

An English Curriculum for Future Professionals of *Administración Turística y Hotelera* (ATH)
Academic Programme

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Universidad Libre

Master's Degree in Education on Foreign Languages Didactics

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“Happiness lies in the joy of achievement and the thrill of creative effort”

Franklin D. Roosevelt

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Abstract

English has gone beyond the classrooms and has been recognized as the international language. People learn English not only to travel or to live abroad but also to study, to make friends, to do business and to interact in many ways and fields. At *Universidad Pedagógica y Tecnológica de Colombia*, the students of the academic programme of *Administración Turística y Hotelera* have in their curriculum four general English courses that, according to the data collected and analyzed, are not enough to interact proficiently in the Tourism and Hospitality industry. This need was the starting point of this research study, which gives researchers the opportunity of analyzing the best option to help those students to acquire the communicative skills to interact in the Tourism and Hospitality industry when becoming professionals.

Consequently, researchers propose an English curriculum design based on CLIL for the ATH students to be followed after they have finished the four General English levels. Then researchers proceeded to pilot one of the units, evaluated and adjusted it, and finally concluded that communicative skills can be improved, increased and fostered through the implementation of an English curriculum design and there are many strategies that can be used to achieve this purpose.

Key words: CLIL Content and Language Integrated Learning, Course Design, Scaffolding, Tourism and Hospitality.

INTRODUCTION

Being competent in English Language is a key element to access more and better opportunities in the world. Nowadays, English is considered a crucial tool for professionals in different areas, and this opinion is shared by researchers who consider they must get an acceptable English proficiency level to apply for any job, to travel, to study and in general, to communicate in different scenarios. This is the case of Colombia, where many companies and industries such as the ones working on the Tourism and Hospitality field require *bilingual staff* to offer better services to customers who do not speak Spanish or have a very low competence on it. At this point, it is important to define what being *bilingual* means.

A person is bilingual when he/she “can produce complete meaningful utterances in the other language” (Haugen, 1953). According to García (as cited in Baker, 2011) being bilingual not only means to master the four skills but only two skills:

Some bilinguals actively speak and write in both languages (productive competence), others are more passively bilinguals and have receptive ability (understanding or reading). For some, an ability in two or more languages is well developed. (p. 3)

Bathia and Ritchie (2013) refer to bilingualism as “the coexistence, contact, and interaction of different languages.” They say that the coexistence takes place at the societal level or the individual level. In relation to the societal level many different languages can be spoken and used by different groups of people. The individuals themselves may not necessarily be bilingual but they could be if their community as a whole recognizes only one language for public use through legislation and other forms of regulatory control.

In Colombia, *El Ministerio de Educación Nacional* (2006) - in its document about Standards in the Foreign Languages - refers to Bilingualism as “the different levels of domain which a

person achieves to communicate in more than one language and culture. These various levels depend on the context in which each person performs.” (p. 5). For the researchers, the previous conceptions about being bilingual are adopted to propose a conception about being bilingual, in which the individual is able to communicate in more than one language bearing in mind the needs of the context.

Considering the previously mentioned definitions about bilingualism, the following studies describe the use of a foreign language in particular areas, and the importance of being bilingual when working in the industry of Tourism and Hospitality:

In the first study, Bueno and Hernández (n.d.) observe the importance of introducing English teaching for different purposes. England is the first example when people from other places moved to that country and started to communicate using a business language in order to survive. Howatt (as cited in Bueno & Hernández. “n.d.”) states that, in 1949, a course for doctors and students of medicine was considered as a first attempt to design a text with specific purposes. Then, in the 1960s, the Council of Europe worked a project of Modern Languages which objective was to make the interpersonal and the social skills easier for those people who needed a foreign language with specific purposes. The project was focused on the teaching of languages from a functional perspective to satisfy the demand of the language for specific purposes.

The second study refers to Content and Language Integrated Learning (CLIL) a teaching approach which integrates the teaching of contents through a foreign language. The roots of CLIL in education came from the 1970s and 1980s but the word was firstly introduced in 1994 as a European Content and Language teaching innovation. One of the countries that took up the challenge of adopting CLIL in education was Finland. There, CLIL was seen as a “grassroots

innovation which has led to the development of expertise and experience in individual schools and classrooms.” (“A brief history of CLIL,” n.d.)

Furthermore, the Commission of the European Communities (2003) refers to CLIL as an innovative and effective educational approach that promotes multilingualism, develops the intercultural competence and offers wonderful chances within the school for exposure to foreign languages. Infante, Benvenuto and Lastrucci (2008) state that *Lifelong Learning Programme* projects that implemented CLIL in Italy, are “deemed as strategic in the promotion of language learning and linguistic diversity” (p.74). These programs have contributed to raise awareness on the validity of the CLIL approach and share information about the good CLIL practices and improve training for teachers around Europe.

The third publication is about a research study carried out in 2002 in Colombia. Monsalve, Montoya, Posada, and Serna (2005) share a document from *Pontificia Bolivariana* University about the articulation of English in specific content areas, looking for alternatives to make the study of English more relevant for students’ professional practice. The research group offered the possibility to work English for Specific Purposes through a Content Based Instruction (CBI) approach with scenarios to develop contents of language learning and fulfill the institutional policies: Internationalization, Research Development and Foreign, and Domestic Connectivity. Undergraduates developed both academic and linguistic competencies in a foreign language, and teachers made mindful efforts to incorporate cognitively challenging activities that require the appropriate use of the language as well as the involvement of the students in their learning process.

In Duitama, Mendoza (2003), a retired English teacher from UPTC, comments on his document, *El Inglés para Administración Turística y Hotelera, Sugerencias para su*

Re-implementación, how the English Foreign Language (EFL) course at the International Institute has had some changes at ATH programme in the last years. This EFL course was part of the curriculum of the ATH programme at UPTC branch Duitama, and was composed of five levels. These levels known as *Área Básica Común* (ABC) were directed on general communicative purposes, and the last two levels were focused on Specific Purposes of Tourism and Hospitality industry. Since 2001 up until now, the ATH programme reduced its levels of English into four because of an administrative management decision. These four levels are directed to general communicative purposes and must be taken as a prerequisite to graduate.

Starting from this background, the current situation of the English Language at a National, Department and Local level is described below. Every year, Colombia welcomes thousands of foreign people coming to the country with different purposes. Some of them do not speak Spanish and others often have a poor Spanish proficiency level so they need qualified bilingual people who keep in touch with them, using Spanish and other languages to communicate. In relation to the above, in Boyacá, *Plan Sectorial del Turismo 2014-2018*, expresses:

The lack of skills in the use of foreign languages is noticeable and goes against the competitiveness. The Travel and Tourism industry competitiveness ranking indicators of the World Economic Forum, state the shortcoming of human capital trained for the tourism industry. (p. 42)

In Colombia, two articles published by the newspaper *El Espectador* (2013 and 2014) about bilingualism state that few people in the country have a good English competence, so this can drag out businesses with other countries. Private educational institutions have established programmes to teach English due to the demand of qualified professionals in national and

international companies that require bilingual staff who interact with dealers and clients, to offer a better service.

In regards to this, *El Espectador* (2014) in its article “*Colombia, Lejos de Ser Bilingüe*”, talks about a research study done by Education First (EF), an international education company that specializes in language training, educational travel, academic degree programmes, and cultural exchange. In 2013, EF showed the English Proficiency Index that evaluates the English competence levels in sixty four countries; Colombia is one of them. The study reveals that:

There is still a gap between the English teaching provided by the School system and the parents, students and employees’ expectations. The adults’ English level is increasing, but it is far from being standard in every country. (para. 7)

El Programa Nacional de Bilingüismo 2004-2019 wants Colombia to be a world-renowned tourist destination; the programme promotes the recruitment of staff with proficiency at least in two languages to boost the professionals’ competence in areas as the Tourism and Hospitality industry. The programme states that graduates from tertiary education could get a B2 English proficiency level following the parameters proposed by *Los Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés* in 2006.

El Programa Nacional de Inglés 2015-2025: Colombia Very Well (it is a project designed to cover the necessities about the use of English language found in educational and professional fields with the support of *Presidencia de la República, Ministerio de Educación Nacional, Ministerio de Comercio, Industria y Turismo and ICFES*) wants Colombia to become the country with the best level of English in South America by 2025.

El Programa Nacional de Inglés 2015-2025 cites a research study developed by two universities, Chicago and Melbourne, and the market intelligence firm Euromonitor. The

research was carried out to know the demand of qualified bilingual people that Colombia needs. The results confirm the necessity of English in professional fields because it brings opportunities to get a better job, to study abroad, to get cultural exchanges, to have social inclusion, to induce foreign investment and local business growth.

In addition, *El Programa Nacional de Inglés* refers to a survey - managed by *Proexport*, *Programa de Transformación Productiva* and *Alta Consejería de la Competitividad* - that reaches the same conclusion about the high demand of bilingual people who have agreements and make business in Tourism companies. The survey carried out in 2013, showed that there were 110,000 direct employees in lodging, travel agencies and recreation who did not have enough English proficiency level (B2) to provide a better service to their customers.

Speaking of the situation in the department of Boyacá, *El Plan Nacional de Desarrollo 2012 - 2015* states, in one of its thematic focus, the importance of working in a strategic programme related to Tourism. This programme is called *Turismo de Clase Mundial* and some of its goals are “to strengthen the state of Boyacá as one of the most world-famous touristic destinations” (p.203), and “to support the language training of 30 entrepreneurs of this economic sector” (p. 204).

Boyacá and its programme of training people in a foreign language are gaining hold among its towns. This can be heard in the interview given by Andrea Rodríguez Corredor, director of Tourism and Culture in Boyacá, to the local newspaper *El Diario* in 2015. She talks about the foreign language training courses aimed at touristic guides and staff of hotels and restaurants in different places of the Department that have a large influx of tourists. The goal of foreign language training courses is to offer a high quality service to the visitors of the department.

That programme of training people in a foreign language works with a software which has been successful in some universities from the United States, and other countries as Costa Rica and Nicaragua. In Boyacá, the technology platform has been called *Boyacá Vive Digital*. Alexander Riveros, project manager, supports that “the programme will allow the apprehension of the ICTs... in order to obtain in a future a better quality in education, this will also allow more and better opportunities for the *Boyacenses*” (“Boyacá Vive Digital”, 2015. para. 10).

Referring to Duitama, Boyacá Radio Station reports that in the early 2014, the municipality welcomed for the first time two teacher assistants from Jamaica and Boston who guided some English activities to 9th, 10th and 11th graders at *Guillermo Leon Valencia* School. In Duitama, *La Administración Municipal* says that 200 more teacher assistants came to the country by the middle of June 2015 to help teachers in the classroom activities and some of the assistants worked with some public schools in Duitama.

So far, the researchers have shown the importance that English learning has gotten not only at a National level but especially at a state level thanks to the Tourism and Hospitality Industry. In this way, the National Education Ministry and some Educational institutions as the UPTC, have been making efforts to carry out projects that make English learning a priority, as it is proposed and described in the *Plan de Desarrollo Institucional* (2015-2018) and the *Plan Maestro Institucional* (2007-2019) of the UPTC. The *Plan de Desarrollo Institucional* (2015-2018) has as one of its goals:

To strengthen the skills related to the use of a second language in the academic community of the Institution; therefore, a group of actions to promote the second language learning in teachers and students will be developed. In this way, it is expected

to obtain by the end of the four-year-term almost 680 qualified teachers in a foreign language and more than 2700 students that outpace the B1 level. (p.27)

And *Plan Maestro Institucional* (2007-2019) proposes as one of the objectives of its Development Programmes “to increase the quantity to 1.200 students that outpace the B1 level, in a foreign language.” p.37)

Even though, it is evident that the educational institutions are aware of the need of improving the English language proficiency, it is also unrealistic to achieve this purpose with academic programmes with curriculums which do not offer the possibilities to do it. In Colombia, there are 40 universities that offer undergraduate programmes of Tourism and Hospitality Management but it seems not all of them provide contents related to their field of work through the use of a foreign language that reaches the demand of bilingual professionals, as it is the case of the UPTC.

In Duitama, *Universidad Pedagógica y Tecnológica de Colombia* (UPTC) offers the undergraduate programme of *Administración Turística y Hotelera* (ATH). This programme is organized in ten semesters and it includes in its curriculum subjects such as Management, Economy, Gastronomy, Statistics, Mathematics and so on. Nevertheless, these subjects do not show an articulation between their contents (see Appendix A) and the English courses provided by the International Institute of Languages at UPTC, which are going to be described below. On this respect, the institute plans and designs its courses following some parameters stated by the university which do not have any specification for teaching particular contents through English in any undergraduate programme.

The ATH courses are organized in three approaches: general, disciplinary and interdisciplinary. English is not a subject into its curriculum but it is a requirement for students to

graduate from their programmes (see Appendix A for curriculum map). The graduates' professional profile of the ATH programme expresses that its professionals must be able to communicate in the foreign language. The programme professional profile states:

Personal development is strengthened with the inclusion of values and a humanistic, scientific, technological and investigative education, along with the foreign language knowledge, mainly English, which will allow the graduates to successfully take part in the touristic industry and the hospitality field.

At UPTC in all its branches, the International Institute of Languages offers undergraduate students four obligatory General English levels as part of their curriculum, excluding the Language programmes who study their curriculum subjects in different languages along their whole career. The university offers "foreign language education directed towards the development of a holistic competence in a foreign language, with teacher support and autonomous and virtual learning." (*Resolución 11, Art 2, 2013*). The Institute also plans its courses following the requirements proposed by the Common European Framework of Reference for Languages: Learning, Teaching and Assessment (CEFR, 2001) to contribute to the students' comprehensive training as it is stipulated in *Resolución 11, Art6 (2013)* which regulates the functioning of the International Institute of Languages created by *Acuerdo 073(2009)*.

On the other hand, the Institute regulations say that if a student has the required English knowledge to omit the four mandatory levels or to be classified in a determined level, he/she must take either a Proficiency Test at the Institute of Languages at the UPTC or an International Proficiency Test in a certified institution to demonstrate the language proficiency. As this proficiency test is not a requirement and few students take it, teachers deal with multilevel classes where students present dissimilar knowledge levels (see Appendix B for B1 level CEFR).

Each level of General English consists of 64 hours per semester, four hours a week, and it is equivalent to four credits as it is said in *Resolución 11, Art 5* (2013). The Institute's Academic Committee determines that the students' competence is assessed during the process and at the end of each level by means of three tests. The first written test represents 30% of the final grade, the second written test represents 60 % and the oral report represents 10% left for each 50% in the semester. The classes and tests are planned through the contents proposed by the book "Speakout Pre-intermediate" which is used during the four General English Levels previously mentioned.

The accomplishment of the four General English levels is a requirement to graduate in any undergraduate programme, different from the languages programmes and the students take classes with learners from the various undergraduate programmes of the University.

Teachers at the University Languages Institute follow the book "Speakout Pre-intermediate" for the four general English levels; this is a book composed of 12 units, each one divided into four lessons. Unit five name is "Travel" and there are just two short readings focused on tourism, "Motorcycle diaries" and "The man who works in three countries every day." The other units include topics such as free time activities, jobs, talents, fitness, life changes, shopping, society, technology and so on. This issue has been considered by researchers as one of the aspects that make part of the main problem, since each General English level works two units in the order they appear in its scope and sequence, and the contents of the book are slightly connected with Tourism and Hospitality management by those two readings in unit five.

Regarding the methodology, the current syllabus of the Institute stipulates that class time will be used to develop students' communicative competence. Students will work in an intensive and

independent way to build up in reading, written production, listening and oral production, along with the continuous and permanent teacher's guidance.

Starting with the above description related to the way English has been developed by the ATH programme at UPTC in Duitama, the researchers pay their attention as a departure point to the evaluation made to *Escuela de Administración Turística y Hotelera* (EATH) in Duitama by *Consejo Nacional de Acreditación* (CNA) in 2013. That evaluation emphasizes on a request made by ATH students where they ask for a useful and accessible English learning. The students say "English is instituted as mandatory external courses out of the curriculum, and these are validated by means of external diplomas. There are lacks in relation to the languages due to the low deepening and specification of English in a determined subject related to the hospitality and tourism activity." (p. 36).

In this way, researchers wanted to explore in detail the ATH teachers' and students' perceptions and opinions about the four English levels provided by the International Institute of Languages at UPTC. It was necessary to design and apply two questionnaires. The first one was designed for ATH students (in Spanish) with the purpose of getting detailed and clear opinions about the English levels (see Appendix C for ATH student's questionnaire form), and the second one (in English) was applied to teachers of the International Institute of Languages with the purpose of identifying the viability to expand the English teaching demand for the students of the ATH programme in order to give them necessary tools to build their own knowledge and face their professional life (see Appendix D for English Teacher's questionnaire form).

The first questionnaire was applied to 41 out of 148 ATH undergraduates registered in level four of the English Course at UPTC in Duitama with seven questions. The results revealed in question number two that 41% of the students expect to get a very good language performance

by the end of the four General English levels according to what they need for their professional field. In question three, all of them think English is important to get their goals because:

- English knowledge generates big opportunities for the labor performance.
- ...in the Tourism industry, English knowledge is essential to get a job.
- ...English knowledge gives support to customers and guests.
- English language opens doors to new opportunities in other countries and it makes easier to get a job in a foreign country.
- The field of activity of our career demands a second language use.
- Many foreign tourists come to Boyacá State.

In question number four, 37% of the students consider that the contents and the resources used in the English classes and the contents worked in the ATH academic programme do not relate among them, since in English classes they work different topics, most of them unrelated with topics for ATH managers. In question number five, 90% of the students do not agree with the number of hours for English classes during the entire academic programme, because they consider they are not enough compared with the number of hours for English classes offered by other educational institutions with similar undergraduate programmes and the demand of bilingual professionals in our country. In question number seven, students write comments and suggestions about their English classes. They express that:

- A language level with specific contents related to the hospitality and tourism industry should be implemented.
- Each one of the academic programs should offer English classes separately for every programme, since to get involved students from different programmes makes the language learning inefficient.

- The language levels offered are too basic, seven levels would be appropriated and these should be focused on the needs of every academic program offered by the university.
-General English classes should be specialized according to the academic program.

