



Check for updates

# A CLIL Curriculum Design for Future Professionals of Hospitality and Tourism Management<sup>1</sup>

*Diseño curricular en AICLE para futuros profesionales de administración turística y hotelera*

*Desenho curricular na CLIL para futuros profissionais de administração turística e hoteleira*

---

**Gladys Marta Elena González González**

<https://orcid.org/0000-0001-5615-4250>

Universidad Pedagógica y Tecnológica de Colombia, Colombia

[gladysmartaelena.gonzalez@uptc.edu.co](mailto:gladysmartaelena.gonzalez@uptc.edu.co)

---

**Diana Raquel Díaz Robayo**

<https://orcid.org/0000-0001-7904-7271>

Colegio Matilde Anaray, Colombia

[dianaraquel.diaz@uptc.edu.co](mailto:dianaraquel.diaz@uptc.edu.co)

---

**Elba Consuelo León Mora**

<https://orcid.org/0000-0003-0361-1053>

Universidad Libre de Bogotá, Colombia

[elba.leon@unilibre.edu.co](mailto:elba.leon@unilibre.edu.co)

---

<sup>1</sup> This paper derives from the master's thesis "An English Curriculum for Future Professionals of Administración Turística y Hotelera (ATH) Academic Program," submitted to the Universidad Libre. Available at: <https://repository.unilibre.edu.co/handle/10901/11024?show=full>

---

Received: 02/11/2021

Sent to peer review: 04/11/2021

Accepted by peers: 29/11/2021

Approved: 27/04/2022

---

DOI: 10.5294/lacil.2022.15.1.3

---

To reference this article (APA) / Para citar este artículo (APA) / Para citar este artigo (APA)  
González, E., Díaz, D. R., & León, E. C. (2022). A CLIL Curriculum Design for Future Professionals of Hospitality and Tourism Management. *Latin American Journal of Content & Language Integrated Learning*, 15(1), e1513. <https://doi.org/10.5294/lacil.2022.15.1.3>

**ABSTRACT.** This paper outlines a description of research carried out at a public university in Colombia where students of the Hospitality and Tourism Management program took four general English levels in 2017 as a requirement to graduate. According to the data collected, these levels were not enough to acquire the necessary knowledge and skills to interact in English. This need, determined through questionnaires, and a CNA report were the starting point of this research study, whose main objective was to enrich students' language learning skills and knowledge through a CLIL curriculum. This participatory action research is framed within a qualitative study. After designing, implementing, and piloting one unit, including four lessons, we determined that not only students' language learning skills can be improved but also their confidence, participation, solidarity, and awareness of their and others' learning process through the activities designed and strategies proposed by this approach.

**Keywords (Source: Unesco Thesaurus):** CLIL; curriculum development; educational courses; communicative skills; tourism and hospitality.

**RESUMEN.** Este artículo describe una investigación realizada en una universidad pública de Colombia en donde los estudiantes del programa académico de Administración Turística y Hotelera cursaban cuatro niveles de inglés general en el 2017 como requisito para graduarse; según los datos recogidos, estos niveles no eran suficientes para adquirir los conocimientos y habilidades necesarias para comunicarse en inglés. Esta necesidad determinada a través de cuestionarios y un informe del CNA fue el punto de partida de este estudio de investigación cuyo objetivo principal fue enriquecer las habilidades de aprendizaje del inglés de los estudiantes a través de un diseño curricular basado en AICLE. Esta fue una investigación acción participativa enmarcada en un estudio cualitativo. Después de diseñar, implementar y poner a prueba una unidad que incluye cuatro lecciones, se encontró que no solo se pueden mejorar las habilidades de aprendizaje de idiomas de los estudiantes, sino también su confianza, participación, solidaridad y conciencia de su proceso de aprendizaje y el de otros a través de las actividades diseñadas y estrategias propuestas por este enfoque.

**Palabras clave (Fuente: tesauro de la Unesco):** AICLE; elaboración del programa educativo, curso de enseñanza; habilidades comunicativas; hotelería y turismo.

