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DEPARTAMENTO DE DIDÁCTICA DE LA LENGUA Y LA LITERATURA

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A Lesson proposal for English teaching in Vocational Training

Estudiante: Dña. Ana Atienza Trueba

Tutor: D. Francisco Javier Sanz Trigueros

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ABSTRACT

Within the framework of the teaching profession, concepts such as employability and professional qualifications are becoming increasingly valuable, given the expectations of quality promoted by European education policies. Along with this, the mastery of languages is already a requirement that cannot be ignored in order to increase the opportunities of access to the labour market. The aim of this paper is to provide an overview of the current situation of foreign language teaching in the field of Vocational Training, with the intention of making recommendations of a programmatic nature for improving the quality of training. To this end, institutional determinations and current legislation are analysed, which serves as a basis for the design of a lesson proposal aimed at the cycle of Basic Vocational Training in Administrative Services and organized around curricular elements and activities. Finally, conclusions that focus on planning the teaching of foreign languages in vocational training are set out.

Key words: language teaching, lesson proposal, professional qualifications, vocational training.

RESUMEN

En el marco de la profesión docente, conceptos como el de empleabilidad y cualificaciones profesionales cobran cada vez más valor, ante las expectativas de calidad promovidas desde las políticas educativas europeas. Junto a ello, el dominio de lenguas constituye ya un requisito que no puede obviarse para aumentar las oportunidades de acceso al mercado laboral. Poniendo el foco en la formación profesional, este Trabajo tiene por objetivo dar cuenta del panorama actual de la enseñanza de lenguas extranjeras en ese ámbito, en la perspectiva de aportar recomendaciones de tipo programático para la mejora de la calidad formativa. Para ello, se analizan determinaciones institucionales y legislación vigente, como base para el diseño de una propuesta didáctica dirigida al ciclo de Formación Profesional Básica en Servicios Administrativos, organizada en torno a elementos curriculares y actividades. Finalmente, se establecen conclusiones centradas en la planificación de la enseñanza de lenguas extranjeras en la formación profesional.

Palabras clave: cualificaciones, enseñanza de lenguas, formación profesional, propuesta didáctica.

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INTRODUCTION

Education cannot be just considered as instruction; it is a cultural and learning process in which people can develop their cognitive and physical abilities and base the values and beliefs that allow them to act as good citizens. Education covers different transversal axes such as culture, values, cognitive development and social integration.

People are constantly learning new things and strengthen what they already know, whether through contact with other people, exchange, cultural diversity and experiences. Every human being has the right to education, and organizations such as UNESCO or the OCDE fight to get education to all parts of the world and try to improve it and make it more equitable proving that education is a worthy investment for the future.

The growing globalization of the world affects all areas of life. Children and young people are increasingly facing this issue. Global education is the response to the world's interconnection, which is a key educative element. Within this educational concept significant abilities and competences are developed through learning methods aimed at reaching a global perspective where the teaching of languages plays a leading role.

Language teaching is not far behind in the considerations mentioned above, in that the European bodies put it in value before the current requirements of the world of employment. Language teaching has evolved over time and during the nineteenth century communication opportunities between Europeans increased leading to the acquisition of oral skills in foreign languages.

Since 2001, language learning and linguistic diversity are promoted in the EU and specifically in countries as Spain, foreign languages are introduced as subjects in the different compulsory and post-compulsory teaching levels of the Spanish education system: *Infantil, Primaria, Secundaria, Bachillerato y Formación Profesional*. Within the latter and according to the European Commission, which highlights the existing relationship between language knowledge and work market, the teaching of languages is a priority practice.

Justification

This paper focuses on the evolution of the importance of language teaching, that is no stranger in any of the educational fields, including the arena of Vocational Training. The latter highlights foreign language teaching as a social need that affects the whole educational system and its way to the insertion to the labour market. Also, it is important to stand out the way in which English is applied to education at a European level and more specifically to the different degrees within the Vocational Training in Spain and Castilla y León. It has been proved that there is a clear relationship between languages and the success of business as it is shown in the report of the European Commission (2006): “Effects on the European Economy of Shortages of Foreign Language Skills in Enterprise” (p. 5). Spanish society is reluctant to learn foreign languages, and this is clearly manifested in the labour market.

The elaboration of this paper has been possible in a university context, which has led to the development of competences, in the perspective of consolidating this training period to teaching. It is about general and specific competences of different nature, namely: competences of teamwork, problem or conflict resolution, basic oral and written communication, etc. Specifically, they have been developed:

- On the one hand, the general Competences of the generic Module (G1. a G11) and the specific ones of the generic Module related to ‘Aprendizaje y desarrollo de la personalidad’ (E.G.1. a E.G.4.); ‘Procesos y contextos educativos’ (E.G.5. a E.G.9.); y ‘Sociedad, familia y educación’ (E.G.10. a E.G.12.).

- On the other hand, the specific Competences of the specific Module. Specifically, the ones related to ‘Complementos para la formación disciplinar’ (E.E.1. a E.E.5.), ‘Aprendizaje y enseñanza de las materias correspondientes’ (E.E.6. a E.E.11.) e ‘Innovación docente e iniciación a la investigación educativa’ (E.E.12. a E.E.15).

Finally, the specific Competences of the practicum module in the specialization, including the Trabajo Fin de Máster (E.P.1. a E.P.6.). All of them, making reference to know contexts in which curricular contents are applied; to know the evolution of the work’s world; to identify problems related to teaching and learning and the solution approach; to know strategies and techniques of evaluation; transform curriculum into programs of activities and work; to know the business typology, etc.

Objectives

The general objective of this paper is *to give an account of the current panorama that exists about foreign language teaching in Vocational Training, in the perspective of providing guidelines for improvement.*

This general objective is specified in the following aims:

1. Identify the elements of articulation of the Vocational Training in the European, national and regional education system, regarding the foreign language teaching and planning tools.
2. Plan a lesson proposal based on the teaching of the foreign language within the Basic Professional Degree in Administrative Services.
3. Conclude final aspects oriented to the planning of foreign language teaching in Vocational Training, on an improvement basis.

PART I

THEORETICAL BACKGROUND

1.1. Professional qualifications and career guidance

Vocational Training constitutes an alternative of studies to Secondary Education term Mandatory, and also at the end of the Upper Secondary.

There are several institutions that are responsible for regulating Vocational Training whose main focus is on accelerating the path to employability and the adequate preparation to be able to cover the professional qualifications that are more and more required from the European recommendations. One of them, with great importance, is the mastery in several languages which is established as a potential factor to be able to access the labour market (European Commission, 2011).

Since it is a lifelong learning process, career guidance from compulsory education should be promoted including other training modules such as Vocational Training.

1.1.1. A glance at an international level

The Cedefop, which helps to develop and implement the Vocational Training policies of the EU, is made up of representatives of national administrations, employers' and union organizations and the European Commission. It keeps the different school centers, where Vocational Training is taught, up to date of socio-economic and demographic trends in employment, the characteristics of jobs and the demand for skills.

Moreover, the Cedefop stimulates the use of tools at European level, such as the *European qualifications framework for lifelong learning* (European Commission, 2008) (EQF) that allow the comparison and recognition of qualifications obtained through different education systems or the validation of informal learning and it offers advice to European governments in terms of dropout, employment reduction or labour market imbalances.

At an international level, the EQF is promoted and also the access to this permanent learning within the 8 levels of reference which are defined in terms of knowledge, competences and skills:

Level 1: Basic general knowledge.

Level 2: Basic factual knowledge in a particular field of work or study.

Level 3: Knowledge of facts, principles, processes and general concepts in a particular field of work or study.

Level 4: Factual and theoretical knowledge in broad contexts in a particular field of work or study.

Level 5: Extensive factual and theoretical knowledge in a field of work or study, being aware of the limits of such knowledge.

Level 6: Advanced knowledge in a field of work or study requiring a critical understanding of theories and principles.

Level 7: Highly specialized knowledge, some of it at the forefront of a particular field of work or study, laying the foundation for original thought or research.

Level 8: Knowledge at the most advanced frontier of a particular field of work or study and at the point of articulation between various fields.

