

Personal report of the structured course "*English Language Training for vocational teachers*".

1. INTRODUCCION

- Address the key question. who?, What, Where?, When?, Why?
- Aims of the Erasmus + training programme.
- Key areas of the programme.

2. ELABORATION

- Give information on important educational, cultural and social experiences.

3. CONCLUSION

Outline personal and professional benefits doing the course.

4. A MISCELLANEOUS PROOF OF PHOTOGRAPS

Photographs which represent the historical, cultural, social and educational issues of the British culture and the current Erasmus+ training programme/course.

1. INTRODUCCION

This structured course took place in Scarborough (North Yorkshire) United Kingdom, from 4th of July to 15th July 2016.

It was addressed for those teachers who are working in vocational or technical secondary education.

One of the main objectives of this fortnight course was to focus on improving participants' confidence in English, as well as furnishing them with the necessary skills for better vocational teaching.

All participants who enroled in this course completed a pre-registration form with the following information:

- Current teaching role and responsibilities.
- Previous professional development.
- Age of our students.
- Our teaching experience.
- Reasons for choosing this course.

The reason why I chose to be involved in this activity is because I am working with the English language, not only as a vocational teacher, but also because I am teaching some management specific contents in English in the subject called "How to run a business" with my own vocational students.

The aims of the Erasmus+ Programme were especially to engage teachers to develop oral and written skills in English doing a full-time immersion exploring key aspects of British life, such as education, manners and social behaviour, literature, culture, history, geography, technology and social issues in a multicultural European dimension.

2. ELABORATION

Participants who were involved in this course had the opportunity to develop our language skills in English being engaged in experiencing a range of practical teaching techniques and expanding our own working classroom ideas while refreshing and developing our English language proficiency.

The teachers' tasks in the course were the following:

- To collect a portfolio of teaching resources.
- To acquire new ideas for motivating our students.
- To increase our awareness of how learning styles may affect teaching.
- To increase our knowledge of British culture.
- To share ideas and experiences not only with our teachers, but also with our European colleagues who come from different European countries.
- To increase our awareness of how cultural backgrounds can affect classroom dynamics.
- To share a network of teaching contacts.

The methodology implemented in the "English Language Training for Vocational Teachers" uses a wide variety of communicative activities to develop language competence as well as providing practical and creative classroom ideas.

All participants took part in seminars, workshops, lectures, open discussions and a study visit to the Scalby Secondary School for boys and girls aged 11-16 as compulsory students, where we were guided by them to visit their facilities.

In my case, as a vocational teacher, I also visited the "Yorkshire Coast College Scarborough" where the vocational studies of Management and Business Skills are on offer, along with Engineering and Construction, Hair and Beauty, Hospitality and Catering, First Aid and Health and Safety.

I was interviewed by some members of the staff in order to talk about apprenticeships, working based learning, links and exchanges with our vocational students.

In addition, the organisation also arranged a visit to the local Business Centre in Scarborough, where I had an interview with the Business Adviser. Through this meeting I could achieve some of the goals of my stay in Scarborough: exchanging information about student profiles (both English and Management), labour experiences/learning, latter careers, especially of those who got a current post in the same company, employability, and so on.

I was also delighted with a full dossier of useful information about a step by step guide to completing a business plan template that our students and any entrepreneur should bear in mind in order to run a business.

The visits to the College and the Business Centre were negotiated with the organisation throughout the course to take into account the specific needs and developing interests of each student, which in my case, it turned out that I was the unique vocational teacher who attended this course in my group at that time.

The class organisation consisted of the language development in the mornings where the topic language classes were developed in mixed nationality groups, gathered according to level.

All of us did an online test before attending the classes in order to establish our English level. Thus, I was grouped with European colleagues who are teaching English as a subject in primary and secondary schools, either state or private institutions.

Moreover, all my colleagues came from different European countries such as Poland, Slovakia, Italy and Germany.

As I mentioned before, I was the only vocational school teacher in that group, so in the afternoons I followed one-to-one classes to develop subject specific vocabulary, classroom language and uses of authentic materials as a teacher who teaches a practical vocational subject in Business field.

The Secondary School visit was in the morning. On the contrary, the visit to the College and the Business Centre were in the afternoons. Apart from this, optional evening entertainment were recommended by the organisation, such as theatre evenings, countryside pub tours, live music/concerts and cinema evenings to do a full immersion in British social life.

All the material collected in our classes were saved and uploaded to the dropbox application to do dissemination, not only with our students, but also with all people/organisations who are interested in. Above all, the intention is to share and exchange material and useful and appealing methodology addressed to our students among European teachers.

Places of cultural, historical and social interest which were arranged by the academy consisted of:

- A guided trip to Whitby and North York Moors and The Robin Hood's Bay.

Whitby is a seaside town which has an established maritime and mineral heritage (jet and alum were mined locally). Its East cliff is home to the ruins of Whitby Abbey, the town's oldest and most prominent landmark. Tourism started in Whitby during the Georgian period and nowadays contribute to the local economy along with some forms of fishing which remain the mainstay of its economy.

The North York Moors National Park encompasses three main types of landscape, whose differences are clearly visible and the coastal belt. There are predominantly green areas of pasture land, the purple and brown heather moorland and woodland. There is richer farmland across the southern limestone belt, where there are arable and mixed farms as well as livestock farms. The main arable crops are barley, wheat, oilseed, potatoes and sugar beets. There is also some intensive production of pigs and poultry.

Robin Hood's Bay is a small fishing village and a bay located within the North York Moors National Park, on the coast of North Yorkshire.

- A guided trip to York.

York is a historic walled city in North Yorkshire, England. The city grew as a major wool trading centre and became the capital of the northern ecclesiastical province of the Church of England, while tourism has become an important element of the local economy, nowadays.

