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**The Entrepreneurship Competence in the English
Classroom. A Lesson Planning for Secondary
Education**

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ABSTRACT

Education has evolved over the years. Initially, the concern was to convert traditional teaching into a more active one for students. However, although education is changing, students need to be trained to face the challenges of the 21st century adequately. To this end, secondary education should contemplate a competency-based education so that, through the transversality of competencies, students are able to apply the knowledge they acquire both inside and outside the classroom. For this reason, this document considers multilingual and entrepreneurial competences in a proposal for a lesson plan based on the videogame Minecraft. Likewise, the development of the same in the classroom of English as a foreign language is proposed not only for the development of the target language, but also to face the challenges that the didactic unit presents through cooperation, innovation and resolution.

Keywords:

English as a Foreign Language, Secondary Education, Entrepreneurship Competence, Multilingual Competence, Lesson Plan, Gamification.

RESUMEN

La educación ha ido evolucionando a lo largo de los años. Primeramente, la preocupación que existía era la de convertir la enseñanza tradicional en una más activa para los estudiantes. Sin embargo, a pesar de estar cambiando la educación, se necesita formar a los estudiantes para afrontar los retos que del siglo XXI de forma adecuada. Para ello, desde los institutos se debería de contemplar una educación competencial para que, mediante la transversalidad de las competencias, los alumnos sean capaces de aplicar los conocimientos que adquieren tanto dentro, como fuera del aula. Por este motivo, el presente documento contempla las competencias multilingüe y emprendedora en una propuesta didáctica basada en el videojuego Minecraft. Asimismo, se plantea el desarrollo de la misma en el aula de inglés como lengua extranjera no solo para el desarrollo de la lengua meta, sino también para promover la cooperación, la innovación y la resolución.

Palabras clave:

Inglés Lengua Extranjera, Educación Secundaria Obligatoria, Competencia emprendedora, Competencia Plurilingüe, Propuesta didáctica, Gamificación.

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1. Introduction

Currently, education turns around to achieving meaningful learning. For this reason, knowledge needs to be an instrument used by students inside and outside a classroom. Hence, 21st-century education is expected to be competency-based because learners should be able to progress in the social, professional and cultural environment in which they live. In addition, globalization and The free movement of citizens are two factors that require students to interact outside their sphere. Therefore, the learning of second languages is necessary for students to be able to face increasingly globalized social challenges.

Society needs creative, resolute and innovative citizens who know how to change the world and interpose their values. However, problem-solving may be a difficult feature to be achieved since the challenges, or circumstances that students may encounter in their lives will be diverse. For this reason, schools should teach students how to be resolute, as resolute as an entrepreneur could be.

These factors are a matter of concern to this paper since it is a graduate dissertation, which is part of the Master's Degree in Teacher of Compulsory Secondary Education and Baccalaureate, Vocational Training and Language Teaching aimed at advancing the progress of education. For this reason, the aim of this paper is to develop a lesson plan that contributes to building the education of the 21st century by developing multilingual and entrepreneurial competences in English as a Foreign Language (EFL) classroom. In order to do so, this document is going to deal with (1) the education principles for 21st-century society; (2) the eight key competences for lifelong learning; (3) the multilingual and entrepreneurship competences; (4) the lesson planning; and (5) the conclusion.

Furthermore, the objectives of this paper are to point out the main features of multilingual and entrepreneurship competences, to propose methodologies and approaches to apply multilingual and entrepreneurship competences in an EFL classroom; to show a lesson plan aimed at first year-middle-school students based on Minecraft videogame, and methodologies and approaches that are related to multilingual and entrepreneurship competences.

Finally, it has to be mentioned that this paper flourishes due to a personal experience. The writer of this paper worked with multilingual and entrepreneurial skills as a first-year high school student. The Latin and Greek teacher of this student proposed a cooperative task to the first-year high school students. This activity consisted of creating a travel agency where

students had to plan a trip to the past, to ancient Greece and ancient Rome. Learners had to talk about the history of both places and convince their clients to travel with their agency.

Due to the significance that the task had for the author of this document, a lesson plan is proposed to face the challenges and difficulties of the students in the first year of middle school. So that, from a young age, they know the impact that languages and entrepreneurship competences may have in their daily lives.

2. Education principles for 21st-Century Society

Vygotsky's (1993) cognitive-socio-cultural theories affirm that people do not learn through imitation, nor construct their own knowledge. However, this author maintains that humans reconstruct their experiences through previous interactions with their social environment. This means that knowledge is a social and personal product that rebuilds students depending on their experiences. Hence, people's knowledge depends on who they are, their social environment, their acquired habits, their interests, their capacities, and their feelings (Arguimbau, 2002). In order to achieve more and more meaningful learning, organizations such as UNESCO or the European Union are working to provide an educational evolution. Delors (1996) already emphasized the importance of providing students with lifelong learning so that students can progress both individually and socially.

The lifelong learning of foreign language and subject teachers has been studied by Sanz-Trigueros & Guillén-Díaz (2020) from the perspective of temporary mobility, as a way to reach new job positions and guarantee integration possibilities. The European Commission (2019) is engaged with this matter, and it is also concerned with quality education to help learners "to find fulfill jobs, and become independent, engaged citizens" (p. 3). This organism wants to fulfill its purpose by providing a competency-based approach that focuses on eight key competences.

The UNESCO International Bureau of Education (2021) defines "competency" as a set of skills that need to be developed in order to allow learners to think and act in different spheres of their lives. However, the European Commission goes further and recommends European countries to apply in their education systems a competency-based approach in order to provide learners with the complexity of the real world in a classroom.

Different organizations have developed models to be applied to the education systems of different countries. However, it is still needed to consider that society is constantly changing. Hence, diverse problems, challenges or threats can pop up in any moment. Due to this fact, education can change as society does so, and it can alter the learning rhythm of students. However, it is necessary for education to have an adaptive capacity to act against the obstacles that social circumstances may impose on it. For this reason, education needs to be constantly renewed in this century to guarantee quality training for future professionals who will continue developing and discovering educative aspects throughout their lives in different contexts.

3. The Eight Key Competences for Lifelong Learning

Education is conceived as a lifelong learning tool that is developed throughout life. As a result of this, citizens have the possibility of learning to acquire, update or complete knowledge, skills, attitudes and competences, inside or outside the education system, to progress personally and professionally. To promote lifelong learning implies providing complete education to young citizens to cover the basic knowledge and skills that are necessary for today's society (Valle & Manso, 2013).

However, Eyron and Malmberg (2021) sustain that current policy studies how to facilitate and support lifelong learning. This matter is a worry to be solved since it has been demonstrated through different diachronic and social studies that there are meaningful inequalities to access to learning. Thus, basing the education system on a competency-based approach could be a way to solve this situation. The European Commission (2019) has drafted a document entitled *Key Competences for Lifelong Learning* to implement the key competencies in the different educational systems of the countries belonging to the European Union. For this reason, this section will define key competences from a European perspective and will study if the Spanish educational system follows the guidelines recommended by Europe.

3.1. A European approach

According to Valle & Manso (2013), key competences are featured by the inclusion of knowledge, abilities, and attitudes that involve emotions, mind and body. They also involve the integral development of skills and attitudes that enable the use of knowledge in different

situations: common or new, gradual contexts that should promote collaborative work, participation and involvement of students in their learning and work, with families, communities, and interest groups beyond schools and high schools. Hence, key competences involve the engagement of students to be acquired or to be useful in different contexts.

However, European Commission (2019) defines the term “Key Competences” as elements that “are developed throughout life, through formal, non-formal and informal learning in different environments, including family, school, workplace, neighbourhood and other communities” (p. 5). This means that they are pieces of knowledge that can be learnt or acquired in different places and contexts.

Additionally, European Commission (2019) indicates that there are eight key competences that learners need to develop in order to find a place in the society and the labor market of the 21st century that should be integrated into the education system of each European country. These competences are literacy competence; multilingual competence; mathematical competence and competence in science, technology and engineering; digital competence; personal, social and learning to learn competence; citizenship competence; entrepreneurship competence; cultural awareness and expression competence.

