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“MATERIALES Y RECURSOS DIDACTICOS PARA EL AULA BILINGÜE DE FORMACION PROFESIONAL ESPECIFICA”

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Presentación sintética de la experiencia (resumen).-

Con este artículo pretendo ofrecer a la comunidad docente con atribución docente en módulos profesionales de Formación Profesional Específica (de ahora en adelante FPE), implicada en proyectos educativos de Ciclos Formativos Bilingües, una serie de materiales y recursos didácticos que pueden serles de utilidad en la programación y ejecución en el aula de un módulo profesional (de ahora en adelante MP) trabajado de forma bilingüe: español-inglés.

Palabras clave:

Materiales y recursos didácticos bilingües.

1. MATERIALES DIDACTICOS BILINGÜES.-

Se establece a continuación una serie de materiales didácticos contextualizados al marco de la FPE, para su aplicación en el aula, mediante un enfoque AICLE (Aprendizaje integrado de contenidos para las lenguas):

1.1. Bilingual Unit.- un sencillo, práctico e ilustrativo modelo de unidad didáctica aplicable a la sección bilingüe de cualquier MP de naturaleza no lingüística de FPE, es el siguiente:



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<p>VOCATIONAL TRAINING COURSE: Expert in Travel Agencies. <i>(Curso de Formación Profesional: Técnico Superior en Agencias de Viajes.)</i></p>	<p>PROFESSIONAL SUBJECT: Organization and control in travel agencies. <i>(Módulo profesional: Organización y control en agencias de viajes.)</i></p>	<p>BILINGUAL UNIT Number: 1st. <i>(Número de Unidad didáctica bilingüe): 1ª.</i></p>
<p>TITLE: <i>(título)</i></p>	<p>The organization of tourist enterprises.</p>	
<p>BILINGUAL OBJECTIVES: <i>(Objetivos bilingües)</i></p>	<ul style="list-style-type: none"> - To identify, use and remember several concepts referred to jobs, business and business organization. - To identify the common functions within a travel agency activity, all of them written in English. Moreover, to classify them according to the functional departments where to be carried out. - To understand the reading texts, news, articles and exercises suggested, being all of them written in English. - To draw an organisational chart correctly, by using the information given in a practice question which is written in English. Finally, to analyse it once the chart has been created. 	



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	<ul style="list-style-type: none"> - To use a serie of expressions of classroom language in English. - To encourage students to learn business concepts.
<p>BILINGUAL CONTENTS: <i>(Contenidos bilingües)</i></p>	<ul style="list-style-type: none"> - Business and business organization concepts: enterprise / company, owner, shareholder, shares, business manager, entrepreneur, tourist enterprises, employee, travel agency's positions (promoter, travel sales advisor, administrator, office manager, ...), etc. - Classification of enterprises according to several criteria: size, legal structure, economic sector of belonging, etc. - Common functions and departments within a travel agency: Marketing department, Sales department, etc. - Business structures in tourist enterprises: entrepreneurial structure, functional structure, mixed structure, etc. - Drawing, analysis and classification of organizational charts.
<p>METHODICAL STRATEGIES: <i>(Estrategias metodológicas)</i></p>	<ul style="list-style-type: none"> - Participative classes. - To motivate students by using IT and business documentation (news, articles, documents, etc.). - Work alone / in pairs / in groups of different sizes.



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	<ul style="list-style-type: none"> - Varied activities: reading activities, writing activities and speaking activities.
<p>RESOURCES: <i>(Recursos)</i></p>	<ul style="list-style-type: none"> - Handouts with exercises for students. - A dossier on English classroom language. - Power-point expositions. - Blackboard. - Classroom computers. - Internet resources: (businesses ´ Web pages, blogs, Hot potatoes, etc.). - Professional documentation written in English: articles, news, documents, etc. - Language teaching assistant.
<p>BILINGUAL ACTIVITIES: <i>(Actividades bilingües)</i></p>	<ul style="list-style-type: none"> - Matching exercises (by using word, power - point, hot potatoes). - Multiple choice exercises (by using word, power-point, hot potatoes). - Practical questions about organizational charts. - “Filling the gaps” exercises (by using word, power-point, hot potatoes). - On-line exercises: bussinesses and institutions´ Web pages. - Reading texts: business and travel industry news.



