

# Content and Language Integrated Learning

## Applications in Hospitality and Tourism

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### **Abstract**

Efforts to integrate hospitality and tourism studies with English language learning have led to the introduction of new classes in curricula and the publication of a content and language integrated learning (CLIL) textbook in this field. The authors, who taught English majors at a junior college for six years, report how hospitality and tourism can be taught using a CLIL approach. This paper reports how the CLIL textbook was designed and used, integrating its Four Cs (content, communication, cognition, and culture/community) into the classroom, and how it incorporated certain activities, including pair work, group discussion, and online exercises. In addition, this paper introduces useful teaching resources for those teaching hospitality and tourism studies. The report concludes with the class evaluations completed by students registered in the 2016–2017 academic year.

## 1. Introduction

The Japanese government has taken several measures to make Japan “a world-class tourist destination” and has formulated the “New Tourism Strategy to Invigorate the Japanese Economy” (Japan Tourism Agency, 2017). In addition to reviewing the old regulations and restrictions related to tourism and submitting new bills to revise pertinent laws, the government considers it an urgent necessity to strengthen human resources in the tourism industry. Because many international tourists have begun to visit local areas as well as popular tourist destinations in central Japan, people in these local areas are beginning to recognize the importance of international tourism and of the skills to support it.

In Hokkaido, the increasing number of international tourists has led to more focus on international tourism. The local media and newspapers often feature popular tourist destinations, new tourism businesses, and tourism-related issues. Tourism is even a topic of discussion in English classrooms, as the subject is familiar to students. Hokusei Gakuen University Junior College (HGUJC) has been providing academic educational opportunities and an enriched learning environment to students in this area. Many HGUJC students seek and find career opportunities with hospitality and tourism companies, including airlines, hotels, travel agencies, and airport information services. In response to student and public interest in tourism, in 2011, HGUJC added new hospitality and tourism related classes, including “Hospitality and Tourism,” which is taught in English and encourages students to actively use English in class (Morikoshi, Yoshida, & Tanaka, 2015; Yoshida & Morikoshi, 2011, 2016).

Based on their six years of teaching English majors at the

junior college, the authors discuss how hospitality and tourism studies can be taught using a content and language integrated learning (CLIL) approach. The authors also discuss how their CLIL textbook was published and used and the types of activities adapted for use in hospitality and tourism education. In addition, the authors introduce teaching resources useful to hospitality and tourism teachers.

This paper discusses the advantages and challenges of using a CLIL approach in hospitality and tourism studies from the teachers' perspective. The authors believe that this approach to teaching these studies can motivate students studying this field to learn English and can create an active learning environment for them. This approach benefits those teaching both tourism majors and non-English majors. It can easily be adapted to English classrooms in General Education in Japanese colleges and universities.

## **2. Literature Review**

The CLIL approach to teaching languages has been attracting attention worldwide. Because CLIL began in Europe, many studies have been conducted there, and the effectiveness of CLIL education has been confirmed in the European arena (Coyle, Hood, & Marsh, 2010; Mehisto, Marsh, & Frigols, 2008; Pérez-Cañado, 2012; Tsuchiya & Pérez Murillo, 2015). Although it has spread quickly in Europe, CLIL is relatively new in Asia, and only a few experiential and empirical studies have emerged.

Yang (2015, 2017) and Yang and Gosling (2013a, 2013b) studied CLIL education in Taiwan and identified a positive correlation between CLIL and learners' receptive and productive competences in English. However, these studies suggested that

special support should be offered to those with lower achievement in English. In Japan, the basic concepts of the CLIL approach have been introduced and discussed intensively in the last decade by several scholars and practitioners (Iyobe & Brown, 2011; Izumi, Ikeda, & Watanabe, 2012; Koike, 2016; Watanabe, Ikeda, & Izumi, 2011). The implementation of this approach in Japanese universities has also been reported (Ikeda, 2013; Ikeda, Watanabe, & Izumi, 2016; Iyobe & Brown, 2011; Parsons & Caldwell, 2016), but the focus has remained on CLIL's theoretical background, feasibility, and potential difficulties. As MacGregor (2016) argued, more discussion, writing, and research are needed on CLIL education in Japan. Although Amano (2015), Morikoshi, Yoshida, and Tanaka (2015) and Yoshida and Morikoshi (2011, 2016) have reported on the introduction of a CLIL approach in hospitality and tourism education, the teaching of this subject using such an approach remains an understudied area. Thus, in this paper, the authors report on their six years of practice and experience teaching hospitality and tourism to English majors using a CLIL approach.

