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LENGUA EXTRANJERA**

**CONTENT-BASED INSTRUCTION FOR LEVEL 3 BUSINESS MAJORS IN THE EFL
CLASSROOM AT THE UNIVERSITY OF AZUAY: INCORPORATING CONTENT
WITHOUT SACRIFICING LANGUAGE**

Tesis previa a la obtención del Grado de
Magíster en Lingüística Aplicada a la
Enseñanza del Inglés como Lengua
Extranjera

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RESUMEN

La enseñanza de lenguas basadas en el contenido, también conocida como Instrucción Basada en Contenidos (CBI) en América del Norte y Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE) en Europa, es promocionada como una forma eficaz para mejorar el aprendizaje de un idioma, debido a que hace uso de asignaturas significativas impartidas en el idioma meta para enseñar contenidos y lenguaje de una forma simultánea. Con el objetivo de contribuir a la investigación actual sobre CBI en América Latina, este estudio incorporó contenidos de negocios en un curso convencional de idioma extranjero (inglés) para estudiantes de segundo año de administración de empresas de la Universidad de Azuay, Ecuador. Se analizaron datos cuantitativos y cualitativos de 29 participantes para determinar el impacto de CBI en sus destrezas gramaticales y motivación y sus percepciones sobre CBI. Los resultados muestran mejoras estadísticamente significativas en las destrezas gramaticales, no así en la intensidad motivacional y en las actitudes hacia el aprendizaje. Aunque la orientación instrumental de los participantes disminuyó ligeramente, se pudo observar mejoras en la auto-confianza, así como niveles reducidos de ansiedad. Se puede concluir que sí es posible mejorar la destreza gramatical con CBI con un verdadero equilibrio entre lenguaje y contenido. Los participantes reportaron haber ampliado sus conocimientos con CBI, a pesar de que fue más exigente cognitivamente. Dado los hallazgos no concluyentes en cuanto a la variable motivación, se recomienda realizar más investigaciones en esta área.



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Palabras clave: Instrucción Basada en Contenidos (CBI), Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE), inglés como lengua extranjera (EFL), destreza gramatical, motivación, administración de empresas.



ABSTRACT

Content-based language teaching, also known as Content-Based Instruction (CBI) in North America and Content and Language Integrated Learning (CLIL) in Europe, is widely touted as an effective means of enhancing language acquisition due to the use of meaningful subject matter to teach both content and language simultaneously. This study aims to contribute to current research on CBI in Latin America by assessing the outcomes of incorporating business-related content into a conventional EFL course for second-year business administration students at the University of Azuay, Ecuador. Quantitative and qualitative data from 29 participants were analyzed to determine the impact of CBI on their grammatical competence and motivation during one academic semester and their perceptions of CBI. The results show that participants made statistically significant gains in mean grammatical competence scores as measured by pre and post-tests. No significant changes were observed in motivational intensity and attitudes toward learning, which remained fairly neutral to moderately high. While participants' instrumental orientation declined slightly, significant improvements were observed in their self-confidence as well as reduced levels of anxiety. It was concluded that progress in grammatical competence is possible with CBI, so as long as a true balance between language and content is achieved. Despite perceptions of CBI as a more cognitively demanding approach, participants reported feeling more knowledgeable as a result. Given the inconclusive findings concerning motivation and the complexities surrounding this construct, further research in this area is recommended.



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Keywords: Content-based instruction (CBI), Content and language integrated learning (CLIL), English as a Foreign Language (EFL), grammatical competence, motivation, business administration.



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DEDICATION

This thesis is dedicated to the hardest working woman I know. A woman who, sometimes out of necessity and sometimes out of curiosity, pursued different career paths over the years to keep her brain sharp and help provide for her family. A woman who, long after her children had grown up and moved out of the house, decided to go back to school to fulfil a lifelong dream of becoming a lawyer. I figured if she could do it, so could I.

Mom, this is for you.



INTRODUCTION

It has been said that human beings are hard wired to learn as they perform different activities in life. Children learn to ride a bicycle by going out into the street instead of relying on a manual; employees learn new skills on the job by combining prior knowledge and adapting to the current environment. In other words, people learn by doing things. These notions are consistent with the tenets of constructivist learning theories that emphasize the process of learning and where the role of the learner is active rather than passive. In this sense, learning is not reduced to absorption of facts and rules, but instead requires learners to “build and make sense” of new ideas for better understanding (Williams & Burden, 2006, p. 28).

When it comes to learning a second or foreign language, there is an argument that this is also best done by using it. That is, when learners are more focused on meaning rather than form (Krashen, 1982). This view has long served as a foundation for Content-based instruction (CBI), an approach that involves teaching a second or foreign language and a particular subject matter at the same time (Brinton, Snow, & Wesche, 1989) with the target language serving primarily as the medium of instruction rather than the object of instruction (Dueñas, 2004). Support in favor of CBI commonly cites various positive outcomes including opportunities for students to engage in challenging language activities that cover relevant information as opposed to “meaningless” exercises (Grabe & Stoller, 1997, p. 13), enhanced motivation and self-confidence (Stryker & Leaver, 1997), and improved thinking skills (Met, 1991).

Even with the seemingly beneficial outcomes, there is a limited amount of empirical studies on the application of CBI to teach English as a foreign language (EFL)



in Latin America, particularly in countries like Ecuador where English is not widely used by society at large, but is nonetheless a requirement to obtain an undergraduate or post-graduate degree. Therefore, the general objective of the study was to determine the impact of the CBI approach on university students' grammar skills, motivation, and their perceptions. The chosen site was an EFL class comprised of 29 second-year business administration students at the University of Azuay, Ecuador, where English courses are language-driven and have no link to any of the other subjects in the academic program.

This study will be presented in five chapters as follows:

Chapter one provides background information and a brief historical context on the status of English in Ecuador. It also presents the statement of the problem, purpose of the study, objectives, research questions, participants, and ethical considerations. The significance of the study is also presented alongside possible insights, such as students' perceptions of learning business-related content in English. The chapter concludes by providing definitions for key words that will be used throughout the study.

Chapter two reviews the theoretical underpinnings of CBI, its origins, variations, and applications in different contexts. The chapter also covers challenges and benefits associated with CBI as evidenced through past research, as well as insights on how the approach can be adapted to suit students' needs. Finally, a review of past research on motivation and its links to language learning is also included.

Chapter three details the profile of the study participants, the quantitative and qualitative research methods used to answer the research questions, and the instruments employed in the data gathering process. Detailed descriptions of the CBI



lesson plans used during the intervention as well as the content areas studied are also described.

Chapter four presents the findings of the study as a result of the application of the CBI approach during the university semester. The findings presented and analyzed include quantitative data gathered from the pre and post grammar tests administered at the onset and at the end of the intervention, as well as qualitative data in the form of student responses from an open ended questionnaire and exit interviews conducted at the end. The chapter concludes with a discussion of the results and limitations to the study.

The fifth and final chapter poses conclusions on the overall results of the study, as well as implications and recommendations for further research in the field.



CHAPTER 1: STUDY PURPOSE AND DESCRIPTION

1.1. Background

In Ecuador, English is neither an official nor a de facto language used in any public or administrative capacity. Historically, it has been taught as an optional subject in schools with varying numbers of class hours and a lack of qualified teachers, which has led to mixed results in terms of proficiency among the population ("Deficiencia del inglés", 2012; "El déficit de profesores", 2014). According to the 2015 English Proficiency Index released by EF Education First, Ecuador ranked 38 out of 70 as one of the countries with low English proficiency (EF Education First, 2015). In recognition of the value of English for pursuing a post secondary education abroad and conducting business in a globalized world (Gordón, 2015), the Ministry of Education of Ecuador has stated that English language instruction will be mandatory in public schools starting from the second level of Basic General Education until the third level of high school starting in the 2016 – 2017 school year (Ministerio de Educación, 2016).

At the university level, demonstrated proficiency in a second language (English being the most common) is both a requirement for obtaining an undergraduate degree and a prerequisite for admission to a postgraduate degree program (Consejo de Educación Superior, 2013). However, given the history of English language teaching in the country at an elementary and secondary level, students who reach university do so with disparate levels of proficiency, interest in, and exposure to the language. Informal observation and discussions with university students in recent years reveals that many of them perceive English as “just another subject” that must be tolerated and passed. According to some professors, this perception, coupled with the limited meaningful



opportunities to use English outside the classroom, can have an impact on students' achievement and motivation levels.

There have been arguments that the process of learning a second language can be significantly enhanced through concentrated exposure to meaningful input (Krashen, 1982). These arguments have been used as pillars of support for Content-Based Instruction (CBI), an approach that involves teaching a second or foreign language through meaningful subject matter rather than through language instruction alone (Valeo, 2013). Rationales in support of CBI are largely based on the notion that it presents "ideal conditions for language learning" through meaningful classroom activities that spark motivation and interest among learners (Grabe & Stoller, 1997, p. 14).

The roots of CBI can be traced to the emergence of French language immersion programs in the 1960s (Grabe & Stoller, 1997; Lambert & Tucker, 1972). A review of 45 years' worth of CBI research in ESL contexts in schools in the United States and Canada (Genesee & Lindholm-Leary, 2013) shows that the French proficiency among immersion students in Canada, particularly in relation to speaking, listening, reading and writing, has been superior than that of those who received a traditional French as a second language instruction. Positive CBI findings in EFL university contexts include enhanced oral and discourse skills among medical students in Colombia (Corrales & Maloof, 2009), improved vocabulary and reading skills in first year international students in Canada with EFL content focused on economics (Nguyen, Williams, & Trimrchi,



2015), as well as gains in content knowledge and linguistic forms among American students enrolled in an Italian geography CBI class (Rodgers, 2006).

In Ecuador, part of the Ministry of Education's strategy to improve the quality of English language teaching in public schools includes Content Language Integrated Learning (CLIL), the European counterpart to CBI that incorporates content and foreign language teaching (Banegas, 2012) as a "means to access and learn English in an authentic and meaningful context" (Ministerio de Educación, 2016). In addition, many private schools across the country have been offering content-based English classes as part of their curriculum for years, usually aligned with core subjects like history and geography as a way to boost proficiency levels among students.

While existing research seems to position the simultaneous teaching of content and language as a viable approach to learning English, empirical studies on its use in university EFL contexts, particularly in Ecuador where the target language is not spoken by society at large, are fewer in number. Therefore, it seemed prudent to further explore the potential of CBI in the country within this context.

1.2. Statement of the problem and purpose of the study

At the University of Azuay, the mechanism through which the foreign language proficiency requirement is met differs across faculties. In some academic programs, English is part of the main curriculum of certain academic programs (i.e. business administration, economics, and social communications) while in others it is not (i.e. architecture, engineering, design, and law), thus creating distinct scenarios for students. Those who have English as part of their core curriculum will usually begin to take the subject in their first year of studies and complete three semesters (three levels) to



emerge with an A2+ level (as of this writing) based on the Common European Framework of Reference for Languages (CEFR) which describes this level as a strong “Waystage” performance (The Council of Europe, 2011, p. 35). Those who do not have English as a core subject are required to demonstrate their knowledge by passing a proficiency/placement exam or completing three courses in the Language Unit of the university at some point prior to graduation. It is important to mention that students in the Faculty of Management Sciences also have the option of taking a proficiency exam and potentially earning an exemption from having to take some or all of the required EFL courses based on their results. However, as of this writing, the consequence of failing the proficiency exam for business students is a failing grade on their academic transcript, something that does not apply to students from other faculties whose academic program does not feature EFL as a core subject.

Regardless of whether students take English within their academic program or via the Language Unit, the current EFL curriculum at the university focuses on language teaching only and is completely unrelated to the students’ fields of study (with the exceptions of tourism and international relations, which are bilingual academic programs). Observation of English language skills and attitudes of students in the Faculty of Management Sciences, where it is part of the core curriculum, shows low levels of competence and interest in the subject. In addition, many students openly state that their main motivation is to simply pass the English course by whatever means possible so they can move on, focus on other subjects, and later, graduate. These informal observations also suggest that students perceive English as having a tenuous link to other subjects in their core curriculum.



Based on past literature that has shown the influence of meaningful content on student motivation and development of second language skills, the purpose of this study was to integrate CBI into an English language-based curriculum to improve grammar skills and motivation among business administration students at the University of Azuay whose mother tongue is Spanish. Given the focus of the students' program of studies, business-related content aligned with the teacher's own professional background and students' other core subjects was selected as the basis for the intervention.

1.3. Study objectives

The general objective of the study was to determine the impact of the content-based approach (CBI) on university students' grammar skills, motivation, and perceptions.

The specific objectives of the study included the following:

- To design a CBI course that can be integrated into the current EFL curriculum for third level at the University of Azuay.
- To assess students' grammar knowledge and motivation after taking a CBI course.
- To analyse students' perceptions of a CBI course.

1.4. Research questions

This study aimed to incorporate content into a language-focused EFL curriculum within the business administration program to examine the effects on students' grammatical competency and motivation towards the language. To this purpose, a mixed methods study was conducted to answer the following research questions:



1. To what extent can CBI help improve English grammar skills and motivation among university business students?
2. How do business students perceive CBI as an approach to English language learning?

1.5. Significance of the study and justification

While the rise of English as the language of commerce, globalization, and technology has caused debate over whether it should be perceived as a catalyst for economic growth or as another indicator of social inequality, its use continues to grow exponentially, even in other fields including academia where more and more research is published in English to gain a wider audience (Johnson A. , 2009).

For business administration students preparing to assume leadership roles that may require them to represent Ecuadorian businesses in front of an international audience, the importance of English cannot be underestimated. Regardless of whether or not they intend to stay and work in the country, their professional futures may see them interacting with foreign executives, governments, and other entities all within the context of a globalized economy. Therefore, a university EFL curriculum that features business-related content can help start to build the skills necessary for these future interactions.

The application of CBI in the present study went beyond merely providing business-related vocabulary lessons to students in English; it intended to push them out of their comfort zone so they could process business-related content and express their thoughts in an academic and professional manner. Therefore, it was hoped that the results of the research could provide helpful insights on how business students perceive



learning English through real-life business scenarios versus a more traditional approach in which language structures are taught within the context of everyday activities that have little to do with their field of study. The study was also intended to test the feasibility of adapting parts of the current EFL curriculum within the School of Business Administration to achieve better cohesion with the other subjects contained in the program.

1.6. Site of the study and participants

Participants in this study were a convenience sample of 29 second-year students enrolled in a Level 3 EFL course in the Faculty of Management Sciences of the University of Azuay in the March – June 2016 semester. The participant ages ranged between the ages of 18 and 22. The word semester used in the context of this study refers to an academic period of 16 weeks that included specific timeframes for mid-term and final evaluations as established by the university,

1.7. Ethical considerations

Since the study participants consisted of students who voluntarily enrolled in the Level 3 English course (a mandatory subject within their curriculum), formal permission was requested from the Dean of the Faculty of Management Sciences prior to the start of the academic period. Students were formally asked for their consent to participate at the beginning of the course; those who expressed interest were asked to sign a consent form outlining the purpose of the study, methods for data collection and procedures to guarantee student confidentiality. The form clearly stated that should a student withdraw their consent at any time during the intervention, their information would be excluded from the data collection phase.



1.8. Definitions

The study uses the following terms:

1.8.1. English as a foreign language (EFL)

English as a Foreign Language (EFL) is a term that tends to refer to contexts in which English is taught in countries or communities where it is not the main language (Gunderson, D'Silva, & Odo, 2009). In other words, the EFL classroom provides learners with their primary and perhaps only exposure to English as it is not used by the community at large.

In contrast, English as a Second Language (ESL) refers to contexts in which English is used by the larger community or country in some official capacity or is the native language. Thus, students would have greater opportunities to be exposed to the language. In Ecuador, where Spanish is the official language, English is taught as a foreign language.

1.8.2. Language acquisition versus language learning

Krashen (1982) defines language acquisition as a process in which people acquire a new language without explicitly realizing it to be able to communicate, much in the same way children learn to speak their mother tongue. In contrast, the term language learning is referred to a “conscious” way of learning, where users understand and knowingly use the rules of their new language (p. 10).

1.8.3. Communicative competence

For purposes of this study, language proficiency comprises competence in reading, listening, writing, and speaking. It is linked to the term communicative competence, which comprises grammatical competence, sociolinguistic competence,



and strategic competence. Grammatical competence refers to knowledge of grammar rules and semantics. Sociolinguistic competence refers to knowledge of particular sets of social rules for dialogue. Strategic competence refers to knowledge of and ability to use certain strategies to achieve proper communication (Canale & Swain, 1980).

1.8.4. Content-Based Instruction (CBI)

Content-Based Instruction (CBI), a term that has its origins in North America, is an approach that involves teaching a second or foreign language and a particular subject matter at the same time (Brinton, Snow, & Wesche, 1989), with the target language serving primarily as a medium of instruction rather than the object of instruction (Dueñas, 2004). Within this context, relevant topics or subject matter is used as a framework for teaching.