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ASSESS- MENT (Evaluación)	CRITERIA: What to assess? <i>(Criterios de evaluación: ¿Qué evaluar?)</i>	<ul style="list-style-type: none"> - Knowledge about enterprise and business organization concepts. - Bilingual Homeworks and exercises in class. - Attitude, attendance and participation in bilingual.
	TOOLS: How to assess? <i>(Herramientas de calificación: ¿Cómo evaluar?)</i>	<ul style="list-style-type: none"> - Tests (bilingual section): 25% - Bilingual homeworks and exercises in class: 50% - Attitude, attendance and participation during the bilingual classes: 25%.
	MOMENT: When to assess? <i>(Momento de la evaluación: ¿Cuándo evaluar?)</i>	<p>During the first term.</p> <p>In case the student doesn't pass the unit, he/she should resit it well in the second term or well in June.</p>

1.2. English classroom language.- Es conveniente que el profesorado no lingüista implicado en un MP impartido de forma bilingüe, disponga de un dossier, que recoja unas expresiones básicas en la lengua extranjera para ser utilizadas en el contexto del aula, a modo de herramienta de trabajo y consulta continua. Recogemos a continuación algunas propuestas clasificadas por campos temáticos:

• **Introduction:**

- My name is Mr. Francisco. I'm your new (professional subject) teacher.
- I've got four lessons with you each week.



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- The name of the vocational training course you are studying is...
 - Any vocational training course consists of a group of professional subjects.
 - This training course is scheduled from September the 21st to May the 29th.
 - This professional subject is scheduled on Tuesday and Thursday from 8.30 am to 9.30 am.
 - In order to pass this professional subject you have to pass your exams, do your homeworks, attend and participate in class.
 - In order to pass your work placements, you have to work hard, be orderly and do your best on it.
- **Greetings:**
 - Good morning / afternoon, everybody.
 - Hello, everyone.
 - **Goodbye:**
 - Goodbye, everyone.
 - See you again tomorrow / next week / next thursday.
 - Have a good weekend / holiday.
 - **How are you?:**
 - How are you today?
 - How are you getting on?
 - **Register:**
 - Let's see who is absent today.
 - What's the matter with Pedro today?
 - Why were you absent last week / monday?
 - **In order to begin the class (time to start):**
 - It's time we got going.
 - Let's begin our lesson now.
 - So, is everyone ready to start?
 - **In order to finish the class (time to stop):**
 - There's the bell. It's time to stop.
 - I'm afraid, the blackboard deserves a rest.
 - That's all for today. You can go now.



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- **Students being late:**
 - We started ten minutes ago. What have you been doing?
 - Did you oversleep? / Did you miss your bus?
- **Homework:**
 - Do exercise 5 on page 12 for your homework.
 - Congratulations!, you have no homeworks for this evening / the weekend.
- **Not time to go on:**
 - We´ve run out of time, so we´ll go on next lesson / tomorrow / next wednesday.
 - Ok, we´ll continue this unit / exercise next lesson.
- **Not time to finish:**
 - The bell hasn´t gone yet.
 - The lesson doesn´t finish till fifteen past nine.
 - One more thing before you go.
- **A piece of advice:**
 - Be quiet as you leave. Other classes are still working.
 - Don´t forget to have your homeworks done for tomorrow.
- **Ordering students about:**
 - Come in, go out, sit down...
 - Repeat after me.
 - Again, please.
 - Open your books / handouts at page (number).
 - Close your books / handouts.
 - Put your things (books, handouts, pens, pencils, and so on) away.
- **Comprehension language:**
 - Do you understand what I say?
 - Do you get it?
- **To make excuses for leaving the class for a moment:**
 - I´ll be back in a minute / moment.
 - Excuse me for a moment.



