



Fostering Migrants Employment in the Construction Sector

MITRUST

**FOSTERING MIGRANTS' EMPLOYMENT IN THE
CONSTRUCTION SECTOR**

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**PR1: USER REQUIREMENTS FOR THE MITRUST OER TOOL
TASK 2: IDENTIFICATION OF LINGUISTIC LEARNING OBJECTIVES**

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Introduction

The present guidelines are related to the implementation of “Task 1.2: Analysis of Construction Sector specialties where migrants are mostly needed, and Analysis of soft and technical skills required by migrants” of the first output of the project entitled “Fostering migrants’ employment in the construction sector: ‘Output 1. User Requirements for the MITRUST OER Tool.’”

The purpose of this document is to provide the project partners with a practical research methodology guide describing the activities to be implemented and the tools, templates, and methodologies to be used in order to conduct concise research, combining both desktop and field research components. It contains a set of rules and useful instructions for the actual conduct of the research, including definition of research questions, methods, procedures, and tools.

MITRUST project

MITRUST is a European project approved by the BFW-NRW (GER) in partnership with 6 partners, from 4 European countries (Germany, Greece, Cyprus and Turkey), focused on “Fostering migrants’ employment in the construction sector.”

The aim of the project is to develop and deliver an innovative digital tool with the intention to support migrants who would like to work in the Construction Sector to acquire the necessary language competences, soft skills and proper behaviors in the construction site. The project focuses on targeted open and distance learning opportunities which will offer better career perspectives to migrants who want to be transferred in an EU country and to enter in construction industry labor market away from social exclusion and marginalization.

The project is funded by the European Commission under the call for proposals KA2 - Cooperation partnerships in vocational education and training and KA220 – and will last from **1/11/21 to 31/10/23**.

Activities of the project

The project’s implementation is divided in three main phases:

- Analysis of the construction industry and identification of construction related job positions where migrants fit better that will deliver the User Specification Requirements document which will address the needs in terms of skillset and competencies of migrants. The latter will be provided in a form of report which will serve as a basis for the development of educational resources & tools.

- Development of Open Educational Resources in the form of development of a glossary/linguistic support tool and a knowledge database/" ConstructionPedia" for migrant workers on constructions and for VET teachers/trainers/staff, soft skills curricula and self-assessment tool covering the urgent needs of migrant workers.
- Production and finalization of an innovative e-learning platform in the form of integrated software for migrant construction workers developed on a modular approach.
- Organization of joint staff trainings for VET tutors
- 4 multipliers events in all project partners' countries.

Expected Results

- An analysis of construction sector specialties where migrants mostly needed
- The enhancement of migrants' foreign language competences and soft skills
- The increased use of digital tools, multimedia training materials and Open Educational Recourses in vocational training
- The increasement of the attractiveness of the sector to migrant workers via training
- The enhancement of migrants' employability in the construction sector
- The fostering of migrants' social inclusion into EU societies and their active participation as EU citizens
- The reinforcement of synergies between Vocational Training stakeholders, Migrant Associations and Construction Industries

Additional Results include:

- An e-linguistic support tool with construction-relative terminology (glossary)
- Development of new "Soft Skills" curricula, targeted to the needs of migrants in the construction
- Development of a knowledge database, namely "ConstructionPedia" with multimedia training material for migrant construction workers
- A self-assessment tool which will be used by migrants themselves as a method to evaluate their current language competences, soft skills, behavior demanded in the construction site.
- Creation of a new innovative OER platform in the form of an integrated Software in all partner languages

Key findings from the transnational analysis of the construction sector

Desk Research

In all four of the participating countries, the construction sector plays an important role in the economy, seeing a growth rate in the last years, despite the effects of the global COVID-19 pandemic. In Turkey, however, despite encouraging signs, the construction sector is still very fragile.

Similarly, in the countries surveyed, migrant workers represent a sizeable part of the employees in the construction sector, especially for the more labor-intensive tasks required. In Cyprus, Greece, and Turkey, migrant workers often work without a permit or contract, and thus do not enjoy social security benefits, and are usually paid less than their national counterparts.