1.8.5. Content and Language Integrated Learning (CLIL)

Content and Language Integrated Learning (CLIL) is a term with European roots that refers to “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” (Coyle, Hood, & Marsh, 2010, p. 1). Within this context, learning emphasizes both content and language.



CHAPTER 2: THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1. Introduction

As previously mentioned in the introduction to this study, proficiency in a second language is a requirement for obtaining an undergraduate degree in Ecuador (Consejo de Educación Superior, 2013). It is also a requirement for students seeking to apply for government-funded scholarships to access post-graduate education. Yet, students' prior knowledge of foreign languages, particularly English, varies greatly by the time they arrive to university. In public schools and high schools, English teaching programs have been characterized as deficient by government officials and education experts, prompting a call for more teacher training and alternative methods that include teaching subjects in English ("Deficiencia del inglés", 2012).

The current EFL curriculum at the University of Azuay is based on the Communicative Language Teaching (CLT) approach, which emphasizes learning how to use English for a variety of real-life scenarios and functions including extending invitations, ordering in a restaurant, describing objects and people, and making apologies, among others. However, the content has no real link to the other subjects in the students' curriculum. Within the business administration program, this situation appears to have done little to position English as an equally important and useful subject in many students' eyes. It is this set of particular circumstances that served as the foundation for this study, which aimed to incorporate relevant content into an existing EFL course for business students. Therefore, the following chapter will focus on providing a review of relevant literature on the emergence of Content-Based Instruction (CBI) as an extension of the communicative approach to language teaching (CLT), its



theoretical underpinnings, classroom approaches, challenges, and impact on learning motivation.

2.2. The birth of the communicative approach to language teaching

Language teaching approaches have undergone a myriad of changes over the last century, weaving through earlier times where there were no theoretical foundations on which to base teaching practices to later periods where theories that categorized learning as a “form of conditioning” had a protracted influence in the language classroom (Williams & Burden, 2006, p. 8). Indeed, with developments in the disciplines of linguistics, psychology, sociology and pedagogy, the foreign language classroom has come a long way from the days when fostering greater “intellectuality” was prioritized over the development of useful productive skills (Brown, 2000, p. 18).

The dominant influence of behaviorist theory on language learning up until the mid-twentieth century equated language proficiency with grammatical competence that was to be achieved through repetition, memorization, and drill exercises that had no room for errors and, one could assume, were of little practical use outside the classroom (Richards, 2006). Canale and Swain (1980) have referred to these methods as “grammatical” or “grammar-based approaches” that sought to achieve grammatical competence through rote learning of grammatical forms and minimization of errors. Methodologies that fell under this category, such as the Audiolingual Method and Situational Language Teaching, would soon take a backseat to the rise of more learner-centric approaches such as Communicative Language Teaching (CLT) in the 1970s and 1980s, which placed the notion of communicative competence at the forefront. In other



words, it emphasized learning of grammatical and social rules as well as other spoken or non-spoken communication strategies so students could learn what and how to communicate according to a given situation. Still widely in practice today, CLT focuses on creating classroom scenarios that mimic real-life as closely as possible so that students can work toward achieving real, “meaningful communication” (Richards, 2006, p. 3).

2.2.1. Focus on meaning

The terms “meaning over form,” “meaningful communication,” “language for a purpose,” and “meaningfulness,” among others, are what various authors (Brandl, 2008; Brown, 2004; Richards, 2006; Savignon, 2001) have identified as key characteristics of CLT that distinguish it from “older” language courses that focused on fostering grammatical competence (Swan, 1985, p. 77). Within a CLT framework, it has been said that “meaningfulness” is achieved through a variety of approaches including the use of “authentic texts” whose primary purpose is communicative rather than pedagogical (Corrales & Maloof, 2009), content that reflects the interests, abilities and goals of students (Brandl, 2008), and creation of activities that encourage students to actively use and practice useful structures they are likely to encounter in the “real” world (Swan, 1985), among others.

According to Richards (2006), CLT also gave way to the emergence of what he has called “process-based methodologies” (p. 27) that also share the common goal of achieving communicative competence in learners through meaningful content, but through additional classroom approaches such as the use of “authentic” material not necessarily designed for language instruction (Corrales & Maloof, 2009). Included in this



categorization are Task-Based Instruction (TBI) and Content-Based Instruction (CBI). English for Specific Purposes (ESP), while not exactly deemed an extension of the CLT movement, nonetheless appears frequently in research related to language teaching through meaningful and useful content, and therefore merits inclusion in any discussion about the core principles of CLT. Before delving into the particularities of CBI as a teaching approach, which constitutes the focus of this study, the other previously mentioned approaches will be reviewed briefly in the following section for differentiation purposes.

2.2.2. Task-Based Instruction (TBI)

Task-Based Instruction (TBI) has been said to focus on planning and organizing language learning activities around a meaningful “task” that requires learners to supply information or provide input (Ellis, 2009). In this scenario, language learning is not necessarily the primary goal, but serves the mechanism with which to complete the task successfully. All classroom lessons are planned according to specific tasks, which in turn, serve as the guiding force in the development of the syllabus (Richards, 2006). At their core, the tasks involved in a TBI curriculum have a main emphasis on “making meaning” (Reinders, 2008).

2.2.3. English for Specific Purposes (ESP)

With its origins linked to the end of the Second World War and advancements made in technology, communications and world economics, ESP arose as a response to the unique language needs of learners to achieve specific communications goals related to their professions or vocations in different fields such as nursing, engineering, and medicine, among others (Gonzalez, 2015).



According to Dudley-Evans (1997), development of an ESP program is based on three pillars that distinguish it from other forms of language teaching. First, it involves the study of the language used in different professional or vocational contexts. Second, it analyzes the specific communication needs of particular group of learners within these contexts. Third, it incorporates the very same methodologies and materials that learners may encounter in the course of their professional lives into the classroom. In his description of ESP, Dudley-Evans has asserted that it does not involve teaching a specific subject such as medicine in English; rather, its main goal is to equip students with the necessary language tools and skills (grammar, vocabulary, lexis) so they can fulfil personal communications needs or acquire further knowledge in a particular subject area. In other words, it is both a learner and language-centric approach (Hutchinson & Waters, 1987) designed so that learners can achieve a specific communication objective.

2.2.4. Content-Based Instruction (CBI)

Due to its focus on teaching a second or foreign language through meaningful subject matter rather than through grammar (Valeo, 2013), Content-Based Instruction (CBI) is another approach that has been said to have been born with the CLT movement. CBI shares similarities with TBI and ESP in that the subject matter and activities covered are likely to serve learners in some capacity outside the classroom (Corrales & Maloof, 2009).

However, the role of the content selected for classroom is where CBI begins to distance itself from other language teaching approaches. Whereas TBI and ESP programs share the trait of having specific tasks or needs serve as the key stimulus



behind their syllabus design and activity planning, CBI programs adopt a reversed approach. That is, content is selected at the onset of program development as the overarching learning goal. The content can be a subject such as psychology, geography or science, which will then serve as a starting point for the creation of all classroom exercises and activities. The criteria for inclusion of all activities intended to foster grammatical and communicative competence (e.g. grammar exercises, role plays, comprehensive readings, major assignments, etc.) is based on complete alignment with the selected content (Richards, 2006). A summary of these features is presented in Table 1.

Table 1
Key Features of CLT Approaches

Feature	Task-Based Instruction (TBI)	English for Specific Purposes (ESP)	Content-Based Instruction (CBI)
Starting point for syllabus design	Task	Learner vocational or professional communications needs	Content
Role of language	Used to achieve a specific objective	Used to achieve a specific objective	Used as a medium of instruction to learn content
Materials	Authentic	Authentic	Authentic
Focus of in-class activities	Meaning making	Language learning	Content learning

By: Author



2.3. The evolution of CBI

As mentioned previously, the emergence of CBI as a teaching approach has been linked to the CLT movement in the mid twentieth century due to the shared key principles of meaningful content, achieving communicative competence, and responsiveness to learners' needs. CBI has received varying definitions by multiple authors over the years which share similar foundations. Brinton, Snow and Wesche (1989) refer to CBI as “the concurrent teaching of academic subject matter and second language skills” (p. 2), while Dupuy (2000) notes that it involves “teaching a content area in the target language wherein students acquire both language and subject matter knowledge” (p. 206). Stoller (2008), a self-described fervent supporter of CBI, describes it as a group of “instructional approaches that make a dual, though not necessarily equal, commitment to language and content-learning objectives” (p. 59). Regardless of the definition to which one chooses to adhere, at its core, CBI can be viewed as a language teaching approach where meaningful subject matter is taught using the target language primarily as a tool rather than as an object of study.

A number of researchers concur that the roots of CBI can be traced to French language immersion programs in Canada implemented in the 1960s (Banegas, 2012; Burger, Weinberg, & Wesche, 2013; Cenoz, 2015; Dueñas, 2003; Grabe & Stoller, 1997), as well as “parallel content-based ESL initiatives” in the U.S. to help strengthen English proficiency among learners with a foreign mother tongue (Burger, Weinberg, & Wesche, 2013, p. 24). These programs have been described as “extreme” versions of CBI due to their large-scale implementation and focus on achieving both language and subject matter learning goals (Genesee & Lindholm-Leary, 2013, p. 4).



In the case of Canada, French language immersion programs emerged largely as a result of the Official Languages Act established in 1969 that spurred alternative strategies for teaching French to English-speaking students (Burger, Weinberg, & Wesche, 2013). French immersion has been used to describe cases where 50% or more of the curriculum is delivered in French starting from elementary school to secondary school for students whose primary language is English (Genesee & Lindholm-Leary, 2013) and who are studying in a province or region where English is the dominant language. Defining features of an immersion program include focus on a target language that is not spoken by the surrounding local community at large, a relatively homogenous classroom population in terms of proficiency in the target language (usually low), and an aspiration towards achieving bilingualism (Johnson & Swain, 1997).

In the case of the U.S., the need for programs focused on merging content and language arose in response to the increasing number of non-native English speaking students in the country around the mid-1970s who, in some cases, had very little knowledge of and exposure to English. For these students, “integrated language and content programs” focusing on topics and activities from “mainstream” content areas were intended to prepare them for future academic success in other subjects in English (Crandall & Tucker, 1990, p. 84).

In a review of 45 years’ worth of CBI research in ESL contexts in schools in the U.S. and Canada, Genesee and Lindholm-Leary (2013) have concluded that French proficiency among immersion students in Canada, particularly in relation to speaking, listening, reading and writing, has shown to be superior than that of those who received



a traditional French as a second language instruction. These outcomes have also been seen among those students who entered French immersion programs at a later age, thus making a strong case in favor of content-focused programs even at a later age. The researchers' review of different varieties of content and language integrated programs in the U.S. that rely on the use of both English and the students' mother tongue has shown that students attain high levels of proficiency in speaking and writing more or less equal to those students enrolled in English only courses.

CBI programs have grown considerably in both countries at all levels of education due to changing demographics and growing immigrant population (Banegas, 2012).

2.3.1. Content and Language Integrated Learning (CLIL)

As CBI has evolved from its original purpose of immersion and mainstreaming, alternative forms have surfaced over the years as a response to the ever changing needs of students, teachers, and educational goals that differ from one region to another. Therefore, any discussion about the evolution of CBI would be incomplete without including Content and Language Integrated Learning (CLIL), which has been described as a similar approach to CBI in that it also integrates content and language learning through a variety of methodologies in different regions (Banegas, 2012).

The term first surfaced in the mid-1990s in Europe to give a name to the different strategies being tested by various professionals to teach language and subject matter. At the time, CLIL emerged as a game changing approach that challenged the prevailing "traditional model of the English language classroom" (Marsh & Frigols, 2012). Its rise in Europe as a language teaching approach has been attributed to "pluralization, the



standardization of university diplomas, and increased student mobility” (Burger, Weinberg, & Wesche, Immersion studies at the University of Ottawa: From the 1980s to the present, 2013, p. 26).

There have been differing opinions over whether CBI and CLIL are essentially the same concept, but coined in different continents. The Eurydice Report credits the key learnings from Canada’s immersion programs as a catalyst for further growth and experimentation with content and integrated learning in Europe. The report indicates that in order to achieve this dual focus, it is necessary that subject matter is “not taught *in* a foreign language, but *with* and *through* a foreign language” (Eurydice, 2006, p. 7). Based on this, Harrop (2012) asserts that CLIL merits a distinct category of its own due to the equal emphasis placed on both language and content so that students learn both. Chamot (2014), while acknowledging the similarities between CBI and CLIL based on the common trait of teaching a second language through content, has made a distinction between the two approaches based on cultural, economic, and environmental factors. In her view, CBI is a means for non-English speaking students to achieve academic proficiency in English in an English-speaking environment by learning academic subjects such as math and science in the target language (often referred to as English as a Second Language, or ESL). CLIL, on the other hand, attempts to help non-English speaking students acquire the target language as a lingua franca (often referred to English as a Foreign Language or EFL) and use it in an academic setting within a “globalized international context” (p. 79). Suwannoppharat and Chinokul (2015) share a somewhat similar opinion and include the educational goals of intercultural knowledge and presence of non-native target language teachers as additional



distinguishing features of CLIL. While the latter assertion has been shared by others (Dalton-Puffer, 2011), it has also been deemed problematic because language learning programs are seldom classified based on teachers' native or non-native experience in the target language (Cenoz, 2015).

As mentioned previously, Genesee and Lindholm-Leary (2013), who collectively view immersion and dual language programs as “extreme” versions of CBI, have also considered them variations of both CBI and CLIL because of the use of content as a conduit to language acquisition. According to Cenoz (2015), based on cases within the Basque education system where content is used to teach Basque and English to native speakers of Spanish, there is no pedagogical distinction between CBI and CLIL. For his part, Banegas (2012) has used the terms jointly, asserting that they both allow for the use of several different methodologies that can be seen as a “continuum” whose two extremes that either signal a focus on learning a target language, or on learning subject matter using the target language.

For purposes of this study, the term CBI is used to describe the approach for a classroom intervention that fused language learning and business-related content in an English as a Foreign Language (EFL) classroom. This approach aligns with the core principles of both CBI and CLIL as frameworks that afford multiple avenues for language and content learning (Stoller, 2002) through meaningful, challenging, and adaptable activities that meet students' needs (Grabe & Stoller, 1997). The term CLIL will be used only when discussing prior research that labels the integration of content and language learning with this same terminology.



2.4. Theoretical underpinnings of CBI

2.4.1. The learning-by-doing principle

For centuries, humans have been learning and acquiring new skills by performing the very actions involved in those skills as necessary until a desired level of proficiency is reached. It has been argued this notion accounts for how children learn to walk and talk, how adults learn to drive, and how students in apprenticeship programs learn a trade. According to Hayne W. Reese, retired Centennial Professor of Psychology at West Virginia University, this “learning by doing principle” is based on learning from experiences that are a consequence of one’s actions, not necessarily from the explicit directives of others. He has pointed out that it can take many forms including “discovery versus instruction, trial and error, and practical experience versus book learning,” among others (Reese, 2011, p. 1).

Applied to the field of second or foreign language acquisition, it can be argued that the learning-by-doing principle implies students learn a new language by using it. Several researchers (Burger, Weinberg, & Wesche, 2013; Butler, 2005; Dueñas, 2004; Dupuy, 2000; Krashen, 1982; Snow, 2005) have suggested that a second or foreign language is best learned in conditions where the primary focus is on meaning rather than on form, where the language level is slightly beyond students’ proficiency levels so as to constitute a reachable goal, and where there are ample scenarios for practicing and using the target language in a meaningful way. This view, based largely on research in cognitive psychology and second language acquisition (SLA), has long served as a basis of support for content and language integrated programs to foster



proficiency in a second or foreign language, i.e. CBI and its other counterparts that have been said to emerge from the CLT movement.

2.4.2. Second language acquisition theories by Krashen

The work of Krashen (1982) makes a frequent appearance in literature regarding second language acquisition and he has been described as an avid supporter of “creating contexts of meaningful L2 use relevant to the needs of language learners” (Burger, Weinberg, & Wesche, 2013, p. 27). In formulating his stance on second language acquisition, also known as the “Monitor Model” (Lightbown & Spada, 2013, p. 106), Krashen came up with five main hypotheses: the acquisition-learning distinction, the natural order hypothesis, the monitor hypothesis, the input hypothesis, and the affective filter hypothesis. While the input hypothesis has served as a key theoretical foundation of CBI and will therefore be the object of further analysis, the other hypotheses will be briefly described in the following section for clarification purposes.

In describing the “acquisition learning distinction,” Krashen made a key differentiation between the terms language acquisition and language learning. He defined language acquisition as a process in which people acquire a new language without explicitly realizing it to be able to communicate, much in the same way children learn to speak their mother tongue. Other terms given for this type of acquisition include “informal” and “natural” learning, where the user “picks up” the language unconsciously (p. 10). In contrast, he described the term language learning as the “conscious” way of learning, where users understand and knowingly use the rules of their new language. It is also known as “explicit” and “formal” learning (p. 10).