According to Legrán (2002), *literacy competence* is considered “the competence of the competence” because it acts as a vehicle in order to obtain other competences, that is, if citizens do not know how to be communicative, pieces of knowledge are not going to be spread nor understood. For this reason, the European Commission (2019) defines literacy as

“the ability to identify, understand, express, create and interpret concepts, feelings, facts and opinions in both oral and written forms, using visual, sound/audio and digital materials across disciplines and contexts. It implies the ability to communicate and connect effectively with others, in an appropriate and creative way.” (p. 6).

This means that literacy is one of the eight key competences for lifelong learning because it is needed to develop the oral and written skills that are characterized by their functions to express a message. However, listening and reading are two skills whose use is needed to provide interaction, the role that communication possesses.

Furthermore, literacy competence can be developed in different contexts and, depending on them, different languages can be applied. Hence, this skill is related to *multilingual competence*. In this competence, the use of the five linguistic skills is essential to communicate through different languages. Moreover, these mentioned skills are not the only requirement to

develop this competence, but it integrates a historical dimension and intercultural competence (European Commission, 2019). As it may be seen, multilingual competence is similar to literacy competence because the five linguistic skills are developed. Nevertheless, the main difference between these two competences is that more than one language is developed through multilingual competence, while literacy competence only contemplates the development of the mother tongue.

Despite the last competences focuses on languages, there are other competences that people should develop throughout their life that are related to the scientific sphere. *Mathematical competence and competence in science, technology and engineering* is a competence that the European Commission classifies as a whole. However, in order to be specific, this Organism provides a definition for mathematical competence and another one for competence in science, technology and engineering.

Referring mathematical competence, it is defined as the ability to solve daily problems through the use of mathematical thinking and understanding. Mathematical competence includes “the use of mathematical modes of thought and presentation” (European Commission, 2019, p. 8). However, competence in science is the ability to identify and solve questions, and to reach proof-based conclusions to explain the natural world. For this reason, it is developed technology and engineering competences in order to study human wants and needs. As a result of this, competence in science, technology and engineering allows people to understand how human changes influence the natural environment and it makes citizens reflect on the responsibility that each person possesses because of human impact. (European Commission, 2019).

Due to human needs, technology is an area that citizens have to develop in order to be more interconnected and solve daily problems. For this reason, the *digital competence* is a skill to be developed in several spheres. The European Commission (2019) defines digital competence as the ability to use technology in different environments such as the educative one, the professional one, and the social one. It requires to be confident and responsible, and it facilitates communication, information, collaboration and creation. Furthermore, this competence is a set of tools, pieces of knowledge in the technological, communicative, mediatic, and informational areas, that configures complex and multiple literacy, which is composed by five areas: information, communication, content creation, security and resolution of problems (Gilsbert, González, & Esteve, 2016).

Digitalization involves being interconnected with other citizens around the world, that is, people, with different ways of living, are communicating in order to work cooperatively or collaboratively. For this reason, *cultural awareness and expression competence* is necessary in several areas of people's life in order to understand other communities. This means that to be competent in cultural awareness and expression is understanding and appreciating the diversity in which citizens conceive the world, that is, to try to comprehend other cultures, communication, or arts in order to understand different types of societies and how people live in them (European Commission, 2019). In addition, according to Vermeersch (2016) "the definition of the competence is based on the assumption that a solid understanding of one's own culture and a sense of identity can be the basis for an open-minded attitude towards others and respect for diversity of cultural expression." (p. 7). Hence, it is necessary to understand one's traditions, culture, and society to conceive different lifestyles.

As it is seen through the last competence, internationalization is a fact that is present in all societies because people are citizens of the world that collaborate among them. For this reason, people have to learn to respect other ways of living, but they also should know how to be citizens of their own community. Due to this fact, people need to develop their *citizenship competence* which is the ability to live in society through participating in it and acting as liable citizens who understands civism in social life, economy, law and politics. A person who develops this competence is also aware of global development and sustainability (European Commission, 2019). This means that through this competence citizens can change society by improving it as long as people maintain an active contribution and a civic behavior to improve their communities (Cañiza, Ibarrola & Sobrino, 2021).

However, it is complex to know what each citizen can do for society if people do not know who they are, and how to progress in their learning process. For this reason, *personal, social and learn to learn competence* is the ability to know oneself, manage time and information adequately, and work with others cooperatively and collaboratively in order to be resolute. It is the capacity of learning how to learn that includes knowing how to battle uncertainty, complexity and different types of challenges to obtain physical and emotional well-being (European Commission, 2019).

According to Nuñez-Ladeveze and Nuñez-Canal (2016), *Entrepreneurship competence* is comprehended as an attitude to deal with new problems by unknown answers. For this reason, to know oneself and the society in which citizens live can facilitate the action of solving

problems to create and spread new pieces of knowledge, ideas or values. Hence, entrepreneurship competence is the ability to go beyond ideas through action in order to convert them into values for other citizens. The main features of this competence are the capacity of being innovative, solving problems, and possessing critical thinking in order to plan, manage and build projects collaboratively and reflect through them cultural, social or financial ideals (European Commission, 2019).

Throughout the description of the eight key competences of lifelong learning, it may be seen that these competences are connected to several spheres where citizens develop their daily life. According to the European Commission (2019) the development of these key competences is needed because “globalization, structural changes in the labor market and the rapid development of new technologies” (p. 3) are facts that influence the development of citizens in society. Hence, the European Union has to guarantee that citizens are going to receive an education enriched by the implementation of the eight key competences.

3.2. The Integration of the Key Competences in the Spanish Educative System

As has been seen, the European Commission wants to ensure that each state belonging to the European Union receives quality education in order to progress in today’s society. This organization aims to achieve this objective by implementing key competences into the education systems of the European countries. Nevertheless, European Union cannot impose how education should be in those countries because the ultimate decision is made by the government of each region. This means that the European Commission provides a set of recommendations that each country can, or not, implement in its educative system.

Recently, the Spanish government has passed a new education law, the *Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica de Educación (LOMLOE)*. This new law changes the education system in Spain, and it modifies Elementary Education, Secondary Education, and upper studies. Specifically, *Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria* is the document that picks up the Spanish education regulations to be applied in Compulsory Secondary Education. Due to the fact that normative has changed, it is necessary to analyze *Real Decreto 217/2022*.

According to *Real Decreto 217/2022* (2022), the document of Spanish education regulations for Compulsory Secondary Education is aimed at facilitating the educative progress of students in order to ensure a complete training that contributes to the development of their personality, and to the preparation to exercise human rights and democratic active citizenship in current society. Moreover, this official regulation maintains a competence profile in order to develop the key competences. For this reason, it points out that learning has to be based on a competence profile that provides meaningful and reflexive learning that creates autonomous citizens. This means that *Real Decreto 217/2022* considers competences as a base to educate Spanish citizens on values that are related to contribute to the development of oneself and the progress of individuals in society. Furthermore, it considers that learning which is based on competences can provide not only a meaningful education, but also autonomy and critical thinking.

The main aim of the Compulsory Secondary Education in Spain is that students acquire basic pieces of knowledge in order to fulfill study and work habits to prepare them to upper studies and to introduce them to the labor market. This objective intends to train them to exercise their rights and obligations as citizens (*Real Decreto 217/2022*, 2022). This objective is connected to the European one due to the fact that it wants learners to “fulfilling jobs and become independent, engaged citizens [...] that achieve their full potential.” (European Commission, 2019, pp. 3-4).

Furthermore, European key competences are taken into account by the Spanish education law because it considers the same eight competences to be applied in the education system. According to *Real Decreto 217/2022* transversality is a feature to be implemented throughout the secondary education stages to acquire and develop them by the end of the compulsory secondary education stage. Hence, this law establishes that key competences cannot be exclusively treated in a specific area because they are not hierarchical elements.

Spanish education regulations for Compulsory Secondary Education (*Real Decreto 217/2022*) mentions that the main goal is not the full acquisition of the key competence, but its applicability of them in real contexts. For these reasons, key competences should be considered in all areas, that is, the eight key competences have to be considered in the same way in the educational environment in order to know how to apply them in different situations of citizens daily life.