In line with the EQF Carabias Herrero & Carro Sancristóbal (2018), in his work *De la Formación a la Validación*, signalled that the European Community “diseñó instrumentos a escala internacional que van a favorecer la validación de los aprendizajes logrando mayor transparencia, transferibilidad y movilidad” (p. 41). Some of the instruments established by the Parliament and the Council of the European Union are through a personal and coordinated dossier named *Europass*:

- Curriculum Vitae Europass
- Diploma Supplement Europass
- Document of Mobility Europass
- Language Portfolio Europass
- Certificate Supplement Europass

Another concept that plays a significant role in professional qualifications for lifelong learning is *career guidance*, which can be defined as the mechanism through which society provides young people with the tools needed to make decisions about their working lives (Fundación Bertelsmann, 2014). It is a path that is travelled along with young people, in which they are helped to be aware of their abilities, their competences and their personal interests. The main objective of career guidance is to help students make their own decisions, both in education, training and finally in terms of their professional career.

The European Commission/EACEA/Eurydice (2018) defines Career guidance as follows:

is intended to support individuals in managing and planning their progression within their profession. Guidance for teachers limited to continuing professional development provision or pedagogical and psychological support is not considered as career guidance. (p. 116)

The current society is in continuous development, so professional competences play an important role when facing situations that we have to solve through our learning. As Carabias Herrero & Carro Sancristóbal (2018) reflect:

La solución para que las personas puedan aprender a lo largo de toda la vida no es ampliar el periodo de escolaridad como en un principio se planteó sino considerando la realidad del aprendizaje; es decir, siendo conscientes de en qué momentos realmente las personas aprendemos. (p. 21)

This idea is developed through formal, non-formal and informal education:

-*Formal education* has as main aim the certification. This kind of learning is done intentionally by the learner considering time, resources or aims. It is developed in an organised atmosphere as in an educational or training institution or in one's own job. (Cedefop, 2014)

-*Non-formal education* is done wilfully by the learner as in formal education and the learning consists of planned activities which are not focused on a learning itself. (Cedefop, 2014)

-*Informal education* is hidden in daily routine with family, work or free time. The learner is not aware of the process of learning. This kind of education is not developed considering time or aims. (Cedefop, 2014)

Currently, our society demands to have a general knowledge of everything and to be able to applied it into the work field. As Carabias Herrero & Carro Sancristóbal (2018) stressed:

Las personas que cuenten con una cualificación y dispongan de las competencias necesarias para desenvolverse en un puesto de trabajo aumentarán [...] sus posibilidades de empleabilidad lo que permitiría conseguir un mejor puesto y/o ascender en la posición en la que se encuentran. (p. 25).

It is a priority for the EU to have a high-quality education system and Vocational Training. The current structure of Vocational Training at a European level emerged in the Lisbon European Council (2000) which had the aim of developing an education based on social integration, mobility, employability and a higher level of competitiveness.

Also, there was a modification in the Barcelona European Council (2002) which helped the European systems of education and Vocational Training to become a worldwide reference. Nevertheless, systems can be improved, but people must have opportunities to use them.

The transition to active life becomes one of the most decisive phenomena for economic and labour development in our society. Europe still needs to change the way capabilities are developed and used, so agencies like Cedefop have the objective of training both adults and youth to increase *employability* provoking a greater and better job placement.

According to the Consejo Económico y Social (2015) the concept of employability alludes to:

las competencias y cualificaciones transferibles que refuerzan la capacidad de las personas para aprovechar las oportunidades de educación y de formación que se les presenten con miras a encontrar y conservar un trabajo decente, progresar en la empresa o cambiar de empleo, y adaptarse a la evolución de la tecnología y de las condiciones del mercado de trabajo. (pp. 11-12)

Predictions of employment by qualification indicate that historical trends will continue. This means that the demand for medium-high skilled workers will continue to increase even in professions with a lower level, while the demand for workers from low (or no) formal qualification will continue to drop. So, it is necessary to stress the importance of qualifications, along with recognition and validation of competences, which are essential elements to adapt to the 21st century society.

The fast modernization of society through technology has encouraged the need for workers and students to have to maintain and improve their skills and update their qualifications. This is how it began to be strengthened with the EQF.

From the point of view of employability, the Consejo Económico y Social (2015) stresses that “parece adecuado asumir el enfoque de competencias como un activo que completa el bagaje de recursos con significación en el empleo que poseen las personas”. (p. 15). Education is a basic right that helps to develop a personal and professional development of the citizens. The current education system is based on an education which focuses on the learning through competences and this is intended to favor “la vinculación entre la educación-formación y el desarrollo profesional”. (Ibíd., p. 15)

This challenge requires a radical renewal of current knowledge and curricula. It is, as Piaget (1972) said, not to create full but well-ordered heads. Thus, emerge a process that can be possible through the development of professional competences by university institutions which provide adequate technical and professional training and contribute to the training of mature, thoughtful and critical people.

DeSeCo (2003) defines competence as:

la capacidad de responder a demandas complejas y llevar a cabo tareas de forma adecuada. Supone una combinación de habilidades prácticas, conocimientos, motivación, valores éticos, actitudes, emociones y otros componentes sociales y de comportamiento que se movilizan conjuntamente para lograr una acción eficaz. (p. 3)

The objective of developing intellectual and participative competences is materialized in consolidating behavioural habits, which are the practical and operational manifestation of personal and social values. Within this field, we find teaching

competences which are the set of resources -knowledge, skills and attitudes- that teachers need to satisfactorily resolve the situations they face in their professional work.

These teaching competences imply the interrelation between theoretical training and applicability of what has been learned. These competences will be manifested and built throughout the entire professional career, based on:

- the context,
- changing circumstances,
- the evolution of the teacher him/herself,
- his/her continuous training, and
- the knowledge that experience gives.

So, it is necessary to guarantee equal opportunities, access to the labour market for the different sectors that consider themselves at risk of socio-labour exclusion and encourage respect for diversity.

1.1.2. A glance at the national level

Spanish education is regulated by the Ministry of Education and Vocational Training (MEFP), although each autonomous community has its own competences. The Organic Law 8/2013, 8th December, for the Improvement of Education Quality (LOMCE) rules the education system in Spain according to the different education and training stages:

-Educación infantil, from 3 to 6 years old. The objective of this educational stage is to promote the physical, intellectual, social, emotional and personal development of children and to compensate for the inequalities that exist for various reasons.

-Educación Primaria, from 6 to 12 years old. Its purpose is to facilitate learning such as oral expression and comprehension, writing, reading, the acquisition of basic notions of culture, habits of living together, study and work, artistic sense, creativity and affectivity; in order to prepare them for Compulsory Secondary Education.

-*Educación Secundaria*, from 12 to 16 years old. Its aim is to prepare the students to acquire the basic elements of culture: humanistic, scientific and technological; to consolidate study and work habits; to prepare for the incorporation into later studies or employment; to train to exercise their rights and obligations in life as citizens.

-*Bachillerato*, from 16 to 18 years old. It has the aim of favouring a greater intellectual and personal maturity, and ensuring the basis for further studies, both at university and in professional training.

-*Vocational Training* provides general and specialized training, with a greater component of variety and optionality according to the fields of study and professions offered.

-*Enseñanzas artísticas* consist of training students to be professionals capable of exercising an artistic-professional activity using all kinds of artistic techniques.

-*Enseñanzas de idiomas* whose purpose is to train people in the effective use of language as a vehicle for general communication.

-*Enseñanzas deportivas*, its purpose is to prepare students for professional activity in the sports system, specializing in a specific sport modality.

-*Enseñanza universitaria* which include the study of a degree, a master's or a doctorate offering general training in preparation for the exercise of activities of professional nature.

-*Educación de personas adultas* makes reference to the lifelong learning.

The LOMCE has several objectives such as making education a tool for social mobility or adapting the system to current demands and skills and lifelong learning by personalizing the learning, improving the learning of foreign languages, emphasizing the use of ICT or deepening the learning and evaluation by competences.

Leading the attention to Vocational Training, the MEFP points out that:

son los estudios profesionales más cercanos a la realidad del mercado de trabajo y dan respuesta a la necesidad de personal cualificado especializado en los distintos sectores profesionales para responder a la actual demanda de empleo (taken from the Spanish webpage of Vocational Training).