The natural order hypothesis contends that certain grammatical structures appear to be acquired in a predictable order no matter what the learner's first language may be. As a rationale for this view, Krashen has cited the work of Brown (1973) that showed certain English morphemes like markers for progressive tense and plural are among the first mastered among learners.

Given his description of language learning as a conscious process, Krashen has said that it therefore serves as a type of monitor that learners can use to make self-corrections or adjustments when writing or speaking the target language. This monitor can be used to varying degrees ranging from underuse to the point of being ineffective, to overuse to the point of hindering communication.

Due to its aim of providing a plausible answer as to how language is actually acquired, the input hypothesis has been boldly described by Krashen himself as "the single most important concept in second language acquisition theory" (p. 9). In formulating it, he stressed that language is not learned through excessive, repetitive learning of grammatical rules, but through activities that provide "comprehensible input" with meaningful information (p. 7). Based on this premise, the input hypothesis invokes the concept of "stages" of acquisition in which the letter *i* represents the current stage of proficiency of the learner, and the number *1* represents the next stage of "competence" that is slightly beyond the learner's current proficiency (p. 21). For progression to occur from one stage to the next, the learner requires comprehensible input that is equivalent to $i + 1$. Under these conditions, the learner is said to focus on grasping the meaning of the content, not the form, by relying on other capabilities such as sociolinguistic competence and context. Included in the hypothesis is the notion that the



comprehensible input must, at a minimum, contain $i + 1$, but that it does not need to be the sole content of the input.

Krashen has said that the input hypothesis successfully applies to second language acquisition, particularly with the use of “natural, communicative, roughly-tuned” comprehensible input that allows for certain adjustments to aid in communication such as lower speech rates and use of relevant, interesting topics by teachers. If the underlying goal is language acquisition, then “finely-tuned” input that takes the form of a syllabus based on teaching grammar structures will not be the most effective in achieving real communication (p. 26). An important caveat, however, is that comprehensible input is only effective if the learner’s “affective filter,” a term first introduced by Dulay and Burt (1977) to describe a type of mental block, has not reached high enough levels so as to constitute a barrier to acquisition. Causes of an actively engaged filter have been attributed to lack of motivation, self-consciousness, and performance anxiety, so it has been recommended that any second language program include creating an environment that minimizes these factors as much as possible (Krashen, 1982).

CBI has been deemed as exhibiting the necessary characteristics to achieve language acquisition due to its use of comprehensible input in the form of content or subject matter as the starting point for curriculum development and adjusted speech on behalf of teachers (Dupuy, 2000). According to Grabe and Stoller (1997), Krashen’s argument that language is best acquired when students are exposed to enough comprehensible input is supported by the positive results observed in elementary level Canadian immersion programs. In a review of content-driven, French and English



immersion programs piloted at the University Ottawa over a span of 30 years, Burger, Weinberg and Wesche (2013) described these programs as forms of content-based instruction that yielded positive gains among L2 learners including language proficiency levels comparable to those of students enrolled in regular L2 courses and successful achievement in acquiring the subject matter (in this case, psychology).

2.4.3. Challenges to Krashen's second language acquisition hypotheses

Despite their enduring status as influential theories on second language acquisition, Krashen's hypotheses have stirred controversy and disagreement (Dupuy, 2000; Lightbown & Spada, 2013; Swain, 1985). Among the main sources of conflict are views that Krashen's theories, while indeed clear and simple, cannot be proven from a scientific standpoint (Wheeler, 2003). Other challenges focus on "unresolved" matters regarding the amount of input required to generate language production and the exact nature of what makes input comprehensible (Birkner, 2016, p. 20). In their analysis of theoretical bases of communicative approaches to second language teaching and testing, Canale and Swain (1980) have also long cautioned against placing emphasis on "getting one's meaning across" over explicit grammar instruction due to the potential for learners' grammatical errors to become "fossilized" over time (p. 11).

Perhaps one of the most frequently cited challenges to the input hypothesis is the comprehensible output hypothesis developed by Merrill Swain (1985) in reaction to Krashen's downgrading of the role of output (or speech production) in language acquisition except as a means of self-correction (Krashen, 1982). Swain has argued that comprehensible input, while a valuable part of the language acquisition process, is not sufficient to ensure proficiency or accuracy. Rather, accuracy as a result of



grammatical awareness can be achieved in situations where learners' "linguistic resources" must be stretched beyond their current benchmark in order to produce discourse that is both appropriate and comprehensible (p. 248). In her view, this comprehensible output or "pushing" of learners' abilities is similar to Krashen's $i + 1$ concept and is therefore an integral part of the language acquisition process. In a counter argument to Swain's hypothesis, Krashen has maintained that language can indeed be acquired without oral production and that increased comprehensible output is neither a proven nor a workable strategy for acquisition. Despite the contrasting views, other researches have suggested that both hypotheses are actually complementary (Birkner, 2016), are conducive to the negotiation of meaning (Ariza & Hancock, 2003), and serve as a foundation for incorporating classroom activities that provide input to and require output from learners (Ellis, 2005).

2.5. Models of CBI

As previously mentioned, CBI can be seen as a group of approaches that range from focus on language to learning subject matter (Banegas, 2012). The CBI approach that can be applied will depend greatly on a number of factors that include target language proficiency levels, teacher profiles, resources, learner needs and preferences, and the status the foreign language curriculum holds in an educational institution (Butler, 2005). According to Met (1999), the wide range of characteristics and factors associated with CBI can be used to highlight the role of content and language in such programs according to a "continuum." Thus, depending on learners' needs, the roles of teachers and curriculum goals, a CBI program can lean towards content on one end of the continuum, or towards language on the other. The constant theme woven



throughout the continuum is that learners come into contact with subject matter through the target language. Met’s continuum is illustrated in Table 2.

Table 2

Met's Continuum of Content and Language Integration

CONTENT-BASED LANGUAGE TEACHING: A CONTINUUM OF CONTENT AND LANGUAGE INTEGRATION	
<ul style="list-style-type: none"> • Content-driven • Content is taught in L2. • Content learning is priority. • Language learning is secondary. • Content objectives determined by course goals or curriculum. • Teachers must select language objectives. • Students evaluated on content mastery. 	<ul style="list-style-type: none"> • Language-driven • Content is used to learn L2. • Language learning is priority. • Content learning is incidental. • Language objectives determined by L2 course goals or curriculum. • Students evaluated on content to be integrated. • Students evaluated on language skills/proficiency.

By Met, M. (1999). *Content-based instruction: Defining terms, making decisions. NFLC Reports.* Washington, DC: The National Foreign Language Center

Based on Met’s continuum, CBI programs categorized as content-driven lean heavily towards content or subject matter instruction with specific language learning objectives holding a secondary status. In this scenario, learners are evaluated based on their content knowledge, which may or may not be a key goal of the curriculum. At the other end of the continuum, programs under the label of language-driven use subject matter as a means of developing language proficiency. In this scenario, content proficiency is not necessarily the main goal.

The continuum helps illustrate the flexibility afforded to teachers in developing a CBI program that meets learners’ needs, and that instruction need not be confined to one end of the continuum. Within a university environment, this flexibility has been said to bring a diversity of options in terms of “usefulness” and future “applicability” of course outcomes (Dueñas, 2003). While there are many different models through which CBI



can be implemented, the most common approaches used in a university setting include theme based courses (TB), adjunct or linked courses (AL), sheltered subject matter instruction (SSM), and second language medium courses (SLM) (Dueñas, 2003; Dupuy, 2000).

2.5.1. Theme-based courses (TB)

In TB, classes are organized around different topics associated with a general theme (e.g. communications) or various themes that may or may not be drawn from the general curriculum (Dupuy, 2000). This type of model is usually implemented by language teachers who work independently within a faculty without support from content teachers or oversight from university administrators. This means that the range of topics and themes that can be used in the classroom is vast and thus forms the basis of the course's educational units (Dueñas, 2003).

2.5.2. Adjunct or linked courses (AL)

The AL model, as its name suggests, involves closely linking a target language course with a regular, mainstream academic subject so that learners can acquire language proficiency as well as the necessary learning skills to be successful in the mainstream course. While common within second language learning environments such as those seen in the U.S. where English language proficiency among minority language populations is deemed necessary for future academic success, the AL model has also been applied around the world using a foreign language as a tool to teach content (Dueñas, 2003). This type of model is usually taught by language teachers and content teachers who collaborate to teach both courses separately (Butler, 2005). Learners are therefore registered in both the mainstream subject matter course and its parallel



language course at the same time in order to focus on academic and language skills-building activities (Snow & Brinton, 1988). In situations where offering linked courses is not possible or feasible, “self-contained content-based ESL courses” have been proposed (Kasper, 2000, p. 13). According to Richards (2015), the adjunct model of CBI can be applied within any curriculum and does not necessarily require a concurrent linked course. Rather, it can be implemented by a language teacher with the input of a relevant subject matter expert.

2.5.3. Sheltered subject matter instruction (SSM)

In SSM courses, second language learners are “segregated” or “sheltered” from the mainstream class of native speakers (Brinton, Snow, & Wesche, 1989, p. 15). The main goal of this model is to make content “more accessible” to second language learners through the tailoring of materials and tasks such as texts, role plays and group work so that they resemble those used in language classes (Crandall, 1994, p. 3). While this type of class model is usually managed by a content expert, it can also be led by a language teacher with relevant content expertise. Despite the adaptation involved to suit the needs and language proficiency levels of learners, the content or subject matter itself is kept intact as it constitutes an important learning goal (Dueñas, 2003).

2.5.4. Second language medium courses (SLM)

SLM courses are those where regular academic subjects (e.g. psychology, geography, science, etc.) are taught to non-native learners in a second or foreign language. In this scenario, no adaptations or allowances are made to meet the language proficiency levels of learners, which would therefore place the model on the far outer edge of the content-driven side of Met’s continuum. Here, content proficiency



is the primary goal; any language proficiency achieved is usually incidental due to the use of content as a vehicle for learning (Dueñas, 2003). In Europe, the fairly new term English Medium Instruction (EMI) is used to describe content-focused courses that share similar characteristics to SLM (Corrales, Rey, & Escamilla, 2016).

2.5.5. Degrees of separation among CBI models

A review of Met’s continuum of content and language integration shows “language classes with frequent use of content” on the extreme language-driven end, while total and partial immersion models occupy the extreme content-driven end due to their shared emphasis on achieving content proficiency using the target language but with little to no explicit language instruction (Met, 1999). The CBI models of TB, AL and SSM appear to fall in the middle of the continuum, whereas SLM seems to align towards the content-driven end due to its shared commonalities with immersion programs (see Figure 1).

CONTENT-BASED LANGUAGE TEACHING: A CONTINUUM OF CONTENT AND LANGUAGE INTEGRATION					
Content-driven			Language-driven		
Total Immersion	Partial Immersion	Sheltered Courses (SSM)	Adjunct/ Linked courses (AL)	Theme-Based Courses (TB)	Language classes with frequent use of content for language practice
Second Language Medium Courses (SLM) English Medium Courses (EMI)					

Figure 1. CBI models within Met's continuum of content and language integration.

Adapted from Met, M. (1999). *Content-based instruction: Defining terms, making decisions*. NFLC Reports. Washington, DC: The National Foreign Language Center



While the previously described CBI models share the trait of using subject matter to foster language proficiency (even if language proficiency itself is not a parameter for evaluation), the extent to which they combine both language and content in order to achieve this goal varies considerably. Visualizing the different models on a continuum can help teachers determine which model is the most appropriate in order to achieve the desired outcome based on available resources, learner needs and academic environment. The classroom intervention conducted for this study adopted a model aligned with the characteristics of the adjunct/linked model (AL), as well as certain traits of the sheltered subject matter instruction (SSM).

2.6. Rationales in support of CBI

Given its reputation as a flexible approach to language teaching that allows for varying degrees of adaptation to suit learners' needs, CBI has been supported from multiple viewpoints, including theoretical, empirical and pedagogical (Brown C. L., 2007). Much of this support seems to stem from the apparent advantage of CBI courses in that they provide learners with more opportunities to develop their academic, problem solving, and critical thinking skills than traditional, grammar-focused programs (Crandall & Tucker, 1990). This approach, coupled with the use of meaningful content to provide a more natural learning context, is said to help push learners' language proficiency beyond social conversational skills, thus increasing the appeal of CBI (Crandall, 1994; Burger, Weinberg, & Wesche, 2013).



2.6.1. General proficiency

Early empirical evidence supporting the case for CBI can be found by retracing its history to second language immersion programs in North America. In their review of the immersion studies program at the University of Ottawa, Burger, Weinberg and Wesche (2013) have assessed the sheltered and adjunct models of CBI implemented over a period of 30 years, starting with the first pilot program launched in 1982 with the input of Stephen Krashen. A proponent of emphasizing content over form in language acquisition, Krashen (1982) had proposed developing “immersion-like sheltered” university courses in academic subjects taught in both English and French during a sabbatical term at the University of Ottawa. Research conducted after the initial English and French immersion pilot programs in 1984 showed improved proficiency among immersion students equal to or higher than their peers enrolled in regular language classes. The immersion students’ final results in psychology content courses were also comparable to those of their native speaking classmates (Edwards, Wesche, Krashen, Clément, & Kruidenier, 1984). Follow up studies by Hauptman, Wesche, and Ready (1988) as well as Burger (1989) also reported successful gains in subject matter learning and proficiency among experimental groups of immersion students. More recent assessments of the French immersion programs in 2009 and 2010 at the University of Ottawa found similar patterns in history courses where the highest average grades at the end of the semesters were achieved by the immersion students (Burger, Weinberg, & Wesche, 2013).

According to Dupuy (2000), other research on the outcomes of theme based and adjunct university-level CBI courses between the late 80s and 90s has also shown



positive results among students in terms of speaking proficiency (Lafayette & Buscaglia, 1985), listening and reading comprehension (Snow & Brinton, 1988), reading performance (Kasper, 1994), and enhanced language performance (Kasper, 1997) compared to their peers in regular language courses.

A large amount of empirical studies on the impact of CBI appears to focus mainly on ESL contexts. However, there is a smaller, but growing body of research on the application of content and language integrated teaching under the CBI and CLIL banners in diverse EFL environments where English is not spoken by society at large. Much of this research compares learning achievements of students exposed to CBI/CLIL models with those enrolled in mainstream EFL courses. In a study of university medical students in Iran, Amiri and Fatemi (2014) found that students enrolled in a CBI course received higher final achievement scores than their counterparts who had received instruction using the Grammar Translation Method. Other CBI outcomes in international post-secondary EFL contexts include gains in language proficiency and professional knowledge among hospitality students in Taiwan (Hou, 2013), higher achievement scores in reading, translation, listening, grammar and vocabulary in accounting students in Vietnam (Ngan, 2011), and enhanced oral production related to culture in conversational English in Costa Rica (Chacon, Guido, & Chaves, 2016).

Research on the effectiveness of CBI/CLIL in primary and secondary education EFL contexts has also shown varying outcomes by comparing gains between groups of students exposed to CLIL and those enrolled in mainstream EFL courses. A study on cross linguistic influence showed that 14-year old L3 learners of English in Spain who were exposed to CLIL lessons in Social Sciences demonstrated a lower usage of their



L1 compared to their non-CLIL peers (Martinez & Gutierrez, 2015). A look at vocabulary outcomes as the result of introducing CLIL to elementary and lower secondary learners has shown greater vocabulary sizes among CLIL learners in Finland (Merikivi & Pietilä, 2014), and better L2 vocabulary learning outcomes among grade seven exposed to CLIL (science) in addition to equal outcomes in subject-matter learning among both experimental and control groups (Xanthou, 2011). Note that greater general language proficiency is not necessarily a given in CBI/CLIL courses. This has been observed by Arribas (2016) in reference to a study carried out in Spain where higher scores in receptive vocabulary tests among CLIL secondary school learners were attributed to higher motivation levels, but not as a direct result of being exposed to CLIL. The potential reasons behind mixed results such as these will be explored later on in this section.

2.6.2. Motivation

Enhanced student motivation has often been cited among the key benefits of CBI (Arment & Perez-Vidal, 2015; Grabe & Stoller, 1997; Lasagabaster, 2011; Stryker & Leaver, 1997) due to, in large part, the multiple opportunities afforded to students to engage in challenging language activities that cover relevant information as opposed to “meaningless” exercises (Grabe & Stoller, 1997, p. 13). According to Stryker and Leaver (1997), the ability to focus on “real issues” in the classroom can result in enhanced interest and self-confidence among students, which, in turn, can have a positive effect on motivation (p. 307). In discussing CLIL within a European context, arguments have been made that the use of authentic material “triggers” authentic reactions (Arment & Perez-Vidal, 2015), and that using a target language for a more authentic purpose can



help increase motivation among learners (Hunt, 2011). Before analyzing the research on the links between motivation and CBI/CLIL, it is important to first review the concept of motivation within the context of second or foreign language acquisition.