After analyzing the results of the questionnaire, it is clear that ATH students notice differences between the opportunities the UPTC offers them to learn English and the performance skills they will need when they apply for a job as ATH managers. They are aware of the need they have of getting more English classes focused on their needs as ATH managers to obtain better job opportunities and offer good services to customers.

Thus, for researchers it is also evident that the language level learners need is not only acquired by increasing the number of hours of English classes; there are also various important changes which have to be made in relation to the specificity of the languages courses offered by the Institute, and the questionnaire revealed significant information in relation to the topics and contents that should be considered for this proposal.

The second questionnaire was applied to seven teachers who are part of the staff of the International Languages Institute at UPTC in Duitama and teach the four General English levels to all academic programs. The results show that in question number one, 100% of the teachers consider the four English levels offered by the International Institute of Languages to the undergraduates of the ATH programme are not enough for them to be competitive compared with undergraduates from similar programs in other universities since according to them:

- Students take General English levels that do not accomplish their professional requirements.
- Students need more time to practice the four skills to be competitive in a second language.

- Students need more levels to interact in different contexts of their profession.

This competitiveness need in relation to the language knowledge has been recognized by the English teachers who are aware from their professional experience that four levels of General English are not enough to build an efficient language proficiency in students to successfully participate in the Hospitality and Tourism industry.

The second question reveals that the four English levels offered by the university to the students of the ATH programme do not let them interact as Hospitality and Tourism managers in the different situations of their labor field, such as talking to a customer, assisting a guest in a hotel or providing touristic services to people, among others. All teachers express that students only work during the English classes general topics of everyday situations and they need to focus on circumstances and skills connected to their academic programme.

The third question states that teachers see the implementation of one or two more English levels as an interesting idea and a necessity which will let students better perform in the labor field with similar activities to the real situations they experience.

The last question demonstrates some different aspects which could be taken into consideration when designing and implementing these additional levels, such as: team work, specific topics, aural skills, a communicative focus, problem-solving situations, critical thinking, and the use of ICTs (information and communications technology), scaffolding for students and a cooperative learning environment.

In conclusion, students and teachers share some points of view. Both of them agree that the number of hours for English classes is not enough to acquire the proficiency level to interact in their professional field. They also assert that English has to go in depth into contents and situations related to the ATH programme due to the circumstances that surround the labor field

of an ATH manager; and finally, for both of them, English has become a universal language that has to be known if they want to reach their goals.

To sum up what researchers have found in the UPTC in relation to the *Plan Maestro Institucional 2007-2019* and *Plan de Desarrollo 2015-2018*, the ATH undergraduate programme with their graduates' professional profile in which they express an academic personal development through the inclusion and knowledge of the English language, the International Languages Institute which only offers four General English levels, each one of 64 hours with contents slightly related to their academic programme and with students from the different academic programs, the students and teachers' opinions about the languages courses, and the needs and demands of the Tourism and Hospitality industry which requires professionals who interact in written and oral language with clients and people of the labor context, the RESEARCH PROBLEM is stated as the need of designing and implementing an English curriculum to enrich ATH students' communicative skills to interact in the Tourism and Hospitality industry; it is intended that the language course of this curriculum proposal be implemented after students have finished the four General English levels.

Based on the above, the researchers state the following RESEARCH QUESTION which guides the proposed study: To what extent does an English curriculum enrich ATH students' communicative skills to interact in the Tourism and Hospitality industry? The GENERAL OBJECTIVE is to offer to the ATH undergraduate programme at UPTC an English curriculum design based on CLIL to enrich ATH students' communicative skills to interact in the Tourism and Hospitality Industry. The researchers carried out the following RESEARCH TASKS, (a) an exploration of the current condition of the English curriculum in the ATH programme at UPTC, (b) identification of the ATH undergraduates' needs in relation to their English language learning

process, (c) identification of the needs of the Tourism and Hospitality industry at a National, State and Regional levels in relation to the demand of bilingual professionals (d) construction of the theoretical framework that supports the research, (e) identification of characteristics for the English course focused on Tourism and Hospitality contents, (f) design and application of the English curriculum for the course, and (e) its evaluation.

Theoretical Framework

The theoretical considerations in this chapter are related to the Curriculum, Syllabus and Course design as well as Content and Language Integrated Learning (CLIL). These will be presented below, and described in the following pages for this research proposal.

To start the process for a course design, researchers have followed and integrated the different theories proposed by Nunan (1988), Nation and Macalister (2010) and Graves (2000) for the design of Language courses, and the CLIL approach proposed by Coyle, Hood and Marsh (2010) and Mehisto, Marsh and Frigols (2008) to put a Language course based on CLIL for the academic programme of *Administración Turística y Hotelera at Universidad Pedagógica y Tecnológica de Colombia (UPTC)*, branch Duitama.

Curriculum and Syllabus Design

In first place is the curriculum definition by which different authors present a general view about what it is. According to Candlin (as cited in Nunan, 1988) curricula has to do with the general purposes of a language course and the roles of teachers and students in the classroom; Allen (as cited in Nunan, 1988) suggests that the curriculum is more general than the syllabus and it involves administrative decisions. Similarly, Christison and Murray (2014) state that a curriculum implies the organization of instruction, planning, teaching and evaluation of a course.

In second place, some authors illustrate the syllabus in more specific terms. Although Candlin (as cited in Nunan, 1988) defines it as everything what happens in the classroom, Allen (as cited in Nunan, 1988) sees it as a subpart of the curriculum related to what will be taught. Similarly Christison and Murray (2014) say that this is the part of the curriculum concerning the contents and their order in a course. Thus, the difference between curriculum and syllabus is stated in terms of range since the curriculum presents a wide analysis involving the designing process of a

course taking into consideration aspects such as the population, environment, policies, among others, and the syllabus narrows the context to study more specific factors as the contents of a course, the order of them, materials and objectives.

Based on the authors' definitions, researchers adopt some of the characteristics proposed for the curriculum and some others for the syllabus to build an integrative concept which takes into account different issues such as: the analysis of the context, the administrative factors and decisions and the organization and evaluation of the course. These characteristics will allow characterizing a proposal according to what the UPTC demands, what the students at the ATH programme need and want; and what the theorists propose.

Turning to the syllabus conception, Nunan (1988) makes a distinction between Process-oriented syllabi and Product-oriented syllabi by stating that “the process is a series of actions directed toward some end” (p.12). These actions center their attention on the learning experiences whilst the product is the end itself, the product syllabi refer to “the skills and knowledge students should gain as a result of instruction” (p.27).

This research proposal mainly focuses on the process-oriented syllabus type since the work of Coyle et al. (2010) coincide with this type of syllabus described by Nunan (1988), presenting some necessary stages to accurately define and select the appropriate elements to be included in a course, such as: the contents, the language, the thinking and learning skills, the language skills, materials and activities to arrive to a successful end which in this proposal is an English course that helps learners perform in the Hospitality and Tourism industry.

Despite the researchers focus on the process-oriented syllabus, it is essential to remark the fact that CLIL is a flexible approach since it does not follow a particular methodology, model or strategy; on this, Coyle *et al.* (2010) remark as one of the main characteristics of CLIL: “There is

no single methodology for language learning and teaching, or set of prescribed techniques” (p.33), quite the opposite, CLIL invites teachers to keep using their own strategies without putting aside the main focus and its characteristics.

For this research proposal, the work of Nunan (1988) was born in mind to define the type of syllabus, and the model of the parts of the curriculum design proposed by Nation and Macalister (2010) will be mainly followed since it clearly states the different aspects which have to be taken into account when designing a course (see Figure 1).

Figure 1. Parts of the Curriculum Design Process

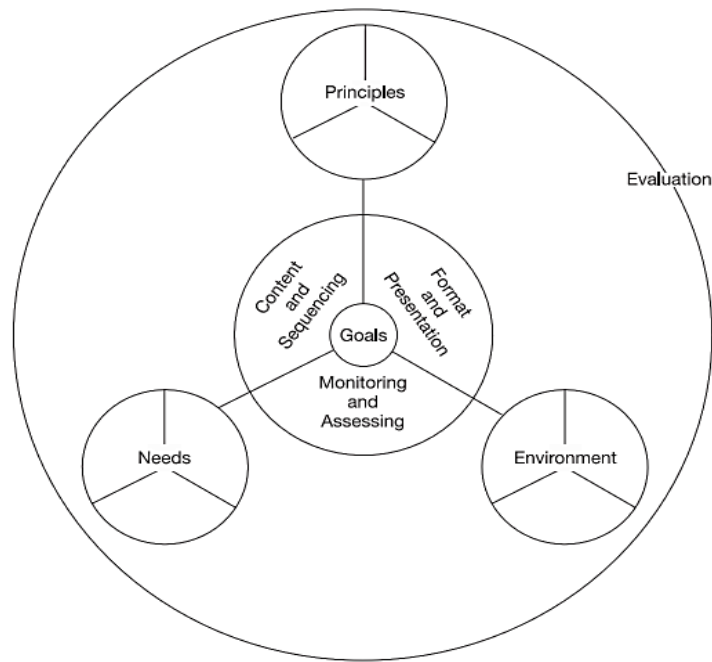


Figure 1. The main parts involved in a curriculum design. Adopted from “Language Curriculum,” by I.S.P, Nation and J, Macalister, 2010, *Language Curriculum Design: An Overview*, p.1. Copyright 2010 by Taylor & Francis.

As it can be seen in Figure 1, Nation and Macalister (2010) support their view of what a language course should take into account from different perspectives, starting with the analysis of the environment, the needs analysis and the application of principles guiding the course

design. This same order is going to be followed by the researchers on the designing of this proposal in order to give an account of all aspects involved in the process.

Environment analysis. The first aspect to be considered when designing a course, is the environment analysis, which is seen by Nation and Macalister (2010) as an important factor related to the situation and the context where the course will take place. According to Tessmer (as cited in Nation and Macalister, 2010), it “involves looking at the factors that will have a strong effect on decision about the goals of the course, what to include in the course, and how to teach and assess it” (p.14).

Regarding the way of obtaining information about the environment, the authors, Nation and Macalister (2010) suggest: “one way of approaching environment analysis is to work from a list of questions which focus on the nature of the learners, the teachers and the teaching situation” (p.2); for the researchers, this information can be gathered from the different people involved in the educational process, teachers, students.

Nation and Macalister (2010) as well as Coyle, Hood and Marsh (2010) agree on proposing the need of analysing the National and Institutional policies, the school size and the available supplies since all these aspects will determine the type of course, and finally Graves (2000) remarks the importance of studying the context, thinking about the setting where the course will take place, the population, the time, the teaching resources and all factors which could give an account of the context necessary to make decisions about the course.

In addition to the studied aspects to analyze the environment, it is also necessary for researchers to consider the different factors –positive or negative- which may affect or influence the results of the environment analysis, since those will help on making decisions about the course. For Nation and Macalister (2010), these affecting factors could be of three kinds: the

learners, the teachers and the situation. These factors were analyzed during the designing process by researchers in order to give all of them the relevance they deserve.

In the environment analysis of this research proposal, each one of the previously mentioned authors provided a valuable aspect to be considered when defining the context of this study. Consequently, these factors are listed by the researchers, then ranked according to their importance, and finally the most relevant are put first in order to consider their effects on the designing process of the course.

The needs analysis. The second aspect of the model of the parts of the curriculum design proposed by Nation and Macalister (2010) is the needs analysis or needs assessment, which is described by Graves (2000) as “an orientation toward the teaching learning process which views it as a dialogue between people” (p.99); it is a systematic and continuing process of collecting information, which works as a tool to be analyzed in order to make decisions about the course requirements.

In comparison with Graves (2000), Nation and Macalister (2010) narrow their conception of the needs analysis towards the goals and content of a course; these are important to be looked at, since it is essential to determine what the students know and what they need to know in order to provide them with what they really want and need to learn from the language.

The researchers agree with these authors by pointing out that the needs analysis has to involve all the educational community, this process cannot be seen as a simply acquiring knowledge from the students; everyone in the group has to be an active participant in the process and everyone’s expectations and needs have to be considered during the whole process.

Types of needs: necessities, wants and lacks. In discovering the needs, Hutchinson and Waters (as cited in Nation and Macalister, 2010) make a division of the types of needs: The

target needs refer to what the learner has to do in a specific situation, and the learning needs are “what the learner needs to do in order to learn” (p.24). The target needs can be of three kinds: necessities, lacks and wants, and these are analyzed for the designing process of this proposal, due to the importance of responding to what the community at the UPTC really needs and wants.

Nation and Macalister (2010) coincide with Nunan (1988) claiming that the **necessities** refer to “what the learner has to know to function effectively” (p.5). For Nunan, this information can be useful when deciding the contents and the groups where students are going to belong to.

According to the learners’ learning intention, necessities may vary and this could be revealed by inquiring on the contexts where learners are going to use the language, their needs and interests.

The lacks refer to what students know, their current knowledge compared to what students want to learn and need to learn. The work of Graves (2000) indicates that students’ current level and their learning proficiency in each of the four skills could help to make choices about the type of resources to be used, the skills to be developed and the elements of grammar which need to be highlighted. The lacks in this proposal were discovered and established by means of some interviews and surveys administered to the students and teachers of the ATH programme at the UPTC.

The wants have to do with the students’ preferences, what the students consider they need to learn in relation to the situations where the language is going to be used; students’ wants are also important for this proposal since it is necessary for researchers to target specific needs that are required in the students’ labor field.

Necessities, wants and lacks are analyzed from the actors involved in this research proposal, teachers, students and the labor field. Researchers agree with Nation and Macalister (2010) along

with Nunan (1988) by analyzing students and teachers' needs and the context to define what type of course was necessary to propose for this research.

For the process of needs analysis in a language course, Graves (2000) suggests to follow a cyclical set of decisions, actions and reflections (see Figure 2). These decisions were followed by researchers and are expected to focus and give the appropriate information to decide what will be taught, how and how this will be evaluated.

Figure 2. The Needs Assessment Cycle

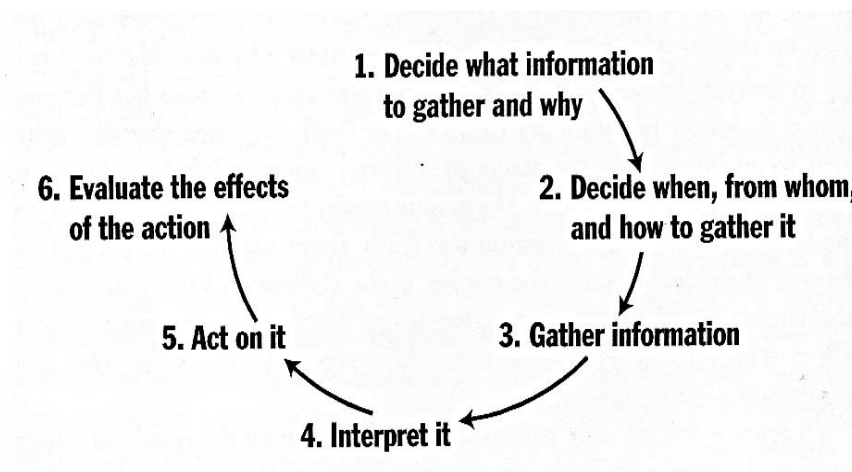


Figure 2. Cyclical set of decisions, actions and reflections. Adopted from "Design Language Courses: A Guide for Teachers," by K. Graves, 2000, *Assessing Needs*, p.100. Copyright 2000 by National Geographic Learning, a part Cengage Learning.

The principles of the Curriculum Design Process. For Nation and Macalister (2010), the *principles* refer to the choices which have to be made in relation to what and how to teach. The principles present three major divisions and are related to the content and sequencing, the format and presentation and the monitoring and assessment. To follow these principles in this proposal allowed researchers to make decisions on the content, its structure and the evaluation of every unit.

The content and sequencing. These principles deal with what is being taught and the order these items will follow in the course. The purposes of these principles are, in first place, to provide learners information according to their learning purposes, useful information or items which are frequently used in the language; second, to teach learners how to learn; third, to provide different contexts where students can recall previous learnt information; fourth, to offer regular features of the language, and finally to present a sequence of the items so students get them in the adequate moment, in other words, “to get the best return for their learning effort” (Nation and Macalister, 2010, p.40).

The work of Nation and Macalister (2010) indicates that the factors surrounding the inner circle of goals, (environment, principles and needs) should be again considered, when defining the content and sequence in a course. Graves (2000) shares the same vision pointing out that “the process of conceptualizing content is a multifaceted one which involves, thinking about what you want your students to learn in the course, given who they are, their needs, and the purpose of the course” (p.37). Some other aspects depending on the environment which have to be taken into account are the national policies, the institutional requirements and resources available for the course.

The process of defining the content of a course involves making choices about what to teach, requiring several drafts which state clearly the possible topics for a course; this is a continuous and changing process because even when teaching the course, decisions about the content can be made, as Graves (2000) remarks “unlike writing, the drafting process may continue, even as you are teaching the course” (p.37). Thus, the drafting process is essential since it helps the course designer comprehend the relation among some topics and the way in which they will be articulated in the course.

When defining the content of the course, it is also defined the type of syllabus. The content of the course is the one which determines the organizing principle to be followed, the functions derived from these principles, and the language skills to be developed with every topic in the course.

Graves (2000) highlights three main principles defined by Stern (1992) to conceptualize the content in a course: language, learning and the learner, and social context. *Language* refers to the linguistic skills, situations, topics or themes, communicative functions, competencies, tasks, content, speaking, listening, reading, writing, and genre. *Learning and learner* has to do with the affective goals, interpersonal skills and learning strategies and the *social context* deals with the sociolinguistic skills, the socio-cultural skills and the sociopolitical skills.

In relation to the sequence of the contents in a course, Nation and Macalister (2010) state that it could be done by following a linear or a modular approach. A linear approach supposes the presentation of simple topics or items which are the basis for more difficult ones presented later. A modular approach presents independent units as a whole “these units may be parts of lessons, lessons or groups of lessons. Each unit or module is complete in itself and does not usually assume knowledge of previous modules” (p.85). The linear approach to sequence content originates four models: a spiral curriculum, matrix models, revision units and field approaches to sequencing.