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- Carry on with the exercise while I'm away.

• **Making groups:**

- Work in pairs / threes...
- Work in groups of four.
- Make groups of five.
- There are too many people in this group, can you join the other group?
- Everybody work individually.

• **To give feedback to students:**

- Keep it up!
- Very well.
- Well done.
- Right.
- You've got it.
- That's much better.
- Sorry, have another go.
- Come on, third time lucky!
- Not really. Try again.

1.3. Some online educational resources, paying special attention to business area and travel, tourism and catering industry .-

1.3.1. Tourist web sites:

- www.spain.info/ (clicking english language)
- www.andalucia.org/ (clicking english language)
- <http://www.unwto.org/index.php/>

1.3.2. Bilingual online dictionaries:

- www.wordreference.com/
- <http://dictionary.cambridge.org/>
- <http://www.4.com/> (the internet picture dictionary).

1.3.3. Online Encyclopedia:

- http://en.wikipedia.org/wiki/Main_page

1.3.4. Online teaching resources:

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- <http://www.finchpark.com/courses/>
- <http://www.isabelperez.com/>
- <http://www.content-english.org/>
- <http://www.bbc.co.uk/worldservice/learningenglish/>
- <http://www.bbc.co.uk/schools/gcsebitesize/geography/tourism/index.shtml>

1.3.5. Online news.

- <http://news.bbc.co.uk/>
- <http://www.dailytelegraph.co.uk/>
- <http://www.guardian.co.uk/>
- <http://www.ft.com/home/europe>
- <http://www.timesonline.co.uk/tol/news/>
- <http://www.traveldailynews.com/> (travel and tourism industry news)
- <http://news.caterer.com/> (hospitality and catering news)
- <http://www.lonelyplanet.com/> (tourist guide).
- <http://businessstravel.about.com/>

1.4. Practice questions to be done in class or as homeworks by students.-

1st) Match the common departments in which a travel agency is divided up, being shown in the first column, with the functions carried out in them, corresponding to the second column:

<u>DEPARTMENTS</u>	<u>FUNCTIONS</u>
Admin – Finance	To design, organise, operate and control the package tours being operated.
Product / Production	Suppliers payment. Tax liquidations.
Marketing	To pay visits to tourist destinations, where to get in touch with posible suppliers in order to select them and hire their services. Ticket booking and printing. Design of leaflets / brochures.
Sales	To inform and advise every customer.



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<p>Auxiliary department</p>	<p>Control of ticket and office material inventory. Phone call handling and filtering. Control of ticket and office material inventory.</p>
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2nd) Underline the right answer to the following questions:

a) A company which personnel consist of 250 employees, it is classified as a:

- Large enterprise.
- Medium-sized enterprise.
- Small enterprise.

b) An enterprise which employs 10 people, it is classified as a:

- Medium-sized enterprise.
- Small enterprise.
- Micro enterprise.

c) A company with an annual turnover of €45 million, it is classified as a:

- Large enterprise.
- Medium-sized enterprise.
- Small enterprise.

d) A business with an asset value of € 50 million, it is classified as a:

- Large enterprise.
- Medium-sized enterprise.
- Small enterprise.

3rd) "Fill the gaps": Complete the following text about 'the franchise contract' with the words given below:

a) The franchise is an between one business and



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- b) The gives the the following benefit: training and support to set up a new franchise
- c) The..... give the the following benefit: they get paid for the right to, and they get a share of the franchisees too.
- d) The has the responsibility to add to the franchisor's concept by and giving good

another	use their name	franchisors	profits	franchise
franchisees	business	franchisee	agreement	outlet
franchises	working hard	financial	customer service	value

Bibliografía:

- Material didáctico bilingüe elaborado por el propio autor del artículo para su aplicación en el aula.
- El portal educativo del Dr. Andrew Finch: <http://www.finchpark.com/courses/>, relacionado con English classroom language.
- Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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