Additionally, the implementation of the key competences in the education system pretends to help learners to face the challenges that are involved in the 21st century. According to *Real Decreto 217/2022*, the challenges that citizens will face throughout their lives are:

- To develop a responsible attitude based on awareness of environmental degradation and animal abuse based on environmental degradation and animal abuse based on the knowledge of the causes that provoke, aggravate, or improve them, from a systemic vision, both locally and globally.
- To identify different aspects related to responsible consumption, assessing its repercussions on the individual and common good, critically judging the needs and excesses of social control in the face of the violation of their rights.
- To develop healthy lifestyles, based on an understanding of the functioning of the organism and the critical reflection on the internal and external factors that affect it, assuming personal, social, and external factors that affect it, assuming personal and social responsibility in the care of the body.
- To develop a critical, empathetic, and proactive spirit to detect situations of inequity and exclusion, based on an understanding of the complex causes that inequity and exclusion by understanding the complex causes that originate them.
- To understand conflicts as connatural elements of life in society that must be solved peacefully. should be resolved in a peaceful way.
- To critically analyze and take advantage of the opportunities of all kinds offered by today's society, particularly those of culture in the digital era, assessing society, in particular those of culture in the digital era, assessing their benefits and risks, and making an ethical and responsible and risks, and making an ethical and responsible use that contributes to the improvement of personal and collective personal and collective quality of life.
- To accept uncertainty as an opportunity to articulate more creative responses, learning to manage the anxiety that may be involved.
- To cooperate and live together in open and changing societies, valuing personal and cultural diversity as a source of richness and taking an interest in other languages and cultures.
- To feel part of a collective project, both locally and globally, developing empathy and generosity.
- To develop skills that will enable students to continue learning throughout their lives, based on trust in knowledge as the engine of development knowledge, as the engine of development and the critical assessment of the risks and benefits of the last one.

These curricular aspects are essential because students would not understand what happens in their contexts without them. In addition, they could not have critical thinking about the world in which they live nor answer adequately to it. The crucial purpose of integrating a competence profile in Compulsory Secondary Education is to prepare students to use the

transversality of competences to solve problems (*Real Decreto 217/2022*). This means that Spanish education system does not want learner to acquire the key competences, but to use them to solve the challenges that exist in the 21st century.

4. Multilingual and Entrepreneurship Competences

Multilingual and entrepreneurship are two of the eight key competences that have been mentioned previously. On the one hand, multilingualism, or the multilingual approach, is based on the recognition that an individual's communicative competence is nourished by all the experiences and linguistic knowledge of his or her first language and other foreign languages. Hence, language teaching and learning, from this perspective, goes beyond the purpose of achieving mastery of a language whose model is the ideal native speaker (« *Enfoque plurilingüe* » *Diccionario de términos en clave ELE*, 2022).

According to Alcina (2010) one of the conceptions of bilingualism is the individual's possession of some degree of competence in the four basic skills that are: writing, speaking, reading, and listening. To achieve a degree of competence in these skills is also the aim of multilingual approach, however, to be bilingual or multilingual not only implies to develop these basic skills, but it also requires developing intercultural competence related to the languages that people use. Intercultural competence is “to encourage the process of reflections on ‘self’ and ‘other’, on perspective taking, on social and linguistic context in interactions” (Nemouchi & Byram. 2019. p.180). This means that this competence is a reflection process that people need to understand in other to empathize with different cultures

The production of languages and the understanding of the cultures that are related to those languages are essential elements to be worked on the educational sphere. By promoting this, students not only learn to understand and develop in other social contexts, but also, they can play a mediating role.

Although the concept of "entrepreneurship" began being related exclusively to the economy, it is currently considered a cross-cutting element that applies to many sectors, including, the education one. On the other hand, to be an entrepreneur means to be able to create something new or to give a different use to something already existing, and in this way generate an impact on your own life and that of the community that citizens live in. This means that

entrepreneurship is about pursuing opportunities that are beyond the current resources (Formichella, 2004).

The performance of entrepreneurial education is understood as a teaching method, a form of learning through experience in which the teacher does not give answers to the student, does not always provide knowledge, is not a vehicle for information: the instructor asks questions, listens, reflects and helps to reflect, is a guide in a learning process (Ladeveze & Canal, 2016). This means that entrepreneurial education has to teach students how to develop critical thinking in order to build their own ideas. Furthermore, the role of teachers is to help students developing critical thinking though guiding students in their learning process, that is, not providing them the answer to questions that are asked.

Moreover, entrepreneurship does not only imply innovation, change, and reflective thinking, but also creativity. Creativity is an innate element that human beings possess, and it is possible to develop. This means that people can work on their creativity in order to improve this aspect. This aspect is considered elemental because it is also a transversal aspect that features, among other elements, entrepreneurship competence (Peñaherrera- León, 2012).

The two key competences are related to themselves because of their transversal quality. For this reason, they both are needed to know and understand the current globalized society. Also, these two key competences need to be developed in the educational sphere since there is not much information that deals with these two competences directly. For this reason, this document proposes to complement entrepreneurship and multilingual competence through developing entrepreneurship competence in the classroom of English as a foreign language (EFL). This paper considers that the EFL sphere is a perfect environment to develop entrepreneurship competence since it may be a way to help students to progress in real contexts by:

- (1) Working on creativity and critical thinking in order to know how to express their ideas in a foreign language.
- (2) Discovering different social environments and teaching students how to act in them.
- (3) Teaching linguistic and sociolinguistic resources to cooperate with other people in order to transform ideas into actions.

(4) To provide notions related to pragmatics in order to avoid misunderstandings because of linguistic or cultural differences.

(5) to use entrepreneurial initiative as an element to show learners the global opportunities that exist.

In order to show the benefits that the combination of entrepreneurship and multilingual competences can portray to the education sphere, this document specifies both competences, and consider the knowledge, the skill and the attitude, aspects that appear in each key competence that are taken into account by the European Commission, that students have to develop to detail some implications that can be relevant to apply both competences in the EFL classroom.

4.1. Multilingual Competence

According to the CEFR (Council of Europe, 2020), multilingualism is to know different languages or the coexistence of two or more languages in a given society. This concept is “a widespread phenomenon in modern societies. A considerable number of people speak more than two languages in their everyday life due to historical, social or economic reasons” (Kang, 2013, p. 55). According to the European Commission (2008):

“Linguistic and intercultural skills increase the chances of obtaining a better job. In particular, command of several foreign languages gives a competitive advantage: companies are increasingly looking for skills in a number of languages to conduct business in the EU and abroad. Those mastering more languages can choose among a wider range of job offers, including jobs abroad: lack of language skills is reported as the primary barrier to working abroad. There is empirical evidence that skill in several languages fosters creativity and innovation: multilingual people are aware that problems can be tackled in different ways according to different linguistic and cultural backgrounds and can use this ability to find new solutions” (p. 8).

Currently, education sphere has to respond to the demand to learn more than one language because it is necessary to prepare students for their future workplaces. As it may be seen, the previous statement of the European Commission (2008) considers that to know more languages not only helps people to find jobs easily, but it also fosters creativity and innovation, which are specific features of entrepreneurship competence.

Furthermore, in the previous affirmation, European Commission (2008) manifests that multilingualism and interculturality are elements that may help people to solve problems. Thus,

to know languages and understand cultures facilitate the role of mediator. As a result, users of foreign languages build so that communication flourishes in order to avoid misunderstandings related to unfamiliarity with a language or a culture.

As it may see, the implementation of foreign languages in the education environment is needed since citizens need to have linguistic and intercultural skills, from different languages and cultures, in order to solve problems in real-life contexts. For this reason, it is going to be exposed what pieces of knowledge, skills, and attitudes are needed by students in order to be competent in this competence.

4.1.1. MC - Considerations from the perspective of Knowledge

This competence requires knowledge of the principal types of verbal interaction and register of languages; to be aware of functional grammar and vocabulary of diverse languages; and to know intercultural aspects related to the countries of the spoken languages (European Commission, 2019). Thus, the pieces of knowledge that students have to develop in order to be competitive in this skill are: (1) to know how foreign languages work both semantically and grammatically, distinguishing different varieties of the same foreign language; (2) to be aware of the cultural and social aspects related to the diversity foreign languages.

4.1.2. MC - Assumptions from the perspective of Skills

European Commission (2019) considers crucial to produce and understand the foreign language taking into account the needs of the user. This means that users have to work speaking and listening in order to maintain conversations or understand spoken messages, while reading and writing are needed to understand and produce texts. Hence, the five linguistic skills should be developed in order to obtain a domain in multilingual competence.

