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**A BLEND OF COOPERATIVE  
LEARNING AND ROLE PLAY  
TO CREATE A SUCCESSFUL  
LEARNING EXPERIENCE IN A  
CLIL RECEPTION AND  
RESERVATIONS MODULE**

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## **ABSTRACT**

Mastering a second language in today's globalized and interconnected world is essential, and for this reason, the Spanish educational system has been working for years on the implementation of a bilingual teaching methodology that achieves this priority. At this time, what is known as the CLIL approach arises with the challenge of combining the learning of content and a foreign language simultaneously.

The main purpose of this study is to examine the possibility of increasing students' motivation and favor the implementation of a bilingual teaching method such as CLIL, at the same time as achieving successful learning. For this, it is proposed to use the combination of Cooperative Learning and Role play, as tools that favor the active development of communicative competence, with a group of students from a Reception and Reservation module.

**Keywords:** CLIL, motivation, Cooperative Learning, Role play, Reception and Reservation module.

## **RESUMEN**

Dominar una segunda lengua en el mundo globalizado e interconectado actual es fundamental, y por ello el sistema educativo español trabaja desde hace años en la implantación de una metodología de enseñanza bilingüe que logre esta prioridad. En este momento surge lo que es conocido como metodología AICLE con el reto de combinar de forma simultánea tanto el aprendizaje de contenidos como el de una lengua extranjera.

La finalidad principal de este estudio es examinar la posibilidad de aumentar la motivación de los estudiantes y favorecer la implementación de un método de enseñanza bilingüe como AICLE, a la par que se logra un aprendizaje exitoso. Para ello, se propone utilizar la combinación del Aprendizaje Cooperativo y el juego de roles, como herramientas favorecedoras del desarrollo activo de la competencia comunicativa, con un grupo de alumnos de un módulo de Recepción y Reserva.

**Palabras clave:** AICLE, motivación, Aprendizaje Cooperativo, juego de roles, módulo de Recepción y Reservas.

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## 1. INTRODUCTION

Numerous studies over the years show that learners with a proactive attitude towards learning succeed academically and those with a negative attitude fail regardless of their intelligence, showing that motivation is a key factor in academic performance. Sometimes, when programming, a lot of time is spent planning objectives, content, activities, etc., but a key piece that must be present in any didactic program is forgotten. When talking about motivation, we are not only referring to the students, but also the teacher. It is essential to be motivated to educate, love the profession, have the ability to innovate, adapt to new times, and seek strategies for students to get involved in the learning process. By complying with these important premises, it will be possible to achieve significant learning, thus increasing the cultural training of students and their connection with real life. In this way, students will not study only to pass their studies but for the pleasure of learning and knowing, taking steps towards their integral formation as a person.

In the last year, the school dropout rate in Spain has improved but it is still the main problem of the Spanish educational system and many studies relate it to a high level of student demotivation. In line with data published by the Ministry of Education, in the Spanish educational system, the proportion of young people between the ages of 18 and 24 who dropped out of school without having obtained at least a Baccalaureate or Vocational Training degree, fell in Spain from 16.3% in 2020 to 13.3% in 2021 (data published on January 28, 2022). It is a very important drop that brings the country closer to the average performance of the European Union to only 3.3 points. However, Spain remains among the countries with the highest rate of school dropout; in 2020 it was penultimate on the list. Additionally, it is significant to mention that the state average hides abysmal differences between communities, specifically the figure for Andalusia stands at 17.7%.

In addition to the importance of the motivational factor in the teaching-learning process, as has just been justified; in a globalized and interconnected world, mastering, at least, a second language in addition to the native language is another essential link in the chain. It allows students to access other cultures, customs, and idiosyncrasies while promoting their interpersonal relationships, guaranteeing their comprehensive training, respect for other countries, and a better understanding of

their own language. So that it becomes a key element for the construction of a multilingual and multicultural identity.

The outcome of learning a foreign language will vary depending on the teaching method used. One of the methodologies applied today is CLIL (Content and Language Integrated Learning), allowing students to improve their competence in academic language and basic interpersonal communication skills by being constantly influenced by the language and using it in both academic contexts and social interactions.

The main purpose of this study is to explore the use of active methodology tools such as Cooperative Learning and Role Play, and if it is possible to increase the motivation levels of students and favor the implementation of a bilingual teaching method such as CLIL, at the same time as achieving successful learning.

## **2. THEORETICAL FRAMEWORK**

### **2.1. Content Language Integrated Language (CLIL)**

#### ***2.1.1. Origin and definition of CLIL***

At the beginning of the 1990s, there was a double concern in the European Union. On the one hand, from a political point of view, there was a concern about promoting the mobility of European citizens, which naturally requires language skills. On the other hand, this requirement began to be transferred to educational systems, echoing the good results that various bilingual education initiatives were reaping in countries such as Canada, Finland, Ireland, or the USA (Fernández-Fontecha, 2001; Mehisto et al, 2008).

In this context, various initiatives arise in the teaching of languages and among them, one of the most recognized is CLIL, a type of program that, according to Cubo-Borrull et al (2008), differs from others by unifying both the study of a second language and that of the curricular content, or that, as Wolff (2012) points out, it stands out for its dual nature since it aims to favor the learning of the contents and a second language.

In the essence of CLIL, according to Fernández-Fontecha (2001), the following main characteristics can be distinguished:

- Naturalness: It presupposes the creation of conditions for learning a language, similar to those that arise during the process of its acquisition, promoting, at the same time, the active use of the language and the weighting of its vehicular function.
- Increased motivation: The conditions in which CLIL is developed promote the elevation of motivation and interest of students in mastering an FL, which has a favorable impact on the process of its acquisition.
- Use of authentic materials: The use of authentic materials constitutes an unavoidable requirement of CLIL and for this, it is recommended the use of different types of resources and the application of various learning strategies that help create a rich and flexible environment, and that favor the acquisition of FL.

Regarding the role of language in CLIL, Espinar-Custodio and Caballero-García (2016) point out three aspects that are decisive in this CLIL teaching and learning context.

1. Language is used both for moments of interaction in the classroom and for the development of a group of learning strategies known as cognitive strategies.
2. The content determines the language of learning which is a radical turn concerning the models developed so far based on the language functional syllabus. Instead, CLIL proposes starting from a content syllabus that generates linguistic demands that the teacher must study and anticipate to guarantee their assimilation and development (Coyle, 1999).
3. An essential requirement to stimulate the progress of communicative competence is fluency, which requires a friendly learning context based on Krashen's affective filter theory (1985), in the positive reinforcement that considers that making mistakes is an opportunity to learn (Corder, 1967), under the premise that communication between equals in the classroom favors the development of L2 (Long, 1996, pp.9-10).

In summary, CLIL constitutes a proposal in which FL and content acquire the same importance, establishing the development of curricular content through the use of FL in the teaching-learning process.

### **2.1.2. Language teaching in CLIL**

According to Ioannou-Georgiou and Pavlou (2011), there are three fields of theoretical language development in CLIL. The first is related to the language communicative approach, as pedagogy to promote a paradigm shift in language teaching (Jacobs and Farrell, 2001).

Under this approach, it is assumed that language learning is more effective if the meaning and use of language is given due attention in communicative situations (Ioannou-Georgiou and Pavlou, 2011), such as those based on tasks that require creativity or autonomy, necessary in CLIL learning.

The second theoretical framework of language in CLIL was born in the context of the 4 Cs model, which supposes a network of symbiotic relationships between four elements (content, cognition, communication, and culture). In this model, language plays a balanced role together with the rest of the elements, highlighting the interrelation between the four, in addition to the need to boost both content and language learning. Therefore, the content marks the needs of the language, hence Coyle et al (2010) point out the importance of reformulating the learning of a language other than the mother tongue and propose to analyze the linguistic demands of the content taking into account what these authors call “the Language Triptych” (see [Figure 1](#)).

According to the authors, there are three types of language in a CLIL context. “Language of Learning”, which is linked to an analysis of the thematic content, considers the demands of the study program related to grammar, vocabulary, structures, functions, etc. “Language for Learning” allows the construction of a learning repertoire linked to metacognitive skills and speech to learn in real contexts. Finally, “Language through Learning” is generated thanks to the learning of contents and the increase of communicative and language skills.

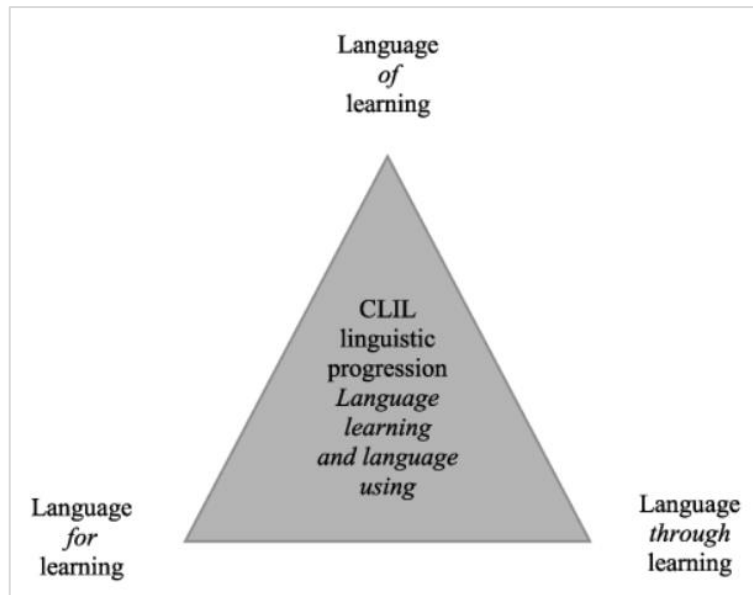


Figure 1: "The Language Triptych" from Coyle, Hood & Marsh (2010)

Precisely, this differentiation between communicative language and academic language establishes the third theoretical framework of language development in CLIL. In this approach, as has been pointed out, the fluency with which a second language is acquired is determined by the content; therefore, linguistic competence is too. Under this method, it is needed to implement "BICS" (Basic Interpersonal Communicative Skills), and "CALP" (Cognitive Academic Language Proficiency) (Cummings, 1979; 2001), to guarantee that content is understood and to ensure that interaction takes places in the classroom (see [Figure 2](#)).