The spiral curriculum implies the study of important items to be covered numerous times at increasing levels while in the matrix models, the units are different one from another and when finding the same item, it is presented in a different context rather than complexity. As its name implies, revision units revise previously met material, the reviewing time should increase and

enrich previous items. Finally, in the field approach students can start and end anywhere they want.

To sequence the contents of the English Course for this proposal, researchers take into consideration the linear approach and the matrix model of it since it lets researchers revise and analyze what they have done before in the classroom and improve the activities proposed if necessary.

The format and presentation. These principles refer to the materials used in the classroom and the ways of working with them. According to Nation and Macalister (2010), “they relate to the kinds of activities used in the course and the ways in which learners process the course material” (p. 40). These materials have to accomplish some requirements to be motivating enough to engage students on learning, to include a balance of the four strands which are: meaning-focused input, language-focused learning, meaning-focused output and fluency development activities. All these conditions with the purpose of helping learners to use the vocabulary in different contexts, and to spend as much as possible of class time on the second language, giving them opportunities to work with materials that meet their learning styles. Nation and Macalister (2010) indicate that the need of considering the environment, the needs and the principles in every process plays an important role in the format and presentation of the course given that activities proposed at this stage have to agree with what is needed and wanted by learners.

If both teachers and learners are aware of the goals of each activity, why they are useful goals, how the activity should be best presented to achieve the goal, what kind of learning involvement is needed, and the signs of successful involvement, then learning is more likely to be successful. (Nation and Macalister, 2010, p.89)

The format and presentation principles let the course designer or teacher provide learners with equilibrium of the activities for learning. In this way to guarantee the provision of this balance, Nation and Macalister (2010) suggest activities which include the four strands (*meaning-focused input, meaning-focused output, language-focused learning and fluency development*) in order to avoid a dominating strand that undermines the others. However, it is worth clarifying that at the beginning of a language course the main focus should be on the meaning-focused input and language-focused learning.

These authors similarly suggest including substantial amount of listening and reading receptive activities. After doing a research by reading stories to students, Elley (as cited in Nation and Macalister, 2010) found a significant increase of vocabulary learning on students, especially when there was a focus on some words. As well as receptive skills should be reinforced, students' production and fluency should be increased, since it is not necessary to know vocabulary but also to be able to access and use this knowledge in the different situations.

Language production requires more knowledge about the language than the language reception itself. Nation and Macalister (2010) suggest that "25 per cent of the total learning time is given to activities involving language production" (p.57), this can be done by helping learners understand how the language functions; so, they could be aware of the system leading to a positive meaning-focused learning and output.

The previously mentioned principles of format and presentation were kept in mind in this research proposal in order to achieve equilibrium of the four skills and the four strands necessary to achieve learning. To follow these principles, researchers adapted some of the CLIL activities proposed by Dale and Tanner (2012), whose work focuses on providing activities for activating

knowledge, guiding understanding, focus on the different skills, and giving learners assessment and feedback.

The monitoring and assessment. This section is seen by Nation and Macalister (2010) as the “selection, gradation, presentation and assessment of the material in a language course which should be based on a careful consideration of the learners and their needs, the teaching conditions, and the time and resources available” (p.65).

The authors note that the monitoring and assessment section deals not only with the materials presented in the course but also with the feedback which has to be given to the student about the “degree of success of his understanding.” The assessment part of this proposal takes into consideration what Nation and Macalister (2010) recommend, and the assessment is also done under the principles suggested in CLIL by Coyle *et al* (2010), Mehisto *et al.*, and Bentley, who define the assessment, the types of CLIL assessment and the ways in which it can be done; this part will be described in a following section.

Goals and objectives. Following the approach proposed by Nation and Macalister (2010), goals are shown in the centre of the designing process of the curriculum (see Figure 1) “this is because it is essential to decide why a course is being taught and what the learners need to get from it” (p.6). The goals are not only defined by Nation and Macalister (2010), different authors present their own conception of what a goal is and what has to be born in mind when thinking and designing goals.

For instance, Graves (2000) sees them as “a way of putting into words the main purposes and intended outcomes of the course” (p.75), and objectives as the different stages which need to be followed in the process of getting the goal; both goals and objectives help the teacher to keep going in the right direction, to make choices and set priorities. She also defines the objectives as

the “statements about how the goals will be achieved. Through objectives a goal is broken down into learnable and teachable units, by achieving the objectives, the goal will be reached” (Graves, 2000, p.76).

Another perspective about the goals is the one made by Nunan (1988) who sees them as the foundation of a course, “the term goal refers to the general purposes for which a language programme is being taught or learned” (p.25).

Researchers collect the definitions described before which demonstrate the important and existing connection between goals and objectives, in which a cause-and-effect relation is presented, deriving the actions from one into the accomplishment of the other, which is important in any type of course.

Types of goals and objectives. As goals and objectives present an influential articulation between them, many approaches can be used for their design and categorization; Stern (as cited in Graves, 2000) presents a framework which describes cognitive goals, proficiency goals, affective goals and transfer goals. Whereas Genesee and Upshur (as cited in Graves, 2000) provide a framework which illustrates five types of goals: language goals, strategic goals, socio-affective goals, philosophical goals and method or process goals. And finally, Nunan (1988) generally describes one type of goals called the communicative goals, and these are related to language programmes.

Although many frameworks or approaches are described, the decision about the type and amount of goals and objectives to set mainly depends on the type of programme (in this case an English course based on CLIL), the population, the needs and the different aspects which were taken into account when proposing the course. This choice concerns the teacher who is related and knows the population where the goals are taking place.

In this way, goals and objectives for this proposal are described taking into account only two types of goals from Stern, the cognitive goals which “include explicit knowledge, information and conceptual learning about the language” (p.83), and the proficiency goals which “are what the student will be able to do with the language” (p.83). Additionally, goals and objectives in this proposal are also focused on the cognitive or thinking skills proposed on Bloom’s Taxonomy (Anderson and Krathwohl, 2001) due to the importance CLIL gives to their development on students.

Formulating goals and objectives. Graves (2000) states that goals can be derived from the content, the skills, or the tasks proposed for the course. In this sense, when writing them there are three main steps which can be followed: a) list the possible goals, b) look for redundancies and priorities, and c) revise and re-write them. However, it is always necessary to keep in mind that this first list of goals has to be revised and modified as the course design progress.

An accurate description of the objectives is a required departure point which gives a clear and comprehensible focus for teachers and students in order to achieve learning. Nonetheless, it is necessary to avoid falling in the trap of being too specific by narrowing and limiting students’ possibilities to acquire and discover knowledge in a natural way.

To sum up, goals and objectives should be flexible enough to allow teachers modify or adapt them as the course progress; similarly they should be clear and concise to provide a clear focus on what is expected of the course. “Goals and objectives are not cast in cement” (Graves, 2000, p.93). Thanks to the flexibility of the objectives for the English course, it was necessary during the designing process to adapt some of them in order to make them achievable.

CLIL Approach

The Content and Language Integrated Learning (CLIL) approach will be described from the point of view of different authors such as Mehisto, Marsh and Frigols (2008), Coyle, Hood and Marsh (2010), Dale and Tanner (2012) and finally Bentley (2010). However, the main foundations of this approach will be illustrated from the view of Marsh without leaving aside some valuable contributions made by the other authors.

CLIL has its roots a long time ago, when a second language was used to teach content. It was 5000 years ago when according to Mehisto *et al.* (2008) “the Akkadians, who conquered the Sumerians, wanted to learn the local language. To this end Sumerian was used as a medium of instruction to teach several subjects to the Akkadians” (p.9). This use of the language was also seen in Latin Universities where Latin was the principal language of law, medicine, theology, science and philosophy; later in time in 1965 in Quebec, the importance of learning another language was seen by some English-speaking parents who did not want their children experience disadvantages in the future living in a French community, so an immersion program was established in order to teach all the subjects in French.

Mehisto *et al.* (2008) found that the success of the immersion programs spread around Canada and then around the world, so in the 1970’s bilingual education became accessible not only for the elites, for some specific groups, but for more people willing to belong to them; In this way the necessity and awareness of learning a language in a more profitable way arose and the need of learning languages through the curriculum became a major issue.

Many changes have been experienced along the years, in relation to technology, economy and education. In this way, there is an increasing need of improving the skills which learners are equipped with to face a globalized and competitive world. This has been an educational

challenge, since according to Mehisto *et al.* (2008) “the mindset of Generation Y, is particularly focused on immediacy as in, learn as you use, use as you learn- not learn now, use later” (p.11).

Consequently, CLIL appears to be a way of providing students with these skills. “CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” (Mehisto *et al.*, 2008, p.9). In the same way, Bentley (2010) reviews the concept of CLIL describing it as “an approach or method which integrates the teaching of content from the curriculum with the teaching of a non-native language” (p.5). Dale and Tanner (2012) shares the concept of Coyle *et al.* (2010) including the idea that the focus of the teaching and learning processes on CLIL is not only on content or language but in both and these are interlaced. Teachers sometimes focus on one of these aspects, however the goal of this approach is to keep them related and connected to make the most of them.

This approach illustrates many benefits for the language learning and its learners and it also presents some particular characteristics which makes it unique. In CLIL, content and language teachers support each other; while language teachers help students to gain knowledge in a specific area, content teachers provide students with related contents to be expressed in the language, so the most important in CLIL is the existing combination. In this sense, Mehisto *et al.* (2008) point out that “language learning is included in content classes and content from subjects is used in language-learning classes” (p.11). CLIL is more than the learning of content or language, it deals with the development of learning skills to support the achievement of content and language goals, so it is a triad related and depending one from another.

The importance of implementing CLIL in the current and demanding context lies on the need of responding to the changes the world is experiencing in relation to demographics, language needs, technology, etc. The work of Coyle *et al.* (2010) reveals that there are two important

reasons which might be an interest on working with CLIL in some places, reactive and proactive reasons.

Reactive reasons refer to the response to different situations because of the inexistence of methodologies which fit the context and the needs of it, and proactive reasons have to do with the solutions proposed to improve language learning, the answer to the problems or social situations experienced by a community. The reactive reasons of this research proposal are on the need of designing and implementing an obligatory course to be taken after the four General English levels, in order to provide necessary language and communication skills that help learners interact in the Hospitality and Tourism industry.

CLIL encompasses some core features which distinguish it. These are not specifically just for CLIL because these can also be shared with some other methodologies. However, these are characteristics that have to be taken into account when delivering and planning with CLIL. The work of Mehisto *et al.* (2008) explains these characteristics: a three-way focus: on content, language and learning skills, a safe and enriching learning environment, authenticity, active learning, scaffolding and Co-operation. These features are determined by the cognitive processes which were fostered in this proposal through the activities and resources used by the teachers-researchers.

Learning processes in CLIL

Content learning. The selection of content for the learning process in CLIL is mainly conditioned by the context where the program will take place. Although content can be determined by different factors such as teacher availability, language support, age of learners and the social demands of the environment, Coyle *et al.* (2010) assert that “content in a CLIL setting could also be thematic, cross-curricular, interdisciplinary or have a focus on citizenship” (p.27).

For this research study, an interdisciplinary focus will be taken into consideration since the context of this project is essentially determined by the academic programme of ATH offered by UPTC in Duitama where students deal with common topics and situations which require them to communicate in English.

In CLIL, the learning of content implies an active involvement and participation of the learner. This view is supported by Coyle *et al.* (2010) who state that “for content learning to be effective learning, students must be cognitively engaged, and teachers will have to consider how to actively involve learners to enable them to think through and articulate their own learning” (p.29), and this is mainly attained through the development of metacognitive skills which let students be conscious of their learning and work collaboratively and effectively in groups to take advantage of each one of the strengths and weaknesses found during the process.

Furthermore, life skills development is an essential element in CLIL classrooms, as Van Lier (as cited in Coyle *et al.*, 2010) states: “we need to support students in developing life skills such as dealing with the unexpected, observational skills, and constructing knowledge which is built on their interaction with the world, yet purposefully guided by values and convictions.” In addition, Nation and Macalister (2010) state that intellectually challenging activities increase achievement levels letting learners reconstruct the knowledge and retain it in order to perform different tasks, to solve problems and build new meanings. Knowledge not also has to be transformed and retained, but it also has to grow successfully to be applied in a variety of contexts and life situations and give an answer to them in an effective way.

On this basis, it can be seen the importance of learning content and how this could be done in CLIL. For this research study purposes, determining factors in deciding the content for the course, similarly proposed by Nation and Macalister (2010) and previously mentioned, were

reflected upon, such as the context, the environment, the labor demands and learners age of the ATH programme, whose needs are related to the interaction produced when they have to communicate with a customer or people from the tourism industry.

What is added in this part is the value given by CLIL to the development of thinking or cognitive skills to increase knowledge. According to Bentley (2010) “cognitive skills are the processes our brains use when we think and learn” (p.20). Consequently, in this proposal the cognitive or thinking skills were considered in order to define the activities and set the goals and objectives that will build up the content and language learning process through the support of Bloom’s Taxonomy proposed by Anderson and Krathwohl (2001).

Bloom’s Taxonomy outlines different thinking processes fundamental in CLIL to apply the content (see Table 1 and 2). These are going to be briefly explained since this research proposal focuses its goals and objectives on the development of these thinking skills.

The cognitive process dimension consists of lower-order thinking (remembering, understanding and applying) and higher-order thinking (analysing, evaluating and creating), both of which are integral to effective learning. The knowledge dimension provides a framework for exploring the demands of different types of knowledge: conceptual, procedural and metacognitive. (Anderson and Krathwohl, 2001, p.30)

Table 1. The Cognitive Process Dimension

| lower order thinking skills | | | higher order thinking skills | | |
|------------------------------|-----------------------------------------------------------------------|-----------------------------|---------------------------------------------------------------------------------|------------------------------------------------------------|-------------------------------|
| remember | understand | apply | analyze | evaluate | create |
| recognizing (identifying) | interpreting (clarifying, paraphrasing, representing, translating) | executing (carrying out) | differentiating (discriminating, distinguishing, focusing, selecting) | checking (coordinating, detecting, monitoring, testing) | generating (hypothesizing) |
| recalling (retrieving) | exemplifying (illustrating, instantiating) | implementing (using) | organizing (finding coherence, integrating, outlining, parsing, structuring) | critiquing (judging) | planning (designing) |
| | classifying (categorizing, subsuming) | | attributing (deconstructing) | | producing (construct) |
| | summarizing (abstracting, generalizing) | | | | |
| | inferring (concluding, extrapolating, interpolating, predicting) | | | | |
| | comparing (contrasting, mapping, matching) | | | | |
| | explaining (constructing models) | | | | |

Table 1. Fundamental thinking processes in CLIL. Adopted from Anderson and Krathwohl, 2001, p. 46. Retrieved from <http://www.celt.iastate.edu/teaching/effective-teaching-practices/revise-blooms-taxonomy>

Table 2. The Knowledge Dimension

| concrete knowledge | | abstract knowledge | |
|--------------------------------------------|-----------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| factual | conceptual | procedural | metacognitive |
| knowledge of terminology | knowledge of classifications and categories | knowledge of subject-specific skills and algorithms | strategic knowledge |
| knowledge of specific details and elements | knowledge of principles and generalizations | knowledge of subject-specific techniques and methods | knowledge about cognitive tasks, including appropriate contextual and conditional knowledge |
| | knowledge of theories, models, and structures | knowledge of criteria for determining when to use appropriate procedures | self-knowledge |

Table 2. Fundamental thinking processes in CLIL. Adopted from Anderson and Krathwohl, 2001, p. 46. Retrieved from <http://www.celt.iastate.edu/teaching/effective-teaching-practices/revise-blooms-taxonomy>

Cognitive skills can be developed in the classroom through challenging activities appropriated for the subjects. Questioning is also a useful tool to develop these skills, helping the learner to make associations and to think more deeply. Another important part of CLIL approach is the language learning process which is going to be described as follows:

Language learning. Savignon (as cited in Coyle *et al.*, 2010) states some common and essential principles of the communicative language learning which are also taken into account by CLIL (p.32-33). These are:

- Language is a tool for communication.
- Diversity is recognized and accepted as part of language development.
- Learner competence is relative in terms of genre, style and correctness.
- Multiple varieties of language are recognized.
- Culture is instrumental.
- There is no single methodology for language learning and teaching, or set of prescribed techniques.
- The goal is language using as well as language learning.

Researchers coincide with these principles described above since they represent a guide for this proposal, these are understood as the main characteristics common in CLIL contexts. They were taken into consideration during the lessons and the activities proposed in each one of them.

Language to learn. Coyle *et al.* (2010) have drawn their attention to the fact that “in CLIL settings it is necessary for learners to progress systematically in both their content learning and their language learning and using. Then, using language to learn is as important as learning to use language” (p. 35). In CLIL contexts, learners have a cognitive level which is in advance of the linguistic level of the vehicular CLIL language. This assumption has also been directed to the

important recognition which has to be given to the communication in the classroom between teachers and learners, since this allows good results in the teaching and learning processes.

Classroom communication has been an important factor considered in this research proposal since it is necessary for researchers to provide learners with crucial tools to achieve learning. These tools will help them communicate not only in the classroom for different purposes such as: to express their understanding, to help each other, to ask for help, and increase confidence, but these communication tools will also allow learners to express themselves confidently when facing real life situations of their labor context.

The communication part of this proposal is based on the importance given to the interaction among people. According to Brown (1994), interaction is “the collaborative exchange of thoughts, feelings, or ideas between two or more people resulting in a reciprocal effect on each other” (p.159). The proposal has been supported through the development of the language triptych (see Figure 3) proposed by Mehisto *et al.* (2008) and Coyle *et al.* (2010) who make clear that the language:

It has been constructed to take account of the need to integrate cognitively demanding content with language learning and using (Coyle, 2000, 2002). It provides the means to analyze language needs across different CLIL contexts and transparently differentiates between types of linguistic demand which impact on CLIL. It also provides a means to conceptualize language using as language ‘for knowledge construction’ (p.36).

