

**授業探訪**

言語系科目・英語自由科目

**Developing a CLIL Tourism Course**

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**Introduction**

In the rapidly changing, increasingly complex modern world, it is necessary for learners to develop competencies which can be applied across different disciplines as a basis for lifelong learning. This means that language learners should not only improve their additional language proficiency and content knowledge, but also develop twenty-first century skills such as critical thinking, creativity, and collaboration. However, conceptualising and designing courses which meet these demands is not easy, especially when aiming to effectively support students of different levels with a variety of needs. Such courses need to be progressively developed while adapting to the needs of the specific students taking the class. Furthermore, creating alignment between objectives, activities and assessment is essential for meaningful instructional design (Smith & Ragan, 2005). This paper describes how a pilot CLIL Tourism course has been planned, including specific examples relating to pair presentations on the impacts of tourism in student selected, international contexts. This aims to demonstrate how the elements of the course were connected to create coherent learning activities and assessment.

**Adapting the CLIL Framework to the Tourism Course**

The CLIL framework, and more recently the pluriliteracies approach, are centred on how course content, communication, cognition, and culture can be effectively integrated to develop transferable subject literacies and potentially 'deeper learning' (Coyle et al., 2010; ECML, 2023; Coyle & Meyer, 2021). Based upon the framework of Coyle et al., (2010), the content of the CLIL Tourism course is not only related to students acquiring tourism knowledge and skills provided by the instructor, but also about creating their own knowledge and critical interpretations through personalised

and collaborative learning. This is closely aligned to cognition, in that the students are required to use higher-order thinking skills as defined through the knowledge process verbs of Bloom (1956) and Anderson & Krathwohl (2001) when working with this content. Communication includes the language of learning - specific specialised tourism vocabulary; language for learning - vocabulary, grammar, and functional language necessary to critically engage with the activities; and language through learning - language which arises through the course of students' research and interactions. Finally, culture describes not only learning about the specific cultural contexts in which tourism occurs, but also being an active participant in a productive, collaborative class learning community. The conceptual dials model provided by Ball (2018) was essential to balance these ideas into actual classroom pedagogy. This model shows how the relative complexity of concepts, procedures and languages can be dialled up or down to fit the needs of the students. For instance, if challenging concepts are to be learned, then the procedures, and language might be simplified to enable their acquisition. Alternatively, if the activity goal is to learn specific new vocabulary or grammar, then the difficulty of procedures and concepts might be balanced accordingly. The next sections will explain how these ideas were translated and integrated into practice.

## Course Structure and Objectives

The idea for the course resulted from preliminary reading about current issues in tourism and the discovery of the Tourism for SDGs website developed by the United Nations World Tourism Organisation (UNWTO). The platform not only details how each SDG is connected to Tourism, but also provides specific examples of sustainable tourism initiatives. These examples, I thought, would be a good inspiration for students to create and develop sustainable tourism solutions to improve their creative and higher-order thinking skills. Based upon this idea, it was logical to create a problem/solution structure to the course, so that students, after initially studying general tourism information, would evaluate the positive and negative impacts of tourism, before developing and proposing authentic sustainable solutions. The course objectives shown below were created by considering the learners' needs in combination with the content, communication, and cognitive skills necessary to critically engage with the topic of sustainable

tourism. This, I felt, was an appropriate frame for students to learn skills useful in the modern world.

## Course objectives

- 1) To collaboratively develop creative solutions for complex problems in a logical way (A)
- 2) To explain and defend ideas based upon reason and evidence (A)
- 3) To understand key topics and issues in international and domestic tourism (C)
- 4) To investigate the challenges of sustainable development in the tourism industry (C)
- 5) To communicate effectively using presentation skills, visual media/graphics, and written text (A)
- 6) To comprehend and synthesise information using multimedia sources (A)