### **3. Introduction of Hospitality and Tourism Studies at HGUJC**

A CLIL approach to teaching the “Hospitality and Tourism” class at HGUJC was first applied in 2012. Since then, the authors have taught this class, using English as the language of instruction. The textbook is the main resource for the class.

Each week, the class studies the topics contained in one textbook unit. Either before or during the class, students read this textbook unit to understand its topics. The teachers introduce the topics and explain the content using PowerPoint

slides, handouts, and occasional videos. At the end of a unit, the class often engages in activities from the textbook, which are conducted to incite discussion, check students' understanding of the content, summarize main ideas, and suggest further study. The class also includes pair work, group discussions, and online exercises. Discussions are used mainly to share ideas and experiences related to the unit's topic.

In addition to the textbook, other teaching resources are used, including articles from Japanese newspapers or tourism magazines, such as *Travel Journal*. The class also uses tourism statistics from official tourism websites. The Hokkaido Government, the Japan Travel Agency (JTA), and the United Nations World Tourism Organization (UNWTO) provide useful tourism statistics. Official tourism-promotion videos and those on sites like YouTube are often used to supplement class topics. For example, the class might watch a video clip discussing the pros and cons of medical tourism and then students might upload their comments on the topic to Moodle. Providing these additional resources as scaffolding for the students has been considered useful.

Another significant part of the program is collaboration with local industry professionals, government officials, and other academics, who have been invited as guest speakers. For example, a certified tour guide-interpreter, or *tsuyaku annaishi*, from the local area was regarded as especially helpful. The class has also invited English-speaking guests, including certified "Blue Badge" tour guides from the UK and foreign business owners from the international ski resort in Niseko, Hokkaido.

During some years, students experienced "event management" as a part of a class project. When international

guests were scheduled to speak, the class organized, managed, and hosted lectures that were open to the public. This endeavor engaged students in a variety of learning activities in English, including making posters and programs, arranging venues, and preparing food and beverages for the events. Some students assumed the roles of guests or Masters of Ceremony and were encouraged to use English in these situations as though they were in real workplaces. Through these activities, the students learned how to organize events and how to work with other classmates as a team. Overall, these exercises have been seen as promoting both experiential and active learning.

During their first four years of teaching “Hospitality and Tourism” at HGUJC, the authors used the textbook *Hospitality today: An introduction* (Angelo & Vladimir, 2011). The authors customized this textbook and created a booklet containing four chapters from it. However, they still perceived a strong need for their own textbook, as those on the educational market were too long and difficult to use in Japanese English classrooms. To meet their students’ needs and English-proficiency levels as well as their own teaching styles, the authors decided to write an original textbook, *Introduction to hospitality and tourism: A CLIL approach*.

#### **4. Producing a CLIL Textbook for Hospitality and Tourism Studies for Learners of English**

In the spring of 2015, the first and third authors contacted a Singaporean publisher. After discussing the feasibility of producing a CLIL textbook on introductory hospitality and tourism studies for learners of English in Japan or elsewhere in Asia, the parties agreed to launch a project to publish such a

textbook by March 2016. This section discusses the creation of that textbook.

#### **4. 1 Designing the style and contents**

The authors' goal was to present the conceptual framework and contents of a new textbook, *Introduction to hospitality and tourism: A CLIL approach*, which would apply a CLIL methodology to its subject. A key feature of the book was readings contributed by leading academics in tourism and hospitality studies in Asia. The chapters in "Part I: World Tourism and Hospitality Today" included readings based on the edited and revised speeches that these leading scholars had delivered at Hokusei Gakuen University in Sapporo. "Part II: Hospitality and Tourism Topics" included readings contributed by international colleagues who were teaching and conducting research in Japan.

