Master's Degree in Tourism and Communication

Dissertation

Content and Language Integrated Learning in Tourism Vocational Education and Training in Portugal

Maria Altina Almeida

July 2017

Mestrado em Turismo e Comunicação

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To all the teachers who have decided to “stay hungry and stay foolish…”

(Steve Jobs, 2005, commencement speech at Stanford University)

"Teachers of the future must have the intellectual, moral and critical thinking abilities to meet the challenges of 21st century schools."

(Yost et al., 2000: 39)

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ABSTRACT

Tourism is an international industry which involves a range of intercultural encounters where communication is the key feature. It is clear that the language of tourism in an international context is English as, when dealing with international guests, a better command of English means providing higher quality service. Furthermore, tourism has been perceived by many students as having good employment prospects, which has been a further driver for Tourism and Hospitality vocational programmes. The Vocational Education and Training (VET) system is increasingly expected to be responsive to the changing demands of society, shaped by pedagogical, social, cultural, economic and employment considerations.

To respond to the demands of globalisation and internationalisation the *Turismo de Portugal*'s (TP) schools offer three technological specialisation courses with programmes in English: Food and Beverage Management; Hospitality Operations Management; and Culinary Arts, whose teaching strategies and effectiveness are the scope of study of this dissertation. Content and Language Integrated Learning (CLIL) is a dual-focused educational approach with the objective of promoting both content and language competence. This study aims at understanding how far these courses integrate both content and language learning and if CLIL is the best learning approach within the scope of tourism vocational education and training. In order to investigate these questions, both quantitative and qualitative methods of inquiry were applied: questionnaires to current and former students of these courses, followed by semi-structured interviews to teachers from the three schools where the courses are offered, school and pedagogical directors and finally the training director of TP.

The findings suggest that students are extremely motivated to study in English, but despite some methodologies that are also used within the CLIL approach, it is possible to conclude that content is more emphasised than language. In fairness, it consists of teaching *in* English, whereas CLIL is teaching *through* an additional language based on connected pedagogies and using contextual methodologies. By showing the relevance of the CLIL approach in tourism vocational education, I intend to bring about change in educational practices, which may have implications for various areas: for tourism education in general and particularly for VET; for framing best practice when teaching in a foreign language; and for CLIL education involving content and language teachers. This is an opportunity for teachers to improve their overall skills in leading classes and managing teaching as a whole, for students to improve their English language competence and cultural skills through authenticity and relevance, and for schools/institutions to meet students' expectations while addressing today's market needs.

Keywords: Tourism education; Vocational Education and Training (VET); Content and Language Integrated Learning (CLIL); teaching in English; teaching and learning methodologies

RESUMO

O turismo é uma indústria internacional que convoca uma diversidade de encontros interculturais, nos quais a comunicação é a principal característica. É evidente que a língua de comunicação do turismo num contexto internacional é o inglês, já que no atendimento a clientes de outros países um serviço de qualidade implica um bom domínio da língua inglesa. Além disso, a área do turismo tem sido escolhida por muitos alunos pelas suas perspetivas de emprego, o que, por sua vez, tem dado origem a mais cursos profissionais de turismo e hotelaria. Paralelamente, é esperado que o sistema de Ensino e Formação Profissional (EFP) responda às exigências de uma sociedade em constante mudança, pautado por questões pedagógicas, sociais, culturais, económicas e laborais.

Para responder às exigências da globalização e à necessidade de internacionalização, as escolas do Turismo de Portugal (TP) oferecem três Cursos de Especialização Tecnológica em inglês: *Food and Beverage Management* (Gestão de Restauração e Bebidas), *Hospitality Operations Management* (Gestão Hoteleira – Alojamento) e *Culinary Arts* (Gestão e Produção de Cozinha), cujas metodologias de ensino, bem como a sua eficácia, são objeto de estudo desta dissertação. A Aprendizagem Integrada de Conteúdos e Língua (AICL) é uma abordagem de ensino que tem o duplo objetivo de promover a aprendizagem dos conteúdos e a competência linguística. Este estudo tem, pois, o propósito de compreender se os referidos cursos integram a aprendizagem de conteúdos e língua e se esta é a melhor abordagem no âmbito do ensino e formação profissional na área do turismo. Para analisar estas questões foram usados métodos de investigação quantitativos e qualitativos: questionários aos atuais e antigos alunos desses cursos, seguidos de entrevistas semi-estruturadas a professores das três escolas onde os cursos são lecionados, diretores de escola, coordenadores pedagógicos e, por fim, à diretora de formação do TP.

Os resultados obtidos sugerem que os alunos estão extremamente motivados para estudar em inglês, mas, apesar de se verificar que algumas das metodologias também são utilizadas na abordagem AICL, é possível concluir que é dada maior ênfase aos conteúdos do que à língua. Objetivamente, trata-se de ensino *em* inglês, enquanto que a abordagem AICL consiste no ensino *através* da língua, assente na utilização de métodos pedagógicos inter-relacionados e devidamente contextualizados. Ao expôr a relevância da abordagem AICL no ensino profissional do turismo é meu objetivo promover a mudança de práticas educativas, o que poderá ter implicações em diversas áreas: no ensino em turismo no geral e no ensino e formação profissional em particular; no enquadramento de boas práticas de ensino em língua estrangeira; e na aprendizagem AICL envolvendo professores de línguas e de outras áreas. Trata-se de uma oportunidade para os professores aperfeiçoarem as suas competências de ensino, para os alunos melhorarem as suas competências linguísticas e culturais através de contextos e materiais autênticos e relevantes e para as instituições de ensino responderem às expectativas dos alunos e necessidades do mercado.

Palavras-chave: Ensino em turismo; Ensino e Formação Profissional (EFP); Aprendizagem Integrada de Conteúdos e Língua (AICL); Ensino em inglês; Metodologias de ensino-aprendizagem

LIST OF ACRONYMS AND ABBREVIATIONS

AICL: Aprendizagem Integrada de Conteúdos e Língua

ATLAS: Association for Tourism and Leisure Education

BICS: Basic Interpersonal Communication Skills

CA: Culinary Arts

CALP: Cognitive Academic Language Proficiency

Cedefop: European Centre for the Development of Vocational Training

CEFR: Common European Framework of Reference for Languages

CEIL: Content and English Integrated Learning

CET: *Curso de Especialização Tecnológica*

CLIL: Content and Language Integrated Learning

CTSP: *Cursos Técnicos Superiores Profissionais*

DET: *Diploma de Especialização Tecnológica*

EC: European Commission

ECTS: European Credit Transfer System

EFP: Ensino e Formação Profissional

EHTE: *Escola de Hotelaria e Turismo do Estoril*

EHTL: *Escola de Hotelaria e Turismo de Lisboa*

EHTP: *Escola de Hotelaria e Turismo do Porto*

ELT: English Language Teaching

EMI: English as a Medium of Instruction

EQF: European Qualifications Framework

ESHTE: *Escola Superior de Hotelaria e Turismo do Estoril*

ESP: English for Specific Purposes

EU: European Union

FBM: Food and Beverage Management

FL: foreign language

GDP: Gross Domestic Product

GPC: *Gestão e Produção de Cozinha*

HE: Higher Education

HEI: Higher Education Institution

HOM: Hospitality Operations Management

ICT: Information and Communication Technology

INE: *Instituto Nacional de Estatística*

INFT: *Instituto Nacional de Formação Turística*

INP: *Instituto Superior de Novas Profissões*

IVET: Initial Vocational Education and Training

L1: speaker's first language

NQF: National Qualifications Framework

OECD: Organisation for Economic Co-operation and Development

PENT: *Plano Estratégico Nacional do Turismo*

ReCLes.pt: Network Association of Language Centres in Higher Education in Portugal

SELF: *Secções Europeias de Língua Francesa*

TEFI: Tourism Education Futures Initiative

(UN)WTO: (United Nations) World Tourism Organization

VET: Vocational Education and Training

WTTC: World Travel & Tourism Council

1. INTRODUCTION

Globalisation has led to a growing awareness of language and cultural diversity. Cultural and linguistic differences are inherent to the act of travelling and language plays a crucial role in the way we perceive the world and others. The proficiency in foreign languages, especially in English, is a basic assumption for successful communication in tourism. The globalisation process is driving European educational systems to pay more attention to foreign language learning, therefore European schools and institutions are offering courses taught in foreign languages. It is evident that in the field of tourism and hospitality it is extremely important to develop not only communicative language ability but also intercultural competence, which is the ability to effectively and appropriately communicate with people from different cultures, showing respect and openness. Knowledge, awareness and understanding of the relation between the host and the guest produce this intercultural awareness (Božinović & Sindik, 2013).

The travel and tourism industry has developed around the universal use of English as a global language, as the increasing flows of people on the move around the globe create unprecedented opportunities for intercultural encounters, and English is the most widely used language in these situations. It is in places such as hotels, restaurants, airports, train stations, museums or heritage sites that tourism and hospitality staff should be particularly aware of the importance and meaning of their communication (verbal and non-verbal) with guests, as they communicate much more than just factual information. According to Petrovska (2010), language is the most important medium of human communication, since through it we express information, ideas, emotions, attitudes and so many other things. Languages are more than skills, they are the medium through which communities of people engage with, make sense of and shape the world (Phipps & Gonzalez, 2004). Thus, communicative competence without the existence of awareness of cultural dimensions in the use of any language is not complete. In accordance with Luka (2007) intercultural competence includes attitude, knowledge, interpretation and related skills, various

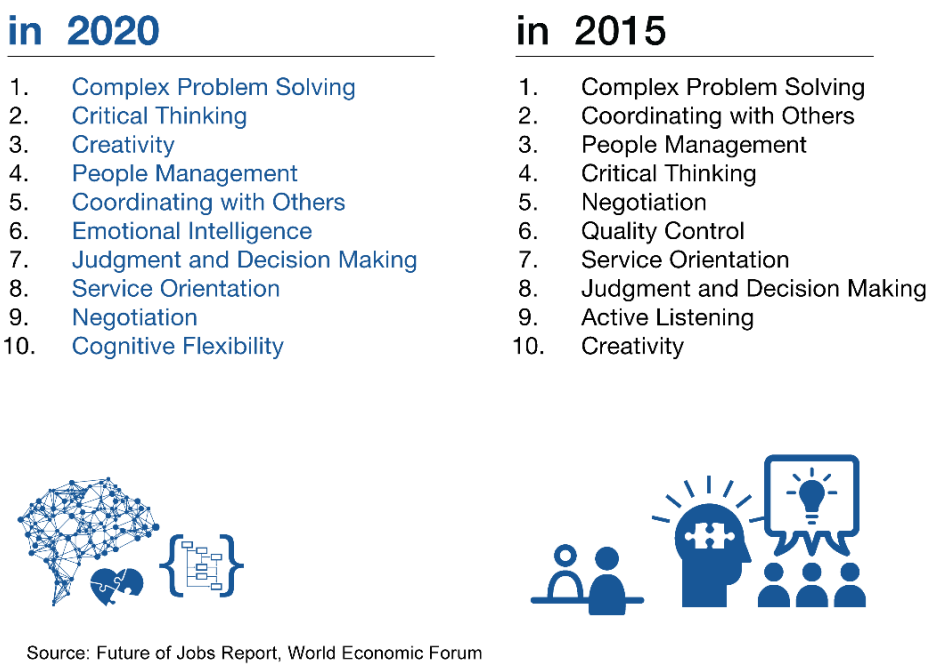
discovery and interaction skills, as well as critical awareness of culture or political education. Students of tourism, hospitality and management also have to acquire theoretical and practical cultural knowledge, which can be gained through intercultural communication and the development of intercultural competence. This is mostly referred to as an ability to see and understand differences in one's own and other people's culture, to accept them and accordingly react in conversation and behaviour (Božinović & Sindik, 2013). At the same time this competence includes the knowledge of one's own nation and culture, and the awareness of its values as well as the necessity of their preservation (Luka, 2007).

The ease with which a host communicates with tourists can have not only direct financial consequences, but also shape tourists' experience and determine the perception they have of a country. Language context shapes the individual's daily experience and "this includes everything from the choice (intentional or unintentional) of a single variant in an individual utterance" (Hall-Lew & Lew, 2014: 342). Both tourists and hosts are "dynamic social actors" (Selby, 2004: 191) and being aware of this is of the outmost importance in the tourism and hospitality field. Being responsible, friendly and helpful hosts means allowing others to have enriching, meaningful and positive experiences. That is why language competence is crucial at different levels: social, cultural, cognitive, and also economic.

As Prebežac et al. (2014) point out in the introduction of *The Tourism Education Futures Initiative*, "in 2030 students will be applying for jobs that do not even exist today, and much of what we teach our students is obsolete by the time they graduate. These pressures and the increasing need for responsible stewardship of tourism destinations call out for a new paradigm of values-based tourism education" (Prebežac et al., 2014: 1). Similarly, and according to the World Economic Forum (2016b), in 2020 over one-third of skills that are considered important in today's workforce will have changed. The developments in robotics, autonomous transport, artificial intelligence and machine learning, advanced materials and biotechnology are already transforming the way we live and the way we work, and it is certain that the future workforce will need to align their skillset to keep pace. *The Future of Jobs report* (World Economic Forum, 2016a) looks at the employment, skills and workforce strategy for the future, after asking human resources managers and strategy officers from leading global employers what the current shifts mean across industries and geographies, and concluded that business leaders, educators and governments all need to be proactive in up-skilling and training people so everyone can benefit from the constant changes in our society. As we can see in figure 1, creativity will become one of the top three skills professionals will need. The other two are critical thinking and complex problem solving. Similarly, active listening, considered a core skill in 2015, will disappear

completely from the top 10, whereas emotional intelligence, which did not feature in the top 10 in 2015, will become one of the top skills needed by all in the next decade.

Figure 1: Top 10 skills[1], *Future of Jobs report* (World Economic Forum, 2016a)



Source: Future of Jobs Report, World Economic Forum

Vocational Education and Training (VET) institutions around the world have also realised the urgent need to prepare their students for a complex and uncertain society as well as a competitive labour market, not only by preparing them for specific careers, but also by enhancing the quality of training. Traditionally, VET has been defined by its aims, which are directly linked to the labour market, as Cedefop stresses: "VET aims to equip people with knowledge, know-how, skills and/or competences required [...] on the labour market" (2011b: 15). According to Cedefop (2011c), around half of all jobs in 2020 will require a medium-level qualification, which will often be achieved by some form of VET. Investment in human resources through education, training and other forms of learning is essential to achieve "smart, sustainable and inclusive growth" and VET will continue to play an important role in the shift towards more equipped and prepared societies. VET benefits can be grouped and identified in two main categories: economic and social. Both can be analysed on three different levels: for individuals, for companies, and for the society as a whole, as developed in section 2.1 of this dissertation.

Cedefop has brought together a diverse array of researchers and policy-makers to collaborate in a project aiming to offer valuable insights into tackling upcoming challenges in VET. The three-year study on the changing nature and role of VET in Europe is expected to be concluded in 2018,

[1] https://www.weforum.org/agenda/2016/01/the-10-skills-you-need-to-thrive-in-the-fourth-industrial-revolution/

but its initial findings have recently been discussed at a Cedefop workshop in Thessaloniki and provided new data on how European citizens perceive VET's attractiveness and effectiveness. For example, most Europeans (71%) know what VET is and two in three (68%) have a positive opinion of it. Moreover, finding a job is the number one reason for choosing a VET path. More specifically, Europeans value VET at upper secondary level as a way to strengthen the economy, help reduce unemployment, and tackle social exclusion. Almost nine in 10 VET graduates at upper secondary level are happy with the work-related skills they acquired during their studies and eight out of 10 consider VET in general a good choice both for personal and professional development (Cedefop, 2017c).

VET structures are major economic and sociological systems that have been shaped by pedagogical, social, cultural, economic and employment considerations. Many factors influence these structures and over time they have to adapt the type of education provision. Education and training need to be in line with societal development, not only regarding outcomes but also considering students' motivation for learning.

As VET, also CLIL has the focus on the demands of today's society and labour market and consists of a very practical approach. CLIL – Content and Language Integrated Learning – is an innovative dual-focused educational approach where subjects are taught and studied through the medium of a foreign language with the objective of promoting both content and language competence to predefined levels (Marsh, 1998). In section 5 of this dissertation, readers can find some concluding remarks on the benefits of CLIL in a VET context, as both give students the necessary skills to adapt to the changing needs of the labour market. CLIL integrates both content and language learning, which are interrelated, even if the emphasis is greater on one or the other at a given time. This blend is a unique educational approach, where both language and content are linked to the processes of convergence, involving the combination of elements which may have been previously fragmented, such as subjects in the curriculum (Coyle et al., 2013). This is where CLIL breaks new ground. Using CLIL, students are not expected to be proficient in the new language before they begin studying. They learn the language they need for studying at the same time as they learn the subject. Learning the content and learning the language are equally important and they are developed and integrated slowly, but steadily (Montalto, 2016).

In addition to this, CLIL offers a number of advantages such as: it builds intercultural knowledge and understanding; it develops intercultural communication skills; it improves language competence and oral communication skills; it develops multilingual interest and attitudes; it provides opportunities to study content through different perspectives; it complements other subjects rather than competing with them; it increases learners' motivation and confidence in both

the language and the subject being taught and it provides materials which develop thinking skills from the start (Marcela & Candela, 2014).

The recent growing interest in CLIL can be understood by examining best practice in education which suits the demands of the present day. Globalisation and the forces of economic and social convergence have had a significant impact on who learns which language, when, how and why. Although the driving forces for language learning differ according to country, region and, of course, individuals, they share the objective of wanting to achieve the best possible results in the shortest time. This requirement is often linked to the need to adapt content-teaching methodologies so as to raise overall levels of proficiency (Coyle et al., 2013).

Turismo de Portugal (TP) promotes training aimed at preparing young people for the labour market. Through its national network of 12 tourism and hotel schools throughout the country, TP provides specialised vocational training in the areas of tourism, hospitality, food and beverage and culinary arts, including Technological Specialisation Courses, level 5, three of which fully taught in English since 2010, and the case study of this dissertation: Culinary Arts (CA) in the schools of Lisbon, Estoril and Oporto; Food and Beverage Management (FBM) in Lisbon; and Hospitality Operations Management (HOM) in Lisbon and Oporto. These courses are in line with TP's strategy of internationalisation and are the only ones fully taught in English in tourism vocational and educational training in Portugal.

The aim of my research is to examine the extent to which the learning of both content and language is emphasised in these courses and, in case it is not, investigate how relevant a content and language integrated teaching/learning approach would be in tourism vocational education and training and what changes could be made in order to implement it. These aims can be formulated into two main research questions, as presented below:

1. Do the above-mentioned programmes integrate both content and language learning with a dual and integrated focus on developing learners' content knowledge via the instruction of the target language? And, if so, how far is this method being effectively used?
2. Is CLIL the best learning approach within the scope of tourism vocational education and training in a foreign language?

In order to answer these questions I had to observe if CLIL strategies are being used in these courses and identify them; investigate if the subjects are taught by language and/or content teachers; examine the extent to which content teachers are qualified to teach CLIL; identify the teaching strategies used; understand students' motivation for studying in English; investigate how students' language abilities and content knowledge are assessed; and finally, draw reflection on

the convenience of CLIL or other methodologies used in the specific context of these courses and in the effective communication with international guests.

This study draws, therefore, on a mixed-methods approach by relying on both quantitative and qualitative methods of research. At a first moment, a questionnaire was distributed to the current students of the three courses in the schools of Lisbon, Estoril and Oporto, while an online questionnaire was sent to the former students. Then, individual semi-structured interviews were conducted first with teachers from different subjects, secondly with the schools' directors and pedagogical directors, and finally with the training director of TP. Furthermore, the curricular programs and course plans were also analysed in order to understand the guiding principles of these courses.

I have decided to develop this study on the assumption that having good communication skills in English is a key competence for anyone working or willing to work in the tourism industry and, from my point of view as a client and as an English language teacher, students and employees are not always fully aware of this, sometimes excusing their mistakes, inaccuracy, or even their lack of understanding and poor communication skills. In April 2016 I attended a speech by Mr Luís Araújo, the president of *Turismo de Portugal*, at the Tourism and Hospitality school of Lisbon about the importance of quality training in the sector (Araújo, 2016) and there were three ideas mentioned that were particularly relevant. First, that tourism cannot rely on improvisation and that training is the opposite of improvisation. Second, that the workforce, the people, the human factor is the key element to value and differentiate our country in the sector. Third, that although we (Portuguese) tend to be recognised by our art of hospitality and welcoming, this is one of the aspects pointed out by international tourists where we can still improve. Thus, it is at school that this improvement starts, through policies, methodologies, and attitudes. The need for English language competence is unquestionable, but are English language teaching and teaching in English meeting students' expectations and the labour market needs?

Furthermore, I have chosen to focus on VET as the students who opt for this kind of more practical, hands-on training are usually the ones who are going to be in a more direct contact with the clients/guests, at reception desks, restaurants, and other front of the house positions, whereas the ones who study tourism in higher education (HE) are more likely to get management positions.

In terms of the Portuguese context, research development in the area of CLIL is very scarce, even more so in relation to VET. In terms of strategies used when considering teaching English, English for Specific Purposes (ESP) or English as a Medium of Instruction (EMI) are the most common. Therefore, I intend to develop an analysis of the students' needs and motivations, and evaluate

the adequacy of the CLIL approach in tourism education and particularly in tourism vocational education and training.

Bearing this in mind, this research aims to observe whether the methodologies used are the most effective ones in achieving the goals of TP and meeting the expectations of both students and teachers, while responding to the needs of the labour market, thus serving the dual purpose of developing reflection within the model used and deepening knowledge about the CLIL educational approach. The answers to these central questions will result in a thorough analysis of the current approach and some suggestions which may be useful to consider in tourism vocational education and training. Moreover, this study also intends to bring reflection on education practices, in an attempt to bring education and training in line with societal development. I hope that by presenting responses to the research questions above, this dissertation may contribute to a better understanding of how English language competence, content knowledge and cultural awareness can be integrated, as CLIL aims to broaden teachers and policy makers' perception of the skills necessary to engage in effective intercultural communication; hence, going beyond the issue of "only" teaching/learning vocabulary or grammar.

In the context of the European Qualifications Framework, the European Parliament and the Council adopted in 2006 the Recommendation on Key Competences for Lifelong Learning, providing a common reference framework that describes the essential knowledge, skills and attitudes central to lifelong learning. Eight European interdependent key competences have been highlighted: communication in the mother tongue; communication in foreign languages; mathematical competence and basic competences in science and technology; digital competence; learning to learn; social and civic competences; sense of initiative and entrepreneurship; cultural awareness and expression (European Commission, 2017). Each has a concise definition of its scope and all emphasise critical thinking, creativity, initiative, problem solving, risk assessment, decision taking, and constructive management of feelings (Marsh, 2012). These competences are now being reviewed and updated to ensure that they reflect political, social, economic, ecological and technological developments occurred since 2006, and propose changes to better reflect recent developments in areas such as multilingualism, cultural diversity and varied ways of communicating, migration, citizenship, and sustainability issues (European Commission, 2017), to which CLIL can strongly contribute. Still in the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments), thus referring to the ability to apply knowledge and use know-how to complete tasks and solve problems (Marsh, 2012).

The trend seems to be that CLIL will be used more and more in the future in most European countries (Montalto, 2016) as a modern educational approach that has the potential to facilitate the European policy on multilingualism as well as to address the needs of the new generation of learners (Matos, 2014), such as cultural, communication, and relational skills, which I will further develop.

The qualifications held by teachers involved in CLIL activities have been a key question for most countries, urging the need for the development of teacher training programmes. It is not enough to ensure that teachers have specialised training in languages and content subjects, they should also be trained to encourage students' ability to learn subjects in a language in which their level of proficiency is not that of native speakers (Eurydice, 2006). Further added value is attributed to CLIL through enhanced cognitive development brought about by more learner engagement. Wolff suggests that the "true potential of CLIL lies in exchanging encrusted educational structures with modern pedagogical principles which promote collaborative teaching and learning, and autonomy within a complex whole approach to education as opposed to isolated and fragmentary subject teaching" (2002: 48). This is further supported by Ting who suggests that CLIL can open a new chapter in 21st century education, "one which must provide learners with a deep-level comprehension of concepts rather than a myriad of facts. The challenge for (…) education today is not the inculcation of facts but empowering learners with a solid concept-base to discern trash from treasure". (2010: 14). CLIL can therefore be seen as an agent for change, bringing about transformation in educational practices in Europe. Marsh states that CLIL "threatens certain established ways of thinking, and offers opportunities for initiating change in education" (2014). This is what gives CLIL the potential to be a catalyst of reflection from those involved (Coyle et al., 2013). Being able to function in these roles begins with teachers' self-awareness, self-inquiry, and self-reflection.

Taking a look at the structure of this dissertation, sections 2 and 3 are predominantly concerned with reviewing the relevant literature and research on education trends and policies in Europe, namely in terms of VET and tourism education, followed by CLIL. Section 2 begins with the mission of VET in the European context, its emergence in the 1980s, its goals, and its eight reference levels, focusing on level 5 VET qualification and the programmes leading to this qualification in Portugal, the technological specialisation courses (*Cursos de Especialização Tecnológica – CETs*). The section then focuses on tourism education, the emergence of tourism as an area of study, and how VET institutions have been working to meet the demands and opportunities created by tourism employers. Section 3 presents CLIL in detail, from its emergence to its spread across Europe, its advantages and flexibility in different contexts. Moreover, it is compared to other teaching and learning approaches, in terms of the differences but also the

elements it shares with other educational practices. Finally, some publications of CLIL studies in Portugal and some undergoing CLIL projects are presented.

As for the following sections, they turn to the context of the study itself, which examines how far the CLIL approach is present in the three Technological Specialisation Courses taught in English at TP's schools, presenting the context, describing the chosen research methodology, the results of the study, the discussion of the findings and the advantages of implementing the CLIL approach.

It is suggested that specific guidelines in terms of language teaching and assessing should be clearly contemplated in the course plans, and that more attention should be given to CLIL development in terms of teacher training, especially as it may have a greater effect on content and language teaching, but also contribute to teachers' reflection of their roles and responsibilities.

This dissertation also embraces change, and reflective practices are essential in examining and processing change. Teachers need to do this, but this needs to be supported by decision makers and schools' directive boards.

2. EDUCATION TRENDS AND POLICIES IN EUROPE

2.1. VOCATIONAL EDUCATION AND TRAINING AND THE EUROPEAN QUALIFICATIONS FRAMEWORK

Vocational Education and Training (VET) has always had the aim of developing skills for the benefit of individuals and industry, but also of the economy and society at large. Although it has evolved significantly over the last decades, the central mission of VET and its key actors – students, employers, and providers – remain the same. These actors are indeed as important now as they have ever been in their efforts to collaboratively develop and deliver a skilled labour force suited to the jobs available in a diverse economy (Atkinson & Stanwick, 2016). Traditionally conceived to prepare people for technical, manual or crafts occupations, the boundaries of VET have been shifting over time: vocational qualifications are spreading to higher levels of education and training, which reflects the need for vocational skills and competences at increasingly advanced education/training levels, but also the need to combine academic and professional preparation (Cedefop, 2011a).

While the actors may be broadly constant, major changes in the labour market have been seen in the past two decades. The growth of services, the greater demands for connectedness with global markets and technology-led productivity have driven changes in VET policy, impacting not only on both learners and employers, but also on VET providing institutions. People participating in VET are expected to develop relevant technical skills but also to learn how to cope with change, complexity and adaptation. As a general rule, the pace of change seems to be accelerating: society itself is changing at a faster rate because of technological, economic and social developments,

therefore the VET system is increasingly expected to be responsive to the changing demands. "Education and training play a crucial role in Europe's economy and society because economic welfare strongly depends on the knowledge, skills and competences of the workforce" (Cedefop, 2014a: 18). It is then absolutely imperative to focus not only on the instruction of technical skills but also on soft skills, such as communication and interpersonal skills, collaboration and time management, problem solving and critical thinking, leadership and organisational skills[2], in order to make the most of young people's employability potential. According to the World Economic Forum (2016), in 2020 over one-third of skills that are considered important in today's workforce will have changed. Business leaders, educators and governments all need to be proactive in up-skilling and training people so everyone can benefit. Creativity will become one of the top three skills workers will need. The other two are critical thinking and complex problem solving. With the array of new products, new technologies and new ways of working, professionals will need to become more creative in order to benefit from these changes.

As previously mentioned, the current VET structures are major economic and sociological systems that have been shaped by pedagogical, social, cultural, economic and employment considerations. Many factors influence these structures, but their relative importance tends to change over time and also according to the type of education provision. VET "covers a broad set of purposes, levels, settings and outcomes for young people and adults through different forms of formal and non-formal initial and continuing education and training" (Gordon, 2015: 441-442). VET provision extends from very low basic skills to higher education (HE) level access and qualifications, across the full spectrum of the economic sectors and their needs for skilled, competent and specialist staff (Gordon, 2015).

By the second half of the 1980s there was a very real need to be much more pro-active on transition to work, including introducing measures to go beyond the perception of what Jallade defined as "a sharp break between two vastly different worlds" in 1985 (Jallade, 1989). There were fewer routine and low-skilled or unskilled jobs left, while remaining and newly created jobs tended to be more skill-demanding (Bengtsson, 1993). Furthermore, youth unemployment was rising. Thus, the emergence of education and training systems, whose main feature was the inclusion of work practice in a training form. "Transition education", as coined by Jallade, described a set of approaches that aimed to be tailored to the needs of very diverse groups, going beyond cognitive skills (associated with general education), and including different approaches

[2] https://ied.eu/importance-soft-skills-existing

to the structuring of knowledge and skills. Different forms of organisation, such as modularisation and assessment were introduced (Jallade, 1989).