**RESUMO.** Neste artigo, é descrita uma pesquisa realizada numa universidade pública da Colômbia onde os estudantes do programa acadêmico de Administração Turística e Hotelaria cursavam quatro níveis de inglês geral em 2017 como requisito para se formar. Segundo os dados coletados, esses níveis não eram suficientes para adquirir os conhecimentos e habilidades necessários para se comunicar em inglês. Essa necessidade determinada por meio de questionários e um relatório do Consejo Nacional de Acreditación, em espanhol foi o ponto de partida deste estudo de pesquisa, cujo objetivo principal foi enriquecer as habilidades de aprendizagem de inglês dos estudantes por meio de um desenho curricular baseado na Aprendizagem Integrada de Conteúdos e de Língua. Trata-se de uma pesquisa-ação participativa situada num estudo qualitativo. Após desenhar, implementar e testar uma unidade que inclui quatro lições, constatou-se que não somente podem ser melhoradas as habilidades de aprendizagem de idiomas de estudantes, mas também sua confiança, participação, solidariedade e conscientização de seu processo de aprendizagem e o de outros por meio das atividades elaboradas e estratégias propostas por essa abordagem.

**Palavras-chave (Fonte: tesauro da Unesco):** CLIL; elaboração de programa educacional, curso de ensino; habilidades comunicacionais; hoteleria e turismo.

## Introduction

---

Being competent in English is key to accessing more and better opportunities. Nowadays, English is considered a crucial tool for professionals since they must get an acceptable English proficiency level to apply for any job, travel, study abroad, and communicate in different scenarios. Thus, many companies and industries, mainly the ones working in the tourism and hospitality field, require bilingual staff to offer better services to customers who come to the country with different purposes; some of these customers do not speak Spanish or have a low proficiency level, so they demand qualified bilingual professionals who effectively communicate with them.

Some national and local policies from some years ago were analyzed in the initial stage of the research, being the support for this study. This analysis was performed to know the purposes of the different educational and economic sectors in Colombia regarding English language knowledge.

To begin with, *El Programa Nacional de Bilingüismo 2004-2019* (Ministerio de Educación Nacional, 2004) intended Colombia to be a world-renowned tourist destination. The program promoted the recruitment of staff proficient in at least two languages to boost the professionals' competence in tourism and the hospitality industry to achieve this goal. Additionally, the *Programa Nacional de Inglés 2015-2025: Colombia Very Well* (Ministerio de Educación Nacional, 2015) aims to make Colombia the country with the best level of English in South America by 2025. Equally important, one of the *Plan Departamental de Desarrollo 2012-2015* goals was "to strengthen the state of Boyacá as one of the most world-famous touristic destinations" (Gobernación de Boyacá, 2012, p. 203).

Locally, the *Plan de Desarrollo Institucional (2015-2018)* and the *Plan Maestro Institucional (2007-2019)* (Universidad Pedagógica y Tecnológica de Colombia, 2007, 2015) proposed strengthening skills related to the use of a foreign language in the academic community and the acquisition of a B1 level by the end of the four-year term in all programs except the languages ones.

After analyzing the following, we found that the Government and the university have done much work to improve the English language proficiency:

- The previous description of the national language policies
- The language courses at the university, which followed the CEFR standards and took up 64 hours per semester
- The subjects of this academic program
- The evaluation made in 2013 to the Hospitality and Tourism Management (HTM) program by Consejo Nacional de Acreditación (CNA), which emphasized the students' and professors' requests for useful English learning for their profession
- Surveys administered to students and teachers to support the CNA evaluation, in which they agreed that the number of class hours was not enough to acquire the language proficiency level to interact in their workplace and that courses had to go in-depth into contents and situations related to the HTM program.

The problem is “The need to enrich students' language learning skills and knowledge through an English curriculum design that lets students efficiently interact in the Tourism and Hospitality industry.” Considering that the CLIL approach lets the student learn content and language simultaneously and develop different personal skills, researchers designed a CLIL-focused language course that included resources for teachers and students. Then one unit was applied, piloted, and evaluated with a group of HTM students for one semester. Once piloted, the researchers revised and adjusted the unit, considering their reflections from the data collected and the theoretical framework.