There appears to be a consensus that the process of learning a second or foreign language is quite different from learning other subjects like science and mathematics due to, among other psychological factors, the “multifaceted nature and role of language” (Dörnyei, 1994, p. 274) and the required assimilation of cultural aspects that are usually different to those of the learners (Gardner, 2007). It has been hypothesized that learners’ disposition and attitudes toward the cultural facets of the target language influences their motivation to acquire it. However, this hypothesis has morphed somewhat to not only include an outward focus on the target language, but also an inward focus on learners’ sense of self as a result of acquiring the target language (Ushioda, 2012). Therefore, the notion of motivation within the context of language learning has been described as a “the extent to which the individual works or strives to learn the language because of a desire to learn the language and the satisfaction experienced in this activity” (Gardner, 1985, p. 10). This has long been considered an influencing factor in the ability to acquire a second or foreign language (Dörnyei, 1994; Dörnyei, 1998; Gardner, 1985), based on the premise that high levels of motivation will result in better learning outcomes because students “put more of themselves into learning” (Schmidt & Watanabe, 2001, p. 313)

Research in this area has been heavily influenced by the ground breaking work of Robert Gardner and Wallace Lambert between the 1960s and 80s (Dörnyei, 1998). Lambert’s socio psychological model of second language acquisition suggested a



mutually dependent relationship between a learner's self-identity and learning another language (as cited in Gardner, 1985). Rooted in the work of his colleague Lambert and a model by Carroll (1962), Gardner developed the socio educational model which sustained that the degree of success in acquiring a second language will be influenced by individual differences including intelligence, aptitude, motivation and situational anxiety (Gardner, 1985, p. 147). In conducting a 12-year study of French and English language learners, Gardner and Lambert (1972), identified motivation as a two-fold construct comprised of integrative and instrumental orientations. The former refers to a learner's desire to learn a target language in order to better understand and become closer to its culture and community, while the latter encompasses the more practical aspects of this endeavor, such as boosting career prospects or fulfilling educational requirements (Gardner, 1985). These prior research efforts influenced the creation and refinement of the Attitude Motivation Test Battery (AMTB) by Gardner, a tool in the form of a questionnaire that intended to assess the impact of non-linguistic aspects of motivation among second language learners such as interest in foreign languages, integrative orientation, instrumental orientation, anxiety, motivational intensity, attitudes toward learning, among others (Gardner, 1985). While questions have been raised about its effectiveness in measuring something as complex as motivation (Ushida, 2005) and its lack of emphasis on aspects related to the language classroom itself (Dörnyei, 1994), the AMTB questionnaire was featured as an instrument in the present study due to its previous validation in foreign language learning contexts outside North America (Mercede Bernaus & Gardner, 2009).



The element of motivation has been assessed to some extent in the available research on CBI/CLIL in addition to skills such as vocabulary, reading and content proficiency. Many of the studies conducted have produced mixed findings through both quantitative and qualitative methodologies, thus supporting the aforementioned notion of motivation as a multi-faceted, complex construct. In a qualitative study, Corrales and Maloof (2009) found positive outcomes as a result of CBI in “affective areas” such as motivation and confidence among medical students in Colombia, while Oliva Parera and Nuñez Delgado (2016) did not find any statistically significant differences in motivation levels among two older groups of learners of Spanish as a foreign language where one was exposed to CBI and the other to a more traditional format. The authors of the latter study, which adopted a mixed methodology, cautioned that the advanced ages (well above the age of 20) and work experience of both groups could have been a limiting factor. This conclusion mirrors views that differences in motivation between secondary and post-secondary students may correlate to their age and “proximity to the job market” (Arribas, 2016, p. 273). In a similar vein, a study examining the effect of CBI on Chinese graduate students employed Gardner’s AMTB questionnaire and found greater increases in learning motivation to learn English among an experimental group than for a control group after a half year study. However, the authors concluded that while CBI appeared to have improved the level of motivation and English ability of students, the approach did not produce the same effect in learners with lower proficiency (Lou, 2015). For his part, while Arribas (2016) found higher gains in vocabulary among CLIL secondary school learners compared to their EFL peers, the gains were described as having more to do with increased motivation than exposure to CLIL per se. However,



similar attitudes among both groups towards English as a language were also found, thereby supporting the link between motivation and achievement in general.

Further research on attitudes includes studies on acquisition of English as a third language. Lasagabaster (2011) compared language and motivation outcomes of L3 secondary school learners in Spain who were divided into EFL and CLIL groups. The results showed motivation to be higher among the latter group as measured by questionnaires assessing factors such as interest and instrumental orientation, attitudes towards learning English, and effort. Statistically significant correlations between English achievement (particularly grammar and writing) and motivation were also evidenced.

While existing research has appeared to point to the efficacy of CBI/CLIL approaches from a motivational standpoint, as previously seen, the outcomes have been mixed and subject to the influence of other factors such as the age of learners, their current proficiency level, and their learning environment, among others.

2.6.3. Competence in grammatical forms

In reviewing the literature on immersion education as a precursor of the CBI/CLIL models that came later, it is possible to find cautionary notes about the limitations of the integration of content and language for the purposes of language acquisition. One such caveat has been raised by Swain (1985) who, in analyzing the purported successes of French immersion programs, pointed out the need for more attention devoted to developing learners' grammatical competence to improve the accuracy of their output or utterances. She has argued that this is difficult to accomplish so as long as the primary



focus of content teaching remains on providing only comprehensible input over fostering “pushed” output (p. 249).

Much of the existing empirical research on CBI shows varying degrees of gains in vocabulary, reading and content proficiency, thus positioning these skills as common products of content and language integrated approaches. However, greater grammatical competence is not typically associated with CBI/CLIL, to the point where it has been deemed as “lagging behind” (Pica, 2010, p. 7). While research in this area is limited, there have been some studies that point to grammatical gains as the result of exposure to CBI, for example in contexts with other foreign languages. In a study measuring the production of linguistic forms in writing and speaking among university students in an Italian geography CBI course, Rodgers (2006) found an increase to 60.34% from 53.14% in development of linguistic forms through cloze tests, and an increase to 81.67% from 77.67% on mean scores for grammatical accuracy in composition tasks. Conducted over a 12-week period, the study concluded that, in addition to doubling their content knowledge, students had displayed small but statistically significant “grammatical or form-function development” (p. 382) in relation to noun-adjective agreement and past tense, and heightened oral expression capabilities. Based on these findings, Rodgers (2006) has made a case for CBI programs to focus on grammar when needed within the context of the material under study so that the more “formal aspects of the language” are not lost (p. 384).

Some researchers have argued that Swain’s output hypothesis (1985) can be applied to written output as a means of expression of ideas in a second language. Brown, Bown, and Egget (2009) tested this assertion in a study of third-year university



students in a Russian writing course that combined key elements of CBI with strategies for argumentation and debate. Over the period of one academic semester that saw the learners engage in discussions about the specific topics on which to write about, peer reviews, and various reading and writing assignments, the researchers saw progression in L2 writing as measured by ACTFL (American Council on the Teaching of Foreign Languages) written proficiency tests which showed students moving from a lower intermediate category into more advanced levels of proficiency. Similar results were found in a short-term Spanish immersion program among university students (Miano, Bernhardt, & Brates, 2016). In a similar vein, a four-year study of secondary students in Spain conducted by Whittaker, Llinares and McCabe (2011) has suggested that CLIL environments are conducive to developing writing skills in English as measured by the ability to produce coherent, comprehensible texts that feature accurate use of cohesive devices and nominal groups, such as pronouns and determiners, to introduce and reference people, objects and other entities.

In discussing acquisition of grammatical competence through CBI, another area that bears examination is English Medium Courses (EMI), as they are known in Europe. Similar to Second Language Medium courses (SLM), EMI falls on the content-driven side of Met's (1999) continuum of content and language integration, meaning that any specific language instruction is little to non-existent. In seeking to determine whether purported gains in linguistic levels through EMI is actually plausible, Arment and Perez-Vidal (2015) conducted a year long study of a small sample size of undergraduate students in the Economics Department at a university in Catalan who were divided into two groups based on their enrollment in either a full or semi-immersion degree program.



The results showed a slight improvement in grammatical skills in the semi-immersion group, but not for the full immersion group, based on scores obtained from grammatical cloze tasks and written composition assignments.

As seen previously in the discussion regarding motivation, it has been suggested that the impact of CLIL is also subject to a number of mitigating variables such as amount of exposure to CLIL, learning environment, and current language proficiency as a result of previous exposure. In a study of 9-10 year old learners in the fourth year of primary school in Spain, Nieto (2016) found no real differences in English language gains between students exposed to CLIL and those enrolled in traditional EFL courses, except for oral production and interaction. This outcome prompted the conclusion that, aside from contextual aspects, the age of learners bore significant weight due to their developing cognitive skills. This suggests that the true benefits of CLIL are likely to be maximized with older students, something that has been echoed by Banegas (2014) and Dalton-Puffer (2011). Another Spanish study of secondary school learners' acquisition of the English third person through individual and joint dictogloss activities found similar results in both CLIL and mainstream EFL learners (Basterrechea & Garcia Mayo, 2014). It was only in working collaboratively where CLIL learners showed significant gains over their non-CLIL peers, leading the author to build a case for collaborative activities within the CLIL classroom.

Given the lingering concerns regarding grammatical accuracy (Arment & Perez-Vidal, 2015; Basterrechea & Garcia Mayo, 2014; Pica, 2010; Rodgers, 2006), it stands to reason that content-based approaches would do well to make room for "contextualized" teaching of appropriate language forms aligned with the content under



study (Grabe & Stoller, 1997; Stoller, 2002) and take into consideration the age of learners (Nieto, 2016; Arribas, 2016) and language level (Corrales, Rey, & Escamilla, 2016). However, while there appears to be some evidence pointing to a certain degree of effectiveness of CBI on grammatical competence, the body of research in this regard remains limited.

2.7. Challenges with implementing CBI

As previously discussed, differences in learning contexts, age of learners and other factors appear to have an impact on the effectiveness of CBI, as evidenced by the variances in learning outcomes, particularly in comparison to traditional EFL courses. Despite the growing adoption of CBI/CLIL approaches, particularly in Europe, and encouraging outcomes that appear to point to its efficacy, it has been cautioned that CBI/CLIL should not be viewed as a panacea (Dalton-Puffer, 2011, p. 195) and that it is notoriously more difficult to implement than traditional ESL or EFL courses (Brown C. L., 2007). In fact, there have been numerous challenges encountered in its implementation, even dating back to its earliest form as immersion programs. The following section will review some of the most salient challenges that cover the areas of teacher preparation, curriculum and materials development, and institutional support.

2.7.1. Teacher preparation

In their 30-year review of the early French and English immersion programs piloted at the University Ottawa, Burger, Weinberg and Wesche (2013) cited the troublesome task of finding content teachers fluent enough in the target languages to be able to teach a course in their specific subject in an adjunct-style format. While language teachers were not considered necessary to the program early on, their



involvement soon proved to be essential, particularly in a supportive capacity to help meet students' language needs that were not being met in the content classroom. Effective collaboration between content and language teachers has been deemed essential to CBI programs using an adjunct model; however, in practice, it has proven to be challenging (Butler, 2005; Burger, Weinberg, & Wesche, 2013).

A prominent theme in the literature includes struggles around the language versus content teacher dichotomy. For language teachers transitioning to a CBI approach, the path to incorporating content into an existing foreign language program can be far from smooth as it implies deviating from the familiar terrain of grammar and vocabulary. In a study of secondary school language teachers enrolled in a professional development training program on CBI principles and curriculum development, participants cited key concerns including uneasiness toward the apparent abandonment of a perceived ideal sequence for grammatical instruction, a sense of entrapment as the result of prolonged focus on one overarching topic at a time, and the balancing act of selecting appropriate content that is authentic and challenging without reaching too far beyond students' capabilities (Cammarata, 2010). The last concern, in practical terms, dovetails into the larger issue of material design, a task that can prove to be time consuming (Banegas, 2016).

2.7.2. Curriculum and materials development

Given the limited amount of textbooks devoted to content-based language approaches compared to those focused on the more familiar areas of grammar and vocabulary, materials development has constituted a particularly challenging area for teachers due to, among other reasons, lack of resources and the time constraints and



complexities involved (Arribas, 2016; Banegas, 2016). However, this could be seen, depending on the perspective, as an opportunity for exploring different paths for professional development, flexibility and freedom (Banegas, 2016).

According to Stryker and Leaver (1997), the use of authentic texts, which refers to materials developed for native speakers, can prove to be beneficial provided the teacher is able to “shelter” the content and adapt it to suit the needs and proficiency levels of students. In their view, this task is best suited for a language teacher who is well-versed in activating students’ prior knowledge and promoting collaborative learning (p. 8). For Met’s (1994), planning is essential to managing the process of developing a CB curriculum and every content lesson should also be viewed as a language lesson. She further claims that “content-compatible language objectives” can be incorporated into each lesson, either as a means of aligning with current or anticipated topics from the school curriculum or in response to observed language patterns made by students.

Since CBI does not merely involve teaching a subject in a second or foreign language, achieving the dual objectives of language and content learning requires systematic planning, especially to ensure content learning does not come at the expense of language proficiency. In this regard, Bigelow, Ranney, and Dahlman (2006) have proposed a planning model with the goal of “ensuring the inclusion of intentional and meaningful language instruction” (p. 41). As illustrated in Figure 3, the model proposes three possible paths into CBI, either through the content itself, a language function or grammatical structures. Depending on the lesson, teachers can use the content as the first entry point and then guide learners towards a required language function (e.g. providing advice) to complete a task aided by the use of key grammatical

structures (e.g. use of modals for necessity and suggestion). To move between each of the points, students can rely on a variety of strategies such as note taking, making predictions or activating prior knowledge. Smooth transition between topics and tasks have been said to help build “curricular coherence” (Stoller, 2002).

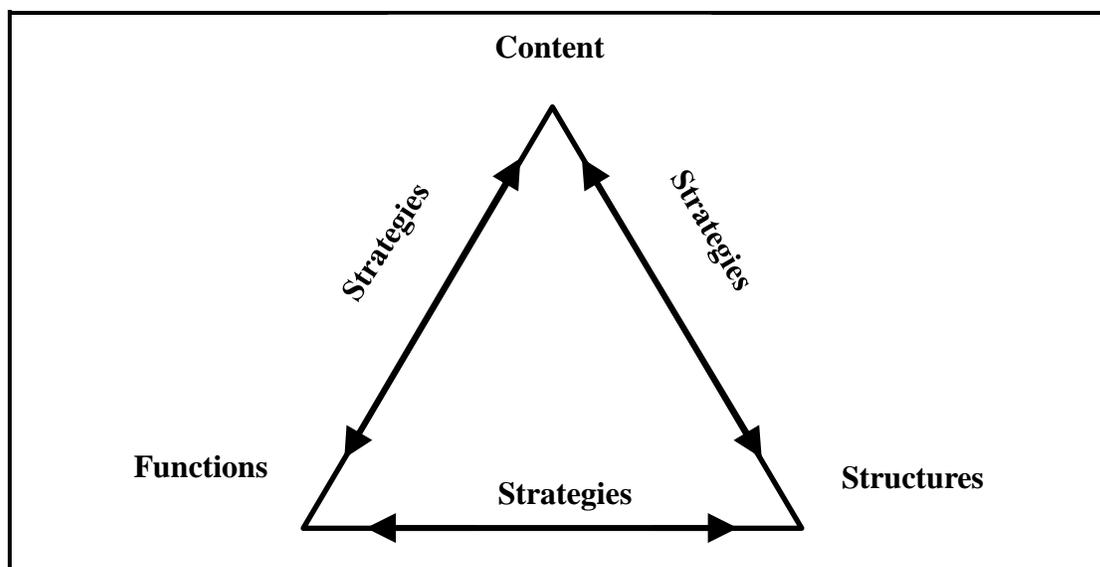


Figure 2. The CBI Connections Model

Adapted from Bigelow, M., Ranney, S., & Dahlman, A. (2006). Keeping the language focus in content-based ESL instruction through proactive curriculum-planning. *TESL Canada Journal/Revue TESL du Canada*. 24(1), 40-58

According to the authors, a CBI syllabus is one where grammatical features to be taught can be organized and studied based on language and functions inherent in the selected content. The model is said to afford flexibility to teachers and help prevent any omission of explicit grammar instruction when using a content-based approach, thus addressing concerns about fossilization of errors, lack of error correction, and achieving a balanced integration of content and language (Arment & Perez-Vidal, 2015; Cammarata, 2010; Canale & Swain, 1980). Given its premise that language objectives must be “unpacked” into structures and functions so they can be linked accordingly with



content, the model served as guidance for the development of the intervention conducted in the present study.