Thus, in 1985, the European Commission introduced a system for Comparability of Vocational Qualifications. The work undertaken by the European Centre for the Development of Vocational Training (Cedefop[3]) introduced a five-level training structure, ranging from the semi-skilled (level 1) to the professional/university graduate level (level 5). Research by the Organisation for Economic Co-operation and Development (OECD) was already pointing to the need to provide all school leavers with threshold skills, or core competences, which were seen as prerequisites for insertion into work and social life and for preventing functional illiteracy (Bengtsson, 1993).

Globalisation and new technologies posed major challenges to national governments related to the fear of their effects on employment, but also to new demands related to the need to move towards more knowledge-intensive economies that would require major changes in education and training systems. These reflections raised issues about the role of low-skilled jobs in the changing labour market, multi-skilling, skills shortages, transferable basic skills, mismatches and gaps, and lifelong learning, all of which were to rapidly become part of the common language of VET in the 1990s (Bengtsson, 1993). Jallade concluded his 1989 article by noting that increasing the supply of VET opportunities was a concern shared by all European countries as they were heading towards universal education or training for all 16-18 year olds, a trend which had until then been greatly facilitated by youth unemployment.

The EU's Lisbon Strategy was launched in March 2000 as the heads of government committed their countries to a new strategic goal: "to create the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion", having 2010 as a target date. A work programme to monitor progress in education and training was adopted in 2002, *Education and Training 2010*, with three key objectives: improving the quality and effectiveness of education and the measurement of progress through agreed instruments, facilitating the access of all to education and training systems and opening up education and training systems to the wider world (Gordon, 2015).

A significant milestone in monitoring progress was the study developed by the Qualifications and Curriculum Authority with the support of the European Commission and published in 2004: *Achieving the Lisbon Goal: The Contribution of VET*. Data from 31 countries was analysed, examining the progress made by VET systems in contributing to the Lisbon Strategy's goal. It

[3] Cedefop is one of European Union's decentralised agencies and was founded in 1975. It supports the development of European VET policies and contributes to their implementation. It works to strengthen European cooperation and provide the evidence on which to base European VET policy, working closely with the European Commission, Member States' governments, representatives of employers and trade unions, VET researchers and practitioners (Gordon, 2015).

drew attention to the role of innovation in VET curricula, teaching and learning, and the differing contexts in which VET was implemented, as well as to the wide range of purposes it was expected to fulfil for different groups. While an interest in increasing the attractiveness and flexibility of VET was evident, VET systems seemed unlikely to be drawn into convergence through the European process because of distinctive characteristics of national systems, even though levels of cooperation were growing among Member States. The study highlighted evidence that VET contributed to preventing and tackling social exclusion, being for many young people the way to progress from education into the labour market or, increasingly, to further education or training.

Nowadays, for companies, VET is a means of raising productivity, improving skills and modernising work practices. Governments see VET as a means of improving competitiveness, employment levels and growth, and also as a means of raising levels of education and social cohesion more generally (Gordon, 2015). VET is no longer regarded as a second-class education option by students and parents, many of whom thought that it was a system for those who had failed in traditional academic routes. Indeed, from a course programme perspective, it is easier to respond to customer requirements in vocational education than in general education, because these requirements are better known, thanks to the close connection between companies and VET institutions, and the nature of training is more practical. Workplaces provide a strong learning environment because they offer real on-the-job experience that makes it easier to acquire both hard and soft skills. It is well known from cognitive science that most of the population learns more quickly and retains more through applied learning methods, which also motivates both teachers and students, as they can see a practical result of their work.

The Portuguese National Qualifications Framework (NQF) was created in December 2007, with the publication of Decree-Law no. 396/2007 of 31st December, to reorganise Vocational Education and Training. Under the coordination of the members of government responsible for Vocational Training and Education, the NQF adopted a strategy that focuses on the provision of tools that allow personal development, as well as the educational and professional progression of students. This short-cycle technical and vocational education initiated in Portugal in 2007 has been mainly stimulated through public polytechnics and accounted for more than 300 courses offered by 2012, representing nearly 6,000 enrolments and more than 2,000 graduates per year (Cedefop, 2013). In 2014, the 46% of upper secondary students enrolled in Initial Vocational Education and Training (IVET) was only slightly lower than the European Union's (EU) average of 48%; Company provision of training (65%) and employee participation in on-the-job training (20%) are also close, or equal to the EU average (66% and 20% respectively) (Cedefop, 2017a). However, based on 2015 data, the percentage of young VET graduates in further education and training was still below the EU average: 26.4% in Portugal against 33% in the EU. However, in

terms of skills development and labour market relevance, Portugal scores higher than the EU in the percentage of innovative enterprises with supportive training practices: 53.6% against 41.6% in the EU (Cedefop, 2017a), and also in the percentage of workers with skills matched to their duties (75.7% compared to 57.3% in the EU). The employment rate of IVET graduates (aged 20 to 34) at 77.4% is slightly higher than the EU average of 77.2%, based on 2015 data (Cedefop, 2017a). On the other hand, the share of early leavers from education and training at 13.7% was higher than the EU average of 11%. Although it has been strongly decreasing between both the 2006-10 and 2010-15 periods, the figure for the indicator was still higher than the Europe 2020 average target and the national target, both set at 10% (Cedefop, 2017b).

In 2008, the European Parliament and the Council adopted a Recommendation on the establishment of the European Qualifications Framework (EQF) for lifelong learning, aiming to create a common reference framework for qualifications systems in Europe, and therein to facilitate comparison between different qualifications systems and levels throughout Europe (Devaux, 2013). The EQF acts as a transferable device to make the qualifications acquired within different education and training systems in Europe more readable and understandable, but also recognised in the different countries. The implementation of the EQF, allowing for a systematic comparison of national qualifications from a learning outcomes perspective, has demonstrated the critical role played by qualifications operating at general, vocational and academic sectors. To use the EQF countries were asked to link the levels of their national qualifications systems or frameworks to the EQF levels and, by June 2012, 15 countries, including Portugal, had finalised this process and presented their EQF referencing report (Cedefop, 2014b).

According to Cedefop (2016) the NQF has then reached an operational stage and is already considered a permanent feature of the national qualifications system. The legal framework is in place, qualifications have been assigned to levels, and quality assurance arrangements have been implemented. All VET is already organised around the NQF: databases are organised considering the NQF structure and access to financial support also takes the framework into consideration. Education and training stakeholders are involved in implementing the NQF. The framework is becoming increasingly visible to learners, parents, employers and employees, training providers and career guidance experts, but visibility could be further improved. Information on the NQF is provided through education providers and awarding bodies, the relevant ministries as well as the *Qualifica* Centres, the former centres for qualification and vocational education (Cedefop, 2017b).

The core of the EQF is its eight reference levels described in terms of learning outcomes. These qualifications, in many cases placed at EQF level 5, are growing in importance and provide

interesting examples of how European education and training are adapting to changing labour market needs and requirements (Cedefop, 2014a).

Traditionally, education and training systems have distinct subsystems – general, vocational and higher education (academic and professional) – which are organised and regulated separately. Usually they are related to one another in a hierarchical manner. EQF level 5 operates across these subsystems with a heterogeneous mix of qualifications awarded by a wide range of VET and HE institutions, playing an important role in providing access to employment and career development, as well as enabling further learning and progression to higher education. This double function makes them attractive to learners and employers. They are developed as a response to increased needs for advanced technical and/or managerial skills in a rapidly changing labour market and are especially attractive to students with VET backgrounds. They are also seen as valuable and relevant by employers as most include some form of work-based learning, an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop employability skills. It takes place not only in the classroom with practical and work-oriented activities, but most importantly at an employer's worksite through internships or job shadowing. The work-based learning activities are coordinated with school-based activities in an attempt to show students the practical aspect of what they are learning and provide career awareness and opportunities, helping them reach competencies such as positive work attitudes and employability skills. By acting as a bridge between education and training institutions and subsystems, these qualifications allow learners to move more easily between different types of education (such as academic and vocational) and between different levels (such as VET and HE), as they decide (Cedefop, 2014a).

However, EQF level 5 could also represent a second choice for students who do not have access to traditional academic paths due to their economic or social backgrounds or who have failed in it and so could appear to be at a dead end (European Commission & Cedefop, 2009). Some students have less chance to succeed in traditional programmes because of their more practical and job oriented profiles, others have considerable experience and are better suited to these practical programmes. There are also situations where people have been pushed into unemployment by the economic crises or felt disappointed at their careers and see these programmes as a second chance to follow a career path or even their dream career. This represents an open system able to offer continuity and progression regardless of the type of institutions or programmes offered and highlights the added value of VET at all qualification levels, contributing to the overall attractiveness and image of VET. Learners enrolled in programmes leading to an EQF 5 qualification are a heterogeneous group as regards their education, age and work experience, since they come from different backgrounds and have different reasons for enrolling.

According to *The European Qualifications Framework for Lifelong Learning* the learning outcomes relevant to level 5 are: "comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge"; "a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems"; and in terms of responsibility and autonomy, students are expected to exercise management and supervision in contexts where there is unpredictable change, besides reviewing and developing their performance and that of others[4].

When focusing on the learning outcomes of these qualifications, the distinction between VET and HE is not always clear. For instance, in Portugal, the technological specialisation diploma (*Diploma de Especialização Tecnológica – DET*) is registered as NQF/EQF level 5 VET qualification. However, the programme leading to this qualification, the technological specialisation courses (*Cursos de Especialização Tecnológica – CETs*), is provided by public and private higher and non-higher education institutions (Cedefop, 2014b). While beneficiaries of *CET* can update skills and develop new ones through practical training oriented to the labour market, *DET* are an alternative gateway to higher education, particularly relevant to those who have been away from education and training for some time. Following the adoption of Decree-Law No. 88/2006, there was a significant increase in the number of learners enrolled in *CETs* (academic year 2007/08). "With the introduction of ECTS and its applicability to *CETs*, these courses have become a valuable tool to raise the level of qualifications of the Portuguese population and to expand access to higher education to an important number of youngsters and adults that had not concluded the upper secondary education" (Cedefop, 2011a).

In addition, new higher professional technical courses (*Cursos Técnicos Superiores Profissionais – CTSP*) were introduced by Decree-Law No. 43/2014 of 18th March 2014. These courses aim to broaden and diversify higher education provision in Portugal by attracting new audiences to higher education, in particular young people coming from secondary vocational education. *CTSPs* have a strong regional presence and interact with regional companies and business associations, aiming to meet economic needs of the region in which they are taught. They are offered by polytechnic higher education institutions and their curricula consist of general training, scientific training, technical training, and work-based learning. Each course is created following consultation with local companies, employers and professional associations and national authorities in employment and vocational training, in sectors such as engineering, computer science, commerce, environment, sports, tourism and hospitality. *CTSPs* are comprised of four academic semesters (two years), consist of 120 ECTS and award a certificate of higher

[4] https://ec.europa.eu/ploteus/sites/eac-eqf/files/leaflet_en.pdf

professional technician corresponding to EQF level 5 for lifelong learning. Measures are in place to increase their attractiveness for polytechnic education. The most recent budgetary plan considers specific support for the polytechnic institutes to strengthen their action in research and innovation. This will be done through the Foundation for Science and Technology and by developing closer relations with local business networks.[5]

Most EQF level 5 qualifications are clearly linked to occupations/professions. Level 5 qualifications provide advanced VET skills and competences, potentially responding quickly to new labour market demands. Cedefop's analysis (2014a) shows that qualifications are available for all major economic sectors. Exploring the different types and purposes of qualifications at EQF level 5 in European countries can help policy-makers identify gaps in their own qualifications landscape and use this level as a platform for developing new qualifications.

2.2. TOURISM EDUCATION

Tourism emerged as a clear area of study in the 1960s due to a number of key changes in the nature of tourism activity, higher education and society. Those specialising in academic disciplines namely geographers and economists, had paid attention to the role of tourism in regional studies or foreign trade studies before, but these early developments were relatively fragmented, and due to its transdisciplinarity tourism was not seen as a "proper" academic field. In some ways the driver behind this change is fairly obvious: tourism as an activity has shown continuous growth since the end of World War II and the organisations involved in meeting the needs of tourists have expanded with the emergence of new companies, from airlines to tour operators and hotel chains.

The growth in tourism, combined with the increasing professionalism of tourism suppliers, played its part in inducing educational institutions to meet the demands and opportunities created by tourism employers. Airey and Tribe (2005) noted two significant developments: a massive increase in the number of students, institutions and teachers of tourism and the fact that the curricula have broadened beyond the vocational, leading tourism to emerge as a subject for study at many different levels of education. Airey (2004) reflected on how tourism can be a victim of its own success. Its success in attracting students and scholars has been creating a prosperous subject area that offers rich topics for research and study which can make a real difference to a

[5] https://ec.europa.eu/education/sites/education/files/monitor2016-pt_en.pdf

major sector of human activity. Yet the aspects that have made it successful, particularly its vocationalism and multidisciplinarity, are what may stand in the way of its full development and recognition as a field of study (Airey, 2004).

Prompted by changes in the world of work and the development of the service economy, together with the need to maintain competitive advantage, governments have encouraged strong vocational orientation of travel and tourism programmes (Airey, 2002). Furthermore, students have become much more aware of employment potential in making their choice of study. As a growing sector of economic activity, the tourism industry has been perceived by many students as having good employment prospects both in their home countries and abroad. This has been a further drive for vocational programmes and has consolidated tourism's position in the wider educational curriculum.

At the end of the millennium, Burton (1988) saw the need for building bridges between education and the tourism industry. She advocated the inclusion of work experience and the introduction of professional tourism organisations in curriculum planning. A number of good practice procedures to meet the challenge of industry involvement were suggested, including study visits to the industry, industry speakers and co-operation with the industry on specific projects, as well as more work-based learning through hands-on practical classes and internships.

The World Tourism Organization (1998) identified a set of tourism competencies applicable at the global level and, in association with ATLAS (the Association for Tourism and Leisure Education), developed common core curricula that focused primarily on the vocational and business aspects of tourism. The challenges for the 21st century identified by Go (1994) include social change, concern for the environment, globalisation and the rapid advances in technology have similarly been met by calls for these issues to be included in the curricula (Buhalis, 2006).

Figures published by *Turismo de Portugal* show the tourism industry to be a large and growing sector of the Portuguese economy. According to the most recent data available from the United Nations World Tourism Organization (UNWTO), in 2015 transport and tourism accounted for 363,000 jobs, corresponding to 7.9% of employment in Portugal. The number of international tourist arrivals was 1.184 million, corresponding to a 4.4% increase compared to the previous year (INE, 2016). According to the World Travel & Tourism Council (WTTC), tourism and travel generated €11.3 billion for Portugal's Gross Domestic Product (GDP) (6.4% of wealth) (INE, 2016).

As the Portuguese tourism industry is likely to remain competitive, education will carry on playing a key role. In recognising this role successive governments have supported educational institutions in their provision of tourism programmes, thus the number of tourism and hospitality

courses and schools have increased over the past few years, both in VET and HE. It has been shown that tourism courses have proved popular among students, which can be explained by the growth of the tourism industry, student perception of significant employment opportunities and general developments in vocational education. "The robust performance of the sector is contributing to economic growth and job creation in many parts of the world. It is thus critical for countries to promote policies that foster the continued growth of tourism, including travel facilitation, human resources development and sustainability" said UNWTO Secretary-General, Taleb Rifai, in a press release in January 2016.[6]

The investment in preparing human resources for the tourism sector began in the 1950s. In 1957, the Lisbon School of Tourism and Hospitality (*Escola de Hotelaria e Turismo de Lisboa – EHTL*) was created as the first structure for tourism and hotel professional training in the country. In 1965, and in order to encourage and promote professional training for the tourism sector in Portugal, the National Centre for Tourism Training (*Centro Nacional de Formação Turística*) was created, being replaced in 1979 by the *Instituto Nacional de Formação Turística* (*INFT*), a public body that assumed responsibility for the Tourism and Hospitality Schools created in the meantime. The *INFT* had the fundamental role of designing, guiding and implementing measures to develop human resources, standardising methodologies and guiding and coordinating their implementation. It was responsible for creating, maintaining and developing the necessary structures and resources for professional tourist training, namely schools, application units, mobile units and training of trainers. Through these, the *INFT* developed a variety of courses, namely the technological specialisation courses (Cardim, 1999). In 2004, the Institute of Tourism of Portugal (*Turismo de Portugal, IP*) was created and has currently a network of 12 schools across the country.

Twenty-first century tourism educators and career-seekers are facing new challenges: given the dynamic and complex nature of the contemporary tourism industry, students must be equipped with industry-relevant skills for the decades to come, such as intercultural and relational communication; leadership; responsibility; and a content/context-based set of domain-specific skills, namely in ICT. Unprecedented demand for these skills has occurred in line with the changes in technology and in the types of work expected of the emerging workforce (Stone et al., 2017). The new and innovative technologies and the impact of globalisation together with evolving consumer expectations have caused significant change in both the hotel and tourism industry and academic programs (Stone et al., 2017). Because the industry covers a diverse array of services, such as food and beverage, transportation, accommodation, arts, and entertainment, and continues

[6] http://media.unwto.org/press-release/2016-01-18

to increase in complexity, there is an increasing demand for highly skilled staff who possess cross-cultural skills that transcend specific sector needs. Moreover, in order for future tourism professionals to be successful, they will need to be creative, innovative, and entrepreneurial – all of which require the ability to think critically. Human resources policy ought to focus on the improvement of professionals' qualifications and skills, in order to upgrade the quality of the service they provide and the competitiveness of the tourism offer (Turismo de Portugal, 2013).

Thus, where hospitality and tourism has historically been viewed as a vocational industry requiring unskilled workers, it now requires more expertise and experience of its employees, resulting in both the necessary expansion and evolution of hotel and tourism educational programs capable of addressing the needs of the industry (Wilks & Hemsworth, 2012). "The tourism industry […] depends on the availability of good quality personnel to deliver, operate, and manage the tourist product. The interaction between the tourist and tourism industry personnel is an integral part of the total tourist experience" (Amoah & Baum, 1997: 5). It is essential to provide tourism students with a more holistic and pragmatic education, privileging the contact with the sector's professionals, both through internships and at school, and with customers, thus giving the students a more realistic perception of how the market works (Gonçalves, 2014).

Only recently has the discourse of curriculum and course development which focuses on the vocational aspects of developing students' soft skills been questioned, in part fuelled by the emergence and leadership of the Tourism Education Futures Initiative (TEFI) working group, a group of tourism educators from different countries, including Portugal, whose mission is to provide vision, knowledge and a framework for tourism education programs to promote global citizenship and optimism for a better world (Prebežac, et al., 2014). TEFI scholars are concerned with the evolution and outlook of the tourism industry, noting that 21st century careers may adopt a very different profile than the careers of the past, thus hotel and tourism education needs to evolve if it is to create a future workforce that is more responsive to and critical of contemporary industry issues (Prebežac, et al., 2014). Lashley (2004) puts forward that educators ought to escape "the tyranny of relevance" or the exclusive attention on career preparation, and instead focus on developing critical thinkers and reflective practitioners.

Students need to be prepared with a special set of competencies, skills, and personal qualities to face today's unique challenges, including skills that fall under the broader domains of digital literacy, thinking skills, communication, relational skills, and life skills (Lolli, 2013). In fact, these skills are not new, but must be taught more intentionally and effectively than other skills in order to address today's issues. Moreover, given the speed of change in today's world at different levels, such as technology, business, communication, travelling and even tourism demand and supply,

tourism education needs to be in constant update and reformulation. Still, the many aspects that cannot be predicted call for continuous or lifelong learning in tourism. As Airey (2004) points out, we are now much less certain about the direction we are taking then scholars, students and professionals were 40 years ago. Rotherham and Willingham (2010) suggest that in order to develop critical thinkers, we need a better curriculum, better teaching, and better tests, calling this the "harder but better way" (p. 20). Learning must be aimed at the student, not at the teacher; students should actively be involved in the decision-making process, as learning is more and more based on cooperation. Language skills and knowledge are being integrated across the curricula, as teaching is enhanced by different teaching methods, strategies or techniques (Klimova, 2016).

Moreover, the proficiency in multiple foreign languages is a basic assumption for successful communication in tourism (Božinović & Sindik, 2013). There is a dire need to educate multilingual and multicultural individuals in a context where the linguistic consequences of globalisation are more and more evident. Therefore, European schools are offering courses taught in foreign languages, exposing students to teaching and learning through the medium of a foreign language. In the field of tourism, besides the communicative language ability, it is also extremely important to develop intercultural competence. Intercultural skills and different know-how skills include the ability to interact appropriately and effectively with people who have a different culture and thus a different perception of the world, both cognitive and affective (Spitzber & Changnon, 2009). Hereinafter, communicative competence without the existence of awareness of cultural dimensions in the use of any language is not complete. It is evident that the knowledge and the skills acquired in this learning process will highly contribute to the development of tourism and hospitality services in general (Božinović & Sindik, 2013). At the same time this competence includes the knowledge of one's own nation and culture, and the awareness of its values as well as the necessity of their preservation (Luka, 2007). If we transfer this into the area of tourism and hospitality, we will soon realise that it is not only the knowledge of the grammar and vocabulary that hotel and restaurant employees need to apply, but they need to be aware of the importance of socio-cultural aspects (Petrovska, 2010) of those with whom they get in contact. Although their grammar and lexical competence of a foreign language may be outstanding, it can still cause cultural misunderstandings or a failure in communication. Petrovska (2010) points out that this failure may be a result of lack of knowledge of cultural differences, or the influence of their mother tongue and direct transfer of meaning into the foreign language. Thus, the ability to handle cultural differences is of utmost importance for the communicative competence of tourism and hospitality employees.

3. THE ROLE OF CLIL IN EDUCATION IN PORTUGAL

3.1. UNDERSTANDING CLIL

Content and Language Integrated Learning (CLIL), coined by David Marsh in 1994, is a dual-focused educational approach where subjects are taught and studied through the medium of a non-native language with the objective of promoting both content and language mastery to predefined levels (Marsh, 2012). To this definition, Coyle adds that "there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time. CLIL is not a new form of language education. It is not a new form of subject education. It is an innovative fusion of both" (Coyle et al., 2013: 1). Inherent to both definitions is the bringing together of two areas which for the most part had stood apart: subject teaching and language teaching.

These definitions accentuate the dual focus of CLIL, which is the most relevant aspect of this approach, but are less detailed with respect to methodological aspects, for example about how to transform the dual-focus mentioned in the definition into a concrete methodology (Wolff, 2012), which will be developed later on in this text.

The adoption of CLIL in 1994 by the European Commission followed a Europe-wide discussion led by experts on how to bring language learning excellence into mainstream government-funded schools and colleges (Montalto et al., 2016). In 1984, the European Parliament had questioned weaknesses in language education and this was followed in the same year by the Education Council, which stated that there was a need to give greater impetus to the teaching and learning of foreign languages. In the late 1990s the educational framework was firmly set on achieving a high degree of language awareness and competence. Besides having broken down borders and adding more member states, mobility and migration have become a commonplace in Europe. In addition, influxes of refugees and migrants have resulted in the "traditional" European classroom becoming a multinational and multicultural environment consisting of students with plurilingual

abilities (Montalto et al., 2016), which remains the reality nowadays, due to the easier and growing mobility of people for the most diverse reasons, from necessity (work or safety) to preference.

At the time, the launch of CLIL was both political and educational. The political drive was based on a vision that mobility across the EU required higher levels of language competence in designated languages, namely English and French. The educational drive, influenced by major bilingual initiatives such as the ones taking place in Canada, was to design and adapt existing language teaching approaches in order to provide a wide range of students with higher levels of language competence (Marsh et al., 2012).

From the 1990s, CLIL became increasingly prioritised within the EU as a major educational initiative, culminating in the 2005 European Council recommendations that CLIL should be adopted throughout the entire EU (Eurydice, 2006). In 2006, the first statistical study on where and how CLIL was being implemented in Europe was published (Eurydice, 2006) and from analysis of the statistics available a substantial majority of countries had introduced some form of CLIL provision, although it did not mean it was offered to all those who attended school. On the contrary, the CLIL approach had not yet been very widely adopted and, in some countries, it was being used mainly in larger cities and in certain educational levels. In certain countries, around 3% of students were concerned at primary and/or secondary levels, while in others the proportions went up to 15% or, less frequently, 20% (ibid.). The highest percentages correspond, in general, to situations in which instruction was provided in regional or minority target languages, showing a real determination to safeguard the languages spoken by their populations. As far as conventional foreign language teaching at school is concerned, the pre-eminence of English was evident. However, this has not prevented teaching in other foreign languages, such as French, German, Spanish or Italian.

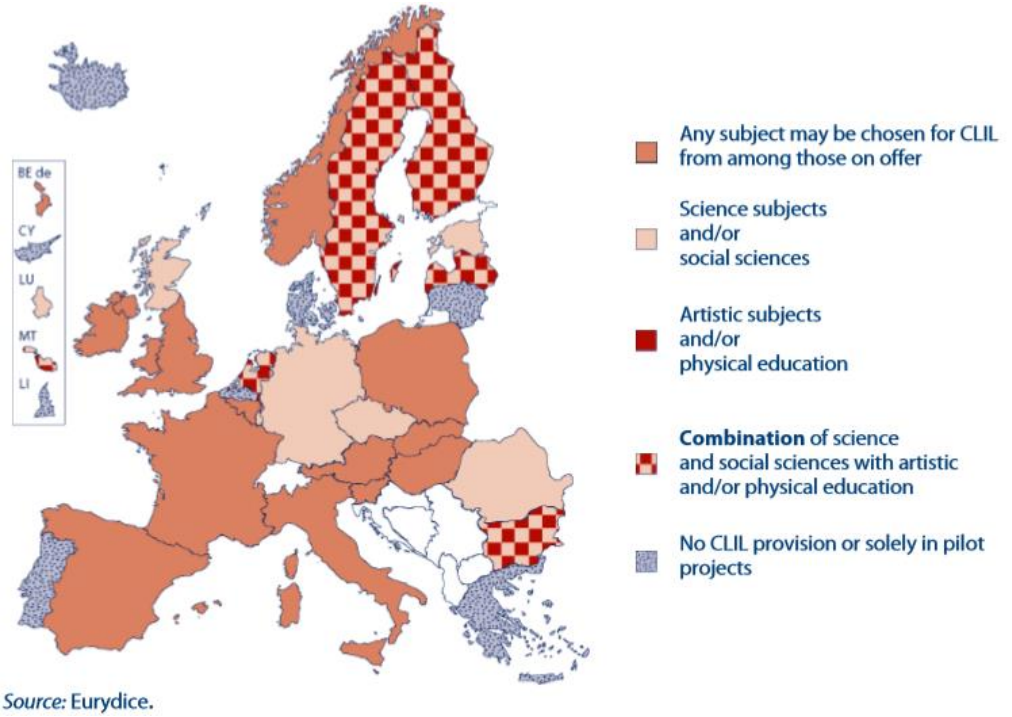
It was then clear that, since the launch of the term in 1994, there had been exponential uptake of CLIL across countries in a variety of subjects, as figure 2, dated 10 years later, demonstrates.

The impact of globalisation was increasingly felt in some parts of the world, especially in Europe during the period of rapid integration from 1990 to 2007. This impact highlighted the need for better language and communication educational outcomes. Globalisation and the emergence of new technologies have moved us from the Industrial Age into the Knowledge Age, which has caused unavoidable changes within educational systems. "Integration, convergence and participative learning are three key characteristics of Knowledge Age organizations which are influencing decisions on what, and how, we teach young people" (Coyle et al., 2013: 5). In order to respond to this, it was necessary to examine how more appropriate language teaching and

learning could be achieved, and which approach would be most suitable. It was then important to look at how language teaching could be done whilst students were learning other subjects, thus providing more exposure to the language overall. But this was only one of the issues. Others were the need for better linguistic and communicative competences, more relevant methodologies, and higher levels of authenticity to increase learner motivation (Coyle et al., 2013).

Figure 2: Subjects in the CLIL curriculum in mainstream school provision in general secondary education, 2004/05

(Eurydice, 2006: *Content and Language Integrated Learning (CLIL) at School in Europe*).



Coyle et al. (2013) considers CLIL not only as a convenient response to the challenges posed by rapid globalisation, but also a solution which is in harmony with broader social perspectives, and which has proved effective. Therefore, the concept of CLIL has emerged as a way of bringing innovative practices into the curriculum as a whole (Montalto, 2016). CLIL has three main characteristics: students learn the target language through which the content is taught; it responds to the EU lifelong learning programme proposal for all citizens, where multilingualism and multiculturalism is thought to promote integration, understanding and mobility among Europeans; and finally, it involves the development of social, cultural, cognitive, linguistic, academic and other learning skills (Ioannou-Georgiou, 2011), which in turn facilitate achievements in both content and language.

Although CLIL is flexible and can be adapted to different contexts, in order to be justifiable and sustainable, its theoretical basis must be rigorous and transparent in practice. The term CLIL is inclusive in that it binds together a range of class models and strategies, which can be applied in a variety of ways with diverse types of learners. Good CLIL practice is implemented through methods which provide a more holistic educational experience for the learner and its educational success resides in the content and language learning outcomes achieved in classrooms (Coyle et al., 2013).

CLIL involves a change of focus in the classroom: teachers have to change their methodology and find different ways to help students learn. When teachers teach their subject using a new language, they have to show students how to find out information for themselves, and how to work and talk together to discover new ideas, so that using the language becomes part of the process of learning. By doing this, the teacher prepares students for the modern world, where people work in project teams and use other languages to communicate with people from and in different countries. Learners are expected to solve problems, plan their own work and find out things for themselves using a range of sources. Thus, CLIL is designed to prepare students for the future by providing them with skills for learning and understanding independently (Montalto, 2016). CLIL prepares today's students for the world of work, empowering them to face different challenges, enhancing their independence and flexibility, and providing them with social and communicative skills to collaborate and cooperate in project teams, rather than working alone.