#### **4. 2 Texts, key words and concepts, and CLIL exercises**

The objectives of the readings were twofold. First, they were to enhance understanding of hospitality and tourism studies (content) in a user-friendly style of English (language). Second, to integrate the content and the language effectively, the readings needed to seriously consider the level of the English learners. Therefore, the target group was English majors in junior colleges and students in the first two years at the university level in Japan who aspired to careers in the hospitality and tourism industries. The textbook was designed to suit students who had an English proficiency of the 2nd grade on the EIKEN Test or of Level B1 on the Common European Framework of Reference for Languages (CEFR). The textbook

may also be appropriate for students at the upper level of A2 of the CEFR.

For each chapter, the readings were limited to 800 to 1000 words. The text was divided into short paragraphs with appropriate headings to enable students to identify the important points in each paragraph and understand the chapter easily. Key words and concepts in the readings were boldfaced to help learners recognize them as vocabulary essential to the content studies. In each chapter, CLIL exercises followed the readings and key words/concepts. The following types of exercises were selected to meet the CLIL objectives that appear in parentheses after each exercise: review questions (content), group/pair discussions (cognition, community), internet exercises (communication, information and communications technology (ICT)), and activities for selected chapters (cognition).

#### **4. 3 Completion of the project**

The first batch of textbooks was delivered to the authors during the last week of February 2016, in time to be used during the 2016 academic year. Efforts were made to not only produce the textbook but also to help deepen understanding of diverse approaches to English education and of the development of educational materials in various countries in Asia.

#### **5. The Four Cs (Content, Communication, Cognition, Culture/Community) in the CLIL classroom**

In the “Hospitality and Tourism” class, students learn about the industry and important concepts in this field as “content.” Through discussions, pair work, event management, and presentations, the students express their thoughts, opinions,

attitudes, and discoveries through “communication” in the target language: English. Through lectures and studying the textbook, they use their critical-thinking skills, or “cognition,” to understand the course content and to solve problems. The authors often invite industry professionals and academics from outside the college, even from overseas, as guest speakers. Thus, students learn about hospitality and tourism in other countries. This promotes awareness and understanding of other cultures and values, and it fosters relationships with the local “community.”

Because the student are English majors, the class can be regarded as “hard CLIL,” which means that it focuses on teaching hospitality and tourism content rather than the target language. Approximately 90% of class time is used for this purpose, while only 10% is spent on language teaching. Because flexibility is characteristic of a CLIL approach, the balance between teaching the content of the academic subject and fostering learning of the language should be based on the students’ English proficiency as well as on the nature of the content.

## **6. Students’ Feedback on the Textbook and the CLIL Approach**

### **6. 1 Methods**

To gauge the students’ perceptions of the original textbook and of using the CLIL approach in the “Hospitality and Tourism” class, a survey was conducted during the last class session in both 2016 and 2017. The survey questionnaire was developed by the authors and included 23 questions that were answered using a 5-point Likert scale and two open-ended questions. The first 11 statements asked about the students’ perceptions of the

textbook’s design, and Questions 12–20 asked about their learning experiences using the textbook. Question 21 asked about the CLIL approach used in the class. The last two questions asked about the difficulty levels of the content and the English language used in the class. In 2016, 31 of 35 registered students participated in the survey. In 2017, 40 of 43 registered students took part. The following sections present the results of the two surveys.

## 6. 2 Results of the 2016 and 2017 Surveys

**Table 1. Students’ Perceptions of Textbook Design in 2016 and 2017**

#	Statement	Year		<i>t</i> -test	
		2016	2017	<i>t</i>	<i>p</i>
		(n=31)	(n=40)		
		Mean	Mean		
1	The contents of the textbook are interesting.	4.1	4.08	.10	.92
2	The contents of the textbook are useful for my future career.	4.29	4.18	.63	.53
3	The contents of the textbook reflect real societal and business practices.	4.13	4.03	.51	.61
4	The textbook illustrates other countries and different cultures.	4.03	4.18	.73	.47
5	The textbook includes learning activities that require cooperation, such as pair work and group work.	3.9	4.15	1.17	.25
6	The design of the textbook is appropriate.	4.03	3.85	.89	.38
7	The size and the font of the text are appropriate.	4.19	3.92	1.14	.26
8	The textbook includes sufficient numbers of pictures and tables.	3.74	3.53	.83	.41
9	The textbook includes sufficient numbers of activities that require English communication.	3.71	3.65	.23	.82
10	The price of the textbook is appropriate.	2.45	2.69	.86	.40

Note: Respondent choices were 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree

As Table 1 shows, the results of the 2016 and the 2017 surveys

were similar. The results for Statement 11 suggest that the amount of reading text in the book was judged inconsistently, with some students believing that the amount was too large but others believing that it was a fair amount (see Tables 2 and 3). The written comments regarding the textbook design were as follows.