In Germany, since migration has slowed down, the country is expecting to face a shortage in skilled workers, as most Germans do not wish to work in the construction sector, and not enough third-country nationals are coming to the country to fill the gaps. This shortage is compounded by the ecological transition, as the German government has launched an ambitious plan to renovate old buildings, leading to an increase in demand for construction workers. A similar policy, launched in Greece, has also stimulated the construction sector in the country, and led to a bigger need for specialized workers.

An inadequacy between the skills of migrant workers and the skills required in the construction sector was also noted in the countries surveyed, often due, according to sector professionals, to the fact that these workers have not had any formal education, and have mostly picked up their knowledge on the job.

Data from Construction Sector Professionals

In Cyprus and Greece, the profession with the greatest shortage in workers was identified as **construction worker/builder**. In Germany, it was **electrician**, and in Turkey **plumber**. Other specialties mentioned were tile setters, brick masons, machine operators, flooring installers, and roofers.

Congruent with this, the most useful skills for workers in the construction sectors were considered to be **stone working, electrical wiring, roofing, plumbing, painting, as well as woodworking for doors and cabinets, and heavy equipment operation**.

Another essential skill mentioned was **health and safety** in the working place, as many of the interviewed professionals underlined that migrant workers were not aware of the security rules in their respective host countries, that were usually more stringent than those in their

countries of origin. They also mentioned the need for training on the proper use of protection equipment.

Additionally, the surveyed professionals mentioned that some **soft skills** were required in order to work well in the construction sector. The most cited one was the ability to work in a team, followed by **communication skills, as well as problem-solving. Stress management and time management** skills were also considered useful, although not as crucial as those previously mentioned.

Finally, all professionals insisted that a basic level of the host country's language was essential to work in the construction sector, both for safety issues and to facilitate working with the rest of the team. The lack of knowledge of the host country's language was thus considered in all four countries as the number one obstacle for migrant workers wishing to work in the construction sector. This is especially compounded in Cyprus, Greece, and Turkey, where there are few or no official language courses, offering accreditations recognized by employers.

This issue of official certifications was also raised in all four countries, with the surveyed professionals explaining that migrant workers often found it extremely complicated to have their work experience, and training, recognized by employers, as they do not have the documents to prove it. This leads to them being hired as unskilled workers, with the low pay going with it, instead of as specialists in their specific areas of expertise.

[Data from Third Country Nationals](#)

Echoing the finding from the focus groups and questionnaires of professionals in the construction sector, the surveyed migrant workers listed lack of professional experience, lack of expertise, lack of recognition of prior learning qualifications and/or professional skills, and low mastery of the host country's language as the main obstacles to finding work in the construction sector.

Consequently, the surveyed third-country nationals (TCNs) expressed interest in developing soft and technical skills, as well as knowledge of the language of the country they live in.

More analytically, even though TCNs in Greece did not consider their level of Greek to be an obstacle in finding work (contrary to those surveyed in Cyprus, Germany, and Turkey), the surveyed migrants in all four countries agreed that classes on the native language of their host countries would be useful. In Cyprus, Greece, and Turkey, the migrant workers especially wished to be trained on the specific terminology and vocabulary used in the construction sector. In Germany, migrant workers also wished to learn English.

In terms of soft skills, TCNs mentioned that they would like to be trained on employability skills, as well as on the culture of the country they live in, as it ties into the implicit rules and expectations in the workplace.

In terms of technical skills, the use and operation of tools and machinery was mentioned as useful, as well as mechanical knowledge, automatic systems, as well as **ICT**.

The professions the migrant workers were interested in are the following: painter, tile settler, electrician, civil engineer, construction worker, plumber, and carpenter.

Finally, the surveyed TCNs stated that they usually found work through word-of-mouth, and more rarely through official job postings on the Internet.

Final Remarks

Across all four countries, the main need expressed by both professionals and Third-Country Nationals (TCNs) was the need to **have a good command of the local language** (respectively German, Greek and Turkish). Interviewees explained that language was crucial, both to find work and interact with their colleagues.