According to Pavesi (2001) CLIL requires active methods, co-operative classroom management, and emphasis on all types of communication (linguistic, visual, and kinaesthetic) that may reach different types of learners and intelligences. It is important to use audio-visual aids and multimedia, as well as learning from practical, hands-on experiences, materials and approaches highlighting holistic ways of learning. As pointed out and extensively explained by Putcha & Rinvolucri (2005), it is imperative that education moves forward from the linguistic and the logical-mathematical intelligence approach to consider and explore students' interpersonal and intrapersonal intelligence, linguistic, musical, spatial and naturalist intelligence. Using activities that rely on a variety of intelligences will help students to better appreciate their otherwise hidden strengths (Puchta & Rinvolucri, 2005) and by feeling integrated, having their idiosyncrasies accounted for, they will inevitably be more motivated in the process of learning.

The teaching of a second language and content simultaneously should include language scaffolding such as reformulation, simplification and exemplification. Scaffolding is a metaphor used to describe how learners can be helped to achieve aspects which they are not yet ready to develop on their own, and highlights that this help is only temporary. The help is removed

gradually as the learner gains the necessary knowledge, experience and confidence to be independent. It describes support for learning of both content and language and provides an image of how new learning is built on what is already known. Scaffolding is often provided by a teacher but it can also be provided by a more proficient peer, or group of peers, and may take many forms (Montalto et al, 2016). For example, when scaffolding the skill of listening, the teacher might help a learner grasp meaning by focussing their attention on the form of a particular tense used; in reading, the questions asked about a particular text can guide the reader to clear understanding; writing skills can be developed through model texts, or the use of graphic organisers may help systematise ideas.

In each CLIL lesson, new content and language are introduced to build on the foundation the students already have, allowing them to build up new knowledge at their own pace, moving from simple awareness to real understanding and proficiency (Montalto et al., 2016). A major aim of CLIL is to help students to work independently to solve problems and to develop their own knowledge and skills. To achieve that, teachers need to let go of their traditionally central role and pass some control over to their learners. One of the most difficult but most important roles of the CLIL teacher is to train learners on how to be independent and encourage them to take responsibility for their own learning process, as students cannot be expected to work and learn all in the same way. On the contrary, they should be advised to recognise and develop their own learning strategies.

CLIL programmes in the Council of Europe member states differ from country to country, in their organisation, content, intensity, and choice of languages. Bennet and Bennet (2008) suggest professionals undertake the changes they see fit. Students are encouraged to manage their own learning and to plan change by taking into account the following factors: awareness, understanding, personal feelings and beliefs, ownership, empowerment, and impact. Awareness of change models and of building skills can help both educators and students develop autonomy and action.

The CLIL teacher is expected to acquire Target Professional Competences and further develop them during the training programme (Marsh et al., 2012). Target professional competences refer to personal reflection; research and evaluation; CLIL fundamentals; learning resources and environment; content and language awareness; classroom management; methodology and assessment; and CLIL management (Wolff, 2012). Personal reflection includes the ability "to define one's own pedagogical and content competences, and related developmental needs". Content and language awareness comprises the aptitude "to identify the appropriate content to be taught and obstacles to content learning". Methodology and assessment includes, for example,

the capacity to "identify key concepts of content subjects and make them accessible to learners by modifying teaching to take into account students' diverse language competences and needs". Research and evaluation combines the ability "to conduct action research in collaboration with colleagues and other stakeholders, including students". Classroom management comprises the ability "to use diverse classroom set-ups to promote student communication and co-operative learning" (Wolff, 2012: 111).

Where possible, any content and/or language problems should be overcome in the planning stage through the cooperation of both content and language teachers, who need to work in teams when preparing the curriculum as well as while teaching. When planning the lessons, teachers should obviously take into account the language level of students and the use of the mother tongue should be kept to a minimum or else be used in the context of cultural specific technical vocabulary so that students also know the specific vocabulary used in their mother tongue. This is called code-switching and may be very useful to refer to certain concepts which are culturally and linguistically different.

Marsh et al. (2012) state that CLIL is based on four main principles: cognition, community, communication and culture. These are directly linked to the methodology of the approach which integrates message, medium, and social interaction, and are illustrated by Coyle's 4Cs framework – content, communication, culture and cognition. Montalto (2016) states that besides Coyle's 4Cs, teachers planning a CLIL lesson also have to think about Competence, this way considering 5Cs:

- Content (subject matter): Progression in knowledge, skills and understanding related to specific elements of a defined curriculum. Teachers develop lessons around what the students already know, allowing them to build their content knowledge like building a wall, one layer of bricks on top of the next.
- Communication: Using language to learn and mediate ideas whilst learning to use language. With CLIL, teachers talk much less and the lesson is much more focused on the student. CLIL teachers need to ask themselves a series of questions: What sort of communication will the students be involved in? What language will be useful for that communication? What key content words will they need? What scaffolding can we provide?
- Culture: Exposure to alternative perspectives and shared understandings, which improve intercultural awareness and deepen awareness of the self. You can mention that this is many times possible due to the exposure to another language and its cultural baggage, without forgetting that students are learning within a specific cultural context.

- Cognition: Developing thinking skills and creativity. Students who learn to answer questions, such as 'when?', 'where?', 'which?', 'how many?', 'how?' and 'who?' correctly develop the thinking skills of recalling, repeating and listing, and of understanding.
- Competence: CLIL teachers think about the can-do statements they want their students to be able to achieve after the lesson, either about lesson content and skills or about language.

  (adapted from Montalto et al., 2016)

Communication is one of the five Cs of CLIL. It refers not only to how the teacher and learners communicate with each other in a new language, but also to how students can learn. The CLIL approach recognises that learning results from interaction, which provides an opportunity for both learning and improvement. This interaction can be increased by pair work and group work, giving learners the opportunity to share their ideas more confidently.

Learners in CLIL need to be cognitively engaged and aware of their own learning and develop metacognitive skills which help activate this consciousness. This is why a transmission type of education is inappropriate in CLIL. CLIL demands active engagement in problem solving tasks which require various types of thinking. Bloom's taxonomy of cognitive processes (1956), revised by Anderson and Krathwohl (2001), is frequently referred to in relation to the cognitive factor in CLIL. The taxonomy consists of six types of thinking ranging from lower order thinking (remembering, understanding, applying) to higher order thinking (analysing, evaluating, and creating). Learners in CLIL should be engaged in various types of tasks which challenge their thinking and which enable them to move from lower order to higher order processes (Coyle et al., 2013). It is possible to predict language that learners will need to use when articulating these skills orally or in written form. It is also possible and necessary for teachers to consider questions that will engage learners in this level of thinking. These 'frames' provide essential scaffolding for expression of cognition.

A major consideration in selecting or designing tasks is the type of thinking required and whether learners have the linguistic ability to articulate it (Matos, 2014). All in all, for learners to have a realistic chance of task accomplishment, it is vitally important to meet the right balance of cognitive and linguistic demands. Students practising the questions and skills presented above learn to remember and understand information, and to explain it. Besides, they learn to apply new information in different situations.

In CLIL practice a dual-focused approach is understood in many countries as an approach which prioritises the content subject: CLIL teaching and learning is foremost content subject teaching and learning. The additional language in which teaching and learning takes place is not taught as such (Wolff, 2012).

Whenever possible, it is advisable that there is cooperation between the content and the language teachers in a school when setting up a CLIL class. However, this is not always possible, and CLIL teachers often have to perform both roles. This often gives rise to anxiety when teachers who are knowledgeable about their subject areas but who are not proficient in the target language are asked to use CLIL (Montalto, 2016), as they might not feel comfortable enough to effectively and spontaneously communicate in the target language, although they are familiar with the content-specific vocabulary.

CLIL students need to know content-specific vocabulary for the topic they are learning, the grammar which is needed for the subject, the language they will need to carry out activities during the lesson, and the language items and structure taught in CLIL lessons helps them organise their thoughts and solve problems. Cummins (1979) referred to this sort of language learning as CALP – Cognitive Academic Language Proficiency, in contrast with BICS – Basic Interpersonal Communication Skills. BICS are language skills needed in social situations, it is the day-to-day language needed to interact socially with other people, and the language required is not specialised. CALP refers to formal academic learning, which includes listening, speaking, reading, and writing about the subject area content material. This level of language learning is essential for students to succeed at school and they need time and support to become proficient in academic areas.

There are many advantages to the CLIL approach: it develops confident learners and enhances academic cognitive processes and communication skills, it encourages intercultural understanding and community values. In addition, research shows that learners become more sensitive to vocabulary and ideas presented in their first language as well as in the target language and they gain more extensive and varied vocabulary. In the target language, learners reach proficiency levels in all four linguistic skills of listening, speaking, reading and writing (Cambridge University, 2010), to which intercultural competence is added. Fostering intercultural communicative competence is one of the challenges facing education in the 21st century. The integrative nature of CLIL classes provides an opportunity for taking not only a dual-focussed but a triple-focussed approach: simultaneously combining foreign language learning, content subject learning and intercultural learning. CLIL environments should be designed to promote intercultural communicative competence as described in the Common European Framework of

Reference for Languages (CEFR). To enable and facilitate intercultural learning processes various measures can be taken. First, CLIL curriculum designers, authors of CLIL textbooks and materials, CLIL teacher trainers, and CLIL teachers and learners, as the architects of rich CLIL environments, would need to develop an increased awareness of the intercultural potential within CLIL contexts. Secondly, learning materials should be analysed from an intercultural viewpoint by extracting similarities and differences. Moreover, the use of modern, student-centred teaching methodologies that encourage task and project work, authenticity, and real world orientation can provide substantial opportunities for intercultural learning (Sudhoff, 2010).

Education is the most powerful tool to face the challenges of today's world and the need to be more adaptable and effective has led to attention being given back to cognitive processing and how learning successfully occurs. Currently, there is increasing recognition that the exploration of learning by cognitive neurosciences provides alternative insights by which to improve overall efficiency. In addition, over the last few years, education has been reaching new thresholds as a result of the ability not only to study behaviour and performance, but also to see inside the 'learning brain' (Centre for Educational Research and Innovation, 2007). As these different elements of learning come together, a new wave of knowledge is consolidating the position of CLIL as an educational approach (Coyle et al., 2013). Marsh et al. (2012) states that there is tangible evidence of changes in the brain plasticity connected to language learning and particularly to this teaching and learning approach: CLIL induces the learner to be more cognitively active during the learning process and provides pathways to learning which complement insights now emerging from interdisciplinary research within the neurosciences and education.

Much CLIL classroom practice involves the learners being active participants in developing their potential for acquiring knowledge and skills (education) through a process of inquiry (research) and by using complex cognitive processes and means for problem solving (innovation). When the teacher pulls back from being the source of knowledge and becomes the facilitator, as is often found in CLIL practice, students feel empowered to acquire knowledge whilst actively using their perception, communication and reasoning skills (Coyle et al., 2013).

According to Apsel (2012: 48), referring to the website of the European Commission on CLIL:

1. Learners are more successful and more motivated than those in traditional content classrooms;
2. Learners look at content from a different and broader perspective when it is taught in another language and develop more accurate academic concepts;

3. Subject-related intercultural learning takes place, developing multicultural interests and attitudes and building intercultural understanding;
4. Learners improve language competence and oral communication skills;
5. CLIL does not require extra teaching hours, it complements other subjects.
6. It diversifies methods and forms of classroom practice.

The overall major challenge, in the development and implementation of a teacher education curriculum in CLIL, is its integrative nature. This is the case at all levels of education – primary, secondary, tertiary, vocational and adult. With the exception of primary teachers, other educators are often trained to teach just one subject: a content subject or a language, as opposed to both. Even where teachers are trained in both a content subject and a language, training in the integration of language and content is not widespread. CLIL teachers need to be prepared to develop multiple types of expertise: among others, in the content subject, in a language, in best practice in teaching and learning, in the integration of the previous three, and in the integration of CLIL within an educational institution (Cambridge University, 2010). Marsh (2014) considers CLIL a very exciting form of education, which is not only about language and content, but also about having fun while learning and teaching, by deeply integrating language into authentic content learning. CLIL teachers often feel refreshed and motivated, but for it to be successful they have to be supported by the system and even given reduced workload, particularly at the beginning, as all the preparation and creation of appropriate materials is time-consuming.

3.2. CLIL VS. OTHER TEACHING AND LEARNING APPROACHES

CLIL is closely related to and shares some elements with a range of educational practices. Some of these practices – such as English Language Teaching (ELT), English for Specific Purposes (ESP), and English as a Medium of Instruction (EMI) – have been in operation for decades in specific countries and contexts and may share some basic theories and practice, but are not synonymous with CLIL since there are some fundamental differences. Some perspectives of CLIL make it comparable to modern foreign languages teaching and to ELT in particular, while other researchers have noticed that ESP and CLIL are not absolute opposites but may in fact share some similarities and complement each other. It is my aim to compare CLIL with these different teaching approaches, finding similarities and differences in terms of concept, methodologies and aims.

CLIL is content-driven, and this is where it both extends the experience of learning a language, and where it becomes different to existing language-teaching approaches (Coyle et al., 2013). Ioannou-Georgiou (2012: 495) stresses that CLIL "can be argued to be the most recent developmental stage of the communicative language teaching approach".

What differentiates ESP from CLIL is that the latter has a dual focus, while the former places emphasis on providing learners with sufficient language skills to master content knowledge. ESP is an approach to the language learner that is centred on the language appropriate to the activities of the discipline it serves in terms of grammar, lexis, register, study skills, discourse and genre (Dudley-Evans & St. John, 1998). Hutchinson and Waters state that ESP "is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (1987: 19). It leads teachers to a needs-based syllabus design and to the emergence of differentiated courses to match the different needs of learners, related to particular disciplines, occupations and activities, and centred on the language appropriate to those activities. Thus, ESP is one category of English Language Teaching (ELT), while CLIL is not. According to Marsh (1998: 52-53), CLIL is multi- and "cross-curricular" and a form of "linguistically-enhanced education".

On the other hand, the fact that CLIL places importance on content matter, as well as the status of the language, raises the issue of who is qualified to teach CLIL, language teachers or content teachers, and the issue of teacher identity. CLIL explicitly places greater emphasis on the content than ESP because in this case teachers must have joint content and language expertise that ESP practitioners commonly lack (Yang, 2006). Gonzalez Ardeo (2013) examined the coexistence of ESP and CLIL courses at a Spanish university and found that although CLIL seems to be preferred by students in the researched setting, both types of courses can be compatible. As Lara-Garrido (2000) also argued, although the learning goals of the two differ to a certain extent, that CLIL also has a close connection to the ESP movement. That is, both greatly emphasise learners' needs and interest in communication. CLIL can even be viewed as a new and interactive approach to teaching English (Yang, 2006). Given the similarities between ESP and CLIL, an urgent call for collaboration between ESP and CLIL practitioners is greatly emphasised. As far as CLIL is concerned, collaboration between content and language teachers in designing teaching materials helps scaffold language development and facilitate peer collaboration. Moreover, "both confront similar difficulties in implementation such as teacher training, teaching qualifications, peer collaboration, students' motivation and material design" (Yang, 2016: 48).

The additional languages of CLIL are numerous, although English is the language which dominates most CLIL contexts. The status of English as the global language of economics,

commerce, ICT and tourism has put it in a remarkable position, which has had a corresponding effect on national policies for foreign languages. For example, English as a medium of instruction (EMI) is rapidly being taken up by tertiary institutions in an effort to attract international students to their faculties (Matos, 2014). Yet, due to the converging forces of globalisation and new technologies, which have taken it as the lingua franca of economics, trade and commerce, as well as the Internet and tourism, English is, for many, the obvious choice. Dalton-Puffer (2011: 183) states that CLIL "effectively means CEIL, or Content and English Integrated Learning" owing to the prevalence of English as the additional language in CLIL contexts.

Wolff (2002: 48) describes CLIL as "superior to traditional foreign language teaching and learning", due to the greater exposure to the foreign language in CLIL programmes. In addition, there are three factors in CLIL which make learning optimal and reflect modern pedagogical principles: authenticity related to content and interaction; learning strategies and techniques which lead to increased learner's autonomy; and collaboration where learners work together on achieving relevant shared goals (Matos, 2014).

In a general foreign language (FL) class, content is used to achieve language aims whereas in the CLIL class it is used to achieve content aims. Language is used to fulfil these content aims and there may be a focus on the language in the CLIL classroom, but for exclusively functional purposes. There is authentic use of language for the learning of authentic academic content. In the FL classroom, language is taught for the express purpose of developing communication (Matos, 2014), which make the circumstances a lot less authentic.

CLIL materials need to show curriculum subjects presented in a foreign language very clearly. Language courses have materials which are often selected because of a grammar or functional syllabus and also because of a topic, which is chosen to present and practise grammar or a set of functions. CLIL materials, however, are selected because of the subject content, for example, culinary or food and beverage management. The language needed to support the subject is then considered and materials can be translated from the L1 curriculum, taken from native speaker coursebooks, downloaded from the Internet or produced by teachers (Marcela & Candela, 2014).

For most HE teachers and stakeholders in Portugal, CLIL is not familiar, while ESP or EMI are. EMI is generally used to describe educational approaches that either introduce English as a Foreign Language (EFL) in HE as a supportive methodology (such as Language for Specific Purposes) or, more often, describes subject specific learning in a foreign language. The fact that CLIL requires interdisciplinary approaches, an integrated curriculum of language and subject specific content, professional development and team teaching "makes it even more threatening to educational environments that rely on the Language Departments to prepare students and teachers

linguistically or that presume that everybody knows enough English to teach and learn through it" (Morgado & Coelho, 2013: 3).

Both CLIL and EMI converge in several points that might be summed up as responses to the new contexts of FL learning and converge methodologically on the following points: the need to focus on specific vocabulary and terminology, the creation of authentic learning scenarios, the use of learning strategies that actively involve learners, such as task-based learning or project work, and language usage and support for language production. When using EMI, there is a gap between the skills acquired through general language courses and the English language skills needed and this is exactly what CLIL tries to bridge (Morgado & Coelho, 2013).

What makes CLIL different from content-oriented approaches, such as EMI, according to Fernandez (2009), is the fact that students are required to learn a foreign language by studying subject-matter content; it is content that determines what language needs to be learnt. Methodologically, CLIL supports the learning process of learners' language production, and more time is needed for further explanation and illustration so that learning can be cognitively assimilated in the FL. While in EMI we may find content teachers devising strategies (simplifying, classifying, translating, etc.) to help students understand content, and in ESP we find language teachers helping students to learn content-specific language, in CLIL language and content are integrated.

As mentioned earlier, Coyle et al. (2013) defines CLIL through the 4Cs to claim that what is required of the learning of a foreign language for the future is that the learner can manage content-oriented information, can make use of that information by using cognitive skills, can communicate effectively and can do so across cultures.

3.3. CLIL IN PORTUGAL

So far there have been few officially recognised CLIL programmes in Portugal, some at a primary and secondary level, others in HE, but none in VET, although there may be programmes that do not necessarily adopt the CLIL name, but use methodologies based on the CLIL approach.

Research conducted by the author for publications of studies in Portugal retrieved information about three pilot projects up to secondary education. *Secções Europeias de Língua Francesa* (SELF) involved the collaboration of the Portuguese Ministry of Education and the French

Embassy in Portugal and began in 2006, involving lower and upper secondary levels[7]. Schools were able to select one or two non-language subjects to teach from the Portuguese national curriculum through the medium of French. In 2011, in conjunction with the Portuguese Ministry of Education, the British Council launched a four-year pilot project known as the 'Bilingual Schools project' in Portugal, which involves eleven state primary schools, where part of the curriculum for Social Studies (*Estudo do Meio*) was taught in English by generalist teachers who were supported by English language teachers, trained by the British Council[8]. And finally, *The Project English Plus* (Simões, 2013). The project was initiated in the academic year 2010/2011 at Escola Básica 2,3 de Bento Carqueja, Oliveira de Azeméis, which had been involved in the SELF project, and as a result of this positive experience had decided to embark on CLIL in English. It involved one class of lower secondary students (7th grade) who were taught History through English for 45 minutes per week, by a History teacher who was a native speaker of English (Matos, 2014).

Although there is a lack of CLIL projects in compulsory education in Portugal, EMI is becoming increasingly adopted in institutions of higher education in the country with some undergraduate and postgraduate degrees taught entirely in English. Motivation for such institutions to offer courses of this type comes from the need to keep pace with internationalisation of higher education across Europe and the ability to attract foreign students and financial investment (Matos, 2014).

In HE, the Network Association of Language Centres in Higher Education in Portugal (ReCLes.pt) in association with Portuguese higher education institutions (HEIs) developed a project promoting pilot teacher training courses in CLIL: 33 CLIL course modules were implemented in six participating HEIs, all polytechnics, involving over 600 students. Researchers collaborated to review the literature and work through the results of these actions, which resulted in a collaboratively written teaching manual – *CLIL Training Guide: Creating a CLIL Learning Community in Higher Education* (Morgado et al., 2015). The development of CLIL modules to include scaffolding and ICT was one of the best practices of this project. English was the language used, as a needs assessment of academics and administrators at seven Portuguese HEIs confirmed that it is the privileged language in their internationalisation plans, both on campus and in EU-funded projects (Arau Ribeiro, 2015). The ReCLes.pt CLIL Project provided training in HE for teachers of other specialty subjects aiming to teach that content through English using CLIL methodology. As members of ReCLes.pt, the 33 participating subject teachers and the 10 teacher trainers specialising in foreign language teaching and learning methodology met over a ten-hour

[7] https://www.ifp-lisboa.com/index.php/L%C3%ADngua_Francesa_Sec%C3%A7%C3%B5es_Europeias.html
[8] http://portugalresident.com/british-council-in-bilingual-schools-feasibility-project

course to prepare the modules for the CLIL courses that were piloted in the academic year 2014-2015. Additional research, training and experiments are being carried out in CLIL contexts in Portuguese HEIs to obtain data and feedback to further develop the project. Communities of practice and learning continue to thrive, namely at ESHTE, where five ReCLes.pt CLIL curricular units are taking place in the academic year 2016-2017[9], supervised by the English teacher who created ESHTE's original CLIL community of practice and learning two years earlier (Arau Ribeiro et al., 2017).

The positive feedback from the projects mentioned above may encourage more institutions to implement CLIL, as a way of making both content and language learning more relevant to students. Linguistic competences are one of the key skills that should be acquired as a foundation for citizenship and employability, and CLIL can contribute to this by providing experiential learning, active participation, and the integration of culture and content. It can also adapt language teaching to content in relation to business and service. The need to be able to confidently communicate in English does not raise any doubts nowadays, but many students and institutions are still struggling to find a way to achieve this, and CLIL could make a difference here. From the case study presented in the next section of this dissertation it is clear that CLIL is not yet widely known by VET teachers in Portugal, although some strategies are already in use, without the adoption of the term.

[9] Although the plan was to open five curricular units, in the end only four actually took place.

4. CASE STUDY: COURSES TAUGHT IN ENGLISH AT THE TURISMO DE PORTUGAL'S SCHOOLS

4.1. TOURISM AND HOTEL SCHOOLS

Integrated within the Ministry of the Economy, the Tourism Institute of Portugal (*Turismo de Portugal, I.P.* – TP) is the national tourism authority responsible for the promotion, enhancement and sustainability of tourism activities in Portugal. Its mission is to support investment in the tourism sector, qualification and development of tourist infrastructure, coordination of internal and external promotion of Portugal as a tourist destination, training of human resources in the sector, and the regulation and supervision of betting and games[10], with the objective of strengthening tourism as one of the core growth engines of the Portuguese economy, namely with regard to its privileged relationship with other public bodies and economic agents in Portugal and abroad.

The contribution of the tourism sector to the creation of employment and wealth and its multiplier effects in other sectors of society give it an increasingly decisive role in the economic and social development of the country. The National Strategic Plan for Tourism (*Plano Estratégico Nacional do Turismo* – PENT), defined by the Resolution of the Council of Ministers no. 53/2007, published on 4th April, elected tourism as one of the central axes of development, defining actions for the sustained growth of national tourism over a period of 10 years. In order to respond to the strategic challenges mentioned, PENT defined five intervention areas – territory, destinations and products; brands and markets; qualification of resources; distribution and marketing; and innovation and knowledge.

[10] https://www.portaldocidadao.pt/en/web/instituto-do-turismo-de-portugal/instituto-do-turismo-de-portugal

Following the definition of the guidelines and intervention areas that orient this strategy, the Government entrusted the TP to implement it, in line with the mission and attributions of the Institute defined by Decree-Law no. 141/2007 of 27th April, also materialising the creation of a single public structure for the promotion, valorisation and sustainability of the national tourist activity. TP aggregates the underlying objectives of producing knowledge and supporting the development of new trends and strategic professions for tourism, in conjunction with the business community, aiming at developing excellence in human resources and promoting innovation.

In 2015, PENT was updated by *Turismo 2020 – cinco princípios para uma ambição* (Turismode Portugal, 2017a), a document which defines the guiding principles of public policies in the area of tourism for 2016-2020, where five strategic principles were identified: Person, Freedom, Openness, Knowledge and Collaboration. Portuguese hospitality, culture and history, tourism services as well as natural and scientific resources are the vectors to be taken care of through this strategy, and the priority axes are: attracting; communicating; cooperating; competing, which is related to the strengthening of competitiveness and internationalisation of tourism companies; and qualifying, intended to cultivate the training and development of research in the tourist area, namely through the internationalisation of hotel schools. More recently, in March 2017, the *Estratégia Turismo 2027* (Turismo de Portugal, 2017b) was presented, resulting from a national debate reflecting a pluralistic and participatory construction logic with public and private agents in order to identify priorities and options, based on five strategic axes, from which I would like to highlight: enhancing knowledge and generating connectivity, which are in line with the training courses offered by TP's schools.

TP promotes training for the various areas of tourism, aimed at preparing young people for the labour market and to qualify the industry professionals with the aim to improve their skills, while responding to the needs of the labour market through the coordination, creation and recognition of professional courses and activities. Its values include innovation, critical thinking, creativity, ethics, assertiveness, flexibility, excellence, service, knowledge, customer orientation, entrepreneurship, sustainability, and social and environmental responsibility[11].

Through its national network of 12 Tourism and Hotel Schools throughout the country, TP provides specialised vocational training in the areas of tourism, hospitality, food and beverage and culinary arts, including the Technological Specialisation Courses, level 5, three of which fully taught in English since 2010, and the case study of this dissertation: Culinary Arts (CA), Food and Beverage Management (FBM), and Hospitality Operations Management (HOM).

[11] http://escolas.turismodeportugal.pt/en/historia

The Tourism and Hotel Schools have curricular programmes adapted to the needs of the market, designed in collaboration with *École Hôtelière de Lausanne* and planned to equip students with a solid technical preparation and expand the development of the most required skills in the tourism sector, such as customer orientation, interpersonal and intercultural communication, language skills, management skills, and versatility.

The rate of employability in the first six months after completing the courses is, in general, 88%; 64% of students are working within a month and 26% are employed by the companies where they worked during their internships[12]. Besides the considerable emphasis on the rapid employability of students, the vocational courses also prepare those who wish to start their own business or enrol in a university degree.

The Technological Specialisation Courses, level 5, are designed to train highly qualified human resources, centred on the current needs of the market. With a focus on technological training and a practical approach rooted in learning by doing, these courses benefit from a strong corporate articulation with tourism businesses and companies. The Certificate of Technological Specialisation, which is awarded to students who successfully complete a Technological Specialisation Course, allows access to a career in the sector and offers students perspectives to their career development paths as specialists or managers. Additionally, students can also pursue university studies and obtain ECTS (European credit transfer and accumulation system) units.

To enrol, students need to hold a secondary education course or legally equivalent or vocational qualification level 4, and a minimum B2 English level (from the Common European Framework of Reference for Languages – CEFR), which is assessed through a placement test.

When candidates apply for courses taught in Portuguese, they are requested to take three written tests (Mathematics applied to management, Portuguese language and general culture, and English) and to attend an interview. However, as they can apply to five different courses according to their preference, if one of their options was a course taught in English, up until the current school year, they had to take an English language placement test and have at least a 50% score, which corresponds to an upper-intermediate level (B2) before they could take the other two tests, both in English. If CA, FBM or HOM is their first option, the interview is also in English, conducted by an English language teacher and a teacher from the specific technical area. From the next school year on, and starting with the selection process in July 2017, students no longer have to take the language placement test, and their English level is to be assessed only through the other tests.

[12] http://escolas.turismodeportugal.pt/en/cursos

The course structure consists of 3 semesters and a 500-hour internship at the end of the 2nd or 3rd semesters. Students have the opportunity to select top restaurants, hotels and other operators to do their internship. The 1st semester corresponds to a preparatory or additional programme for the acquisition of skills to enter the course, considering that some students lack the introductory competences, but can be completed through the equivalence of some curricular units, such as Communication Techniques, Customer Service and Sales, Introduction to the English Language Applied to Tourism, Excel, Culinary, Pastry, Introduction to Cost Control, and Menu Engineering with the student's previous background, especially for those who already have a background in tourism education, namely those who come from VET level 4. The tuition fee for the whole course, for both Portuguese and foreign students, is 2,250€ (150€ x 15 months).

The Lisbon School – *Escola de Hotelaria e Turismo de Lisboa* (EHTL) – was the first of the national network to offer a programme in English, initiating the Culinary Arts course in 2010. The idea of the courses in English in the educational offer of TP arose thanks to the strategic vision of the board of directors and one of its board members at the time, who was willing to promote many changes, namely the design and implementation of the Technological Specialisation Courses (CETs), level 5, and the association with the *École Hôtelière de Lausanne*, in terms of curricula and certification, which the Tourism and Hotel Schools had for several years.

According to the training director of TP[13], these courses meet the Institute's internationalisation strategy, which is a macro strategy of the TP. The reason for this strategy lies not only in economic factors, but also in knowing that Portugal has a great and successful story to tell in the tourism sector, whose cornerstone is human resources, rather than infrastructures and products.