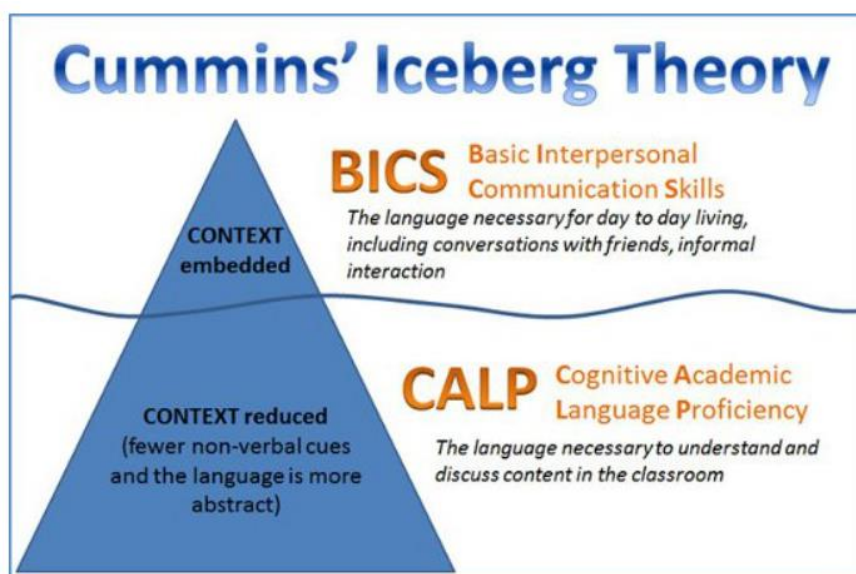


Figure 2: Cummins' Iceberg Theory from Cummings (2001)

This differentiation is very important because it makes it possible to highlight a fundamental need in CLIL: to endorse academic language development, CALP, and to prevent content learning from being affected by the fact that it is carried out through a vehicular language other than L1 (Cummins et al, 2001). But, in addition, the authors point out that this learning of the content should also be reinforced in the mother tongue, to allow students to grasp a level of linguistic development that allows them to describe and understand concepts and processes in their L1. Therefore, to promote language learning in the CLIL classroom, it is crucial to favor interaction, promote the development of BICS and allow the verbalization of concepts and learning processes in both the L2 and the L1.

### ***2.1.3. Content teaching in CLIL***

This section intends to answer the question of what content to teach and how to teach it. The answer to the first question will depend on the variety and the context in which CLIL is developed. Regarding the second, it should be remembered here the potential of CLIL, to introduce in the classroom a learning method based on the cognitivism of Piaget (1966) and the social constructivism of Vygotsky (1978).

But a teaching method of these characteristics requires a stage in which all the actors in the play interact, in this case, both the teacher and the students. This interaction must be mediated by "supported" learning, which is called "scaffolded". This scaffolding is provided by something or someone who serves as a reference for that learning, either the teacher himself, the classmates, or the resources that are presented. Vygotsky (1978) referred to this process as the "Zone of Proximal Development" (ZPD). This terminology indicates the learning situation in which the learner, starting from their cognitive level, can face new learning, cognitive challenges, provided that these are presented with the appropriate level and support (scaffolding). Therefore, the role of the teacher is not to teach, properly speaking, but rather to support these cognitive challenges of the students with the most appropriate psychological, pedagogical and methodological strategies. In this learning context, it is essential that the teacher starts from the level of cognitive development of the student, their previous experiences, and, as far as possible, adapts to their style of learning.

A frame of reference used by educators to classify learning objectives into levels of complexity is Bloom's Taxonomy (1956). This hierarchical model classifies the learning domains from a list that differentiates the skills and processes that may appear in school educational tasks. Taxonomy assumes the principle that in order to achieve the highest cognitive abilities it is necessary to previously work on the lowest thinking abilities.

To promote students to develop higher-order cognitive skills, it is an essential requirement to propose different learning strategies that facilitate intercommunication, cooperative work, and problem-solving or learning tasks. In addition, a space for reflection on their own learning must be assured, capable of promoting the development of the competence of learning to learn and thus enable autonomous and independent learning that CLIL requires.

In this method, it is significant to reach the highest level of development in cognitive skills such as reasoning, creating, and evaluating also called “Higher-Order Thinking Skills” (HOTS), versus “Lower-Order Thinking Skills” (LOTS) such as understanding, remembering, and applying.

Any teacher qualified to teach CLIL should have in-depth knowledge of managing a cognitive taxonomy as a tool for designing learning objectives and proposing the most appropriate tasks according to the level of cognitive development of their students, all based on the learning content and task that best allows each student to acquire such learning.

#### ***2.1.4. Methodological principles***

The CLIL model naturally integrates the four basic skills: reading, listening, writing, and speaking. This increases the need to improve a series of strategies that favor communication in the teaching space as an assurance that both linguistic skills and content are achieved. Therefore, language should be tackled from the perspective of content and cognitive progressions and intercommunication skills (Cummins, 1999); since as mentioned above in the CLIL approach, language is used simultaneously both to acquire content and to communicate.

With the purpose of positively surmount the overpowering cognitive and linguistic demands that CLIL involves, it is necessary to develop methodological principles that every educational program should include. These principles should help each teacher to develop their own teaching strategies for CLIL environments. Listed below are those that are considered essential for quality CLIL programming, some of which have already been cited above.

- The four elements proposed by Coyle (1999) are content, cognition, communication, and culture. Because thinking deeply about these aspects of the teaching practice allows teachers to design the necessary tools for the proper acquisition of content, language, and the development of multicultural competencies.
- The content is what indicates to the teacher the level of linguistic demand that must be exerted on the students depending on the degree of development of their linguistic competencies and always respecting the balanced development of the receptive and productive skills.
- Investigating the linguistic demands of the students allows us to obtain a result of didactic strategies that favor communication between the students, and that are adapted to their levels of linguistic competence (Coyle, 1999; Coyle et al, 2010).
- To achieve meaningful learning by all students and thus attend to the diversity of the classroom, it is key to take notice of both the teaching-learning methods and the tools used to transmit the content. There is a tool, known as Bloom's Taxonomy (1956), already mentioned above, that facilitates the teaching task. It consists of adjusting the degree of difficulty of the proposed activities to the level of knowledge from which the students start (Espinar-Custodio, 2013).
- To include different teaching methods that fulfill the following conditions: students must be the protagonist of their own learning, promoting self-sufficiency; the activities favor cooperation and collaboration between the students at the same time that they favor intercommunication, and promote the assimilation of the key competencies of the curriculum.
- The resources should promote interaction and autonomous learning by students. ICTs facilitate the design of educational materials that favor the integration of "the famous 4 C's of Coyle (1999), support students to learn autonomously and in their own time, make easier the creation of academic-scientific learning approaches,

and are very motivating when approaching the digital concerns of students (Espinar-Custodio and Fernández-Moreno, 2011; Espinar-Custodio and Caballero-García, 2016).

- The evaluation must address the evolution made in the area of language and content. To achieve this, the ideal would be to employ various assessment strategies such as individualized and small group assessment; written and oral activities; self-assessment, and co-assessment. These last are essential in this methodology that centers the process of learning on the student. Likewise, formative assessment should be incorporated to motivate and encourage students in their progress, and summative, in the end, to quantify the achievement of objectives that a student has met concerning the objectives set (Basse, 2016; Wylie and Lyon, 2015).
- The classroom climate must convey security and trust that motivate students. This will depend on various organizational factors such as the visual resources used to decorate, and the distribution of furniture in a way that favors interaction (Krashen, 1985).

The use of these methodological principles will favor successful results in the CLIL teaching-learning process.

## **2.2. Cooperative Learning**

### ***2.2.1. Definition and main contributions***

Learning is not an event that can be attended as an observer but it implies that the students actively participate in the process. Comparable to rock climbers, students reach the pinnacle of knowledge more easily when they are part of a team and work collaboratively. Cooperation is based on joining forces to achieve common goals. In a cooperative situation, people pursue results that benefit themselves and the rest of the group members. Cooperative learning consists of instructional practice through small groups. In this way, students work in the same direction to make positive progress in their learning and that of others. This method is the antithesis of others such as competitive learning, in which each student pursues a single goal, their own. In addition, this goal is usually understood as attainable only for a few, those who face the group and manage to overcome it. It is based on a type of

individualistic learning, in which the work for a common goal is not considered, but rather each participant fights for their own progress without contributing to the achievement of others.

To be able to speak of Cooperative Learning, a learning situation must be given in which the objectives of the participants are closely linked, in such a way that to reach the goal, all individuals must row in the same direction, for one to achieve it, all have to achieve it (Johnson and Johnson, 1984). Therefore, grouping students is not in itself a factor that encourages collective work. Slavin (2012) insists on two fundamental conditions: on the one hand, the work must be aimed at achieving group goals; on the other hand, success in achieving such goals depends on the single learning of all group participants. Working together to achieve a common goal results in a positive assessment of personal academic work and motivation to learn. At the same time, it is a good opportunity to help others to learn, which also has a series of advantages: it helps to translate the explanations of the teachers into a more familiar language; teaching another implies organizing one's own thoughts to explain ideas, thus helping to understand; individualized attention is favored, in a protected environment in which those who have a harder time understanding the contents are helped (Dansereau, 1985).

To learn to cooperate, the pedagogical action must be aimed at fostering affective ties between the students through team cohesion dynamics and classroom climate (Pere-Pujolàs, 2009). Likewise, in Cooperative Learning the groups must be heterogeneous, that the team members actively develop a series of roles, and that a series of principles are complied with. According to Johnson and Johnson (2014), there must be an interaction between the following five elements (see [Figure 3](#)): positive interdependence between all the participants of the team, stimulating face-to-face interaction, small group interpersonal training, the individual responsibility of each member, and group assessment.

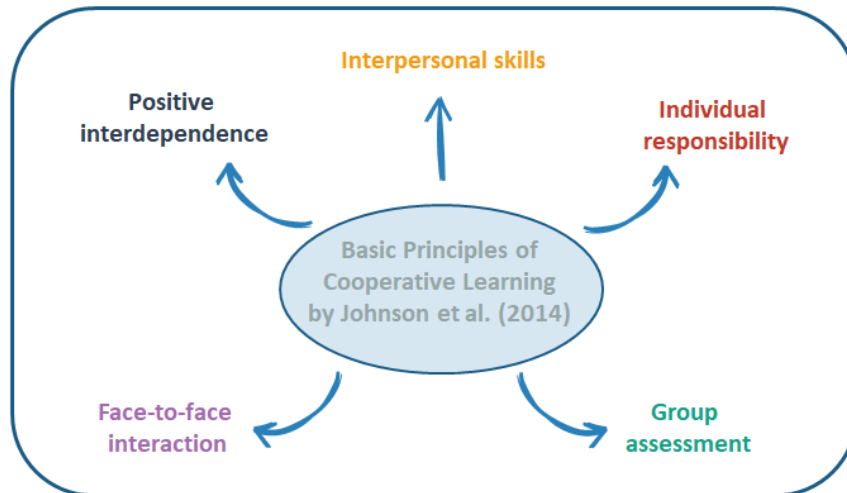


Figure 3: Five basic principles of Cooperative Learning according to Johnson and Johnson (2014) (own elaboration)

While for Kagan (1999; 2011) four basic rules known under the acronym PIES must be accomplished (see Figure 4): Positive Interdependence, Individual Responsibility, Equal Participation, and Simultaneous Interaction.