The need for training on technical skills was mentioned in Cyprus, Germany, and Turkey, in order for the TCNs to gain the knowledge and competences necessary to occupy skilled positions. In Greece, interviewees mentioned that most technical skills could be acquired directly in the workplace. Official vocational training, however, can provide recognized qualifications that workers usually need, in order both to find work suited to their abilities, and to get a salary matching their skills and knowledge. Additionally, some professionals working in the construction sector stressed the need for employees to know the health and safety rules applying on site, as well as how to use protection equipment properly.

Finally, some interviewees mentioned that ICT skills would be useful for construction workers, to know at least the basics of using a computer.

Another need identified by both professionals and TCNs was training on soft skills and employability, that is on skills such as teamwork, communication, leadership, and on expectations on how to behave in the workplace as well as how to write their resume, and how to prepare for an interview. Interviewees stressed that these skills were useful across the board, and TCNs stated that they deemed very important in order to find and keep work.

Finally, in Cyprus and Turkey, interviewed TCNs mentioned the need to get information on workers' rights, and employers' obligations, as they felt that they were not adequately informed, and thus easily taken advantage of.

In terms of specialties, construction worker/brick mason and electrician were cited as the most need ones in three of the four countries surveyed. Other specialties mentioned were painter, tile setter, roofer, and plumber.

The main skills needed for workers, associated with these specialties and mentioned in at least two of the four countries surveyed, were the following:

- Stonework and roofing
- Electrical wiring
- Tiling
- Plumbing
- Welding
- Metalwork.

Construction Occupational Profiles

This section is about the identification of the skills, competencies, duties and responsibilities being aligned with the main construction sector occupational profiles detected during the implementation of the task 1-analysis of the construction sector specialties, where migrants are mostly needed and analysis of soft and technical skills required by migrants.

The main three occupational profiles being part of the MITRUST project are **the construction worker/builder, plumber, electrician.**

Construction worker/Builder

Duties/Responsibilities:

- Assist tradesmen and machine operators in construction projects
- Erect and break up scaffolding, ramps etc. with attention to safety
- Unload and carry materials at construction sites
- Use equipment to break old structures
- Use explosives to demolish structures according to instructions
- Prepare and apply construction materials to build structures or fill gaps (e.g cement)
- Smooth and level new concrete or other materials
- Clean out site from debris and discarded material
- Place traffic signals where appropriate

Required Skills/Abilities:

- Experience in operating equipment like trench rammers, drills, pneumatic hammers etc.
- Knowledge of mixing and pouring construction material (concrete, sand, grout etc.)
- Knowledge of basic engineering and construction principles and methods
- Ability to work in a team

- Ability to read instructions and blueprints when needed
- Very good knowledge of the language of the country that the person resides in (spoken and written)
- Excellent balance and eye-hand coordination
- High school diploma or equivalent

Electrician

Duties/Responsibilities:

- Installs and repairs electrical wiring, systems, and fixtures in buildings.
- Installs conduits and pipes to house electrical wires and cables.
- Ensures piping complies with electrical codes.
- Installs circuit breakers and other electrical hardware and connects wiring to them.
- Connects electrical systems to powerlines to provide electricity to the building.
- Tests electrical systems to ensure proper installation and operation.
- Inspects electrical systems to determine whether repairs are needed.
- Replaces conduit and wiring as needed.
- Replaces circuit breakers as needed.
- Performs other related duties as assigned.

Required Skills/Abilities:

- Ability to read blueprints.
- Extensive knowledge of electrical systems and wiring.
- Ability to use hand tools and power tools.
- Proficiency in the use of test meters and other diagnostic equipment.
- Excellent analytical and problem-solving skills.

Plumber

Duties/Responsibilities

- Read blueprints and drawings to understand or plan the layout of plumbing, waste disposal and water supply systems
- Cut, assemble and install pipes and tubes with attention to existing infrastructure (e.g. electrical wiring)
- Install and maintain water supply systems
- Locate and repair issues with water supply lines (e.g. leaks)
- Repair or replace broken drainage lines, clogged drains, faucets etc.