- “The textbook was easy to read and understand.”
- “The contents of the textbook were helpful for learning hospitality and tourism.”

Some students suggested the following improvements to the textbook:

- “The textbook should include more color pictures, graphs, and tables.”
- “The price of the textbook was too high.”

**Table 2. 2016 Survey Results**

2016 (n=31)	1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
1. The contents of the textbook are interesting.	1(3.0)	1(3.0)	3(10.0)	15(48.0)	11(35.0)
2. The contents of the textbook are useful for my future career.	0(0.0)	1(3.0)	1(3.0)	17(55.0)	12(39.0)
3. The contents of the textbook reflect real societal and business practices.	0(0.0)	0(0.0)	5(16.0)	17(55.0)	9(29.0)
4. The textbook illustrates other countries and different cultures.	0(0.0)	1(3.0)	5(16.0)	17(55.0)	8(26.0)
5. The textbook includes learning activities that require cooperation, such as pair work and group work.	0(0.0)	3(10.0)	3(10.0)	19(61.0)	6(19.0)
6. The design of the textbook is appropriate.	0(0.0)	0(0.0)	6(19.0)	18(58.0)	7(23.0)
7. The size and the font of the text are appropriate.	0(0.0)	2(6.0)	2(6.0)	15(48.0)	12(39.0)
8. The textbook includes sufficient numbers of pictures and tables.	0(0.0)	5(16.0)	5(16.0)	14(45.0)	7(23.0)
9. The textbook includes sufficient numbers of activities that require English communication.	1(3.0)	3(10.0)	7(23.0)	13(42.0)	7(23.0)
10. The price of the textbook is appropriate.	8(26.0)	9(29.0)	8(26.0)	4(13.0)	2(6.0)

Note: Arabic numbers = frequency. Numbers in ( ) = percentage.

**Table 2 (Continued). 2016 Survey Results**

2016 (n=31)	1.Very small amount	2.Small amount	3.Fair amount	4.Large amount	5.Very large amount
11. How do you rate the amount of reading text in the textbook?	0(0.0)	0(0.0)	14(45.0)	11(35.0)	6(19.0)
2016 (n=31)	1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
12. I was able to understand the English in the textbook.	0(0.0)	1(3.0)	6(19.0)	19(61.0)	5(16.0)
13. Using the textbook, I learned four English skills (listening, speaking, reading, and writing).	2(6.0)	4(13.0)	9(29.0)	13(42.0)	3(10.0)
14. Using the textbook has improved my English proficiency.	2(6.0)	7(23.0)	10(32.0)	9(29.0)	3(10.0)
15. Using the textbook has increased my confidence in English communication.	2(6.0)	6(19.0)	11(35.0)	10(32.0)	2(6.0)
16. Using the textbook has increased my interest in learning English.	1(3.0)	3(10.0)	7(23.0)	15(48.0)	5(16.0)
17. Using the textbook has enabled me to understand hospitality and tourism studies.	0(0.0)	0(0.0)	9(29.0)	17(55.0)	5(16.0)
18. Using the textbook has increased my interest in hospitality and tourism studies.	0(0.0)	0(0.0)	7(23.0)	14(45.0)	10(32.0)
19. Using the textbook, I learned study skills, such as note-taking, getting information, etc.	2(6.0)	4(13.0)	9(29.0)	12(39.0)	4(13.0)
20. Using the textbook, I learned the opinions and thoughts of others.	0(0.0)	0(0.0)	7(23.0)	17(55.0)	7(23.0)
2016 (n=31)	1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
21. A CLIL approach (learning hospitality and tourism studies in English) is beneficial.	1(3.0)	0(0.0)	3(10.0)	14(45.0)	13(42.0)
2016 (n=31)	1. Very easy	2. Easy	3. Neutral	4. Difficult	5. Very difficult
22. How do you rate the difficulty level of the English in the textbook?	1(3.0)	7(23.0)	14(45.0)	9(29.0)	0(0.0)
23. How do you rate the difficulty level of the contents in the textbook?	0(0.0)	9(29.0)	15(48.0)	6(19.0)	1(3.0)

Note: Arabic numbers = frequency. Numbers in ( ) = percentage.