### **Theoretical framework**

The theoretical structure of this study includes four main domains: Curriculum, Syllabus, Course Design, and Content and Language Integrated Learning (CLIL), critical areas to discuss the design requirements, features, and implementation of a CLIL-based English course for HTM undergraduates.

## Curriculum design

The term curriculum has been presented by authors such as Christison and Murray (2014), who conceive it as the organization of instruction, planning, teaching, and evaluation of a course. They share the same perspectives with Nation and Macalister (2010) about what it is necessary to consider when designing a course: analysis of population, environment, analysis of needs, policies, and the application of principles guiding the course design.

## Syllabus

In Allen's words (as cited in Nunan, 1988), the syllabus concerns everything that will be taught in a classroom, which follows Christison and Murray's statements (2014) that the syllabus is the part of the curriculum concerning the contents and their order in a course. As considered for this proposal, Nunan (1988) refers to a process-oriented syllabus that focuses on learning experiences rather than outcomes.

## Course design

Finally, Graves (2000) defines course design as "a system in the sense that planning for one component will contribute to others" (p. 4).

The three factors proposed by Nation and Macalister (2010) when designing a course were analyzed.

- The first one is the analysis of the environment; it is connected to the situation and the context where the course will take place.
- The second factor is the needs analysis, what the students know, and what they need to know. Hutchinson and Waters (as cited in Nation and Macalister, 2010) differentiate three types of needs: necessities (what the learner must know to function effectively), wants (what the students consider they need to learn concerning the situations where the language is going to be used), and lacks (what students know, their current knowledge compared to what students want to learn and need to learn).
- Finally, the application of principles about what and how to teach. These have three significant divisions: content and sequencing

(what is being taught and the order these items will follow), the format and presentation (the type of activities and how learners process the course material), and the monitoring and assessment (how the material will be selected, presented, and assessed considering the learners and their needs, the teaching conditions, and the time and resources available).

## CLIL approach

“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) reviewed 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) share 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 on both, and these are interlaced.

## Learning processes in CLIL

**Content learning.** Coyle et al. (2010) argue that this process is effective when students are cognitively engaged and teachers consider how to actively involve learners to enable them to think through and articulate their learning. It is achievable by developing cognitive and metacognitive skills, making students conscious of their learning, and working collaboratively and effectively in groups to take advantage of their strengths and weaknesses.

Bloom’s Revised Taxonomy (Anderson & Krathwohl, 2001) presents six categories of cognitive processes that learners use for effective learning: remembering, understanding, applying, analyzing, evaluating, and creating, and these, in turn, are arranged by lower-order and higher-order thinking skills. The knowledge dimension provides a framework for exploring the type of knowledge: factual, conceptual, procedural, and metacognitive.

**Language learning.** Savignon (as cited in Coyle et al., 2010) uses principles to support communicative language learning (pp. 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.
- The goal is language using as well as language learning.

**Language to learn.** Coyle et al. (2010) state 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). This assumption is directed to the communication in the classroom between teachers and learners and is supported by the use of the Language Triptych (Coyle et al., 2010), a tool to help students and teachers identify three types of language needed for effective CLIL: the language of learning, the language for learning, and the language through learning.

Firstly, the language of learning is an analysis of language needed to access basic concepts and skills relating to the subject topic. Secondly, the language for learning focuses on the kind of language needed to operate in a foreign language environment. Finally, language through learning states that effective learning occurs with active language and thinking involvement.

**The 4Cs framework.** This framework comprises four elements: content, communication, cognition, and culture (Coyle et al., 2010). The content (subject matter) is determined by the language demands in a particular setting. The primary purpose of the communication process (language learning and using) is to get students to produce subject-related language through significant interactions, either in written or oral form. The cognition process (learning and thinking processes) provides students with challenging activities to develop thinking and learning skills. Culture (developing intercultural understanding and global citizenship) allows teachers to introduce different social and cultural backgrounds through the knowledge of different cultures.

## Methodology

---

### Research paradigm and type

This research belongs to the qualitative approach, and the type of study followed was Participatory Action Research (PAR), in which 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 appropriate model to follow in their study because of the necessity to enrich HTM students' communicative language skills to interact in the Tourism and Hospitality Industry.