- Repair domestic appliances (e.g. washing machines) and fixtures (e.g. sinks) etc.
- Install and maintain gas and liquid heating systems (air-conditioning units, radiators etc.)
- Install waste disposal and sanitary systems with well-functioning DWV (Drain-Waste-Vent) systems

Required skills/abilities:

- Proven experience as a plumber
- Solid understanding of water distribution and disposal systems in residential, commercial and industrial buildings
- Working knowledge of heating and ventilation systems as well as appliances
- Ability to handle plumbing tools and equipment (pipe wrenches, pipe cutters, plungers etc.)
- Good communication and interpersonal skills
- Friendly with a great deal of patience
- Good physical condition and strength with the ability to work in awkward spaces
- Diploma from a trade school or successful completion of apprenticeship
- Valid license to practice profession

Linguistic Learning Objectives

Learning Objectives

Learning Objective is a description of what the learner should be able to do upon the completion of an educational activity.

The **Learning Objectives** are used in order to effectively plan and design the learning process and prepare high-quality course with clearly defined educational goals. The planning of the training activities and lesson plans should include explicit statements that outline what the students will be able to do at the end of the course. Thus, the creation of specific learning objectives has beneficial effects both on **SMART Learning Objectives**.

Bloom Taxonomy methodology

Bloom taxonomy is a model used for the classification of educational learning objectives into levels of complexity and specificity. The three lists cover the learning objectives in cognitive, affective and psychomotor domains. The cognitive domain list has been the primary focus of most traditional education and is frequently used to structure curriculum learning objectives, assessments and activities.

Bloom's Level	Key Verbs (keywords)	Example Learning Outcome
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Create	design, formulate, build, invent, create, compose, generate, derive, modify, develop.	The student will be able to design an original homework problem dealing with the principle of conservation of energy.
Evaluate	choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, support, convince, select, evaluate.	The student will be able to determine whether using conservation of energy or conservation of momentum would be more appropriate for solving a dynamics problem.
Analyze	classify, break down, categorize, analyze, diagram, illustrate, criticize, simplify, associate.	The student will be able to differentiate between potential and kinetic energy.
Apply	calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, perform, present.	The student will be able to calculate the kinetic energy of a projectile.
Understand	describe, explain, paraphrase, restate, give original examples of, summarize, contrast, interpret, discuss.	The student will be able to describe Newton's three laws of motion to in her/his own words
Remember	list, recite, outline, define, name, match, quote, recall, identify, label, recognize.	The student will be able to recite Newton's three laws of motion.

Learning outcome examples adapted from, Nelson Baker at Georgia Tech: nelson.baker@pe.gatech.edu

Linguistic Learning Objectives

Linguistic Learning objectives are lesson objectives that specifically outline the type of the language skills that learners will need to learn and use in order to accomplish the goals of the lesson.

The Linguistic Learning Objectives involve the four language skills (speaking, listening, reading, and writing), but they can also include:

- the language functions related to the topic of the lesson (e.g., justify, hypothesize)
- vocabulary essential to a student being able to fully participate in the lesson (e.g., axis, locate, graph)
- language learning strategies to aid in comprehension (e.g, questioning, making predictions).

MITRUST Linguistic Learning Objectives

The **MITRUST** Linguistic Learning Objectives process:

STEP 1: Check the main skills identified and considered as necessary for the migrant workers in the construction sector during the Task 1 implementation. The construction skills identified: stone working, electrical wiring, roofing, plumbing, painting, woodworking, heavy equipment operation. What is more, health and safety principles and ICT skills are of equal importance.

STEP2: On the respective table skill (see the table below), define the content objective describing the skill.

STEP 3: Check Bloom Taxonomy (and related verbs) to identify the best level and verbs for the desired learning and write the language objectives based on the language domain. The linguistic objectives of the MITRUST project will be developed based on the first three main sections of the Bloom Taxonomy model, i.e. Remember, Understand, Apply.

STEP 4: Connect the skill with the one of the three main occupational profiles identified as the profiles with the biggest shortages in the construction sector, the construction worker or builder, electrician, and plumber.