4.1.3. MC - Issues on the perspective of Attitudes

Regarding the attitude that is needed to develop this key competence, it is needed positiveness, appreciation, interest, empathy, and respect towards languages, cultures, and people. Thus, users of foreign languages need to show a positive attitude while they are learning languages and cultures. Additionally, users have to appreciate and respect diversity since

culture, lifestyle, and people may be different from the perspective of learners. Moreover, empathy is a needed element in a foreign language learner profile since it is the ability to understand people from other cultures. For these reasons, the attitude of people who learn languages has to be connected with the previous features (European Commission, 2019).

4.2. Entrepreneurship Competence

According to Bacigalapu, Kampylis, Punie & Van den Brande (2016) the origin of the concept “entrepreneurship” in the European context starts when the European Commission mentions the relevance of entrepreneurship in 2003. Three years later, in 2006, this Institution classifies Entrepreneurship as one of the eight key competences for all members of a knowledge-based society. Since then, the intention of the European Commission has been to promote entrepreneurship in educational contexts.

In the words of Bacigalapu, Kampylis, Punie & Van den Brande (2016), the entrepreneurship competence framework defines entrepreneurship as a

“transversal competence, which can be applied by citizens to all spheres of life from nurturing personal development, to actively participating in society, to (re) entering the job market as an employee or as a self-employed person, and to starting up ventures (cultural, social, or commercial)” (p. 6).

Thus, entrepreneurship competence is a key competence that can be applied in all areas in which people are exposed. According to Manso & Thoilliez (2015) there are two reasons why the European Commission has adopted entrepreneurship as one of the eight key competences. On the one hand, (1) society is facing challenges that may be solved by a qualified population, that is, people who are innovative, creative, and implement new projects or ideas. On the other hand, (2) a more dynamic knowledge-based economy, which is aimed at innovation and job creation, is required.

Regarding the first statement, which is the one that is more related to the education sphere, key competences may help students to see the perspective of current social problems. However, the exploitation of entrepreneurial competence may provide the creativeness and the innovation basis that students may need to transform their ideas into actions. This is because the main aspects that are considered essential to develop the progression in entrepreneurial learning are developing and increasing autonomy and responsibility in acting upon ideas and

opportunities to create value; and developing the ability to originate value from simple and predictable contexts up to complex ones, while changing environments (Bacigalapu, Kampylis, Punie & Van den Brande, 2016)

Furthermore, according to Bacigalapu, Kampylis, Punie & Van den Brande (2016) entrepreneurship competence considers 3 competence areas to develop the progression in entrepreneurial learning:

1. *Ideas and opportunities*: it is related to use creativeness in order to analyze opportunities for creating value; to develop innovative useful ideas; to go further and have a vision of the future; to value ideas to study opportunities; and to value the consequences and impact of ideas, actions or opportunities.
2. *Resources*: it is featured by trusting in oneself and developing one's plan; persistency; obtaining and managing resources; developing financial and economic costs; inspiring and persuading others to get on board.
3. *Into action*: it deals with accomplishing objectives by taking the initiative and starting a process to take ideas into actions; planning and managing the process; making difficult decisions related to uncertainty, ambiguity and risk; collaborating and cooperating with others; learning through acting.

Also, each of these three areas contain five sub-competences, fifteen sub-competences in total, that help to develop this competence (Bacigalapu, Kampylis, Punie & Van den Brande, 2016). However, this document focuses in the three main areas as they include the sub-competences. These areas are needed to develop entrepreneurship competence in education contexts in order to be familiar with this key competence. However, it is also necessary to consider the knowledge, the skills, and the attitudes that students have to obtain in order to be competent in entrepreneurship competence.

4.2.1. EC - Considerations from the perspective of Knowledge

This competence requires awareness related to the existence of different contexts and opportunities for turning ideas into actions and understand how these ideas are originated. Citizens should know how to manage projects and get resources. Also, they should know about economics, social and economic opportunities. However, people should consider challenges that may emerge in order to face possible problems (European Commission, 2019).

4.2.2. EC - Assumptions from the perspective of Skills

The skills that citizens have to develop while they are developing entrepreneurship competence are to develop creativeness, innovation, strategic thinking, resolvability, and critical and constructive reflection. In addition, people need to be able to both cooperate and collaborate in teams. Moreover, citizens should be communicative since they need to negotiate with other citizens; they have to create financial decisions considering costs and value; and they need to contemplate ambiguity, and risk as a crucial part to make choices. (European Commission, 2019).

4.2.3. EC - Issues on the perspective of Attitudes

According to the European Commission (2019) an entrepreneurial attitude is featured by

a sense of initiative and agency, pro-activity, being forward-looking, courage and perseverance in achieving objectives. It includes a desire to motivate others and value their ideas, empathy and taking care of people and the world, and accepting responsibility taking ethical approaches throughout the process (p. 13).

In addition, the attitude that an entrepreneur should possess is characterised by being a passionate trustable constant leader who is creative, innovative, supportive and flexible, but competitive at the same time (Bilbao & Pachano, 2002).

4.3. Implications for the EFL classroom

As it may be seen previously, the European Commission in its document *Key Competences for Lifelong Learning* considers that the key competences are transversal elements. Hence, the key competences become aspects to be developed in the educational sphere. Specifically, this document observes multilingual and entrepreneurial competences since, as it has been mentioned before, the development of languages can help students to obtain better jobs. Furthermore, learning foreign languages conveys to develop creativity and innovation which are two of the main features of the entrepreneur profile. For these reasons, this paper examines methodologies, approaches, classroom management, and the teacher role that could be applied by combining entrepreneurial and multilingual competences in the EFL classroom.

According to Paños (2017) methodologies have been classified in 2 groups: traditional methods and innovative methods. Traditional methods are related to the non-participating ones, while innovative methods are action-based methods, that is, active methodologies. Hence traditional methods are the ones in which the role of the teacher is more active than the one of the students. However, this fact is different with innovative methods since students are the protagonists of their own learning.

Education has been evolving over the years because traditional methodologies used to predominate in the education environment, but this has been changing. Nowadays, active methodologies predominate in the education sphere since they are focused on students, they allow students to cooperate and collaborate among themselves, and to be more participative (Paños, 2017).

Despite an active methodology is needed to implement both entrepreneurship and multilingual competences, a unique methodology is not enough to develop both competences. This is because students will have a more enriched education if different methodologies and approaches are applied. Hence, an implication to be considered in the English as Foreign Language (EFL) classroom is to apply an eclectic methodology.

This paper determines that eclectic and active methodologies are needed methods for developing entrepreneurship and multilingual competences in the EFL classroom. However, there are more specific methodologies, and approaches to consider in the development of both competences in the EFL classroom.

To implement both competences in the EFL classroom, it is needed to consider real communicative situations in order to propose meaningful interesting activities (Apraiz- Jayo, Pérez- Gómez & Ruiz-Pérez, 2012). For this reason, methodologies and approaches have to be different in order to help students to manage possible real situations.

On the one hand, the principal methodologies and approaches that are recommendable to use in the EFL classroom to obtain entrepreneurship competence are: (1) the problem-based approach; (2) the project-based approach; (3) the simulation-based learning; (4) cooperative learning; and (5) the case-study method (Paños, 2017).

1. Problem-based approach: it is a methodology that allows students to detect, identify and solve problems in small groups by putting previous knowledge into practice.

2. Project-based approach: it is a methodology that consists of designing, developing and carrying out a project to solve real problems or address a task.

3. Simulation-based learning: it is a methodology in which students can face real or simulative situations or challenges. Simulation-based learning can help students by working with creativity, initiative, interpersonal skills, autonomy, and decision making.

4. Cooperative learning: it is a methodology in which people work in reduced groups. It conveys collaboration among students since a student will obtain his or her objectives if other students get theirs.

5. Case-study method: it is a methodology that consists of analyzing, managing, making decisions and seeking solutions to real or simulated current problems. Its aim is to bring students closer to their future professions.

As Paños (2017) affirms, there are no specific methodologies to work with entrepreneurship competence. However, this document considers the previous elements are needed since they may expose students to collaboratively activities related to real problems and challenges that they will have to solve.