2.7.3. Institutional support

Content-based approaches such as full immersion and adjunct models, in particular, have been said to require institutional support from both a policy and funding perspective to ensure positive outcomes and longevity (Burger, Weinberg, & Wesche, 2013; Butler, 2005; Cammarata, 2010). According to Snow and Brinton (1988), the effectiveness of the adjunct model depends largely on the willingness of administrators to support the collaborative efforts required from both content and language teachers in order to ensure a dual focus on content and language. With respect to EMI, where the entire classroom focus is on content, key recommendations have included instituting appropriate top down policies covering aspects such as the purpose of a content-based curriculum, what subject matter should be covered, and when such courses should be taken based on learner's language levels (Corrales, Rey, & Escamilla, 2016).

2.8. Study framework

A large amount of the empirical research available on the effectiveness of CBI/CLIL in EFL contexts appears to be concentrated in Europe, particularly in Spain (no doubt due to the support this approach has received in the European Union), followed by a growing number of countries in Asia (such as China, Malaysia and Japan) and in some parts of the Middle East. Yet, research on the application of CBI in EFL contexts in Latin America is rather scant, aside from cases that have documented a growing uptake in countries like Colombia and Argentina (Banegas, 2012; Corrales & Maloof, 2009). With lingering concerns about whether grammatical competence can be



improved in CBI environments and the limited amount of empirical research available in Latin America, there appears to be room for further research in this area, particularly within contexts where content-based approaches are still in their infancy.

Therefore, guided by the available research on the purported benefits, challenges, and implications of adopting a CBI methodology, the present study was conducted with the goal of contributing to the current body of knowledge on CBI and its impact within a university context where English is not spoken by society at large. The chosen site for the study was a Level 3 EFL class of second-year business administration students at the University of Azuay in Ecuador, who had little to no previous exposure to CBI. Considering the particular conditions of the Faculty of Management Sciences, where English is taught as an isolated subject and CBI is relatively a new concept, the study focused on incorporating business-related subject matter to the EFL classroom with the goal of ensuring equal emphasis on content and language instruction. To this purpose, key aspects of the Connections Model proposed by Bigelow, Ranney, and Dahlman (2006) were used as the basis for the intervention, which ultimately sought to examine the impact of CBI on student's grammatical competencies and motivation.



CHAPTER 3: METHODOLOGY

3.1. Introduction

This section will present the procedures followed for a study where content was integrated into a language-based EFL course to examine its impact on grammar skills and motivation. The chosen site for the study was a Level 3 EFL class comprised of 29 second-year business administration students at the University of Azuay in Cuenca, Ecuador. In this particular academic program, English is part of the curriculum starting from first semester.

The intervention was developed taking into account Met's (1999) continuum of content-based language teaching, which categorizes CBI programs as either language-driven or content-driven, where language proficiency may or may not be the main focus. The CBI model chosen was based largely on the adjunct/linked model (AL) which involves using content linked to a mainstream academic subject to teach language. Content was made more accessible to participants through the inclusion of certain activities usually found in language classes, a decision that mirrored key characteristics of the sheltered subject matter instruction (SSM) model (Crandall, 1994, p. 3). While the AL model originally arose in response to second language contexts where English language proficiency among minority language populations is deemed necessary for future academic success (hence the link to another mainstream subject), its past application in foreign language contexts and place in the middle of Met's continuum (alongside SSM) made it suitable for the present study (Dueñas, 2003). As mentioned previously, the adjunct model usually refers to situations where a language teacher and content teacher collaborate to teach linked courses separately but at the same time



(Butler, 2005); however, the scheduling process at the Faculty of Management Sciences at the time of the study precluded the adoption of this format. Thus, grounded in Richards's (2015) view that CBI can indeed be implemented solely by a language teacher with input from a relevant subject matter expert, a large part of the content was based on the current Management 1 syllabus and textbook supplied by the respective subject matter professor (most students were already taking the course at the time). The remaining content was based on other business-related topics familiar to the language teacher as a result of prior work experience.

Systematic planning was carried out when designing lesson plans to ensure a dual focus on language and content learning so that the former would not be sacrificed in favor of the latter. This was done for two main reasons. First, documented concerns regarding fossilization of faulty grammar and lack of error correction associated with content-based approaches (Arment & Perez-Vidal, 2015; Cammarata, 2010; Canale & Swain, 1980) made it imperative to include a concentrated effort to prevent omission of explicit grammar instruction throughout the course. Second, given the university's emphasis on acquisition of key grammatical forms as a measure of proficiency based on the levels stipulated in the CEFR (The Council of Europe, 2011, p. 35), the course needed to cover the same grammatical elements as the mainstream EFL course so students would still finish with an A2+ level. This was achieved by incorporating grammatical elements from the mainstream EFL textbook (Richards, 2013).

Before moving on to the description of the intervention, the original research questions that served as a starting point for this study and guided its execution will be revisited. These are as follows:



- To what extent can CBI help improve English grammar skills and motivation among university business students?
- How do business students perceive CBI as an approach to English language learning?

It is hoped that the answers to these questions will add value to discussions about CBI in a number of ways. First, it intends to contribute findings to the small, but growing body of research on CBI in Latin American university contexts where English is not spoken by society at large. Second, it aims to add another viewpoint about CBI and its potential effects on grammatical competence, especially given the scant research available in this regard compared to the larger number of studies that have focused on the more typical variables of vocabulary acquisition and reading skills. And, finally, it intends to help shed light on CBI as a viable approach for a university EFL curriculum in a country that has begun to prioritize English learning at a secondary and post-secondary level (Ministerio de Educación, 2016).

3.2. Research Design

As seen previously, motivation is an attribute that has long been associated with CBI and CLIL approaches (Arment & Perez-Vidal, 2015; Grabe & Stoller, 1997; Hunt, 2011; Lasagabaster, 2011; Stryker & Leaver, 1997), while the notion of grammatical competence in relation to content and language integrated approaches has only begun to be studied extensively. Therefore, the research design called for the use of quantitative methodologies in order to determine the impact of CBI on these two variables. However, given the impact of human behavior on motivation and the ability to learn a foreign language (Dörnyei, 1998), it was determined that a qualitative



methodology would also be appropriate to obtain a sense of the study participants' perspectives on the CBI approach. The combination of both qualitative and quantitative approaches therefore constituted a mixed-methods design, which has been described as a paradigm that can offer a much wider perspective on a research problem than a quantitative or a qualitative design alone (Creswell, 2014).

Within mixed-methods research designs, there are several different approaches that can be taken according to the conditions of the context under examination. In the case of the present study, university registration, scheduling, and staffing policies capped the selected class size at 30 students and did not allow the option of having the same professor teach two Level 3 courses for business administration students in the same semester. As a result, the study was conducted with one convenience sample of students, as it was not possible to secure a control group and experimental group (although this would have been desirable). In addition to examining grammatical competence, the study also intended to gather reactions from students about being exposed to CBI methodology. Since the group of students in essence constituted their own control group, this meant that data collection through surveys and testing needed to be conducted at the beginning and end of the study. These conditions seemed to favor the adoption of a “convergent parallel mixed methods design” which allows researchers to collect quantitative and qualitative data at the same time, analyze the findings independently, and then compare the findings (Creswell, 2014, p. 19). Therefore, it was decided that the research would feature the simultaneous gathering of both quantitative and qualitative data that would later be compared to provide a broader perspective (see Figure 3).

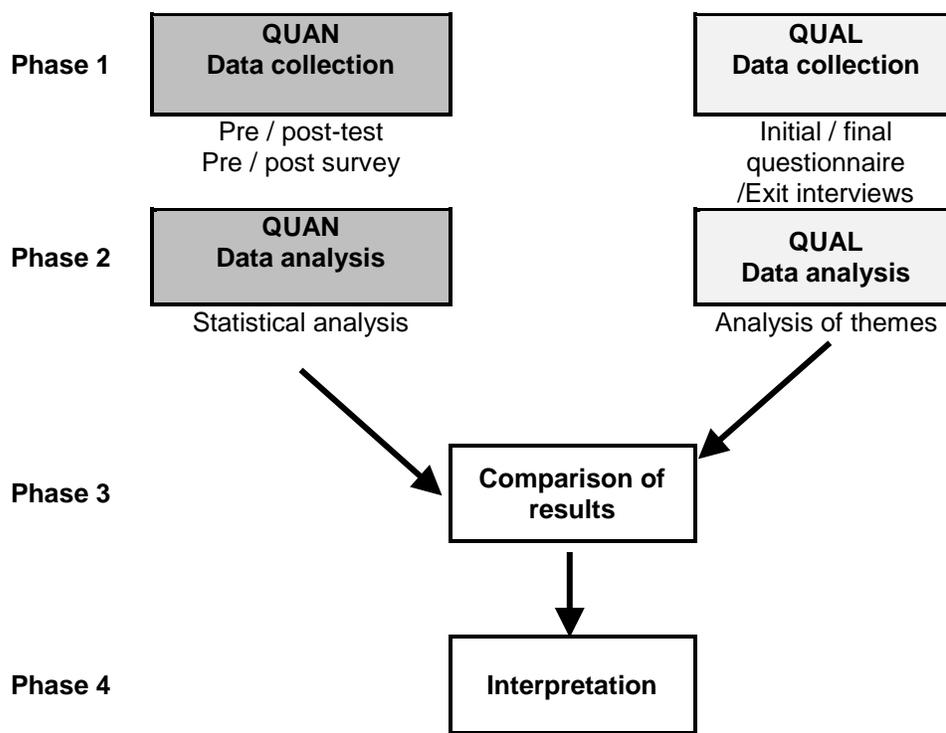


Figure 3. Convergent parallel mixed-methods research design

Adapted from Crewswell, J. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: Sage Publications

3.3. Study participants and context

Among the most common types of sampling in second language research is the convenience or opportunity sampling, which, as its name suggests, involves compiling a group of subjects who are easily accessible to the researcher and share the very characteristics associated with the study (Dörnyei & Csizér, 2012). As mentioned previously, the existing policies at the University of Azuay meant that the study could only be conducted with an initial convenience sample of 30 students from the business administration program who had enrolled in the Level 3 EFL course for the March – June 2016 semester. Since EFL is a mandatory subject in the core business



administration curriculum starting from year one, the participants had already passed the previous Level 1 and Level 2 EFL courses, thereby placing them halfway towards reaching a full A2 level at the start of the study.

The current EFL curriculum at the university is entirely language-driven, meaning it has no link to other subjects students may be taking (the tourism and international relations programs are two exceptions) and the content is the same across the board. Thus, a Level 3 EFL course within the communications program uses the same textbook and focuses on the same skills as those in the economics program. Successful completion of any Level 3 EFL course at the University places students at an A2+ proficiency level based on the CEFR, thus enabling them to fulfil the foreign language requirement (as of this writing, the university is considering expanding the current EFL program so students can graduate with a B2 proficiency level).

Within the Faculty of Management Sciences, the programs of business administration, accounting, marketing, and economics share common subjects including management, math, statistics and EFL, particularly in the first and second year. Therefore, students have traditionally been allowed to take common subjects outside their regular academic program if they wish, which leads to scenarios where an economics student, for example, can enroll in a math 1 course in the business administration program. In the case of this study, of the 30 students enrolled in the Level 3 EFL course, two were from programs other than business administration. One student was from the accounting program while the other was from the marketing program. Like their counterparts in the business program, both students had previously



passed the first two EFL courses and had taken other common business-related subjects.

Three exclusion criteria applied in cases of student withdrawal from the course, accumulation of absences amounting to 25% of the course (as per university regulations), or withdrawal of consent to participate in the study. Of the 30 students, only one dropped out of the course before the end of the semester, so her results were eliminated from the study, thus leaving the sample size at 29.

3.4. Data collection instruments

3.4.1. Grammatical competence test

As this study aimed to contribute to the body of knowledge on the possible links between CBI and grammatical competence, a Cambridge grammar test was administered prior to the start of the intervention and at the end. Each test consisted of multiple choice grammar questions randomly selected by the Cambridge Third Edition Testcrafter placement and evaluation software package, which features a question bank with more than 2,000 items related to all four textbooks of the Cambridge Interchange book series (two of which are used as the basis for the EFL program at the University). The grammar questions from the Testcrafter software package have been regularly featured in the English language placement tests (along with other reading, writing and listening elements) given by the university at the beginning of each semester, so they were considered an appropriate way to test students' ability to recognize grammatical forms.

For purposes of this study, the Testcrafter software was used with the assistance and approval from the Language Unit Coordinator at the university to create a pre and a



post-test with 50 grammar questions based on the textbooks used for the university's EFL courses. The pre and post-tests, while not identical, were of equal difficulty, measured the same grammatical skills, and allowed a maximum score of 50 points where a minimum of 30 was considered a passing grade. This format was chosen due to its resemblance to all university final examinations, including language proficiency and placement exams. After authorization was secured from the dean of the Faculty of Management Sciences to conduct the study (Appendix A), the grammar tests were piloted with 20 accounting students enrolled in a Level 2 EFL course taught by a fellow teacher. No abnormalities or inconsistencies were reported, so it was kept intact (Appendix B).

3.4.2. Attitude/Motivation Test Battery (AMTB)

Participants' attitudes, anxiety, and motivation levels as a result from exposure to CBI were assessed through a version of Gardner's (1985) Attitude/Motivation Test Battery (AMTB) adapted for use in EFL contexts. While the original version of the test contains more than 130 items, the EFL-adapted version features 116 and has been used in research in a variety of EFL contexts including with Spanish speakers in Spain (Bernaus & Gardner, 2008), Japanese speakers in Hawaii (Hashimoto, 2002), and Polish EFL learners (Gardner, 2012). To reflect the specific set of circumstances at the university and the variables being studied, the test was adapted to focus on the following four key sections: instrumental orientation, English language anxiety, motivational intensity, and attitudes toward learning English, although the latter is considered a subset of the category of motivation in the original test (Hashimoto, 2002). The process of adapting and testing the instrument was conducted in collaboration with



a fellow EFL teaching colleague who was also interested in exploring the topic of motivation in a separate study. The decision to work alongside another teacher was made based on the purported benefits of collaborative research which include receiving extra support and gaining a wider perspective on issues of mutual interest (Burns, 2010).

According to the Gardner's (1985) AMTB technical report, high scores in the instrumental orientation section of the test are indicative of participants' agreement with instrumental reasons for learning a foreign language, such as enhancing career prospects or fulfilling educational requirements. The scores in the section on language anxiety reveal the extent to which participants feel uncomfortable participating in various activities within the language class. The section on attitudes towards learning English contained statements that were phrased positively and negatively. High scores in this area reflect positive attitudes among participants towards learning English. Finally, the section on motivational intensity featured attempts to assess the strength of participants' motivation to learn English through statements evaluating efforts put towards homework or class assignments, attention paid in the language class, and mechanisms used to resolve any comprehension issues.

Items excluded from the original test battery included questions related to integrative orientation and participants' attitudes toward native speakers of English, parental encouragement, and attitudes toward the learning situation. These exclusions were made for several reasons. First, the category of integrativeness has been commonly associated with learners' perceptions towards the target language community and openness to becoming part of it (Dornyei, 1994; Gardner, 2012); thus, it



seemed more appropriate for situations where learners are attempting to acquire an L2 in a context where it is widely spoken (as was the case when the original AMTB was developed and tested with French language learners in Canada, where French is one of the official languages). Further, it has been argued that the link between integrativeness and motivation may be tenuous because having a positive perception about a community does not necessarily translate into an interest in learning their target language (Crookes & Schmidt, 1991). Since English is neither an official nor a de facto language of Ecuador, the chances of study participants interacting with, becoming members of, or harboring specific feelings toward the English language community were slim. Therefore, questions about integrativeness were deemed non-essential to the study. Second, as the focus of the study was on university students taking English as a compulsory subject, it was speculated that parental encouragement would not exert a significant influence on the participants' motivation. Hence, it was not made a variable that required testing. Third, it has been argued that items in the original test focused on assessing the learning situation and attitudes towards the teacher are far too limited to help foster meaningful recommendations (Dörnyei, 1994); therefore, questions within this category were not factored into the final version used in the study.

Other variables have been considered as having a link to motivation, including gender (You, Dörnyei, & Csizér, 2016), age (Arribas, 2016), and classroom environment (Gardner, 2012), among others. While some of these variables may be more influential than others, it has been accepted that they can account for the varying degrees of success experienced by learners of a second or foreign language (Gardner, 2012). As CBI was the primary focus, these other variables were not examined in depth as part of



the research process. Rather, the instrument and questionnaires were kept concentrated on the general construct of motivation, which has been described by Gardner (2012) as implying “effort, persistence, consistency, focus, interest, enthusiasm, goals, affect, and so on” (p. 217). These notions are represented in the AMTB under the categories of motivational intensity, attitudes toward learning the language, and desire to learn the language.