Still on Vocational Training, an explicit mention to the Royal Decree 1147/2011, 29th of July, should be considered. This Royal Decree sets the disposal of the specific aspects of the teaching of Basic Vocational Training of the educational system, the settlement for each of the different degrees of Basic Vocational Training, as well as the correspondence between professional modules and competence units for accreditation or validation.

In particular, this official provision states that:

La formación profesional comprende el conjunto de acciones formativas que capacitan para el desempeño cualificado de las diversas profesiones, el acceso al empleo y la participación activa en la vida social, cultural y económica. Incluye las enseñanzas propias de la formación profesional que permitan la adquisición y actualización permanente de las competencias profesionales. (p. 1)

Nobody can deny that we live in a global market where there is a high degree of competitiveness and uncertainty, with the need for preparation and constant adaptation to new technologies and market and business demands. All influenced by the continuous change of laws and demographic movements. Vocational Training in the Spanish context has not been left behind in this continuous progress and is increasingly innovative and of higher quality. In this sense, it should be noted that its offer is increasingly varied, proposing a total of 150 training cycles within 26 professional families.

The Spanish Ministries of Education, Culture and Sport and Labour and Social Affairs created the *Organic Law 5/2002, 19th June, of Qualifications and Vocational Training* which develops a further integration in order to be able to certify and recognise professional competences and qualifications looking to accomplish the needs of society and the labour market. This law helps the recognition of these competences and qualifications outside the national scope, more specifically:

Los títulos de formación profesional y los certificados de profesionalidad [...], son expedidos por las Administraciones competentes y tendrán los efectos que le correspondan con arreglo a la normativa de la Unión Europea relativa al sistema general de reconocimiento de la formación profesional en los Estados miembros de la Unión Europea (p. 6).

Moreover, el Catálogo Nacional de Cualificaciones Profesionales (INCUAL, 2020) shows the professional families offered within the Vocational Training. These qualifications can be acquired within formal or informal education or working experience.

Since Vocational Training is accepted at European level and adapted to the Spanish market needs, the webpage of Vocational Training in Spain stresses: “Esto convierte a la formación profesional en una opción atractiva, de calidad y que se adapta a cada individuo para la mejora de su trayectoria profesional”. (Taken from www.todofp.es)

Thanks to the improvement of Vocational Training, the concept of *entrepreneurship* emerges with strength, which in its most modern definition consists of transforming the world by solving great problems, initiating social change, etc. In accordance with the European Commission (2004) entrepreneurship is one of the basic skills, along with information and communication technologies technological culture, foreign languages and social skills. There must be a communicative balance between the productive and educational sectors in order to encourage the acquisition of skills that help to reinvent themselves on a permanent basis. It is also important to create a connection between educational institutions and their socio-economic environment in order to promote self-employment and the creation of new businesses.

1.2. Typology and characteristics of Vocational Training in Spain

Vocational Training is the apprenticeship period that prepares students for a professional activity and trains them for the qualified performance of a profession. It is an equally valid training system than university studies, characterized by its practical aspect and proximity to companies.

The main purpose of Vocational Training is to be a practical training adapted to the needs of different productive sectors and oriented to the demands of the labour market. The Vocational Training has a modular organization and besides being theoretical and practical, comprises various professional fields.

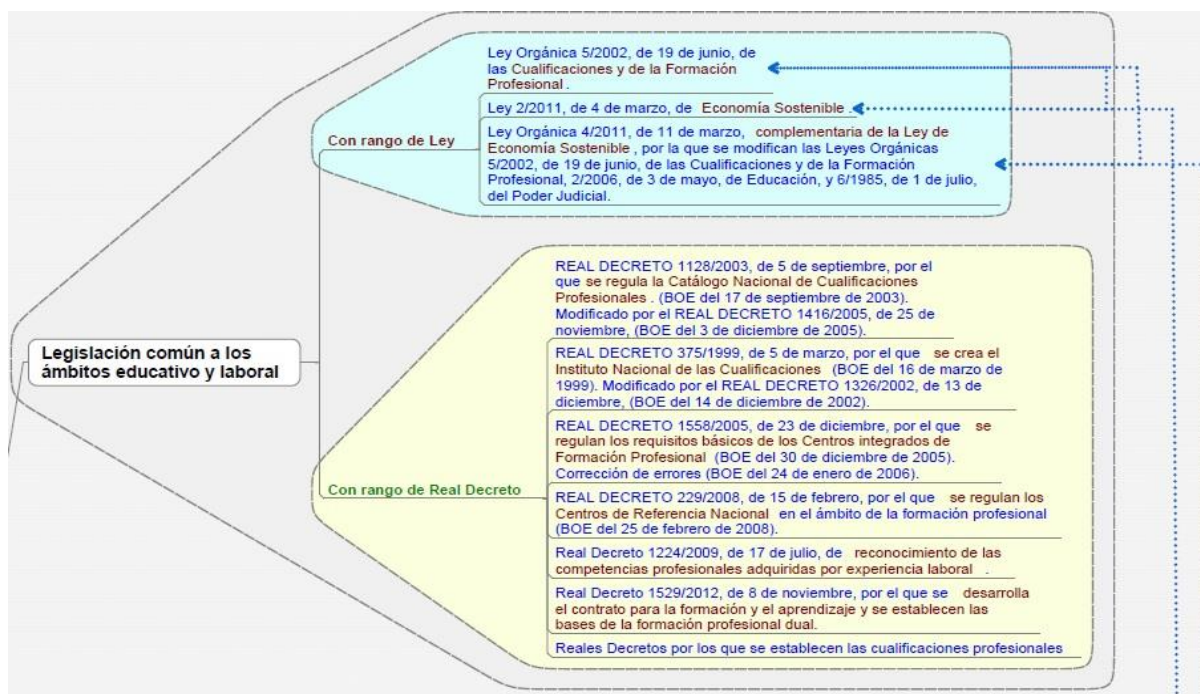
Currently, Vocational Training studies are structured in 26 professional families. Each professional family gathers training cycles of Basic Vocational Training, Middle Grade Vocational Training and Higher-Grade Vocational Training, depending on the professional qualification achieved at the end of the studies. In each Formative Cycle, the contents are organized in professional modules of theoretical and practical knowledge depending on the professional field.

Studies leading to the obtaining of Vocational Training degrees include a mandatory period of practical training in workplaces. This training in work centers is carried out in a real productive environment (company or work center). Its objective is to complete the training acquired in the educational center.

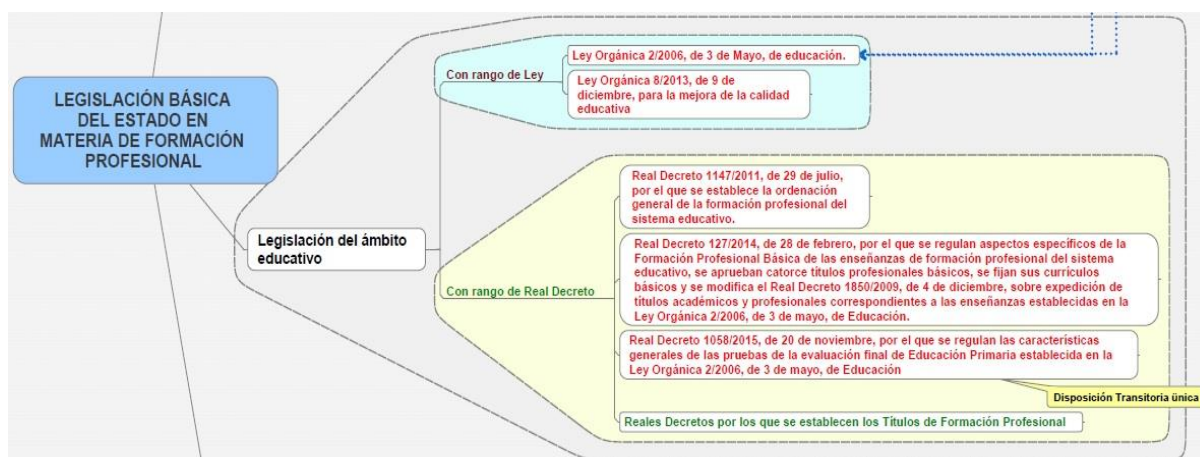
In Spain, Vocational Training is divided into four levels:

- Basic Vocational Training
- Middle Grade
- Upper Grade
- Specialist courses

Below, the common legislation for the education and labour fields and the legislation of the education arena are shown by means of two graphics taken from the Ministry of Education and Vocational Training.