Figure 3. The Language Triptych

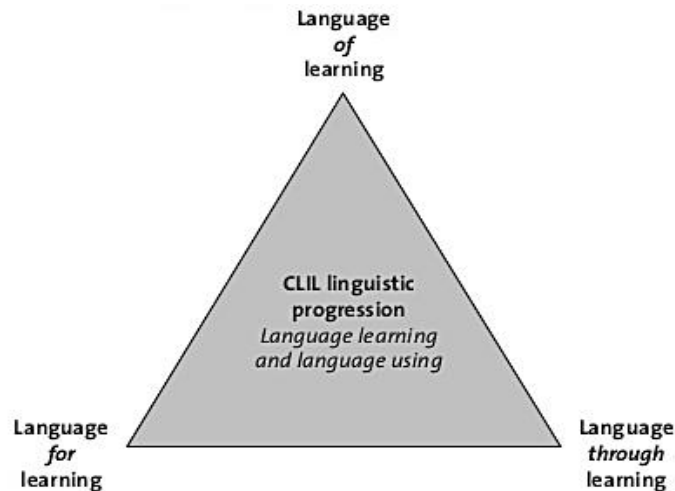


Figure 3. Content and language balance. Adopted from “CLIL Content and Language Integrated Learning Language,” by D., Hood, P & Marsh, D., 2010, *CLIL as a Theoretical Concept*, p.36. Copyright 2010 by Cambridge University Press.

In this research proposal, it is suggested the use of the language triptych as the major tool to help students improve their communication in and outside the classroom. In this way, researchers recommend the use of the three interconnected perspectives for every unit: language of learning, language for learning and language through learning, in order to support learners on the language use.

The work of Coyle *et al.* (2010) shows the description of these three perspectives. The first one refers to the *language of learning*, “it is an analysis of language needed for learners to access basic concepts and skills relating to the subject theme or topic” (p.37). This can be done through the use of certain phrases and expressions which give the students the idea of the tense without referring exactly to verbs conjugation, verbs here are chosen according to the content of the unit which has to be expressed in the target language.

The *language for learning* is the second perspective and it is stated by the authors that it “focuses on the kind of language needed to operate in a foreign language environment where the medium is not their first language” (p.61). This part of the triptych works as the scaffold provided by the teacher to learners, the tools teacher gives them to use the language successfully in the classroom and be able to do pair or group work, to cooperate in the class, ask and answer questions, debate, enquire, memorize, think, build arguments and disagreements, etc.

The authors found that the third perspective, the *language through learning* “is based on the principle that effective learning cannot take place without active involvement of language and thinking. In CLIL settings, new meanings are likely to require new language” (p. 37). This new language takes place when new meanings and concepts appear as a result of the thinking process, so learners need to be ready for acquiring, increasing, and building new knowledge, it is the view of Coyle *et al.* (2010) who point out that “language through learning is to do with capturing language as it is needed by individual learners during the learning process” (p.38).

In this research proposal the language triptych suggested by Coyle *et al.* (2010), was the main axe followed by researchers to support learners’ interaction and communication part. In this way, the language triptych is described in each unit, providing students with the necessary tools to work as well as providing researchers a general view about what the class is going to be dealing with.

The 4Cs framework. This framework is described as being one of the main components which integrate this approach. The work of Coyle *et al.* (2010) illustrates the four components of this structure as follows (see Figure 4).

Figure 4. The 4Cs Framework

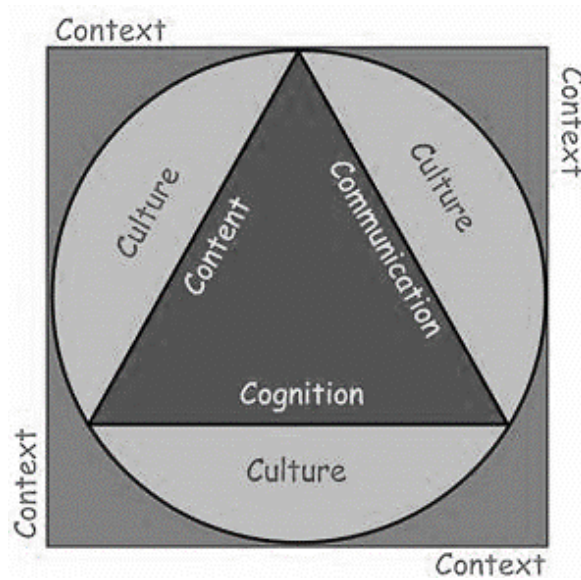


Figure 4. Framework with the main components which integrate this approach. Adopted from “CLIL Content and Language Integrated Learning Language,” by D., Hood, P & Marsh, D., 2010, *CLIL as a Theoretical Concept*, p.41. Copyright 2010 by Cambridge University Press.

The **content** (subject matter) is determined starting from the language demands presented on a particular setting. This is the main focus of CLIL, different from a focus on form or structures since for Mehisto *et al.* (2008) “parroting language patterns and memorizing vocabulary or facts in any subject are unlikely to contribute to their long-term application” (p.30), thus content has to be seen from the knowledge and understanding skills learners need to gain, in order to allow them access to that knowledge.

The main purpose of the **communication** process (language learning and using), in CLIL is to get students produce subject related language through significant interactions either in written or oral form. Mehisto *et al.* (2008) argue that “CLIL aims to increase STT (student talking time) and reduce TTT teacher talking time” (p.31). In this way, communication in CLIL involves learners using the language according to the demands of the situations they have to face in real life.

The *cognition* process (learning and thinking processes) is proposed to provide students challenging activities which let them develop thinking and learning skills. Mehisto *et al.* (as cited in Bentley, 2010) say “good CLIL practice is driven by cognition, thinking processes need to be analyzed for their language demands.” In this sense, activities have to let students develop learning and build their own understanding. According to Mehisto *et al.* (2008) “the more powerful the thinking, the greater the learning” (p.30). Therefore, thinking drives the teaching /learning process.

Culture (developing intercultural understanding and global citizenship) is embedded in every unit and lesson of this research CLIL proposal, it is a personal and social process where thinking and learning skills are developed through group and individual work. CLIL gives the opportunity for teachers to introduce different social and cultural backgrounds through the knowledge of different cultures. “We want to develop learners who have positive attitudes and who become aware of the responsibilities of global as well as local citizenship” (Bentley, 2010).

The 4Cs framework is adopted by researchers to highlight the importance of interrelating the elements of CLIL in order to obtain effective CLIL practice. In this research proposal, these principles worked as the main reference for curricular planning and designing processes of the course. In this sense, the 4Cs framework is taken into account in the design of the three units, starting each one of them by the *content*, then *cognition* is presented through the thinking skills of Bloom’s Taxonomy, next the *communication* part is shown through the language triptych and finally the *culture* is embedded in every topic and activity of the unit.

Planning in CLIL

Steps in planning on CLIL. In this part of the theoretical framework, all CLIL assumptions previously mentioned and proposed by the different authors are reflected upon for an effective

planning on CLIL. Processes suggested by Coyle *et al.* (2010) are followed to successfully plan a course for this research proposal which meets students' needs and interests, the context needs, the goals of the ATH programme, the English courses offered by the International Institute of Languages and, in brief, the whole educational community at UPTC in Duitama.

Accordingly, Coyle *et al.* (2010) propose six process-oriented stages to map CLIL practice in the classroom. CLIL does not offer specific and predetermined templates to design a course. However, each stage provides a set of questions which can be selected and answered depending on the context and its particular needs to organize a course. Additionally, main CLIL features as the 4Cs framework, the language triptych and the CLIL matrix represent guiding and necessary elements to be integrated and followed into every unit.

The six stages are described below and were followed to structure the proposal for this research project:

The *first stage* is related to the variety of points of view which have to be shared with the different members of the educational community involved in the process of CLIL planning. It is not only necessary that everyone concerned has a clear understanding of what it means to plan with a different methodology for the project context, but it is important that each one has or share common perspectives about what is expected of the programme with the main purpose of looking beyond problems or obstacles. Finally, in this stage it is also essential to reflect on different aspects such as materials, tasks, language needed, cognitive levels, etc., since all these reflections will be determining on further stages.

In the *second stage*, researchers combine two types of CLIL models for this research proposal suggested by two different authors Bentley (2010) and Coyle *et al.* (2010). The work of Bentley (2010) suggests two types of CLIL programmes: soft and hard CLIL. Soft CLIL is language-led

while hard CLIL is subject-led (partial immersion). And the work of Coyle *et al.* (2010) suggests a model called Adjunct CLIL-Model C2 where:

Language teaching runs parallel to content teaching with specific focus on developing the knowledge and skills to use the language so as to achieve higher-order thinking.

Language teaching is specific and students successfully learn content and gain the ability to use the CLIL language for specific purposes. (p.25)

Therefore, researchers have adopted and combined the Soft CLIL model and the C2 model to define the type of course proposed for the students of ATH at UPTC in Duitama, mainly focusing on language, and also taking contents related to the academic programme.

The ***third stage*** reviews the unit planning from the 4Cs framework. This stage provides four steps to structure a unit based on content, cognition, communication and culture. According to Coyle *et al.* (2010), this is the most demanding stage because it requires the growth of all Cs in CLIL, and in the same way, “this enables teachers to adopt a more holistic and inclusive approach to classroom practice.” (p.56). Thus, for this stage different mind maps are proposed by this author, in order to create units of work; these units may be comprising different lessons over a period of time (see Figure 5).

Figure 5. CLIL Mind Map

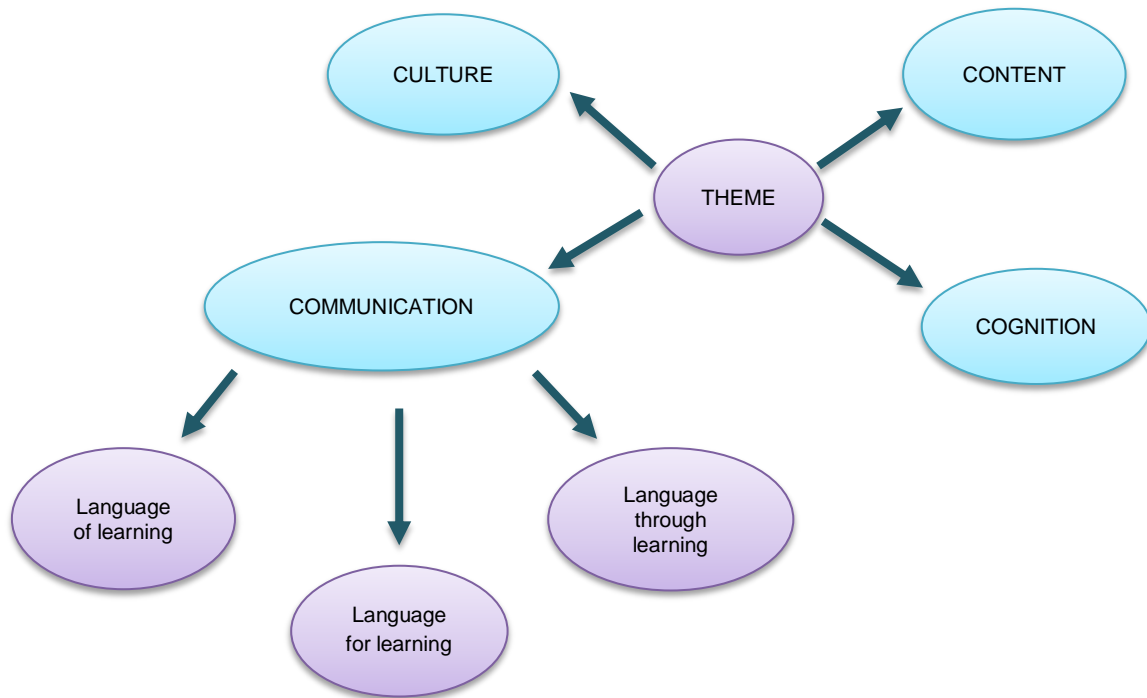


Figure 5. Aspects that have to be included in a CLIL unit. Adapted from “CLIL Content and Language Integrated Learning Language,” by D., Hood, P & Marsh, D., 2010, *CLIL as a Theoretical Concept*, p.56. Copyright 2010 by Cambridge University Press.

As it can be seen, Figure 5 shows how a CLIL unit might be structured, each one of the four steps proposes some reflection questions to be answered during the planning stage. In this way in the first step the questions propose an analysis about the content which is going to be included, thinking also about the way it is going to be sequenced according to its importance and the relation between the goals and the content.

Then, the second step proposes to connect the previous selected content with the thinking skills which need to be related with the content. It is important to develop the high-order thinking skills (HOTS) and the lower-order thinking (LOTS) through the content and the activities; in this step, it is also necessary to think about the linguistic demands required for the activity type and content.

The third step connects the content, the cognitive demands and the communication through the language triptych use (the language of, the language for and the language through learning). The language used according to the different purposes is defined by the subject or the language teacher. In this way, grammar is not rejected at all, instead it is defined by the content demands since language is more than words or phrases, Coyle *et al.* (2010) indicate that “it addresses progression in form and function, process and outcomes, and encourages the creative use of spontaneous language by learners” (p.59). One way of getting information about the language demands for a different purpose is to record a class in the L1 in order to identify the language demands for the content learning.

The final step is seen into CLIL as a necessity; this proposes to think about learning experiences which allow students develop their cultural awareness of self and otherness as well as a pluricultural understanding. These experiences could involve learners in lessons that let them see differences among cultures and how different things work for the people in a city or a country.

At the *fourth stage*, materials, resources, tasks and activities are proposed. In this part of the planning, it is essential to bear in mind the context since the activities have to meet the needs of it. Despite many resources about specific contents can be found and shared with other schools or online groups of people interested on CLIL, some of these resources may not meet the requirements of the specific context where a course will take place. In that way, for this research proposal, some CLIL activities suggested by Dale and Tanner (2012) were taken and adapted. Their use helped researchers met the specific needs of the ATH programme at UPTC with what was proposed.

The *fifth stage* recommends monitoring the development of a unit. Coyle *et al.* (2010) state that “it focuses on understating classroom processes as they evolve to gain insights which inform future planning” (p.67). There is a need in CLIL of getting a systematical progress in language and content, this is why the development of an accessible and cognitively demanding learning environment is essential there. In this sense, researchers have used during this stage the CLIL matrix proposed by Cummins (as cited in Coyle *et al.*, 2010) in order to determine and evaluate the linguistic and cognitive level of the activities proposed on each unit (see Figure 6).

The use of this matrix let researchers measure and evaluate learning progression through the lessons and also better analyze students’ needs in order to propose scaffolding means to help them in the process, since each task presents a progression from low linguistic and cognitive demands to high linguistic and cognitive demands.

Figure 6. Auditing tasks using the CLIL Matrix

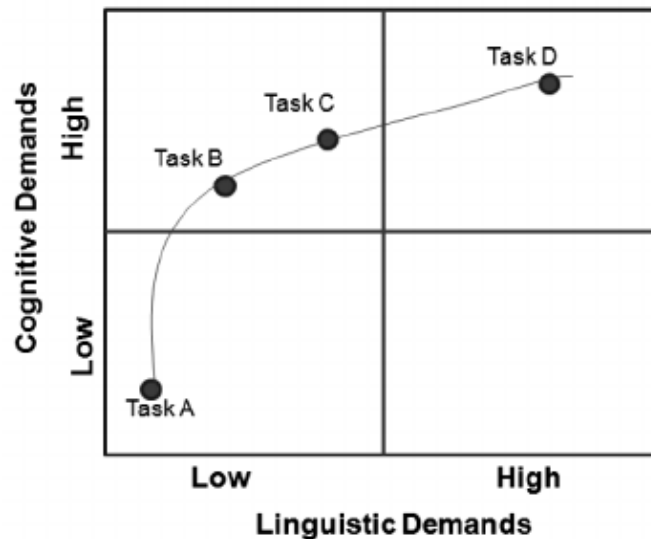


Figure 6. It measures and evaluates learning progression. Adapted from “CLIL Content and Language Integrated Learning Language,” by D., Hood, P & Marsh, D., 2010, *CLIL as a Theoretical Concept*, p.68. Copyright 2010 by Cambridge University Press.

The work of Coyle *et al.* (2010) proposes the following description of the tasks progression:

Task (a) was aimed at instilling confidence in the learners by starting with familiar work as a point of reference. Task (b) used recycled language, but this task made cognitive demands on the learners by introducing abstract concepts whilst using visuals to scaffold the new knowledge. Task (c) continued to develop new knowledge, but this time the language demands involved extending familiar language into more complex structures required to carry out the activity. The final task (d) incorporated new language and new content where the learners were engaged in cooperative group work supported by technological and teacher mediation. The new language was practiced in different ways. (p.68)

The ***sixth and last stage*** is called the reflection and inquiry stage since here it is evaluated what really worked in a previous unit or lesson in relation to the strategies, materials and teaching practices. Coyle *et al.* (2010) suggest that this could be done by belonging to a learning community “where everyone considers themselves as learners as well as teachers” (p. 69). These communities are important since they provide moments to reflect about teachers’ own practice; it is a space for sharing ideas, materials and practice, and mostly a good opportunity to meet emerging needs in the implementation of CLIL.

A particular approach is suggested by Coyle *et al.* (2010) “to provide a concrete way to share and discuss the classroom practice” (p.69). This is called LOCIT (Lesson Observation and Critical Incident Technique) and it is an opportunity for sharing successful experiences on CLIL based on the practice; this technique basically focus on the analysis of a 10-15 minutes video recording of learning moments presented in a lesson or a series of lessons in order to gain understanding about learning that impact on practice; this can be done by teachers, researchers

and learners using the Critical Incident Technique (CIT), which looks for reflection and deeply focused discussion.

In this research proposal, the LOCIT was done by researchers by video recording four lessons of a unit, analyzing the most important learning moments which gave insights that provided understanding of the teaching and learning practices; this analysis provided researchers positive and helpful feedback on what was done in order to design the next two lessons.

Resources, materials and activities for CLIL. Teachers on CLIL are nowadays able to use many resources and materials such as posters, flashcards, and many other materials in printed form, the ICTS and Multi-media access are great tools to support materials design and access. For this research proposal, many resources and activities from different authors were adopted and some others adapted in order to use them accordingly with the learners needs, their content and language level and the context of the ATH programme at UPTC.