**Step 2: Identify the problem.** The starting points for identifying the problem were the report given by the CNA and questionnaires delivered to HTM students.

**Step 3: Locate resources to help address the problem.** National and local regulations, current information about the English knowledge demand in the country's tourism and hospitality industry, and the English curriculum at the institute were considered to address the problem.

**Step 4: Identify the information needed.** To this end, researchers counted on the participation of a subject specialist in the Tourism and Hospitality industry and language specialist teachers who provided relevant information to define the course contents. Then literature about the CLIL approach and course design was analyzed to determine the course's main characteristics.

After identifying the information, the CLIL-based curriculum was designed for one semester, 16 weeks, 48 face-to-face class hours, and 16 tutoring hours according to the university's academic regulations. This course was divided into three units, four lessons each, and for its design, some six process-oriented stages of mapping CLIL practice in the classroom proposed by Coyle et al. (2010) were followed:

- 1) Educational community members shared common perspectives about the course expectations through interviews and questionnaires at the beginning of the research process.
- 2) Analyzing and personalizing in CLIL context. Notwithstanding, it was remarked that in CLIL, "there is no single methodology for



language learning and teaching, or set of prescribed techniques” (p. 33). This proposal focused on Nunan’s (1988) process-oriented syllabus, aligned with the work of Coyle et al. (2010). They presented the Adjunct CLIL-Model C2, which suggests a model 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.” (p. 25), and Bentley’s (2010) Soft CLIL Model, which is language-led.

- 3) Planning a unit. Coyle et al. (2010) illustrated the four components of the 4Cs framework (content, cognition, communication, and culture), which were incorporated when planning and designing the units of this proposal, starting each with the *content* from the knowledge and understanding skills learners need. Cognition was presented through the thinking skills of Bloom’s Taxonomy. Next, the communication part was shown through the language triptych, getting students to produce subject-related language through significant interactions. Finally, the *cultural* aspect was embedded in every topic and activity of the unit by introducing different social and cultural backgrounds through the knowledge of different cultures (see Table 1).

Coyle et al. (2010) consider that the CLIL learning processes have firstly to do with content learning which is mainly conditioned by the context where the program will take place; the content for this proposal is interdisciplinary because subjects from the HTM program and English classes support each other maintaining the integrity of both. Second, the language learning follows some of the principles of the communicative language learning described by Savignon (as cited in Coyle et al., 2010): “a) Language is a tool for communication, b) Multiple varieties of language are recognized, c) Culture is instrumental d) The goal is language using as well as language learning” (pp. 32-33). Finally, the language to learn, equally important as learning to use language, was necessary to allow students to progress methodologically in both their content learning and their language learning and use. The development of the language triptych (the language of learning, language for learning, and language through learning) proposed by Mehisto et al. (2008) and Coyle et al. (2010) supports this proposal

as an effective tool to help students improve their communication in the classroom with teachers and other learners (Table 1).

**Table 1.** Scope and sequence for the first unit

UNIT 1 AT THE HOTEL (16 hours)				COGNITIVE/ THINKING SKILLS
LESSONS	LANGUAGE OF LEARNING	LANGUAGE FOR LEARNING	LANGUAGE THROUGH LEARNING	
LESSON 1 (Four hours) A hotel reservation	<ul style="list-style-type: none"> <li>• Simple present tense</li> <li>• Adjectives</li> <li>• Dates and times</li> </ul>	Useful expressions to: <ul style="list-style-type: none"> <li>• Brainstorm new vocabulary</li> <li>• Identify information in a text</li> <li>• Create a conversation</li> <li>• Talk about a room reservation</li> <li>• Express understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Hotel amenities and services</li> <li>• Types of rooms</li> <li>• Check-in/out process</li> </ul>	<ul style="list-style-type: none"> <li>• Remember</li> <li>✓ Recognize</li> <li>• Understand</li> <li>✓ Interpret</li> <li>✓ Summarize</li> <li>✓ Infer</li> <li>✓ Compare</li> <li>✓ Explain</li> </ul>
<b>CULTURE</b>	<ul style="list-style-type: none"> <li>• Understand the customers' point of view from my experience as a customer</li> <li>• Give opinions about hotels that integrate the region's heritage</li> </ul>			

Source: Own elaboration

- 4) Preparing the unit. Materials, resources, tasks, and activities were developed at this stage. To follow these principles, researchers suggested some new activities. Some others were adapted from the CLIL activities recommended by Dale and Tanner (2012), whose work focuses on providing activities for activating knowledge, guiding understanding, focusing on the different skills, and giving learners assessment and feedback (see Table 2).