Stone Working

Content Objective	Students will be able to build stone walls, shape the stone, and create a stone structure.			
Language Domain	Speaking	Writing	Listening	Reading
Linguistic Objective	Students will be able to list the main tools that are needed for the stone shaping process	Students will be able to write the basic stone working tools	Students will be able to understand the main tools that are needed for the stone shaping process	Students will be able to comprehend the words of the stone tools
	Students will be able to orally describe the stone working process	Students will be able to comprehend the words corresponding to the basic stone working tools	Students will be able to orally recognize the main tools that are needed for the stone process	Students will be able to read the words of the stone tools
Occupational Profile	Construction worker/Builder			

Electrical Wiring

Content Objective	Students will be able to wire and cable types and sizes according to the circuit operating voltage and electric current capability			
Language Domain	Speaking	Writing	Listening	Reading

Language Objective	Students will be able to list the necessary instruments for electrical wiring.	Students will be able to write down the essential processes for electrical wiring such as determining cable types and sizes according to the current load of the circuit.	Students will be able to identify electrical systems and determine what, if any, repairs are needed.	Students will be able to read blueprints in electrical wiring.
	Students will be able to orally describe the process of electrical wiring.	Students will be able to write down the process of electrical wiring.	Students will be able to understand electrical systems to determine if any, repairs are needed.	Students will be able to understand the main words in the blueprints in electrical wiring
Occupational Profile	Electrician			

Roofing

Content Objective	Students will be able to cover houses and buildings using various materials and techniques.			
Language Domain	Speaking	Writing	Listening	Reading
Linguistic Objective	Students will be able to list the necessary instruments, techniques and materials for covering houses and buildings.	Students will be able to write down the essential processes for roofing	Students will be able to identify various materials and techniques for covering up houses and buildings.	Students will be able to read roofing techniques.
	Students will be able to orally describe the process of roofing: insulation, roofing and installation.	Students will be able to understand the main words in the process of roofing.	Students will be able to understand the words corresponding to the use of different techniques and materials for	Students will be able to define the main words in the written blueprints of roofing techniques.

			covering up houses and building.	
Occupational Profile	Construction worker/Builder			

Plumbing

Content Objective	Students will be able to install and maintain plumbing, waste disposal and water supply systems.			
Language Domain	Speaking	Writing	Listening	Reading
Linguistic Objective	Students will be able to list installment and maintenance tools for plumbing, waste disposal and water supply system.	Students will be able to write and classify different plumbing, waste disposal and water supply system tools	Students will be able to understand the layout of plumbing, waste disposal and water supply systems.	Students will be able to read blueprints and drawings of plumbing, waste disposal and water supply systems.
	Students will be able to describe the installment and maintenance tools for plumbing, waste disposal and water supply system.	Students will be able to summarize the different tools in plumbing, waste disposal and supply system tool in written form.	Students will be able to recognize the different plumbing systems and for waste disposal and water supply system.	Students will be able to read and write blueprints and drawings of plumbing, waste disposal and water supply systems.
Occupational Profile	Plumber			

Painting

Content Objective	Students will be able to identify and compare different colors and painting equipment to fit specific tools to a specific job they must perform			
Language Domain	Speaking	Writing	Listening	Reading
Linguistic Objective	Students will be able to list different colors and Painting equipment	Students will be able to write and classify different colors and painting tools	Students will be able to understand simple instructions from	Students will be able to identify simple warnings on

			a colleague or supervisor	paint buckets or equipment
	Students will be able to describe the needs of a specific painting job	Students will be able to summarize is simple sentences more complex instructions	Students will be able to recognize the names of different painting equipment	Students will be able to recognize uncommon colors and relate them to primary colors
Occupational Profile	Construction worker/Builder			

Woodworking

Content Objective	Students will be able to classify different relevant equipment, identify safety warnings on such equipment and describe the proper use.			
Language Domain	Speaking	Writing	Listening	Reading
Linguistic Objective	Students will be able to recite the names of woodworking equipment	Students will be able to categorize different kinds of equipment that they are familiar with by function	Students will be able to understand verbal instructions about the proper use of woodworking equipment	Students will be able to understand the written names of woodworking equipment
	Students will be able to describe the proper use of equipment in short do, and do not phrases	Students will be able to write suggestions on safety requirements for woodworking tools	Students will be able to recognize the spoken names of woodworking equipment	Students will be able to understand written warning labels on equipment relating them to corresponding symbols
Occupational Profile	Construction worker/Builder			

Heavy equipment operation

Content Objective	Students will be able to compare different kinds of heavy machinery, select the appropriate ones for a specific job, and be able to understand safety warnings			
Language Domain	Speaking	Writing	Listening	Reading