- A guided trip to Leeds.

Leeds is a city in West Yorkshire, England, which became a major centre for the production and trading of wool in the 17th and 18th Centuries, while during the Industrial Revolution flax, engineering, iron foundries, printing and other industries were also important. Today, it is considered the cultural, financial and commercial heart of the West Yorkshire, besides being the largest legal centre in the UK.

- A visit to The National Media Museum in Bradford which houses the BBC collection, an invaluable record of the growth and development of Britain's largest broadcaster over the past ninety years. There is an archive of the BBC's amazing collection of television and radio equipment.

The last day of our programme consisted of discussing dissemination ideas among the participants and completing a course evaluation form. We were given the opportunity to join a mailing list of our EU colleague teachers to encourage collaboration and the development of future projects.

3. CONCLUSION

In the light of the result of this Erasmus+ training programme I would like to point out that both teachers and European colleagues were the best of all.

The main objective of participating in this experience at first was to establish contacts with colleagues from other European countries, along with having the chance to exchange

information with staff of the College where the vocational studies of Business and Management are on offer. Truth be told, I was focused on establishing possible links and exchange vocational students to do their training/apprenticeship in real firms/companies.

Having said that, this course was celebrated a week after the Brexit issue. According to the results of the Brexit referendum of 23rd June (52% of voters voted in favour of leaving the EU against 48% who preferred to remain a EU member -as it is said Bremain-).

In hindsight, it has been shown that this decision has turned out to trigger paramount economic, political and social concerns, involving issues such as education.

Personally speaking, I would like to think that it is well worth attending and above all visiting all these organisations to accomplish our objective sooner or later in benefit of our vocational students and us as vocational teachers who are in direct contact with the workforce of the real economy; that is to say, small and medium-sized companies and the apprenticeship, entrepreneurship and employability of our Business vocational students. Bearing in mind that this experience has been financed thanks to European Union funds.

Palma de Mallorca, July 2016

Francesca Maria Adrover Coll. Management and Business Vocational School Teacher

IES SES ESTACIONS

4. A MISCELLANEOUS PROOF OF PHOTOGRAPHS



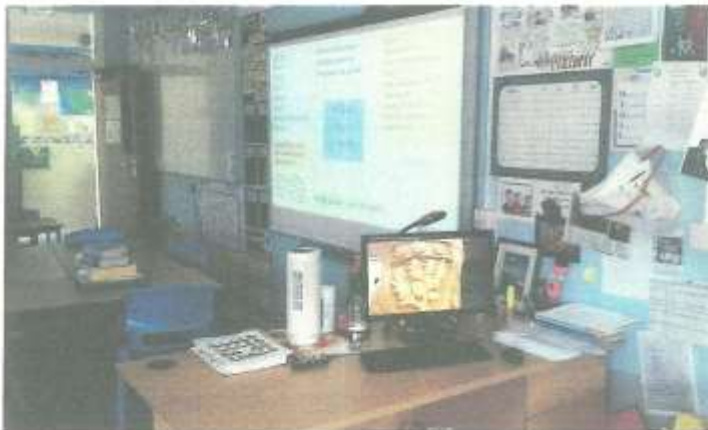
The Anglolang Academy. Scarborough. North Yorkshire. England.



My group of European Colleagues in the academy.



Working in classroom with my group of European colleagues.



The Scalby Secondary school and some of its facilities.



The Yorkshire Coast College and some of its Management and Business facilities for vocational students.



More facilities for Management and Business vocational students



Business Centre in Scarborough.



The Whitby Abbey and The Esk River. Whitby.



The Robin Hood's Bay



York



The National Media Museum in Bradford.



In Leeds.



In classroom with my colleagues and some teachers.



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Erasmus+

El passat mes de juliol de 2016, la professora Francesca Adrover, en representació de l'oferta formativa de Formació Professional en la branca administrativa de l'IES Ses Estacions, va assistir a un curs sobre llenguatge específic en anglès per a formació professional amb un programa d'Erasmus+ adreçat al professorat.

Aquesta experiència professional va tenir lloc a Scarborough (North Yorkshire-Anglaterra), fent no sols una plena immersió en anglès, com també compartir i intercanviar informació sobre la nostra tasca docent amb altres professors europeus de diferents nacionalitats (Italians, Eslovacs, Polonesos i Alemanys).

Pel que fa al nostre CFGS d'Administració i Finances, impartim el mòdul "Simulació Empresarial" on es desenvolupen continguts de terminologia administrativa en anglès; és per això que haver tengut l'oportunitat de poder formar part d'aquest grup de treball ha estat molt profitosa tant personalment com professional.

A més a més, vàrem visitar dos centres educatius, un d'educació secundària i un altre centre –college- adreçat explícitament a l'oferta educativa de formació professional on s'ofereixen diferents branques, entre elles, la d'Administració i Gestió. Aquí vàrem tenir l'oportunitat d'intercanviar informació sobre els procediments i la manera de fer i la seva relació amb les empreses del sector on els alumnes d'FP fan les pràctiques formatives.

El centre on es va desenvolupar el curs també organitzà, per iniciativa del professorat assistent, una visita al centre de negocis d'aquesta ciutat de la costa Est del Regne Unit. Aquí vàrem tenir una càlida acollida on ens varen proveir de documentació molt valuosa tant per la nostra tasca docent com per als nostres alumnes, com per a qualsevol persona que pugui estar interessada en el món de l'emprenedoria.

A nivell professional s'ha fet una primera passa per fer possible l'intercanvi a nivell europeu entre professorat i alumnat de cicles formatius del nostre centre.

Des d'aquí només queda agrair a totes les persones i institucions, tant a nivell nacional com europeu per fer-ho possible, desitjant que més tard o més prest aquest intercanvi sigui una realitat.