Graphic 1. Common legislation for the education and labour fields (Taken from Ministry of Education and Vocational Training)



Graphic 2. Legislation of the education arena (Taken from Ministry of Education and Vocational Training)

1.2.1. Typology and characteristics of Vocational Training in Castilla y León

As new times advance, the Junta de Castilla y León has been adapting and including the consequent updates that have emerged in lifelong learning. There has been an improvement in access to employability, to the labour market in general. Vocational Training has become a key element and a very attractive option for young people in the

community due to the development of improvements that meet the qualifications and professionalization demanded by the current labour sector. To develop a successful Vocational Training the *Plan General de Formación Profesional* de 2016-2020 de Castilla y León states:

...es necesario seguir mejorando el atractivo y la relevancia de la FP, incrementando su calidad y eficacia y haciendo visible el nivel de calidad alcanzado [...] para garantizar la calidad de la formación y la confianza del mercado de trabajo en las cualificaciones que se acreditan. (p. 4)

One of the factors to be developed in extent is the academic results within the Vocational Training. To this end, it is necessary to continuously improve the vision of this type of education and the quality of its learning, thus promoting the internationalization of Vocational Training in order to expand access to employability with the international instruments of the Regional Administration. In addition, to having the support of the universities of Castilla y León to continue maintaining the recognition of validations in some of the higher degrees is other of commitments of the progress towards the improvement in the quality of Vocational Training.

In short, Castilla y León advocates the promotion of Lifelong Vocational Training by improving the forms of access, adopting a global approach to learning and strengthening the union between Vocational Training and companies. In the Junta de Castilla y León's (2016-2020) words: "Reforzar el vínculo entre la Formación Profesional y las empresas y desarrollar mecanismos que permitan ajustar la oferta de Formación Profesional a las necesidades de cualificación de los sectores productivos" (p. 6).

Castilla y León also fights for an open and a distance mode Vocational Training, thus deepening in the use of new technologies. And it is a very appropriate factor considering adverse or crisis situations involving virtual teaching. It is necessary to be prepared to facilitate and ensure the learning and practice periods which demands this education in a telematic way.

1.2.2. Basic Vocational Training in Spain

To sum up and make the latter contents as visual as possible, a table is presented with the official provisions for Basic Vocational Training in Spain according to the levels of curricular organization.

Official provisions for Basic Vocational Training in Spain
<i>Supra level of curricular organization</i>
<p>European Commission Cedefop (European Centre for the Development of Vocational Training) ETF (European Training Foundation) EURYDICE (European Education Information Network) EENEE (European Expert Network on Economics of Education) CRELL (Centre for Research on Lifelong Learning) NESSE (Network of Social Science Experts in Education and Training)</p>
<i>Macro level of curricular organization</i>
<p><u>Instituto Nacional de las Cualificaciones:</u> Catálogo Nacional de las cualificaciones profesionales (INCUAL, 2020)</p> <p><u>Organic Laws:</u> Organic Law 2/2006, 3rd May, of Education. Organic Law 8/2013, 9th December, for the Improvement of Education Quality. Organic Law 5/2002, 19th June, of Qualifications and Vocation Training.</p> <p><u>Royal Decrees:</u> Royal Decree 127/2014, 28th February, which regulates specific aspects of Basic Vocational Training in the teaching of Vocational Training in the education system, fourteen basic professional titles are approved, their basic curricula are established [...]</p> <p>Royal Decree 356/2014, 16th May, establishing seven basic Vocational Training diplomas from the catalogue of vocational training diplomas.</p> <p>Royal Decree 774/2015, 28th August, establishing six Basic Vocational Training Titles from the catalogue of Titles in Vocational Training.</p>
<i>Meso level of curricular organization (Castile and Leon)</i>
<p>Royal Decree 22/2014, 12th June, which regulates certain aspects for the implementation of Basic Vocational Training in the Community of Castilla y León.</p> <p>Order EDU/1103/2014, 17th December, regulating the process of evaluation and academic accreditation of students studying Basic Vocational Training in the Community of Castile and Leon, and amending Order EDU/2169/200.</p>
<i>Curriculum of “Administrative Services”</i>
<p>Order EDU/514/2014, 18th June establishing the curriculum corresponding to the basic professional title in Administrative Services in the Community of Castile and Leon.</p>

1.3. The foreign language in Vocational Training

The foreign language in Vocational Training adopts a fundamental nature for the students' profile regardless of their specialization. As far as teaching and teacher duties are concerned, both curricular guidelines and planning tools should be considered.

1.3.1. Curricular guidelines

The nature and scope of foreign languages have changed in society and also within the education system. These changes, both in daily life and in the scientific field, make it necessary to restructure educational methods regarding to the teaching training in foreign languages.

In Basic Vocational Training, the foreign language is presented through the modules of *Communication and Society Module I* and *Communication and Society Module II* which include the following subjects:

- Spanish language.
- Foreign Language.
- Social Sciences.
- If applicable, Co-official Language.

The number of hours taught in both is 35-40%, which also includes 1 hour of tutoring per week.

In order to reach the required competences of the module regarding the teaching-learning process of the foreign language, communicative resources of oral type are used through presentations, expositions, conversations that approach the daily reality in which the students will be involved after the module.

As the Royal Decree 127/2014, 28th February, itself states “Comunicarse en situaciones habituales tanto laborales como personales y sociales utilizando recursos lingüísticos básicos en lengua extranjera. (p. 20172).

This module promotes communication, in the case of the foreign language to be able to do so in English, with different levels of mastery and formalization focusing on

written language and with the aim of creating better social relations. Also, it makes the access to more and diverse sources of information easier.

Within this module it is also considered relevant to work in groups or in pairs, thus developing the ability to listen and understand others, to make one's own decisions but always taking into account the partner and of course to maintain fluid dialogues. More specifically, the methodology used aims to enable students to understand and produce simple texts in an oral form (English in this case), such as calls, explanations, descriptions. They must also be able to participate in conversations, elaborate messages and simple texts as usual transactions, always using the foreign language.

As the Royal Decree 127/2014 signals, some of the pedagogical guidance with regard to foreign language teaching in Vocational Training are:

- The use of language both in the interpretation and elaboration of oral and written messages, through its use in different types of communicative and textual situations.
- The use of an appropriate vocabulary to personal, social and professional life situations that will have to convey the concreteness of the contents, activities and examples used in the module.
- The appreciation of the cultural variety and customs characteristic of contemporary societies, more specifically in the field of English-speaking cultures.

At the curricular level, contents, evaluation criteria and learning outcomes are considered. The latter, are similar in nature to the assessable learning standards used in compulsory education.

1.3.2. Planning tools and organization of lessons

As with any stage of education and training, Vocational Training cycles need to be organized through tools which are useful for the foreign language teacher and that are used to organise the course, terms and lesson plans:

The Syllabus. It is a specific instrument for planning, developing and evaluating each area, subject, field, subject or module of the curriculum. It is formed around general

objectives based on the general competences and professional, personal and social skills of the degree. It should also be organized around other general aspects such as guidance on methodology, criteria on evaluation, qualification, non-attendance, complaints, alternatives to continuous evaluation, activities carried out and not carried out, criteria for assessing and reviewing teaching processes and teaching practice and guidance on the use of specific spaces, media and equipment.

In addition, it is very important to highlight the measures proposed within this document to cover attention to diversity and the mentoring and career guidance plan which must be clear and accurate enough to favour all students.

The contents that an English syllabus should include are:

- Learning results.
- The contents of the course itself and how they are distributed in time.
- The methodology that should be aimed at promoting a global vision of the teaching and learning processes.
- The type of remedial, complementary and extracurricular activities.
- Materials and teaching resources, including textbooks and manuals, defined and adapted so that all students can work at their own pace and level.