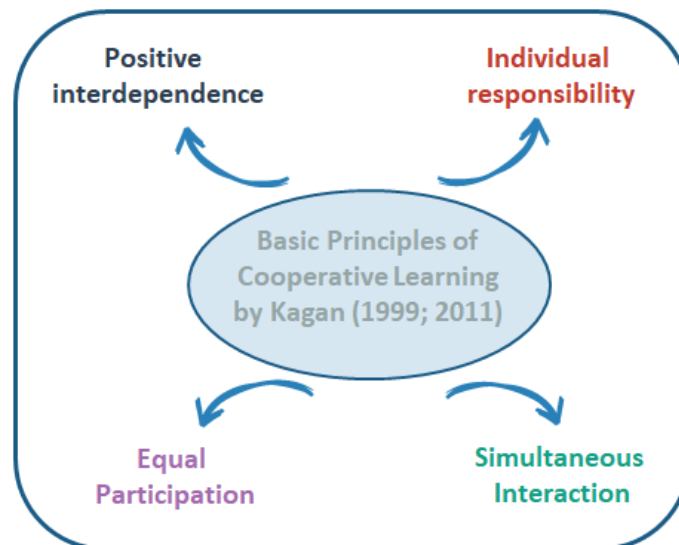


Figure 4: Four basic rules of Cooperative Learning according to Kagan (2011) (own elaboration)

This approach promotes interaction between students, through the integration of a work environment in which their different points of view are confronted, creating socio-cognitive conflicts that must be resolved by each member, through the assimilation of different perspectives from their own (Rué and Gairin, 1994). This

interaction means a greater richness of educational experiences that will help students to examine their environment more objectively, as well as to develop higher-order cognitive skills, which will be reflected in the ability to give creative responses in problem-solving both in the classroom context as well as in everyday life. What's more, the interaction and confrontation to which the students are exposed implicitly imply the requirement to verbally express their thoughts (ideas, criticism, and opinions among others) before their classmates, which enhances the development of interpersonal skills. The development of this ability is quite limited in the traditional individualistic and competitive pedagogy in which there are practically no instances of academic interaction between peers.

Likewise, it is important to emphasize the importance of one of the competencies that, despite being central to guaranteeing a good coexistence within the educational curriculum, it is not usually given the importance it deserves: emotional competence. The ability to manage own emotions is increased with this teaching method since it encourages communication, empathy, initiative, understanding, conflict resolution, solidarity, security, and optimism (Martínez-Lirola, 2016a; 2016b).

Another of the great contributions of this educational methodology is related to the increase in self-concept and self-esteem of students, so that, when working as a team, their confidence increases, and they attribute their performance to the work they have done (Pérez-Sánchez and Poveda-Serra, 2008; 2010).

According to Sharan (2014), applying an active methodology such as Cooperative Learning requires that both students and teachers change their perceptions, attitudes, and behavior regarding the traditional teaching-learning process. The teacher is no longer the central axis of teaching, but the students who learn by cooperating with their peers. To facilitate this change, tasks must be introduced that ensure participation, dialogue, and both individual and group reflection.

### ***2.2.2. Environment and rules***

The cooperative perspective, as has already been mentioned, intends that the students reach their objectives, but it cannot be forgotten that they belong to a social

unit and that they will not be able to fully achieve their objectives if their classmates do not reach theirs; from hence that positive interdependence exists (Genovard-Roselló and Beltrán-Llera, 1999). For this reason, according to Graves and Graves (1985), the cooperative learning environment is based on five systems of the training process: the social structure, the structure of the objectives, the structure of the task, the physical environment, and the style of interaction.

The social structure refers to all the members that make up the learning environment, such as the teacher, the class group, and the workgroup. This structure must guarantee the social unity of the classroom and ensure the development of students under two principles: interaction and inclusiveness. Interaction refers to the constitution of a set of interdependent groups. Inclusivity allows configuring the class group based on the differentiating and common characteristics of its members (Genovard-Roselló and Beltrán-Llera, 1999). The structure of the objectives in cooperative learning allows the students themselves, together with the teacher, to establish the learning goals, and they will be the ones responsible for their achievement and control.

Regarding the structure of the task, the contents are considered to be academic and social. The application of the reward principle should be made possible, to value individual contributions and the achievement of group objectives. The physical environment must present a flexible configuration that enables the interactions produced between teacher/group, group/student, and intergroup (Genovard-Roselló and Beltrán-Llera, 1999). Finally, following the same authors, the relationship between personal and group objectives determines a style of cooperative interaction. This aspect differentiates the functions in the roles of the teacher (manager, advisor, and coordinator of the training process) and the student (author, manager of the knowledge construction process, and the interactive process that sustains it).

As in any teaching project, in Cooperative Learning there must be certain basic rules so that it can fulfill its function. Johnson and Johnson (1987) propose the following: when a person speaks the rest listens; each student has an equal opportunity to participate, all ideas will be respected, and there may be several answers. They also point out the main characteristics of cooperative work, which

consist of a cooperative team; an administration through rules; willingness to cooperate; ability to cooperate, listen to others, solve problems and support each other; and structure and roles.

### ***2.2.3. Student involvement in assessment***

Getting students to feel part of the assessment process makes them more involved and dedicate more attention to it (Johnson and Johnson, 2015). A complex assessment procedure may be resisted when students find it useless, and a much simpler assessment exercise may be met with great enthusiasm when it is found useful. Students perceive the usefulness of an assessment when: it has a clear reason, for example helping to the learning of peers and that of the entire community; consists of procedures, criteria, and rubrics that they clearly understand; and clearly shows them the way to increase the quality of learning and teaching. Unless there is no perceived purpose, the actions are easily understood and the results obtained are significant and practical; the individuals being evaluated will not make the best effort and therefore will not favor the evaluation process.

However, no matter how attractive an evaluation process is; if it takes a long time and it's too difficult, the teacher will not be able to put it into practice. Good management implies that the accessible tools are sufficient to the necessities of the evaluation process and that the results obtained are worth the use of such resources (Johnson and Johnson, 2015). Resources are needed to: set learning goals in a way that encourages the learner's commitment to achieving them; select the procedures to be used (tests, essays, portfolios, papers, observations); collect and analyze data from diagnostic, formative, and summative assessment; or record and report the results of the activities.

The main problem with assessments is the teacher's limited time. Most do not have much to carry out. Swain (2001) points out that if teachers spent twelve minutes a week preparing a class and nine minutes evaluating the work of each student; they would have to work mandatory at least sixty hours a week. Taking into account that teachers have a total of forty-five hours of work per week, they will only have six minutes per week left to design the material for one class and three to assess each student's work. Three minutes a week would not be enough to carry out any kind of

useful and practical evaluation. The result may be the use of inappropriate evaluation procedures. The author concludes that if therefore, it would take between fifteen or twenty hours outside of class to be able to evaluate the written work of the students, they may have to consider the possibility of requesting fewer written assignments. As a consequence of the scarcity of time for the correct development of the teaching work, it may be necessary to skimp on the use of very valid and effective evaluation procedures. So teachers do not have the hours in the week to be able to implement them without extra support. If the intention is to use more creative and effective evaluation processes, educators will need additional human resources.

The most natural human resource in this context would be the students. They are a source of help as they are always in class; their commitment to putting into practice the results achieved in the evaluation it is greater when they are the ones who gather, examine, and interpret the results; and they usually absorb more by assessing than by being tested. According to what has just been mentioned, it is of great interest to get students involved in the use of evaluation rubrics, to make them reflect and even self-evaluate their work and that of their classmates (Johnson and Johnson, 2003).

#### ***2.2.4. Grouping students for cooperative learning***

The fundamental pillar of cooperative learning, as stated above, consists of all the participants interacting with each other. Everyone should cheer and assist their teammates, and the teacher should be the one who encourages such interaction through various strategies. Although there is a fundamental aspect that cannot be forgotten. According to Johnson and Johnson (1985), to work cooperatively and for that interaction to exist, students must be well grouped according to three previous decisions that the teacher must make; those referring to how the students will be distributed in the different groups, how many members each learning group will have, and how long the groups will last.

About the first step, fostering heterogeneous groups and enhancing diversity will enrich the learning process. Although sometimes homogeneous groups of students with similar abilities can be used to achieve certain conceptual objectives, the formation of heterogeneous groups is preferable. Groups made up of learners

with different yields and different interests let them to have access to various perspectives and methods of problem-solving, and lead to a greater cognitive imbalance, necessary to stimulate the cognitive development in the classroom. Groups made up of different student profiles tend to favor the development of high order thinking skills, exchanges of information, and a greater tendency to take points of view during the analysis of the material, thus increasing the ability of students to reason, assimilate and retain content over the long term (Johnson et al, 1999). To achieve this heterogeneity, different criteria will be established when grouping them according to the needs of the classroom. If it is intended to promote mutual tolerance and integration among students; social criteria will be used and an attempt will be made to group them according to different socioeconomic levels, different ethnic groups, etc. If it is intended that students develop awareness to respond to certain hypotheses, then the criteria will be based on aspects linked to performance, educational needs, etc.

There is no a key principle that determines the most appropriate number to group students following the parameters of cooperative learning. The appropriate number of participants will depend on multiple factors related to the age of the students, the practice they have working in groups, the didactic objectives of the unit, the resources used in the teaching-learning process, or the available teaching hours (Johnson et al, 1999). In general terms, it could be affirmed that in the larger groups, a greater diversity of abilities, skills, and interests is observed; however, it is more difficult to achieve coordination and an optimal level of interactions because subgroups tend to arise or because some students have participation difficulties. While in smaller groups, coordination and participation tend to be more fluid and agreements can be reached more easily, although there is less diversity of capacities and attitudes.

Regarding the time that the students will work together in their group, it will happen the same as with the number of participants. A greater or lesser grouping time will be decided based on the didactic objective, assuming that in both cases there will be pros and cons. According to Johnson et al (1999), it would be advisable to let the students work in their group for as long as necessary to achieve a good result. Breaking up struggling groups sometimes has the effect of preventing

students from learning the techniques they need to solve problems; on the other hand, if they are told that they will be working with all of their classmates throughout the course, they will be more likely to work in groups.

## **2.3. Role playing**

### ***2.3.1. Contextual framework and key features***

The origin of role playing at a pedagogical level took place in the 1960s when Moreno (in Martínez-Riera, 2009) introduced the "didactic or pedagogical psychodrama", whose objective was to study the ability of an individual to represent various roles through interpretation.

According to Schutzemberger (1979), role playing is an instrument for learning and improving human relationships, a tool for conflict resolution, and a means of exploring one's attitude towards the other. Ladousse (1987) states that "role" is the role that students assume either themselves or someone else in a specific situation. And "play" means that the role is performed or undertaken in a calm environment where students can be both resourceful and funny. He also concludes that role play is a full range of communication techniques that develops confidence in the students' language and encourages interaction in the classroom, increasing motivation, encouraging learning, but also splitting the responsibility derived from the learning process between the student and the teacher. Larsen-Freeman (2000) adds the importance of role play in the communicative approach since this strategy allows learners to communicate in different situations.