Lesson delivery in CLIL settings. According to Mehisto *et al.* (2008), there are many strategies which allow teachers increase opportunities to improve learning and restrain the constraints which limit students' progress on their learning process. For this research proposal, the following strategies were taken into account to support students on their content and language knowledge acquisition: scaffolding, anchoring into previous learning and fostering critical thinking.

Scaffolding. Bentley (2010) sees the scaffolding as the steps teachers use to help learners to understand content and develop skills. This scaffolding to learners is a temporary support to improve learning on any skills or language, which can be removed when students get more confidence; this can be built by teachers, other learners, materials, structured tasks or parents. This research proposal focuses on the scaffolding built by other learners, the teacher and the

materials, since they agreed with the type of context and population where the proposal was carried out. The work of Mehisto *et al.* (2008) lists some of these strategies that teachers can use to scaffold learning in order to achieve students feel more confident when doing any tasks. For this research proposal the most common strategies are listed below:

- Initially providing reinforcement for attempting to speak, then for a partially right answer and then for the right answer.
- Explaining a point using the register of language used by students.
- Brainstorming a topic to determine the existing level of knowledge.
- Providing language immediately, as it is needed.
- Placing notes in the margin of handouts.
- Shortening sentences.
- Breaking material into chunks.
- Using graphic organizers such as Venn diagrams, tables and charts.
- Assessing obstacles to learning.
- Highlighting the most important text in a passage.
- Having students develop their own definitions for terms.
- Using pictures and realia.
- Giving clues and asking follow-up questions.
- Helping students to better understand and manage the learning process.

Support provided by the teacher in the classroom is essential to achieve learning. Despite it is sometimes done unconsciously as part of the teaching process, it is also important to know the strategies involving every task to help learners, as Bentley (2010) has indicated, “we can choose effective scaffolding by identifying what kind of task the learners need to do and what skills the

task is developing” (p.70). As this is a strategy which does not requires too much planning, since most of the times it is done instinctively, it is necessary to be aware that teaching always needs to be changing and enriching from the different techniques which improve learning.

Anchoring into previous learning. In Petty’s words (as cited in Mehisto *et al.*, 2008) “to make progress in understanding means linking to prior learning”. The relationship between previous knowledge and current knowledge is the essential basis for the building of new knowledge. In this way, as a new lesson emerges, previous and current knowledge can be enquired in order to create relations that allow students recall on what they know and create new meanings.

One of the most important parts of this research proposal is to provide students with knowledge and foster skills for immediate use in authentic contexts. This immediate use will help learning become more effective for learners who expect to apply acquired information right away, instead of waiting until the opportunity comes. Mehisto *et al.* (2008) propose two main strategies to anchor into previous learning, brainstorming and the use of graphic organizers.

Brainstorming is known as a technique in which people come up with many known ideas or vocabulary about a determined topic, any ideas are allowed so at the end they are organized and categorized; this categorization can be done by using graphic organizers. Bentley (2010) found that visual or graphic organizers help learners to: (a) connect knowledge and ideas presented in CLIL, (b) understand and recall information (c) select, transfer and categorize information (d) produce oral and written language, and (e) think creatively.

Any type of graphic organizer can be used; however, in this research proposal graphic organizers were defined according to the tasks and their purpose, the type of work, if it is individual or group work and finally the moment when they are going to be used.

Fostering critical thinking. Mehisto *et al.* (2008) state that critical thinking can be described as mental processes that learners use to plan, describe and evaluate their thinking and learning. This English course states its objectives based on the fostering of critical thinking on students by means of the use of Bloom's Taxonomy in order to improve learning and help learners to become independent learners who successfully manage their learning.

Researchers took into account the LOTS (lower order thinking skills) and the HOTS (higher order thinking skills) of this taxonomy to plan the learning activities for every lesson, explaining in the lesson plan the thinking skills developed with each activity. These activities were designed and proposed in agreement with the course design model in order to start by the LOTS and finish with the HOTS. As a learning skill, Bloom's Taxonomy is a fundamental tool to gain meta-cognitive knowledge about how learners deal with their own thinking and the way they retain information.

Use of recast and prompts. Recast and prompts are defined by Mehisto *et al.* (2008) as a strategy to help students increase their comfort zone, the zone which Vygotsky (as cited in Dale and Tanner, 2012) called the Zone of Proximal Development (ZPD) which is the zone that "lies between current knowledge and that which can be accomplished with the assistance of teachers and peers" (p.169). The importance of the ZPD lies on the need teachers have to help learners move to a new level of understanding by means of many strategies. As a result, this research proposal takes into account the use of recasts and prompts to help learners produce accurate language or content and get a higher understanding.

The work of Mehisto *et al.* (2008) indicates that during recasts, the teacher says again the student's statements using accurate language and the student replicate it. For Bentley (2010) recast can be used during an activity in order to help mostly students with a lower level on

language and settings where the main focus has been on language form. This is also described as a scaffolding tool to be used at the beginning of CLIL courses, when students lack the language to discuss content, its use allow to focus more on content.

The main focus of prompts is to give students clues and questions that help teacher lead learners by the correct route, for Mehisto *et al.* (2008) its final goal is “to support student self-repair” (p.170). The most important fact of using prompts and recast is to encourage communication to increase content knowledge and avoid limiting the dialogue with the students because of the fear of making mistakes and be over corrected.

As well as the previously mentioned strategies to increase learning, there is also a powerful tool in CLIL which has a great potential to achieve efficiency in the classroom. According to the authors “the synergy is the energy that comes from good connectivity” (p.172), this connectivity can be obtained through collective and a balanced effort of everyone in the classroom. Given this evidence, researchers decided to considered the following tools for this research proposal:

Encouraging and rewarding risk-taking. According to Mehisto *et al.* (2008) learning and communication processes imply a risk-taking; however learning in CLIL implies a double risk, since learners do not always understand everything what is being said or do not always have enough discourse patterns to express what they need or want. In this way, it is important to recognize students’ efforts to their attempts, for Harmer (2007) “students need to feel that the teacher really cares about them; if students feel supported and valued, they are far more likely to be motivated to learn” (p.21), consequently effort is more valued in CLIL. It is important to recognize all students’ responses, identifying that learning from mistakes is part of learning.

Valuing each student. Mehisto *et al.* (2008) observes that “all students need to feel important liked and valued” (p.171), this recognition can be giving to the students by paying attention to them and listening to them; it is mostly done by demonstrating students we also care about them.

Students helping and enriching one another. It is another tool to help learners and demonstrate them that the teacher is not the only one in the classroom who can help them. Assistance and sharing among learners takes the pressure off the teacher and the learner, and this is as well important in the classroom to encourage learners’ independence and contribute to a cooperative learning environment.

Taking into account students’ interests. According to Mehisto *et al.* (2008) it is useful to interview learners in order to know about their interests. This research proposal took into account ATH students’ interests by asking about their interests, mainly focusing on their academic programme. Students’ answers were born in mind in order to design a proposal focused on their labor needs and interests, meeting the requirements of the programme and the university.

Giving students opportunities to lead conversations. A need of language required by students emerges when they are given opportunities to lead conversations about interesting topics for them; in CLIL, the language is defined by the curriculum requirements and by students’ interests. On this basis, it may be seen that it is teachers’ responsibility to provide learners opportunities to talk about what really matters to them in order to ease that tension arisen from the need of lacking vocabulary.

The previously mentioned tools and strategies were driven in the classroom by researchers to foster learning and give learners rewarding opportunities which let them be aware that they can also take part of their learning process in order to make of this a walking path that has to be build and walked with the help of everyone in the CLIL community.

Assessment in CLIL. Assessment in CLIL is connected with the assessment process suggested by Nation and Macalister (2010); however, it is mainly done under what CLIL proposes. Assessment is the evaluation and recognition of the current progress of knowledge of a learner. In CLIL programme, assessment has to deal with two issues, the evaluation of content or the evaluation of language. Researchers work under a soft CLIL because the English course is focused on teaching language through some curricular topics related to the ATH programme.

As a language course, when assessing it, researchers born in mind the following aspects suggested by Coyle *et al.* (2010) who recommend thinking about which aspect of language competence we are assessing, if it is the ability to:

- Recall subject-specific vocabulary.
- Operate functionally, using appropriate language structures and forms to discuss and disagree, ask effective questions, report in appropriate language structures.
- Listen or read for meaning.
- Present or discuss effectively
- Demonstrate thinking/reasoning in the CLIL language.

In relation to the language correction, it can be done to any oral or written form of tasks, and for Coyle *et al.* (2010) “it should be used to improve the communication of content” (p.119). In this way, when weaknesses take place in the output, simple language corrections should only be made if the language used affects the meaning of content, otherwise if corrections are overused this will “halt the flow of content” (p.120).

Bentley (2010) claims that “to be able to assess CLIL effectively, we need to put learners at the centre of the process and to find out what standards are achievable when they study subject content in a non-native language” (p.84). This is why a needs analysis done by researchers at the

start of the course supports this view by identifying students' current language knowledge level and needs from the beginning of the course. Moreover, the assessment criteria needed for each one of the activities were previously defined and it was revealed to the students in order to help them successfully achieve a task.

There are two main types of assessment in CLIL, summative and formative. Coyle *et al.* (2010) argue that formative assessment intention is "to be directly diagnostic with a view to immediately impacting on the learner's next steps" (p.112). This research proposal focuses on formative assessment since it lets teachers follow a continuous process that will help us on understanding how much and how well learners are doing on language or content; but it is not only an assessment on learners, it also intends to be formative assessment for teachers since this let them to modify planning in the middle of its implementation.

Likewise, some authors advocate for the use of a formative assessment such as Cohen (as cited in Coyle *et al.*, 2010) who suggests a formative activity alongside the classroom tasks, in order that the teacher could better understand students' skills and competence, and Clarke (as cited in Coyle *et al.*, 2010) who links the formative assessment to the feeding process which leads to growth. Given this, along the implementation process researchers followed a formative assessment which let them modify some lessons according to the students' level of knowledge, so the following units were planned according to the analysis done by researchers in order to obtain the best from the process.

According to Bentley (2010) formative assessment can be made by questioning learners, analysing recordings of classes, or by collecting students written or recorded work. This can also be performed individually or in groups, which is called performance assessment. For this research proposal researchers made use of the previous assessments in class, for which they

provided learners with assessment criteria previous to the activities in order to allow students know the parameters that had to be met for the activities and the ones they were going to be assessed under.

Finally, in addition to the teacher assessment, peer assessment (learners assess each other) and self-assessment (learners assess their own progress) were also considered in this proposal; although all of them were implemented, it is important to take into account that teacher assessment was mostly considered in the classroom since sometimes it is difficult when students do not own the level on content or language to judge their classmates work, in spite of the assessment criteria given.

Proposal

In this chapter, researchers present the proposal to offer to the ATH undergraduate programme at UPTC an English curriculum based on CLIL to enrich ATH students' communicative skills to interact in the Tourism and Hospitality industry. This English course based on CLIL is going to be taken by students of the ATH programme from *Universidad Pedagógica y Tecnológica de Colombia*, after they have complemented the four General English levels.

The English curriculum that is one of the products of the research process was designed to be carried out during one semester, 16 weeks, 48 face-to-face class hours, and 16 tutoring hours according to academic regulations at UPTC, Acuerdo 050 (2008) which establishes “the criteria for the implementation of the units / credits system, in the same way the subjects of the different undergraduate programmes of *Universidad Pedagógica y Tecnológica de Colombia* are defined.”

Then, teacher-researchers describe the research paradigm and type of research that were followed in the study, the research instruments used during the process to gather data, and the proposal design that was created, implemented, adjusted, revised and evaluated in order to be presented to the authorities of the university as a contribution to the ATH programme.

Research Paradigm and Type

First of all, it is presented the design, piloting and adjustments of the proposal carried out by the researchers in order to answer the research question: To what extent does an English curriculum enrich ATH students' communicative skills to interact in the Tourism and Hospitality industry? In this way, the research paradigm, the type of study, the setting and the population are presented below.

This research belongs to the **Qualitative Approach**, as it is described by Denzin and Lincoln (2005), this approach looks for the study of things in their natural settings, trying to interpret phenomena in terms of the meanings people give them. With the qualitative approach, the researchers described behaviors and reactions from teachers of the International Institute of Languages, and ATH undergraduates facing an English Curriculum Design based on CLIL as a new module that according to their necessities (as described in the introduction) is required for them to interact in the labor context.

The type of study followed by the researchers was a **Participatory Action Research (PAR)** considering that it goes beyond classroom problems, and studies actual issues in the educational context contributing with changes in the society. The research problem of this study has to do with the need of designing and applying an English curriculum to be taken after the four General English levels, to enrich ATH students' communicative skills to interact in the Tourism and Hospitality industry.

The English course based on CLIL is made up of 48 hours which are divided in three units, each unit has four lessons and each lesson is composed by four hours of study (the description of the English course is presented in detail later). Each unit offers resources for the teacher and the students. For teachers, it is available the Teacher's Guide, the Teacher's Resource Bank and the Answer Key, and for students, the Student's Activity Guide.

The teacher-researchers piloted the first unit (16 hours) of the English course with a group of 11 ATH students at UPTC who have already finished the four General English levels. Having piloted the first unit, the teacher-researchers proceeded to revise and adjust it taking into account their reflections from the data collected during the development of the activities. Thus, the researchers could adjust the contents, materials and time of the English course based on CLIL in

order to send the proposal in the best way to the authorities of the university as a contribution to the ATH programme.

Creswell (2012) defines PAR as a procedure that implies to gather information about educational issues that involve communities, industries and corporations outside of education. In this research study to get a competitive English level to face situations in the Tourism and Hospitality industry represents a need that goes beyond the classroom.

Kemmis and McTaggart (2005) recognize in PAR a participatory, collaborative and reflexive social process to explore the relationship between individuals, and their acts of communication, the production of knowledge and the structure of social organization to reduce unproductive interactions. On the other hand, Stringer (as cited in Creswell, 2012) states that the purpose of PAR is to improve “the quality of people’s organizations, communities and family lives” (p. 582).

The Action Research process of this study follows a model of three phases called **Interacting Spiral** (see Figure 7). It is proposed by Stringer (2007) and consists of looking, acting and thinking. Creswell refers to this model as a nonlinear process of repeating and revising procedures and interpretations.

- The “look” phase is focused on collecting data, recording and analyzing the information, and constructing and reporting to participants about the issue.
- The “think” phase refers to interpret the issues in depth and identify priorities for action.
- The “act” phase is about planning and setting practical solutions to the problems. It also means implementing and evaluating the plan in relation to its effect and achievements.

Figure 7. Interacting Spiral

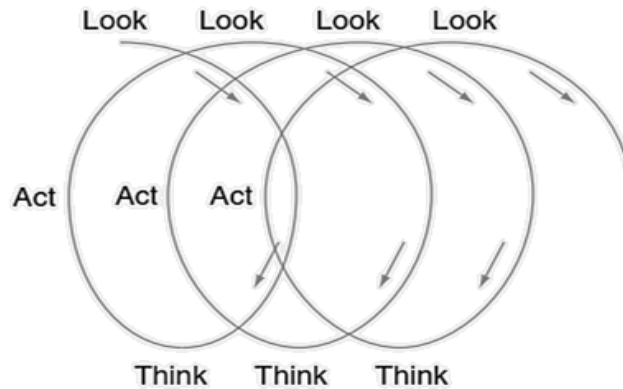


Figure 7. A cyclic method of repeating and revising procedures and interpretations. Adopted from “Action Research” by E. Stringer, 2007, p.9. Copyright 2014 by Sage Publications, Inc.

To conduct this Participatory Action Research study, the teacher-researchers followed seven steps which illustrate in a better way the process suggested by Creswell (2012):

Step 1: Determine if action research is the best design to use. The teacher-researchers considered PAR as the appropriated model to follow their study because the necessity of the ATH programme of implementing an obligatory English course to enrich ATH students’ communicative skills to interact in the Tourism and Hospitality Industry.

Step 2: Identify the problem. The starting points of the identification of the problem were the report given by the Consejo Nacional de Acreditación (CNA) to the ATH programme which states the need of a useful and accessible English learning, and the ATH professional profile that states that the personal development of an ATH graduate has to be complemented with the knowledge of English to participate in the Tourism and Hospitality industry. For the researchers, it was important to know if four General English levels could offer to the ATH students the required communicative skills to perform in the labor context taking into account the report

presented by the CNA and the ATH professional profile so the researchers designed and applied two questionnaires.

The first questionnaire was applied to 41 ATH undergraduates who were taking their fourth English level, and the other one was applied to the group of English teachers who were part of the staff of the International Languages Institute at UPTC in Duitama. The data of the two questionnaires gathered the opinions and perceptions of the ATH students and the English teachers about the four General English levels offered by the International Institute of Languages at UPTC. The teacher-researchers also took into account their classroom experiences to compare them with the collected data of the questionnaires, and the data revealed that there was a need of designing and applying an English curriculum after the four General English levels, to enrich ATH students' communicative skills to interact in the Tourism and Hospitality industry.

Step 3: Locate resources to help address the problem. The researchers reviewed the existing literature and background about the English knowledge demand in the Tourism and Hospitality industry at national, state and regional levels, the articulation of academic programmes with English language learning, and the origins of CLIL and its contribution in the educational field, with the aim of supporting the research problem.

Step 4: Identify information you will need. For exploring and analyzing the behaviors and reactions of ATH students with a course focused on their needs as future professionals, the teacher-researchers designed an English course based on CLIL composed by three units, four lessons each one, focused on Tourism and Hospitality. To this end, researchers also counted on the participation of a subject specialist in the Tourism and Hospitality industry collecting information about the contents and situations through an interview for the course. After that, researchers proceeded to pilot the first unit of the course, which took 16 hours and was

implemented with a group of 11 ATH students at UPTC. The teacher-researchers applied just one unit because they did not have the permission by the authorities of the university to apply the whole English course based on CLIL.

Step 5: Implement data collection. Before piloting the first unit of the English course, the researchers chose three techniques to gather the data during the piloting:

- *the participant observation* done during the development of the lessons,
- *the fieldnotes* taken during and after the lessons,
- and a *structured formal interview* carried out at the end of the English course.