This document wants to contribute to the list of Paños (2017) by adding gamification as a method to obtain both multilingual and entrepreneurship competence since it is a strategy in which game elements and designs are used in a context to increase the motivation of students, the cooperation, and the engagement with the task, among other features (Figuerola-Flores, 2015).

On the other hand, the main approaches that this document recommends to use in the EFL classroom to obtain domain in multilingual competence are: (1) Communicative approach; (2) Task-based Language Teaching; and (3) Pluralistic approach. Also, it proposes two methods which are: (4) Total Physical-Response (TPR); and (5) cooperative learning. Despite this paper considers these elements necessary to apply multilingual competence in the EFL classroom, there may be more aspects to be added in order to amplify this list.

1. Communicative approach: Communication is not a mere product, but rather a process, carried out for a specific purpose, between specific interlocutors, in a specific situation. Therefore, it is not enough for learners to assimilate data like vocabulary, grammatical rules or functions, that is, a linguistic competence is not enough to obtain a domain of a language. However, it is crucial to use and know the mentioned data to produce and

understand the target language. This means the elements of a language are needed to carry out the communicative process (« *Enfoque comunicativo* ». *Diccionario de términos clave de ELE*, 2022).

2. Task-based Language Teaching: Its principal aim is to promote learning through the actual use of the language in the classroom. It consists of learning foreign languages through activities in which they are used. Thus, communicative competence is considered to develop tasks based in this approach (« *Enfoque por tareas* ». *Diccionario de términos clave de ELE*, 2022).

3. Pluralistic approach: According to Candelier (2010) pluralistic approaches to languages and cultures “refers to didactic approaches which use teaching /learning activities involving several (i.e., more than one) varieties of languages or cultures” (p.8). Hence, in order to teach foreign languages, this approach provides different varieties of cultures and languages to create theoretical and practical content for students. Moreover, one of the objectives of this approach is to work with the competences that learners already have to connect them with the ones that the education system expects them to acquire (Möller-Omrani & H. Sivertsen, 2022).

4. *Total Physical Response (TPR)*: it is a method of language teaching that combines speech with action. Also, it proposes to teach language through physical activity. The principal objective of this method is to develop oral proficiency in the second language. Moreover, it develops comprehension, emphasizes meaning rather than form, and tries to minimize the stress of the learning process using physical actions and play (« *Respuesta Física Total* ». *Diccionario de términos clave de ELE*, 2022).

5. Cooperative Learning: in relation to multilingual competence, cooperative learning is useful since it helps students to participate in activities while they are speaking in the target language. Also, it reduces anxiety since students are in a supportive sphere. Hence, meaningful learning is possible through this method (Azizinezhad, Hashemi & Darvishi, 2013).

Through the combination of these main elements, it may be possible to integrate entrepreneurship and multilingual competences since they may be able to solve problems in English. Also, students may learn anglophone traditions, cultures, and lifestyles that will allow them to face challenges that may pop up. Furthermore, they may work creativity and innovation

cooperatively by developing different projects or tasks, and they will do it in a motivating way to lower the affective filter and build meaningful learning.

Regarding classroom management, this paper mentions that cooperation and collaboration are features to be considered to develop entrepreneurship and multilingual competences in the EFL classroom. These characteristics need to be attended to, not only because they are features of entrepreneurship competence, but also because they are helpful for learning a foreign language. Investigations about second language acquisition consider that cooperative learning is related to the emotional variable since it decreases students' anxiety, helps to increase motivation, and benefits positive attitudes towards language learning. For this reason, positive interdependence among learners; face-to-face group interaction; the assumption of individual, and group responsibilities; the exercise of social skills and reflections on these same processes may be considered to manage EFL classroom, while entrepreneurship and multilingual competences are integrated (« *Aprendizaje en cooperación* ». *Diccionario de términos clave de ELE*, 2022).

Considering the role of foreign language teachers, Harrison and Killion (2007) consider that there are ten ways in which teachers can help to schools' success: to be a resource provider; an instructional specialist; a curriculum specialist; a classroom supporter; a learning facilitator; a mentor; a school leader; a data coach; a catalyst for change; and a learner. These characteristics can help foreign language teachers to develop good practices because the principal role of learning is given to the students. Moreover, teachers with these features have a supportive role towards students in their learning process.

Throughout this section, this paper has studied entrepreneurship and multilingual competences deeply. In addition, it has been shown the pieces of knowledge, the skills, and the attitudes that are required to obtain a domain in both competences. Furthermore, it has analyzed the implications that should be considered to apply both competences in the EFL classroom through recommending methodologies, and approaches. Likewise, this document mentions how to manage the EFL classroom while multilingual and entrepreneurship competences are applied, and it also considers the teacher's role while both key competences are combined in the EFL classroom.

5. Lesson Planning

In order to develop the application of entrepreneurship and multilingual competences in the EFL classroom, this document proposes a lesson plan which integrates some of the previous methodologies and approaches in order to contribute to the teaching by competences mentioned above. However, this document will focus on two of the eight key competences, the entrepreneurial and multilingual competences. This lesson plan is based on both LOMLOE, the Spanish new education law, and *Real Decreto 217/2022*, the document that contains the core curriculum for Compulsory Secondary Education. Hence, this document considers the basic knowledges that *Real Decreto 217/2022* exposes and has chosen some of them to complete this lesson plan. *Real Decreto 217/2022* possesses three basic knowledges which are communication, multilingualism, and interculturality. However, this document has selected communication and multilingualism.

According to basic knowledges of *Real Decreto 217/2022*, communication is one of the basic knowledges to be considered in the proposed lesson planning. Among different features related to communication, this paper has selected the following features:

1. Self-confidence. The error as an instrument of improvement and repair proposal.
2. Basic communicative functions appropriate to the communicative domain and context: greeting, saying goodbye, introducing oneself and others; describing people, objects and places; locating events in time; locating objects, people and places in space; asking for and exchanging information on everyday matters; giving and asking for instructions and orders; offering, accepting and refusing help, propositions or suggestions; partially expressing taste or interest and basic emotions; narrating past events, describing present situations and stating future events; expressing opinion, possibility, ability, obligation and prohibition.
3. Basic linguistic units and meanings associated with these units such as the expression of the entity and its properties, quantity and quality, space and spatial relations, time and temporal relations, affirmation, negation, interrogation and exclamation, basic logical relations.
4. Commonly used vocabulary of interest to students related to personal identification, interpersonal relationships, places and environments, leisure and free time, daily life, health and physical activity, housing and home, climate and natural environment, information, and communication technologies.

Likewise, this paper has included multilingualism as a basic knowledge. For this reason, it has been included one characteristic among other ones:

5. Strategies and techniques for responding effectively to a basic and concrete communicative need in a comprehensible manner, despite the limitations of the level of competence in the foreign language and in the other languages of one's own linguistic repertoire.

Likewise, *Real Decreto 217/2022* contains different specific competences that students should develop depending on the academic year. Regarding this lesson plan, according to *Real Decreto 217/2022*, this paper has selected the following specific competences for first-year-middle-school students of EFL.

Specific competence 1: To understand and interpret the general meaning and the most relevant details of texts expressed clearly and in the standard language, looking for reliable sources and making use of strategies such as the inference of meanings, in order to respond to specific communicative needs.

Specific competence 2: To produce original texts of medium length, simple and clearly organized, using strategies such as planning, comprehension or self-repair, to express relevant messages in a creative, adequate and coherent manner and to respond to specific communicative purposes.

Specific competence 3: To interact with others with increasing autonomy, using cooperative strategies and employing analog and digital resources, to respond to specific communicative purposes in exchanges respectful of the rules of courtesy.

Furthermore, these specific competences contain different points of assessment criteria that need to be considered in order to develop this lesson plan. As the proposed lesson plan is aimed at first-year middle-school learners of EFL, some of the assessment criteria of this stage have been considered to be applied in this document.

1.1 To interpret and analyze the overall meaning, specific and explicit information of short, simple oral, written, and multimodal texts on frequent, everyday topics of personal relevance and close to the student's experience, typical of the areas of interpersonal relationships, learning, the media, and fiction expressed clearly and in the standard language through various means.

2.1. Orally express short, simple, structured, comprehensible texts, appropriate to the communicative contexts, on every day and frequent matters of relevance to student, in order to describe, narrate and inform on specific topics, in different media, using verbal and non-verbal resources in a guided way, as well as strategies for planning and controlling production.