Role playing can be individual or multiple. The difference is that in the first, the activity is carried out by a single group, while the rest of the participants act as observers; and in the second, several groups perform the same problem at the same time. The former offers the advantage that viewers can pay closer attention to the performance, carefully evaluating everything that is said and done. The latter, on the other hand, enables the subsequent comparison of the process followed by each group, as well as the result obtained (Domene-Martos and Romero-Tena, 2001).

Depending on the degree of planning, role playing can be classified as structured, if the speech and the scene are very defined; semi-structured, if a short

script of the scene is assigned; unstructured, if only roles are assigned; and mixed, if two of the options mentioned are mixed (De la Herrán-Gascón, 2009).

It is necessary to point out, according to Martínez-Riera (2009), that role playing aims to generate in students a greater spontaneity that allows them to use their own resources, in order to create the role that best suits the demands of the context in which they find themselves. As a result of such improvisation, the creativity and imagination of the students are encouraged, as well as the ability to quickly offer different answers to all kinds of problems, with the benefit that this entails for their future in a real work environment.

### ***2.3.2. Advantages and disadvantages***

The application of role playing in didactic contexts has its pros and cons like other types of active methodologies. Although it is a powerful educational tool and as such, it provides a series of benefits in the educational field, no matter how well it is considered, role playing also presents drawbacks that must be taken into account.

According to Solís (2012), certain recommendations must be taken into account when using this technique. First, the characters and the situation should not be invented and it is recommended to take the role of a real-life situation that reflects the problem of interest. Second, pre-established dialogues should not be imposed in any case, since it is intended that spontaneity and creativity arise between the students and the organizers. Third, it is interesting that there is a certain degree of ambiguity that reflects the conditions of real life. And finally, before the staging, the group must know the criteria with which they will be observed and evaluated.

Among the multiple advantages that role playing presents for the teaching-learning process, Martín-García (1992) states that it increases motivational levels, empathy, and social perspective. Gutiérrez-Pérez (2004) also adds that it awakens interest, activates the spontaneous participation of the spectators, maintains the expectation of the group, teaches how to learn, learn by doing, encourages creativity and discovery learning, invites reflection and group interaction, promotes problem-solving, enables the formulation of ideas and the expression of feelings, etc.

Another advantage of role playing is that it involves the acquisition of skills such as leadership, teamwork, communication, responsibility, and tolerance; thus promoting the scope of more real meaningful learning (Gaete-Quezada, 2011).

In addition, it can be used as an evaluation technique, as it is a playful activity, where students apply the concepts and elements studied, while the teacher, through observation, checks the learning achieved by them (Gaete-Quezada, 2011 ).

Figure 5 below illustrates more visually the main strengths of the implementation of role play in the classroom.

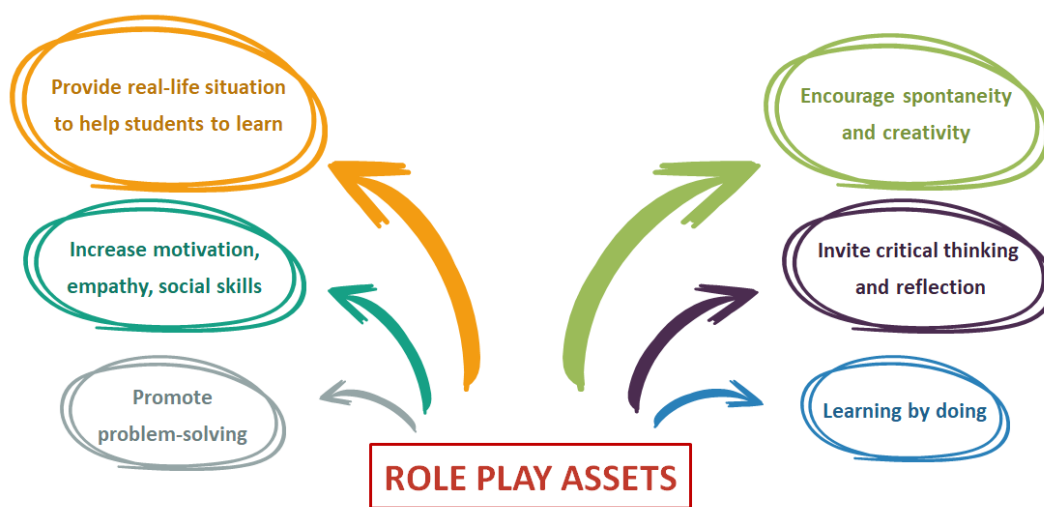


Figure 5: Role play assets (own elaboration)

Regarding the possible disadvantages that can arise from the application of this technique, Solís (2012) refers to the following:

- *Lack of planning in conducting the method can lead to detrimental outcomes*
- *The achievement of the objectives can be complicated because it is an unreal situation*
- *It is possible that the protagonists do not give the required importance to the play*
- *It can cause a moral offense to any of the members involved*
- *Participants may be afraid that the rest of the group will make fun of them for something they say*

### 3. DIDACTIC PROPOSAL

#### 3.1. Justification

The statistical reports of recent years, prepared by the National Institute of Statistics (NIS), reveal that tourism is the sector that generates the greatest wealth for the country and a large number of jobs. It is an industry in constant change that is affected by technological advances and fierce competition in the market, making the tourist more and more demanding and, consequently, the excellence and personalization of the service provided have to be more careful.

Among the reasons included in the Royal Decree 1686/2007 that justify the importance of the Tourist Accommodation Management Cycle, and specifically the Reception and Reservations module for which this didactic proposal is designed, three stand out:

- *First, the lack of qualified workers directly influences the employment stability of the sector and the productivity of its companies, and the quality of the service provided.*
- *Second, the implementation of new technologies in management requires a multi-skilled worker profile, who assumes responsibilities and can work in a coordinated way in a team.*
- *Third, the trend that exists towards the internationalization of the sector.*

Paying attention to the regulations just mentioned, the current situation in the sector is the lack of trained and qualified people who meet a multi-skilled profile and are capable of collaborating and cooperating as a team in increasingly internationalized environments. And it is precisely to these needs that the active methodologies proposed in this didactic proposal respond.

The CLIL methodology aims for students to be autonomous and work as a team using various resources such as new technologies, cooperative learning, and role play. The combination and integration of these approaches favor the use of the language in a meaningful situation that is close to reality. In addition, they improve the communicative competence, confidence, and motivation of students in a foreign

language, which facilitates cultural diversity, problem-solving, critical thinking, and teamwork skills.

These skills that have just been mentioned give rise to a future professional profile at the height of the circumstances and demands of the market.

### **3.2. Contextualization**

Any educational approach should be articulated based on the close relationship established with the environment in which it is located, the center in which it is implemented, and the students for whom it is designed; so that they can acquire the objectives and skills of the title.

The center for which this didactic proposal is designed is a Public Education school located in the town of Torre del Mar, on the eastern coast of the province of Malaga. Dependent on this institute, a few kilometers away, is the Castillo del Marques Hospitality School, another public teaching center in which the Superior Cycles of Cooking and Gastronomy, and Restoration Services are taught.

The building is made up of four modules around two patios and its main façade, which gives access to the center, is located on a street that leads to the national road that joins Vélez-Málaga with Torre del Mar in the direction of the latter.

Its location is strategic, close to the capital, which can be reached by highway in just over half an hour, and to the Sierra Tejeda, Almirajara, and Alhama Natural Park, which enriches the extracurricular educational activities that can be offered to students, since a few kilometers from the center there is a diverse and wide range offer of tourist accommodation establishments.

Regarding the sociocultural level of the center, it could be said that it is medium-high. Specifically in the Tourist Accommodation Management cycle, 90% of students who access have completed high school. Of the remaining 10%, around 5% have a university degree and the rest come from intermediate level cycles that are taught in the same center. Of the total number of students in the module, approximately 75% are women and 25% are men. The most present nationalities are Spanish (around 90%), Moroccan and Brazilian.

Finally, the resources and materials available in the classrooms of the tourism department are whiteboards, projector, computers, and Internet access; in addition to the usual furniture of chairs and tables for students. The Reception and Reservations module is taught in a classroom with computers.

### **3.3. Objectives**

According to Zabalza-Beraza (1991), a psychologist and pedagogue, the objectives are what guide the teaching action in the teaching-learning process and the goals that learners should achieve at the end of said process. They also serve as help and reference to be able to develop the educational process with quality and efficiency.

As mentioned above, CLIL is an educational approach based on content instruction through a language other than the mother tongue (L2). Therefore, for the elaboration of the lesson plan of this didactic proposal, it is essential to reflect on both the non-linguistic content and the linguistic content that the students must achieve to pass the lesson.

#### **3.3.1. Content objectives**

At the end of this unit, students will be able to:

- Know the action protocols to handle hotel overbooking.
- Be familiar with the different criteria and procedures for the efficient allocation of hotel rooms.
- Differentiate between a client with or without reservation in the admission process.
- Manage the documentation related to guests' registration and suggested sales techniques.
- Describe all the necessary information to the client prior to their accommodation.
- Use the current legislation that regulates tourist accommodation services.

#### **3.3.2. Language objectives**

- **Language of learning**

- Recognize vocabulary related to reception and guest registration functions.
  - Communicate orally with clients during the registration process.
  - Use modal verbs, especially the past forms (could, might, should, and would), to be more polite with clients.
  - Use phrases for making suggestions: how about/what about + -ing?; you could always..., would you like to...?, I suggest you..., let's...
  - Provide information on accommodation facilities and services
  - Understand legal texts related to tourist accommodation services.
- **Language for learning**
    - Discuss with classmates (in pairs or pre-established groups) about a video or a text.
    - Formulate questions and participate in class debates or open discussions.
    - Defend their own ideas arguing them in a coherent and orderly manner.
  - **Language through learning**
    - Overcome linguistic necessities that come out spontaneously when interacting in pairs or groups (i.e. the use of the structure “subject + would + have + past participle” to express what they would have done differently about the hotel check-in taken from the series Saturday Night Life).

### **3.4. Professional, Personal and Social Competences (PPSC)**

These PPSC are defined in art. 7 of Royal Decree 1147/2011, of July 29, as those skills and knowledge that enable the student to respond to market needs.

According to the Order of July 7, 2009, the contents of the Reception and Reservations module contribute to achieving part of the PPSC of the title of Higher Technician in Tourist Accommodation Management. These are listed below ([Table 1](#)):

a) Manage the services offered in tourist accommodation establishments, facilitating the appropriate organizational structures for the management and control of their departments.

c) Study the market and commercialize the accommodation's base product, in addition to complementary services, treating reservations efficiently
e) Supervise the reception department by maintaining adequate customer service standards.
f) Promote and coordinate events in the establishment itself with the participation of each of the departments involved, using the necessary human team and material resources.
i) Supervise compliance with the regulations relating to occupational, environmental, and hygiene safety in tourist accommodation establishments.
l) Achieve production objectives, collaborate with the work team, and act following the principles of responsibility and tolerance.
n) Address problems and make decisions based on the procedures established according to the area of competence.