**Table 2.** Structure of a lesson

<b>Lesson 1</b> <b>A ROOM RESERVATION</b> <b>Four hours</b>
1. ACTIVATING - Guessing Game
2. GUIDING UNDERSTANDING - Jumbles
3. FOCUSING ON LANGUAGE SKILLS - Video: Hotel amenities and services
4. ASSESSMENT - Conversation session

Note. This table shows the structure of the lessons and the different parts they included.

Source: Own elaboration

- 5) Monitoring and evaluating CLIL in action. In this stage, the first unit was piloted and monitored with a group of 11 HTM students. There is a need in CLIL to make systematic progress in language and content. During this stage, the CLIL matrix was used to determine and evaluate the linguistic and cognitive levels of the activities in each unit.
- 6) The reflection and inquiry stage evaluated what worked in a previous unit or lesson concerning the strategies, materials, and teaching practices. The research aimed at Coyle et al.'s (2010) LOCIT (Lesson Observation and Critical Incident Technique). It was done by video-recording the classes and analyzing the most crucial learning moments, which provided an understanding of the teaching and learning practices.

Linked with the lesson delivery in CLIL settings, some strategies were examined to increase opportunities for students to improve their learning and restrain the constraints on their learning process, according to Mehisto et al. (2008):

- a) Considering that scaffolding is temporary support that students use to achieve learning results, along with the lessons of this project, it was removed when students got more confidence.

This support was built by teachers, other learners, materials, and structured tasks.

- b) Anchoring into previous and current knowledge is one of the bases for building new learning, so it was done using brainstorming and graphic organizers.
- c) Fostering critical thinking is the mental process learners use to plan, describe, and evaluate their thinking and learning. It was carried out through Bloom's Taxonomy, starting with the LOTS (lower-order thinking skills) and finishing with the HOTS (higher-order thinking skills).
- d) Recast and prompts are strategies to help students expand their comfort zone and move to what Vigotsky has named the Zone of Proximal Development (ZPD). At this point, the teacher said the student's statements using accurate language, and the student replicated them, which helped them acquire the appropriate language structures and functioning. The main focus of prompts was to give students clues and questions that lead learners to the correct route. For Mehisto et al. (2008), its final goal is "to support student self-repair" (p. 170). The essential purpose of using prompts and recast was to encourage communication to increase content knowledge and avoid limiting the dialogue with the students because they fear making mistakes and being over-corrected.

Besides the previously mentioned strategies to increase learning, there is also a set of tools to achieve efficiency in the classroom, promoted with this research: encouraging and rewarding risk-taking; valuing each student; students helping and enriching one another; taking into account students' interests, and giving students opportunities to lead conversations. These strategies let learners know that they actively participate in their learning process.

Finally, assessment in CLIL was connected with the assessment process suggested by Nation and Macalister (2010); however, it was mainly done under what CLIL proposes: the evaluation of content or the evaluation of language. To work under a soft CLIL course focused on teaching language through some curricular topics related to the HTM program, we considered the following aspects of the language competence suggested by Coyle et al. (2010): a) Recall subject-specific vocabulary; b) operate functionally, using appropriate language structures

and forms to discuss, disagree, ask effective questions, and report inappropriate language structures; c) listen or read for meaning; d) present or discuss effectively; e) demonstrate thinking/reasoning in the CLIL language.

Formative assessment was done in implementing the project by teacher-researchers since it follows a continuous process that helped them understand how much and how well learners were doing on language or content to define the next steps. However, it was not only an assessment of learners but also intended to be a formative assessment for teachers since this lets them modify planning in the middle of its implementation according to the students' level of knowledge.