However, some factors that must be especially clear and well explained is the method of assessment and what the process (knowledge, learning) should be like in order to obtain that positive qualification and the assessment procedures and instruments that will be applied.

For a syllabus to work in most of its totality it has to be of open character to be able to adapt to the different contexts whenever it is necessary, and to be effective and efficient in all the students, we cannot leave aside those who need a personal or specialized attention.

The Classroom Programming. It is the set of planning and development actions by means of which the most general educational intentions are transformed into concrete lesson proposals, referring to a specific group of students for a given cycle or course, which allow the achievement of the objectives foreseen in each group, taking into account the diversity of the students. It helps to reduce the margin of uncertainty as well as possible contradictory actions, allows analysis and reflection with criterion and informed practice by encouraging a greater functional coherence. Also, a *Classroom*

Programming makes it possible to adapt planning to the characteristics of the classroom (human resources, materials, instruments) and the periodic internal formative evaluation of the educational action and the teaching and learning process.

Moreover, both the elaboration and the development of the Classroom Programming are focused on the students, based on internal coherence. Nevertheless, the main point is that it helps to shape, little by little, a centre, a cycle, a school classroom with its own personality and to give meaning to the work of teachers and students, enhancing the capacities of each one by favouring personal and professional growth. Of course, it is necessary to include a good chronological distribution, reserving time at the beginning of the course for reviewing previous knowledge, diagnostic evaluation, task revision and assessment, reinforcement and support activities within the framework of attention to diversity and the cultural and festive activities of the centre. It is advisable to mark a balanced time for the development of each lesson plan, sequencing in a balanced way the complementary activities.

The Lesson Plan. It is a working tool that allows teachers to organize their educational practice in order to articulate quality teaching and learning processes that are adjusted to the group and the student. It also provides a way of planning the teaching-learning process around an element of content that becomes the integrating axis of the process, providing it with consistency and significance (coherence and significance). Specifically, they have to include the organizational axis, the didactic objectives, the contents, activities, teaching guidelines and resources, assessment criteria and instruments, and of course, curricular adaptations and diversity measures.

PART II

METHODOLOGICAL ASPECTS

2.1. Regional contextualization

The centre selected to implement this Lesson Plan is located in the Autonomous Community of Castilla y León, in which two bilingual teaching programs are developed. On one side, a specific program to the autonomous community, called *Bilingual Sections* which consists of developing a "Spanish-Foreign Language" bilingual educational project, at compulsory stages of both state schools and publicly funded schools. Two or three non-linguistic disciplines are taught in the foreign language without exceeding 50% of the total timetable.

On the other side, there is a program at a state level that is associated with the *MECD-British Council Collaboration Agreement*. The objective is to develop a bilingual Spanish-English program from an early stage by implementing an integrated curriculum that jointly contemplates the Spanish and British curricula in state schools.

The teaching of a foreign language in Vocational Training in Castilla y León is presented through the modules of *Comunicación y Sociedad I* and *Comunicación y Sociedad II* which include the Spanish language and the foreign language: English. The aim is to enable students to communicate orally and in writing in both Spanish and foreign languages. Moreover, Castilla y León will be the first community to have a regional network of centres of excellence for Vocational Training, in order to, among other things, improve the "attractiveness" of this type of studies. This pioneering measure will serve the region to respond to European guidelines to strengthen the linkage of this type of learning with the productive fabric and the socio-economic environment. The data offered by the latest study of labour market insertion of Vocational Training graduates in Castilla y León are very positive; more than 83% of the students are working one year after completing their studies.

Being Basic Vocational Training the one that reaches the highest percentage of labour insertion, exceeding 85%, a figure that falls to 82% in Intermediate studies and 80% in Upper Level studies. The highest insertion rate, 92%, is among students who finish Electricity/Electronics and Wood/Furniture, which is above the average with 86% insertion. Furthermore, the data show that Dual Training is also "giving" excellent results in Castilla y León.

The lesson proposal is located specifically in the city of Valladolid, where the cycle will consist of 2000 hours spread over two academic years. Each training cycle is organized in professional modules of variable duration, which in turn are made up of areas of theoretical and practical knowledge aimed at acquiring professional, personal and social skills and lifelong learning competences throughout life. The modules are organized in:

-Modules associated with level 1 units of competence from the National Catalogue of Professional Qualifications.

-Modules associated with the common blocks that will ensure the acquisition of lifelong learning skills:

1. Module of *Communication and Society I* which will include the following subjects: Spanish language, foreign language and social sciences.

2. Module of *Applied Sciences I* which will include: Mathematics applied to the personal and learning context in a professional field, science applied to the personal and learning context in a professional field.

-Module of Training in the Workplace.

This school centre is located in the southern area of Valladolid with easy access to three means of communication: the RENFE station, the bus or several lines have stops at Puente Colgante and Paseo de Zorrilla and the regional bus to the Bus Station. This situation facilitates the access of students, on the one hand, from the rural environment and, on the other hand, from the adjacent provinces, to study courses that are not taught in their usual place of residence.

Likewise, the passage of urban bus lines allows access to students coming from other areas of the city. It is a residential area, created in the sixties of the 20th century as a result of the urban growth of the city because of industrialization.

A characteristic of the Centre is the diversity of people who live there and the diversity of environments in which it exerts its influence. There are students who come from urban areas located on the outskirts of the city, from rural areas and even from other provinces. There are people in the Centre with different origins and diverse cultures. The socio-educational and economic level is considered medium-low.

Also, there is a student group of Intermediate and Advanced Training Cycles. The profile of the beneficiaries of Vocational Training is based on the ORDEN EDU/347/2016, 21st April which claims, among other aspects, that each student must be 15 years old, have completed the first cycle of Compulsory Secondary Education or, exceptionally, have completed the second year of secondary education. The student must also hold at least the title of Graduate in Compulsory Secondary Education, have passed the specific training course for access to cycles of average degree in public or private centres authorised by the Administration or have reached the age of 17 by the end of the course. In addition, it should be noted that in Basic Vocational Training, curricular adaptations are not necessary. The students who attend this type of training are very significant, taking into account the group of students who arrive at this type of training. These are students who, for various reasons, do not manage to finish the ESO and, consequently, cannot obtain the qualification of Graduate in ESO. The Basic Vocational Training is aimed at preventing early school leaving.

The lesson plan is aimed at a group of 16 students in the second year of the Administration and Management cycle. This is a heterogeneous and multicultural group that lives mostly in the different neighbourhoods of the city, with different levels of ability, interests, motivations, and expectations, with adequate study habits, high level of personal maturity, and adequate learning capacity.

Many activities from the lesson plan proposed are related to other modules of the Cycle, therefore the knowledge acquired has application in these. Also, the learning here can be treated and complemented with the knowledge of other modules. Perfect coordination with all the modules that make up the cycle will be fundamental.

2.2. Proposal of a lesson for the teaching of English in Vocational Training

2.2.1. Lesson plan 1 for the first week

The first week will consist of two sessions given on Monday 24th and Wednesday 26th that will last a total of 50 minutes each one subdivided in five different activities. The main theme that will be developed in both sessions has to do with the different ways that exist to ask for information when being involved in an economic transaction, being shown to the students in a way that can be applicable to real life. In this way, students will get in touch with the typical language and situations of the activities to which this cycle is focused and that can be applicable in real life.

Lesson plan 1	Week 1	<i>Sessions:</i> Monday 24th, Wednesday 26th
	<i>Cycle: Administrative Services</i>	<i>Module: English</i>
	<i>Timing:</i> 50 minutes	<i>Resources:</i> Videos/audios, a template (quiz), a text and Flashcards
	<i>Classroom management</i> Individual and teamwork	<i>Attention to diversity</i> Students in general have a lack of motivation in learning the foreign language, especially when speaking in public because of a lack of vocabulary, expressions or fluency. Also, they are afraid of the lack of knowledge of new technologies, of some tools in particular.
	<i>Key competences</i> 1. Literacy 2. Personal, social and learning to learn 3. Multilingual 4. Cultural awareness and expression 5. Citizenship	<i>Objective(s)</i> -Understand and produce oral and written messages through different communication channels (telephone, face-to-face, e-mail...). -Represent situations orally in which information about a product or service should be requested using language characteristic of the cycle studied. -Be able to carry out a fluid conversation by making an economic transaction. -Create documents or forms for certain services within a company. -Be objective with colleagues and know how to recognize ones' own and other people's mistakes.