Table 1: Professional, Personal and Social Competences according to the Order of July 7, 2009

### **3.5. Contents**

The contents are defined in art. 6 of Organic Law 2/2006 as the set of knowledge, abilities, attitudes, and skills that contribute to the achievement of competences. Specifically for the design of the Didactic Unit that is presented in this proposal, the basic contents of the curriculum established in Royal Decree 1686/2007 of December 14 and in the Order of July 7, 2009, for the Reception and Reservations module have been taken as reference.

The complete syllabus of the module is divided into 5 blocks of content; the Work Unit that is presented is called "Guests reception process upon arrival" and is located in block 2 called "Front Office". The contents that will be worked on during the different sessions of the Didactic Unit are listed below.

- 1- Overbooking, typology, and possible solutions according to regulations.
- 2- Assignment criteria and interdepartmental relationships involved.
- 3- Clients admission process with or without reservation.
- 4- Registration of clients upon arrival and associated documentation. Up-selling.
- 5- Type of information upon arrival of the client and protocol of accommodation.

6- Applicable legal regulations regarding tourist accommodation services.

### 3.6. Timing

The proposed Didactic Unit is developed over 4 weeks divided into 11 sessions with a duration of 55 minutes each. This means three sessions per week every Tuesday, Wednesday and Friday. See [Table 2](#) below.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1		Session 1	Session 2		Session 3
Week 2		Session 4	Session 5		Session 6
Week 3		Session 7	Session 8		Session 9
Week 4		Session 10	Session 11		-

Table 2: Timing (own elaboration)

### 3.7. Methodology

Following the Law 17/2007 of Education of Andalusia, active teaching methodologies have been used for the design of this didactic proposal, thus pretending that the students take the lead in their evolutionary learning process. To achieve this, it is intended to give a practical approach to the learning process, link it to the previous knowledge that the students had, and bring it closer to real life. This last objective is fundamental, especially in the case of Vocational Training studies, in which the general objective should be for students to acquire the necessary PPSC for their professional performance in the labor market.

Through the combination of active methodologies such as Cooperative Learning and Role Playing, it is intended that students achieve the contents corresponding to the didactic unit "Process of receiving guests upon arrival" in a CLIL context. At the same time, it also seeks to enhance student motivation in the teaching-learning process; encourage social skills and critical thinking, and improve their communication skills in both L1 and L2.

Naturally, so that the previously mentioned active methodologies are developed coherently and favor positive results; there is a need to prepare students beforehand. To do this, during part of the first term of the course, according to Pere

Pujolàs (2009), team cohesion and classroom climate dynamics will be put into practice aimed at fostering affective ties between students. In addition, they will be introduced to certain structured role play practices, so that they gain confidence and greater spontaneity that allows them to use their resources to adapt to the context that arises in the second trimester.

Regarding the way of grouping the students, it will begin with more homogeneous groups in the first conditioning term, to gradually give way to more heterogeneous groups with the final intention of enriching the learning process by promoting diversity.

The criteria for selecting students to form heterogeneous groups will vary depending on the objective to be achieved in each case. On the one hand, the social factor will be used to promote and strengthen the coexistence and integration of students in role playing activities; and on the other, academic performance will be taken as a reference to favoring the feedback of knowledge between the different members of the group in cooperative learning. In any case, the trend will be small groups so that the teacher can keep adequate control of the progress of each group through observation and so that participation is as fluid as possible.

### **3.8. Transversality and interdisciplinarity**

The teaching-learning process should involve equipping students with a series of transversal skills which are acquired throughout life, among them the ability to analyze, synthesize, and information management; the ability to organize and plan; the skills in interpersonal relationships; the ability to communicate orally and written; critical thinking; creativity; adaptation to new situations; the ability to use new technologies in educational practice and the ability to apply theoretical knowledge to teaching practice (Zagalaz-Sánchez et al, 2008).

According to González-Lucini (1994), the transversal contents do not appear associated with any matter of knowledge but are common to all of them, aimed at achieving the multidisciplinary training of the student. In addition, they are contents that have an important social implication such as environmental aspects, related to health, equal opportunities, consumption...

Regarding the Law 17/2007 on Education in Andalusia (art. 39 and 40), transversal content must be included through activities for education in values and attention to Andalusian culture, in addition to the module's content. Specifically, in the didactic unit under study, the glass ceiling in leadership positions will be addressed.

As far as interdisciplinarity is concerned, according to Van del Linden (2007), it can be understood as an educational approach that involves collaboration and dialogue between different disciplines (subjects, modules) to achieve the goal of new knowledge learned.

In the Vocational Training field, and specifically in the case of the Tourist Accommodation Management Cycle, each module that makes up the title is not an independent entity from the rest, but rather they are closely interrelated and complement each other. For example, it will be necessary to know the functions of the different departments of a hotel and its personnel management (specific content of the Reception and Reservations module) before introducing students to the management strategies of hotel management (content from the Tourist Accommodation Management module). Likewise, there will be contents that are studied in a more generic and introductory way in one module and in a more specific and in-depth way in another.

### **3.9. Evaluation**

Evaluation is a systematic process of identifying, collecting, or processing data on educational elements or events, to evaluate them first and, based on said evaluation, make decisions (García-Ramos, 1989).

Therefore, in educational evaluation, it will not be enough just to obtain the results of an evaluation process to issue a type of mark, but an evaluative judgment will be required that allows the teacher to make pertinent decisions according to each case and thus guide their actions directly to the students' needs.

#### **3.9.1. Assessment criteria**

According to RD 1147/2011 of July 29 in its art. 51 on the evaluation of vocational training teachings, the evaluation of student learning in vocational training

will be performed through professional modules, referring to the objectives that are translated into learning results, and which in turn are specified in evaluation criteria.

Table 3 below shows the weighting of the Learning Outcome (LO) with its corresponding Evaluation Criteria (EC) for the didactic unit "Process of receiving guests upon arrival" of the Reception and Reservations module.

LO 3: It formalizes the previous and simultaneous operations at the entrance of the clients analyzing and applying the associated tasks.	25%
Evaluation Criteria	Weight
<p><b>b)</b> The protocols to be followed in the event of “overbooking” have been established, always complying with current legal regulations and taking into account the criteria of economic profitability. (10%)</p> <p><b>c)</b> The prior assignment of accommodation units to the reservations received has been justified, based on accommodation and functionality criteria. (10%)</p> <p><b>d)</b> Interdepartmental relationships have been described, before the arrival of the client, with the housekeeping, kitchen, F&amp;B departments, and all those with whom said relationship is necessary. (10%)</p>	30%
<p><b>a)</b> Lists of expected arrivals have been obtained, based on the registered reservations, in advance of the arrival of the clients. (10%)</p> <p><b>e)</b> All the documents related to the registration of clients, with or without prior reservation, have been identified and completed when entering the establishment, using computer applications. (10%)</p> <p><b>f)</b> The different methods of in advance customer registration have been defined. (10%)</p> <p><b>g)</b> The accreditations and elements of access to the accommodation units have been issued, as well as the orders for special attention. (10%)</p> <p><b>i)</b> The protocols for the transfer and installation of luggage have been applied, as well as the accompaniment of the client to the accommodation unit. (10%)</p>	50%
<p><b>h)</b> The different types of information that the client needs upon arrival at the establishment have been specified. (10%)</p> <p><b>j)</b> The current legal regulations regarding the different services, characteristics, prices, and reservations of tourist accommodation establishments have been complied with. (10%)</p>	20%

Table 3: Weighting of LO with corresponding EC (own elaboration)

### 3.9.2. Assessment tools

According to the Order of September 29, 2010, in its art. 2.5.b on the general rules of organization of the evaluation, it is stated that "the teacher will evaluate the students through procedures, instruments and qualification criteria, taking into account the degree of achievement of the reference learning results, as well as the acquisition of the competences and general objectives of the degree".

For Rodriguez and Ibarra (2011), evaluation instruments are those real and physical tools used to assess learning. They serve to systematize the evaluator's evaluations of the different aspects to be evaluated.

The evaluation of the learning process should not depend on a single instrument, since it would suppose the isolated evaluation of an attitude, skill, or knowledge instead of as a whole. In this didactic proposal, the following have been contemplated, depending on the type of technique appropriate for each moment (see [Table 4](#) to know the weight of each tool).

- Systematic observation: it allows the teacher to see how students behave in class during the usual course of the teaching-learning process, their participation in planned activities in the classroom, or how they interact in group work.
- Analysis of student achievement (portfolio): these types of activities, exercises, and/or projects allow the teacher to assess the intellectual and academic skills of students (both for the language and for the content), such as their ability to search and select information; smart reading; data organization and structuring; critical thinking; creativity, improvisation, oral and written communication, etc.
- Practice theory test: from the answers given by the students, knowledge or ignorance of the contents can be inferred. Both correct and incorrect answers will provide teachers with valuable information to guide classes, and students to correct and overcome these deficiencies. They can be done in writing (test or practical) or orally (role play).

- Self and peer-assessment: on the one hand, students evaluating themselves encourages their motivation in a certain way, being aware of the evolution of their own development. On the other, co-assessment fosters analytical skills; students learn the difficulty of an assessment and begin to appreciate the work of their colleagues.

An essential assessment tool used to assess student learning in certain activities is the rubric. It is an effective measuring instrument for both teachers and students. In the case of the latter, it provides information so that they can improve and self-regulate their learning, serving as a guide to carry out a task and so that they know what is expected of them before starting. And in the case of teachers, it allows them to evaluate more objectively and transparently the level of performance that students have achieved concerning each previously established indicator or criteria.

Assessment tools	Percentage of final grade
Systematic observation	10%
Portfolio	40%
Practice theory test	40%
Self and peer-assessment	10%

Table 4: Assessment tools and their weighting on the final grade

### **3.9.3. Teaching process assessment**

As stated in Organic Law 3/2020, of December 29, among the functions of the teaching staff is the evaluation of the student's learning process and the evaluation of the teaching work itself.

The information provided by this type of evaluation is used so that the team of teachers has relevant information in order to critically analyze their own educational intervention, as well as the materials designed and used, and make decisions in this regard.

The learning process can be negatively conditioned by both students and teachers. For this reason, it is essential to keep track of the following elements: the contents are adapted to the knowledge of the learners; the proposed tasks are well structured and motivating; the designed materials are of quality and appropriate to

the teaching-learning process; the teaching staff attitude is appropriate (communicative, flexible, capable of motivating) as well as the established timing, and the evaluation instruments are adapted to the contents and objectives set.

In the annexes section, a [teacher self-assessment rubric](#) has been collected to evaluate the teaching process based on the criteria that Mehisto (2012:17) proposes for the development of quality CLIL materials. Additionally, to complete them, others that refer to the elements just listed above have been added.