In the case of the EHTL, it coincided with the change of facilities in 2009 to a new, larger and more modern building, which allowed the school to finally have the necessary framework and facilities to offer level 5 training, being the school year 2009/10 the last one with level 4 vocational courses. Besides the implementation of these new *CET*s, it became important to have a differentiating educational offer and to launch the school professionally, enhancing its recognised status within the tourism and hospitality sector. It was then essential to start having an international dimension, which would be achieved through the educational offer in English, similarly to the path taken by other Portuguese schools and universities at that time, namely by providing some subjects taught in English in their hospitality degrees and master degrees. English has been seen as an essential communication tool for all professional areas, being imperative in the field of tourism, and together with the willingness to keep the pace of globalisation, this justified the introduction of a course entirely taught in English and the EHTL was definitely the

[13] Interview of the training director of TP, conducted by Almeida, M.A. on 18th July 2017, in Lisbon, 25 minutes.

one where there would be a larger potential number of students interested in studying in English due to its central location in a cosmopolitan city such as Lisbon.

The obstacles encountered at the beginning were particularly related to teachers' recruitment, especially in technical areas. There are certain requirements which include experience in the sector, thus finding teachers with not only a proficient level of English, but also the technical and pedagogical skills to teach the various subjects of the course, plus experience in the tourism sector and availability, has not been an easy task, according to the schools' directors.

In 2010 and 2011, Portugal was going through a severe economic crisis and the level 5 *CET*s were chosen by more and more students who already had professional careers and that were looking for practical vocational training in tourism, hospitality, F&B and culinary arts due to unemployment. Those students were more and more demanding as they showed very good language and technical skills, already having degrees in other areas, and requiring high quality education and training.

At the beginning, the Education Department thought of launching a course taught in English in the area of Tourism or Hotel Management, but from the point of view of those at school, particularly in Lisbon, that is, the school director and pedagogical director, the best area to invest would be the culinary arts, due to the school's reputation and its greater capacity to attract students to those courses, its location in Lisbon, and the fact that from the TP's network of schools, it is the one which usually receives the larger number of applications, according to the school director[14]. That is why the first course in English was CA and opened at the EHTL in 2010. Considering that it is always a challenge to assert and promote a new course in the first year, because there is not enough time or capacity in terms of promotion to guarantee its immediate attractiveness, the current school director considered CA the best starting point. Moreover, culinary and bakery are the areas where the school, as well as the other 11 from the TP network, best stand out from their competitors. Thus, that was the option which got the agreement of the school, the education department and the TP's board of directors.

There has always been a double purpose in opening these courses: on one hand, to attract foreign students in order to enhance the international and intercultural dimension of the schools, which is important for those who are about to embrace the tourism market, and on the other hand to address the needs of the Portuguese market, as the TP schools aim to train professionals for today's globalised world and job market. "We have a long history and excellent quality in terms of training", stated the Lisbon school director (Almeida, 2017a, translation by the author). She added

[14] Interview of the EHTL director, conducted by Almeida, M.A. on 21st April 2017, in Lisbon, 32 minutes.

that what differentiates a Portuguese school from others in Europe, where it is more common to have students from different nationalities and cultural backgrounds, is that they have a stronger awareness of the global marketplace in terms of contents and practices due to that international reality. It is also important to have this reality in the Portuguese school communities, which can be achieved through attracting international students; Portuguese descendants or others who, for a variety of reasons, decide to come and study in Portugal. The TP's training director said: "We want to promote Portugal not only as a tourist destination, but as a tourism training destination. We have everything for this: good infrastructures, security, we are appealing, and we have the art of welcoming. We have a great story to tell in terms of tourism industry" (Almeida, 2017d, translation by the author).

According to the training director and the school directors, the courses are mainly promoted through the media and digital channels. The idea has also been to use the delegations of TP abroad, as well as Portuguese consulates and tourism fairs, to support the promotion of the courses taught in English in order to attract international students. Important steps have been taken in this direction and in the last selection processes there were applicants taking the entry tests in these delegations, for example in Brazil, Cape Verde, Angola, Poland, Ireland, China, Dubai and New York, and being interviewed via skype.

Since 2010 this training offer has been constant, in order to consolidate it as a training product, to convey the right message to the market and to guarantee continuity and consistency. The EHTL was pioneer in Culinary Arts, hosting its 6th edition in the current school year (2016/2017), and in Food and Beverage Management, whose course started in 2015, and is now in its 2nd edition. The *Escola de Hotelaria e Turismo do Porto* (EHTP) started the Hospitality Operations Management course in 2015, which is also available in Lisbon since 2016.

In 2011 the CA courses opened at the *Escola de Hotelaria e Turismo do Estoril* (EHTE) and a new class has opened every school year since then. At EHTP the first CA class opened in 2014, and since 2015 there has been a new class of CA and another one of HOM opening every year.

According to TP[15] the top reasons to attend these courses include the methodology used, where students gain experience through hands-on learning from the beginning; practical classes in menu engineering, cost control, food and beverage management, bar, revenue management, housekeeping, front office and professional hospitality and reservations software; the opportunity to consolidate the English language; the high rate of employment in the industry and the international mix of students.

[15] http://escolas.turismodeportugal.pt/en/cursos

The CA course is targeted at people who love cooking and would like to become professionals in the food industry, as it is "a proven path to an exciting career in the food industry. Professionals who completed this programme became chefs, sous-chefs, restaurant managers, product designers and product managers"[16] (See annex 1 for the complete course programme). According to the TP's website this course is available in four schools: Lisbon, Oporto, Estoril and Coimbra, but in fact has not opened in Coimbra so far, as the minimum number of enrolments has not been reached. Up to the moment of this research (May 2017), 125 students had successfully concluded Culinary Arts in Lisbon; 61 in Estoril and 18 in Oporto.

The FBM programme aims to provide education and practical training to all those who want to pursue a career in the food and beverage area (See annex 2 for the complete course programme). Technical rigour and ethical responsibility are said to be key features of the skills and mindset students acquire, preparing them for a career in a globalised economy. Career possibilities include food and beverage assistant or manager, restaurant or operations manager, cost control manager, *maître*, sales and marketing assistant. This course is only available at the Lisbon school (EHTL). Up to the time of this research, 16 students had successfully concluded this course, and 12 are in the 2nd semester.

The HOM programme is presented as a first step to a future career in the Rooms Division Department of the Hospitality Industry (See annex 3 for the complete course programme). Career possibilities include reception and front office manager, concierge, housekeeping manager/housekeeper, receptionist, reservations operator and guest relations. Students have the opportunity to be selected to train at world renowned hotel chains and resorts, both in Portugal and abroad, to do their internship. This course opened for the first time in Oporto in 2015, where 15 students have successfully concluded the course, and the following year also in Lisbon.

All these programmes correspond to their equivalents taught in Portuguese: *Gestão e Produção de Cozinha, Gestão Hoteleira – Restauração e Bebidas* and *Gestão Hoteleira – Alojamento*, as far as modules and course plans are concerned. The process for approval of all the course programmes is submitted in Portuguese, thus the starting point is always the *CET* in Portuguese. When the programmes are approved, the corresponding ones are created in English. That was the process before their implementation and now that the contents and course plans of all the courses are being renovated and updated for the following school year, the process is the same. But one of the directors has pointed out that there should be some more adjustments. For example, "it does not make sense that there are modules of Law with a national framework. They are difficult to teach and not very useful. There should be a Portuguese language module for the foreign students,

[16] http://escolas.turismodeportugal.pt/en/cursos

and the English language classes should be only for students who have more difficulties and need more help, providing some levelling up" (Almeida, 2017c, translation by the author).

4.2. DESIGN AND METHODOLOGY

This sub-section presents the study which is the core of this dissertation, from the development of its research questions. It justifies the main decisions regarding the methodology used (questionnaires and semi-structured interviews), and the approach to analyse the data gathered. With the feedback received and after detailed analyses of the data, it becomes perceivable in what ways the courses studied can integrate innovative ways of looking at teaching in a foreign language, besides content teaching, an issue that is further developed in the last section of this dissertation.

4.2.1. Aims and research questions

As mentioned earlier, and to respond to the demands of globalisation and internationalisation, *Turismo de Portugal*'s schools offer three Technological Specialisation Courses with programmes in English: Food and Beverage Management; Hospitality Operations Management; and Culinary Arts, whose teaching strategies and effectiveness is the scope of study of this dissertation. My aim is to examine the extent to which the learning of both content and language is emphasised in these courses and, in case it is not, what changes could be made in order to implement a content and language integrated teaching/learning approach.

My specific objectives are to:

- Observe if CLIL strategies are being used in these courses and identify them;
- Investigate if the subjects are taught by language and/or content teachers;
- Examine the extent to which content teachers are qualified to teach CLIL;
- Identify other teaching strategies used;
- Understand students' motivation;
- Investigate how students' language abilities and content knowledge are assessed;
- Direct attention to the convenience of CLIL or other methodologies used in the specific context of these courses and in the effective communication with international guests.

The study is anchored in the following research questions, which have helped determine my focus and course of action:

1. Do the above-mentioned programmes integrate both content and language learning with a dual and integrated focus on developing learners' content knowledge via the instruction of the target language? And, if so, how far is this method being effectively used?
2. Is CLIL the best learning approach within the scope of tourism vocational education and training in a foreign language?

These research questions attempt to direct this study in an effort to find out whether the methodologies used are the most effective in achieving the goals of TP and meeting the expectations of both students and teachers, thus serving the dual purpose of developing reflection within the model used and deepening knowledge about the CLIL educational approach. The first research question is centred on CLIL strategies while the second question seeks to understand the advantages of CLIL in tourism education. The answers to these central questions will result in a thorough analysis of the current approach and some suggestions which may be useful to consider in tourism vocational education and training.

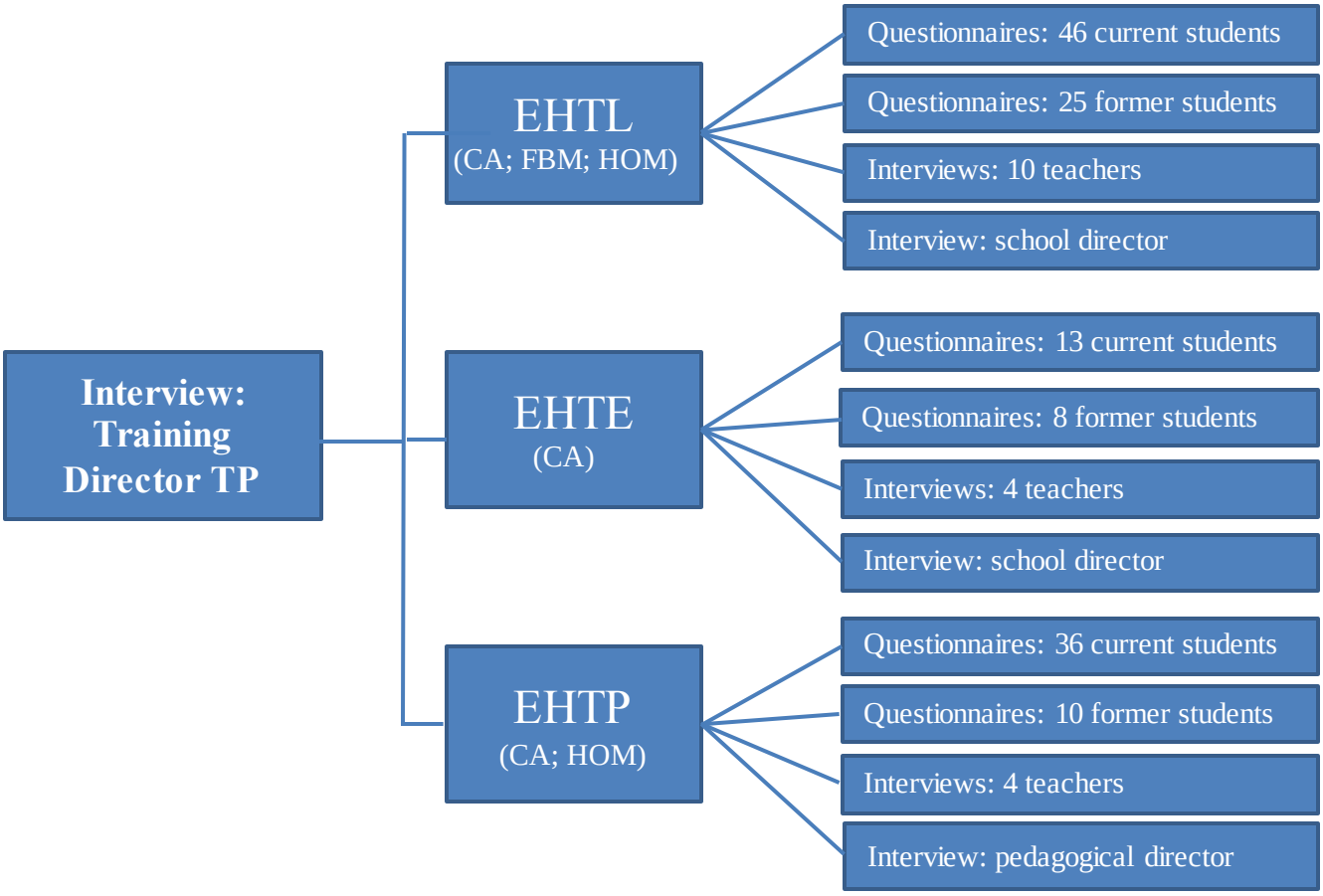
The study case is situated in the school year 2016-2017, in the second semester: from February to June, in the TP schools of Lisbon, Estoril and Oporto, the only three schools from the TP network to offer courses in English.

4.2.2. Design and Methodology of the Study

This study draws on a mixed-methods approach by relying on both quantitative and qualitative methods of research. According to Denzin and Lincoln, the use of several methodological practices contributes to the "rigor, breadth, complexity, richness and depth" of the study (2000: 5), aspects that I seek to encompass in this research.

In this specific case, a questionnaire was first distributed to the current students of the three courses in Lisbon, Estoril and Oporto, while an online questionnaire was sent to the former students. Plus, individual semi-structured interviews were conducted first with teachers from different subjects, secondly with the schools directors and pedagogical directors, and finally with the training director of TP, as we can see in the scheme below. Furthermore, the curricular programs and course plans were also considered, as presented in the previous section, in order to understand the guiding paradigms for teachers.

Table 1: Data collection methodology



4.2.3. Questionnaires to current and former students

The main reason for choosing questionnaires as one of the key instruments for this research was the fact that they are a practical way of collecting data with large groups in a rather economic manner and shorter time, giving the researcher the opportunity to get feedback from a larger number of students. In addition, they provide a type of standardisation that facilitates data analysis as each respondent receives exactly the same set of questions.

An initial pilot version of the questionnaire was given to a small group of students from the 4th semester of the degree in Tourism at *Instituto Superior de Novas Profissões* (INP), with the intention of receiving feedback on the questionnaire so as to make any necessary changes in wording or otherwise unclear questions. The results from the responses gathered were likewise analysed to see if any additional changes were required.

The questionnaire was applied to 95 out of the 103 current students from the 3 schools. The languages used were English and Portuguese, to give the students the opportunity to choose the

language they feel most comfortable with. However, most students preferred to answer the English version.

The questionnaire is structured with different question types, reflecting both the quantitative and the qualitative approaches. Most are closed-set questions, in order to facilitate the analysis of the data collected and compare it statistically between courses and between schools: yes/no questions and Likert scales, varying from 1 (strongly disagree), 2 (disagree), 3 (neither agree, nor disagree), to 4 (agree), 5 (strongly agree) or N/A (not applicable/don't know). In addition, the set of closed questions is easier and faster for students to answer. On the other hand, some open questions were essential to get more information from the participants, namely to understand if there are subjects where language is given more emphasis over content or vice-versa, which is a vital issue for this study.

The questionnaire consists of 55 questions in total, divided into 7 parts, which attempt to examine students' own motivations, experience and beliefs towards studying content in English, a language that is not theirs (See Appendices 1 and 2 for the complete questionnaires in English and Portuguese).

When considering the several parts of the questionnaire, the first part aimed at gathering personal information about the participants, namely nationality, mother tongue, age, gender, course and school. Afterwards, participants were inquired on their motivations for studying in English (Q1); if their level of English had been assessed before entering the course (Q2); if content and language learning were being equally promoted and, in the case they were not, which subjects emphasise what (Q3). Questions 4 to 16 were aimed at finding out if the CLIL approach was being used or not, through examples of CLIL methodologies. It is evident that asking directly whether the CLIL approach was being used would not be appropriate, because the students are not familiar with it. Then participants were asked about the most common problems they faced when studying content in a language other than their native one (Q17), and what should be done to support them (Q18). Finally, there were 12 statements about the experience and the results of studying in a foreign language (Q19) for the participants to express their level of agreement, namely if learning content through English has empowered them to face different challenges (Q19.9), has enhanced their independence and flexibility (Q19.10), has provided them with social and communicative skills to collaborate and cooperate in project teams (Q19.11), and if it encourages intercultural understanding and community values (Q19.12).

Later on, in the results' analysis, the data collected from questions 19.5 (*It is difficult to stay motivated.*) and 19.6 (*It is difficult for me to effectively communicate and express my opinions*

because of the language barrier.) was analysed together with question 17, as they refer to the difficulties faced.

Once all the data was collected, it was computer coded and treated anonymously, most of it through quantitative analysis. In addition, all extra information provided was collected and analysed.

As for the online questionnaire applied to former students, it was developed through Google forms, a website based survey tool that offers a full version of their online survey software for free[17]. It consisted of the same questions explained previously, though in the past tense, plus two final questions inquiring if the graduates are working in the area of the course they took and how far studying in English has contributed to their current work situation. 15 out of 41 still provided reasons for that.

The directors of the 3 schools played a pivotal role in sending out emails to former students with a short message presenting the study and the link to the questionnaire. One of the advantages of administering the survey via an online format is that it enabled graduates from programs delivered in English in the 3 schools to participate in this study. Moreover, this format granted the possibility for participants to fill out the questionnaire in their own free time, in order to not cause any disturbance with their personal and professional lives. However, there was no guarantee that graduates would fill out the survey and that perhaps explains the reduced number of answers – 41 out of around 200, the predicted number of contacts made by the schools' directors. There might be some reasons for that, though. The fact that some of the email addresses might no longer be in use; the possibility of getting caught in spam filters; or the likelihood of not being the right time for answering due to personal or professional reasons. Besides, as a former CA student shared with me, kitchen staff does not often use computers and tends to ignore this kind of requests.

A reminder was sent one week later, but the number of answers increased only slightly. Despite the limited number of answers, the data could be compared with the one collected from current students, and although the sample may not be highly representative, it was still considered for the purposes of this study.

4.2.4. Semi-structured interviews to teachers

Teachers' perspectives are an important contribution, and interviews are a popular technique in teaching research, as they are usually one-to-one, and are perceptive of individual differences and hints of tone and emphasis (McDonough & McDonough, 1997).

[17] https://docs.google.com/forms/d/1Vm6f5mvl0v3Iw9cKL7S6kd8cmzWLd4zjk-yKYTdSOfE/edit

While the aim of surveys can be to gather quantitative data, interviews are usually used to obtain qualitative data, which allowed me to explore in greater detail essential issues encompassed in the students' questionnaires. In addition to getting teachers to reflect on their teaching approach and providing me with valuable input, I believe qualitative is more valuable than quantitative data on the subject in this case. Everyone has a different experience and brings out different issues, sometimes even moving the interview into surprising directions. According to Denzin and Lincoln (2000), qualitative research involves an interpretative approach to its subject matter. This means that qualitative researchers study natural situations, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. Interviews also provide the opportunity to evaluate the validity of the respondent's answers by observing non-verbal indicators, which is particularly useful when discussing sensitive issues.

There are three types of interviews: structured, unstructured or semi-structured. The first one consists of a list of prearranged questions from which the researcher cannot diverge; the second type gives both the interviewer and respondents far more freedom in their questions and answers; and the semi-structured interview is situated between these two options. These interviews have a general structured framework, but room is also allowed for flexibility – the order of the questions may be changed and responses may be further developed (McDonough & McDonough, 1997). Even though the researcher directs the interview, there is more flexibility for the discussion and expansion of respondents' personalised answers, namely clarification or follow-up questions. However, despite this freedom, semi-structured interviews require an interview guide so as to avoid respondents from going adrift and to facilitate the data analysis. For the purpose of this study, semi-structured interviews were conducted, as useful instruments for obtaining information and feedback that cannot have been accommodated in a questionnaire.

The interviews were conducted with 18 teachers from a variety of subjects in the three schools: face-to-face in Lisbon and Estoril, which were audio recorded, and on the phone with teachers from Oporto (due to the distance), between May and the beginning of June 2017. I opted not to interview language teachers – English, French, and Spanish – as they are obviously more focused on teaching language for specific purposes, not content and language, which is the backbone of this study. There was just one exception to this, which will be explained later on.

The language used was Portuguese, with the exception of two foreign teachers, one from France and the other from the Czech Republic. Since people are much more spontaneous and express themselves much better in their mother tongue, my aim was to make the teachers comfortable and not to make them feel they were being assessed in terms of their English language competence.

On average, the interviews had the duration of 20 minutes, in which the shortest lasted 14 minutes and the longest 45 minutes.

The main questions led the interviewee through the research framework of this dissertation and formed a logical sequence, so that the interview flowed naturally. As a rule, the more general questions were placed first and any wording or discussion that was likely to influence later answers was avoided, so that the research remained as neutral as possible. Furthermore, I emphasised the fact that all the data was going to be treated anonymously and that there was no intention to evaluate or judge their work.

I always started by explaining the study in the context of the dissertation and confirming their nationalities; mother tongue; courses and modules taught (See Appendices 3 and 4 for the complete interviews in Portuguese and English). The interview was then divided into four parts: questions were structured to obtain perspectives on the extent to which the teachers enjoyed the experience of teaching in English compared to their initial expectations; how prepared they felt; the methodologies used; and the usefulness of these courses in preparing students for today's world.

The first questions (Q1 to 5) were aimed at knowing the background of the teachers, the reason for teaching in English and if they had had any specific training for that. Questions 6, 7 and 8 drew reflection on the teacher's level of confidence in teaching in English and were included because the students had previously alluded to the poor level of English of some teachers, and the way it interfered in the dynamics of the lessons.

The second part of the interview aimed to find out whether the teachers are conscious of the role of language in their lessons, already introducing some questions related to CLIL methodologies (Q13 and 14), as far as language teaching is concerned. They were also asked if they use Portuguese in their lessons, in what situations and for what purposes (Q10). In addition, it was relevant to understand if the students' interventions are corrected when they make language mistakes (Q12), if teaching in English is time-consuming (Q15), if the tests are in English (Q17), and if the students' language competence is also assessed (Q18). All these aspects could help me conclude how far emphasis is being given to both content and language teaching.

The third part was designed to collect information that would respond to my first two research questions, namely if CLIL methodologies are being used, and if so, the extent to which they are being effectively used. Some teachers may in fact be teaching CLIL or, at least, using some CLIL methods, without associating them with CLIL, simply because they are not familiar with this teaching-learning approach. Using audio-visuals and multimedia (Q23), promoting practical activities focused on real working situations (Q24), and expecting students to discuss topics/issues

in pairs or in groups and suggest solutions (Q26) were some of the aspects stressed. Questions 19 to 28 encouraged the teachers to think about main issues in terms of methodology and teaching strategies. Here I also had to consider the specificities of the modules taught by each teacher, which consequently require different approaches, especially when comparing practical culinary or restaurant modules with more theoretical ones. The questions related to the communicative contexts and skills used were asked with the intention of comparing these answers with the results of the students' questionnaires. This way I could perceive the teachers' awareness of their students' needs in order to retrieve some conclusions about the level of language awareness and the role of English in the teaching process.

It was important at this stage to enquire about the students' participation and motivations (Q29), to see whether the feedback from the teachers matches the students' opinions given through the questionnaires. Q30 – *Do you consider students are more prepared for the challenges of the modern world and have a greater cultural understanding after these courses?* – aimed at drawing attention to the fact that teaching a foreign language or *in* a foreign language also means teaching intercultural competences, which brings us back to 2 of the 4Cs framework of CLIL: culture and communication. Q32 was asked to give the teachers a chance to offer suggestions on this topic and, therefore, to bring new light into this study.

Finally, I closed the interview by asking the teachers if they had ever heard about CLIL, in case they had not mentioned it before, and if they consider that the strategies used in their lessons are consistent with the CLIL approach. Besides, interviewees were invited to provide any other information they considered relevant and their impressions of the interview. Thanks to a general feedback from the interviewees, it was rewarding for me to see and hear how the interviews induced teachers' reflection on their work. Most of them actually thanked me for the time spent, saying it was very advantageous for them. The teacher's job tends to be a lonely one, as they usually get together to discuss their students' performances and results, but hardly ever to discuss the appropriateness and effectiveness of their teaching approaches. Being also an English language teacher at EHTL for 12 years, although never in the courses of CA, FBM or HOM, my close proximity to the subjects and contexts was inevitable and unavoidable.

Furthermore, if the teachers' experiences are shared with other teachers in similar contexts, it is likely that they too will benefit from them, and the study case of this dissertation, which involves these interviews, will certainly make teachers aware of the benefits of CLIL in tourism vocational and educational training. Lincoln and Guba (2000) remind us of the strength of the case study research method in its ability to reach others, as people understand better if they are provided with information in the form they usually experience it. Case study research brings us to an

understanding of an issue and can extend experience or add strength to what is already known. Researchers have used the case study research method for many years across a variety of disciplines. Researcher Robert K. Yin defined the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; and in which multiple sources of evidence are used (1984: 23). The advantages of the case study method are its applicability to real-life, contemporary, human situations, as its results relate directly to the common reader's everyday experience and facilitate the understanding of real-life situations. Teachers need "to understand their learners' behaviours, learning styles, language development, successes, failures, attitudes, interests and motivation" (McDonough and McDonough, 1997: 212). Thus, sharing the results of this study with other teachers may lead them to want to know more about CLIL and experiment it within their specific teaching contexts.

Additionally, I interviewed an English language teacher, not regarding her teaching, but in relation to another role that she plays at EHTL: she translates the Regional, Conventual & National Pastry classes, because the course teacher does not speak English. This was the solution the school found for this case, and I wanted to know more about this experience and have her point of view. Besides, this teacher has also been the class director of the Culinary Arts course at Lisbon school for several years, so I could also enquire about the students' motivations and feedback, as she had a privileged relationship with them and could even recognise changes in the students' profiles over the years.

4.2.5. Semi-structured interviews of school directors or pedagogical directors

After analysing the data collected from the questionnaires applied to students and former students and interviewing 18 teachers, it was time to interview the three schools' directors or pedagogical directors to further investigate the teaching-learning implementation strategies and the effectiveness of the courses taught in English.

The interview was divided into seven parts (1-7) and, like the teachers' interviews, the language used was Portuguese (See Appendix 5 for the complete interview).

I started by asking about the implementation of the courses in English (Part 1), in terms of policy within the school's educational offer, the main benefits for the school, and the main difficulties faced during the creation and after the implementation of these courses. Then I enquired about the promotional and dissemination strategies used (Part 2) and the courses most candidates look for. In the third part they were asked about the candidate selection process and the way the candidates' language skills are assessed. Afterwards, I questioned them about the school's adaptation to the foreign students (Part 4), and moved on to the teachers' selection process (Part

5), namely if their language level is assessed, if they have been provided with any kind of specific training and have received specific guidance on the teaching methods to be used. Then they were asked if there is any articulation between English language teachers and teachers from other modules and if this articulation is effective (Q17). This part of the interview was particularly important for me because, at this point, considering the information gathered from students and teachers, I knew this was a sensitive aspect, so it was crucial to see if the directors and pedagogical directors are aware of this and if measures are being taken. I believe that their points of view and suggestions are crucial for my study. Furthermore, I intended to gather factual information about the feedback each school gets from the students and the directors' opinion regarding the effectiveness of these courses (Part 6, Q18 to 22).

Finally, I got to the main issue of my study (Part 7) by asking if they knew about CLIL and how far these courses are consistent with the CLIL approach. And ended by stating that the current course plans do not directly mention teaching in English or provide any guidelines for the assessment of language skills, and asking if they consider it makes sense to change that (Q24). In addition, I wanted to know if the new course plans to be implemented in the following school year reflect any change regarding this issue. Through these last questions I could, on one hand, raise awareness of CLIL, and on the other hand, gather information about the schools' policies for the future. Additionally, by showing that I am aware of the renovation of the course plans for the upcoming school year, I also acknowledged that there was a need for change and that change is going to happen. Getting more information about this is of utmost importance for my study.

4.2.6. Semi-structured interview to the training director of *Turismo de Portugal*

Once I obtained all the responses from students, teachers and schools directors or pedagogical directors, and later analysed the information, I could talk to the training director of TP with some clarity to understand the education policies which frame vocational tourism education at the TP, her views for the future and if the TP's objectives and expectations are being met (Q9 and 10).

Some of the questions were similar to the ones asked to the school directors, as I was looking for the TP's point of view framed by their education policies (See Appendix 6 for the complete interview guide). I wanted to know how the courses taught in English first appeared in the training offer of TP's schools (Q1), the major gains (Q2) and difficulties met in their implementation (Q3), how they have been promoted and what public they are aimed at (Q6), and if they are planning promotional campaigns to attract more foreign students. Besides, the training director was asked whether new courses are going to open in the three TP schools which offer courses in English or

in others (Q5), if the schools receive specific guidance on how to implement these courses (Q7), and if the teaching-learning methodologies have changed in these courses when compared to their equivalent courses in Portuguese (Q8). Similarly to the interviews with the school directors, the training director was asked if she considers that these courses have the same level of effectiveness as the corresponding ones taught in Portuguese (Q10) and how they can be improved (Q11). Most importantly, I needed more information on the new course plans that are going to be implemented in the next school year, namely regarding content and language integrated learning. Once again, my aim was not simply to gather information, but also to raise awareness of CLIL. From observing the course plans and interviewing the teachers I concluded that the current course plans of the content subjects do not directly refer to language teaching or assessment, which I also questioned the training director about (Q13). All the interviews were recorded, transcribed and analysed.