3.2 To select, organize, and use, in a guided manner and in close settings, appropriate strategies for initiating, maintaining, and terminating communication; taking and giving the floor; and requesting and formulating clarifications and explanations.

Regarding the assessment of this lesson plan, it is divided into two main percentages. On the one hand, 60% of the grade is related to classwork. Inside that percentage, 10% of the mark are the aesthetics of students' poster boards. Following instructions is also considered with a 20% of the grade, that is, to draw the buildings that are required on their poster boards to create their cities. Finally, the creation of their businesses and their products or services will be 30% of the mark.

On the other hand, 40% of the mark is destined for students' oral presentations. In the oral presentation, students will have to talk about their cities, businesses, and products or services in an organized way. Hence, the sequenced description of these elements will be 30% of their grade. In order to reach this mark, students should start with an introduction, continue with a body, and finish with a conclusion or a recommendation to visit their cities. In addition, 10% of their mark is related to body language since they need to support their verbal speech with body movements in order to avoid reading and be natural while they are giving a speech in the target language.

At the end of the seven sessions that are proposed, students will be able to (1) to create an original city, a business, and a product or service; (2) to write and organize a speech about their cities, their business, and their products or services; (3) to produce orally their speeches in the target language through an oral presentation; and (4) to use body language and facial expression to support verbal communication.

5.1 Justification

The following lesson plan emerges from the idea that current learners need to face the challenges of the 21st century. Due to external factors of learning, such as the free movement of people, students need to learn different languages and cultures in order to be part of the globalized society in which they live nowadays. In addition, the European Commission (2019) points out the necessity of integrating competences in the education system with the aim of educating students to be independent and engaged citizens that are able to find fulfil jobs. For this reason, students need to participate in society through solving problems in an innovative and creative way in order to become autonomous productive citizens who can transform their ideas into actions. As it is reflected, multilingual and entrepreneurship competences are needed to develop this lesson plan.

The learning environment where this lesson plan may be applied is a Spanish middle school EFL classroom. Nevertheless, it also may be applied in a European middle school EFL classroom since this lesson planning follows European Commission recommendations. Regarding the target group, this lesson plan is aimed at first-year students at middle school who study English as a foreign language. In addition, this lesson plan may be a useful tool to be used in middle schools where cultural diversity is present since students may share different creative ideas that may enhance collaborative and cooperative work.

This lesson plan uses gamification in order to motivate students and decrease the affective filter that Krashen (1983) highlights in his Affective Filter Hypothesis. This fact is considered since students may feel less anxious or stressed by introducing an element to which they are connected. In this lesson plan, Minecraft videogame is considered a motivating component to be worked with since it may be a videogame that helps students to develop their creative process, and it may be an element that they like since it is one of the most current played videogames.

Moreover, learners receive a sticker of Minecraft's wood, earth, diamond and heart in each session. These are materials that are used in the videogame to build different elements of their cities (like parks, businesses, etc.) In this case, materials are provided to motivate students because introduction to entrepreneurship may be a complicated subject for first-year middle school students. Regarding stickers, Minecraft's wood and earth are given when students finish their activities; Minecraft's heart is given once the session is finished since they have "survived to that lesson"; and diamonds are given after the final activity (an oral presentation). Students have to collect their materials in an inventory, a template provided by the teacher, which is an element of the videogame to keep materials (it is a bag). These materials are needed to connect entrepreneurship with materials that they may know. Thus, they may pay more attention to understanding what entrepreneurship is.

As for activities contained in this lesson plan, they have been designed to be sequenced activities that connect from one session to another one to create a coherent and cohesive learning process. For this reason, this unit of work has followed the task-based approach methodology. However, students have to design, develop and carry out a fictitious Minecraft city and a business in the final task of this lesson plan. Hence, it also follows the project-based approach. Moreover, this lesson plan contemplates cooperative learning since learners are going to develop the final project of the proposal in reduced groups in order to create their cities. Also, it implements the TPR method to use movement as a way to comprehend English. As it may be seen, this paper proposes a lesson planning based on active methodologies since it focuses on more than one methodology and contemplates students as the protagonists of their education process.

5.2 Distribution and Assessment

This lesson plan is intended to last three hundred minutes, which is equivalent to six sessions of fifty minutes. These sessions would be shown in the second term of the academic year since students may be more adapted to the middle school environment. In addition, the aspects that are evaluated in these sessions are (1) a cardboard, and (2) a speech.

On the one hand, the cardboard is the final product of a process of communication, agreement, problem-solving, creativeness, and innovation. The challenge of creating a city and a business among different members of a group with diverse perspectives and different ideas has to be assessed. Hence, the assessment contemplates the aesthetics of the cardboard, and the places of their city, including their business.

On the other hand, the speech is also assessed since learners are required to explain to an audience how the cities are. For this reason, they are going to prepare a speech in which every member of the group has to talk, and they have to create a speech structure with an introduction, a body and a conclusion or a recommendation to visit their cities. Furthermore, body language is assessed since it is an element which is needed to support verbal communication.

5.3 Roles and Aims of the Proposal

The role of the students in these sessions is an active one. Learners are expected to participate in each session. They are encouraged to use English not only when they answer direct questions, but also when communicating with their fellow teammates to reach agreements, discuss and debate ideas to solve problems. Moreover, the role of the teacher is that of monitor and guide. Also, the teacher gives instructions and makes sure that everyone follows them.

The final objective is not only focused on linguistic achievements, but there is also a need to teach students about cooperation and collaboration, thus teamwork is the cornerstone of the great majority of activities contained in this lesson plan. The teacher will need to pay special attention to diversity in order to control and increase the chances of student participation, but at the same time, the teacher has to allow students to enjoy some freedom and autonomy. For this reason, even if the teacher will be in charge of group formation, and students

are encouraged to create the city that they imagine, do their own research and work autonomously throughout the sessions.

5.4 Sessions

This section will present the different sessions of the lesson plan to work with entrepreneurship and multilingual competences. In addition, the following activities consider the methods, approaches, regulations, and standards that have been described previously.

Session 1

The main objective of this session is to introduce students to both Minecraft and entrepreneurship in order to work with these elements in the following sessions. In order to do so, the required materials that are needed are a computer, internet connection, Minecraft inventories and stickers, fake money, Minecraft posters, a chalk, a traditional and a digital blackboard, and a YouTube video. Regarding the classroom management, students are divided into small groups of 4 people. These groups are the same ones until the unit of work ends. In relation to methodology, the communicative-based approach, the TPR method and the cooperative learning are the components that are used in this session to achieve the main aim.

Before starting the activity, the teacher has to create different groups of four students and provide them with some dictionary definitions of “entrepreneurship” and “entrepreneur” since they may not be familiar with these concepts. Once they are explained, all groups have to create a brainstorm and create their own definitions of the previous terms. Once it is done, the teacher has to write on the blackboard all the ideas provided. After that, the teacher provides some Minecraft posters to decorate the classroom and to explain that Minecraft and entrepreneurship are the topics that are going to be interrelated in this and the following sessions. Additionally, the teacher has to ask if students know Minecraft in order to know if they have previous knowledge about this topic. Also, she or he will give students a Minecraft inventory, which is a template where students will have to stick the previously mentioned stickers.

Once these pre-activities are done, it is the moment to work with Minecraft through the activity *What is Minecraft?* They are required to watch the YouTube video, that deals with Minecraft world, twice. After that, it has to be explained that they are going to see on the digital blackboard some statements that are related to the video, a cross, that means false, a tick, that

means right, and a clock that lasts ten seconds. On that time, learners are required to discuss in groups if the affirmation is right or not. If they consider that it is false, they have to stand up and go all together to the right side of the class. However, they have to go to left side of the class if they consider that the affirmation is true. The award that they receive if their answer is correct is a hundred-dollar bill, however, they will not receive any amount of money if their answers are incorrect. After finishing the activity, the teacher will provide students with Minecraft's wood, earth and hearts to stick in their inventories.