Finally, in addition to teacher assessment, peer assessment and self-assessment were also considered in this proposal. The teacher assessment is primarily considered in the classroom given that some students do not own the level of content or language to judge their classmates' work, despite the assessment criteria provided.

**Step 5: Implement data collection.** Researchers chose three techniques to gather the data before the course designing process and after implementing the first unit: participant observation, field notes, and a structured formal interview.

**Step 6: Analyze the data.** At this stage, we followed Creswell's (2012) model that involves five stages to arrive at the findings: (a) preparing and 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 the literature, and (e) conducting strategies to validate the accuracy of the findings (p. 237).

**Step 7: Develop an action plan.** Having applied the first unit and analyzed the collected data, researchers revised and adjusted the Teachers' Guide and the Student's Activity Guide of unit one (contents, materials, and time), and the other two units had adjustments in the Teacher's Guides.

## Setting and population

This research study took place at a public university in Boyacá. This university welcomes thousands of learners from different parts of the

country, so this population is considered mixed due to their different educational, cultural, and economic backgrounds. The study sample consisted of eleven HTM program learners who were active participants in piloting the first unit focused on Tourism and Hospitality content. The teacher-researcher roles at the International Institute of Languages consisted in being designers of the CLIL-based English course, language experts in teaching language through specific topics, and participant-observers when the piloting took place. Finally, the role of the subject specialist member of this academic program was to provide information about the contents of the program through an interview.

### **Data collection**

The teacher-researchers adopted Mills' (2011) "The Three Es" dimensions (experiencing, enquiring, and examining) in his Taxonomy of Action Research Data Collection Techniques to gather data in the different stages of the process. The experiencing dimension was carried out through the participant observation technique. The enquiring dimension was completed through two interviews and two questionnaires administered to teachers and students. Data collected in the enquiring dimension revealed that English had to go more deeply into contents and situations related to their program. Furthermore, the examining technique was carried out through videotapes, which let teacher-researchers get the students' perceptions of reality and provide extensive data.

### **Data analysis and results**

---

The procedure undertaken to analyze and interpret qualitative data adheres to Creswell's six steps (2012). This process is simultaneous because the data collection and analysis are carried out in parallel, and it is repetitive because researchers can go back in the process of collecting data and analyzing it.

**Step 1.** The data was gathered during the research process.

**Step 2.** Researchers organized the materials, the field notes were written in a chart, and the class videotapes and interviews with the students were transcribed.

**Step 3.** A general understanding of the instruments was built to get a broader sense of the material.

**Step 4.** Some steps proposed by Teschand (as cited in Creswell, 2012) were followed for the coding process.

**Steps 5 and 6.** The data was revised again, specific quotes were circled to support the codes, and finally, the list of codes was reduced to five since they were categorized to avoid repetition. After coding the data gathered, the most common categories that emerged were:

- **Category 1: Scaffolding to help learners access knowledge.** This category gave rise to two subcategories: the scaffolding built by other learners and scaffolding built by the teacher.
  - **Subcategory 1: Scaffolding built by other learners.** Information collected revealed that students assisted each other with language and content. Although some students did not own the vocabulary and expressions needed to assist peers, what is called “language for learning” in CLIL, they did it using their L1, Spanish. While at the beginning of the process, this help was provided in the mother tongue, it was noted 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 using L1 in supporting students, they not only assisted each other by answering their doubts but also complemented each other, contributing ideas that helped better understand an activity or do it. After finishing the first unit, the final interview with the students provided a different view of what scaffolding meant for them by recognizing the importance of group work. Gibbons (as cited in Mehisto et al., 2008) pointed out that “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, these activities allowed learners not only to help each other when carrying them out but also to build group work skills, which contribute to learning from others.
  - **Subcategory 2: Scaffolding built by the teacher** showed how students were supported when brainstorming on a topic to

inquire into their existing knowledge. It was then complemented with follow-up questions and students' language registers to help them understand the instructions for the activity.