<i>Contents</i>	<i>Learning outcomes</i>
<p>-Listening and understanding messages related to usual activities: instructions, questions, comments, dialogues. Main ideas in calls, messages, orders and very clear indications.</p> <p>-Production of short, coherent oral texts through active participation in individual or group activities. Learning mechanisms will be used to ensure a positive and collaborative attitude.</p> <p>-Composition of very short, simple and well-structured written texts: messages, e-mails, questionnaires, letters, notices, instructions, information on the Internet or brochures among others.</p> <p>-Planning and correction strategies. Textualization and revision.</p>	<p>The student:</p> <p>-Holds a telephone or face to face conversation with a client using the different formulas for requesting information.</p> <p>-Asks for information about a product or service in a formal way.</p> <p>-Fills out a return form tailored to a specific company, product or service.</p> <p>-Is able to buy/sell a ticket for a given situation/event.</p>

The following tables display sessions 1 and 2 of the first week corresponding to the days 24th and 26th. They will show the proposed activities and their duration, as well as the sources used, contents and management of the class. The intention of these two sessions is to introduce the students to communication formulas typical of the cycle they are studying, participating in situations and experiences applicable to their daily life within the sector.

Lesson plan 1	Week 1 – Session 1 Monday 24th	
	<i>Cycle: Administrative Services</i>	<i>Module: English</i>
	<i>Timing: 50 minutes</i>	<i>Resources: Videos/audios, a template (quiz), a text and Flashcards</i>
	<i>Classroom management</i> Individual and teamwork	<i>Attention to diversity</i> The teacher gives enough examples to the students of oral conversations so that they can become familiar with them and also allows them to rehearse and solve with their classmates so that they lose their fear.

Key competences		Objective(s)	Learning outcomes
1. Literacy 2. Personal, social and learning to learn 3. Multilingual 4. Cultural awareness and expression 5. Citizenship		-Understand and produce oral and written messages through different communication channels (telephone, face-to-face, e-mail...). -Represent situations orally in which information about a product or service should be requested using characteristic language of the cycle studied.	The student: -Holds a telephone or face to face conversation with a client using the different formulas for requesting information. -Asks for information about a product or service in a formal way.
Activity 1	5 min	Brainstorming/Listening –Different sources for asking information	
Activity 2	6 min	Listening-Telephone conversation	
Activity 3	6 min	Reading- The wide world of getting information	
Activity 4	3 min	Quiz-How can we obtain information?	
Activity 5	29 min	Game-Role play	

Within the first session of the lesson plan 1, five interconnected activities will be developed:

- *Activity 1:* It consists of introducing the topic related to the *different ways that exist to obtain information* through a brainstorming. The students must listen to a short audio in which people search for information in different ways. Then, they have to expose in a group way their ideas to activate their previous knowledge and expand it.
- *Activity 2:* Students should listen to an audio recording of a telephone conversation between a customer service agent and a customer requesting information about a product.
- *Activity 3:* Students have to read a real newspaper text about the different ways there are to get information.

- *Activity 4:* Students should take a quiz to prove that they have understood the journalistic text, as well as essential vocabulary words useful to work on the next activities.
- *Activity 5:* Students should be grouped in pairs and take a flashcard. Each flashcard contains two characters and a situation in which information is requested. Students have 13 minutes to elaborate a conversation with the required information and rehearse it. Then, each pair will have 1 minute to represent it orally in front of the class.

Lesson plan 1	Week 1 – Session 2 Wednesday 26th		
	<i>Cycle: Administrative Services</i>		<i>Module: English</i>
	<i>Timing: 50 minutes</i>		<i>Resources: -Videos/audios</i>
	<i>Classroom management</i> Individual and teamwork		<i>Attention to diversity</i> Students will correct each other's writing to learn from each other's mistakes and to be able to assert themselves in the knowledge they have.
	<i>Key competences</i> 1. Literacy 2. Personal, social and learning to learn 3. Multilingual 4. Cultural awareness and expression 5. Citizenship		<i>Objective(s)</i> -Be able to carry out a fluid conversation by making an economic transaction. -Create documents or forms for certain services within a company. -Be objective with colleagues and know how to recognize one's own and other people's mistakes.
			<i>Learning outcome</i> The student: -Elaborates a return form tailored to a specific company, product or service.
	Activity 1	3 min	Listening/Video-Shopping!
	Activity 2	3 min	Oral questions-How much have you understood?
	Activity 3	10 min	Listening-How embarrassing!
	Activity 4	25 min	Writing- Write a return form
Activity 5	9 min	Check your partners work!	

Within the second session of the lesson plan 1, five interconnected activities will be developed:

- *Activity 1:* Students have to watch and listen to a video that shows a person shopping in a store and having a conversation with the salesperson. They must be able to understand it and assimilate typical expressions and common lexicon in economic transactions.
- *Activity 2:* Students must answer some oral questions that the teacher will propose about the content of the video. The teacher can even open a small debate among the students.
- *Activity 3:* Students have to watch a short video in which some people appear trying to return a product in a store in a country different from theirs in a rude way and with limited vocabulary and expressions. These people will be an example of the way in which it should not be done. It will be fun for the students seeing these embarrassing moments in addition to teaching them.
- *Activity 4:* Each student has to write a return form to send to an online store regarding to the examples of the videos.
- *Activity 5:* Each student has to exchange their writing with a partner to correct each other. Then, the teacher will comment the most important or repeated mistakes.

2.2.2. Lesson plan 1 for the second week

The second week will also consist of two sessions given on Monday 31st and Wednesday 2nd that will last a total of 50 minutes each one subdivided into five different activities. The topics to be dealt with will have to do with carrying out a dialogue when buying and selling a ticket to enjoy a specific experience and being able to create digital contents (a magazine) by using specific technology or Apps. Thus, expressing the student's ability to communicate in the foreign language and adapt to the use of new technologies, so demanded nowadays.

Lesson plan 1	Week 2	Sessions: Monday 31th, Wednesday 2nd	
	<i>Cycle: Administrative Services</i>	Module: English	
	Timing: 50 minutes	Resources Computers, Joomag, a worksheet true or false, Videos/audios, Magazines	
	Classroom management Individual work	Attention to diversity Students in general have a lack of motivation in learning the foreign language, especially when speaking in public because of a lack of vocabulary, expressions or fluency. Also, they are afraid of the lack of knowledge of new technologies, of some tools in particular.	
	Key competences 1. Literacy 2. Personal, social and learning to learn 3. Digital 4. Multilingual 5. Cultural awareness and expression 6. Citizenship	Objective(s) -Acquire/sell a ticket by carrying on a fluent conversation and using formal expressions and vocabulary. -Perform an oral presentation in public in an individual and fluent way. -Create digital content using specific tools. - Expressing and elaborating information in an oral and written way in public by interconnecting ideas.	
	Contents		Learning outcomes
<p>-Composition of very short, simple and well-structured written texts: messages, e-mails, questionnaires, letters, notices, instructions, information on the Internet or brochures among others.</p> <p>-Frequent vocabulary, simple expressions and phrases for everyday transactions and management in the personal or professional environment: activities of personal interest, daily life, human and social relations. Frequent lexicon related to ICT.</p> <p>-Production of short, coherent oral texts through active participation in individual or group activities. Learning mechanisms will be used to ensure a positive and collaborative attitude.</p>		<p>The student:</p> <p>-Is able to buy/sell a ticket for a given situation/event.</p> <p>-Creates digital material (a magazine, in this case) on a specific topic using specific technology.</p>	

The following tables present sessions 3 and 4 of the second week corresponding to the days 31st and 2nd. They will show the proposed activities and their duration, as well as the sources used, contents and management of the class. The aim of these two sessions is to engage students in conversations that involve economic transactions and teach them how to create digital content so they can keep up with the progress of new technologies.