Session 2

The main aims that students should achieve during this session are: (1) to find an agreement among all the members of a group; (2) to solve problems related to businesses; (3) to use creativity to fix and improve the product; and (4) to sell the product that has been fixed. To reach these purposes, the materials that are required are Minecraft stickers, a computer, an internet connection, a digital blackboard, a template which contains different Minecraft categories (food, materials, animals, worlds, etc.), different images of Minecraft buildings that are located in unusual places (e.g.: an image of a restaurant in a volcano), and videos of Minecraft creations that can be improved (e.g.: a video of a Minecraft elevator that does not work properly).

This session lasts fifty minutes and there are four activities. The first activity, *What we all like*, lasts ten minutes, the second one, *Are these businesses located in the best place?*, lasts five minutes, the third task, *Improve for good*, lasts twenty minutes, and the last one, *For sale*, lasts fifteen minutes. Students are divided into the same groups from the previous session. The methodologies that are followed in this session are: the simulation-based approach, cooperative learning, and communicative approach.

As it has been mentioned, there are four activities. Regarding the first one, *What we all like*, the teacher will provide a template that contains different Minecraft categories. In this material, students are required to discuss the things they like about the game, according to each category. However, all the members of the group need to agree on the things that they like to write in the template. If there is no agreement among all members of the same group, learners cannot write the discussed elements. After finishing the activity, students receive a Minecraft wood sticker.

In the second task, *Are these businesses located in the best place?*, the teacher will show two different images of Minecraft buildings located in unusual places. Learners are required to

discuss why those places are inappropriate to open a business. After that, they have to argue about where the business should be opened and why. Once they finish, the teacher will provide learners with Minecraft earth stickers.

The third activity deals with improving Minecraft inventions that are already invented. The teacher will show students different short videos of Minecraft inventions that do not work accurately. After that, the teacher will assign a creation per group. All groups have to discuss how to fix and improve the provided inventions and write a possible solution (one hundred words) to solve the problems of their objects in a creative way. After that, each group has to vote for a group speaker, and he or she has to read the speech. Finally, students receive a Minecraft wood sticker.

The last activity is about creating an authentic situation through simulation and gamification. Students can be future sellers or buyers, and they may need to speak English to sell or buy objects or services. For this reason, students should imagine that they are in a Minecraft flea market. Some students will have the role of sellers, and others will have the buyers' one. Roles will alternate during the activity progression in order to know how to act in both cases. After doing the activity, the teacher provides learners with Minecraft earth and heart stickers, and the session finishes.

Sessions 3, 4 and 5

This paper exposes these sessions all together since they have to develop the same activity, *Minecraft City*. The main goals of these sessions are to create cooperatively an innovative Minecraft city, a business, and a product or a service to offer, and to write a speech in order to talk about their cities, their businesses, and their products, or services, in the following sessions.

Each session lasts fifty. It has to be considered that in the third session the teacher has to explain the aspects that will be assessed, and the elements to be considered to create their cities, their businesses, their products, or services, and their speeches. For this reason, the activity may probably last less than one hundred and fifty minutes. Students will be divided in the same groups of the first session since they have to work cooperatively. The materials that are required to work during these sessions are poster boards, markers, pens, crayons and pieces of paper. Students may also bring additional materials depending on what they need to work with their poster boards (like glitter, stickers, etc.)

The methodologies that are considered in these sessions are project-based approach, cooperative learning, and communicative approach. Regarding these methodologies, they are worked since students have to create a common project cooperatively in small groups while they speak in English.

In the third session, the teacher explains the assessment of the project that learners are going to develop and explain. On the one hand, each group has to develop a Minecraft city, a business and a product or a service to offer in their business. Moreover, it is clarified that they will create all these elements in a poster board. The business will be part of the city, so they have to create both elements in the same side of the posterboard. However, the product or the service has to be shown on the reverse side of this material.

In addition, the teacher should make clear that they need to create the names for their cities, and he/she will clarify that their cities are going to be divided into six categories: (1) places for entertainment; (2) places to eat; places of basic needs; (3) public transport; (4) historical places; (5) business; and (6) other places. Students are required to create six places per category, except for the business one (they will create only one building).

On the other hand, learners have to create a speech of their cities once they have finished drawing their Minecraft cities in the poster boards. This activity is written since they need to produce their speeches in sessions six and seven as part of oral presentation activities. The teacher will explain learners that the structure of the speech needs to possess an introduction, a body and a conclusion, or a recommendation to visit their cities. In addition, it is mentioned that body language will be considered in their grades since it is a crucial element that supports verbal communication, but the teacher has to make clear that this will be done in session number six.

Furthermore, the teacher will explain that groups have to discuss the organization of the project and the ideas that they are going to reflect through their poster boards and their speeches, that is, they have to agree on the ideas that are shown in both formats in order to obtain a coordinated result. Also, he/she will conclude by saying that creativity and innovation are features that need to be considered to develop their projects.

After the previous explanation, learners will develop their projects during sessions three, four and five. They will organize how to complete all the work that they have to do during these sessions. However, the teacher can guide students by asking questions if they do not know how

to structure the tasks that they have to do. At the end of these sessions, students will receive Minecraft's wood, earth, and hearts to stick in their inventories.

Session 6

The main objective of this session is to express their ideas through verbal and non-verbal communication. In order to do so, students will need to have done their poster boards and their written speeches since those are the materials, they are going to work with during the fifty minutes of the session. Furthermore, Minecraft stickers will be also needed, as in previous sessions, and three speeches about different topics of Minecraft (one correct speech, one incomplete speech, and one inappropriate speech). This session lasts 50 minutes, and there is only one activity to develop during this time, *How to improve Minecraft's rules*.

The approaches that are followed in this session are project-based approach, since the project that they are doing finishes in the following session, cooperative learning, problem-based approach and communicative approach, as they are going to work in groups and on the target language. Moreover, they are going to analyze and solve possible problems of their speeches.

In this session, there is an explanation about how to structure speeches correctly. The teacher has to provide three different speeches to three students, and they have to read them. The rest of the students will identify which discourse is the correct one. Also, in these speeches, there are instructions on how students who read them are going to move their bodies or their facial expressions. In this way, all learners may see the importance of body language and they may deduce what correct speech is. After this, the groups have to discuss what the correct speech is and why. The teacher will provide the answer and learners will analyze what is correct in their speeches and what should be changed. Students should modify their documents, in the case that they need to do so, and then they will distribute the sections of their discourses since all members of the group have to speak in their oral presentations.

When the explanation of how to structure a speech is over, the activity of this session starts. The groups will discuss what the correct speech is and why. The teacher will provide the answer, and learners have to analyze what is correct in their speeches. Then, they will distribute the sections of their discourses since all members of the group are going to speak in their oral presentations.

After this, the teacher will inform students that, in the next session, they will have to present and show their projects (their Minecraft cities, their businesses and their products or services) to other teachers and students in the library of their school centers. Hence, students have to simulate the situation of being in the library and practice their speeches. After that, students will point out three positive aspects of the speech, and three points that may be improved. In addition, the teacher will explain the strengths and weaknesses of their presentations. Finally, the teacher will give students Minecraft's wood, earth and hearts stickers.

Session 7

In the last session of this lesson plan, students will expose their projects to different members of the middle school at the school library. The main aims of this session are to speak English in a non-EFL classroom environment; to cooperate and assist colleagues in developing an oral presentation; and to answer questions from the public. This session lasts fifty minutes, and the materials that are required are the poster boards that students have been working with in previous sessions, and moldable adhesive mastic to stick the poster boards.

The methodologies that are involved are the communicative approach, project-based approach, and cooperative learning. These methodologies are applied since students have to present orally their Minecraft's cities, businesses and products or services in English, while they answer possible questions from the public in the target language. However, there can be complications in the development of the oral presentation (e.g., students may be nervous, forget their speech, etc.), so students need to help each other to develop the oral presentation.

The activity *Share it with the World* is related to previous activities since students need to create their cities, businesses, and products or services, which are developed during sessions 3, 4, and 5, to explain the content of their poster boards in this session. Plus, they need session 6 to know how to develop a speech, and to use non-verbal language in order to be prepared to face an authentic oral presentation. In this activity, different groups will have to explain the names of their cities, the different locations that their cities have, the businesses they have built and the products or services that their businesses can offer. After doing this activity, the teacher will provide students with a Minecraft diamond sticker.