### 3.10. Step-by-step planning

For the design of the activities proposed below, an attempt has been made to follow a logical order in terms of thinking skills (Bloom's taxonomy), so activities are always planned in ascending order following the cognitive process of the students. That is, at the beginning of a session or specific content within the unit, materials that require LOTS are presented; and once certain knowledge has been consolidated, other tasks that require HOTS are developed.

<b>LESSON PLAN: Guests reception process upon arrival</b>			
<b>Module:</b> Reception & Reservation			
<b>Level:</b> 1 <sup>st</sup> year of the higher cycle of Tourist Accommodation Management			
<b>Timing:</b> 11 sessions of 55' each			
<b>Session 1</b>			
<b>Activities</b>		<b>Timing</b>	<b>Interaction</b>
<b>Act. 1.</b> Brainstorming about the qualities that the staff in charge of the front desk should have and why.		15'	Open discussion
<b>Act. 2.</b> Project a list with different tasks typical of the hotel departments and ask the students in groups to assign each of them the professional category to which it corresponds (taught in previous lessons), writing down the vocabulary they do not know.		20'	Pre-established groups of 4
<b>Act. 3.</b> Using Canva, create a mind map with only the reception department tasks, grouping them by shifts (morning, afternoon, and night).		20'	Pre-established groups of 4
<b>Resources</b>	Informational materials to introduce the functions of the reception department in its different shifts and experiential to involve students in the activity and expose them to the language in use. Course notes, concept board, mind map, Canva app., computers, projector.		
<b>Session 2</b>			
<b>Activities</b>		<b>Timing</b>	<b>Interaction</b>
<b>Act. 1.</b> Kahoot to dynamically reinforce session 1 content.		10'	Whole group
<b>Act. 2.</b> Students will be provided with an adapted text from an article. Before reading it, they will have to mentally visualize what it is about from the title and share with their group mates their initial idea of the text. <a href="https://tinyurl.com/24ds6ds2">https://tinyurl.com/24ds6ds2</a>		10'	Pre-established groups of 4

<b>Act. 3.</b> The teacher will read the entire text aloud once so that the students hear the pronunciation of those words they do not know (language skills).	10'	Whole group
<b>Act. 4.</b> Each member of the group must summarize in their own words one of the 5 items that are discussed in the text, except the last one that they will have to do together.	25'	Pre-established groups of 4
<b>Resources</b>	Experiential materials that require learners to engage intellectually and socially in the proposed activities. Kahoot, mobile phones, text adapted from an article on a website.	
<b>Session 3</b>		
<b>Activities</b>	<b>Timing</b>	<b>Interaction</b>
<b>Act. 1.</b> Once the essential information of the article of session 2 has been synthesized, one of the members of each group will voluntarily share with the rest of the class their conclusions on 1 of the items	15'	Open discussion
<b>Act. 2.</b> Project the planning of two cases of overbooking, one technical and the other real. Half of the class will have to analyze the possible alternatives to solve the first and the other half the second.	20'	Two big groups
<b>Act. 3.</b> Two representatives of each group will explain to the rest of the classmates the solutions reached in each case and the departments that would be involved and why.	20'	Open discussion
<b>Resources</b>	Exploratory materials to encourage students to investigate on their own through a practical task in order to find solutions to real problems. Projector, two rooms planning.	
<b>Session 4</b>		
<b>Activities</b>	<b>Timing</b>	<b>Interaction</b>
<b>Act. 1.</b> To activate students before getting into the subject, a short video about hotel check-in taken from the Saturday Night Life series will be shown. <a href="https://tinyurl.com/2c6rhufj">https://tinyurl.com/2c6rhufj</a> Students will be asked to discuss with their partner what mistakes they have detected and what they would have done differently.	10'	Whole group + Group of two
<b>Act. 2.</b> Students will be asked to verbally share with the class what steps they feel should be followed during the check-in process.	10'	Open discussion
<b>Act. 3.</b> Students will watch an explanatory video about the complete check-in process. They should review the list of steps and add a new one if necessary. <a href="https://tinyurl.com/22ab9l36">https://tinyurl.com/22ab9l36</a>	15'	Whole group
<b>Act. 4.</b> A different customer role is assigned by lottery for each couple (business trip; without reservation; anniversary celebration; family with children...). The teacher will assign each pair the role of receptionist and client. Each pair will work on their script so that in the next class they will be able to role play the check-in process for 5 minutes.	20'	Group of two
<b>Resources</b>	Exploratory materials to engage students, inspire, and connect them to a real-life situation so they can build their own knowledge and then apply it. YouTube videos; projector,	
<b>Session 5</b>		
<b>Activities</b>	<b>Timing</b>	<b>Interaction</b>
<b>Act. 1.</b> This session will be dedicated to the role play of each pair of students for the rest of their classmates. They may use a computer, a projector, and a whiteboard as support.	40'	Whole group + Group of two

<b>Act. 2.</b> Students, using their laptops, tablets, or smartphones, will submit an <a href="#">observation checklist</a> based on different criteria to help them assess their peers' performance.		15'	Individually
<b>Resources</b>	Elicitative materials to stimulate the use of language while the students demonstrate the content they have assimilated. Role playing: whiteboard, computer, projector (optional); assessment list.		
<b>Session 6</b>			
<b>Activities</b>		<b>Timing</b>	<b>Interaction</b>
<b>Act. 1.</b> Theory and practical lesson on the main procedures to be carried out in the PMS during the check-in process. First part: a master class on issuing lists of arrival, occupation, no-show; room assignation; customer registration, and upselling registration. To do this, the screen of the teacher's computer will be projected executing each of the commands.		20'	Whole group
<b>Act. 2.</b> Second part: students in groups of two will demonstrate what they have learned in practice. Each pair on a computer will have to execute a list of actions. They will alternate so that once one carries out the task and the partner supervises it and vice versa.		30'	Group of two
<b>Act. 3.</b> The last five minutes will be dedicated to possible doubts that may have arisen during the execution of tasks.		5'	Open discussion
<b>Resources</b>	Informational materials to introduce the different actions that can be carried out in the PMS during the check-in process, and allow students to become familiar with them. Also, exploratory materials to practice what has been learned and thus deepen and strengthen the students' knowledge. Computers, PMS OfiHotel, projector.		
<b>Session 7</b>			
<b>Activities</b>		<b>Timing</b>	<b>Interaction</b>
<b>Act. 1.</b> In groups, students will have to respond through a Google Forms questionnaire to a series of questions whose information must be extracted from the Order of September 15, 1978, on the regime of prices and reservations in Tourist Accommodation. Each member of the group will answer a couple of questions.		25'	Pre-established groups of 4
<b>Act. 2.</b> After having answered all the questions, in an orderly manner, each group member will explain to the rest the reasoning for their two questions. In this way, all students will be able to access the complete information in a more enjoyable way.		10'	Pre-established groups of 4
<b>Act. 3.</b> Following the regulations studied in the previous activity, a task to calculate room rates for a hotel establishment is proposed from a table with individual services. Once solved, each student will exchange the calculation problem with their partner for its correction, and later they will share with the rest of the group the difficulties they have found if it has been the case.		20'	Individually + Peer to peer + Open discussion
<b>Resources</b>	Exploratory materials to encourage students to investigate as a group and answer a series of questions and then apply the knowledge acquired through a real practical task of calculating hotel rates. Google Forms, computers, calculation activity sheet.		
<b>Session 8</b>			
<b>Activities</b>		<b>Timing</b>	<b>Interaction</b>
<b>Act. 1.</b> Brainstorming on the type of information that should be		10'	Open

	provided to the client upon arrival at the establishment.		discussion
	<b>Act. 2.</b> A 4-star hotel has commissioned its marketing team (each group of students) to design and produce an attractive informative brochure to hand out to the customer upon arrival at the hotel. <b>WebQuest:</b> Step 1: students are invited to find a hotel of their choice and research its website to learn about the services it offers.	20'	Pre-established groups of 4
	<b>Act. 3.</b> Step 2: students must structure the information they have collected by categories or types of services.	10'	Pre-established groups of 4
	<b>Act. 4.</b> Step 3: once the students have collected and organized the information they want to include in the brochure, the design work begins (continue in the next session).	15'	Pre-established groups of 4
<b>Resources</b>	Information materials to introduce the topic and allow students to become familiar with the main vocabulary and structures, and exploratory materials to encourage students to investigate in groups, collaborate on the design of a common project and demonstrate their creativity. WebQuest, computers, Canva/PowerPoint, projector.		
<b>Session 9</b>			
<b>Activities</b>		<b>Timing</b>	<b>Interaction</b>
	<b>Act. 1.</b> Students continue with the work of designing their brochure, using either Canva or PowerPoint.	35'	Pre-established groups of 4
	<b>Act. 2.</b> Step 4: one representative per group will defend their brochure before the rest of the classmates as if they were the hotel management. Once the presentations are finished, the most creative will be voted on and that group will get 1 extra point in this activity.	20'	Pre-established groups of 4 + Whole group
<b>Resources</b>	Eliciting material to stimulate the use of language as well as improvisation and argumentation skills, important in a real work context. WebQuest, computers, Canva/PowerPoint, projector.		
<b>Session 10 (evaluation)</b>			
<b>Activities</b>		<b>Timing</b>	<b>Interaction</b>
	<b>Act. 1.</b> Students will take a multiple-choice test where they will have to demonstrate their knowledge of the content of the didactic unit. The part of oral communication in L2 is evaluated throughout the unit through the different role play activities and proposed presentations, as well as in group interactions.	40'	Individually
	<b>Act. 2.</b> Students must perform a couple of tasks seen in class to demonstrate their knowledge of the use of the OfiHotel PMS.	15'	Individually
<b>Resources</b>	Exam sheet, computers, PMS OfiHotel.		
<b>Session 11 (transversal content)</b>			
<b>Activities</b>		<b>Timing</b>	<b>Interaction</b>
	<b>Act. 1.</b> Students will watch a TedTalk on barriers to women's access to leadership positions by Michelle P. King (2020) to work on certain transversal content. <a href="https://tinyurl.com/24prapx3">https://tinyurl.com/24prapx3</a>	15'	Whole group
	<b>Act. 2.</b> In groups, students should collect the key information from the talk as bullet points.	20'	Pre-established groups of 4
	<b>Act. 3.</b> A spokesperson from each group will present their conclusions about the video to the rest of the class and the	20'	Open discussion

session will end with doubts or suggestions regarding what was discussed.		
<b>Resources</b>	Exploratory materials to encourage and enhance student learning by connecting them with a real-life situation, such as the glass ceiling, and making them reflect on it, developing their critical thinking. TedTalk video, computer, projector.	

### 3.11. Reinforcement and extension activities

The current education regulation, Organic Law 3/2020, of December 29, refers to students with specific needs for educational support, with high ability, or who have had to join the education system later. This group of students will need to receive specific educational attention. For this, all the necessary resources must be used so that they achieve the maximum development of their personal abilities, in addition to the general objectives set for all students.