Both the questionnaires and the semi-structured interviews played a crucial role in understanding the teaching-learning methodologies being used, the most common difficulties faced and how well the expectations from the different parts involved are being met. From the feedback received from the students, teachers, school directors and the training director of TP several conclusions can be drawn at various levels. In the next section I will present and analyse the data collected and will introduce some of the conclusions they facilitated.

4.3. RESULTS AND FINDINGS

This sub-section presents first the statistical analysis of the questionnaires, in association with the interviews, when possible and relevant, to gain further insight into students' points of view, and then a more detailed display and discussion of the data collected from the interviews with teachers, school directors and the training director of TP.

4.3.1. Questionnaires to current and former students

The results of the questionnaires are presented in boxplots, as these are a highly visually and effective way of viewing a summary of data, and comparing sets of results, in this case from different schools or courses. At a glance, a boxplot allows a graphical display of the distribution of the students' answers and provides indications of the data's symmetries and asymmetries. Each school is represented by a different colour: *Escola de Hotelaria e Turismo de Lisboa* (EHTL) = green, *Escola de Hotelaria e Turismo do Estoril* (EHTE) = red, and *Escola de Hotelaria e Turismo do Porto* (EHTP) = yellow, the colours of TP (and also of the Portuguese flag). As far as the

courses are concerned, the data from Food and Beverage Management (FBM) and Hospitality Operations Management (HOM) is presented together, as both are courses which, unlike Culinary Arts (CA), train students to deal more directly with guests, through jobs where English language skills are usually more valued. The data collected from the questionnaires applied to the former students can also be compared with that of the current students' points of view.

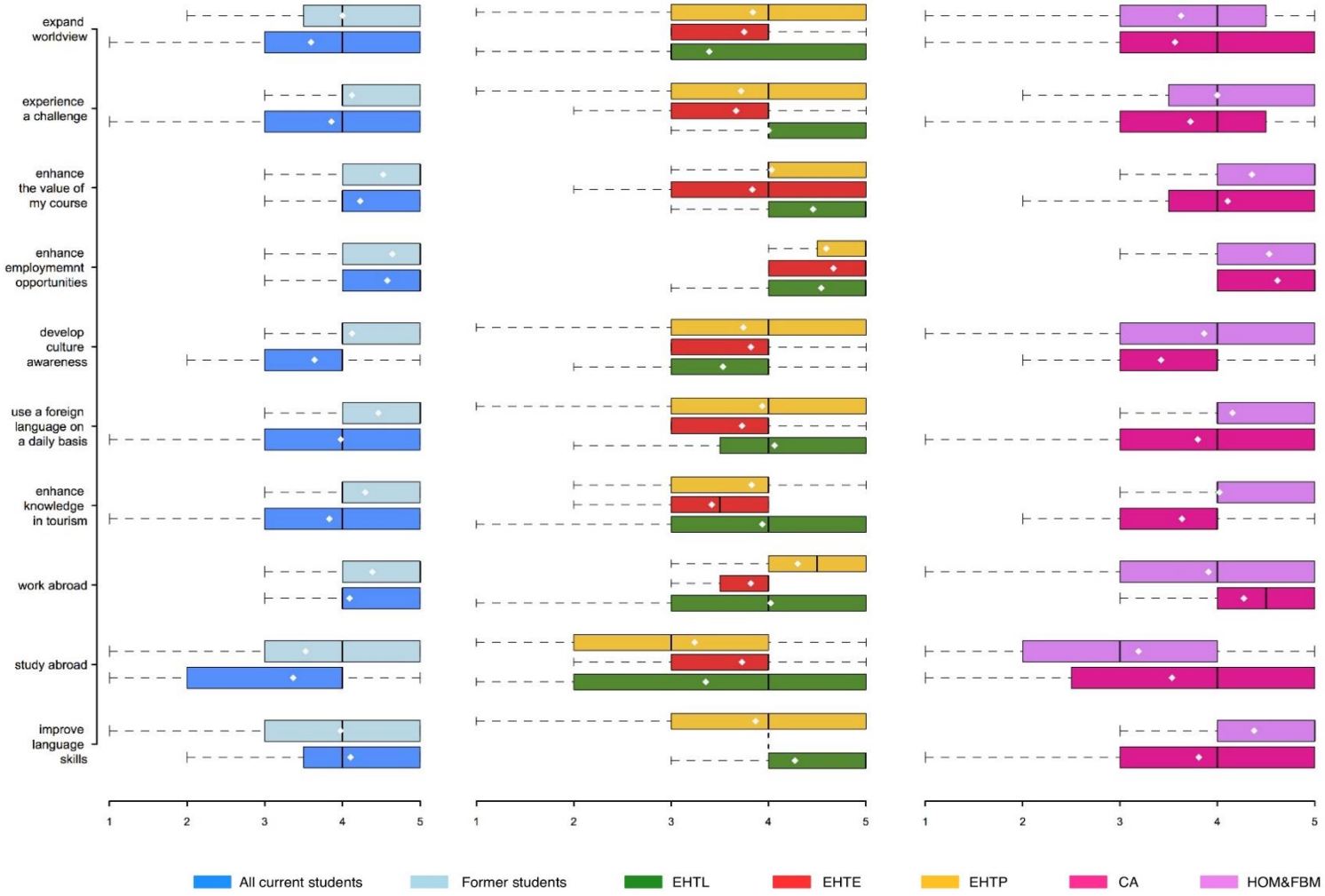
In the first question of the questionnaire, students were enquired about their motivations for taking a course in English, expressing their level of agreement with ten statements. From the data collected it is clear that students have a variety of motivations, as more than 50% agree or strongly agree with all the 10 statements[18]. 93% of the students agree that studying in English enhances employment opportunities and 77% consider working abroad as a motivation for studying in a language that is not theirs. 80% consider that it enhances the value of their course while 75% want to improve their language skills. On the other hand, 58% want to develop cultural awareness and only 52% consider studying abroad, most of them from CA and mainly from EHTE. As we can see in figure 3, when the data is divided according to school or to course, the tendencies remain the same, which is also visible in the mean value of each answer. Nevertheless, there are some aspects which are interesting to note. In Oporto and Estoril students are more interested in expanding worldviews and be more informed about the world than in Lisbon, the most cosmopolitan city, where they probably have easier access to this experience in their daily lives. Although working abroad is one of the most common motivations, students from Oporto are definitely the ones who emphasise it the most.

As far as the courses are concerned, students of HOM and FBM are more interested in enhancing their knowledge in tourism than CA students, who are not going to work as directly with the public and are more focused in culinary. These results illustrate students' motivations for taking a VET level 5 course: they are much more interested in entering the labour market than in pursuing university studies, although this is also an option for some of them.

It is noteworthy that the former students' answers are similar to those of the current students, or slightly more positive, which illustrates that now that they are working and have a clearer view of the requirements of the labour market, they value even more their option of having studied in English.

[18] The category N/A has not been considered, as these answers are statistically irrelevant. It is also disregarded in all the other questions that make use of Likert scales.

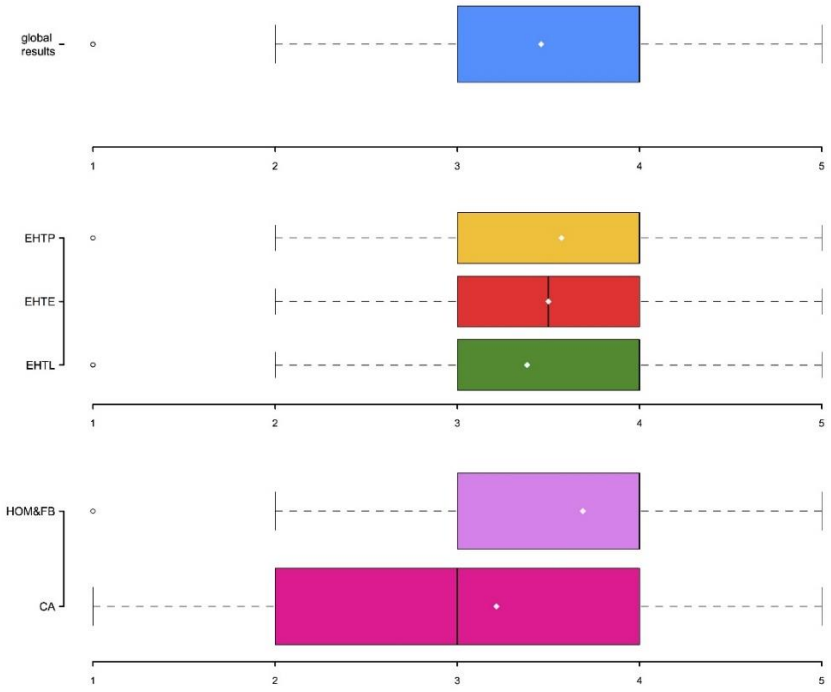
Figure 3: Comparison of Motivations for studying in English (Former and Current Students)[19]



When asked if their level of English was assessed before entering the course (Q2), 93 out of 95 students answered yes. As referred to earlier, up to this school year, candidates used to take a language placement test, in which they had to get a score of at least 50%, before moving to the selection process.

Students were afterwards enquired whether content and language are being equally promoted in the courses (Q3). Most students agree they are, although there is also a considerable number who say they are not: globally, 56% answer yes, against 21% who answer no, and 23% neither agree nor disagree. When looking at the data from each school, there are no substantial differences in this respect (See figure 4 below).

Figure 4: Is content and language equally promoted?



Lisbon and Estoril are close to the general result. However, in Oporto a higher number of students – 42% – neither agree nor disagree with this equal promotion. Comparing the data from the different courses, the difference is more noticeable. Only 47% of the students of CA agree that content and language are being equally promoted, against 26% who do not, and 26% neither agree nor disagree. In a scale from 1 to 5, the mean is at 3.2 and the median at 3, as we can see in the boxplot above (figure 4). Regarding HOM and FBM, the results are more positive: 64% of the students agree, compared to 15% who do not. The mean is at 3.7 and the median at 4. The reason

for this may lay in the fact that CA has several practical modules in the kitchen where both teachers and students give more importance to content through practice than to language. On the other hand, HOM and FBM have more modules where the communication with the customer/guest is highlighted, thus placing more focus on the language. Being English so important in this context, both for working with international guests and for working in an international environment, it is understandable that teachers value it and students are also more aware of it.

38% of the students agree that, in some subjects, language is given more emphasis over content. When dividing this data by course, again this number increases in HOM and FBM – 52% – while from CA only 25% answered yes, which reinforces the data presented above and the fact that CA gives more emphasis to practice, as already mentioned. They gave some examples of subjects where this happens: most of them mentioned the language subjects, mainly English and French, but also Spanish. Other subjects such as Business Protocol, Marketing, Front Office, Human Resources, Menu Planning, Cost Control, Revenue Management, Accounting, and Macroeconomics were also mentioned, although only by a few students. On the other hand, 67% of the students from the three courses consider that there are subjects where content is given more emphasis over language, and when asked for examples some answered "a vast majority", "all the subjects but English", or "all the subjects but languages", while others repeatedly pointed out other subjects: Cold and Hot Cuisine, Pastry, Front Office, Safety & Hygiene, Accommodation Theory – Housekeeping and Laundry services, Accounting, Human Resources, Microbiology, Business Protocol, Marketing, Macroeconomics, Accounting, and Revenue Management. Some students go even further by emphasising that all the practical and technical classes, especially the ones related to culinary arts and to "numbers" are sometimes taught in Portuguese. The fact that some subjects such as Business Protocol, Marketing, Front Office, Human Resources, Revenue Management, Accounting, and Macroeconomics are mentioned in both answers means these answers were given by students from different schools who have different teachers with a different approach.

We can conclude that the fact that subjects are taught by content teachers, who are not always proficient in English, together with the fact that the teachers are not instructed to value the language aspect, makes the emphasis of content over language or vice-versa somehow dependant on the type of subjects, on the teachers and on the classes.

Questions 4 to 16 aimed at finding out if the CLIL approach is being used or not, through 13 statements with examples of CLIL methodologies, presented in the figure 5 on the next page. As we can see in the boxplot most students – 73% – agree or strongly agree that students are expected

to solve problems and plan their work using a range of sources (Q13), 73% consider that they are expected to find out information for themselves, and work and talk together to discover new ideas (Q12), 85% think that interaction is increased by pair and group work (Q11), 72% agree that practical, hands-on experiences are used in the teaching and learning process (Q10), and 81% consider that teachers use audio-visual aids and multimedia (Q9). These results are similar in Lisbon and Oporto. However, in Estoril they are lower, but as there are currently only 12 students, which makes the sample smaller, it is hard to conclude that the methodologies used are that different at EHTE.

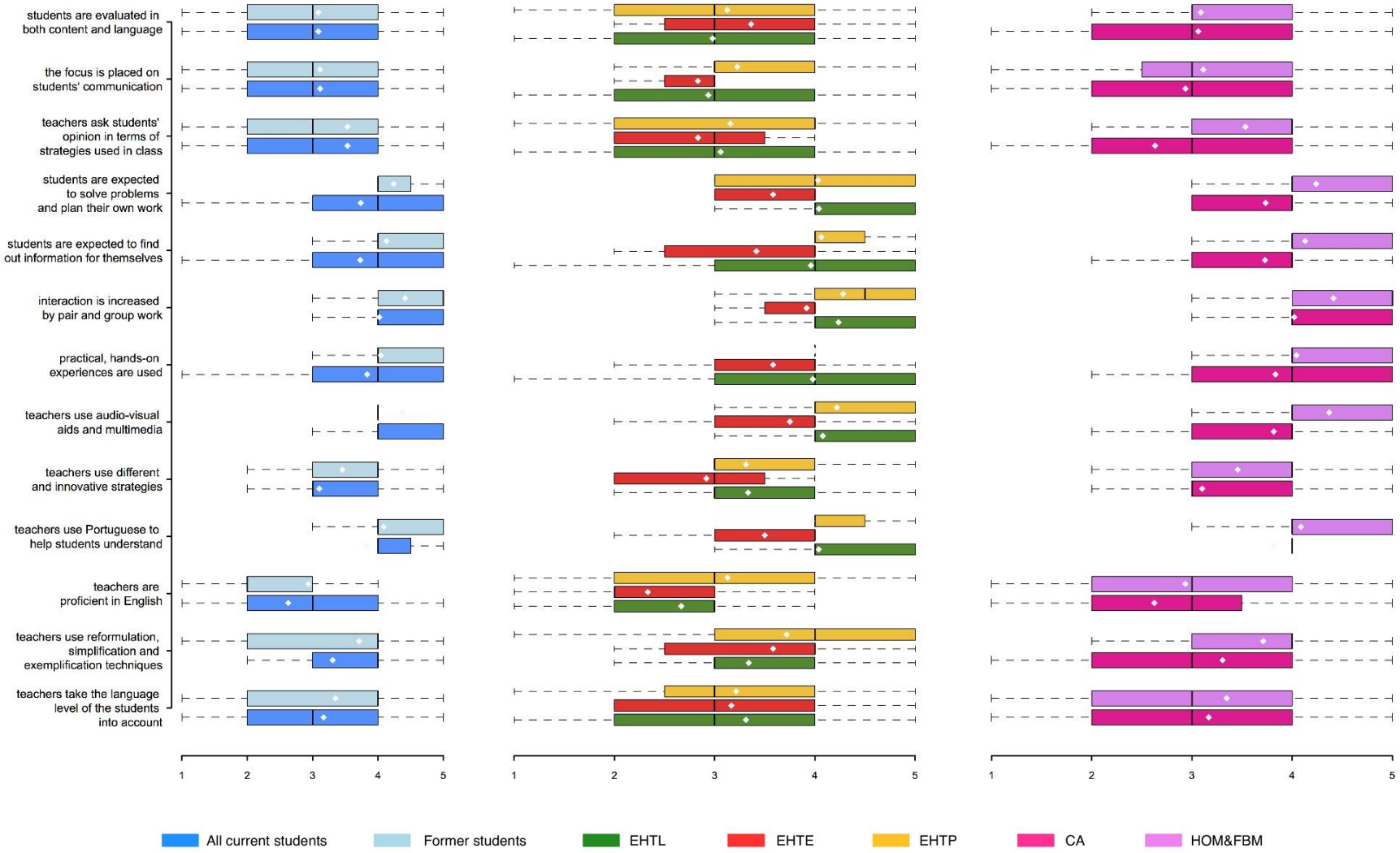
43% of the students do not consider teachers proficient in English (Q6), and some said that it was difficult to generalise, pointing out that some are, whereas others are not. This was particularly visible at the EHTE, where 67% of the students account for their teachers' lack of proficiency in English. On the other hand, results from the EHTP are more positive, with 42% of students considering teachers proficient. These results coincide with the data gathered from the teachers' interviews, since their lack of confidence and spontaneity in English was the difficulty teachers reckoned the most. However, 55% of the students admit they are helped by teachers through reformulation, simplification and exemplification (Q5) and 44% consider that teachers take their language level into account, although this is less the case at the EHTL and in CA.

In terms of strategies used in class (Q14), 40% of students consider that teachers take their opinion into account, which happens more significantly in the FBM and HOM courses than in CA.

Considering evaluation (Q16), it always takes place in English, but only 37% of students agree that they are evaluated in both content and language, whereas 32% consider they are not, which again reflects the fact that teachers usually evaluate only content to the detriment of language. Some teachers added that as long as they understand the message and it is clear that the students learnt the content, they do not penalise them for language mistakes. However, students' answers are obviously not considered when they are not altogether understandable, which is indirect evaluation.

When comparing this data with that collected from the former students, we can see that most answers coincide, although some aspects seem to have improved, namely the use of audio-visual aids and multimedia, the proficiency of teachers, and the fact they help students improve their language skills through reformulation, simplification and exemplification. On the contrary, it looks like now there are less practical, hands-on experiences being used, or perhaps again former students value them more at the present.

Figure 5: CLIL methodologies



The differences are particularly notorious when comparing CA with the other courses, and this is a general trend witnessed in different moments of this study and that justifies its independent data analysis. In general, CA teachers are less proficient in English, correct students' mistakes less, and use less audio-visuals and multimedia. In HOM and FBM students are more expected to find information for themselves and work and talk together to discover new ideas, solving problems and planning their own work. When comparing this data with the teachers' interviews, what is more surprising is the fact HOM and FBM students consider their teachers use more Portuguese than students of CA, but it must have to do with the statement "Teachers use Portuguese to help students understand", which is not the reason pointed out by CA teachers, especially culinary and pastry teachers, to resort to Portuguese in their lessons. It is rather to give instructions faster in practical situations.

Considering the most common problems students face when studying content in a language other than their native one (Q17), in general they do not seem to highlight any problem, as only 26% agree that "The level of the content" and "Understanding the content in the foreign language" are common problems. The largest percentages of answers clearly appear in the options "disagree" or "strongly disagree". At the EHTP the problem most students (31%) face is their level of English, which is interesting as the EHTP is the school where the highest number of students (42%) consider teachers proficient. Anyhow, only 17% recognise it is difficult for them to effectively communicate and express their opinions because of the language barrier (Q19.6) – see figure 6. Likewise, former students do not identify major problems, as only 26% point out the level of the content as the most common problem they faced when studying content in English.

FBM and HOM students have more difficulty in understanding content in a foreign language than CA students who, on the contrary, consider the level of the content more difficult than those of FBM and HOM. However, there are no major differences between the courses. Contrastingly, there are some discrepancies to note when comparing schools: students from Oporto are less motivated and have less confidence in their language level and students from Lisbon have more difficulty in understanding the content in the foreign language, but do not seem to ascribe this to their own language level. When compared to the other schools, students from Estoril seem to assume there are enough resources and no language barriers to interfere with their effective communication.

Nonetheless, a large majority of students agree with the eight suggestions of ways to support them when studying content and language at the same time (Q18), as demonstrated in figure 7. Like most teachers and the school directors, they seem to recognise the value of these courses, giving a positive feedback of the work done, but usually seeing room for improvement.

Figure 6: Most common problems students face

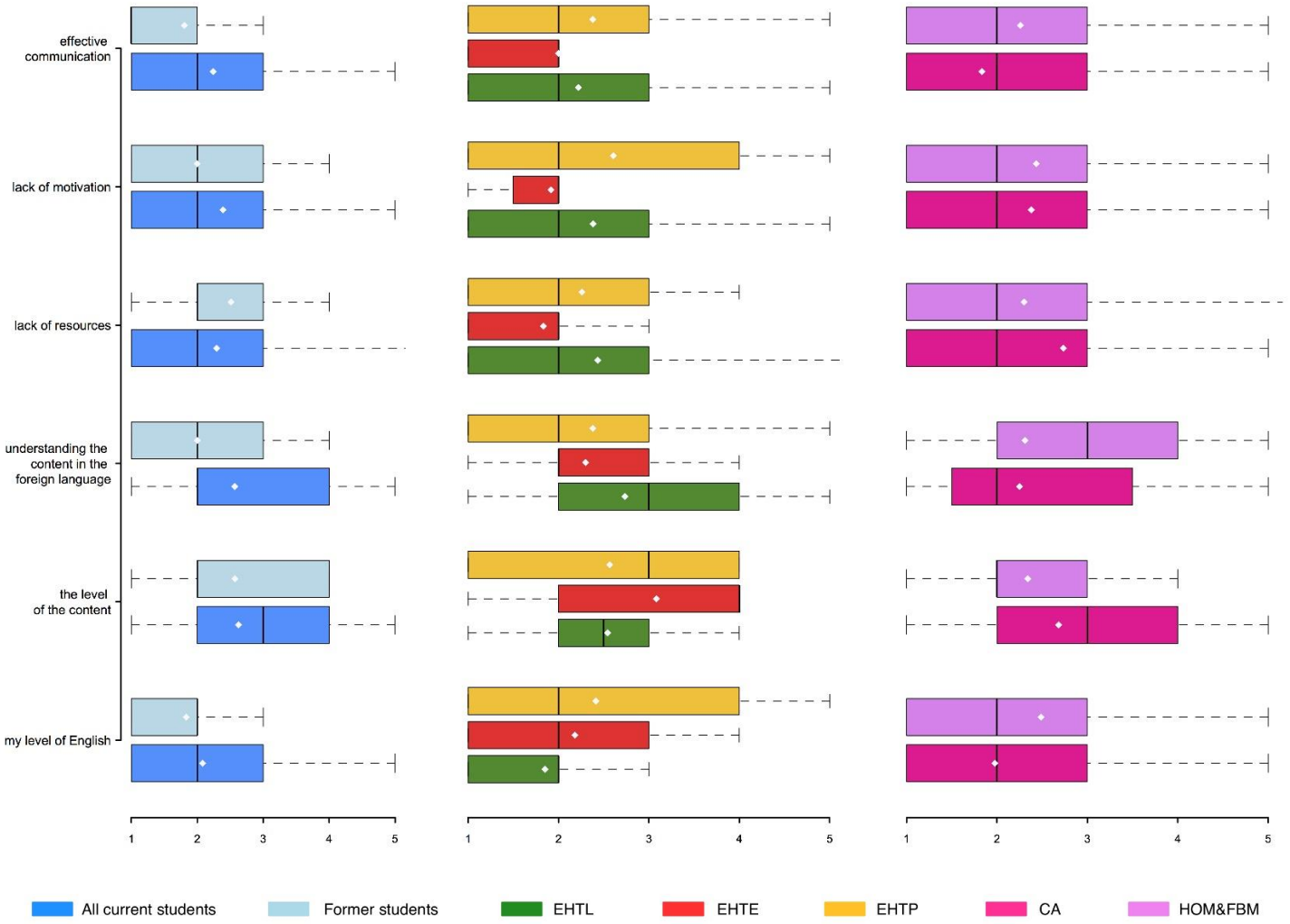
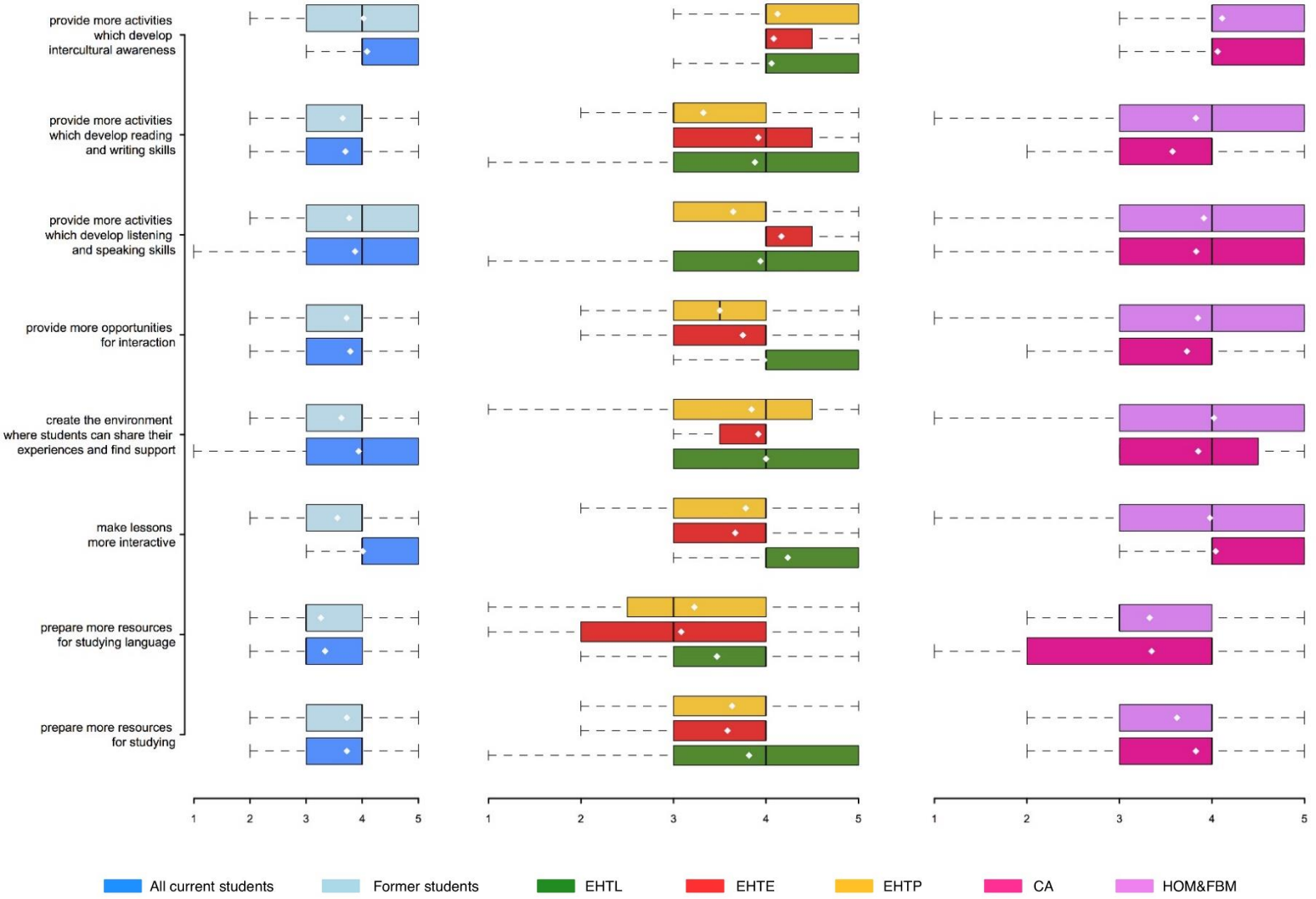


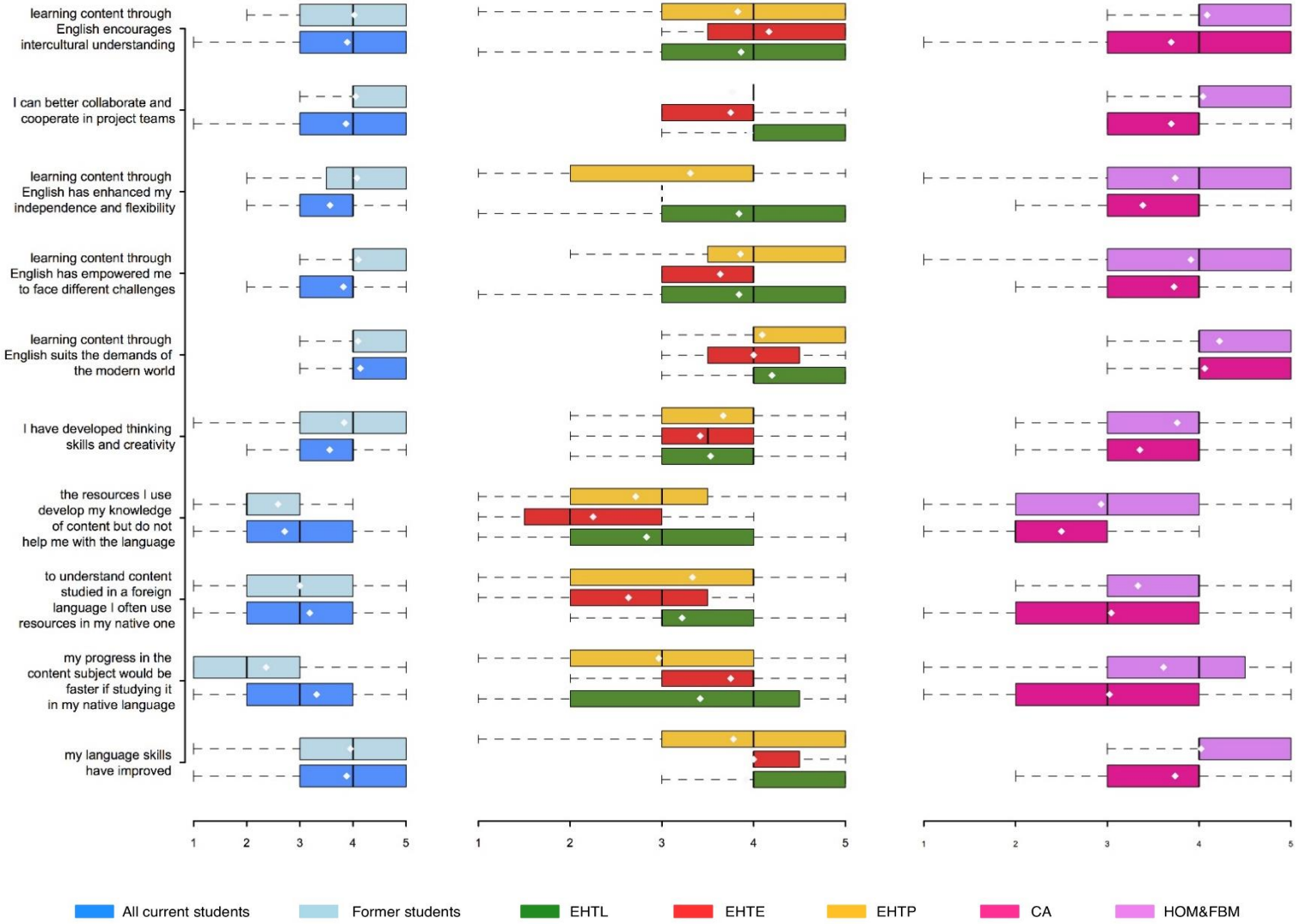
Figure 7: Support strategies for studying content and language at the same time (Q18)



79% of the students agree/strongly agree that more activities to develop intercultural awareness should be provided, and 77% agree/strongly agree that lessons should be more interactive. Furthermore, 69% consider there should be more activities for developing listening and speaking skills, along with more opportunities for interaction. 67% agree with the creation of an environment where students can share their experiences and find support and the preparation of more resources for studying content. The strategy fewer students agree with – 49% – is the preparation of more resources for studying language. They seem to regard language integrated with content or, at least, less students think that having more resources for studying language would help them. Again, the aspect where there is a major difference between current and former students is in the interactivity of the lessons, which seems to have been better in the past. On the other hand, the EHTL is clearly the school where students would like to see more improvements in terms of strategies to support them.