In this session, the teacher will assess students' poster boards and their oral presentations. Moreover, he/she will use a ¹rubric in order to qualify the work of the students. In addition, despite this is the last session that this lesson plan proposes, this paper recommends the teacher to provide students with written feedback, and to explain it, in the following session, to help students to improve in future oral presentations.

¹ It is located in appendix I of this paper.

6. Conclusion

This paper exposes the importance of competency-based education, so that the transversality of competencies may be used not only in the academic environment but also in authentic contexts. For this reason, this document exposes the eight key competences for lifelong learning from the European and the Spanish perspectives, that is, these competences are developed from the supra-national level angles.

In addition, it highlights entrepreneurship competence since it is a needed ability that may help students to be autonomous, cooperative, creative, innovative and resolute citizens. However, it also points out the multilingual competence relevance since learners, by using other languages and knowing diverse cultures, may apply, transmit, or transfer the above characteristics to different people or societies. The transversality of these competences, and the need to apply them in authentic spheres, has led this document to create a lesson plan, and to propose different methodologies for the development of multilingual and entrepreneurship competences in the EFL classroom.

The proposed lesson plan may be useful since it combines multilingual and entrepreneurship competences in all sessions. Moreover, students will be the protagonists of their own learning because the lesson plan is based on active methodologies. Also, they can develop English by discussing ideas, and providing their opinions, while they are learning how to be creative, autonomous, organized, and cooperative. Furthermore, it uses gamification through Minecraft videogame in order to decrease the affective filter and, in this way, create a meaningful learning.

Furthermore, innovative contents are increasingly necessary to promote language teaching in a meaningful way. Therefore, this document wants to convey that the development of entrepreneurship and multilingual competences may be helpful to students' learning. However, it is up to the teachers to determine whether the content of this lesson plan can be effective to contribute, in some way, to the development of today's language teaching.

The principal aim of this project was to develop a lesson plan that contributes to building the education of the 21st century by developing multilingual and entrepreneurial competences. Hence, this paper encourages teachers, or prospective teachers, to apply this lesson plan in the EFL classrooms for the purpose of helping students to develop these competences and apply them in real situations throughout their lives.

7. References

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APPENDIX I

1. Assessment Rubric

	Excellent	Very good	Good	Sufficient	Insufficient
Description	<p>The speech possesses an introduction, a body, and a conclusion.</p> <p>Introduction:</p> <ul style="list-style-type: none"> - An introduction of the members of the group. - An original name of a city. - They use 4 or more adjectives to describe the city. <p>Body:</p> <ul style="list-style-type: none"> - Students mention 10 or more places of their city (including their businesses) and use 1 place for each category 	<p>The speech possesses an introduction, a body, and a conclusion.</p> <p>Introduction:</p> <ul style="list-style-type: none"> - An introduction of the members of the group. - An original name of a city - They use 3 adjectives to describe the city. <p>Body:</p> <ul style="list-style-type: none"> - Students mention 8 places of their city (including their businesses) and use 1 place for each category (there 	<p>The speech possesses an introduction, a body, and a conclusion.</p> <p>Introduction:</p> <ul style="list-style-type: none"> - An introduction of the members of the group. - An original name of a city. - They use 2 adjectives to describe the city. <p>Body:</p> <ul style="list-style-type: none"> - Students mention 6 places of their city (including their businesses). 	<p>The speech possesses a body and a conclusion, or an introduction and a body.</p> <p>Introduction:</p> <ul style="list-style-type: none"> - An introduction of the members of the group. - An original name of a city. - They use 1 adjective to describe the city. <p>Body:</p> <ul style="list-style-type: none"> - Students mention 4 places of their city (including their 	<p>The speech does not possess a structure. It only has a body.</p> <p>Body:</p> <ul style="list-style-type: none"> - Students mention 2 places of their city (including their businesses) and use 1 place for each category (there are 6 categories).

	<p>(there are 6 categories).</p> <ul style="list-style-type: none"> - An explanation of the businesses mentioned. - An explanation of the product/service of their businesses. <p>Conclusion:</p> <ul style="list-style-type: none"> - Students recommend 2 places and 2 things to do in their cities. (Give reasons why students should visit their cities). 	<p>are 6 categories).</p> <ul style="list-style-type: none"> - An explanation of the businesses mentioned. - An explanation of the product/service of their businesses. <p>Conclusion:</p> <ul style="list-style-type: none"> - Students recommend 2 places and 1 thing to do in their cities. - Students recommend 1 place and 2 things to do in their cities. 	<ul style="list-style-type: none"> - An explanation of the businesses mentioned. - An explanation of the product/service of their businesses. <p>Conclusion:</p> <ul style="list-style-type: none"> - Students recommend 1 place and 1 thing to do in their cities. 	<p>businesses) and use 1 place for each category (there are 6 categories).</p> <ul style="list-style-type: none"> - An explanation of the businesses mentioned. - An explanation of the product/service of their businesses. <p>Conclusion:</p> <ul style="list-style-type: none"> - Students recommend 1 place, but no things to do. - Students recommend 1 thing to do, but no places to go. 	
Body language	<ul style="list-style-type: none"> - Face the audience while making eye-contact. - Move their hands and their bodies 	<ul style="list-style-type: none"> - Face the audience while making eye-contact, but they read their notes for 1 minute. 	<ul style="list-style-type: none"> - Face the audience while making eye-contact, but they read their 	<ul style="list-style-type: none"> - Face the audience while making eye-contact, but they read their 	<ul style="list-style-type: none"> - Do not face the audience, nor make eye-contact. They read all the presentation.

	<p>to make others understand what they are explaining.</p> <ul style="list-style-type: none"> - Students are not static in a same place during the whole presentation. 	<ul style="list-style-type: none"> - Move their hands and their bodies to make others understand what they are explaining. - Students are static for 1 minute in a same place during the presentation. 	<p>notes for 1:30 minutes.</p> <ul style="list-style-type: none"> - Move their hands and their bodies to make others understand what they are explaining. - Students are static for 1:30 minutes in a same place during the presentation. 	<p>notes for 2 minutes.</p> <ul style="list-style-type: none"> - Do not move their hands, nor their bodies. - Students are static for 2 minutes in a same place during the presentation. 	<ul style="list-style-type: none"> - Do not move their hands, nor their bodies. - Students are static for 2:30 minutes in a same place during the presentation.
Aesthetics	<ul style="list-style-type: none"> - The lay out elements are clearly distributed and easily recognised. This means that streets, buildings, and monuments are visual. 	<ul style="list-style-type: none"> - The lay out elements are clearly distributed and easily recognised. This means that streets, buildings, and monuments are visual. However, there are 2 elements that are not recognised. 	<ul style="list-style-type: none"> - The lay out elements are clearly distributed and easily recognised. This means that streets, buildings, and monuments are visual. However, there are 4 elements that are not recognised. 	<ul style="list-style-type: none"> - The lay out elements are distributed. However, there are 6 elements that are not recognised. 	<ul style="list-style-type: none"> - The lay out elements are distributed. However, there are more than 6 elements that are not recognised.

<p>Following Instructions/ Places</p>	<ul style="list-style-type: none"> - There are 10 or more places in their carboards. - Creativity is seen through 4 or more innovative spaces. 	<ul style="list-style-type: none"> - There are 8 places in their carboards. - Creativity is seen through 3 innovative spaces. 	<ul style="list-style-type: none"> - There are 6 places in their carboards. - Creativity is seen through 2 innovative spaces. 	<ul style="list-style-type: none"> - There are 4 places in their carboards. - Creativity is seen through 1 innovative space. 	<ul style="list-style-type: none"> - There are less than 4 places in their carboards. - Creativity is not present
<p>Business & product/service</p>	<ul style="list-style-type: none"> - Describe their businesses with 4 or more adjectives. - Mention 1 or more products/services that their business will be providing. 	<ul style="list-style-type: none"> - Describe their businesses with 3 adjectives. - Mention 1 product/service that their business will be providing. 	<ul style="list-style-type: none"> - Describe their businesses with 2 adjectives. - Mention 1 product/service that their business will be providing. 	<ul style="list-style-type: none"> - Describe their businesses with 1 adjective. - Mention 1 product/service that their business will be providing. 	<ul style="list-style-type: none"> - Describe their businesses with 0 adjectives. - Do not mention a product/service that their business will be providing.