The items in the test were phrased as positively or negatively worded statements that participants were required to agree or disagree with in varying degrees ranging from strongly disagree to strongly agree. Each statement was originally allotted a scale ranging from one to six in the case of the positively worded statements, and from six to one, in the case of the negatively worded statements. Additional modifications made to the instrument included a translation from English to Spanish, the reduction of the Likert scale from six points to five, and the inclusion of a neutral position. These changes were made based on the input provided by an expert in statistics at the Faculty of Management Sciences to help facilitate completion and comprehension of the test by the participants. The motivational intensity section differed from the others in the test in that, instead of applying a Likert scale to measure degrees of agreement or disagreement with assertions, it took the form of a multiple choice questionnaire consisting of 10 questions covering hypothetical language learning situations, as prescribed by Gardner (1985). Each question required participants' to select one of three possible alternatives they felt were most applicable to them. The scale for each item ranged from one to three where a score of one was assigned to responses



reflecting a low level of motivational intensity while a score of three reflected a higher level.

With the early modifications complete, a near-final version of the AMTB was piloted with the same fellow EFL teaching colleague who collaborated with its adaptation. The pilot process was conducted in three phases with students from other academic programs within the Faculty of Management Sciences and Language Unit of the University who were not part of the study, but were close to the ages of the study participants. The first pilot was conducted with 10 third-year economics students (who were enrolled in a Level 3 EFL course with another teacher) who found some questions to be repetitive and commented on the long time required to complete the questionnaire. Further reductions were made in time for a second pilot test conducted with five Level 2 EFL students from the Language Unit (who come from a variety of different academic programs). Input from this group indicated further changes were needed to help speed up their reading time, so the English versions of the questions were removed from the test, leaving only the Spanish translation. Another change made was in relation to two questions regarding insecurity and nervousness when answering questions in English class (this concern had also been raised by the economics students). Students in the second pilot testing group equated nervousness as a consequence of insecurity and therefore felt the two questions were essentially the same. Thus, one of the questions that used the word “nervous” was eliminated to avoid confusion.

The notion of time was a particular concern cited among the first and second group of pilot test students, as many of them vocalized what they perceived to be an



inordinate amount of time required to complete the test. This issue has also been positioned as an important consideration in research by Tennant and Gardner (2004). In their view, university students can be quite selective of how their time is used in class, which could potentially lead to resentments at having to spend too much on research activities unrelated to their learning. Considerations regarding time and clarity have led to the development of mini-AMTBs that can be completed in less time with fewer items without sacrificing reliability. One such mini-test was a computerized version conducted with university students in a computer-assisted language learning class (Bernaus & Gardner, 2008). This version featured 11 items (one for each scale of the original AMTB) and was designed to be completed in three minutes to measure integrativeness, attitudes toward the learning situation, motivation, language anxiety, instrumental orientation, and parental encouragement. Other versions of the mini-AMTB aimed at elementary school children (Tennant & Gardner, 2004) include a 17-item version that measures integrativeness (4 items), attitudes toward the learning situation (4 items), motivation (5 items), and language anxiety (2 items). However, as these mini versions share the common objective of measuring participants' perceptions of the target language community and native speakers (integrativeness), they were not deemed appropriate for the present study.

By the time the instrument for the present study was adjusted for the third and final time with five students from the marketing program (who were also enrolled in a Level 3 EFL course with another teacher), a total of 37 questions remained in the test (not including the 10 questions related to the biodata information) that focused on instrumental orientation (5 items), English language anxiety (4 items), motivational



intensity (10 items), and attitudes toward learning English (18 items). The final version of the test (Appendix C) took less than 20 minutes to complete, thus addressing some of the previously reported issues.

3.4.3. Questionnaires, exit interviews, and teacher journal

With the goal of maximizing the purported benefits of a mixed-methods research design (Creswell, 2014), qualitative data collection methods in the form of questionnaires and exit interviews were also conducted in the study (Appendix D). Participants completed open ended questionnaires after being exposed to the first and final modules of the CBI course. The questions probed participant's prior exposure, if any, to CBI, how difficult or easy they found CBI compared to traditional EFL courses, their perceptions of whether CBI aided their learning more than traditional EFL classes, and judgements as to which skills they felt were best developed through the intervention.

At the conclusion of the intervention, an exit interview was conducted in Spanish with a group of five students who were selected randomly. A positive feature that has been associated with interviews is the ability to extract information from participants who may feel more comfortable discussing their thoughts and perceptions out loud as opposed to through writing (Mackey & Gass, 2005). Thus, the interview examined the participants' views on the integration of business-related content into the language class, comparisons to the format of EFL courses, and any surprises encountered along the way. The session lasted approximately 20 minutes and extensive notes of the participants' responses were taken by the researcher who relied on prior note taking experience gained in the fields of public relations and journalism. As indicated by



Kolodzy (2006), note taking is a complementary skill in the interviewing process. It is also deemed to have important uses in academic and commercial areas (Makany, Kemp, & Dror, 2008). Since the sight of a microphone or a camera can make people feel uneasy, taking notes can help make the interviewee feel more at ease and keep the interviewer's focus on the topic at hand and process the information collected. Since the group of five students expressed nervousness at the prospect of being recorded, notetaking was used as the mechanism for data collection.

Another tool used in the study was a journal, which has been known to enable the tracking of information, feelings, and perceptions about learning activities in a more flexible format (Mackey & Gass, 2005). However, the participants were not asked to keep one to help avoid overwhelming them by having to log their thoughts after every class. Instead, it was the researcher who maintained a journal of each class session to monitor the participants' demeanor, skills development, and participation in the activities. Data from this journal were later contrasted with the participants' responses in the questionnaires and exit interviews to help provide a deeper understanding of students' behaviors throughout the course.

3.5. Procedure

As mentioned previously, the intervention took place during the March – June 2016 semester in three phases. Phase 1 included pilot testing of instruments and the pre-test, Phase 2 featured the intervention itself, and Phase 3 included the post-test and exit interviews. The following section will describe each of these phases in detail.

3.5.1. Phase 1: Authorization, pilot testing, and pre-testing



The first phase of the study included securing authorizations, pilot testing and refinement of the grammar tests and AMTB, participant biodata gathering, and pre-testing.

Given the importance of ethics in research, due diligence was conducted first to secure clearance from relevant authorities at the University in order to proceed with the study. To this purpose, formal written permission was requested from the Dean of the Faculty of Management Sciences (Appendix A). Authorization was granted on the condition that the intervention would not jeopardize the learning of the key skills required in the Level 3 EFL curriculum, namely, grammatical structures including future tense, phrasal verbs, modals of necessity and suggestion, infinitives and gerunds, as well as language functions including making suggestions and making requests, among others. Once permission was granted, the aforementioned pilot testing and refinement of the study instruments took place. After compiling the feedback regarding content, format, layout, and time requirements, modifications were made in the AMTB instrument to ensure clarity and consistency. As no abnormalities were detected during the pilot testing of the grammatical competence tests, these were left in their original format.

According to Mackey and Gass (2005), ethical guidelines also include obtaining written consent from research subjects, provision of sufficient but relevant information about the phenomena under investigation, and confidentiality guarantees. Thus, once the semester initiated, the study participants were handed a consent form outlining the purpose of the study, methods for data collection, and procedures to guarantee student confidentiality (Appendix E). The form was written in the participants' mother tongue (Spanish), a practice that has been considered a "best option" in cases where



participants do not have the necessary proficiency to ensure their comprehension (Mackey & Gass, 2005, p. 32). In the form, it was made clear to all students that in the event they wished to withdraw their consent at any time during the intervention, their information would not be used in the data collection phase. However, they were made fully aware that both content and language would be evaluated through a variety of in-class activities including role plays, tests, assignments, and exams to generate mid-term and final grades, as required by the University.

Biodata information on the participants was also gathered. This process has been described as having an important role in any research because it enables readers to assess to what degree the results are generalizable (Mackey & Gass, 2005). While the sample size and conditions of this study made it difficult to generalize the results, it was nonetheless possible to collect key demographic information through a form that probed the participants' age, gender, opportunities to use English outside the classroom, type of high school they attended, and prior knowledge of English (Appendix F). This data form was also provided in Spanish.

To minimize test fatigue, the biodata form, the first AMTB, and the grammatical competence pre-test were administered on different days. The AMTB took less than 20 minutes to complete while the grammar pre-test took approximately 35 minutes.

3.5.2. Phase 2: The intervention

As mentioned previously, much of the content selected as the basis for the intervention was based on the management 1 syllabus, which is among the subjects in third semester business administration curriculum and based on the textbooks "Management: A Global and Entrepreneurial Perspective" (Wehrich, Koontz, &



Cannice, 2010) and “Administración en los Nuevos Tiempos” (Chiavenato, 2002).

Additional content was drawn from the researcher’s prior communications background to include additional topics of relevance to the management program. Thus, the content was divided into four modules: the communication process, the role of human resources in business, introduction to management, and management styles. The content was summarized from the mainstream Management course textbook and condensed into PowerPoint presentations made available to students via the university virtual classroom. The language components in each module were taken from the first eight units of the mainstream EFL course textbook, *Interchange Fourth Edition Level 2* (Richards, 2013) and weaved into the content. In this way, the management content served as the backdrop for all in-class activities such as reading, writing, speaking, and listening while the textbook was as the source for explicit grammar instruction.

The first module on the communication process was aimed at introducing students to CBI through a relatable topic. The content learning objectives of the module were to generate awareness about the different elements of the communication process and achieve a better understanding of how it can be applied in a business environment (Appendix G). By the end of the module, participants’ were expected to be able to define the key elements of the communication process loop (sender, message, receiver, and feedback), identify the types of barriers that can impede good communication (internal and external), and learn how to put into practice four steps to good communication (listen, process, organize, and respond). The language objectives of the module included describing future plans (going to vs. will) and providing advice through the use of modals of necessity and suggestion (must, should, need to, shouldn’t, etc.).



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The module began with a lecture on the components of the communication process, which thereby served as the main point of entry into CBI, as per Bigelow, Ranney, and Dahlman's Connections Model (2006). Students were asked to view video clips from the TV shows "Friends" and "Everybody Loves Raymond" and complete a worksheet outlining the different non-verbal cues found in each (facial expression, eye contact, physical appearance, spatial behavior, paralinguistic pitch, etc.). The first oral evaluation of the module was a role play activity in which groups of students prepared skits so the rest of the class could determine what non-verbal cues were being presented. As part of a discussion about communications barriers, the second oral evaluation was a role play in which participants worked in groups to present possible reactions from a business scenario involving unruly employees. A cloze test activity was used as an entry point into a lesson on the future tense, after which the participants were asked to write an email from the viewpoint of a company manager outlining the details for a company retreat in the future as a means of improving employee morale. A video summary on four steps to good communication served as an entry point to a lesson on the language function of providing suggestions through modals of necessity and suggestion. Activities included a worksheet and final group assignment that asked participants to verbalize recommendations on how to respond to one of four business scenarios (dealing with late employees, employees who do not work well together, how to fire an employee, or how to introduce a new employee). To close the module, participants posted a final thought about the value of good communications on a forum made available on the university virtual classroom. As the end of the module coincided with mid-term evaluations, participants completed their first open-ended questionnaire with their



perceptions on the CBI classes and took their first written test of the semester which covered both the language components (as measured through listening, speaking, reading and writing sections) and content studied in the module.

The second module focused on the topic of human resources management (HRM) and its role in business management. The content learning objectives of the module were to generate awareness about how good HRM practices can give companies a competitive edge (Appendix H). By the end of the module, participants' were expected to be able to identify the basic concepts of HRM, its processes, and its primary functions. The language objectives of the module included phrasal verbs and use of models for polite requests (e.g. would you mind...). The module began with an introduction to HRM, its value, common HR mistakes, and why business managers should know about HR. Participants were provided with a written article on how to identify a bad hire and a worksheet with a mini case study. Working in groups, they had to analyze the case and answer questions about the HR functions applied and the mistakes made (i.e. not doing reference checks). The mini-case study served as an entry point into a discussion about phrasal verbs. Students were asked to re-read the case study and identify the phrasal verbs used throughout (some students had already noticed the "odd" word pairings in the reading and began asking questions). To further their learning, groups of participants were given cue cards with particles and verbs and asked to make as many pairings as possible and use the newly created phrasal verbs in sentences related to HR. After a lecture on the responsibilities of HR departments within a business (job analysis, recruitment, planning, selection, etc.), participants conducted a self-evaluation of their newfound knowledge through a cloze test. A look at the language



function of making polite requests served as an entry point for practice in using “would you mind...” to write a memo in response to an HR scenario involving messy employees at an office. In an effort to build on content studied previously, participants were asked to write their memos using phrasal verbs, modals, and include rationales, all while making sure to use the proper format for a business letter (date, salutation, body paragraphs, conclusion, and signature). To close the module, participants were asked to post final thoughts about the value of good HRM practices on the virtual classroom forum.

The third module focused on the topic of introduction to management and its primary functions. The content learning objectives of the module were to foster understanding about the principal functions of management (Appendix I). By the end of the module, participants’ were expected to be able to identify the principal functions of management, differentiate between productivity, effectiveness and efficiency, and understand the different management hierarchies. The language objectives of the module included the proper use of infinitives, gerunds, and imperatives (e.g. make sure, try to, etc.) to give advice. The module began with a brainstorm session with participants on how to define management, followed by a comprehensive reading of a case study on McDonald’s with questions that were answered in groups. Other activities included viewing videos and completing worksheets on the differences between efficiency and effectiveness. The point of entry to infinitives and gerunds was achieved by re-reading the McDonald’s case study and identifying the paragraphs that contained these structures, followed by worksheets on their proper usage. As a writing task, participants were asked to play the role of a newspaper editor and provide appropriate



advice for one of three possible “sticky” workplace situations using infinitives or gerunds. The module concluded with a lecture on management hierarchies and roles followed by another self-evaluation in the form of a cloze test and diagram completion exercise. As a final oral assignment, participants formed groups to present a set of solutions to a workplace problem proposed by another group. The evaluation was conducted as if the participants were having a conversation at an office.

The fourth and final module focused on the topic of management styles (Appendix J). The content learning objectives of the module were aimed at understanding the pros and cons of different types of management/leadership styles. By the end of the module, participants’ were expected to be able to identify the characteristics of autocratic, democratic, consultative, and laissez fair management styles and understand the differences between bosses and leaders. The language objectives of the module included making descriptions using relative and adverbial clauses of time (when, before, after, since, etc.). The module began with a focus on language structures using time expressions as an entry point, followed by an analysis of a clip from the film “The Devil Wears Prada” in order to discuss the type leadership style of one of the main characters. After a lecture about different types of management styles, participants were tasked with reading various workplace scenarios to identify which of the four management styles were in force and which time expressions could be found hidden in the reading. As a means of elucidating the differences between a boss and a leader, participants were tasked with viewing a video describing the traits of each and filling in a worksheet. As the end of the module coincided with another round of mid-term evaluations, a final oral and written evaluation was required to comply with



university regulations. To close the module and aid in their preparation for final exams, participants were asked to post final thoughts on the content studied throughout the semester on the virtual Classroom forum. Working in groups, they were also provided with a worksheet outlining four business situations and asked to recommend the most appropriate management style, identify the worst style, and justify their answers based on the content learned previously. Subject matter and language components from the three previous modules were also included on the last written test of the semester.

3.5.3. Phase 3: Post-tests

As the intervention drew to a close, the participants completed the grammatical competence post-test, the second AMTB, and a final open ended questionnaire probing their final thoughts on the intervention and the content studied. These were conducted prior to the final oral and written examinations mandated by the university at the end of the semester. Since the objectives of the study did not consider content and oral proficiency as variables to be assessed, the original oral and written exams were designed to be language-focused only. However, after some consideration, the decision was made to test content proficiency through these exams so that participants could further demonstrate the extent of their knowledge both in oral and written format. For instance, in the final oral exam, participants were not only asked to form polite requests using the grammatical structures learned in class (would you mind...), but also to discuss the different types of management and leadership styles.

3.5.4. Class proceedings

In summary, the general procedures followed throughout each of the content modules featured a range of activities including class discussions to help activate prior



knowledge, video clip viewing, comprehensive readings, case study analysis, non-graded and graded assignments, note taking, and role plays in which participants were encouraged to step into the role of a manager or members of a management team to provide solutions to common business and workplace scenarios based on the content and language used in class. The majority of the course content was derived from the management 1 course syllabus, in alignment with the support for the use of authentic texts in CBI (Arment & Perez-Vidal, 2015; Corrales & Maloof, 2009). Materials created by the respective societies and associations for human resources and communications professionals in North America also served as secondary sources. It is worth noting that the content sources were indeed authentic in the sense that they were created for native speakers, not foreign language learners (Dueñas, 2004). As suggested by Stryker and Leaver (1997), the content was sheltered and adapted so that it could better match the needs and proficiency levels of the participants. As mentioned previously, grammar instruction was based on the Cambridge Fourth Edition 2 textbook (Richards, 2013) that is used to teach all Level 3 EFL courses at the university. Thus, from a language standpoint, the participants were exposed to the same grammatical structures as those in all Level 3 courses across different academic programs.