The next boxplot in figure 8 displays students' points of view regarding the benefits of studying content in English, a non-native language for them, and it is very clear that they recognise and appreciate the advantages of making this decision: 83% of the students consider that learning content through English suits the demands of the modern world, 74% agree it provides them with social and communicative skills to collaborate in project teams, 73% recognise they have improved their language skills since they started studying in English, and 72% believe it encourages intercultural understanding and community values, which illustrates the fundaments of CLIL, presented in section 3. Besides, there are some clear differences between current and former students that I would like to highlight, as the latter are already working and can evidently see in practice some aspects that current students can only envisage. Moreover, they have a more detached vision of their courses. 66% of the former students (against 27% of the current ones) do not agree that their progress in the content subjects would have been faster if studying in their native language, and 69% (24% more than the current students) consider that the resources used to develop their knowledge of content helped them with the language. 78% of former students (against 47% of the current ones) believe that learning content through English has empowered them to face different challenges and 75% agree it enhanced their independence and flexibility. Besides, 60% of the students and 69% of the former ones consider that they have developed thinking skills and creativity. Some differences, despite not very relevant, between schools and courses can also be observed in figure 8.

Figure 8: Advantages of learning content in a non-native language



Moreover, 74% of the former students are working in the area of the course they took and 58% consider that having studied in English contributed to their current work situation. The reasons they give include: working abroad; working in a multicultural company; communicating better with people from different parts of the world; better job opportunities; fluent interaction with guests; international experience; better communication skills; and language certification. A former student wrote: "I am the person who everyone in the F&B calls when there are foreign guests. It's important to say that I'm in the kitchen and even the waiters and waitresses ask me to go to talk with the customers when they have specific requests and/or need menu clarification."

4.3.2. Interviews to teachers[20]

From the 18 interviews to teachers from the EHTL (10), the EHTE (4) and the EHTP (4) I could better understand the students and former students' answers to the questionnaires, and through the synthesis of the data collected some trends are revealed.

First of all, I could not see much difference in terms of attitude and approach in the teachers from different schools, although more teachers from the EHTL were interviewed due not only to physical closeness, but also to the fact that in Lisbon there are the 3 courses available, with more students and for a longer period of time so far. On the other hand, I could perceive some differences according to different areas and subjects/modules, which will be presented later on in this section.

I interviewed teachers of:

- Food & Beverage Cost Control; Management Control of Food & Beverage;
- Food & Beverage Organisation; Food & Beverage Service Theory; Food & Beverage Service;
- Food and Pastry Theory; Introduction to Food and Pastry Production; Hot Cuisine; Cold Cuisine; Pastry;
- Accommodation Theory: Front Office; Revenue Management; Accommodation Theory: Housekeeping and Laundry; Housekeeping;
- Hygiene and Safety in Hospitality; Food Hygiene and Safety; Microbiology, Allergies & Nutrition; HACCP;
- Communication Techniques; Communication skills;

[20] Whenever any teacher is quoted, his/her anonymity is maintained, as agreed prior to the interview.

- Marketing Mix in Tourism;
- International Business Protocol;
- Macroeconomics;
- Accounting System.

15 out of 18 teachers are Portuguese, and the other 3 are foreigners, 2 of whom hardly speak Portuguese, which was pointed out as an advantage, as it discourages students from trying to communicate in Portuguese. As the mother tongue of the vast majority of students is Portuguese (77 out of the 95 interviewed), there is a tendency to use Portuguese to communicate in class, both with classmates and teachers, which is instinctively avoided if their interlocutor does not speak the language.

All the teachers have academic qualifications in the area they are teaching (Q1), but only two did some specific training to teach in English (Q5) which was related to previous experiences: an online teacher training course and a course of Economics in English. Only 3 teachers had previous experiences of teaching in English (Q3) before they started at TP's schools, and 50% of them have been teaching in English for less than 2 years (Q2), as both HOM and FBM opened in 2015, while the other 8 have taught in the CA course for a longer period; some since the course opened in their schools. Three teachers from the area of pastry and cuisine actually studied CA, 1 in Lisbon and 2 in Estoril, also having a (former) student's perspective on this course, and I was told by the pedagogical director from Oporto that there are also CA teachers in the area of cuisine who are former students of the school (Almeida, 2017c)

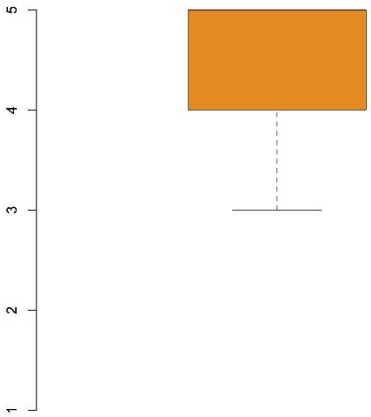
When asked why they have decided to teach in English (Q4) only 3 teachers answered that it was their initiative to apply: the 2 foreigners who were looking for a job in Lisbon, and a Culinary teacher from the EHTL who was already teaching in the *Gestão e Produção de Cozinha* (GPC) but had a previous degree in Germanic languages, so she was willing to teach culinary arts in English. All the others started because they were invited to accept "this challenge", as some put it.

Some advantages of teaching in English referred to by the teachers include the fact that it is better paid, the opportunity for improving their own language level, and their increasing employability. A French pastry chef from the EHTL, who is opening his own restaurant in Lisbon, added "I really want to participate in the education of the future chefs. It's an investment that we make as entrepreneurs of this industry. It's something we will get back."

Most were already teaching the equivalent modules in Portuguese at school, and those are primarily the teachers who feel less comfortable teaching in English, but others started teaching

at the TP's schools in English, namely Culinary, Accounting Systems, Hygiene and Safety, and Microbiology, Allergies & Nutrition. Those who have somehow been persuaded to accept the challenge admitted it was difficult at the beginning, but feel that they have been improving their language level, and consequently their confidence. The boxplot below shows how teachers currently rate their English teaching experience on a scale from 1 to 5, where 1 is not comfortable at all and 5 is very comfortable (Q6).

Figure 9: How comfortable teachers feel teaching in English



The most common problems and difficulties teachers have faced (Q7) are indeed related to language: on one hand, specific terminology, mostly in the areas of accounting and cost control, which also reflects countries' different systems and laws, on the other hand the lack of fluency and spontaneity in the communication. Most teachers who do not consider themselves fluent in English said they feel quite comfortable presenting topics related to their areas of expertise, but have more difficulty in keeping the conversation flow and reacting spontaneously to students' questions. Some teachers work in the hospitality industry and like to use real examples to illustrate some of the contents they are teaching. However, some referred that when teaching in English they have to think twice before sharing some situations with their students because of the language, admitting their lessons are therefore more planned and structured. "The rhythm of the lesson is different, in Portuguese it flows much more naturally, in English it is harder for me if students interrupt my speech" (translation by the author) – said a teacher.

Besides, most teachers have assumed that teaching in English is more time-consuming, especially at the beginning, in the search for and creation of materials, and much more tiring. Others have mentioned the low language level of some students, leading to communication problems due to lack of comprehension: sometimes students do not understand teachers, other times teachers do not understand them. Nepalese students have been pointed out as difficult to understand orally, although they write quite well. "There is sometimes a language barrier and you can see it in the students' eyes, when they don't understand. Students have to feel free to stop you when they don't

understand, so no one is left out." – added a culinary teacher. Actually, when asked if students can easily express themselves in English (Q11), none of the teachers clearly answered "Yes", and only 5 answered "Most of them". All the others said that some can, while others have a very low level, which was also referred as an aspect to be improved through a more demanding selection process.

Moreover, there is a great tendency for students to speak Portuguese, so teachers repeatedly have to call their attention not to. However, a few culinary teachers have recognised that in stressful situations, when for instance they are cooking for the application restaurant or some kind of service for guests, it is easier to give instructions in Portuguese, which reinforces the students' questionnaires data, as more CA students account for the emphasis on content over language.

Only 3 teachers said they do not feel any difficulty, and 8 do not consider themselves a different teacher when teaching in English (Q8). The 6 teachers who do feel different pointed out the lack of spontaneity referred above as the main reason. Teaching is about communicating and if this communication is not fluent or effective enough both teachers and students feel uncomfortable.

Considering the process of content teaching and learning (Q9), 67% of the teachers consider it is not affected by using the English language. The students' language level together with some shyness may lead them not to voice their doubts. However, it was the fact that students are not learning technical terms in Portuguese that teachers think may be a deficiency if they are going to work in Portugal. Some examples were given, of which three are presented. First, students who learn Accounting and Cost Control in English are not familiar with certain concepts that are essential for working in Portuguese companies, namely the *Sistema Nacional de Organização Contabilística* or the *Portal das Finanças*. Second, recently a Food & Beverage Service teacher was doing a catering service with a group of students from different classes, where the language of communication was Portuguese, and the FBM students were not familiar with the names of some utensils in Portuguese, which can be unfavourable in the working context. Third, some HOM students who have recently done their training at a Portuguese hotel had difficulties in writing formal and appropriate emails to guests, because they are not used to doing it in Portuguese. On the other hand, they could confidently write them in English. These are aspects that make some teachers doubt the effectiveness of these courses (Q31), when compared to their equivalents in Portuguese, in case students are going to work in Portugal, and it is also one of the reasons 14 out of 18 teachers (78%) resort to Portuguese in their lessons (Q10): to make students aware of the correspondence of some concepts and terms (code-switching). But they also use Portuguese when they do not remember a term in English, or to make sure that students

understood the message, to impose discipline, to give instructions faster in practical situations, especially in the kitchen, or even to motivate them.

When asked if they correct students when they make language mistakes (Q12), 5 teachers said they never do, 2 answered they often do, and the majority – 61% – said this is not a concern for them, only reformulating students' statements when what they say they are not clear, to make sure they understood, or when they make mistakes in terms of the specific vocabulary of the subject. Most teachers said that they do not really value language or grammar accuracy; what is important for them is that the message is conveyed and students understand the content. Some acknowledge that they do not have skills to do so or point out they have never received any guidelines to it and that it is not included in the module's aims. These answers coincided with the ones given in questions 6, 7, and 8, as teachers who do not feel fluent are not likely to correct students' language mistakes. It was curious to find that some teachers have never thought of English other than a medium of communication, but very rewarding to see some were starting to consider they could be doing or they could start doing more in terms of language by being more demanding with the students and integrating it more into their own teaching aims. However, only the ones who are more fluent and feel more confident in the language showed that openness.

Teachers do not pre-teach specific vocabulary that will be used during the lesson, anticipating difficulties students may have in understanding the content[21] (Q13), nor adapt their materials to students' language level (Q14), which once again reveals their focus is placed more on content than on language. Thus, when enquired if they give the same emphasis to content or to language in their lessons, not surprisingly 14 of them said content is more relevant, while 3 of them added that they are completely focused on content. Although most teachers stress the importance of content, they recognise the relevance of technical vocabulary in direct relation to the subject, but undervalue grammar and accuracy. It seems that as long as there is comprehension and communication, their aims are accomplished. This data reflects the answers of the questionnaires applied to students, and are in consonance with the course plans, which do refer to language learning as a central goal, making the assumption that as long as lessons are taught in English, students will improve their language skills. However, 4 teachers voiced that they always try to find a balance between content and language, saying that both go hand in hand. One teacher said: "There are two different ways of teaching, by showing/demonstrating or by explaining. If you explain, you are teaching the language as well. Combining both, makes students learn more."

All the teachers do the tests (Q17) and any other assessment item in English, but only 2 teachers evaluate students' language skills (Q18). However, 3 other said they end up evaluating them

[21] Bearing in mind the strategy of scaffolding used in the CLIL approach.

indirectly since whenever the answer is not clear or if it is really confusing, they do not consider it, but as long as they can understand it and see that the student has learnt the content, they do not penalise grammar or spelling mistakes. On the other hand, in oral presentations teachers tend to value English fluency more when integrated in communication skills. Not surprisingly, 2 teachers who have a background in English language teaching, as they studied modern languages at school before, have a very different approach since they teach content and language in a more integrated way. They not only place a high emphasis on language, but also feel completely confident to correct students' mistakes and evaluate their language skills. 13 teachers clearly stated they do not evaluate language skills, some adding they do not have competence for that themselves.

In terms of methodologies used (Q19-27), most are consistent with those also advocated in the CLIL approach, especially in practical activities and student-centred lessons, which are characteristics that are also seen in the courses taught in Portuguese, making VET a privileged context for promoting CLIL. However, methodologies vary a lot depending on the module and its aims: some teachers use the lecture method more at the beginning of the lesson to present the topics, followed by practical activities, while other lessons are very practical with hands-on experiences focused on real working situations. Students also work a lot in pairs and groups, as they answered in the questionnaires. In these situations they are usually provided with guidelines and expected to discover information by themselves (Q27). 10 out of 18 teachers – 56% – use audio-visuals and multimedia and all of them create their own materials or translate and adapt the materials they already had, if they also teach equivalent modules in Portuguese. They use mostly powerpoint presentations and, in the case of culinary and pastry modules, recipes. In any case, teachers acknowledged that nowadays they have very easy access to information and course books in English online, thus although it can be quite time-consuming to select and prepare, resources are never a problem. Besides, only one teacher said he needs help when selecting or creating his resources.

At none of the schools is there a formal articulation between English language teachers and teachers from other subjects, but this idea was usually well regarded by teachers, many of whom said it could be very positive. A chef further added that it would be the way to improve those courses and that schools are wasting this opportunity. Nevertheless, teachers from the three schools said this support is given informally whenever they need it and ask for help or corrections, both in terms of terminology and tests. But at the EHTL there have been two experiences of articulation between language and content teachers, one more successful than the other. An English language teacher participated in the Food & Beverage Service lessons in the first semester of FBM giving support to the content teacher, besides helping with the creation of materials and tests. This content teacher said he then felt much more confident to go on his own. Another

English language teacher has been accompanying and integrally translating the Regional, Conventual and National Pastry lessons because the pastry chef does not speak English, and this was the best way the school found to address this problem. I also spoke to this English language teacher who said that lessons vary a lot from class to class, but in general as Portuguese students understand the instructions given in Portuguese, very few pay attention to her translation, being also more focused on content. Thus, she usually translates especially to the foreign students who do not understand Portuguese.

Considering what teachers think they can improve to help their students achieve the goals set (Q28), 8 teachers think that these are being achieved. Nevertheless, the other 10 shared that there is always room for improvement, most of them in the language aspect. The teachers who feel less confident in English have pointed out that by improving their own language skills, they will be helping their students improve. The three teachers who are former CA students said that they try to provide their students with everything they lacked, namely in terms of organisation, communication, written support, and language proficiency. Other suggestions include creating technical manuals in English to standardise teaching in the various schools.

Teachers do not generally consider students of the courses taught in English more motivated to learn than the ones who are studying in Portuguese (Q29), but agree they are more prepared for the challenges of the modern world and have greater cultural understanding, not only due to studying in a foreign language, but thanks to having classmates from very different cultures and backgrounds. These differences end up increasing cultural understanding. A teacher said: "In front office we talk a lot about cultural differences, but one thing is to listen, another is to live them" (translation by the author). And another teacher who is also a hotel manager added: "It definitely prepares them [students] better for professional life, namely those of HOM and FBM who have a very direct contact with the public. They obviously leave much better prepared. I do not hire anyone who does not speak English fluently. A chef who does not speak English will not have an easy life because nowadays kitchen teams are international, but it is not as essential as someone who will have to talk to customers. At least in Portugal, where tourists expect to easily communicate in English" (translation by the author).

When enquired about the ways in which these courses can be improved, teachers have given some suggestions such as a more demanding selection process of both students and teachers, investing in teacher training, promoting the articulation between English language teachers and those of technical areas, attracting more foreign students, providing Portuguese lessons for foreign students and workshops in Portuguese about the Portuguese reality, namely in accounting, for students who want to work in Portugal. Once again what teachers consider that can be improved

is more related to language than to content. Only one teacher made a suggestion that can be applied to courses both in English and in Portuguese, which has to do with updating the new technologies taught at school, namely concerning front-office tools.

4.3.3. Interviews to school and pedagogical directors and the TP's Training Director

Some of the data gathered from these interviews has already been included in sub-section 4.1., namely concerning the implementation of these courses, their promotion both nationally and abroad, the kind of public the TP aims to attract, the main difficulties faced, and the students' selection process.

For the most part, the answers given by the schools' directors from Lisbon and Estoril and the pedagogical director from Oporto coincided, as according to TP's training director every school always receives specific technical-pedagogical guidance on how to implement the courses, and is audited: "It is at the TP's headquarters that all the rules and regulations are defined, always in coordination with the school directors and pedagogical directors" (Almeida, 2017d, translation by the author). Nonetheless, the teaching-learning methodologies have not been adapted to the courses taught in English. "We have recognised quality standards in terms of training, and give great importance to the use of practical hands-on activities and the real needs of the sector" (Almeida, 2017d, translation by the author), said TP's training director, but the only specific guideline teachers get is to speak only in English in their classes.

But opening a course in English implies certain requirements to which schools have to adapt, namely having English speaking staff in the secretariat. "Step by step, schools have to prepare for this reality" (Almeida, 2017d, translation by the author), stated the training director, and she added that Coimbra school is now ready for it, and is going to offer CA in the upcoming school year. Looking ahead, in one year TP is planning to open a new course in English: Tourism Management.

In terms of the main benefits for the schools, there is not only the possibility of having an intercultural atmosphere by welcoming students from different cultures and backgrounds, but also opening students' horizons. One of the directors has also pointed out the positive challenge it presents for teachers and school staff in general, in terms of improving their own language and cultural skills (Almeida, 2017b).

According to the schools' directors and pedagogical directors, the recruitment of teachers in some areas is the most common challenge they have faced, as it is important and sometimes quite

difficult to hire teachers who show a balance between technical skills/knowledge, pedagogical skills and language competence. At the EHTL, the director is organising small group conversation sessions in English for staff and teachers with an English language teacher. This is going to take place twice a week, starting in July or in September with the aim of making everyone more comfortable in communicating in English (in Almeida, 2017a). In Oporto, the school usually provides summer English language courses and has an agreement with a Cambridge language school nearby where teachers who cannot show evidence of their fluency are invited to take a placement test or, in some cases, to take a language course (in Almeida, 2017c).

Another challenge has been the adaptation of the foreign students, because of some limitations in terms of communication and administrative support, namely the fact that the schools' digital platform[22] available to students is only in Portuguese. But schools have been working to overcome these limitations and support the foreign students, namely through their class director who is always proficient in English and available to help them. Moreover, the training director announced that TP is working on a new website and a new digital platform. Other complications were also referred: the difficulty of students from outside the EU to get residence permits which has caused candidates from Brazil and Vietnam who had successfully passed the selection process in Oporto not to come to Portugal in the end and the scarce promotion abroad, causing a limited number of foreign students in these courses, which is regretted by all the directors and most teachers. Besides, the fact that the course for which students are selected is not always their first choice and some of them have an English level below what they were supposed to, often interferes with their motivation. "We need better promotion to have more candidates in order to be able to conduct a more rigorous selection process" (Almeida, 2017c, translation by the author), stated one of the directors.

From the three courses in English, the one most candidates apply to is CA, similarly to what happens with the courses in Portuguese, where GPC is the most popular. There is nowadays a global tendency to study cuisine. Even so, HOM is growing in demand in Lisbon.

Regarding the effectiveness of these courses and considering the feedback the schools get from students at the end of each semester, these courses seem to be as effective as the corresponding ones in Portuguese, with the added value of the language, as they allow the students to easily seek international experiences, besides having significant advantages in terms of labour market integration. It is undeniable that language skills, namely proficiency in English, is one of the most valued skills in the tourism industry nowadays. However, there is not yet comparative data

[22] *Portal das escolas* (in Portuguese). This is a tool students use everyday to get information about their timetable and materials, justify absences and buy canteen tickets.

regarding employment rates of students who have completed these courses taught in Portuguese and in English.

As for the feedback received from students, although it is overall positive, in general CA students are more critical than those from HOM or FBM, which matches the data collected from the questionnaires. One of the directors said it is also a tendency observed in the courses taught in Portuguese, as CA students usually have a different profile. In the interviews with both teachers and directors I sometimes asked for comparison between the students learning in English and the ones learning in Portuguese, but it was interesting to notice that in general the comparisons in terms of motivations, profile or feedback are always made between areas and courses, regardless of the instruction language. The students' profile varies more according to the course they take than to the language of instruction they choose.

When enquired about the new course plans, the directors have confirmed that there are going to be some significant changes in the three courses, which reflect all the changes in the corresponding ones in Portuguese, and are more related to better adequacy of the curricula to the needs of the sector, the reinforcement of soft skills, management skills and languages, and the innovation of technical skills. For example, there will be a reinforcement of English language classes in the courses of FBM and HOM and a better schedule distribution in CA. "We could not extend the number of hours in CA, because we had to manage the schedule and it is only three semesters. In HOM and FBM it is more important because the students will have a more direct contact with the public" (Almeida, 2017d, translation by the author), explained the training director.

None of the teachers, director or pedagogical directors had ever heard about CLIL, but after a brief presentation of this approach, and following the interview, curiously most of them considered that the strategies used are, most of the times, consistent with this perspective, assuring that even if language is not considered in the assessment, there is an integrated content and language teaching/learning. One of the directors stated, "If there is not, we are doing something wrong" (Almeida, 2017a, translation by the author), but at the same time she does not agree with language being directly assessed in every module, saying that this must be included in the English language lessons. "There should be no double "penalty". However, this should not restrain teachers from correcting students whenever they make any mistake", and added that "a student's poor language level is necessarily going to be reflected in their learning and consequently in their evaluation" (Almeida, 2017a, translation by the author).

Considering the responses from the study and the different points of view here presented, it is understood how participants, especially teachers, pedagogical directors and school directors have

gone through a reflective process that has helped them to apprehend not only the basic concepts of CLIL, but also the pedagogical and institutional implications of a teaching approach. In the end, my aim was also for them to become fully aware of the role of language in the teaching/learning process and share what CLIL is and what it involves so as to help them decide on whether it might be a viable approach for their specific context and to what extent it can be put into action.

5. CONCLUSIONS

This final section summarises what the study set out to investigate, how it was carried out, and what the main findings were. It begins by including an outline of the main concepts reflected on, so as to review the research questions presented and the methodology chosen to answer those questions. Afterwards, a conclusion of the findings is given, followed by a proposal for the future. Limitations of the study are discussed and directions for further research suggested. Finally, this section ends with the input and implications of this dissertation for tourism education research in Portugal, namely tourism vocational education and training, and sets out contributions to knowledge in the field of CLIL.

This dissertation began by considering the role of vocational education and training in European society and economy, the changes driven by the growth of services and the demands for connectedness with global markets, and the expectations set on VET institutions to prepare their students for a competitive and globalised labour market, by improving skills and modernising work practices, thus raising productivity. The Portuguese National Qualifications Framework, in correlation with the European Qualifications Framework, encompasses level 5 training courses, which have become very popular as they are seen as a great example of how European education and training are adapting to changing labour market needs and requirements (Cedefop, 2014a), due to their practical and job-oriented outcomes.

Vocational programmes in the area of tourism and hospitality are more and more an option for students who have become much more aware of their employment potential both in their home countries and abroad; as the tourism industry has been growing, leading to job creation worldwide. Portugal has been promoting policies that foster the continued growth of tourism, including human resource development which, according to the director of training of *Turismo de Portugal*, is the cornerstone of its success (in Almeida, 2017d).

Twenty-first century tourism educators and career-seekers are facing new challenges. Given the dynamic nature of the contemporary tourism industry, students must be equipped for the decades to come with industry-relevant skills, for intercultural and relational communication, leadership, responsibility, ICT skills, creativity, critical thinking and complex problem solving. Thus, the focus needs to be placed in these aspects, in order to upgrade both the quality of the service and the competitiveness of the tourism offer.

Successful communication in tourism, in a context where the linguistic consequences of globalisation are more and more evident, depends on proficiency in foreign languages which, in turn, leads training institutions to educate plurilingual and pluricultural individuals. In the field of tourism, besides the communicative language ability, it is also extremely important to develop intercultural competence, i.e., the ability to interact appropriately with people from different cultures. The significance of English in this interaction is indisputable as English has clearly become the global language of intercultural communication and an essential skill for anyone working or intending to work in the tourism industry.

To respond to the demands of the sector and to the national policies for tourism development TP provides specialised vocational training in the areas of tourism, hospitality, food and beverage and culinary arts, including the Technological Specialisation Courses level 5 through its national network of 12 Tourism and Hotel Schools throughout the country. Furthermore, to meet the internationalisation strategy, three of these programmes are taught in English: Food and Beverage Management; Hospitality Operations Management; and Culinary Arts, whose teaching strategies and effectiveness has been the scope of study of this dissertation. My aim was to examine the extent to which the learning of both content and language is integrated in these courses and, in case it is not, what changes could be made in order to implement a content and language integrated teaching/learning approach. To help me determine my focus and course of action, the study was anchored in the following research questions: 1. Do the above-mentioned programmes integrate both content and language learning with a dual and integrated focus on developing learners' content knowledge via the instruction of the target language? And, if so, how far is this method being effectively used? 2. Is CLIL the best learning approach within the scope of tourism vocational education and training in a foreign language?

In order to investigate these questions, a mixed-methods approach was applied, which relied on both quantitative and qualitative strategies of enquiry. The primary research instrument used was a questionnaire applied to both current and former students, followed by individual semi-structured interviews to teachers from the three schools where these courses are offered (Lisbon,

Estoril and Oporto), school directors and pedagogical directors and finally the training director of TP. Moreover, the course plans of the courses studied were also analysed.

In terms of my specific initial objectives, the study has allowed me to conclude the following:

- Although not identified as a CLIL approach, some CLIL strategies are being used in these courses: the fact that students are expected to find out information for themselves; work in pairs or groups to discover new ideas, solve problems and plan their work using a range of sources; the fact that practical, hands-on experiences, together with audio-visual aids and multimedia are used in the teaching and learning process; and that evaluation always takes place in English.
- The content subjects are taught by content teachers.
- Teachers are not familiar with the CLIL approach, and therefore need to have training in order to be qualified to teach CLIL. In general, teachers sounded very open to changes and willing to improve their methodologies.
- Other teaching strategies used consist of EMI and ESP, as the language is seen especially as a means to an end, i.e., a vehicle for teaching content.
- Students are extremely motivated to study in English and their motivations are mostly working abroad, enhancing employment opportunities, enhancing the value of their qualifications, but also using a foreign language on a daily basis, improving their language skills and experiencing a challenge to improve their self-confidence. From these results we can clearly conclude that students are aware of the importance of the English language in the tourism sector, are very focused on working in the area and willing to work abroad.
- Students' content knowledge is always assessed in English, but their language competence is not directly assessed. As long as they can make themselves understood and show they have achieved the set goals in terms of content, they are not penalised for language inaccuracy.

The research questions directed me into finding out whether the methodologies used are the most effective in achieving the goals of TP and meeting the expectations of both students and teachers. From the answers gathered (from the questionnaires and interviews) it is clear that none is familiar with the CLIL approach. Even so, most teachers and schools' directors considered that content and language are learned in an integrated way. Nevertheless, when asked if they give the same emphasis to content and language in their lessons, 12 out of the 18 teachers interviewed clearly answered that content plays a more significant role, some of them adding they are not language teachers. It is evident that, on one hand, all grasp the importance of improving students' English

language skills and the fact it can be done through these courses, but they seem to assume that just because they are daily exposed to the language, students are obviously going to improve their language skills. Language seems to be disregarded sometimes and this reveals that the potential of these courses is not being fully explored. "CLIL is not simply education *in* an additional language; it is education *through* an additional language based on connected pedagogies and using contextual methodologies" (Coyle et al., 2013: 12). Thus, despite some CLIL methodologies used, we cannot conclude there is content and language integrated learning in these courses. In fairness, it is more teaching *in* English, which certainly works with students who are already proficient in English, but not so well with mixed abilities classes, which is clearly the reality we find in all the schools. Besides, we must not forget that one of the students' motivations mentioned for taking these courses was to improve their language skills.