The use of pictures and images supported 'students' understanding of the vocabulary by exploring different learning styles. Then, reinforcement for students' speaking attempts helped them gain more confidence to produce content or language. It followed Mehisto et al. (2008) when they assert that students will dare if a teacher recognizes their attempts, whether successfully or not. As a result, an effort made by the student to talk was more important than only correct answers. In this way, our primary goal was to get students to participate more than the right answer. Finally, videotapes of the classes showed how the teacher reminded students to use the key phrases and vocabulary provided in the language triptych to build an opinion.

About the scaffolding, after carrying out the first unit, students expressed in an interview that they received support from the teacher the whole time. They especially highlighted the importance of getting feedback from the teacher because it helped them identify weaknesses and avoid mistakes. They also affirmed that the interest and confidence of the teachers contributed to the creation of a better learning environment.

- **Category 2: Fostering students' critical thinking**

- **Subcategory 1: Lower- and higher-order thinking skills.** Evidence of these skills was collected from the observational field notes and the videotapes of the classes.

During the first lessons, some lower-order processing skills such as remembering, understanding, and applying were present; then higher-order processing skills such as analyzing, evaluating, and creating emerged. 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 for the lesson. The cognitive process dimension was the primary subcategory evidenced in the activities of the first unit. Then, as the lessons passed, the cognitive process and knowledge dimensions started to combine to produce learning, improving students' socio-emotional dimension when gaining confidence.



Some thinking processes were inherent in each activity, but others were fostered by the activities or tasks proposed by the teachers and course planners. On this basis, the main focus for teacher-researchers was to offer a thinking curriculum that helped learners improve the quality of their thinking and become independent learners who manage their thinking processes.

- **Subcategory 2. The knowledge dimension** was identified in the different types of knowledge, such as factual, conceptual, procedural, and metacognitive. The field notes and video recordings showed how learners combined some cognitive, knowledge, and socioemotional dimensions processes until arriving at a deeper understanding of the subject matter of this research study.

Data collected showed how students went from developing their cognitive dimension to the knowledge dimension as the lessons progressed. This transition showed a correspondence among the CLIL approach, the type of course designed, and the activities planned, which purpose was to challenge learners.

As a result, these activities went from low cognitive and linguistic demands to high demands. Students used 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 were supported by the different strategies used by the teacher to help learners achieve and master learning.

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

As critical thinking is highly related to social processes, group work was necessary to achieve an understanding of others. In this way, students readily agreed with others' views to get solutions for the tasks.

- **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 valuable tools when helping students increase proper language use.

As a result of data exploration, researchers found that recast and prompts were done the whole time in the class. When recasting in the classroom, students combined their mother tongue and the target language if an unknown word appeared. In those cases, the teacher assisted students immediately with vocabulary. The teacher said the correct word or sentence, and the students recast it.

Besides the recast on vocabulary, the teacher helped students with pronunciation since it was evident students made many mistakes in speaking; this type of recast was not also given by the teacher but also by some students who owned the knowledge, which is acceptable 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 at an answer or to get the correct answer to an exercise; as students sometimes did not own the language to communicate in the target language, the teacher had to make use of some prompts in Spanish to help learners. Asking students questions also tended to focus students in the right direction, so prompts were done in both content and language.

## Discussion

---

The research process revealed that through a CLIL-based English curriculum design, students' language learning skills and knowledge can

be improved to interact in the Tourism and Hospitality industry efficiently and that teachers can improve their teaching practices. All the above is supported by the following strategies, the tools provided by the CLIL approach, and the activities proposed by researchers:

- Students increased their confidence in using the language in different situations through scaffolding. Peer scaffolding helped learners gain confidence and build teamwork skills, which can also be used from here on out in all professional and life fields. They also recognized scaffolding by other learners and the teacher as a necessary strategy to be fostered through the activities since they promoted a relaxed and collaborative working environment.
- The Students' Activity Guide helped students be prepared for what was going to happen in the class and how they would achieve it through the structure, objectives, thinking skills, language triptych, and stages of every lesson.
- The thinking skills were developed utilizing the activities in every lesson, and learners were provided with challenging tasks that let them work on each dimension. This also helped learners be aware of the thinking skills developed.
- Although not all the students participated in the same way and worked at the same pace to achieve goals, it was clear that the number of students that overcame their fears increased and that classroom participation and interaction improved as lessons passed and by the end of them.
- Recasts and prompts were a good illustration of how teachers can help students achieve learning by example. Recasts were effective learning tools that positively affected students in the classroom, increasing vocabulary and improving pronunciation and grammar structures. Considered a scaffolding tool, recast also made part of the teacher's scaffolding 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.
- The design and development of an English curriculum that fits the needs of the students to improve their language learning skills and knowledge helped them and teachers work on what is truly

important and needed by the students and what was missing in that context.