To meet these educational needs, teachers must design both reinforcement and extension activities. The former is used when detecting learning difficulties to help all students achieve the same goals. To do this, it is possible to consider simplifying the activities in the fundamental steps and offering the chance to work on them both in pairs and in cooperative groups, thus facilitating their assimilation. Learning tools such as scaffolding and Bloom's taxonomy also contribute to this work.

The latter allows those students who have managed to exceed the set objectives and proposed activities with ease, to continue building knowledge or deepen it. These tasks can be designed with greater complexity, referring to aspects not analyzed in the unit or that require greater autonomy from the students.

## 4. CONCLUSION

Based on the foregoing, it could be concluded that the use of active methodology tools such as Cooperative Learning and Role Play favor the implementation of a bilingual teaching method such as CLIL. This last approach, as has been justified in the theoretical framework of this proposal, improves oral and written communication in L2, increases the development of social and communicative skills, and promotes student motivation by realizing that they are capable of

transferring and expressing specific knowledge in a foreign language thanks to direct contact with it.

Through this didactic proposal, an attempt has been made to respond to a new educational reality, with the implementation of collaborative and role playing activities that contribute effectively and constructively to the learning process (Jacobs and Renandya, 2019; Navarro-Figueroa and Pita-Martínez, 2021), while at the same time positively influencing the students' motivation (Tran, 2019). On the one hand, the cooperative learning approach has been intended to promote interaction among students, helping them to examine their environment and develop Higher-Order Thinking Skills, such as the ability to approach problems through interaction and confrontation with others, both in the classroom context and in everyday life (Reddy, 2019; Erdogan, 2019). For this, it is necessary for students to verbally express their opinions, ideas, or thoughts, thus promoting communicative competence not only in the mother tongue but also in L2 when combined with the CLIL methodology.

On the other hand, role play has aimed to generate greater spontaneity in students by having to use their own resources to adapt to the demands of the context in which they find themselves. Thanks to these activities resulting from improvisation, communicative competence in L2 is encouraged, as in the previous case, as well as the creativity and imagination of the students, to deal with all kinds of problems both in the school environment and in the future work environment (Yakubov, 2022; Mavlonova et al, 2020).

More practically and visually, a detailed table with the activities of a Didactic Unit based on the aforementioned methodologies has been elaborated. In addition, illustrations of the materials and tools used have been provided (see [appendices](#)) to facilitate their application and monitoring.

In summary, it has been possible to observe the success of combining certain innovative tools in the teaching-learning process of the Reception and Reservations module. In addition, the high degree of acceptance by students of the pedagogical integration of Cooperative Learning, Role Play, and CLIL approaches in the classroom has been confirmed and can be considered a new way of responding to current educational needs.

Following the same line of work, other avenues of analysis could be to implement an educational system in secondary school, similar to **Dual Vocational Training**, so that students can contrast the knowledge acquired in their center with a real context beyond the classroom, fostering the transfer of knowledge, motivation, communication, and interpersonal skills, self-esteem or self-confidence of the student. Another option could be the **Forest School approach**, which aims to adapt the Learning in Nature educational model to the demands of the curriculum established in the current legislation, maintaining the pedagogical pillars of the model. Forest schools pursue the same objectives as this Didactic Proposal (to motivate, inspire and involve students in their learning, and strengthen their communication skills...) but through positive outdoor experiences.

## 5. FUTURE LINES OF RESEARCH

This educational project could serve as a starting point to open new lines of academic research, especially based on the use of role playing and CLIL in the field of Vocational Training. After conducting a thorough search for research articles on the subject, there are not so many studies and proposals carried out in this educational stage.

In the first place, one way could be to put into practice the combination of the three methodologies developed in this work with a specific group in the classroom. It would consist of carrying out a small-scale investigation, through the recording of the sessions, to detect the strengths and weaknesses of these teaching methods. At the same time, we can learn first-hand about the experiences and ways of perceiving this new teaching system by its protagonists, both students, and teachers.

A second idea that could be interesting and beneficial for the educational system is to investigate the most appropriate types of training, workshops, and cooperative activities between teachers to improve the preparation, motivation, and self-confidence of CLIL teachers.

Finally, there is also the need for studies with larger samples of vocational training students in CLIL instruction, and the use of active teaching methodologies such as Cooperative Learning and Role Play to obtain more precise results on motivation and other relevant affective factors in learning L2. Motivation is a

subjective factor whose measurement is difficult to achieve exhaustively, therefore, it would be interesting to use different qualitative questionnaires and quantitative tests to achieve a more accurate image of this variable.

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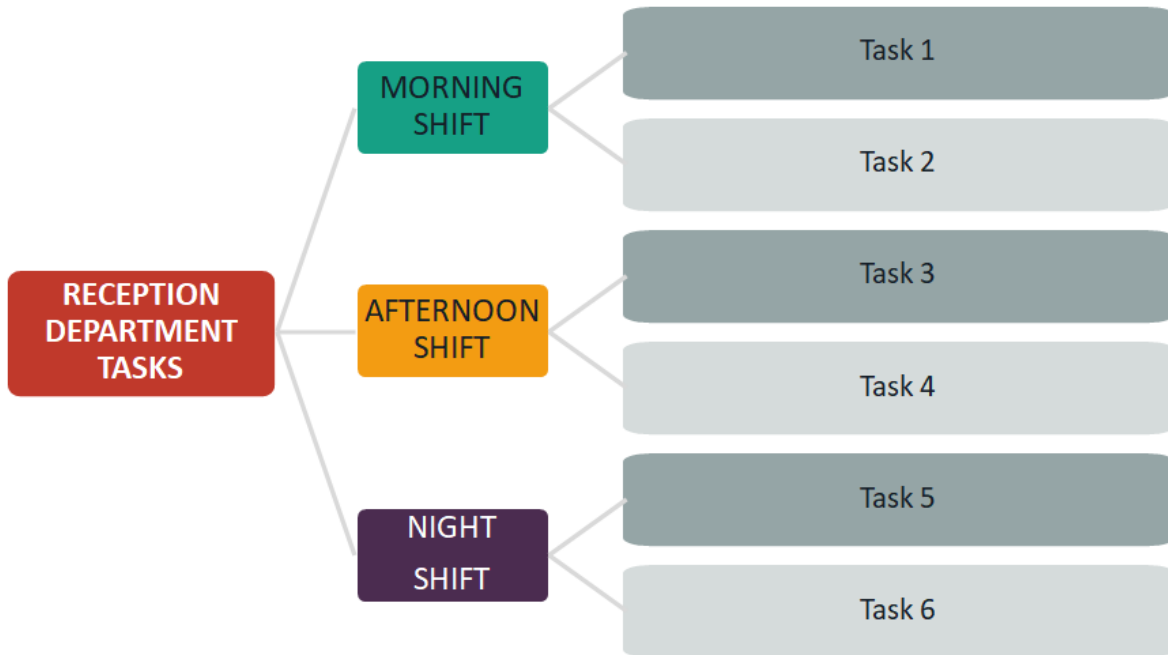
## 7. APPENDICES

### Session 1, Activity 2

Hotel departments list of tasks	Professional category	Department
- Responsibly carry out the direction and control of the set of tasks that are developed in the Reception Department.		
- Collaborate and replace the head of reception in their own tasks.		
- Develop business strategies for the company.		
- Collaborate in the management of the establishment and/or with other departments.		
- Plan and organize the company's accounting and administrative management departments.		
- Responsibly perform the reception of clients and the tasks related to it.		
- Receive, process and direct customer claims to the corresponding services.		
- Inform customers about the establishment's services and nearby places of interest.		
- Carry out procedures related to the occupation and sale of hotel rooms.		
- Carry out foreign currency exchange operations.		
- Collect invoices and make payments to suppliers.		
- Control the entry and exit of objects, merchandise, suppliers, customers and staff through the main entrance of the establishment.		
- Inform the rest of the departments of the situation of the establishment and of those events that may affect them.		

### Session 1, Activity 3

Mind map example for students



### Session 2, Activity 1

Kahoot

Which of the following professional categories does not belong to the Housekeeping Department?



- ▲ Valet.
- ◆ Kitchen assistant.
- Maid.
- Housekeeper.

The Housekeeping Department is in charge of:



- ▲ Make daily charges to the rooms
- ◆ To clean the public areas of the hotel.
- To collect credits from suppliers.
- To serve room service.

Which of the following is not a function of the Concierge Department?



- ▲ Monitor the access areas to the establishment.
- ◆ Check-in of the rooms.
- Manage the messaging service.
- Offer information to the client both about the establishment and the area.

What is the name of the department that we should go to if we need sheet?



▲ Administration.

◆ Company store.

● Warehouse.

■ Reception.

## Session 2, Activity 2

Adapted text from an article

1. Why Do Hotels Overbook?
2. What Happens When Your Hotel Overbooks?
3. Your Rights under Contract Law

### 1. The answer is simple: money.

Hotels sell one product - hotel rooms. And since they have a limited number of rooms, they need to keep **occupancy rates** as high as possible every night to make the most **revenue**<sup>2</sup> they can.

Overbooking is a revenue management strategy that hotels use in order to account for last-minute cancellations and **no-shows**<sup>3</sup>. Empty rooms bring hotel revenue down, and there's no way to make up for rooms that go unsold, especially if the hotel has flexible **cancellation policies**<sup>4</sup>. If a room is vacant tonight, the hotel cannot make up that lost revenue by selling that room twice tomorrow.

2. In most cases, your overbooked hotel will arrange a different room for you at a nearby alternative hotel. In most cases, it will be comparable to the room you reserved. In some cases, it might even be an **upgrade**<sup>5</sup> to a larger room or a suite for no additional charge. Most hotels will also provide you with free transportation to the other hotel. Sometimes they'll also provide you with a free meal or a free night stay to compensate for the frustration.

<sup>1</sup> Percentage of rooms which are being used concerning the total number available.

<sup>2</sup> Money earned by a Company.

<sup>3</sup> A person who is expected but does not arrive.

3. When you reserve hotel rooms for a specific date and give the hotel your credit card to hold your reservation, you've entered into a contract. And that means that both parties are expected to **uphold** their end of that contract. As the traveler, your end of the deal is to **show up** and pay the predetermined rate as stated in your original hotel booking confirmation. The hotel must supply the service they've contracted to provide and give you access to the specific room type that you've booked. If the hotel can't provide you with a room, they've broken the contract.