All of the course content, lectures, worksheets, evaluations, and directions, including most grammar explanations, were delivered in English. Spanish was used occasionally to address questions related to the more practical aspects of class assignments, instructions for the pre and post-tests, and certain grammatical structures deemed to be complex. This practice was consistent with views that support the use of L1 in the language classroom as a resource to help students with task completion and



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self-confidence (Creese & Blackledge, 2010), and make “higher cognitive adjustments” during the learning process (Carson & Kashihara, 2012, p. 42). While most of the participants fell back on their L1 when left to work in groups to analyze scenarios or prepare role plays, as is common in L2 classrooms, when the time came to demonstrate their oral skills in front of the teacher or other classmates, they used English to verbalize their thoughts, make suggestions, justify their answers, and in some instances, even argue with fellow classmates when opposing views came to the surface.



CHAPTER 4: DATA ANALYSIS AND INTERPRETATION

4.1. Introduction

After having reviewed the literature on CBI and its use in different classroom settings, lingering questions remain as to whether grammatical competence and motivation are products of the CBI approach, aside from other skills including reading and writing. There also appears to be room for further research in Latin American contexts where implementation of CBI/CLIL approaches is still in growth mode. With these antecedents, the present study aimed to contribute to the growing body of knowledge on CBI and its impact in Latin America, particularly within a university environment where English is not spoken by society at large. To this purpose, the chosen site for the study was a Level 3 EFL class made up of students at the halfway mark on the way to achieving a full A2 level (based on the CEFR) from the business administration program. The students were from the University of Azuay in Ecuador where English is taught as a foreign language in isolation from other core subjects. The intervention essentially involved a transition from what had been a strictly language-driven course to one that equally emphasized language and content by using business-related subject matter as the backdrop for all learning activities.

The following section presents the findings from the study to measure the impact of CBI on grammatical gains and motivation through the following data collection instruments: the Attitude/Motivation Test Battery, a grammatical competence test, open ended questionnaires and exit interviews. The resulting data was analyzed to answer the following research questions:



- To what extent can CBI help improve English grammar skills and motivation among university business students?
- How do business students perceive CBI as an approach to English language learning?

4.2. Quantitative analysis

4.2.1. Statistical tools

The use of inferential statistics is considered an important part of research as it indicates whether the phenomena observed can be generalized to a broader population (Larson-Hall, 2012). Mackey and Gass (2005), have observed that larger sample sizes in research tend to be more conducive to obtaining statistical significance, whereas the smaller sample sizes that tend to abound in second language research make it more difficult to obtain such significance. Small sample sizes are not unique to second language research; they also occur in other fields including medical research where attrition of study participants is a “worrisome” factor that can result in disparate pre-test and post-test samples (Hopkin, Hoyle, & Gottfredson, 2015, p. 3). On the other hand, Sim and Wright (2000) have asserted that even studies with large sample sizes that can be considered higher in “statistical power” are not always guaranteed to be free of bias. The literature on this issue seems to avoid dissuading researchers outright from performing inferential statistics on small sample sizes. Sauro and Lewis (2012), in writing about end-user research, have contested the view that only sample sizes above 30 merit statistical analysis, while other authors have found that statistical analysis tools such as the student’s t-test (de Winter, 2013) and the Wilcoxon Signed Ranks test



(Posten, 1982) can be feasible for extremely small sample sizes (in some cases as small as five). Even with this in mind, it has been suggested that extra care should be taken in making conclusions and that other strategies be used to boost the “statistical power” of a study. Two such strategies include focusing on participant retention and maximizing heterogeneity within a sample size (Hopkin, Hoyle, & Gottfredson, 2015, p. 4).

For their part, Mackey and Gass (2005) have pointed out that significance and meaningfulness are not synonymous and that allowances should be made to account for the fact that second language research requires long periods of time in which to examine progress in the production of forms. In light of this, they argue, “it may be that meaningful trends are worthy of discussion, independent of statistical significance” (p. 268). Therefore, while the present study involved a sample size of 29 participants, it was considered important to conduct both descriptive and inferential statistics to try and draw meaningful conclusions that could go beyond the results directly obtained as a result of the intervention.

The selected tool for the statistical analysis was the Wilcoxon Signed Rank Test, which is a non-parametric test based on differences between dependent or related sets of ordinal data. Considered a counterpart to the paired t-test, the Wilcoxon Signed Rank Test has been deemed appropriate for scenarios where a dependent sample undergoes a measurement, an intervention, and another measurement (Lind, Marchal, & Wathen, 2012) and where there is a strong indication of a non-normal distribution (i.e. one that does not conform to a familiar bell-shaped curve) in the differences between the sets of data (McDonald, 2014).



Two tailed tests were conducted on all mean scores resulting from the pre and post grammar tests and AMTBs. The null hypotheses (H_0) were based on there being no change in the mean scores, while the alternative hypotheses (H_1) were based on there being differences between the two mean scores. The level of significance, also known as “critical value” or “alpha,” was set at 0.05 ($p < 0.05$ or a 95% confidence interval), thus indicative of a 5% probability that the results are due to chance. This decision was made based on characterizations of 0.05 as a suitable level of significance in second language research (Mackey & Gass, 2005) as well as in biological research when the consequences of arriving at false positive or false negative results are not dire (McDonald, 2014). According to Doane and Seward (2016), the p value approach to testing a mean contends that a small p value (close to 0.00) will likely contradict a null hypothesis (H_0). In other words, the p value is a measure of the strength of the evidence against the null hypothesis. Thus, should the p value be less than the selected level of significance (α), the null hypothesis can be ruled as false.

With all of these parameters in mind, both descriptive and statistical methods of analysis were employed in the quantitative analysis to assess whether any apparent increases or decreases in grammar or motivation were indeed statistically significant and not due to chance.

4.2.2. Demographic profile of study participants

This section will begin with a review of the profiles of the study participant, which has been deemed a good starting point when analyzing quantitative data (Brown J. D., 2014). Tables 3 and 4 feature the demographic makeup of the study participants, which



shows that most (82.7%) were young adults between the ages of 18 and 22 and that more than half (65.5%) were female.

Table 3

Age of Study Participants

		Frequency	Percentage	Valid Percentage	Accumulated Percentage
Valid	18 - 19	13	44.8	44.8	44.8
	20 - 21	11	37.9	37.9	82.8
	22+	5	17.2	17.2	100.0
	Total	29	100.0	100.0	

Table 4

Gender of Study Participants

		Frequency	Percentage	Valid Percentage	Accumulated Percentage
Valid	Female	19	65.5	65.5	65.5
	Male	10	34.5	34.5	100.0
	Total	29	100.0	100.0	

Given past characterizations of English teaching programs in public secondary schools as “deficient” by Government officials (“Deficiencia del inglés”, 2012), the biodata form presented to the participants at the onset of the intervention featured questions on the type of secondary school the participants had attended as well as a self-assessment as to their current knowledge. Along with the initial questionnaires, this



question intended to provide insight on the language context of the study participants. As indicated in Table 5, 75.9% of the participants had previously attended a public secondary school. Of them, 76.5% self-categorized their current English language skills as “regular,” compared to 23.5% of those participants who had attended a private secondary school. No one considered their English proficiency to be excellent.

Table 5

Type of Secondary School and Current Knowledge of English

How would you rate your current knowledge of English?

	Excellent		Good		Regular		Basic		Total	
	N	%	N	%	N	%	N	%	N	%
Private	0	0.0%	3	50.0%	4	23.5%	0	0.0%	7	24.1%
Public	0	0.0%	3	50.0%	13	76.5%	6	100.0%	22	75.9%
Total	0	0.0%	6	100.0%	17	100.0%	6	100.0%	29	100.0%

Other information gathered included the participants’ use of English beyond the classroom and any past exposure to the language through travel opportunities. As seen in Tables 6 and 7, only some participants (24.1%) reported having opportunities to use English outside the classroom and an even lesser percentage (13.8%) had previously visited an English-speaking country. None of the participants spoke another language aside from Spanish and English and only two reported having been exposed to CBI previously.



Table 6

Opportunities to Use English Outside the Classroom

Possibility	Frequency	Percentage
Yes	7	24.1
No	22	75.9
Total	29	100.0

Table 7

Previous Travel to an English-Speaking Country

	Frequency	Percentage
Yes	4	13.8
No	24	82.8
No response	1	3.4
Total	29	100.0

4.2.3. Grammatical competence pre and post-test findings

The grammatical competence pre and post-tests consisted of 50 multiple choice questions that attempted to assess participants' ability to recognize grammatical forms that corresponded to the A2 and A2+ levels from the Cambridge Fourth Edition book series used at the university (demonstrated proficiency in these levels is mandatory prior to graduation). The tests were similar in format to final examinations at the university, which are calculated on a base of 50 points. To pass a subject, a minimum of 30 out of 50 is required. To provide a familiar context for the results of the pre and post-tests, the grade equivalencies used also followed university regulations for official transcripts, which are displayed in Table 8.

Table 8



Official Grade Equivalencies for University Transcripts

Point range	Equivalency
Less than 30	Failed
From 30.00 to 34.99	Regular
From 35 to 39.99	Good
From 40.00 to 44.99	Very Good
From 45.00 to 50.00	Outstanding

As mentioned previously, the Wilcoxon Signed Rank Test has been deemed appropriate for scenarios where there is a strong indication of a non-normal distribution in the differences between the sets of data. To determine whether this was the case with the pre and post-test grammar scores, an analysis was conducted using the IBM SPSS Statistics Version 23 software that showed the two data sets did not appear to display a normal distribution (see Figure 4).

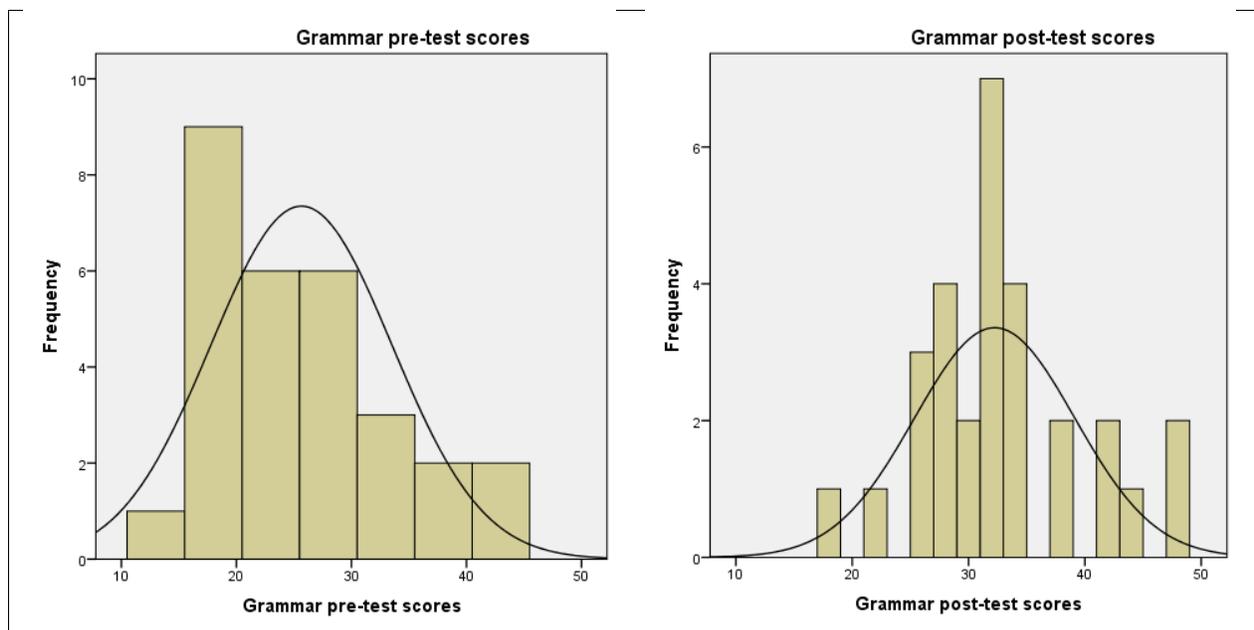


Figure 4. Histograms for grammatical competence pre-test and post-test scores



The results of the descriptive analysis can be seen in Table 9. An apparent numerical increase of 6.58 points (25.64%) can be observed in the mean grammatical competence scores, which indicates a shift from what is considered a failing grade (less than 30 points out of 50) in the pre-test to a passing grade (higher than 30 points) in the post-test. Apparent increases can also be observed in the minimum scores obtained in both tests.

Table 9

Descriptive Analysis of Grammatical Competence Test Scores

	N	Mean	Std. Deviation	Min.	Max.	Percentiles		
						25th	50th (Median)	75th
Grammar (Pre)	29	25.66	7.871	13	45	20.00	24.00	29.50
Grammar (Post)	29	32.24	6.890	18	47	28.00	31.00	36.00

While the first part of the output shows an apparent increase overall grammatical competence scores, a statistical analysis needed to be conducted to determine whether this was actually significant. The second part of the output in Table 10 shows the ranks for the Wilcoxon test which indicate that most participants' post-test scores (93.10%) surpassed their pre-test scores after treatment.



Table 10

Wilcoxon Signed Ranks for Grammar Pre and Post-Test Scores

		Ranks		
		N	Mean Rank	Sum of Ranks
Grammar (Post) –	Negative Ranks	2 ^a	6.00	12.00
Grammar (Pre)	Positive Ranks	27 ^b	15.67	423.00
	Ties	0 ^c		
	Total	29		

- a. Grammar (Post) < Grammar (Pre)
- b. Grammar (Post) > Grammar (Pre)
- c. Grammar (Post) = Grammar (Pre)

The third section of the output shows the values of the Wilcoxon signed ranks test (Table 11). The results of the test in the Table show that the Asymptotic Significance (2-tailed) or *p* value is less than 0.05, which results in the rejection of the null hypothesis (*H*₀) in favor of the alternative hypothesis (*H*₁). Therefore, this result can be interpreted as an indication of statistically significant gains in the study participants' mean grammatical competence scores after the CBI intervention (*Z*= -4.448^b, *p*=0.000).

Table 11

Wilcoxon Signed Ranks Test Statistics for Mean Pre and Post Grammar Scores

Test Statistics ^a	
Grammar (Post) - Grammar (Pre)	
Z	-4.448 ^b
Asymp. Sig. (2-tailed)	.000*

- a. Wilcoxon Signed Ranks Test.
- b. Based on negative ranks.
- *Value is significant if *p*<0.05.



4.2.4. Attitude/Motivation Test Battery pre and post-test findings

As previously mentioned, an adapted version of Gardner's (1985) Attitude/Motivation Test Battery (AMTB) was employed to assess participants' instrumental orientation, anxiety, motivational intensity and attitudes toward learning English as a result from being exposed to a classroom intervention that saw the integration of content into what had previously been a language-focused class. The test employed a Likert scale where each question was scored on a scale from one to five. According to the test parameters, high scores in instrumental orientation indicated the level of participants' agreement with instrumental reasons for learning a foreign language while English language anxiety scores revealed the perceived level of discomfort among participants while participating in class activities. Similarly, high scores in the section on attitudes towards learning English reflected positive dispositions and high scores in the section on motivational intensity revealed the strength of participants' motivation to learn English through practical measures including homework and class assignment. The following section details the results in the four previously mentioned areas of the AMTB conducted prior to and after the intervention. As with the mean grammatical competence pre and post-test scores, the results of the AMTB were also analyzed descriptively as well as statistically using the Wilcoxon Signed Rank Test and a level of significance set at 0.05.

4.2.4.1. Instrumental Orientation

The first section of the ATMP on instrumental orientation probed participants' instrumental reasons for studying English. These were evaluated through five items including boosting future job prospects, becoming a more educated person, importance



and relevance to their academic program, and ability to meet and speak with others.

Table 12 contains the results of the descriptive analysis for the instrumental orientation scores. This first output shows a numerical decrease of 0.39 points (9.95%) that can be observed in the mean scores where, according to the Likert scale, five was the maximum score and one was the lowest.

Table 12

Descriptive Analysis of Instrumental Orientation Scores

	N	Mean	Std. Deviation	Min.	Max.	Percentiles		
						25th	50th (Median)	75th
Instrumental Orientation (Pre)	29	3.92	.46110	2.80	4.80	3.6000	4.0000	4.3000
Instrumental Orientation (Post)	29	3.53	.34809	3.00	4.17	3.1667	3.5000	3.8333

A breakdown of the same figures in Table 13 shows that the apparent decrease seems to be more pronounced among those participants within the 18 to 19 age group, who also had the highest instrumental orientation scores at the onset of the study.

Table 13

Descriptive Analysis of Instrumental Orientation Scores by Age

		PRE				POST			
		Instrumental Orientation (1)				Instrumental Orientation (2)			
		N	Mean	Median	Mode	N	Mean	Median	Mode
Age	18 – 19	13	4.11	4.20	4.40	13	3.49	3.50	3.67
	20 – 21	11	3.84	4.00	4.00	11	3.62	3.67	3.00
	22+	5	3.64	3.60	3.40	5	3.43	3.33	3.17
	Total	29	3.92	4.00	4.40	29	3.53	3.50	3.67



While the results point to a decrease in participants' instrumental reasons for studying English, closer inspection of the participant's answers to each of the five items in this section reveals additional information. Regarding the question as to whether they perceived English as an important element in their academic program (Table 14), it is possible to observe an increase of 20.7% in the number of participants who strongly agreed with this assertion from the pre-test to the post-test.