**Table 3. 2017 Survey Results**

2017 (n=40)	1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
1. The contents of the textbook are interesting.	1(2.5)	1(2.5)	5(12.5)	20(50.0)	13(32.5)
2. The contents of the textbook are useful for my future career.	1(2.5)	0(0.0)	4(10.0)	21(52.5)	14(35.0)
3. The contents of the textbook reflect real societal and business practices.	1(2.5)	2(5.0)	6(15.0)	17(42.5)	14(35.0)
4. The textbook illustrates other countries and different cultures.	1(2.5)	0(0.0)	6(15.0)	17(42.5)	16(40.0)
5. The textbook includes learning activities that require cooperation, such as pair work and group work.	1(2.5)	0(0.0)	8(20.0)	14(35.0)	17(42.5)
6. The design of the textbook is appropriate.	1(2.5)	3(7.5)	10(25.0)	13(32.5)	13(32.5)
7. The size and the font of the text are appropriate.	1(2.5)	4(10.0)	6(15.0)	14(35.0)	14(35.0)
8. The textbook includes sufficient numbers of pictures and tables.	1(2.5)	9(22.5)	7(17.5)	14(35.0)	9(22.5)
9. The textbook includes sufficient numbers of activities that require English communication.	2(5.0)	4(10.0)	10(25.0)	14(35.0)	10(25.0)
10. The price of the textbook is appropriate.	6(15.0)	9(22.5)	13(32.5)	6(15.0)	2(5.0)
2017 (n=40)	1. Very small amount	2. Small amount	3. Fair amount	4. Large amount	5. Very large amount
11. How do you rate the amount of reading text in the textbook?	1(2.5)	1(2.5)	21(52.5)	11(27.5)	6(15.0)
2017 (n=40)	1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
12. I was able to understand the English in the textbook.	0(0.0)	2(5.0)	7(17.5)	27(67.5)	4(10.0)
13. Using the textbook, I learned four English skills (listening, speaking, reading, and writing).	0(0.0)	6(15.0)	13(32.5)	18(45.0)	3(7.5)
14. Using the textbook has improved my English proficiency.	0(0.0)	3(7.5)	19(47.5)	15(37.5)	3(7.5)
15. Using the textbook has increased my confidence in English communication.	1(2.5)	6(15.0)	17(42.5)	12(30.0)	4(10.0)
16. Using the textbook has increased my interest in learning English.	0(0.0)	3(7.5)	10(25.0)	23(57.5)	4(10.0)
17. Using the textbook has enabled me to understand hospitality and tourism studies.	0(0.0)	1(2.5)	5(12.5)	25(62.5)	9(22.5)
18. Using the textbook has increased my interest in hospitality and tourism studies.	1(2.5)	0(0.0)	7(17.5)	19(47.5)	13(32.5)
19. Using the textbook, I learned study skills, such as note-taking, getting information, etc.	1(2.5)	5(12.5)	11(27.5)	18(45.0)	5(12.5)
20. Using the textbook, I learned the opinions and thoughts of others.	1(2.5)	0(0.0)	9(22.5)	22(55.0)	8(20.0)

Note: Arabic numbers = frequency. Numbers in ( ) = percentage.

**Table 3 (Continued). 2017 Survey Results**

2017 (n=40)	1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
21. A CLIL approach (learning hospitality and tourism studies in English) is beneficial.	0(0.0)	2(5.0)	6(15.0)	20(50.0)	11(27.5)
2017 (n=40)	1. Very easy	2. Easy	3. Neutral	4. Difficult	5. Very difficult
22. How do you rate the difficulty level of the English in the textbook?	1(2.5)	4(10.0)	21(52.5)	14(35.0)	0(0.0)
23. How do you rate the difficulty level of the contents in the textbook?	0(0.0)	3(7.5)	20(50.0)	15(37.5)	1(2.5)

Note: Arabic numbers = frequency. Numbers in ( ) = percentage.

## 7. Discussion

### 7. 1 Importance of publishing CLIL textbooks in Japan

The authors' urgent classroom needs inspired them to create and publish an original CLIL textbook. The collaboration between language teachers and hospitality and tourism academics was key to producing a textbook that included authentic hospitality and tourism content. Without the contributions of many academics and international colleagues, the textbook would not have been completed. As the students' feedback showed, the textbook was deemed interesting and suitable for junior college students, as it motivated them to learn about this field in English.