\*C = Content goal, A = Academic goal

## Planning the Impacts of Tourism Presentation

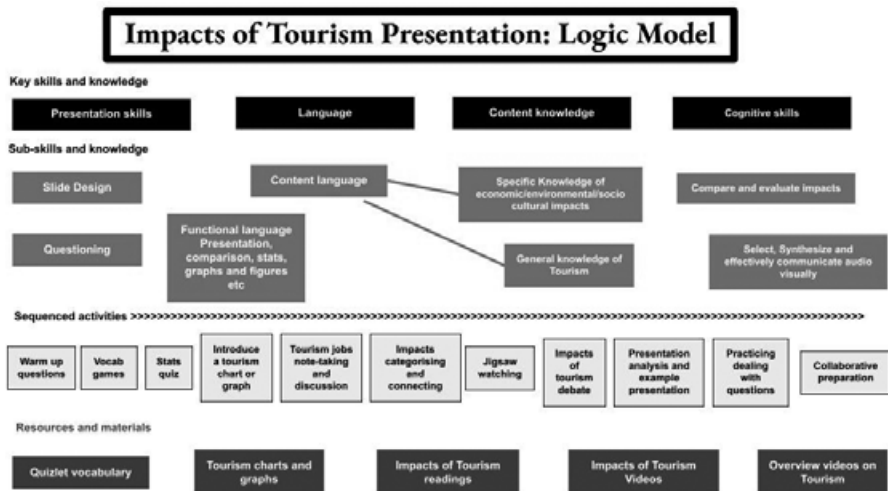


Figure 2. A Logic Model for the Impacts of Tourism Presentation

The first half of the course was created to conclude with a presentation assessment in which a pair of students researched and presented about the impacts of tourism on a self-selected international destination. An instructional design process, which focuses on generating alignment between objectives, learning activities, and assessments (Smith & Ragan, 2005) was used to plan this project. The design phase of an instructional design focuses on analysing a learning target, in this case a presentation assessment, and then breaking down the key skills and knowledge, and the sub-skills and knowledge, to learn what is necessary for its successful completion. Once identified, the instructor can then create classroom activities for students to learn these skills and knowledge in an integrated way. Logic models, such as that in Figure 2 above, are useful to plan and organise such learning and this is helpful when balancing and integrating the communication (language/presentation skills), content, and cognitive aspects of CLIL. Sequencing of activities is also very important, so that each element builds upon the knowledge and skills learned previously. For instance, the specialised tourism vocabulary (language of learning) introduced in warm up questions and vocabulary games at the start of the sequence above were part of a word list created from the impacts of tourism videos used later during the jigsaw watching activity. Similarly, the functional language (language for learning) learned to describe charts, graphs and figures was reinforced through the impacts of tourism videos and debate, as well as used for describing context specific impacts during the presentation. Such sequencing allowed the students to tackle concepts and procedures of increasing complexity, as conceptualised in Ball's (2018) dials, and thus build incrementally on their learning.

## Integrated CLIL Scaffolding Activities

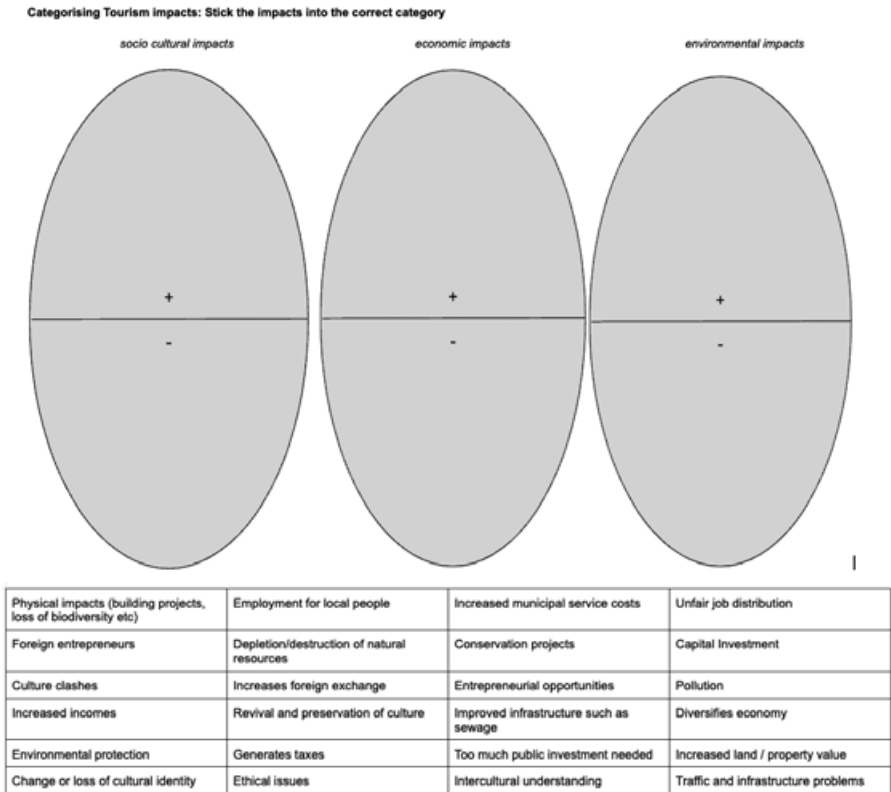


Figure 3. A Worksheet Example Used to Categorise and Connect the Impacts of Tourism.

Figure 3 above shows an example of an integrated group activity in which students categorised the impacts of tourism in small groups by sticking each impact onto the chart above. As there is some ambiguity as to where each impact might be placed, students needed to explain and justify their placement. Also, even though the language had been introduced previously through the vocabulary list and a homework reading, it was important for students to scaffold each other's understanding. Once students as a group had agreed on each impact's placement, they had to draw lines between them and explain how one might affect another. For instance, more foreign

entrepreneurs could lead to greater employment for local people, but a more unfair job distribution. The small groups allowed effective instructor support to be given for this activity. Once completed, notetaking skills from a previous class were reviewed, and we watched a more challenging video on the sociocultural impacts of tourism together (Stainton, 2021). Students compared their notes from the video to try to get as full an understanding as possible. Homework was to watch one of two companion videos on the environmental or economic impacts of tourism to introduce what they learned in a jigsaw watching activity the following class. Students could then use this knowledge and language to debate the proposition 'Tourism is in general a force for good'. These activities were sequenced to allow students to interact with increasingly complex concepts, materials, and procedures. They also provided language, content, and cognitive skills practice in a highly integrated way. This, I felt, provided a good knowledge and language base for the subsequent impacts of tourism presentations.

## Early reflections and students' comments

In this paper I have introduced an overview of the planning of a CLIL Tourism course and described in detail the sequence and activities used to prepare for a pair presentation assessment. Upon reflection, I feel mostly satisfied with the course up to this point, although I will review and reconsider if the activities can be more effectively sequenced and aligned before I teach the course again. Six students have been taking the course and all of them are studying Tourism as their major. If I had a different group with a wider range of majors, I would need to adapt the materials accordingly. After the impacts of tourism presentation, the students provided feedback on the course, and this was overall very positive. Students commented that although some of the contents were familiar, they enjoyed studying tourism in English and appreciated a fresh, non-Japanese and more international perspective. They also appreciated the class style which used lots of multimedia sources in English and interactive activities. Additionally, every student commented that they appreciated learning lots of new English vocabulary and practicing their language skills. I look forward to reading students' final feedback on the course and continuing to refine the contents next year.

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## References

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