Step 6: Analyze the data. Having gathered the data, researchers proceeded to analyze the information. For this, researchers followed the model proposed by Creswell (2012) in which six stages are presented to arrive at the findings: (a) preparing an organizing the data, (b) engaging in an initial exploration through the process of coding, (c) representing the findings through narratives and visuals, (d) interpreting the meaning of the results by reflecting personally on the impact of the findings and on the literature, and (e) conducting strategies to validate the accuracy of the findings. (p. 237)

Step 7: Develop a plan for action. Having applied the first unit and analyzed the collected data, the teacher-researchers could realize that some of the activities took more time than expected and some of them demanded a high level of knowledge that the students did not have at that moment. They could also observe that it was necessary to design more activities in which the students were in charge of solving situations typical of the Tourism and Hospitality context and to omit some of the activities that required too much grammar explanation. The researchers revised and adjusted the Teachers' Guide and the Student's Activity Guide of unit one (the contents, materials and time), and the other two units had adjustments in the Teacher's Guides

for units two and three. In relation to the Students' Activity Guides, these two units were not designed because the researchers will wait for the approval of the English course by the authorities of the university.

Step 8: Implement the plan and reflect. For this step, the teacher-researchers will present the proposal of the English course based on CLIL to the authorities of the university with the aim of providing the ATH students the communicative skills to interact in the Tourism and Hospitality industry.

Setting and Population

This research study took place at *Universidad Pedagógica y Tecnológica de Colombia* (UPTC) branch Duitama. It is a public institution of higher education located in Boyacá - Colombia, with four other branches situated in Tunja, Sogamoso, Chiquinquirá, Bogotá and Yopal.

Each semester, the university welcomes thousands of people (men and women from different parts of the country) who come to do their Post-Secondary studies. Their ages are approximately between 17 and 25, and they can be considered as a mixed population due to their different educational backgrounds. At the International Institute of Languages of the university, at least 150 undergraduates from different academic programmes enroll in the four-level General English courses as a requirement to graduate.

The group of teachers of the International Institute of Languages is composed by nine people, two men between 60-70 years old and seven women between 35 and 65 years old. Four of the teachers are permanent staff of the university, and the others have a temporary position. Each teacher is in charge of six groups of students in different English levels. The two researchers of this study, Diana Raquel Díaz Robayo and Gladys Marta Elena González González have been

part of the English teacher staff of the International Institute of Languages at UPTC for more than four years. For this study, their roles consisted in being designers of the English course based on CLIL, language experts to teach language through ATH specific topics, and participant observers when the piloting took place.

The study sample was made up of 11 ATH students of *Universidad Pedagógica y Tecnológica de Colombia* (UPTC). Eight of them are women and three are men, between 20 and 24 years old, who were actively participants in the piloting of the English course focused on Tourism and Hospitality. Three of the ATH students came from Sogamoso, two came from Paipa, and the rest of them were from Duitama.

Data collection

For gathering data in the different stages of the process, the teacher-researchers adopted “The Three Es” dimensions (experiencing, enquiring, and examining) proposed by Mills (2011) on his Taxonomy of Action Research Data Collection Techniques. For this study, *the experiencing dimension* is shown through the observation technique, *the enquiring dimension* is presented through two techniques: two interviews and two questionnaires (surveys), and *the examining technique* is carried out through the videotape technique.

The research steps in which the instruments were applied are shown in Figure 8, 9, and 10 as follows:

Figure 8. Identification of the Problem

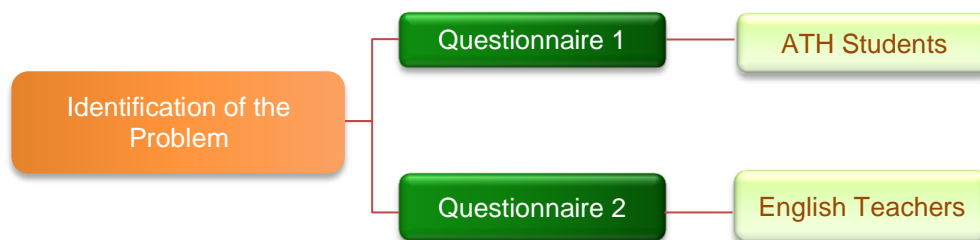


Figure 8. Techniques applied in the stage of identification of the problem to collect data. Designed by the researchers (2017).

Figure 9. Identification of the information you will need



Figure 9. Techniques applied in the stage of Identification of the information you will need, to collect data. Designed by the researchers (2017).

Figure 10. Implementation of Data Collection

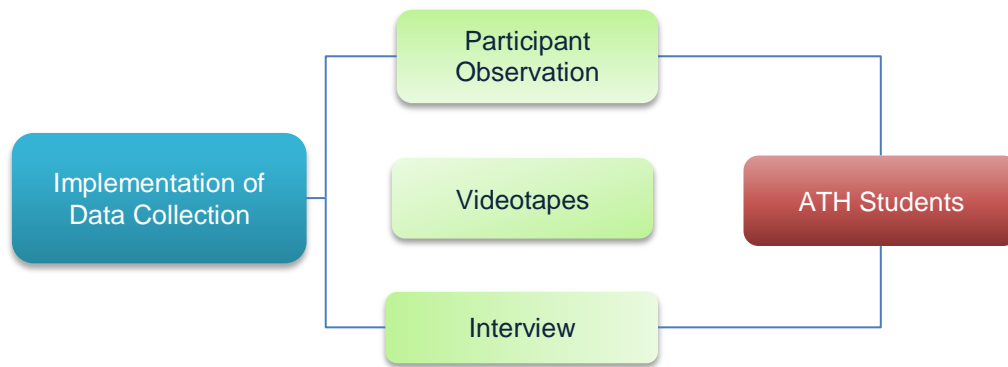


Figure 10. Techniques applied in the stage of Implementation of Data. Designed by the researchers (2017).

Observation. It is known by Creswell (2012) as “the process of gathering open-ended, firsthand information by observing people and places at a research site” (p. 213). He also says that researchers can record information, study actual behaviors, and study individuals who have difficulty verbalizing their ideas as observation occurs in a setting. The teacher-researchers of this study considered the *participant observation* as one of the techniques to gather data because they could get involved in activities that let them see what a group of 11 ATH students experienced in the development of each lesson in the setting the researchers observed while recording information. The researchers recorded the data of the participant observation by means of *fieldnotes* (see Appendix E). While one of them took the teacher role and directed a whole

lesson, the other one took the role of participant observer and took notes about what the students expressed through verbal and non-verbal communication when developing each one of the activities proposed. The researchers changed their roles during the piloting of the unit with the aim of collecting the perceptions of both teachers.

Interviews. In Creswell's (2012) words, interviews let researchers have control over the type of information received because they ask specific questions to get this information. Interviews are carried out with one or more teachers and students asking general opened-ended questions in which they present their experiences and points of view about a specific topic. The participants' answers are recorded and then, this information is transcribed and coded by the teacher-researchers.

During the research process, the researchers applied two types of interviews proposed by Creswell (2012), one was a *focus group interview* which has as objective to collect shared understanding and views of a specific group of people, and the other one was a *one-on-one interview* in which the researchers ask and collect data from only one participant.

The *focus group interview* was in Spanish and it was applied to six ATH students who participated in the piloting, and it had as objective to know the students' opinions regarding the methodology, contents, materials and time of the piloted unit. The interview was audio taped and its *transcription* was registered in a form (see Appendix F). In this interview, students expressed what they thought about the piloting of the first unit of the English course in which they were the main participants. Their answers were valuable to see what needed to be adjusted in the Teacher's Guide and the Student's Guide of the first unit and to adjust the Teacher's Guides of the other two units.

The *one-on-one interview* was carried out with a subject specialist of Tourism and Hospitality topic who has been part of the teacher staff in the *Escuela de Administración Turística y Hotelera* (EATH) at UPTC branch Duitama. Her opinions about what an English course for ATH students should have, represented a great help to define the topics; the researchers also had a different conception about what being a Tourism and Hospitality manager means. As it is said by Coyle, Hood and Marsh (2010) the design of a CLIL course needs the collaboration of language teachers and subject specialists to conceptualize teaching and learning. When both teachers and specialists work together, their contributions become an holistic CLIL experience.

Questionnaires. They are a series of closed-ended or open-ended questions for collecting data that can be applied without the presence of the researchers. The responses of closed-ended questions give useful information to support theories and concepts. On its behalf, the open-ended responses allow to explore reasons and comments beyond the answers as it is said by Creswell (2012). At the beginning of the research process, the researchers carried out two questionnaires (they were explained in Step 2 that referred to the identification of the problem), one of them with 41 ATH students who were taking their fourth English level, and the other one with the English teachers from the International Institute of Languages at UPTC branch Duitama.

The first questionnaire had as objective to know the ATH undergraduates' perceptions to the four General English levels offered by the university (see Appendix C). The second questionnaire had as objective to know the opinion of the English teachers about the viability to offer an English course focused on Tourism and Hospitality to the ATH undergraduates (see Appendix D). As both questionnaires have different kind of questions (open-ended, dichotomous, multiple choice and rank ordering questions), the teacher-researchers reduce the data *categorizing the answers* and *creating graphics* for them. The data collected with this

technique revealed that English had to go more deeply into contents and situations related to the ATH programme due to the circumstances that surround the labor field of its professionals.

Videotapes. In Creswell's (2012) words, they "consist of images or sounds that researchers collect to help them understand the central phenomenon under study" (p. 224). Images let teacher-researchers get directly the ATH students' perceptions of reality and provide extensive data of them. For this study, the researchers recorded the four lessons of the first unit and transcribed the information into words of analysis which were registered in a form (see Appendix G). The transcriptions provided data of what the ATH students and the English teachers-researchers said and how they reacted during the development of the lessons. The researchers also supported the analysis of these transcriptions with the images and sounds (laughter sounds and speaker noises) recorded in the videos. The data of this technique showed that students built confidence to express their ideas and opinions (critical thinking) as they learnt new things and related them with their previous knowledge. The confidence building was also possible thanks to the scaffolding processes given by their classmates and teachers who did not hesitate to offer help.

Having collected the data starting from the techniques mentioned above (during three of the stages of the research process), the teacher-researchers made the corresponding adjustments for the proposal (as it was explained in step 7 about the development of a plan for action). Now, the researchers present and explain in detail the proposal design of the CLIL course (design, methodology, contents, time and resources).

Proposal Design

In order to design, implement and evaluate the CLIL course, it was necessary to follow some curriculum design processes such as a needs analysis, an environment analysis, and the

identification of the principles for designing the course proposed by Nation and Macalister (2010), Nunan (1988) and Graves (2000). These procedures were also integrated with the different conceptions about CLIL approach proposed by Coyle, Hood and Marsh (2010) and Mehisto, Marsh and Frigols (2008) to put a CLIL course into practice for the ATH programme at UPTC.

In the Introduction of the project, researchers described the needs analysis done after surveying students of the ATH programme and English teachers from the International Institute of Languages at UPTC. After it was established, they could identify it was necessary to enrich ATH students' communicative skills through an English curriculum to interact in the best possible way in real situations of the labor context.

Then, in the first chapter, researchers built the theoretical foundations to support the proposal. It was done by starting from literature about Curriculum Design (Graves, 2000; Nation & Macalister, 2010), Syllabus Design (Nunan, 1988), and Content and Language Integrated Learning (Mehisto, *et al.*, 2008; Coyle *et al.*, 2010).

For the second chapter, the researchers appropriated the theory to build up this research proposal. The topics that were included in the English course were based on the information got in some of the steps of the process through the use of techniques as the questionnaires and the interviews.

Goals and objectives of the English course based on CLIL were proposed in terms of what students will be able to do with the English language when facing different situations as ATH professionals, these were designed using the thinking processes suggested by the "*Bloom's Taxonomy*", the updated version published by Anderson and Krathwohl (2001). This taxonomy presents a cognitive dimension that consists of lower-order thinking skills and higher-order

thinking skills, and a knowledge dimension that recognizes concrete and abstract learning processes. Each unit presents in this way content, language and culture objectives related to the main goal.

The English course is organized into three units. Each one is composed by four lessons. Both units and lessons follow the organizing principle of CLIL related to the 4Cs framework which integrates Content, Communication, Cognition and Culture which will let effective CLIL through the symbiosis of these elements.

The lesson plan for each unit is structured under the 4Cs framework. The first C refers to *Contents* which are present in every lesson. The second C, *Cognition* refers to the thinking processes (Bloom's Taxonomy), this C involves the activities of the lesson. The third C is *Communication* and is presented through the Language Triptych proposed by Coyle et al., (2010) in which *Language for learning*, *language of Learning* and *Language through learning* are an important part in CLIL due to students need to progress systematically, in both content and language. *The language of learning* refers to the language needed to access basic concepts and skills related to the topics. *The language for learning* focuses on the type of language students need to perform in the English class, strategies to interact and skills which enable them to work collaboratively. Lastly, *the language through learning* is about the language that emerges during the learning process. The last C, *Culture* refers to the different cultural implications with the topics.

The activities proposed for each lesson of the course are based on Dale and Tanner's proposal (2012) who suggest different types of tasks in a CLIL setting as it is shown below. The activities were also adapted from Dale and Tanner's work taking into account the ATH students' needs.

Stage one. Activating activities or warm-up activities stimulate previous and new knowledge, and find out what students know about the new topic and the language of it.

Stage two. Guiding understanding activities help and provide students more specific and challenging tasks through lower-order thinking skills and higher-order thinking skills to comprehend knowledge.

Stage three. Focusing on language skill activities encourage students learning in a specific skill such as speaking, writing, reading or listening by helping less confident students perform in a particular situation.

Stage four. Assessing activities help students to show their level of understanding in different ways using self, peer and teacher assessment.

Each unit of the English course is made up of two parts: the *Teacher's Guide* and the *Student's Activity Guide*. However, the teacher-researchers only designed the *Teacher's Guide* and the *Student's Activity Guide* for the first unit (see Appendix H) because they did not have the permission of the authorities to pilot the whole course. For units two and three, the *Teacher's Guide* includes the scope and sequence, the language triptych and the lessons (see Appendix I). The *Teacher's Guide* (Unit 1) includes the scope and sequence, the language triptych, the lessons, the resource bank and the answer key.

The scope and sequence together with the language triptych introduces the topics and the time for each unit and lesson in detail, and it is structured under the 4Cs framework: *contents* about Tourism and Hospitality, *cognition* through Bloom's Taxonomy (Anderson and Krathwohl, 2001), *communication* through the language triptych (Coyle et al., 2010) and the *cultural aspect of the lesson*. In addition, it integrates the four skills (Brown, 2000) which enable students to achieve a successful language learning.

Each lesson of the Teacher's Guide presents the name of it, the stages (activating, guiding understanding, focusing on language skills and assessing) and the name of the activity, the outline of the activity, the language focus, time, preparation and procedures. The resource bank provides useful resources as: set of images, charts, readings, and rubrics (for the assessment processes). At the end of the Teacher's Guide is the answer key that contains the responses to the activities of the workshops.

The *Student's Activity Guide* is made up by the scope and sequence, the language triptych, the lessons, the workshops and the grammar bank. The *Student's Activity Guide* leads the learner on his/her learning process providing achievable activities related to the Tourism and Hospitality field. The scope and sequence along with the language triptych introduces the topics and the time for each unit and lesson in detail, and it is structured under the 4Cs framework (as it was explained in the Teacher's Guide).

The lessons include a title, the stages and the types of activity, the language focus, the time and the procedure. The workshops are composed by a set of activities to develop communicative skills in the students. Finally, the grammar bank presents grammar explanations and rules to bear in mind when developing the activities proposed in the guide.

In the following chapter, the teacher-researchers present the information related to the Data Analysis in which they reflected on the data gathered, organized, explored and coded the information of the instruments, to create the categories and subcategories that were related to their research question and objective.

Data Analysis

In this section researchers provide the description and interpretation of the data collected and the analysis of the findings which describe teachers' and students' reflections about the design and application of one unit of this research proposal. The procedure undertaken to analyze and interpret qualitative data adheres to the six steps proposed by Creswell (2012) as it can be seen in Figure 11.

On this respect, the figure below shows how the process starts from the bottom with the collection of the data, then it continues with the preparation of data for analysis, then follows the reading through the data, after that the coding of the data, going up until reaching the coding of the text for descriptions to be used in the research report, and finally the coding of the text for themes to be used in the research report.

Figure 11. The Qualitative Process of Data Analysis

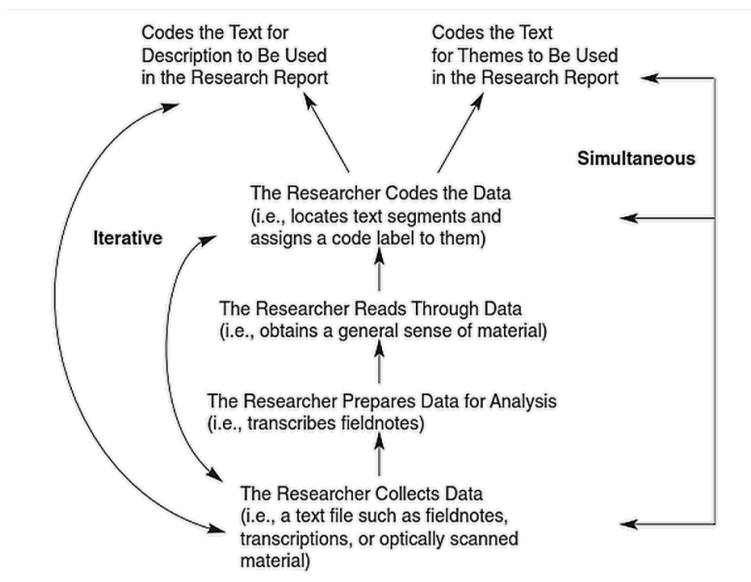


Figure 11. Useful procedures when collecting data. Adopted from "Educational Research: planning, conducting, and evaluating quantitative and qualitative research," by J. Creswell. 2012, *Analyzing and Interpreting Qualitative Data*, p. 237. Copyright 2012 by Pearson Education Inc.

Creswell (2012) points out that this process is simultaneous and repetitive; simultaneous because in qualitative research the data collection and analysis can be done at the same time, and it is repetitive because researcher can go back in the process of collecting data and analyzing it.