The design of the readings in the textbook was discussed intensively among the authors. To integrate the learning of the content and language effectively, the readings were designed to suit the 2nd grade on the EIKEN Test. Most English textbooks for Japanese college students contain rather short reading texts of about 300 to 400 words per chapter. However, the authors believed that texts of 800 to 1000 words per chapter were necessary for students to learn the basic concepts of hospitality

and tourism studies. A length of 800 to 1000 words was the minimum necessary because hospitality and tourism textbooks are generally 300–400 pages. In other parts of Asia, many hospitality and tourism students study the field using English textbooks that are published for a global market. In contrast, many Japanese students are not used to reading long texts in English, but the authors thought that chapters of 800–1000 words would be manageable.

In each chapter, the reading texts were divided into short paragraphs with had appropriate headings to help students more easily identify the important points. Boldfacing of key words and concepts helped students recognize each unit's essential vocabulary and ideas. These key words and concepts were also used by the teachers when they introduced new concepts at the beginning of each unit. The students often practiced the pronunciation of these words in class. The textbook contained a variety of useful activities to help educators implement the Four Cs of CLIL and foster active language learning. These activities provided the students with many opportunities to use English in meaningful situations. As the students' responses showed, they thought that the difficulty levels of both the English and the hospitality and tourism content were appropriate for their abilities. By using a suitable textbook, the authors have shown that educators in Japan can easily adopt a CLIL approach in hospitality and tourism classes.

In the future, more CLIL textbooks in various fields should be published for Japanese college and university students, an endeavor that will require cooperation between language teachers and educators in various specific content areas.

## **7. 2 Benefits of CLIL from teachers' and students' perspectives**

Based on their six years of experience, the authors believe that a CLIL approach positively influences the learning of both English and hospitality and tourism studies by Japanese college/university-level students. Such an approach provides more opportunities than other approaches for students to use English in an EFL setting and to practice the Four Cs in real-life settings. It also creates an active, positive learning environment for students and helps teachers motivate their students to learn about hospitality and tourism in English. These benefits will improve students' future employability in a globalized job market. Furthermore, teachers benefit by being able to expand their skills in teaching the subject content and their knowledge of teaching the language.

This case study indicates students' positive attitudes toward a CLIL approach, as they seemed to have enjoyed learning hospitality and tourism studies in English. This may be because the students in this study were English majors and had also studied the content-based English classes. However, the authors argue the importance of studying hospitality and tourism studies in English. Many concepts in this field are very familiar to students from their daily lives, so they can use their own ideas and experiences when learning about the field. Learning hospitality and tourism studies in English also cultivates students' motivation in this field and fosters their English communication skills, which are required to work in the industry.

## **7. 3 Challenges and issues inherent in CLIL practices**

Several issues and challenges may be encountered when

using a CLIL approach. First, it is time consuming for teachers to find teaching materials or develop them from scratch. When focusing on the content, more time is necessarily spent on lecturing and less on student activities. Second, the authors are still at the initial stage of identifying sufficient and appropriate scaffolding activities to promote student understanding of new concepts and linguistic learning; therefore, more studies and discussions are needed. Finally, students are evaluated based on their mastery of the content, but, to foster their learning of English, their linguistic performances must be evaluated as well.

## **8. Conclusions**

As international tourism in Japan attracts increasing public attention, teaching hospitality and tourism studies using a CLIL approach in colleges and universities will become more important. Using such an approach to teach this field provides students more opportunities to use English. The Four Cs of CLIL foster active learning opportunities and cultivate skills and knowledge needed in globalized workplaces. To help teachers employ the CLIL approach, more CLIL textbooks must be created; an endeavor that will require collaboration between language teachers and academics who specialize in specific subject contents.

## **9. Limitations**

This case study includes discussion of the creation of a CLIL textbook on hospitality and tourism, based on the authors' six years of teaching experience. Although the authors' activities provide some insight to educators who want to introduce a CLIL approach in Japanese universities and colleges, the effectiveness

of the approach has not been fully explored and evaluated, either for English education or content education. Therefore, further research should address measuring the effectiveness of this approach.

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