Lesson plan 1	Week 2 – Session 3 Monday 31th		
	<i>Cycle: Administrative Services</i>		<i>Module: English</i>
	<i>Timing: 50 minutes</i>		<i>Resources</i> Videos/audios and a worksheet true or false
	<i>Classroom management</i> Individual work		<i>Attention to diversity</i> The teacher asks students to record themselves at home acting out a dialogue to make it easier to express themselves rather than in class.
	<i>Key competences</i> 1. Literacy 2. Personal, social and learning to learn 3. Multilingual 4. Cultural awareness and expression 5. Citizenship		<i>Objective(s)</i> -Acquire/sell a ticket by carrying on a fluent conversation and using formal expressions and vocabulary. -Perform an oral presentation in public in an individual and fluent way.
	<i>Learning outcome</i> The student: -Is able to buy/sell a ticket for a given situation/event.		
	Activity 1	7 min	Debate- What do we buy tickets for?
	Activity 2	4 min	Listening-What are these people buying tickets for?
	Activity 3	8 min	True or false?
	Activity 4	28 min	Write a dialogue!
Activity 5	3 min	Let's buy a ticket for...!	

Within the third session of the lesson plan 1, five interconnected activities will be developed:

- *Activity 1:* To introduce the topic students should discuss why they normally buy tickets and give examples of these situations or tell some personal experience.
- *Activity 2:* Students should listen to an audio recording in which they should understand what each of these people buy tickets for.
- *Activity 3:* Students should answer a series of statements about the video with true or false and justify why.
- *Activity 4:* Once the idea of buying a ticket has been assimilated, each student should think of a situation for which they would need to buy a ticket and create a written dialogue simulating it.
- *Activity 5:* Each student will have a few minutes to rehearse and solve doubts with the teacher and classmates. As a homework assignment they should record themselves reciting this dialogue and upload it to the online platform they are working with.

Lesson plan 1	Week 2 – Session 4 Monday 2nd	
	<i>Cycle: Administrative Services</i>	<i>Module: English</i>
	<i>Timing: 50 minutes</i>	<i>Resources</i> Videos/audios, Magazines, Computers, Joomag
	<i>Classroom management</i> Individual work	<i>Attention to diversity</i> The students will receive guided training in the use of new technologies, the teacher will work with them step by step.
	<i>Key competences</i> 1. Literacy 2. Personal, social and learning to learn 3. Digital 4. Multilingual 5. Cultural awareness and expression 6. Citizenship	<i>Objective(s)</i> -Create digital content using specific tools. - Express information orally in public. Interconnecting ideas.

	Activity 1	4 min	Brainstorming- Types of magazines
	Activity 2	3 min	Get ideas!
	Activity 3	8 min	How does Joomag work?
	Activity 4	19 min	Create your own magazine!
	Activity 5	16 min	Tell your partners about it!

Within the fourth session of the lesson plan 1, five interconnected activities will be developed:

- *Activity 1:* The teacher will introduce the topic to the students by brainstorming about the different types of magazines that exist and their characteristics.
- *Activity 2:* The teacher will hand out magazines of different types and topics (trips, concerts, theatre...) to the students so that they can look through them and get some ideas.
- *Activity 3:* To make the magazine, students will have to learn how to use an online tool called *Joomag* that contains a lot of templates, examples, photos... The teacher will show them how to use it.
- *Activity 4:* Each student should create a magazine on a specific topic by relating an experience within that field. Each magazine should include 4 or 5 pages: a cover, 2 or 3 pages with short text and photos and a back cover.
- *Activity 5:* Each student will have 1 minute to briefly tell their classmates what their magazine is about.

2.2.3. Lesson plan 1 for the third week

The third week will consist of two sessions given on Monday 7th and Wednesday 9th that will last a total of 50 minutes each one subdivided in five different activities. The main issues that will be developed in both sessions will deal with becoming familiar with the different uses of the times of the future, to demonstrate their handling of new technologies to create questionnaires or documents and to be able to formulate their own Cv in order to have knowledge of this practice for the working future.

Lesson plan 1	Week 3	Sessions: Monday 7th, Wednesday 9th	
	<i>Cycle: Administrative Services</i>	<i>Module: English</i>	
	<i>Timing: 50 minutes</i>	Resources: Computers, Videos/audios, Quizbean, Lyrics of songs, Cvs examples, Flashcards, Templates for Cvs (Europass)	
	Classroom management Individual and teamwork	Attention to diversity Students in general have a lack of motivation in learning the foreign language, especially when speaking in public because of a lack of vocabulary, expressions or fluency. Also, they are afraid of the lack of knowledge of new technologies, of some tools in particular.	
	Key competences 1. Literacy 2. Personal, social and learning to learn 3. Digital 4. Multilingual 5. Cultural awareness and expression 6. Citizenship	Objective(s) -To be able to create a quiz or questionnaire to be used for different purposes within a company or sector -Exchange information orally between colleagues, respecting speaking turns and courtesy formulas. -Recognize future tenses and their use within an oral and written context. -Create a Cv in a proper and professional way, send it to a company in a formal way to apply for a job.	
	Contents		Learning outcomes
<p>-Listening and understanding messages related to usual activities: instructions, questions, comments, dialogues. Main ideas in calls, messages, orders and very clear indications.</p> <p>-Composition of very short, simple and well-structured written texts: messages, e-mails, questionnaires, letters, notices, instructions, information on the Internet or brochures among others.</p> <p>-Understanding and active listening strategies to initiate, maintain and end the interaction in real or simulated situations.</p>		<p>The student:</p> <p>-Locates the types of future through different situations understanding their function.</p> <p>-Designs a questionnaire to be used in a peer-to-peer competition.</p> <p>-Formulates his/her own Cv with the intention of being sent to a company and opting for a job.</p>	

The following tables display sessions 5 and 6 of the third week corresponding to the days 7th and 9th. They will present the proposed activities and their duration, as well

as the sources used, contents and management of the class. The objective of these sessions is to make students capable of creating documents in digital format, to promote teamwork and the use of the future with the aim of creating their Cv with the future labour market in mind.

Lesson plan 1	Week 3 – Session 5 Monday 7th		
	<i>Cycle: Administrative Services</i>		<i>Module: English</i>
	<i>Timing: 50 minutes</i>		<i>Resources:</i> Computers, Videos/audios, Lyrics of songs, Quizbean
	<i>Classroom management</i> Individual and teamwork		<i>Attention to diversity</i> Students will work in groups to make the use of grammar and technology easier.
	<i>Key competences</i> 1. Literacy 2. Personal, social and learning to learn 3. Digital 4. Multilingual 5. Cultural awareness and expression 6. Citizenship		<i>Objective(s)</i> -To be able to create a quiz or questionnaire to be used for different purposes within a company or sector. -Exchange information orally between colleagues, respecting speaking turns and courtesy formulas. -Recognize future tenses and their use within an oral and written context.
			<i>Learning outcomes</i> The student: -Locates the types of future through different situations understanding their function. -Designs a questionnaire to be used in a peer-to-peer competition by using specific technology.
	Activity 1	3 min	Introductory questions about future tenses
	Activity 2	3 min	Listening- People talking in the future
	Activity 3	8 min	Find out the future tenses within the lyrics of the songs
	Activity 4	7 min	Quizbean!
Activity 5	29 min	Test your classmates!	

Within the fifth session of the lesson plan 1, five interconnected activities will be developed:

- *Activity 1:* The teacher will ask the students some questions in future tenses to introduce the topic.
- *Activity 2:* Teacher will play an audio of people talking in the future.
- *Activity 3:* Students will receive different lyrics of songs that contain future tenses. In groups of four people, they have to select some examples from the lyrics.
- *Activity 4:* The teacher will teach them how to create a quiz or questionnaire through Quizbean.
- *Activity 5:* Each group has to create a quiz or a questionnaire about these future tenses that appear in the lyrics of the song. Then they will be used in a competition among the different groups. The group with the most hits will receive a prize and half a point in the final mark of the subject.