Step 1. The first step proposes to collect the data gathered during the research process, this data was obtained from an observation, videotapes and finally an interview to be later analyzed. The fieldnotes of important moments of the classes were made as a first step in a previously designed chart, the video transcriptions of all the classes allowed to analyze the different moments planned during the lessons, and an open questionnaire was applied at the end of the course to some students who were participants of this research study.

Step 2. In this step researchers organized the materials by type, then the fieldnotes were written in a chart, the videotapes of the classes were transcribed, and the interview to the students was transcribed.

Step 3. A general understanding of the instruments was built in this step in order to get a wider sense of the material. In this way all the transcriptions and fieldnotes were read as a whole and analyzed by hand since researchers owned a small database which allowed them keep track of the files easily and locate text passages when necessary. The analysis of the data involved using color coding to underline parts of the transcriptions and fieldnotes that were frequent in the text.

Step 4. During the coding process there are also some proposed steps by Teschand (as cited in Creswell, 2012) which were followed by researchers:

1. Read all the data and write down notes as they come to mind.
2. Analyze the instruments in detail.

3. Identify text segments and assign a code word or phrase that describes the meaning of this segment.
4. Make a list of the codes found, group similar codes and choose and eliminate redundancies.

Steps 5 and 6. In these steps the data was revised again and specific quotes were circled in order to support the codes, and finally the list of codes was reduced to six, since they were categorized to avoid repetition. Some emerging codes or categories appeared when data was revised, however, these were not taken into account because they did not provide much information to support the proposal.

The final list of categories and subcategories chosen by researchers is shown and described as follows; it also presents the research question and general objective and instruments used to collect the data.

Table 3. Categories and Subcategories for Data Analysis

| Research Question | General Objective | Categories | Subcategories | Instruments for Data Analysis |
|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------|
| To what extent does an English curriculum enrich ATH students' communicative skills to interact in the Tourism and Hospitality industry labor field? | To offer to the ATH undergraduate programme at UPTC an English curriculum based on CLIL to enrich ATH students' communicative skills to interact in the Tourism and Hospitality labor field. | 1. Scaffolding to help learners to access knowledge. | 1. Scaffolding built by other learners. 2. Scaffolding built by the teacher. | 1. Observation. 2. Videotapes. 3. Questionnaires. |
| | | 2. Fostering of students' critical thinking | 1. Lower order processing development 2. Presence of factual and conceptual knowledge | |
| | | 3. Increasing opportunities for personal and professional achievement. | 1. Use of recast and prompts to focus on the right direction. | |

Table 3. Aspects taken into account when analysing the data. Designed by researchers (2017).

After coding the data gathered, three main categories were defined by researchers. The first category refers to the scaffolding to help learners to access knowledge. According to Mehisto *et al.* (2008) scaffolding can be built by other learners or by teachers, so the two subcategories derived are the scaffolding built by other learners and the scaffolding built by the teacher.

The second category is related to the importance given to the fostering of students' critical thinking through a thinking curriculum, the work of Coyle *et al.* (2010) reveals that "cognitive engagement is central to the CLIL classroom, it is not enough to consider content learning without integrating the development of a range of thinking and problem-solving skills" (p.30). In this research proposal, a thinking curriculum was designed and fostered by the use of the framework of Bloom's Taxonomy, in this way two subcategories derived from this taxonomy, the lower process ordering development and the presence of factual and conceptual knowledge, which were identified in the data analysis by means of the activities students carried out.

The third category is called: increasing opportunities for personal and professional achievement. One subcategory derived from this general category and it is the use of prompts and recast to focus learning on the right direction.

After getting and defining the categories, researchers proceeded to represent and report findings. Creswell (2012) points out that a narrative discussion is mainly used in qualitative research, consequently a written passage was structured to summarize the findings of the data, after applying the first unit of this research proposal.

Evidence is shown in the following order; first the information collected from the observational fieldnotes of the classes, then information from the video transcriptions of the classes, and finally the transcription of the interview to the students, which was applied to them, after carrying out the first unit.

The fieldnotes of the class observation, the transcriptions of the video recordings and the transcriptions of the students' interview were saved in a CD presented with this research proposal. The excerpts presented below were taken from the data collected and were selected according to the ones which answered to the categories previously described; as well as the number of interventions was chosen in order to provide the reader a context which helped to understand the interactions presented between teacher and students or between students.

Category 1: Scaffolding to help learners to access knowledge

As the main objective for this research study is to offer to the ATH undergraduate programme at UPTC an English curriculum based on CLIL to enrich ATH students' communicative skills to interact in the Tourism and Hospitality industry, the first main category deals with the scaffolding to help learners on accessing knowledge and in this way the scaffolding built by other learners.

Subcategory 1: Scaffolding built by other learners. Seeing that scaffolding can come from the different actors of the learning process such as other learners or the teacher, collected data provided evidence of the first subcategory related to the scaffolding built by other learners.

Fieldnotes, Video recordings and Students' interview for the first subcategory

Fieldnotes.

Students organize the paragraphs of the readings in groups, and help each other using the target and the mother tongue. (OBS. May 26th2016. 15 Students)

Students make comments among them based on their previous experiences about the topic supporting each other on the use of vocabulary. (OBS. May 27th 2016. 15 Students)

Video recordings.

| | | |
|------|-----|---------------------------------------------------------|
| St 7 | 119 | (whispering) o sea que nos toca organizar cada párrafo. |
| St 5 | 120 | (Laughing) que nos toca hacer. |
| St 2 | 121 | Si organizar |

(VR. May 26th2016. Students 7, 5 and 2)

| | | |
|------|-----|-----------------------------------------------------------------------------------------------------|
| St 7 | 150 | <i>Es este, creo que estos dos van así, estoy casi segura que van estos dos así. ...completo...</i> |
| St 5 | 151 | <i>Ay pero es que dice, aquí por lo menos</i> |
| St 7 | 152 | <i>Porque aquí están hablando los dos de comida. Acá empieza a hablar de ...</i> |

(VR. May 26th2016. Students 7 and 5)

| | | |
|---------------|-----|---------------------------------------------------------------------------------|
| St 9 | 198 | The restaurant won't charge the <i>plato</i> ? |
| Teacher Marta | 199 | Dish. That's for the first problem. |
| St 9 | 200 | Si, the restaurant won't charge the ...? <i>El plato, como fue que lo dije?</i> |
| Students | 201 | Dish. |

(VR. May 27th2016. Students)

| | | |
|-------|-----|-----------------------------------------------------------------------------------------------------------|
| St 14 | 426 | <i>Y este si es buscar las palabras y escribirlas acá (making comments among them about the activity)</i> |
| St 8 | 427 | <i>Esta de home será que también? Home es casa no? Home es casa cierto teacher?</i> |

(VR. May 27th2016. Students 14 and 8)

| | | |
|-------|-----|----------------------------------------------------------------------------------|
| St 14 | 444 | <i>¿Que significa este, no es? Siii, no está por acá</i> |
| St 4 | 446 | <i>Ese está acá.</i> |
| St 8 | 447 | Grocery, y <i>acá aparece</i> grocery. <i>Ay yo lo ví, mírelo. Listoteacher.</i> |

(VR. May 27th2016. Students 4, 8 and 14)

| | | |
|---------------|-----|-----------------------------------------------------|
| St 8 | 494 | <i>Matrimonios, como se dice</i> |
| St 7 | 495 | Marriage |
| Teacher Diana | 496 | <i>Matrimonio, weddings, business, events like.</i> |

(VR. May 27th2016. Students 8 and 7)

Students' interview.

| | | |
|-------|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| St 2 | 53 | Pues yo pienso que las actividades grupales son muy importantes, para uno desenvolverse como persona y pues para adquirir conocimientos como grupales pero pues que se pueda compartir con otra persona las diferentes opiniones que existen... |
| St 6 | 54 | Bueno las actividades grupales fueron muy acertadas, nos sirvieron para identificar dudas y mirar errores entre nosotros mismos... |
| St 11 | 55 | Aparte que, pues tuvimos la oportunidad de, o sea no solamente de trabajar de manera individual, si no en grupos y ahí nos ayudábamos bastante hubo mucha, mucha colaboración entre todos. |

(INT. August 16th2016. Students 2, 6 and 11)

From the examples above it can be seen, that students use and look for support from their classmates when they are required to participate or do a specific activity. Scaffolding from other learners is an important tool in the classroom to achieve learning, it allows students address fears and rely on someone to accomplish learning objectives, as it is stated by Mehisto *et al.* (2008) “it helps students to better understand the learning process, to build momentum, to save time and to enjoy short-term wins” (p.139), which is important in this starting process of CLIL because it is necessary to help students on gaining confidence, by letting them work in groups supporting each other.

In this way, the information collected reveals that students assist each other on language and content. Although sometimes some students do not own the vocabulary and expressions needed to assist peers, what it is called “language for learning” in CLIL they do it using their L1, Spanish. It is evident that at the beginning of the process this help is done in the mother tongue, nonetheless, it was also evidenced that during the process, learners gained more confidence with the class, their classmates and the activities, and consequently the target language started to be used more frequently by them. In addition to the use of L1 in supporting each other, students not only assist each other by answering to their doubts, but also they complement each other by contributing with ideas that help better understand an activity or do it.

In the final interview that was applied to the students after finishing the first unit, they provided a different view about what scaffolding means for them by recognizing the importance of doing group work; Gibbons (as cited in Mehisto *et al.*, 2008) points out “scaffolding can be described as a partner-assisted, social rather than strictly individualistic learning process. It leads learners to reach beyond what they are able to achieve alone” (p.139). As a result, this type of

activities not only allow learners to help each other when carrying out them, but also let them build group work skills, which contribute to the learning from others to achieve learning.

Subcategory 2: Scaffolding built by the teacher. As it was previously said, scaffolding can be done by the different actors of the educational process, this subcategory shows how the teacher supports students on building their understanding. Mehisto *et al.* (2008) provides some strategies which are seen as scaffolding strategies, these were previously listed on the theoretical framework. The following excerpts show evidence of some of them.

Fieldnotes, Video recordings and Students’ interview for the second subcategory

Fieldnotes.

At the beginning of the class teacher explains students how is the activity going to be; she also explains them the structure of the students’ activity guide and how they can use it. (OBS. May 26th2016. Teacher) The observer teacher monitored students work during the activities (OBS. May 26th2016. Teacher)

Video recordings.

| | | |
|---------------|----|---------------------------------------------------------------------------------------------------------------|
| Teacher Marta | 14 | Presidential suite? Eeeh, What do you know about the hotel reservation? |
| St 6 | 15 | Nationality |
| Teacher Marta | 16 | Oooh, the customer’s information, personal information, right? What else? |
| St 4 | 17 | Documents? |
| St 14 | 19 | Money |
| Teacher Marta | 20 | Money, aah the currency, the currency, for example if you come from the United States, what is your currency? |

(VR. May 26th2016. Teacher Marta)

| | | |
|----------------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Teacher Diana. | 137 | Ready? <i>Pero ya están párrafo, párrafo, aquí hay uno? este solito, este va solito.</i> |
| St 7 | 138 | <i>Pues creemos que este va aquí.</i> |
| Teacher Diana. | 139 | <i>Este es? Este dice locations and... Si habla de amenities, (teacher monitors one group) tienen que buscar uno que hable de una medusa.</i> |
| Teacher Diana | 144 | Accommodations and Palm beach. Accommodations.... No, this one no, this one goes here, right here, yeah that’s right. |

(VR. May 26th2016. Teacher Diana)

| | | |
|---------------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teacher Marta | 92 | Unwashed uniform. His, uniform, we, we were talking right there on the board, about, about the appearance, the personal presentation, right? See, that has to do with the appearance, (teacher pointing to the board and to the screen). |
|---------------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

(VR. May 27th2016. Teacher Marta)

| | | |
|---------------|-----|----------------------------------------------------|
| Teacher Marta | 121 | Yeah, that's right, violating security procedures. |
|---------------|-----|----------------------------------------------------|

(VR. May 27th2016. Teacher Marta).

| | | |
|---------------|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teacher Marta | 52 | I think, remember that you can use some of the expressions that you have at the end. See? Some of these expressions you can use, like: I think, I like, I don't like, I agree... <i>Ese tipo de expresiones que les sirve para expresar una opinión.</i> Right? |
|---------------|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

(VR. June 1st2016. Teacher Marta).

Students' interview.

| | | |
|-------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| St 5 | 35 | Si el docente fue efectivo y fue como el constante proceso de las actividades. Al momento de que desarrollábamos una actividad enseguida nos hacían una retroalimentación y así aprendíamos más rápido. |
| St 6 | 36 | Sí o sea teníamos alguna duda y la profesora pues nos acudía con mucha, con mucho interés a solucionar nuestros problemas y mucha paciencia. |
| St 11 | 37 | Nos ayudaba a corregir mucho, si teníamos algún error o digamos alguna dificultad con el... la adquisición del vocabulario que nos presentaron nos ayudaban no solamente a hacernos entender ese vocabulario, si no con la parte de pronunciación, muchísimo, muchísimo. |

(INT. August 16th2016. Students 5, 6 and 11)

The previous excerpts show how the teacher uses some scaffolding strategies to support learners. First, she asks students to brainstorm on a topic in order to enquire into their existing knowledge; they think and remember what they know and offer previously known information, which is then complemented with follow up questions that let teacher get more information. Then another strategy is to use students' language register in order to help them understand the instructions for the activity.

The use of pictures and images from a power point presentation supports the teaching process and it is an evidence of another strategy employed by the teacher who is seeking to support students understanding of the vocabulary by exploring on the different learning styles, she also looks for more information about the topic from the students, asking follow up questions. Then, reinforcement for students' attempts to speak helps them on gaining more confidence to produce content or language, for Mehisto *et al.* (2008) students will dare if teacher recognizes their attempts whether successfully done or not. As a result, an effort made by the student to talk is important to be valued more than only correct answers, and the last extract from the videotapes of the classes shows how teacher reminds students to use key phrases and vocabulary from the language triptych in order to build an opinion.

In the interview applied to the students after finishing the first unit, they expressed support by the teacher the whole time, they specially highlighted the importance of getting the feedback by the teacher after each activity which helped them identify weaknesses and avoid mistakes. They also expressed that the interest and confidence of the teachers contributed to the creation of a better learning environment.

Category 2: Fostering of students' critical thinking

Subcategory 1: Lower and higher order thinking skills. The cognitive process dimension of Bloom's Taxonomy consists of lower-order thinking and higher-order thinking skills. Some of these skills were evident in the activities carried out by the students, such as: Remember, Understand, Apply, Analyze, Evaluate and Create. Evidence of these skills is shown in the following excerpts from the observational fieldnotes and the videotapes of the classes.

Fieldnotes and Video recordings for the first subcategory.

Fieldnotes.

While trying to organize the paragraphs in the activity, students use both their mother tongue and the target language to understand the text. (Remember, Understand, Analyze, Evaluate and Create).

Students use their previous knowledge about hotel amenities to organize the paragraphs. (OBS. May 26th2016. Students) (Remember, Analyze and Create).

Video recordings.

| | | |
|---------------|----|----------------------------------------------------------------------|
| Teacher Marta | 30 | Aaaah, using notes or bills, right, What about the hotel services? |
| Students | 31 | Restaurant, bar, wi-fi |
| St 6 | 32 | How do you say <i>zonas communes</i> |
| St 3 | 33 | Parking |
| Teacher Marta | 34 | How do you say...? |
| St 6 | 35 | <i>zonas communes</i> , in English please. |
| Teacher | 36 | Common zones? The common zones? What do you mean by common zones?... |
| Students | 37 | The car park, |
| Teacher Marta | 38 | The car park, the parking lot? the lobby, |
| St 6 | 39 | The lobby. |
| St 4 | 40 | Spa, teacher Spa |

(VR. May 26th 2016. Students 3, 6 and 4). (Remember, Understand, Analyze and Create).

| | | |
|---------------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teacher Marta | 137 | So according to the video you just watched, I would like you to take one of those situations, you are going to take one of those situations, to propose a solution, si? To propose a solution in those cases, for example the first problem, what was it? <i>Cual fué el primer problema?</i> |
| Students | 138 | Comida |
| St 8 | 139 | <i>La comida estaba muy salada.</i> |
| Teacher Marta | 140 | <i>La comida estaba muy salada cierto? Entonces ese sería el primer problema, como podemos solucionarlo, como hotel manager, como hotel employee, como un restaurant employee, como podemos solucionar ese problema para el cliente, que le decimos, que hacemos, right?</i> |
| Students | 141 | Make comments on the solution. |
| Teacher Marta | 142 | Ok, think about that, think about that. Then the other problem, what was it? What was the second problem. |

(VR. May 27th 2016. Students). (Understand, Evaluate, Create, Procedural Knowledge).

| | | |
|---------------|----|--------------------------------------------------------------------------------|
| Teacher Marta | 86 | One, when was the hotel built? |
| Students | 87 | In 2009. |
| Teacher Marta | 88 | 2009. It was built in 2009. How many bars do guests find in there? St 14. |
| St 14 | 89 | Seven...seventeen... |
| Teacher Marta | 90 | St 14? |
| St 14 | 91 | Seventeen bars. |
| Teacher Marta | 92 | Seventeen bars, right. Seventeen bars. Where does the white sand come from? |
| St 4 | 93 | Use come from Egypt... |
| St 12 | 94 | Egypt. |

(VR. May 31st 2016. Students). (Cognitive and Knowledge Dimensions)

| | | |
|---------------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teacher Marta | 31 | <i>Entonces, listen to me, listen to me, you are, each one of each group is evaluating one of the aspects, right? Who is working on content, content, who is evaluating content, you? So you have the four descriptors, excellent, good, average or below average, right? So each group is going to grade your classmates, ok? Go ahead. What is the..., what did you say? ¿Quién lo estaba preguntando?</i> |
|---------------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

(VR. June 3rd2016. Students). (Understand, Analyze and Evaluate)

During the first lessons it is evident the presence of some lower-order processing skills such as remembering, understanding and applying, then higher-order processing skills such as analysing, evaluating and creating emerge. Most of the initial activities let students remember previous knowledge, understand it and then apply it to evaluate and produce outcomes related to the topics proposed for the lesson. The cognitive process dimension is the main subcategory evidenced in the activities of the first lessons of the unit, then as the lessons passed the cognitive process dimension and the knowledge dimension started to combine to produce learning.