Teaching in English is spreading worldwide. Students want to have access to the global phenomena we are living in and training institutions are responding to that. Teaching *in* English is different from teaching *through* English. Teaching *in* English means changing the language, which is actually what teachers are required to do. But teaching *through* English requires thinking about what these methodologies are and activities that need to be created in order to make the curriculum as successful as possible in terms of teaching both the content and the language. CLIL is about teaching *through* English.

All these programmes correspond to their equivalents taught in Portuguese: *Gestão e Produção de Cozinha, Gestão Hoteleira – Restauração e Bebidas* and *Gestão Hoteleira – Alojamento,*as far as modules and course plans are concerned. The starting point is always the *CET* in Portuguese, whose course plans are translated into English and slightly adapted. However, CLIL is not about translating first-language teaching and learning into another language; it is not a matter of simply changing the language of instruction. For the whole to be greater than the sum of its parts, a conceptual theoretical framework is needed in order to make a careful analysis of what can be achieved (Coyle et al., 2013).

Based on my findings and all the data gathered from the schools, these training courses are, in fact, innovative from their conception to their implementation, but despite the fairly good feedback received, the CLIL approach could help exploring and bringing out their full potential. After thorough reflection, I truly believe in the convenience of CLIL methodologies in the specific context of these courses aiming at effective communication with international guests, while meeting or even exceeding students' expectations, and this is my proposal for future implementation.

The results show that the most common problems and difficulties encountered by both students and teachers and the directors as well have to do with language and never with content. Thus, the focus for improvement needs to be related to language. Language objectives need to be set more clearly. As shown, students are extremely motivated to study in English and recognise the relevance of such courses for their future in the tourism industry, but they also consider that lessons should be more interactive, and there should be more activities for developing listening and speaking skills. Besides, most students agree with the creation of an environment where they can share their experiences and find support. Most teachers are already using some active methodologies which the CLIL approach also advocates, such as practical, hands-on experiences, and they say some of their lessons are mainly student-centred. Authenticity and relevance are also key to successful learning, and many teachers use authentic materials. Nevertheless, responses portrayed a degree of insecurity in terms of language. Central to CLIL is the competence of teachers, both in terms of subject teaching expertise and language proficiency.

The amount of time dedicated to language learning is often constrained because of pressure from other subjects within the curriculum, as is the case of the CA new course plans, which are going to be implemented in the upcoming school year (See annex 4[23]). Unlike the changes implemented in both FBM and HOM (See annexes 5 and 6), the number of hours of the English language module was not increased. Successful language learning can be achieved when students acquire the language in context through CLIL. Taking all that into account we can identify a perfect scenario for CLIL implementation.

By looking at the already very good practice in such a privileged and favourable environment CLIL teacher training can radically change the way teachers look at language in particular. Techniques which are excellent in content-based instruction and communicative language teaching can be drawn together in a different way. A CLIL training course would provide strategic guidance on techniques to teach the subject in English; encourage and provide tools for the growth of a toolkit for the correct use of the language; direct subject teachers toward the best practices in teaching and learning through English and promote competence in the language itself; as well as foster positive attitudes toward the awareness required in intercultural settings (Morgado et al, 2015: 10).

David Marsh (2014) compares CLIL to *Cirque du Soleil*, which was not so much about inventing a new form of entertainment but a matter of taking excellence in drama, excellence in gymnastics,

[23] The new curricular programmes presented in annexes 4, 5 and 6 refer to the corresponding courses in Portuguese: *Gestão e Produção de Cozinha* (CA), *Gestão de Restauração e Bebidas* (FBM), and *Gestão Hoteleira e Alojamento* (HOM), as the programmes in English were not yet available. (Even so, considering that they are being translated into English, the changes in the curricula are evident.)

excellence in all the other already existing areas and repackaging them in an innovative way. Likewise, CLIL is not a new form of teaching; it is about taking excellence in some already existing areas and practices and combining them in a different and much more holistic way. The content teacher will need to adapt subject-specific methods so as to accommodate the additional language focus, which does not mean adopting the role of a language teacher, but instead opening doors on alternative ways of using methodologies that can be rewarding for both the teacher and learners. It is clear that there are benefits, both cognitive and motivational, which can enhance both content and language learning and the position of the content teacher (Coyle et al., 2013).

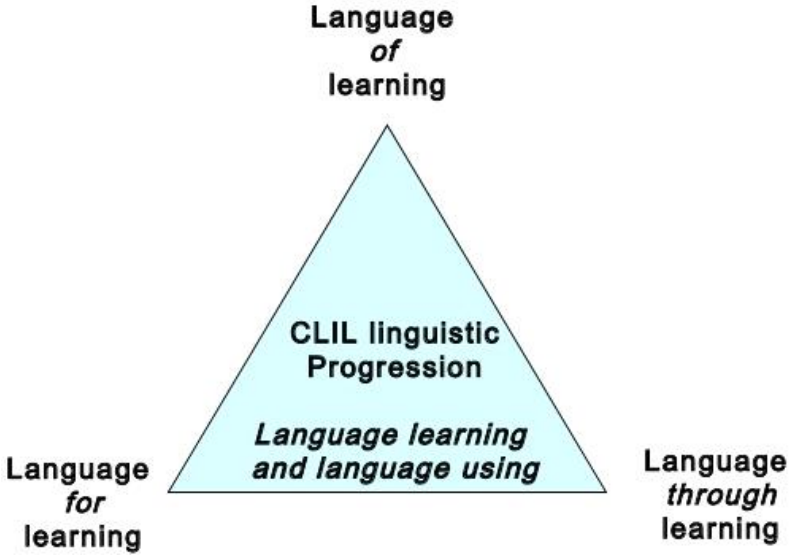
When we look at the essence of CLIL, as a teacher using the CLIL techniques presented in detail in section 3 of this dissertation, or as a student learning from these techniques, the 5 Cs must be alive in each lesson: content, competence, culture, cognition, and communication.

The content needs to be clearly defined, as does the language, making both content and language demands very transparent. They need to be linked to students' lives and need to be focused on competence building. One of the radical results of CLIL has been in rethinking the types of practices used and also rethinking the curriculum. On the other hand, "the levels of teacher and student target CLIL-language fluency determine the teacher's input and role in the classroom" (Coyle et al., 2013: 14).

Teachers should strategically plan their language and content objectives, and for that they need to make the interrelationship between them explicit (Coyle et al., 2013). The teacher needs to understand the cognitive demands of learning a specific topic. The language triptych (Figure 10) provides the means to analyse language needs from three interrelated perspectives and differentiates between types of linguistic demand. Learners need to be supported in the three perspectives. Obviously, lessons are not reduced to language lessons, but they are not reduced to content lessons in English either. "A more varied menu can be created to provide a richer diet" (Coyle et al., 2013: 37). Learning to use the language is challenging for both the teacher and the learner – each one has a role to play. The bases of successful CLIL implementation involve language support methods and activities, an enriched language environment, and scaffolding. For quality learning to take place, students need to understand and use the language confidently, supporting each other and being supported. Planning is a prerequisite for scaffolding, which is a central strategy in CLIL language learning, as demonstrated in section 3: "The CLIL classroom demands a level of talk, of interaction and dialogic activity which is different to that of the traditional language or content classroom" (Coyle et al., 2013: 37).

Figure 10: The language triptych, a conceptual representation of language in CLIL

(in Coyle, Hood & Marsh. 2013: 36)



The main operating factor for CLIL implementation is teacher availability because it is usually the starting point for designing a model, and from the interviews I can conclude that most teachers are willing to improve their skills and practices. How teachers work together also influences both planning and implementation. That is why it would be very enriching to have an articulation between English language teachers and content teachers. Although it is not formally done yet, teachers from the three schools said that there is an informal articulation, which shows openness from both areas. Moreover, some content teachers pointed this out as a way of improving these courses.

The assessment process is sometimes an issue when implementing CLIL, but here all the evaluation is already entirely done in English, there is just the need for it to be more demanding in terms of language accuracy. That is another reason why objectives in both content and language need to be made clearer.

CLIL has been developed as a very profoundly interesting and powerful approach, which focuses on the very best understanding of success in teaching methodologies to bring out the best from learners. A very interesting aspect of teachers who are trained in CLIL is that they have actually improved their overall skills in leading classes and managing teaching as a whole (Marsh, 2014). It is a matter of teachers exploring the very best in themselves in order to become better teachers. And that is probably one of the reasons why the results of CLIL implementation have been so good in a very short period of time, because the type of teacher who gets involved with this way of working appears to become much better overall, probably because they become happier and

revitalised as they feel they are in greater control of bringing out the best in their students, which enriches their professional feedback (Marsh, 2014). Nowadays we need to rethink education in general, especially in terms of strategies and methodologies used. Everything evolves and develops at such a fast pace, and education needs to keep that pace. TP is already doing an innovative work in tourism vocational education in Portugal and this can be improved with the implementation of CLIL.

As in any other type of research, it goes without saying that this study also has its limitations that can lead to further investigation. One key limitation, as was already mentioned, was the limited amount of data collected from former students. Moreover, although a considerable number of teachers were interviewed, only by interviewing all of them, including the ones who started teaching in these courses but for some reason gave up, would we have a thorough perspective.

Even though this research links the perspectives from the main actors in the teaching/learning process, including the decision makers, these issues could be further explored.

Another issue, which might be considered limitative, although I see it as innovative, is the fact that the CLIL framework here presented has not yet been applied in Portuguese VET institutions and is not yet well-known in this branch of education and training. Similar frameworks have been employed in HE institutions, secondary schools and primary schools, but only applied to some modules or subjects, and not to whole courses. However, each scenario is unique, and I consider this one privileged, hence the importance of observing its impact on both teachers and students. Linguistic competences are one of the lifelong learning skills to be acquired as a foundation for employability and citizenship. CLIL can contribute to this by providing a community for learning language, the integration of culture and content, active participation, and experiential learning, which is, in itself, an assumption in VET.

In addition to its several contributions, this research also has implications for VET and teacher education. It joins the already extensive work done in tourism vocational and educational training, in addition to suggesting the implementation of a transformative teacher training programme, serving the dual purpose of developing reflection within the model used and deepening knowledge about the potential of the CLIL educational approach.

Both the study and the framework here proposed have attempted to conceptualise and provide empirical evidence of the knowledge and skills necessary for learning *through* English. It is central to both students and teachers that they realise they are no longer restrained by inappropriate models, and that a CLIL approach will allow them to focus on effective communication across linguistic and cultural boundaries. Educational practice always needs to adapt to the cultural demands of those involved – learners, teachers, institutions and communities.

Integration has become a key concept in the modern age and effective language learning is now crucial.

If we touch other people's lives simply by existing, how far can teachers touch their students'? As put forward by Jeremy Harmer (2011): "Teaching English is human, teaching CLIL is divine."

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ANNEXES

Annex 1: Culinary Arts Programme

(in [http://escolas.turismodeportugal.pt/curso/culinary-arts-programme-english-0)](http://escolas.turismodeportugal.pt/curso/culinary-arts-programme-english-0)

CULINARY ARTS PROGRAMME

Additional Training Programme (articles 8th e 16th from Law nº 88/2006, 23rd May)

SEMESTER 1						
Course Category	Course	Contact Hours				ECTS Units
		Classroom	Tutorial	Practice	Total	
Semestrial Induction – 5 days						
Generic	Communication Techniques	10		15	25	1
	Direct Selling & Customer Service	25			25	1
	Introduction to English Applied to Tourism	25			25	1
	Total Generic Training	**60**		**15**	**75**	**3**
Hospitality	Introduction to French* Applied to Tourism	25			25	1
	Safety & Hygiene - HACCP	15	10		25	1
	Computer Application - Excel	10		15	25	1
	Food & Pastry Production Theory	15	10		25	1
	Cold Kitchen I			50	50	2
	Cold Kitchen II			50	50	2
	Hot Kitchen I			50	50	2
	Hot Kitchen II			50	50	2
	Pastry Kitchen I			50	50	2
	Pastry Kitchen II			50	50	2
	Cost Control	15	10		25	1
	Menu Planning & Engineering	15	10		25	1
	Total Hospitality Training	**95**	**40**	**315**	**450**	**18**

Technological Specialization Programme

SEMESTER 2						
Course Category	Course	Contact Hours				ECTS Units
		Classroom	Tutorial	Practice	Total	
Generic	English Language	50			50	3
	International Business Protocol	15	10		25	1½
	Total Generic Training	**65**	**10**		**75**	**4½**
Hospitality	French* Applied to Tourism	25			25	1½
	Microbiology, Allergies and Nutrition	15	10		25	1½
	Introduction to Food and Pastry Production	15	10		25	1½
	Cold Kitchen – Pâtés and galantines			50	50	3
	Cold Kitchen – Hot hors d'oeuvres and finger food			50	50	3
	Hot Kitchen – Portuguese regional gastronomy			50	50	3
	Hot Kitchen – Fresh Italian pastas			25	25	1½
	Hot Kitchen – Creative Portuguese kitchen			25	25	1½
	Regional Conventual & National Pastry			50	50	3
	International Pastry			50	50	3
	Food & Beverage Cost Control	30	20		50	3
	Total Hospitality Training	**85**	**40**	**300**	**425**	**25½**
Practical Training in Work Context	Company Training			500	**500**	**18**

Technological Specialization Programme

SEMESTER 3						
Course Category	Course	Contact Hours				ECTS Units
		Classroom	Tutorial	Practice	Total	
Generic	Entrepreneurship	15	10		25	1½
	Career Management	15	10		25	1½
	Event Organization			25	25	1½
	Total Generic Training	**30**	**20**	**25**	**75**	**4½**
Hospitality	French* - culture and traditions	25			25	1½
	Safety & Hygiene in the Food Industry	15	10		25	1½
	Cold Kitchen – butter, salt and marzipan			50	50	3
	Cold Kitchen – Cocktail, buffet and prestige buffet			50	50	3
	Hot Kitchen – Fusion, creative and molecular kitchen			50	50	3
	Hot Kitchen VII – Tasting menu			50	50	3
	Pastry Kitchen – Sugar works			25	25	1½
	Pastry Kitchen – Chocolate and festive cakes			50	50	3
	Pastry Kitchen – Bread varieties			25	25	1½
	Sculpture and Kitchen Decoration			25	25	1½
	Food & Beverage Management Cost Control	30	20		50	3
	Total Hospitality Training	**70**	**30**	**325**	**425**	**25½**

* Whenever regional or local demands justify the need, French may be replaced by German or Spanish.

Annex 2: Food & Beverage Management Programme (in

http://escolas.turismodeportugal.pt/curso/food-and-beverage-management-programme-english)

FOOD & BEVERAGE MANAGEMENT | PROGRAMME

Additional Training Program

(artigos 8.º e 16.º do Decreto-Lei n.º 88/2006, de 23 de Maio)

1st SEMESTER

Component	Module	Number of Hours			Units ECTS
		Theoretical	Practical	Total	
	Introduction to the Semester – 5 days				
General and Scientific Training	Communication Skills	10	15	25	1
	Direct Selling & Customer Service	25		25	1
	Introduction to English applied to Tourism	25		25	1
	Total General and Scientific Training	**60**	**15**	**75**	**3**
Technological Training	Introduction to French* applied to the Food and Beverage management	25		25	1
	Computer Application – Excel	10	15	25	1
	Oenology	10	15	25	1
	Food & Pastry Theory	15	10	25	1
	Cold *Cuisine*		50	50	2
	Hot *Cuisine*		50	50	2
	Pastry		25	25	1
	Food and beverage service I		50	50	2
	Food and beverage service II		50	50	2
	Bar – Introduction	15	10	25	1
	Accommodation Theory – *Front Office*	25		25	1
	Accommodation Theory – housekeeping and laundry services	25		25	1
	Cost control – introduction	15	10	25	1
	Menu engineering	15	10	25	1
	Total Technological Training	**155**	**295**	**450**	**18**

Technological Specialization Course

2nd SEMESTER

Component	Module	Number of Hours			Units ECTS
		Theoretical	Practical	Total	
General and Scientific Training	English Language	50		50	3
	International Business Protocol	15	10	25	1½
	Total General and Scientific Training	**65**	**10**	**75**	**4½**
Technological Training	French Language* applied to the Food and Beverage hotel management	25		25	1½
	Hygiene and safety in food and beverage	15	10	25	1½
	Food and Beverage Organization	25		25	1½
	Food and beverage service theory	25		25	1½
	Food and beverage service – Basics		50	50	3
	Food and beverage service – Intermediate		25	25	1½
	Bar	15	10	25	1½
	Management control of *Food & Beverage*	30	20	50	3
	Marketing mix in tourism	30	20	50	3
	Human resources management –Relationships	30	20	50	3
	Accounting system	30	20	50	3
	Macroeconomics	25		25	1½
	Total Technological Training	**250**	**175**	**425**	**25½**

Company Training	Curricular Internship		500	500	18

3rd SEMESTER

Component	Module	Number of Hours			Units ECTS
		Theoretical	Practical	Total	
General and Scientific Training	Entrepreneurship	15	10	**25**	1½
	Career Management	15	10	**25**	1½
	Event Management		25	**25**	1½
	Total General and Scientific Training	**30**	**45**	**75**	**4½**
Technological Training	French language * – Culture and traditions	25		**25**	1½
	Food and beverage service – Advanced		50	**50**	**3**
	Food & Beverage management cost control	30	20	**50**	**3**
	Food & Beverage management – Promotion and events	25		**25**	1½
	Public relations and *branding in tourism*	30	20	**50**	**3**
	Staffing	30	20	**50**	**3**
	Leadership and management	30	20	**50**	**3**
	Budgeting	30	20	**50**	**3**
	Microeconomics	25		**25**	1½
	Law and ethics in tourism	15	10	**25**	1½
	Hospitality Trends	22	3	**25**	1½
	Total Technological Training	**262**	**163**	**425**	**25½**

*The French Language may be replaced by German or Spanish Languages whenever required

Annex 3: Hospitality Operations Management Programme (in [http://escolas.turismodeportugal.pt/curso/hospitality-operations-management-programme-english)](http://escolas.turismodeportugal.pt/curso/hospitality-operations-management-programme-english)

HOSPITALITY OPERATIONS MANAGEMENT | PROGRAMME

Additional Training Program

(artigos 8.º e 16.º do Decreto-Lei n.º 88/2006, de 23 de maio)

1st SEMESTER					
Component	Module	Number of Hours			Units ECTS
		Theoretical	Practical	Total	
Introduction to the Semester – 5 days					
General and Scientific Training	Communication Skills	10	15	25	1
	Direct Selling & Customer Service	25		25	1
	Introduction to English applied to Tourism	25		25	1
	Total General and Scientific Training	60	15	75	3
Technological Training	Introduction to French* applied to the accommodation management	25		25	1
	Computer Application – Excel – Excel for revenue management I	30	20	50	2
	Computer Application – Excel – Excel for revenue management II	30	20	50	2
	Food & Pastry Theory	15	10	25	1
	Cold *Cuisine*		50	50	2
	Hot *Cuisine*		50	50	2
	Pastry		25	25	1
	Food and beverage service theory	25		25	1
	Food and beverage service I		50	50	2
	Revenue Management – Basics	15	10	25	1
	Accommodation theory – *Front Office*	25		25	1
	Accommodation theory – Housekeeping and Laundry	25		25	1
	Front Office		25	25	1
	Total Technological Training	190	260	450	18

Technological Specialization Course

2nd SEMESTER					
Component	Module	Number of Hours			Units ECTS
		Theoretical	Practical	Total	
General and Scientific Training	English Language	50		50	3
	International Business Protocol	15	10	25	1½
	Total General and Scientific Training	65	10	75	4½
Technological Training	French Language* applied to the Accommodation hotel management	25		25	1½
	Hygiene and safety in hospitality	15	10	25	1½
	Revenue management	30	20	50	3
	Revenue management – Setup and assessment	15	10	25	1½
	Accommodation theory	25		25	1½
	Housekeeping Standards		25	25	1½
	Laundry		25	25	1½
	Front Office sales strategies		50	50	3
	Marketing Mix in tourism	30	20	50	3
	Human resources management –Relationships	30	20	50	3
	Accounting system	30	20	50	3
	Macroeconomics	25		25	1½
	Total Technological Training	225	200	425	25½

Company Training	Curricular Internship		500	500	18

3rd SEMESTER					
Component	Module	Number of Hours			Units ECTS
		Theoretical	Practical	Total	
General and Scientific Training	Entrepreneurship	15	10	25	1½
	Career Management	15	10	25	1½
	Event Management		25	25	1½
	Total General and Scientific Training	30	45	75	4½
Technological Training	French language * – Culture and traditions	25		25	1½
	Customer accounts management system	30	20	50	3
	Front Office - Setup and assessment		25	25	1½
	Housekeeping organization and management		50	50	3
	Public relations and Branding in tourism	30	20	50	3
	Leadership and management	30	20	50	3
	Staffing	30	20	50	3
	Budgeting	30	20	50	3
	Microeconomics	25		25	1½
	Law and ethics in tourism	15	10	25	1½
	Hospitality Trends	22	3	25	1½
	Total Technological Training	237	188	425	25½

*The French Language may be replaced by German or Spanish Languages whenever required

Annex 4: New course programme – *Gestão e Produção de Cozinha*

(in: http://escolas.turismodeportugal.pt/curso/gestao-e-producao-de-cozinha)

GESTÃO E PRODUÇÃO DE COZINHA

Programa de Formação Adicional (artigos 8.º e 16.º dói Decreto-Lei n.º 88/2006, de 23 de

Curso de Especialização Tecnológica

1º SEMESTRE					
Componente	Módulo	Carga Horária			Unidades ECTS
		Teórica	Prática	Total	
	Introdução Semestral – 5 dias				
Formação Geral e Científica	Introdução à Língua Francesa	10	15	25	1½
	Técnicas de comunicação e storytelling	10	15	25	1½
	Intraempreendedorismo	25		25	1½
	Total Formação Geral e Científica	**45**	**30**	**75**	**4½**
Formação Tecnológica	Língua inglesa – produção hoteleira	10	15	25	1½
	Aplicações informáticas		25	25	1½
	Legislação do trabalho	25		25	1½
	Turismo	10	15	25	1½
	Introdução à gestão de restauração e bebidas		50	50	3
	Teoria de cozinha	25		25	1½
	Iniciação às técnicas de cozinha		50	50	3
	Processos de confeção		50	50	3
	Confeção de menus simples		50	50	3
	Teoria de pastelaria	25		25	1½
	Iniciação às técnicas de pastelaria		50	50	3
	Princípios de serviço de restauração		25	25	1½
	Total Formação Tecnológica	**95**	**330**	**425**	**25½**
	Total	**135**	**365**	**500**	**30**

2º SEMESTRE					
Componente	Módulo	Carga Horária			Unidades ECTS
		Teórica	Prática	Total	
Formação Geral e Científica	Língua inglesa	25		25	1½
	Desenvolvimento pessoal e criativo		25	25	1½
	Iniciativa empresarial e empreendedorismo	10	15	25	1½
	Total Formação Geral e Científica	**35**	**40**	**75**	**4½**
Formação Tecnológica	Língua Estrangeira II aplicada à gestão e produção de cozinha[A]	10	15	25	1½
	Ética e protocolo empresarial	25		25	1½
	Aplicações Informáticas - introdução à gestão		25	25	1½
	Higiene e segurança na restauração e bebidas	25		25	3
	Gestão de restauração e bebidas – controlo de gestão		50	50	1½
	Tecnologia de matérias-primas de cozinha		25	25	1½
	História e cultura gastronómica	25		25	1½
	Gastronomia portuguesa - cozinha tradicional		50	50	3
	Regiões gastronómicas portuguesas		50	50	3
	Cozinha contemporânea e de serviço rápido		50	50	3
	Doçaria conventual e tradicional portuguesa		50	50	3
	Padaria aplicada à restauração		25	25	1½
	Total Formação Tecnológica	**85**	**340**	**425**	**25½**
	Total	**120**	**380**	**500**	**30**

FPCT (Estágio)	Estágio curricular		500	500	18

3º SEMESTRE					
Componente	Módulo	Carga Horária			Unidades ECTS
		Teórica	Prática	Total	
Formação Geral e Científica	Língua inglesa	25		25	1½
	Língua portuguesa - comunicação	10	15	25	1½
	Modelo de negócio em empreendedorismo	10	15	25	1½
	Total Formação Geral e Científica	**45**	**30**	**75**	**4½**
Formação Tecnológica	Língua estrangeira II - cultura e tradições[B]	10	15	25	1½
	Expressões artísticas[C]		25	25	1½
	Sustentabilidade no Turismo	25		25	1½
	Liderança e gestão de carreiras	25		25	1½
	Marketing digital aplicado ao turismo	10	15	25	1½
	Gestão do negócio de restauração e bebidas		50	50	3
	Enogastronomia		25	25	1½
	Desenvolvimento de produtos gastronómicos		25	25	1½
	Pastelaria clássica e Internacional		50	50	3
	Cozinha clássica e internacional		50	50	3
	Tendências de cozinha		25	25	3
	Cozinhas alternativas		25	25	1½
	Serviços especiais de cozinha		50	50	3
	Total Formação Tecnológica	**70**	**355**	**425**	**25½**
		115	**385**	**500**	**30**

Direção de Formação

Annex 5: New course programme – *Gestão de Restauração e Bebidas*

(in: http://escolas.turismodeportugal.pt/curso/gestao-hoteleira-restauracao-e-bebidas)

Curso de Especialização Tecnológica em
Gestão de Restauração e Bebidas

TURISMO DE PORTUGAL

PLANO DE FORMAÇÃO

Programa de Formação Adicional (artigos 8.º e 16.º do Decreto Lei n.º 88/2006, de 23 de

Curso de Especialização Tecnológica

1º SEMESTRE

Componente	Módulo	Carga Horária			Unidades ECTS
		Teórica	Prática	Total	
	Introdução Semestral – 5 dias				
Formação Geral e Científica	Introdução à Língua francesa	10	15	25	1½
	Técnicas de comunicação e storytelling	10	15	25	1½
	Intraempreendedorismo	25		25	1½
	Total Formação Geral e Científica	45	30	75	4½
Formação Tecnológica	Língua inglesa - nivelamento	20	30	50	3
	Atendimento e acolhimento turístico	10	15	25	1½
	Aplicações informáticas		25	25	1½
	Legislação do trabalho	25		25	1½
	Contabilidade	10	15	25	1½
	Turismo	10	15	25	1½
	Introdução à gestão de restauração e bebidas		50	50	3
	Teoria de cozinha/pastelaria	25		25	1½
	Técnicas de cozinha		25	25	1½
	Teoria de restauração e bebidas	25		25	1½
	Serviço de restauração e bebidas		50	50	3
	Teoria de bar	25		25	1½
	Serviço de bar		25	25	1½
	Teoria de alojamento	25		25	1½
	Total Formação Tecnológica	175	250	425	25½
	Total	220	280	500	30

2º SEMESTRE

Componente	Módulo	Carga Horária			Unidades ECTS
		Teórica	Prática	Total	
Formação Geral e Científica	Língua inglesa	25		25	1½
	Desenvolvimento pessoal e criativo		25	25	1½
	Iniciativa empresarial e empreendedorismo	10	15	25	1½
	Total Formação Geral e Científica	35	40	75	4½
Formação Tecnológica	Língua Estrangeira II aplicada à gestão de restauração e b	10	15	25	1½
	Ética e protocolo empresarial	10	15	25	1½
	Aplicações Informáticas - introdução à gestão de F&B		25	25	1½
	Liderança, gestão e motivação de equipas	10	15	25	1½
	Turismo acessível	10	15	25	1½
	Higiene e segurança na restauração e bebidas	25		25	1½
	Tendências em restauração e bebidas		25	25	1½
	Gestão de restauração e bebidas - controlo de gestão		50	50	3
	Organização do serviço de restauração e bebidas		25	25	1½
	Execução do serviço de restauração e bebidas		50	50	3
	Teoria de Bar - classificação de bebidas	25		25	1½
	Serviço de Bar – técnicas de execução		25	25	1½
	Enologia		25	25	1½
	Organização do serviço de vinhos		25	25	1½
	Engenharia de menus		25	25	1½
	Total Formação Tecnológica	90	335	425	25½
	Total	125	375	500	30
Formação Prática em Contexto de Trabalho	Estágio curricular		500	500	18

3º SEMESTRE

Componente	Módulo	Carga Horária			Unidades ECTS
		Teórica	Prática	Total	
Formação Geral e Científica	Língua inglesa	25		25	1½
	Língua portuguesa - comunicação	10	15	25	1½
	Modelo de negócio em empreendedorismo	10	15	25	1½
	Total Formação Geral e Científica	45	30	75	4½
Formação Tecnológica	Língua estrangeira II - cultura e tradições	10	15	25	1½
	Expressões artísticas		25	25	1½
	Sustentabilidade no Turismo	25		25	1½
	Staffing e gestão de carreiras	25		25	1½
	Marketing turístico e digital	20	30	50	3
	Aplicações informáticas – gestão de F&B		25	25	1½
	Análise económico-financeira no setor do turismo	20	30	50	3
	Gestão do negócio de restauração e bebidas		50	50	3
	Enogastronomia		25	25	1½
	Gestão do serviço de restauração e bebidas		50	50	3
	Mixologia e técnicas de serviço		50	50	3
	Organização de Eventos no Setor do Turismo	10	15	25	1½
	Total Formação Tecnológica	110	315	425	25½
	Total	155	345	500	30

Annex 6: New course programme - *Gestão Hoteleira e Alojamento*

(in: http://escolas.turismodeportugal.pt/curso/gestao-hoteleira-alojamento)

GESTÃO HOTELEIRA E ALOJAMENTO

Programa de Formação Adicional (artigos 8.º e 16.º dói Decreto-Lei n.º 88/2006, de 23 de Maio)

Curso de Especialização Tecnológica

1º SEMESTRE

Componente	Módulo	Carga Horária			Unidades ECTS
		Teórica	Prática	Total	
	Introdução Semestral – 5 dias				
Formação Geral e Científica	Introdução à língua francesa	10	15	25	1½
	Técnicas de comunicação e Storytelling	10	15	25	1½
	Intraempreendedorismo	25		25	1½
	Total Formação Geral e Científica	**45**	**30**	**75**	**4½**
Formação Tecnológica	Língua inglesa – nivelamento	20	30	50	3
	Atendimento e Acolhimento turístico	10	15	25	1½
	Aplicações informáticas		25	25	1½
	Legislação do trabalho	25		25	1½
	Contabilidade	10	15	25	1½
	Turismo	10	15	25	1½
	Qualidade e Certificação no Turismo	10	15	25	1½
	Serviços de alojamento hoteleiro – noções básicas	10	15	25	1½
	Introdução à teoria do alojamento – *Front Office*		25	25	1½
	Introdução à teoria do alojamento – Andares e lavandaria		25	25	1½
	Tecnologias de informação e comunicação na receção hoteleira	10	15	25	1½
	Teoria de serviço de restauração e bebidas		25	25	1½
	Serviço de restauração e bebidas		50	50	3
	Informação turística	10	15	25	1½
	Total Formação Tecnológica	**115**	**285**	**400**	**24**
	Total	**160**	**315**	**475**	**28½**

2º SEMESTRE

Componente	Módulo	Carga Horária			Unidades ECTS
		Teórica	Prática	Total	
Formação Geral e Científica	Língua inglesa	25		25	1½
	Desenvolvimento pessoal e criativo		25	25	1½
	Iniciativa empresarial e empreendedorismo	10	15	25	1½
	Total Formação Geral e Científica	**35**	**40**	**75**	**4½**
Formação Tecnológica	Língua Estrangeira II aplicada à gestão de alojamento[A]	10	15	25	1½
	Ética e protocolo empresarial	10	15	25	1½
	Aplicações Informáticas - introdução à gestão		25	25	1½
	Liderança, Gestão e Motivação de Equipas	10	15	25	1½
	Turismo Acessível	10	15	25	1½
	Higiene e segurança no alojamento	25		25	1½
	Tendências em Hotelaria		25	25	1½
	Funcionalidades e design aplicado à hotelaria		50	50	3
	Introdução ao sistema de gestão de negócio na hotelaria		50	50	3
	Técnicas de alojamento		25	25	1½
	Estratégias de venda do Front Office		50	50	3
	Normas de limpeza e manutenção do serviço de andares		25	25	1½
	Animação Hoteleira		50	50	3
	Total Formação Tecnológica	**65**	**360**	**425**	**25½**
	Total	**100**	**400**	**500**	**30**

FPCT (Estágio)	Estágio curricular		500	**500**	**18**

3º SEMESTRE

Componente	Módulo	Carga Horária			Unidades ECTS
		Teórica	Prática	Total	
Formação Geral e Científica	Língua inglesa	25		25	1½
	Língua portuguesa - comunicação	10	15	25	1½
	Modelo de negócio em empreendedorismo	10	15	25	1½
	Total Formação Geral e Científica	**45**	**30**	**75**	**4½**
Formação Tecnológica	Língua estrangeira II - cultura e tradições[B]	10	15	25	1½
	Expressões artísticas[C]		25	25	1½
	Sustentabilidade no Turismo	25		25	1½
	Staffing e gestão de Carreiras	25		25	1½
	Marketing turístico e digital	20	30	50	3
	Aplicações informáticas – gestão de alojamento		25	25	1½
	Análise económico-financeira no setor do turismo	20	30	50	3
	Gestão e organização do serviço de andares		50	50	3
	Revenue Management e Gestão Comercial		50	50	3
	Jogos e simulações para a Gestão Hoteleira		25	25	1½
	Gestão de alojamento		50	50	3
	Organização de eventos para a Hotelaria	10	15	25	1½
	Total Formação Tecnológica	**95**	**330**	**425**	**25½**
	Total	**140**	**360**	**500**	**30**

Direção de Formação

APPENDICES

Appendix 1

QUESTIONNAIRE FOR STUDENTS

This questionnaire is part of a Dissertation on *Content and Language Integrated Learning in Tourism Vocational Education and Training in Portugal* by Maria Altina Almeida, conducted at the Estoril Higher Institute for Tourism and Hotel Studies. The answers are anonymous and confidentiality of data is guaranteed. The data is exclusive for scientific use. Thank you in advance!