Lesson plan 1	Week 3 – Session 6 Monday 9th		
	<i>Cycle: Administrative Services</i>	<i>Module: English</i>	
	<i>Timing: 50 minutes</i>	<i>Resources</i> Computers, Cvs examples Templates for Cvs (Europass), Flashcards	
	<i>Classroom management</i> Individual work	<i>Attention to diversity</i> The students will be given many examples to make their work easier and the teacher will ask them to simulate the application for a job sending her/him the Cv.	
	<i>Key competences</i> 1. Literacy 2. Personal, social and learning to learn 3. Digital 4. Multilingual 5. Cultural awareness and expression 6. Citizenship	<i>Objective(s)</i> -Create a Cv in a proper and professional way, send it to a company in a formal way to apply for a job.	<i>Learning outcome</i> The student: -Formulates his/her own Cv with the intention of being sent to a company and opting for a job.

	Activity 1	5 min	Debate-What is a Cv? What information should be included in a Cv?
	Activity 2	5 min	Kinds of Cvs
	Activity 3	10 min	How to create Cv?
	Activity 4	25min	Write your own Cv!
	Activity 5	5 min	Try to get a job!

Within the sixth session of the lesson plan 1, 5 interconnected activities will be developed:

- *Activity 1:* The teacher will introduce the topic to the students by creating a debate through two questions about the Cv and thus activate the students' previous knowledge.
- *Activity 2:* The teacher will show the students the different types of Cvs that exist and their characteristics by giving them real examples.
- *Activity 3:* The teacher will show the students various online applications that contain templates to create a good Cv and teach them how to use them. For example, *Europass*.
- *Activity 4:* Students will have to choose one of the templates and write their curriculum based on a flashcard in which appears an ad for a specific job. Each student has to simulate an applying for a position.
- *Activity 5:* When they finish writing the curriculum, they should send it to the teacher by email in a formal way, as if they were sending it to the personnel manager of the company that appears in the flashcard.

2.3. Aspects for the evaluation of the proposal

The evaluation of the students of the cycles of Basic Vocational Training will have a continuous, formative and integrative character, according to the ORDER EDU/1103/2014, 17th December, which regulates the process of evaluation and academic accreditation of students studying Basic Vocational Training in the Community of

Castilla y León, and modifies Order EDU/2169/2008, 15th December, which regulates the process of evaluation and academic accreditation of students studying Initial Vocational Training in the Community of Castilla y León. This will allow guiding their learning and the educational programs.

The process of continuous and formative evaluation must respond to the methodology applied, so that it cannot be based on one-off or out-of-context tests that assess students' ability to memorize concepts or apply procedures from a partial and theoretical point of view. The process must lead to a qualification that is the result of the permanent application of a series of instruments that value indicators that analyse know-how.

2.3.1. Basic standards and criteria for the assessment

For the grading and positive evaluation of the students, they must:

1. Communicate orally by participating in conversations and simulations on topics known or previously worked on, using appropriate strategies to facilitate the continuity of communication and producing an understandable discourse appropriate to the communication intention.
2. Write short texts in different media using the structures, functions and lexicon. The students will be able to use models and respect the basic rules of spelling and punctuation.
3. To use information and communication technologies in a guided way to search for information, to produce messages from models and to establish personal relationships, showing interest in their use.
4. To use knowledge of some formal aspects of the foreign language code (morphology, syntax and phonology), in different communication contexts, as a tool for self-learning and self-correction of one's own productions, and to better understand those of others.

Students will be evaluated according to the above evaluation criteria and will always be closely related to the ultimate goal of achieving adequate communicative competence in English, both orally and in writing.

Evaluation will be continuous as it is immersed in the teaching and learning process of the students in order to detect the difficulties at the time they occur, find out their causes and consequently, adopt the necessary measures to enable pupils to continue their process of learning.

The evaluation will have a formative and guiding character of the educational process and will provide constant information to improve both the procedures / instruments and the results of the educational intervention.

2.3.2. Assessment procedures and instruments

The different evaluation procedures and instruments that will be carried out are:

- Initial evaluation: this will be done in the first week of the course in general, and at the beginning of each unit in particular, to assess the starting point and thus at the end of the course to observe the evolution produced.
- Observation of behaviour during the teaching-learning process.
- Interviews with the students.
- Monitoring sheets of the student or the group.
- Oral and written questionnaires.
- Checklists of objectives achieved.
- Teacher's file where their daily or weekly teaching activity is reflected.
- Writings, debates, role-plays, presentations, arguments, ...
- Control of tasks and work entrusted by the teacher to be carried out in and out of the classroom, having very much into account participation, effort, perseverance, etc.

- Control that the student brings the necessary materials for the subject and participates in the complementary activities programmed.
- Appreciation of the attitude towards the subject, socio-cultural aspects derived from it and towards the learning in general.

2.3.3. Grading criteria

The grade for the assessment must be a mark resulting from the application of the following scale:

- ★ 50 % of the mark: Projects, tasks and exams.
- ★ 30% of the grade: Classwork and homework.
- ★ 10% of the grade: Bring the material to class.
- ★ 10% of the grade: Attitude and class participation.

CONCLUSIONS

Throughout this paper, it has been tried to demonstrate the need to improve the current situation of the teaching of a foreign language, English to be precise, in the cycles of Basic Vocational Training. To this end, the current environment and context in which Europe is situated, our country, which, hit by the crisis, can offer a new outlet to professionals who obtain a professional training qualification, since there are programs and the will at a European level to generate an area of free movement of qualified workers have been analysed. Also, the Autonomous Community of Castilla y León and specifically the province of Valladolid.

It can be said that, this situation is the result of many factors such as teachers who are sometimes unconcerned about the complete training of students, a curriculum that is very overloaded, or fear when faced with teaching something that is not guided in the textbooks. That is why this proposal is based on the importance of culture and real communication in language teaching and how this would greatly help to improve many of the basic skills as well as the relationship of students with the rest of the world around them.

The teaching of a foreign language within the cycles of Basic Vocational Training must be given the importance it deserves. Since it is necessary that the students who attend this type of training can enjoy the factors that make lifelong learning of quality, the competences and qualifications demanded by national or international bodies such as CEDEFOP are achieved. In addition, Vocational Training is recognized at European level so it is necessary to make it a more attractive and better-quality option. By improving the teaching of the foreign language, students will have more professional opportunities and will be able to enter the labour market more quickly.

The interest in this type of proposal is to be able to demonstrate how there are elements that can be improved in language teaching and how leaving aside cultural aspects does not benefit our students at all. So, it is believed that teachers should not conform to the curriculum exclusively, but to try to train students with beneficial and enriching materials for their education. In this way the students' relationship could be improved with the teaching of English. It is truly believed that if English classes are well focused, they can open the door to a new world with new and attractive traditions and cultures. When working as a teacher it would be fundamental to make students to be able

to face possible future situations in cultures different from ours, being able to develop in this new reality and increase and improve their preparation to access the labour market.

This proposal implies giving importance to the foreign language (English) within the cycles of basic professional training, adopting a dynamic methodology, using materials and real situations that can be applicable to the requirements demanded within the sector of Administrative Services and Management. It is important to take into account the difficulty in motivating students in Vocational Training, especially when it comes to language teaching, and the frustration they feel when they cannot function in the language.

Furthermore, it is necessary to find ways for students to see the usefulness of learning the foreign language, to become familiar with the culture and to be aware of the elementary role it will play in their future employment at national and international level. To improve the planning of the teaching of the foreign language module in Vocational Training, it is necessary to rely on different aspects:

- Prioritize the principle of communication in all proposed sessions.
- To apply the principle of usefulness so that the contents of the curriculum can be adapted to the reality of the students and their professional orientation.
- To be flexible, since any curricular proposal must be sufficiently open to be able to be modified and adapted to the context.
- Promote student interaction, which together with communication allows the creation of a favourable space for participation and cooperation among students.
- Emphasize the principle of globality, being essential to interrelate content for meaningful learning and holistic knowledge.
- Bet on the principle of feedback to build knowledge continuously with a proper sense and sequence.

That is to say, to make the students capable of acquiring a permanent formation throughout their lives so that it can be interconnected with the acquisition of future knowledge and be applied day by day in harmony with other people.

Finally, it can be concluded that this work has made it possible to develop a set of professional competencies that qualify teachers to exercise the teaching profession at compulsory and post-compulsory education levels. Skills that will undoubtedly continue to develop throughout life as expected from European determinations.

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