Some of these thinking processes are implicit on each activity but some others are fostered by the activities or tasks proposed by the teacher, consequently promoting these mental processes become a responsibility for teachers or course planners; this evidence is supported by Coyle *et al.* (2010) who state that “by working to improve the quality of our thinking, we improve learning.” On this basis, the main focus for teacher researchers was to propose a thinking

curriculum which helped learners to improve the quality of their thinking, helping them also to become independent learners who manage their own thinking processes.

Subcategory 2. Knowledge dimension. The knowledge dimension is recognized by the different types of knowledge such as the factual, conceptual, procedural, and metacognitive. The fieldnotes and video recordings show how learners combined some processes of the cognitive dimension with the knowledge dimension, until arriving to a deeper understanding of the subject matter of this research study.

Fieldnotes and video recordings for the second subcategory.

Fieldnotes.

Students use their previous knowledge about hotel amenities to organize the paragraphs. (OBS. May 26th2016. Students)

Some Hotel and Tourism Management students own the knowledge related to what they have to do and how they have to behave in a determined situation.(OBS. May 27th2016. Students)

In the scripts for the oral performance, students made use of the expressions and vocabulary given in the students activity guide.

Students used vocabulary and expressions learnt in previous lessons, so when talking they feel more confident because they have increased their vocabulary. (OBS. May 31st 2016. Students)

Video recordings.

| | | |
|---------------|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teacher Marta | 42 | Okay, the next two questions. Okay, you can access by boat. Then what do you think about the use of...of ma...of mmm natural resources to decorate and build the hotel. Did you see the decoration of the hotel? What do you think about it? |
| Students | 43 | Bamboo. |
| St 1 | 44 | <i>Caña.</i> |
| Teacher Marta | 45 | Bamboo? The use bamboo, local materials, local materials. Ehhh... |
| St 12 | 46 | <i>Teca, teca.</i> (Teak, in English, is a large tree.) |
| Teacher Marta | 47 | Yes, yes. |
| St 12 | 48 | <i>El árbol Teca.</i> |

(VR. June 1st2016. Student 12). (Cognitive Process dimension: Remember, Analyze, Evaluate, Create. Knowledge dimension: Factual knowledge).

| | | |
|---------------|-----|----------------------------------------------------------------------------------------------------------------------|
| St 9 | 111 | I like the decoration but I consider they must have environmental* (environmental) responsibility* (responsibility). |
| Teacher Marta | 112 | They must have an environmental responsibility. That's right, good, excellent. Eh, St 12? |

(VR. June 1st2016. Student 9). (Factual knowledge and Conceptual knowledge)

| | | |
|------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| St 8 | 115 | I think that is very good because the hotel does not contamind (this word does not exist, she refers to pollute) the* (de) area* (erea) the* area (erea)... |
|------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

(VR. June 1st2016. Student 8). (Factual Knowledge and Conceptual Knowledge).

| | | |
|---------------|-----|------------------------------------------------------------------------------|
| Teacher Marta | 189 | Okay. What's the cultural part of that hotel? |
| Students | 190 | The history, museum* (museam), museums* (musiams). |
| Teacher Marta | 191 | The history, museums, right. What else? |
| St 2 | 192 | Adventure. |
| Teacher Marta | 193 | The adventure, <i>si</i> , the sports activities, the ecotourism activities? |
| St 2 | 195 | Ecotourism. |

(VR. June 1st 2016. Students). (Factual Knowledge and Conceptual Knowledge).

| | | |
|---------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| St 2 | 1112 | <i>Digamos cuando no es tu lugar habitual, tú pernoctas en otro lugar. Por eso te preguntaba teacher. Pernoctar es...</i> |
| St 5 | 1113 | <i>Pernoctar en otro lugar.</i> |
| Teacher Marta | 1114 | <i>Pero pernoctar es como pasar más la noche afuera.</i> |
| St 2 | 1115 | <i>Por eso teacher, digamos en en el turismo pernoctar es digamos hacer turismo. Cuando tu viajas a otro lado y pernoctas en otro lado que no es el habitual del tuyo, otra ciudad, otro lugar.</i> |
| St 2 | 1120 | <i>Digamos hay una parte que dice que, que el turismo cuando se llama turismo hace referencia, o sea cuando tú no estás en el mismo lugar del habitual porque tu puedes ir a pasear a Paipa y volver y volver a tu casa. Cuando tú vas a otro lado pernoctas y eso es turismo.</i> |
| St 2 | 1154 | <i>Digamos no se considera turista por ir a visitarlo una mañana, así almuerce y haga sus cosas.</i> |
| Teacher Marta | 1155 | <i>O sea ¿eso no es ser turista?</i> |
| St 2 | 1156 | <i>No, no.</i> |
| St 5 | 1157 | <i>Es visitante.</i> |
| St 2 | 1158 | <i>Es un visitante.</i> |
| St 9 | 1159 | <i>Turista es cuando se queda.</i> |

(VR. June 1st2016. Students 2 and 5). (Factual Knowledge, Conceptual Knowledge and Metacognitive knowledge.)

The excerpts above show how students go from developing their cognitive dimension to the development of both the cognitive and the knowledge dimension as the lessons progressed. This transition shows a correspondence among the CLIL approach which proposes to use the CLIL matrix to evaluate the level of cognitive and linguistic demands of the tasks, the type of course designed since researchers decided to sequence the activities of the course by following the principles for the sequencing of contents, and the activities planned which main purpose is to challenge learners.

As a result, these activities go from low cognitive and linguistic demands to high demands where students use the cognitive dimension of Bloom's Taxonomy -the first subcategory- to express specific contents, procedures and knowledge in general about techniques and methods through the knowledge dimension –the second subcategory-.

The complexity of the activities and their achievement are supported by the different strategies used by the teacher to help learners achieve and master learning. So it was important to support students on attaining the main objectives established for every lesson. Supporting to learners is evident with the first category and the following category which looks to help students on the learning process.

A thinking curriculum allows learners to develop the different thinking skills. It was useful for researchers to specify the different thinking skills for every activity and write the objectives based on them, since at the end of each task, researchers could verify that the cognitive and thinking skills planned for each lesson were achieved by learners.

As the critical thinking is highly related to the social processes, group work was necessary to achieve understanding of others. In this way, students easily accommodated to others' views to reach agreement to the solutions for the proposed tasks. Along with the activities and the group

work, students also gained more confidence to participate and, by the end of the unit, they easily showed their knowledge dimension by expressing their previous and current knowledge about specific topics related to their academic programme.

Category 3: Increasing opportunities for personal and professional achievement

Subcategory 1: Use of recast and prompts to focus on the right direction. Recast and prompts are useful tools when helping students to increase accurate language use.

In recast, a teacher restates the student’s sentences using accurate language and the student repeats the recast sentence.... Prompts include giving students clues and asking questions that help to point them in the right directions, be that in improving accuracy in content or language usage. (Mehisto *et al.*, 2008, p. 170)

As a result of the exploration of the data, researchers found that recast and prompts are done the whole time in the class, evidence from this is shown below.

Fieldnotes and video recording for the first subcategory:

Fieldnotes.

During the class teacher corrects some mistakes in pronunciation and meaning, students rephrase the correct sentences. (OBS. May 27th2016. Teacher)
 Teachers checked and corrected the use of some words and expressions, which sounded better, giving real sense to the students’ texts. (OBS. May 31st2016. Teachers)

Video recordings.

| | | |
|---------------|-----|-------------------------------------------------------------------------------------------------|
| St 8 | 165 | Adults and kids alike will be *delighted (deligtium) by everything from the *Flying (fliing) ?. |
| Teacher Marta | 166 | Flying trapeze. |
| St 8 | 167 | Flying Trapeze to *trying (triing) out the Tightrope... |

(VR. May 26th2016. Student 8 and Teacher Marta).

| | | |
|---------------|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teacher Diana | 353 | Ok, new bathrooms, new technology but another person said personal... |
| St 3 | 354 | A romantic |
| Teacher Diana | 355 | Wait, wait personal... |
| St 3 | 356 | Cocktails |
| Teacher Diana | 357 | Ooh, cocktails, right, cocktail programs so in the second one we have cocktail, a cocktail program, yes a cocktail program, of course and you said that another hotel offers new technology in bathrooms, so, what is that new technology called? |

(VR. May 26th2016. Teacher Diana).

| | | |
|---------------|-----|--------------------------------------------------|
| Teacher Diana | 371 | Oh swimming pools, no? a pool... |
| St 14 | 372 | Pool *house (jous) |
| Students | 373 | Pool *house (jous) |
| Teacher Diana | 374 | Ooooh, a pool house. Ok a pool house, what else? |

(VR. May 26th2016. Teacher Diana).

| | | |
|---------------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teacher Marta | 5 | Yeah, thisone. <i>Esta siempre la van a necesitar para lecciones 2 y 3, 3 y 4 para que ustedes utilicen el vocabulario que es el más importante, es el que nos va a ayudar en todas las actividades que hacemos, bueno?</i> So, we are going to, again start thinking about customer service, what do you know about customer service? it's the topic for today, so what do you know about that, do you know what customer is? What is customer? |
| St 8 | 6 | <i>Cursos?</i> |
| Teacher Marta | 7 | What is it? |
| St 8 | 8 | <i>Cursos</i> |
| Teacher Marta | 9 | Nooo, customer, customer, the customer, it's the client, the client |
| St 2 | 10 | <i>Cliente.</i> |
| Teacher Marta | 11 | The person who buys, the person who asks for a service, right? That's is a customer, what is a customer? |
| Students | 12 | <i>Cliente</i> |
| Teacher Marta | 13 | <i>Cliente, so customer service?</i> |
| St 13 | 14 | <i>Servicio al cliente</i> |

(VR. May 27th2016. Teacher Marta).

| | | |
|---------------|----|------------------------------------------------------------------------------------------------------------------------------|
| St 6 | 24 | <i>Presentación, presentation?</i> |
| Teacher Marta | 25 | Personal presentation? Ah your appearance?, you mean your appearance? (Student nods in agreed) That's personal presentation. |

(VR. May 27th 2016. Teacher Marta).

| | | |
|---------------|-----|-------------------------------------------------------------------------------------------|
| Teacher Diana | 491 | Ok, for a restaurant, ok, and in which occasions or events do you need a restaurant?.Jumm |
| St 8 | 492 | *Birthday? (birday) |
| Teacher Diana | 493 | A birthday, ok, the birthday. |
| St 8 | 494 | <i>Matrimonios, como se dice</i> |
| St 7 | 495 | Marriage |
| Teacher Diana | 496 | <i>Matrimonio</i> , weddings, business, events like |

(VR. May 27th2016. Teacher Diana).

| | | |
|---------------|-----|---------------------------------------------------------------------------------------------|
| Teacher Diana | 521 | Cafeteria, no, restaurant, no, it's a café, right? Café. Ok, café right? And the drink is. |
| St 6 | 522 | Capuccino. |
| Teacher Diana | 523 | Coffee, ok? Yeah, we have different types of coffee, we have cappuccino, we have a large... |
| St 2 | 524 | Moccaninno |
| Teacher Diana | 525 | Moccacino, we have |
| St 6 | 526 | Espresso, we have |

(VR. May 27th2016. Teacher Diana).

| | | |
|---------------|----|------------------------------------------------------------------|
| Teacher Marta | 30 | How can visitors access the hotel? |
| St 12 | 31 | The lanch (this word doesn't exist. He refers to a boat). |
| Teacher Marta | 32 | By boat, by boat. |
| St 11 | 33 | Long boat* (boat)? <i>Barco</i> . |
| Teacher Marta | 34 | Right. |
| St 12 | 40 | Long boat. |

(VR. June 1st2016. Teacher Marta and students 11 and 12).

When doing recast in the classroom students combined their mother tongue and the target language when an unknown word for them appeared. In those cases, teacher assisted students immediately with vocabulary; she said the correct word or sentence and the students recast it.

Besides the recast on vocabulary, teacher helped students with pronunciation since it is evident students made many mistakes on speaking; this type of recast is not also given by the teacher but also by some students who own the knowledge, which is fine in a collaborative environment, where students support each other. At the beginning of the implementation of the first unit recast was not so frequent since students did not dare to talk, however when students

started to gain confidence, recast was more common when students tried to participate in the activities.

Prompts were given to the learners from the beginning of the course. During the first lessons teachers used the L1 and then as lessons passed they used the L2 giving students clues to arrive to an answer or to get the right answer to an exercise; as students sometimes do not own the language to communicate in the target language, teacher had to make use of some prompts in Spanish with the purpose of helping learners. Asking students questions was also a tendency when trying to focus students on the right direction, so prompts were done in both content and language.

After analysing the instruments through a participatory action research, it is concluded that it was evident the development of students' language and communication skills to interact in the Tourism and Hospitality Industry. There are many aspects that contributed to achieve this purpose but the most important is the course design used by researchers. The different authors that were born in mind for the theoretical support of this proposal provided useful information on the designing process, this helped researchers include specific information and carry out different analysis that helped on identifying the needs, the context, goals and objectives, the type of course, the contents and language, activities, materials and assessment.

All these aspects of the designing process were also key elements on the implementation and evaluation of the proposal since each one of them were reflected and re designed in order to provide students of the ATH program at UPTC a CLIL course that fits on their needs, wants and lacks.

Conclusions

In this section, the researchers address the conclusions that came to light during and after the research process which intended to answer the research question: to what extent does an English curriculum design enrich ATH students' communicative skills to interact in the Tourism and Hospitality industry? In this sense, the whole research process reveals that through an English curriculum design based on CLIL not only learners can enrich their communicative skills but also teachers can improve their teaching practices, and this assertion is supported by the use of the following strategies and tools which allow researchers to conclude that:

- By means of the use of scaffolding, students increased their confidence to use the language in different situations. The peer scaffolding not only helped learners on gaining confidence, but it also helped learners to build team work skills which can also be used from here on out in all professional and life fields. Scaffolding by other learners was also recognized by them as a necessary strategy which has to be fostered through the activities proposed for the learning processes, since they promoted a relaxed and collaborative working environment where learning easily bloomed.
- The Students' Activity Guide helped learners to be prepared for what was going to happen in the class, its structure in relation to the objectives of the lesson, thinking skills, the language triptych and the stages. The structure allowed learners to clearly understand what was expected from them with the lesson and provided tools to achieve this purpose.
- The Students' activity guide provided students with necessary language for the different purposes with the presentation of the language triptych. The language of learning vocabulary helped learners to access basic concepts related to the topic, then the language for learning was the vocabulary and expressions they used to ask questions when an

explanation or help was required, and finally the language through learning was the emerging language of the lessons.

- The thinking skills were developed by means of the activities proposed in every lesson. Despite that there are some inherent thinking processes to each activity and to each learner, teachers are the only ones able to provide learners challenging tasks that let them work on each dimension. Each activity suggested for this proposal, described the thinking processes involved in each task which helped learners to have clear knowledge of what was expected from them, making them also aware of the thinking skills developed.
- Although it is evident that not all the students participated in the same way and worked at the same pace to achieve goals, it is clear that the number of students that overcame their fears increased and that classroom participation and interaction on the side of students improved along the lessons and by the end of them.
- The use of recasts and prompts were a good illustration of how teachers can help students to achieve learning by example. Recasts were effective learning tools that in the classroom produced a positive effect on students' increasing vocabulary and improving pronunciation and grammar structures, important and necessary in a Soft CLIL course. Recast was done when the teacher assisted students by saying their sentences in the correct way, then they said them again correctly and recast took place. Considered as a scaffolding tool, recast also made part of the scaffolding provided by the teacher when learners demonstrated a lack of language to communicate ideas or thoughts. Prompts used as a learner self-repair strategy helped in some cases in which students did not understand what was said in the target language, so the prompts supported students to participate.

It is clear therefore that students' communicative skills can be enriched through the implementation of an English curriculum design based on CLIL, since there are many strategies and tools from this approach that can be used not only by teachers to support students on their learning processes but also by learners to achieve personal and professional growing. The design of an English course that fit into the particular lacks, needs and interests of the students of the ATH program, helped learners and teachers to work on what was truly important and needed by the students of the University and that was missing in that context.

Finally, as researchers, this proposal brought many life and professional lessons for us since there are many strategies and skills that teachers are used to work with and implement in the classroom, but they sometimes lack necessary knowledge to use them and help learners on guiding their learning processes.

Pedagogical Implications

Considering the research results, the implications of this study are presented in this section. During and after the process of this research work, changes were evidenced in relation to the way the researchers understand their role, not only as teachers but also as curriculum and material designers and as promoters of proposals that give possible solutions to the problematic situations that can be found in specific teaching and learning contexts.

The reflective role of a teacher is very important for any educational institution because it is in the reflection that a professional makes innovations to bloom. In education, this reflection comes from many aspects; one is definitely the duty teachers have to give better tools to the students to help them to learn. That responsibility encourages teachers to find more possibilities in theory and practice.

Other aspect is to know what type of students teachers have in class. It implies to take into consideration their previous knowledge, their needs in terms of language, and their professional needs to develop as future ATH managers as better as possible.

To keep a permanent communication with colleagues, help teachers to enrich and widen their knowledge about their specific subject, pedagogy, evaluation, and many other aspects that are crucial in the learning and teaching processes, because it is in the dialogue with the other that human beings grow.

The English curriculum design helped learners to realize the need they have to battle to get what they really need as an academic programme; it was a good opportunity to help them go through that comfort zone which does not let them progress on their learning as ATH managers to be competitive enough in their labor life and arrive to the Zone of Proximal Development (ZPD) that allows them be at a successful level for the Tourism and Hospitality industry.

Finally, this research proposal is also a contribution to the English teaching and learning in Colombia in the curriculum design field, and therefore a contribution to the universities that look for solutions to their accreditation problems as it is the case of the ATH programme of the UPTC, where an academic programme requires English language teaching related to the labor field. Consequently, this proposal becomes a possible solution and example for those programs that look for meeting the needs of a labor context that demands bilingual staff.

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