Finally, as researchers, this proposal also brought many life and professional lessons since there are many strategies and resources teachers implemented and worked within the classroom; however, they sometimes lacked the necessary knowledge to make the most of them, favoring and guiding students' language learning processes.

## References

---

- Anderson, L., & Krathwohl, D. (2001). *Taxonomy for Learning, Teaching, and Assessing, A: a revision of Bloom's Taxonomy of educational objectives*. Abridged Edition.
- Bentley, K. (2010). *The TKT Course CLIL Module: Content and Language Integrated Learning*. Cambridge University Press.
- Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL Content and Language Integrated Learning*. Cambridge University Press. <https://doi.org/10.1017/9781009024549>
- Creswell, J. (2012). *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson.
- Christison, M., & Murray, D. (2014). *What English Language Teachers Need to Know Volume III: Designing Curriculum* (1st ed.). ESL & Applied Linguistics Professional Series.
- Dale, L., & Tanner, R. (2012). *CLIL activities with CD-ROM: a resource for subject and language teachers*. Cambridge University Press.
- Gobernación de Boyacá. (2012). *Plan Departamental de Desarrollo. Boyacá se atreve! 2012-2015*. <http://boyaca.gov.co/SecInfraestructura/images/CDGRD/Documentos%20de%20Inter%C3%A9s/Plan%20Departamental%20de%20Desarrollo%202012%20-%202015%20Boyac%C3%A1%20Se%20Atreve.pdf>
- Graves, K. (2000). *Designing Language Courses: A Guide for Teachers*. Newbury House Teacher Development.
- Mehisto, P., Frigols, M., & Marsh, D. (2008). *Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education*. Macmillan Education.

- Mills, G. (2011). *Action research: A guide for the teacher researcher* (4th ed.). Pearson.
- Ministerio de Educación Nacional. (2004). *Programa Nacional de Bilingüismo. Colombia 2004-2019. Inglés como Lengua Extranjera: una estrategia para la competitividad*. [http://www.mineducacion.gov.co/1621/articles-132560\\_recurso\\_pdf\\_programa\\_nacional\\_bilinguismo.pdf](http://www.mineducacion.gov.co/1621/articles-132560_recurso_pdf_programa_nacional_bilinguismo.pdf)
- Ministerio de Educación Nacional. (2015). *Programa Nacional de Inglés 2015-2025. Colombia Very Well. Programa de Socialización*. [https://www.mineducacion.gov.co/1759/articles-343837\\_Programa\\_Nacional\\_Ingles.pdf](https://www.mineducacion.gov.co/1759/articles-343837_Programa_Nacional_Ingles.pdf)
- Nation, I. S. P., & Macalister J. (2010). *Language Curriculum Design*. Routledge. <https://doi.org/10.4324/9780203870730>
- Nunan, D. (1988). *Syllabus Design*. Oxford University Press.
- Universidad Pedagógica y Tecnológica de Colombia. (2007). *Plan Maestro Institucional 2007-2019*. [http://www.uptc.edu.co/export/sites/default/universidad/documentos/plan\\_maestro/plan\\_maestro.pdf](http://www.uptc.edu.co/export/sites/default/universidad/documentos/plan_maestro/plan_maestro.pdf)
- Universidad Pedagógica y Tecnológica de Colombia. (2015). *Plan de Desarrollo Institucional 2015-2018*. [http://www.uptc.edu.co/export/sites/default/universidad/acerca\\_de/inf\\_comunidad/doc/2015/plan\\_desarrollo\\_2015\\_2018.pdf](http://www.uptc.edu.co/export/sites/default/universidad/acerca_de/inf_comunidad/doc/2015/plan_desarrollo_2015_2018.pdf)