That is to say, when the Sales Department is in a brainstorming session, does the fact that workers come from different sociocultural backgrounds help come up with better, diverse ideas?

- I think so, yes. I don't think it applies to my company, because it's a very specific product, like if you sold wood. So, it's not really marketable to different countries, but it probably helps in the way of approaching people. Like, If they would ask me, I would say Spanish people are very direct: if they say "no", it's "no"; while British people would never say "no". They would find the ways: "I'm sorry, at this moment it's not very convenient". They would never say "no", but they mean "no".

So yeah, I think it's important to have other points of view. We have all been educated in different countries, so that helps. Our knowledge is different. Even the way of thinking it's different depending on where you come from.

16. Does your company drift some of your affiliated businesses away from their traditional heartlands into developing countries? How does this re-siting process affect the target culture?

- Well, we have a factory in the States. I think that one is not very affected. There's American people working there, and they probably do it their way. It's kind of a very independent company. We also have an Asian office, but I don't know how it would affect these countries […] For example, we sell to these factories that make shoes, we sell the foam to them, and they are already "re-sited". So, they already do this, we just take advantage of it.

17. To finish, what advice would you give to these young students who may follow your path and work in another country, surrounded by such a different cultural context?

- Well, mainly, to be open-minded. Don't think that what you already know is the truth, or it's better or worse. Every country is different, every culture is different. There is no better or worse. You can learn a lot from other people. Be open-minded, be friendly, enjoy what other cultures can bring, it's very interesting. I think you learn so much from other people, because they all have different experiences. Or childhood is not even like French people's childhood, so it can't be compared to an Indian or Jamaican's childhood. So yeah, be open and make a lot of friends from everywhere, you can always travel.

Thank you very much.

ANNEX 11: Unit Exam

Session 7

🔊 **LISTENING COMPREHENSION (10 points)**

Listen to a telephone survey. Then answer the questions below. Give FULL answers.

1. How old is the interviewee?

   _____

2. How often does she eat cereal bars?

   _____

3. What type of cereal bars does she prefer?

   _____

4. What factors are important to her when choosing a cereal bar?

   _____

5. How much would she pay for a single cereal bar?

   _____

🅰 **VOCABULARY (30 points)**

1. Complete the mini-dialogues with the words and phrases below. (10 points)

promotion ♦ demand ♦ interested in ♦ conduct a survey ♦ brand ♦ go ahead ♦ find out ♦ target population ♦ demo ♦ I don't mind

1. A: What _____ of coffee do you usually buy?

B: _____ what I drink. I usually buy the cheapest.

2. A: There has been a lot of _____ for our products.
B: Yes, it looks like our _____ was a success.

3. A: How do we _____ what people think about this new game?
B: We should show them a _____.

4. A: What kind of people will be _____ our products?
B: Our _____ is men over the age of 35.

5. A: We should _____ about online shopping habits.
B: Good idea. _____ and do it!

2. **Match A and B to form phrases. Then complete each sentence with the correct phrase. (10 points)**

A		B
1. focus	____ a.	strategy
2. marketing	____ b.	habits
3. prospective	____ c.	group
4. market	____ d.	research
5. buying	____ e.	customers

1. We should improve our product to attract more _____.
2. What did the _____ think of our new product?
3. There are several factors that change the customers' _____.
4. The aim of a _____ is to know what the clients want.
5. We have to change our _____ if we want to improve our sales.

3. **Complete the word or phrase with the missing letters. (5 points)**

1. An item **i__ s__ __ __** is available for sale.
2. Items that are **o__ s__ __ __** are sold at lower prices.
3. A **w__ __ s __ __ __ __ __** is a type of market research that requires Internet.
4. The steps in the development of a product are called **s __ __ __ __ __**.
5. The **m __ __ __ __ __ s __ __ __** is the number of prospective customers.

◢ FUNCTIONAL LANGUAGE (5 points)

1. **Circle the correct response.**

1. Perhaps the best method is to conduct a web survey.
    a) I think an e-mail survey is better.
    b) We won't be able to show them the demo.
    c) Many people dislike receiving those kinds of e-mails.

2. We specialise in repairing PCs.
    a) We could put the pictures on their laptops.
    b) What information do you want to find out?
    c) Can I have your business card?

3. May I ask you a few questions?
    a) I'll be in touch
    b) OK, thank you.
    c) Of course.

4. This offer is only valid till next Friday.
    a) Where is your office?
    b) I'll have to think about it.
    c) What does the market research say?

5. You've got a point.
    a) I'm glad you agree with me.
    b) I'm glad you enjoy our product.
    c) I'm glad you accepted our offer.

ANNEX 12: Speaking Chart

Sessions 8 and 9

Student A: You are the **owner** of a snack food company. You want a market research done about the snacking habits of 15–20-year-olds. Ask a market researcher about the best options available and which one will you choose.	Student B: You are a **market researcher**. Answer student A's questions about the different survey options, considering the pros and cons and suggesting the best options.
Options available: - - - - Advantages of each: - - - -	- Personal interviews: - Telephone survey: - Online survey - Email survey:

Part 2: The market researcher is a Muslim and asks for a few days of vacation for Ramadan during a key week for the company, when his or her services are needed more than ever. He or she explains the situation to the owner, who has the last word and must try to reach an agreement with the employee.

ANNEX 13: Speaking Assessment Rubrics

Session 9

Oral production rubric:

	Insufficient (0-4)	**Sufficient (5)**	**Good (6-7)**	**Excellent (8-10)**
Content	Content is not adequate to the proposed task	Content is simple, not always adequate	Content is adequate, could be more elaborated	Content is elaborated, precise and adequate to the proposed task
Fluency	Unintelligible	Average pronunciation and intonation, gets the message across	Good pronunciation and intonation	Excellent pronunciation, rhythm and intonation
Vocabulary	Doesn't use the unit vocabulary	Uses a few words of the unit, some of them incorrectly	Uses some expressions and words correctly	Uses a wide range of vocabulary correctly
Body Language	No eye contact, reads everything	Little eye contact, reads sometimes	Keeps eye contact almost every time, some gestures	Keeps eye contact every time, uses gestures and doesn't read

ICC rubric:

	Basic (1)	**Intermediate (2)**	**Full (3)**
Openness	Expresses discomfort and dissatisfaction with working together	Reacts calmly and pays some attention to differences, without too much interest	Expresses satisfaction with working together and clearly pays attention and accepts differences
Knowledge	Fails to recognise any rules and doesn't ask for background information	Recognises some of the partner's cultural rules, poses some questions	Recognises cultural rules and often asks questions about background information
Adaptability	Ignores the other culture's reactions, bases only on a personal approach	Pays some attention to the other's signals and reactions, but not often	Modifies approach and personal reactions based on the other culture