### Session 3, Activity 2

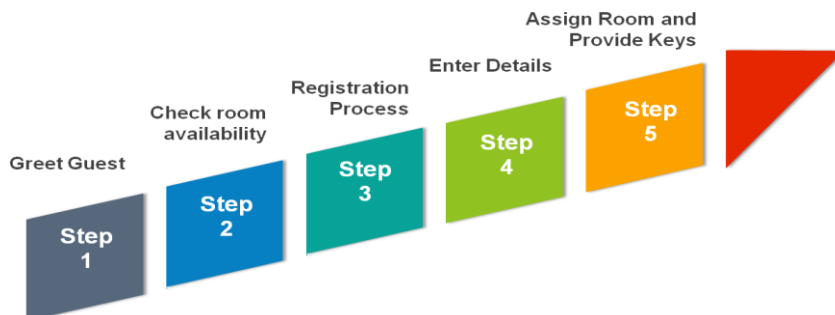
Planning of rooms: two cases of overbooking

Room type	TOTAL	1	2	3	4	5	6	7
DB	15	-2	-22	4	2	6	12	1
KING	10	8	9	5	-3	2	3	4
TRI	7	7	5	3	6	2	2	6
CUA	2	0	-2	0	1	0	0	2
COM	8	8	8	8	8	5	5	8
JUN	5	2	5	5	5	4	2	5
SUI	1	1	0	1	1	0	0	1
TOTAL	48	24	3	26	20	19	24	27

Room type	TOTAL	1	2	3	4	5	6	7
DB	15	-2	-22	-22	2	6	12	1
KING	10	8	4	4	-3	2	3	4
TRI	7	7	5	3	6	2	2	6
CUA	2	0	-2	0	1	0	0	2
COM	8	8	8	8	8	5	5	8
JUN	5	2	5	5	5	4	2	5
SUI	1	1	0	1	1	0	0	1
TOTAL	48	24	-2	-1	20	19	24	27

### Session 4, Activity 2

Example of a check-in process timeline



## Session 5, Activity 2

### Peer assessment checklist for a role play activity

1. The receptionist/guest makes explicit connections between the role play content and the steps discussed in class.  
Strongly disagree 1 2 3 4 Strongly agree
2. Visual support is provided which helps to understand the ideas presented.  
Strongly disagree 1 2 3 4 Strongly agree
3. The speech is fluid and favors interpersonal communication (tone, volume, expression, facing interlocutor, eye contact, gestures).  
Strongly disagree 1 2 3 4 Strongly agree
4. The departments involved are notified when the client arrives at the reception.  
Strongly disagree 1 2 3 4 Strongly agree
5. All the relevant steps related to the check-in process seen in class are followed, from the moment the client is welcomed until the client is installed in the room.  
Strongly disagree 1 2 3 4 Strongly agree
6. An organized order is followed in the customer registration process, avoiding jumping from one activity to another without connection.  
Strongly disagree 1 2 3 4 Strongly agree
7. The necessary documentation is requested from clients and they are properly registered in the PMS.  
Strongly disagree 1 2 3 4 Strongly agree
8. If unforeseen events arise, we act calmly and try to provide a solution as quickly as possible.  
Strongly disagree 1 2 3 4 Strongly agree
9. The receptionist, at all times, speeds up the process and is friendly and polite with the client.  
Strongly disagree 1 2 3 4 Strongly agree
10. Before accompanying the client to the room, the receptionist makes sure that the client has no doubts and has understood the services that are available and how to contract them.  
Strongly disagree 1 2 3 4 Strongly agree

## Session 7, Activity 1

### Google Forms questionnaire



## Regime of prices and reservations questionnaire

Answer the questions and justify your answer when necessary. Information must be extracted from the Order of September 15, 1978.

What time does the hosting contract expire? \*

.....

How is the calculation of the board established? \*

.....

And the 1st and 2nd extra bed? \*

.....

How much should a client pay if staying alone in a double room? \*

.....

## Session 7, Activity 3

### Table to calculate rates

Services	Price (incl. VAT)	Calculate
Double room	70€	a) The single room rate on a half board basis b) The rate of the double room in full board c) The triple room rate in B&B d) The rate of the quadruple room on a half board basis
Single room	55€	
Breakfast	6€	
Lunch	16€	
Dinner	16€	

## Session 8 & 9

### WebQuest

<https://mywebquest-describingaperson.iimdofree.com/>

# Designing an informative brochure



## INTRODUCTION

Plan your design by choosing the right information about the topic and discussing your ideas with the rest of the group

Don't forget to look for informative brochure examples that help you design your own!

## TASKS AND PROCESS

First, find a hotel of your choice and research its website to learn about the services it offers.

Second, structure the information you have collected by categories or types of services.

Third, look for example of informative brochures that give you ideas to be more creative with your design.

Fourth, discuss with your group mates possible original design that might catch the attention of the target audiences.

Fifth, design your hotel brochure in the most creative way possible.

Sixth, correct spelling and check that you have used the vocabulary from the topic in your description.

Last, choose a representative of your group to present the brochure to your hotel manager (your classmates).



## EVALUATION

CATEGORY	Inadequate=D (Below Standard) 0 - 4	Adequate=C (Meets Standard) 5 - 6	Average=B (Exceeds Standard) 7 - 8	Exemplary=A (Far Exceeds Standard) 9 - 10
<b>Structure</b> (2 points max.)	<b>0,5 (5,00 %)</b> Lacks structure. Does not express ideas coherently. Usually makes many comments not relevant to the topic.	<b>1 (10,00 %)</b> Attempts to structure the information but does not follow a guiding thread. Seeks to express some ideas coherently. Often makes many comments not relevant to the topic.	<b>1,5 (15,00 %)</b> Structures the information in paragraphs. Expresses ideas coherently most of the time. Sometimes makes comments not relevant to the topic.	<b>2 (20,00 %)</b> Structures the information in coherent paragraphs with a guiding thread. Expresses ideas coherently all the time. All comments are on the topic.
<b>Diction</b> (2 points max.)	<b>0,5 (5,00 %)</b> Uses sentences too short and no linking words at all. Does not use an appropriate style to purpose.	<b>1 (10,00 %)</b> Uses sentences short but some linking words. Attempts to use a certain style but not appropriate enough to	<b>1,5 (15,00 %)</b> Uses some good sentence patterns and some linking words. Uses a style partly appropriate to purpose.	<b>2 (20,00 %)</b> Uses varied sentence patterns, including more complex sentences. Uses and maintains a style appropriate
<b>Sentences formation</b> (2 points max.)	<b>0,5 (5,00 %)</b> Incorrect word order. Usually omits words. Uses single words and phrases.	<b>1 (10,00 %)</b> Often incorrect word order. Sometimes omits words. Uses limited or repetitious vocabulary.	<b>1,5 (15,00 %)</b> Mostly correct word order. Almost complete sentences. Uses vocabulary that is often adequate to purpose.	<b>2 (20,00 %)</b> Completely correct word order. Complete sentences without omissions. Uses varied vocabulary appropriate for audience and purpose.
<b>Use of language</b> (2 points max.)	<b>0,5 (5,00 %)</b> Incorrect use of verb tense. Usually makes mistake between singular and plural or word meaning.	<b>1 (10,00 %)</b> Often uses a wrong tense. Sometimes makes mistake between singular and plural or word meaning.	<b>1,5 (15,00 %)</b> Sometimes uses a wrong tense. Almost never makes mistake between singular and plural or word meaning.	<b>2 (20,00 %)</b> Correct use of verb tense. Good words agreement and correct word meaning.
<b>Creativity</b> (2 points max.)	<b>0,5 (5,00 %)</b> Contains no original and creative ideas at all.	<b>1 (10,00 %)</b> Contains a few original ideas but no creativity.	<b>1,5 (15,00 %)</b> Contains some good and original ideas, quite creative.	<b>2 (20,00 %)</b> Contains many imaginative ideas and extremely creative.

## Role play rubric

<b>Content</b> The content of the intervention is adapted to the information seen in class.	The content has been deepened.	Part of the contents has been covered.	Correct but incomplete ideas.	Simplistic ideas.
<b>Structure</b> The steps of the check-in process are followed.	The different steps to follow have been previously studied to make a coherent and fluid intervention.	The different steps have been followed, although there are some small gaps in the intervention.	The most relevant steps have been followed but with a lack of fluidity in the intervention.	A consistent and proper sequence of the process has not been followed.
<b>Verbal communication</b> An adequate connection with the interlocutor is maintained.	The tone of voice is appropriate and the language used is precise.	It is generally fluid, although with certain limitations in language.	It is not completely fluid, which sometimes makes it difficult to transmit the intended message.	It is not clear, preventing the message from reaching the interlocutor.
<b>Non-verbal communication</b> A personal and spontaneous style, in addition to diverse communicative resources have been used.	A natural style integrating non-verbal skills promote communication.	The form of expression is natural, although sometimes non-verbal language is not appropriate.	The way of expressing lacks certain spontaneity, there being some contradictions between verbal and non-verbal language.	The way to express is not natural or spontaneous and non-verbal language contradicts the speech.
<b>Cooperative work</b> The interlocutors work cohesively, obtaining fluid communication as a result.	The attitude encourages constructive dialogue and allows open and honest communication.	The attitude is respectful, trying to reach consensus and shared solutions.	There is a lack of interest in getting good communication, not incorporating criticism and/or suggestions.	The attitude does not favor communication, clinging to discrepancies.

## Teacher self-assessment rubric based on the used materials (Mehisto, 2012:17)

1. Outstanding / 2. Satisfactory / 3. Needs improvement / 4. Unsatisfactory

Criteria	1	2	3	4	JUSTIFICATION
1. Make the learning intentions (language, content, learning skills) & process visible to students					The aim of each activity is set and explained to the students in advance. Students understand the main purposes of this lesson plan according to language (main vocabulary and structures); content (guests' reception process upon arrival) & learning skills (creativity, critical thinking; leadership, communication, collaboration...).
2. Systematically foster academic language proficiency					The language used in lessons (adapted text, videos, roleplay...) help students understand academic content so they can develop subject literacy and linguistic skills (in both oral and written modes).
3. Foster learning skills development and learner autonomy					The materials are designed with the aim of promoting the student's own autonomy (creating mind map, exposing their own ideas in brainstorming...) and other skills such as creativity, critical thinking; leadership, communication (cooperative learning, role play).
4. Include self, peer and other types of formative assessment (F.A)					F. A. instruments such as observation checklist for peer assessment, self-assessment or rubrics have been considered. During role play activity, students must evaluate their peers during their presentation through a checklist provided by the teacher.
5. Help creates a safe learning environment					Materials foster maintaining high standards and positive relationships between teacher and students.
6. Fostering cooperative learning					Most of the proposed activities are carried out in groups to work on cooperative learning (i.e. adapted text, WebQuest or role play activities).
7. Seek ways of incorporating authentic language and authentic language use					Some of the proposed activities seek to incorporate authentic language (article, video) and its use (role play).
8. Foster critical thinking					Especially the experiential and exploratory materials pursue this purpose, by making students reflect on and critically analyze for example the adapted text or the information found on the Internet.
9. Foster cognitive fluency through scaffolding of content, language, & learning skills; helping students to reach well beyond what they could do on their own and making learning meaningful					The activities have been proposed from LOTS to HOTS (Bloom's taxonomy) to gradually acquire the different learning skills. The following order is followed: introduce the topic, become familiar, engage intellectually, socially and emotionally, acquired a good understanding of the content, investigate by themselves, and demonstrate the assimilated content.