Date: ___/___/2017 Nationality: _____ Mother tongue: _____

Age: under 18 / 18-24 / 25-34 / 35-44 / 45-54 / 55 and over

Gender: Male / Female / Prefer not to say

Course: _____

Escola de Hotelaria e Turismo de _____

Please select with an X the option that best suits your case: 1 (strongly disagree); 2 (disagree); 3 (nor agree, nor disagree), 4 (agree), 5 (strongly agree) or N/A (not applicable/don't know).

1. Why did you decide to study in a language that is not your native language?						
1.1. To improve my language skills	1	2	3	4	5	N/A
1.2. To study abroad	1	2	3	4	5	N/A
1.3. To work abroad	1	2	3	4	5	N/A
1.4. To enhance my knowledge in Tourism taught in a foreign language	1	2	3	4	5	N/A
1.5. To use a foreign language on a daily basis	1	2	3	4	5	N/A
1.6. To develop cultural awareness and become a multicultural person	1	2	3	4	5	N/A
1.7. To enhance employment opportunities	1	2	3	4	5	N/A
1.8. To enhance the value of my course	1	2	3	4	5	N/A
1.9. To experience a challenge and increase my self-confidence	1	2	3	4	5	N/A
1.10. To expand worldview and be more informed about the world	1	2	3	4	5	N/A
1.11. Other(s):						
2. Was your level of English assessed before entering the course?	Yes		No			

Please select with an X the option that best suits your case: 1 (strongly disagree); 2 (disagree); 3 (nor agree, nor disagree), 4 (agree), 5 (strongly agree) or N/A (not applicable/don't know).

3. In general, both content and language learning are equally promoted.	1	2	3	4	5	N/A
3.1. Are there subjects where language is given more emphasis over content?	Yes		No		Don't know	
3.1.1. In which ones? _____						
3.2. Are there subjects where content is given more emphasis over language?	Yes		No		Don't know	
3.2.1. In which ones? _____						
4. In general, teachers take the language level of the students into account.	1	2	3	4	5	N/A
5. Teachers help students improve their language skills through reformulation, simplification and exemplification.	1	2	3	4	5	N/A
6. Teachers are proficient in English.	1	2	3	4	5	N/A
7. Teachers use Portuguese to help students understand.	1	2	3	4	5	N/A
8. Teachers find different and innovative ways to help students learn.	1	2	3	4	5	N/A
9. Teachers use audio-visual aids and multimedia.	1	2	3	4	5	N/A
10. Practical, hands-on experiences are used in the teaching and learning process.	1	2	3	4	5	N/A
11. Interaction is increased by pair and group work.	1	2	3	4	5	N/A
12. Students are expected to find out information for themselves, and work and talk together to discover new ideas.	1	2	3	4	5	N/A
13. Students are expected to solve problems and plan their own work using a range of sources.	1	2	3	4	5	N/A
14. Teachers ask students' opinion in terms of strategies used in class.	1	2	3	4	5	N/A

15. The focus is placed more on students' communication than on teachers' knowledge.	1	2	3	4	5	N/A
16. Students are evaluated in both content and language.	1	2	3	4	5	N/A
17. What were/are the most common problems you face when studying content in a language other than your native language?						
17.1. My level of English	1	2	3	4	5	N/A
17.2. The level of the content	1	2	3	4	5	N/A
17.3. Understanding the content in the foreign language	1	2	3	4	5	N/A
17.4. Lack of resources	1	2	3	4	5	N/A
17.5. Lack of motivation	1	2	3	4	5	N/A
17.6. Other(s):						
18. What should be done to support you when studying content and language at the same time?						
18.1. Prepare more resources for studying content	1	2	3	4	5	N/A
18.2. Prepare more resources for studying language	1	2	3	4	5	N/A
18.3. Make lessons more interactive	1	2	3	4	5	N/A
18.4. Create the environment where students can share their experiences and find support	1	2	3	4	5	N/A
18.5. Provide more opportunities for interaction	1	2	3	4	5	N/A
18.6. Provide more activities which develop listening and speaking skills	1	2	3	4	5	N/A
18.7. Provide more activities which develop reading and writing skills	1	2	3	4	5	N/A
18.8. Provide more activities which develop intercultural awareness	1	2	3	4	5	N/A
18.9. Other(s):						
19. Please state if you agree or disagree with the following statements about learning content in a non-native language.						
19.1. My language skills have improved since I have started studying in a foreign language.	1	2	3	4	5	N/A
19.2. My progress in the content subject would be faster if studying it in my native language.	1	2	3	4	5	N/A
19.3. To understand content studied in a foreign language I often use resources in my native one.	1	2	3	4	5	N/A
19.4. The resources I use develop my knowledge of content but do not help me with the language.	1	2	3	4	5	N/A
19.5. It is difficult to stay motivated.	1	2	3	4	5	N/A
19.6. It is difficult for me to effectively communicate and express my opinions because of the language barrier.	1	2	3	4	5	N/A
19.7. I have developed thinking skills and creativity through learning in a foreign language.	1	2	3	4	5	N/A
19.8. Learning content through English suits the demands of the modern world.	1	2	3	4	5	N/A
19.9. Learning content through English has empowered me to face different challenges.	1	2	3	4	5	N/A
19.10. Learning content through English has enhanced my independence and flexibility.	1	2	3	4	5	N/A
19.11. Learning content through English has provided me with social and communicative skills to collaborate and cooperate in project teams.	1	2	3	4	5	N/A
19.12. Learning content through English encourages intercultural understanding and community values.	1	2	3	4	5	N/A

Appendix 2

QUESTIONÁRIO PARA ALUNOS

Este questionário faz parte da dissertação sobre *Content and Language Integrated Learning in Tourism Vocational Education and Training in Portugal* realizada por Maria Altina Almeida, na Escola Superior de Hotelaria e Turismo do Estoril. As respostas são anónimas e a confidencialidade dos dados é garantida. Os dados serão apenas usados para fins científicos. Muito obrigada, desde já!

Data: ___/___/2017 Nacionalidade: _____ Língua materna: _____
Idade: até aos 18 / 18-24 / 25-34 / 35-44 / 45-54 / 55 ou mais
Género: Masculino / Feminino / Prefiro não dizer
Curso: _____
Escola de Hotelaria e Turismo de _____

Assinale com um X a opção que melhor se adequa ao seu caso: 1 (discordo plenamente); 2 (discordo); 3 (não concordo nem discordo), 4 (concordo), 5 (concordo plenamente) ou N/A (não se aplica/não sei).

1. Porque decidiu estudar numa língua que não é a sua língua materna?						
1.1. Para melhorar as minhas competências linguísticas.	1	2	3	4	5	N/A
1.2. Para estudar no estrangeiro.	1	2	3	4	5	N/A
1.3. Para trabalhar no estrangeiro.	1	2	3	4	5	N/A
1.4. Para melhorar os meus conhecimentos em Turismo lecionados numa língua estrangeira.	1	2	3	4	5	N/A
1.5. Para usar uma língua estrangeira diariamente.	1	2	3	4	5	N/A
1.6. Para desenvolver a minha consciência cultural e tornar-me uma pessoa multicultural.	1	2	3	4	5	N/A
1.7. Para melhorar as minhas oportunidades de emprego.	1	2	3	4	5	N/A
1.8. Para aumentar o valor do meu curso.	1	2	3	4	5	N/A
1.9. Para enfrentar um desafio e aumentar a minha auto-confiança.	1	2	3	4	5	N/A
1.10. Para expandir a minha visão do mundo e estar informado/a sobre o mundo.	1	2	3	4	5	N/A
1.11. Outro(s):						
2. O seu nível de Inglês foi aferido antes de entrar no curso?		Sim		Não		

Assinale com um X a opção que melhor se adequa ao seu caso: 1 (discordo plenamente); 2 (discordo); 3 (não concordo nem discordo), 4 (concordo), 5 (concordo plenamente) ou N/A (não se aplica/não sei).

3. No geral, a aprendizagem de conteúdos e da língua é igualmente promovida?	1	2	3	4	5	N/A
3.1. Há módulos onde é dada maior ênfase à língua em detrimento dos conteúdos	Sim		Não		Não sei	
3.1.1. Quais? _____						
3.2. Há módulos onde é dada maior ênfase aos conteúdos em detrimento da	Sim		Não		Não sei	
3.2.1. Quais? _____						
4. No geral, os formadores têm em consideração o nível linguístico dos alunos.	1	2	3	4	5	N/A
5. Os formadores ajudam os alunos a melhorar as suas competências linguísticas através da reformulação, simplificação e exemplificação.	1	2	3	4	5	N/A
6. Os formadores são proficientes em Inglês.	1	2	3	4	5	N/A
7. Os formadores recorrem ao Português para facilitar a compreensão dos alunos	1	2	3	4	5	N/A
8. Os formadores utilizam métodos diferentes e inovadores para ajudar os alunos a aprender.	1	2	3	4	5	N/A
9. Os formadores utilizam recursos audio-visuais e multimédia.	1	2	3	4	5	N/A
10. São desenvolvidas atividades práticas no processo de ensino-aprendizagem.	1	2	3	4	5	N/A
11. A interação é estimulada através de trabalhos em pares ou em grupo.	1	2	3	4	5	N/A
12. É esperado que os alunos encontrem informação por eles próprios, bem como trabalhem e discutam em conjunto de forma a terem ideias novas.	1	2	3	4	5	N/A
13. É esperado que os alunos resolvam problemas e que planeiem o seu trabalho utilizando recursos variados.	1	2	3	4	5	N/A
14. Os formadores têm em conta a opinião dos alunos no que diz respeito às estratégias usadas em sala de aula.	1	2	3	4	5	N/A

15. É dada maior ênfase à comunicação entre os alunos do que ao conhecimento dos formadores.	1	2	3	4	5	N/A
16. Os alunos são avaliados tanto nos conteúdos como na língua.	1	2	3	4	5	N/A
17. Quais foram/são as dificuldades mais comuns que enfrenta ao estudar conteúdos numa língua que não é a sua língua materna?						
17.1. O meu nível de Inglês.	1	2	3	4	5	N/A
17.2. O nível de dificuldade dos conteúdos.	1	2	3	4	5	N/A
17.3. Perceber os conteúdos numa língua estrangeira.	1	2	3	4	5	N/A
17.4. Falta de recursos.	1	2	3	4	5	N/A
17.5. Falta de motivação.	1	2	3	4	5	N/A
17.6. Outro(s):						
18. O que deveria ser feito para o/a apoiar na sua aprendizagem simultânea de língua e conteúdos?						
18.1. Preparar mais recursos para estudar os conteúdos.	1	2	3	4	5	N/A
18.2. Preparar mais recursos para estudar a língua.	1	2	3	4	5	N/A
18.3. Tornar as aulas mais interativas.	1	2	3	4	5	N/A
18.4. Criar um ambiente no qual os alunos possam partilhar experiências e encontrar apoio.	1	2	3	4	5	N/A
18.5. Proporcionar mais oportunidades de interação.	1	2	3	4	5	N/A
18.6. Promover mais atividades que desenvolvam a minha compreensão e expressão orais.	1	2	3	4	5	N/A
18.7. Promover mais atividades que desenvolvam a minha compreensão e expressão escritas.	1	2	3	4	5	N/A
18.8. Promover mais atividades que desenvolvam a minha consciência intercultura	1	2	3	4	5	N/A
18.9. Outro(s):						
19. Indique se concorda ou discorda com as seguintes afirmações sobre a aprendizagem de conteúdos numa língua não materna.						
19.1. As minhas competências linguísticas melhoraram desde que comecei a estudar em Inglês.	1	2	3	4	5	N/A
19.2. O meu progresso nos conteúdos dos módulos seria mais rápido se eu estivesse a estudar na minha língua materna.	1	2	3	4	5	N/A
19.3. Recorro frequentemente a materiais na minha língua materna para compreender os conteúdos ensinados em Inglês.	1	2	3	4	5	N/A
19.4. Os recursos utilizados desenvolvem o meu conhecimento dos conteúdos mas não me ajudam na aprendizagem da língua.	1	2	3	4	5	N/A
19.5. É difícil manter-me motivado/a.	1	2	3	4	5	N/A
19.6. É difícil comunicar eficazmente e exprimir as minhas opiniões por causa da barreira linguística.	1	2	3	4	5	N/A
19.7. Desenvolvi competências cognitivas bem como a minha criatividade através da aprendizagem numa língua estrangeira.	1	2	3	4	5	N/A
19.8. A aprendizagem de conteúdos através da língua inglesa adequa-se às exigências do mundo moderno.	1	2	3	4	5	N/A
19.9. A aprendizagem de conteúdos através da língua inglesa capacita-me para enfrentar desafios.	1	2	3	4	5	N/A
19.10. A aprendizagem de conteúdos através da língua inglesa aumenta a minha independência e flexibilidade.	1	2	3	4	5	N/A
19.11. A aprendizagem de conteúdos através da língua inglesa dá-me competências sociais e comunicativas para colaborar e cooperar em projetos de equipa.	1	2	3	4	5	N/A
19.12. A aprendizagem de conteúdos através da língua inglesa estimula a minha compreensão intercultural e dos valores da comunidade.	1	2	3	4	5	N/A

Appendix 3

Esta entrevista faz parte da investigação empírica com vista à redação da dissertação intitulada *Content and Language Integrated Learning in Tourism Vocational Education and Training in Portugal*, realizada por Maria Altina Almeida, na Escola Superior de Hotelaria e Turismo do Estoril (ESHTE), no âmbito do Mestrado em Turismo e Comunicação, grau conferido pela ESHTE, Faculdade de Letras da Universidade de Lisboa e Instituto de Geografia e Ordenamento do Território da Universidade de Lisboa. As respostas são anónimas e a confidencialidade dos dados é garantida. Os dados serão apenas usados para fins científicos, podendo alguns excertos da entrevista ser eventualmente citados, garantindo, no entanto, o anonimato do/a docente em causa. Muito obrigada, desde já!

Data: _____
Nacionalidade: _____ Língua Materna: _____
Módulo(s) lecionado(s): _____
Curso(s): _____ Escola de Hotelaria e Turismo de _____

Guião de Entrevista – Docentes/Formadores

Enquadramento

1. Qual é a sua formação de base?
2. Há quanto tempo leciona em Inglês?
3. Esta é a sua primeira experiência?
4. Por que optou por lecionar em Inglês?
5. Recebeu algum tipo de formação específica para lecionar em Inglês?
6. Como avalia a sua experiência de lecionação em Inglês, numa escala de 1 a 5, em que 1 corresponde a nada confortável e 5 a muito confortável?
7. Quais os problemas/dificuldades mais comuns que encontra?
8. Considera-se um/a professor/a diferente quando leciona em Português ou em Inglês? Se sim, em que aspetos? Quais as principais diferenças?

Língua e conteúdos

9. Sente que a transmissão e a aprendizagem dos conteúdos podem de alguma forma ser afetadas pelo uso da língua inglesa? Se sim, de que forma?
10. Recorre ao Português nas suas aulas? Em que situações e com que objetivos?
11. Considera que os alunos se expressam em Inglês com facilidade? Quais as suas principais dificuldades?
12. Reformula as intervenções deles, quando incorretas do ponto de vista linguístico, ou utiliza outras estratégias de correção? Quais?
13. Tem por hábito ensinar o vocabulário específico que será utilizado durante a aula, antecipando possiveis dificuldades de compreensão dos conteúdos por parte dos alunos?
14. Adapta os seus materiais ao nível linguístico dos alunos?

15. Considera que lecionar em Inglês lhe toma muito tempo? Se sim, a que níveis?
16. Dá a mesma relevância ao conteúdo e à língua nas suas aulas?
17. Prepara os testes (só) em Inglês?
18. Avalia a competência linguística dos alunos, para além do conteúdo? Se sim, de que forma?

Metodologias

19. Tem acesso a recursos adequados em Inglês ou cria os seus próprios recursos? Que tipo de recursos cria/utiliza?
20. Precisa de ajuda na seleção ou criação desses recursos?
21. Existe alguma articulação entre os docentes de língua inglesa e os docentes de outras disciplinas? Se sim, de que forma se efetiva esta articulação? Existe um trabalho de apoio conjunto?
22. Que tipo de metodologias de aprendizagem utiliza fundamentalmente nas suas aulas?
23. Utiliza meios audio-visuais e multimédia?
24. Promove atividades práticas e orientadas para o contexto real de trabalho?
25. As aulas são mais centradas no professor ou nos alunos?
26. É esperado que os alunos discutam temas em pares ou em grupo e que sugiram soluções?
27. São-lhes fornecidos meios para que eles descubram informação por eles próprios? Se sim, pode referir alguns exemplos?
28. O que considera que pode melhorar para ajudar os seus alunos a atingir os objetivos propostos?

Receção e participação dos alunos

29. Considera os alunos mais motivados nos cursos lecionados em Inglês?
30. Considera que os alunos saem destes cursos mais preparados para os desafios do mundo moderno e com uma maior compreensão cultural?
31. Considera que estes cursos têm o mesmo nível de eficácia que os cursos correspondentes lecionados em Português? (Porquê?)
32. De que forma considera que podem ser melhorados?
33. Conhece o conceito CLIL – Content and Language Integrated Learning? Se sim, considera que as estratégias que utiliza nas suas aulas se coadunam com esta perspetiva? De que forma?

Appendix 4

This interview is part of the empirical research aimed at writing a dissertation entitled Content and Language Integrated Learning in Tourism Vocational Education and Training in Portugal, conducted by Maria Altina Almeida at Estoril Higher Institute for Tourism and Hotel Studies (ESHTE) for the Master's in Tourism and Communication, a degree conferred by ESHTE, the School of Arts and Humanities of the University of Lisbon (FLUL) and The Institute of Geography and Spatial Planning of the University of Lisbon (IGOT). The answers are anonymous and the confidentiality of the data is guaranteed. The data will only be used for scientific purposes, and in case some excerpts from the interview are quoted, the anonymity of the teacher quoted is guaranteed. Thank you in advance!

Date: _____
Nationality: _____ Mother tongue: _____
Module(s) taught: _____
Course(s): _____ Escola de Hotelaria e Turismo de _____

Interview guide – Teachers

Background

1. What are your academic qualifications?
2. Do you speak Portuguese?
3. How long have you been teaching in English?*
4. Is this your first experience?*
5. Why did you decide to teach in English (in Portugal)?
6. Did you do any specific training to teach in English?
7. How do you rate your English teaching experience on a scale from 1 to 5, where 1 is not comfortable at all and 5 is very comfortable?
8. What are the most common problems / difficulties you face?
9. Do you consider yourself a different teacher when you teach in your mother tongue or in English? If so, in what aspects? What are the main differences?*

*Not for English native speakers.

Language and content

10. Do you think that the process of content teaching and learning may be somehow affected by using the English language? If so, how?
11. (Only if the teacher speaks Portuguese!) Do you use Portuguese in your classes? In what situations and for what purposes?
12. Do you think students can easily express themselves in English? If not, what are their main difficulties?
13. Do you correct them if they make language mistakes?

14. Do you usually pre-teach specific vocabulary that will be used during the lesson, anticipating difficulties students may have in understanding the content?
15. Do you adapt your materials to students' language level?
16. Is teaching in English time-consuming? If so, in what way?
17. Do you give the same emphasis to content and language in your lessons?
18. Do you evaluate your students' language skills (besides the content)?

Methodology

19. Do you have access to appropriate resources in English or do you create your own resources? What kind of resources do you create / use?
20. Do you need help when selecting or creating these resources?
21. Is there any articulation /support between English language teachers and teachers from other subjects? If so, how effective is it?
22. What kind of methodologies do you use mostly in your classes?
23. Do you use audio-visuals and multimedia?
24. Do you promote practical activities focused on real working situations?
25. Are your lessons more teacher-centred or student-centred?
26. Are students expected to discuss topics / issues in pairs or in groups and suggest solutions?
27. Do you provide them with the means to discover information by themselves? If so, can you give a few examples?
28. What do you think you can improve in order to help your students achieve the goals set?

Students' participation

29. Do you think students are motivated to learn in these courses taught in English?
30. Do you consider students are more prepared for the challenges of the modern world and have a greater cultural understanding after these courses?
31. In what ways do you think these courses can be improved?

32. Have you ever heard about CLIL - Content and Language Integrated Learning? If so, do you consider that the strategies you use in your lessons are consistent with this perspective? In what ways?

Appendix 5

Esta entrevista faz parte da investigação empírica com vista à redação da dissertação intitulada *Content and Language Integrated Learning in Tourism Vocational Education and Training in Portugal*, realizada por Maria Altina Almeida, na Escola Superior de Hotelaria e Turismo do Estoril (ESHTE), no âmbito do Mestrado em Turismo e Comunicação, grau conferido pela ESHTE, Faculdade de Letras da Universidade de Lisboa e Instituto de Geografia e Ordenamento do Território da Universidade de Lisboa. As respostas são anónimas e a confidencialidade dos dados é garantida. Os dados serão apenas usados para fins científicos, podendo alguns excertos da entrevista ser eventualmente citados, garantindo, no entanto, o anonimato do/a entrevistado/a. Muito obrigada, desde já!

Data: _____
Escola de Hotelaria e Turismo de _____
Cursos lecionados em Inglês: _____

Guião de Entrevista – Direção e/ou Coordenação Pedagógica

1. Como surgiram os cursos lecionados em Inglês na oferta formativa da escola?
2. Quais são as principais mais-valias para a escola em ter esta oferta?
3. Quais as principais dificuldades enfrentadas aquando da criação e depois da implementação destes cursos?

4. Como e onde é feita a promoção destes cursos e que público visam atrair?
5. Quais os cursos mais procurados?

6. Como é feita a seleção dos alunos?
7. Há muitos candidatos relativamente às vagas?
8. Como é avaliado o nível de Inglês dos alunos?
9. Segundo a informação recebida relativa às candidaturas para o próximo ano letivo, não haverá prova de pré-requisitos para os cursos em Inglês. Qual é a estratégia por detrás desta medida?

10. Como foi feita a adaptação da escola aos alunos estrangeiros?
11. Considera que os alunos se expressam em Inglês com facilidade? Quais as suas principais dificuldades?

12. Como é feita a seleção dos formadores?
13. É dificil recrutar formadores para lecionar em Inglês? Quais as principais dificuldades? Há áreas mais difíceis do que outras?
14. É feita uma avaliação do nível de língua dos formadores?

15. Recebem algum tipo de formação linguística específica?
16. Recebem orientações específicas sobre os métodos de ensino que deverão adotar?
17. Existe alguma articulação entre os docentes de língua inglesa e os docentes de outras disciplinas? Se sim, de que forma se efetiva esta articulação?

18. Considera que estes cursos têm o mesmo nível de eficácia que os cursos correspondentes lecionados em Português? (Porquê?)
19. Sente que a transmissão e a aprendizagem dos conteúdos podem de alguma forma ser afetadas pelo uso da língua inglesa? Se sim, de que forma?
20. Considera que os alunos saem destes cursos mais preparados para os desafios do mundo moderno e com uma maior compreensão cultural?
21. Qual o feedback que recebem dos alunos relativamente ao funcionamento dos cursos?
22. De que forma considera que podem ser melhorados? / Esses aspetos estão previstos nos novos *course plans*?

23. Conhece o conceito CLIL – Content and Language Integrated Learning? Se sim, considera que se aplica a estes cursos? De que forma?
24. Os *course plans* não prevêem o ensino da língua de uma forma direta nem a avaliação da mesma. Parece-lhe que faria sentido alguma alteração neste sentido?

Appendix 6

Esta entrevista faz parte da investigação empírica com vista à redação da dissertação intitulada *Content and Language Integrated Learning in Tourism Vocational Education and Training in Portugal*, realizada por Maria Altina Almeida, na Escola Superior de Hotelaria e Turismo do Estoril (ESHTE), no âmbito do Mestrado em Turismo e Comunicação, grau conferido pela ESHTE, Faculdade de Letras da Universidade de Lisboa e Instituto de Geografia e Ordenamento do Território da Universidade de Lisboa. Os dados serão apenas usados para fins científicos, podendo alguns excertos da entrevista ser eventualmente citados. Muito obrigada, desde já!

Data: _____

Guião de Entrevista – Dra. Alexandra Pereira,
Diretora de Formação do Turismo de Portugal

1. Como e por que razão surgiram os cursos de CA, HOM e FBM na oferta formativa das escolas do TP?
2. Quais são as principais mais-valias para o TP e para as escolas em ter esta oferta?
3. Quais as principais dificuldades encontradas aquando da criação destes cursos?
4. Estão previstos novos cursos em Inglês? Em que áreas?
5. O TP pretende alargar a oferta destes cursos a outras escolas, para além de Lisboa, Porto e Estoril? Qual é o critério?
6. Como e onde é feita a promoção destes cursos e que público visam atrair? (nacional ou estrangeiro?)
7. As escolas recebem orientações específicas sobre a forma de implementar estes cursos? Há diferenças de implementação entre escolas?
8. As metodologias de ensino-aprendizagem foram alteradas na lecionação destes cursos em Inglês?
9. Qual o *feedback* que recebem das escolas relativamente ao funcionamento dos cursos? Estão a corresponder aos objetivos e expectativas do TP?
10. Considera que estes cursos têm o mesmo nível de eficácia que os cursos correspondentes lecionados em Português? (Porquê?)
11. De que forma considera que estes cursos podem ser melhorados? / Esses aspetos estão previstos nos novos *course plans*?

12. Conhece o conceito CLIL – *Content and Language Integrated Learning*? Se sim, considera que o mesmo é aplicado nestes cursos? De que forma?
13. Os *course plans* não prevêem o ensino da língua de uma forma direta nem a avaliação da mesma no âmbito dos vários módulos. Parece-lhe que faria sentido alguma alteração neste sentido?