Linguistic Objective	Students will be able to name/identify different relevant heavy machinery	Students will be able to write different kinds of heavy equipment they may operate	Students will be able to acoustically identify different heavy equipment	Students will be able to understand the written names of specific machinery
	Students will be able to describe what kind of equipment is needed for a specific job	Students will be able to write in short and simple sentences key words associated with specific heavy equipment	Students will be able understand colleagues who warn them of danger operating heavy equipment	Students will be able to understand different safety warnings on heavy machinery
Occupational Profile	Construction worker/Builder			

Soft skills

The following section is about the identification of the linguistic learning objectives needed for their daily communication.

Teamwork

Behavioral Indicators of teamwork:

- Values other people's opinions
- Enjoys the company of other staff members
- Willing to take time to answer questions or provide help to others
- Seeks help from other staff members
- Keeps communication channels open
- Responds well to constructive criticism
- Considerate of other employees' feelings
- Willing to change their mind when faced with new ideas
- Consistently contributes without leaving work to others
- Helps other staff members complete their work

Content Objective	Students will be able to cooperate with others in their working space			
Language Domain	Speaking	Writing	Listening	Reading
Linguistic Objective	Students will be able to orally describe their needs	Students will be able to write the main words in order to request for help.	Students will be able to understand how they can help their colleagues.	Students will be able to write their needs
	Students will be able to ask for	Students will be able to write basic	Students will be able to comprehend the	Students will be able to understand

	help while they are working	construction words so as to express their work-based assignments	basic employer's instructions	students' written notes
Occupational Profile	Construction worker/Builder, Plumber, Electrician			

Problem solving

Behavioral Indicators of problem solving:

- Creates relevant options for addressing problems/opportunities identified.
- Identifies the constraints and risks associated with the options identified.
- Identifies and evaluates the advantages/benefits associated with the options identified.
- Considers and evaluates the alternative courses of action identified.
- Selects an effective option, based on the information available at the time.
- Acts decisively by committing the option chosen to a course of action.

Content Objective	Students will be able to solve problems by analyzing situations and apply critical thinking			
Language Domain	Speaking	Writing	Listening	Reading
Linguistic Objective	Students will be able to tell and share their solution way and share ideas about the problems.	Students will be able to write the solution options and create clear links between the problems.	Students will be able to listen to those around them to gather the information needed to solve the problem.	Students will be able to read and research and assimilate the SWOT of each action plan
	Students will be able to create a team-work environment for brainstorming to find the best solution way.	Students will be capable of writing the best solution way for the problem.	Students will be able to recognize the importance of valuing others' opinions and experiences to help understand why the problem occurred and the best course of action to remedy it.	Students will be able to read the external sources which can define different solution ways that they cannot reach at the time.
Occupational Profile	Construction worker/Builder, Plumber, Electrician			

Stress Management

Content Objective	Students will be able to manage stress at work
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Language Domain	Speaking	Writing	Listening	Reading
Linguistic Objective	Students will be able to orally describe their stress sources and share their stresses.	Students will be able to write and express the source of stress.	Students will be able to understand the main sources of the stress.	Students will be able to read the stress-management arguments.
	Students will be able to orally explained their advices to program a good stress management way.	Students will be able to write their advices to shape a good strategy for a successful stress-management	Students will be able to comprehend the main words being related to stress in order to understand their colleagues.	Students will be able to read the different stress-management tools.
Occupational Profile	Construction worker/Builder, Plumber, Electrician			

Time Management

Content Objective	Students will be able to manage their time			
Language Domain	Speaking	Writing	Listening	Reading
Linguistic Objective	Students will be able to list the main parts of time management tips	Students will be able to write basic words concerning the management of the work in time.	Students will be able to listen to tips on time management at work	Students will be able to understand the employers' or colleagues' requests about the timespan of their work
	Students will be able to describe orally and briefly the timespan and deadline of their work	Student will be able to write what they need in order to deliver the work on time.	Students will be able to understand tips on time management	Students will be able to understand the basic written words of their colleagues concerning the necessary steps for the management of their time.
Occupational Profile	Construction worker/Builder, Plumber, Electrician			

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