Table 14

Descriptive Analysis - Importance of English in Academic Program

I study English because:	PRE		POST		
	N	%	N	%	
It's important for my academic program	Strongly disagree				
	Slightly disagree		1	3.4%	
	Neutral	4	13.8%	1	3.4%
	Slightly agree	10	34.5%	6	20.7%
	Strongly agree	15	51.7%	21	72.4%
Total	29	100.0%	29	100.0%	

Similarly, the results also show a 13.8% increase in the number of participants who strongly agreed with the assertion that studying English would enable them to meet and speak with other people (Table 15). That said, the rest of the test section items displayed slight decreases in strong agreements with other instrumental reasons for studying English including enhanced future job prospects.

Table 15

Descriptive Analysis - Meet and Speak with Others

I study English because:	PRE		POST	
	N	%	N	%
It will enable me to meet	Strongly disagree			
	Slightly disagree	1	3.4%	1



and speak with other people	Neutral	3	10.3%		
	Slightly agree	10	34.5%	9	31.0%
	Strongly agree	15	51.7%	19	65.5%
	Total	29	100.0%	29	100.0%

To determine whether the apparent decrease in overall instrumental orientation was significant, a Wilcoxon test was performed. This part of the output (Table 16) shows the ranks for the Wilcoxon test which show that a large proportion of the participants (79.31%) reported decreased instrumental orientation in the post-test after the treatment.

Table 16

Wilcoxon Signed Ranks for Instrumental Orientation Scores

		Ranks		
		N	Mean Rank	Sum of Ranks
Instrumental Orientation (Post) –	Negative Ranks	23 ^a	15.91	366.00
Instrumental Orientation (Pre)	Positive Ranks	6 ^b	11.50	69.00
	Ties	0 ^c		
	Total	29		

a. Instrumental orientation (Post) < Instrumental orientation (Pre)

b. Instrumental orientation (Post) > Instrumental orientation (Pre)

c. Instrumental orientation (Post) = Instrumental orientation (Pre)

The final section of the output (Table 17) shows that the Asymptotic Significance (2-tailed) or *p* value is less than 0.05, which results in the rejection of the null hypothesis (*H*₀) stating there is no difference between the overall mean instrumental orientation scores. That is, there was a statistically significant decrease in participants' instrumental orientation after the treatment (*Z*= -3.212^b, *p*=0.001), despite apparent growth in



perceptions as to the importance of English in the participants' academic program and its usefulness in connecting with others.

Table 17

Wilcoxon Signed Ranks Test Statistics for Instrumental Orientation Scores

Test Statistics ^a	
	Instrumental Orientation (Post) – Instrumental Orientation (Pre)
Z	-3.212 ^b
Asymp. Sig. (2-tailed)	.001*

a. Wilcoxon Signed Ranks Test.

b. Based on negative ranks.

*Value is significant if p<0.05.

4.2.4.2. Language Anxiety

The second section of the AMTB covers the topic of English language anxiety, which was measured through items probing participants' degree of nervousness, insecurity and worries associated with answering questions, participating in speaking activities in English class, using English outside the classroom, as well as the notion of having lower speaking abilities than other classmates.

The results of the descriptive analysis for the language anxiety scores are shown in Table 18. Since the items in this section were phrased negatively, the Likert scale ranged from five to one, where five indicated low levels of anxiety and one reflected higher levels of anxiety. As seen in the table, a numerical increase of 0.35 points (17.77%) can be observed in the mean scores. This apparent increase reflects a shift from a moderately high level of language anxiety to a more neutral one. In other words, participants who strongly or slightly agreed that they felt nervous, insecure or worried



when participating in English class prior to the intervention, reported feeling slightly less so by the end.

Table 18

Descriptive Analysis of English Language Anxiety Scores

	N	Mean	Std. Deviation	Min.	Max.	Percentiles		
						25th	50th (Median)	75th
Anxiety (Pre)	29	1.97	.80777	1.00	3.75	1.2500	2.0000	2.5000
Anxiety (Post)	29	2.32	.69664	1.25	3.75	1.7500	2.2500	2.7500

A breakdown of the same figures by age in Table 19 shows that the apparent decrease in language anxiety seems to be more prevalent among those participants within the 18 to 19 age group, who also had the highest levels of anxiety at the beginning of the study.

Table 19

Descriptive Analysis of English Language Anxiety Scores by Age

		PRE				POST			
		Anxiety (1)				Anxiety (2)			
		N	Mean	Median	Mode	N	Mean	Median	Mode
Age	18 - 19	13	1.69	1.50	1.00	13	2.09	2.00	2.25
	20 - 21	11	2.30	2.50	2.50	11	2.50	2.50	2.25
	22+	5	1.95	2.00	2.00	5	2.50	2.25	1.25
	Total	29	1.97	2.00	1.00	29	2.32	2.25	2.25

To determine whether the apparent lessening of anxiety was significant, a Wilcoxon test was performed. The ranks for the test, displayed in Table 20, indicate that



more than half of the participants (68.97%) shifted their perceptions in the post AMTB with respect to feelings of nervousness, insecurity, and worries about participating in the English class (higher scores in this section of the AMTB reflect lower levels of English language anxiety).

Table 20

Wilcoxon Signed Ranks Test for English Language Anxiety

		Ranks		
		N	Mean Rank	Sum of Ranks
Anxiety (Post) – Anxiety (Pre)	Negative Ranks	5 ^a	11.20	56.00
	Positive Ranks	20 ^b	13.45	269.00
	Ties	4 ^c		
	Total	29		

a. Anxiety (Post) < Anxiety (Pre)

b. Anxiety (Post) > Anxiety (Pre)

c. Anxiety (Post) = Anxiety (Pre)

The final section of the output shows the values of the Wilcoxon test (Table 21), in which the Asymptotic Significance (2-tailed) or p value is less than 0.05, which results in the rejection of the null hypothesis (H_0) stating there is no difference in the mean anxiety levels of participants before and after the treatment. In other words, the apparent decrease in participants' anxiety levels after the treatment was indeed statistically significant ($Z = -2.885^b$, $p = 0.004$).



Table 21

Wilcoxon Signed Ranks Test Statistics for English Language Anxiety Scores

Test Statistics ^a	
Anxiety (Post) – Anxiety (Pre)	
Z	-2.885 ^b
Asymp. Sig. (2-tailed)	.004*

a. Wilcoxon Signed Ranks Test.

b. Based on negative ranks.

*Value is significant if p<0.05.

4.2.4.3. Attitudes towards learning

The third section of the AMTB focused on attitudes towards learning English. The section featured 18 positively and negatively phrased items that questioned participants’ level of agreement or disagreement with notions including plans to learn as much English as possible, feelings of boredom, hate or appreciation for the subject, interest in learning all possible aspects of the language, as well as enjoyment and attention paid to feedback provided in English class.

Table 22 contains the results of the descriptive analysis for the scores on attitudes toward learning English. This first output shows a slight numerical increase of 0.13 points (3.35%), which appears to reflect higher attitudes towards learning English among participants.



Table 22

Descriptive Analysis of Scores on Attitudes Towards Learning English

	N	Mean	Std. Deviation	Min.	Max	Percentiles		
						25th	50th (Median)	75th
Attitude Towards Learning English (Pre)	29	3.88	.46635	2.83	4.50	3.5000	3.9444	4.3333
Attitude Towards Learning English (Post)	29	4.01	.53627	2.89	5.00	3.6389	4.0556	4.4167

While the apparent increase in attitudes towards learning is slight, responses to certain items in this section renders further data for analysis. Regarding the question of whether they felt real interest in learning all aspects related to English (Table 23), it can be observed that the number of participants who strongly agreed with this assertion increased by 20.7 percentage points.

Table 23

Descriptive Analysis - Interest in Learning all Aspects Related to English

		PRE		POST	
		N	%	N	%
I am really interested in learning all aspects related to English	Strongly disagree	1	3.4%	0	0.0%
	Slightly disagree			1	3.4%
	Neutral	4	13.8%	7	24.1%
	Slightly agree	12	41.4%	3	10.3%
	Strongly agree	12	41.4%	18	62.1%
	Total	29	100.0%	29	100.0%

Table 24 shows an increase of 17.3 percentage points in the number of participants who strongly agreed they enjoyed English class activities. More specifically, the number of participants who slightly agreed they enjoyed participating in activities



requiring role play or dialogues increased by 10.3 percentage points (Table 25). As for other items in this section including efforts put towards learning, characterizations of English as a favorite subject, and interest in attending English class, participants responses remained fairly stable or in a neutral position from the pre-test to the post-test. No one reported that English was boring.

Table 24

Descriptive Analysis - Enjoyment of English Class Activities

		PRE		POST	
		N	%	N	%
I enjoy English class activities	Strongly disagree			0	0.0%
	Slightly disagree	2	6.9%	1	3.4%
	Neutral	5	17.2%	3	10.3%
	Slightly agree	13	44.8%	11	37.9%
	Strongly agree	9	31.0%	14	48.3%
	Total	29	100.0%	29	100.0%

Table 25

Descriptive Analysis - Enjoyment of Role Play or Dialogue Activities

		PRE		POST	
		N	%	N	%
I like to represent characters, role play or present dialogues in English class	Strongly disagree	4	13.8%	4	13.8%
	Slightly disagree	7	24.1%	6	20.7%
	Neutral	9	31.0%	4	13.8%
	Slightly agree	8	27.6%	11	37.9%
	Strongly agree	1	3.4%	4	13.8%
	Total	29	100.0%	29	100.0%

The results of the Wilcoxon test displayed in Table 26 show that more than half of the participants' (58.62%) attitudes towards learning English were higher in the post



AMTB than in the pre AMTB. It is important to bear in mind that higher scores in this section of the AMTB indicate a positive attitude toward learning English.

Table 26

Wilcoxon Signed Ranks Test for Attitudes Toward Learning English

		Ranks		
		N	Mean Rank	Sum of Ranks
Attitude Towards Learning English (Post) –	Negative Ranks	10 ^a	11.70	117.00
Attitude Towards Learning English (Pre)	Positive Ranks	17 ^b	15.35	261.00
	Ties	2 ^c		
	Total	29		

a. Attitude Towards Learning English (Post) < Attitude Towards Learning English (Pre)

b. Attitude Towards Learning English (Post) > Attitude Towards Learning English (Pre)

c. Attitude Towards Learning English (Post) = Attitude Towards Learning English (Pre)

To determine whether the apparent increases in positive attitudes towards learning English were indeed significant, a Wilcoxon test was performed. The results of the test (Table 25) show the Asymptotic Significance (2-tailed) or *p* value is higher than 0.05, which results in the acceptance of a null hypothesis (*H*₀) stating there is no difference in the mean scores for learning attitudes of participants before and after the treatment. In other words, the apparent increase in participants' attitudes towards learning were too marginal to be considered statistically significant (*Z*= -1.734^b, *p*=0.083).



Table 27

Wilcoxon Signed Ranks Test Statistics for Scores on Attitudes Towards Learning English

Test Statistics ^a	
Attitude Towards Learning English (Post) – Attitude Towards Learning English (Pre)	
Z	-1.734 ^b
Asymp. Sig. (2-tailed)	.083*

a. Wilcoxon Signed Ranks Test.

b. Based on negative ranks.

*Value is significant if $p < 0.05$.

4.2.4.4. Motivational intensity

The final section of the AMTB covered the aspect of motivational intensity. Items within this section attempted to assess the strength of participants’ motivation to learn English through statements that required them to self-evaluate their efforts put towards homework or class assignments, attention paid to feedback received, class participation, and mechanisms used to resolve any comprehension issues. As mentioned in the chapter on methodology, this section of the AMTB was a multiple choice questionnaire evaluating participants’ responses to hypothetical language learning situations. Each question offered three possible alternatives that were scored on a scale of one to three. Thus, a score of one was assigned to responses reflecting a low level of motivational intensity while a score of three reflected a higher level.

As seen in Table 28, a descriptive analysis carried out on the mean motivational intensity scores shows a marginal numerical increase of 0.06 points (2.62%), which appears to indicate little to no change in participants motivational intensity to learn



English. Despite this, it is important to point out that the mean scores were already moderately high in the pre AMTB on a scale of one to three.

Table 28

Descriptive Analysis of Motivational Intensity Scores

	N	Mean	Std. Deviation	Min.	Max.	Percentiles		
						25th	50th (Median)	75th
Motivational Intensity (Pre)	29	2.35	.2681	1.7	2.8	2.200	2.300	2.500
Motivational Intensity (Post)	28	2.41	.3138	1.7	3.0	2.125	2.450	2.600

An alternate view of the results displayed in Figure 5 shows the responses obtained with respect to participants' reflections on things learned in English class. In the pre-test, approximately one third (31%) of participants indicated they think very frequently about what they learn in English class (score of 3); this percentage increased to 46.4% in the post test.

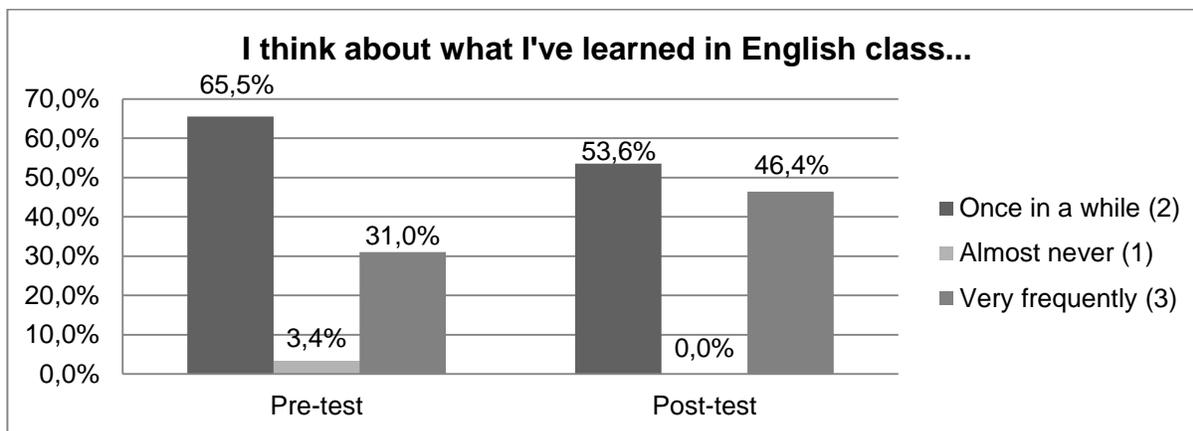


Figure 5. Frequency of self-reflection on concepts learned in English class



Regarding the level of effort made when it comes to studying English an 9.3 increase in percentage points can be observed from the pre-test to the post-test Figure 6).

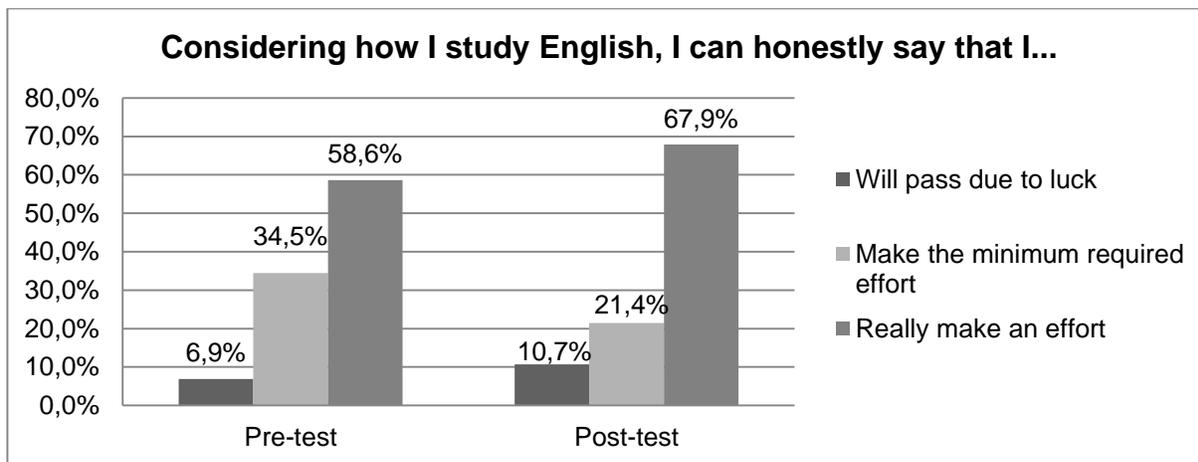


Figure 6. Level of effort when studying English

When asked about their course of action upon receiving feedback in the form of assignments, it is possible to observe a nearly equal amount of participants (approximately 82%) reporting that they review their assignments, but do not make corrections (Figure 7).

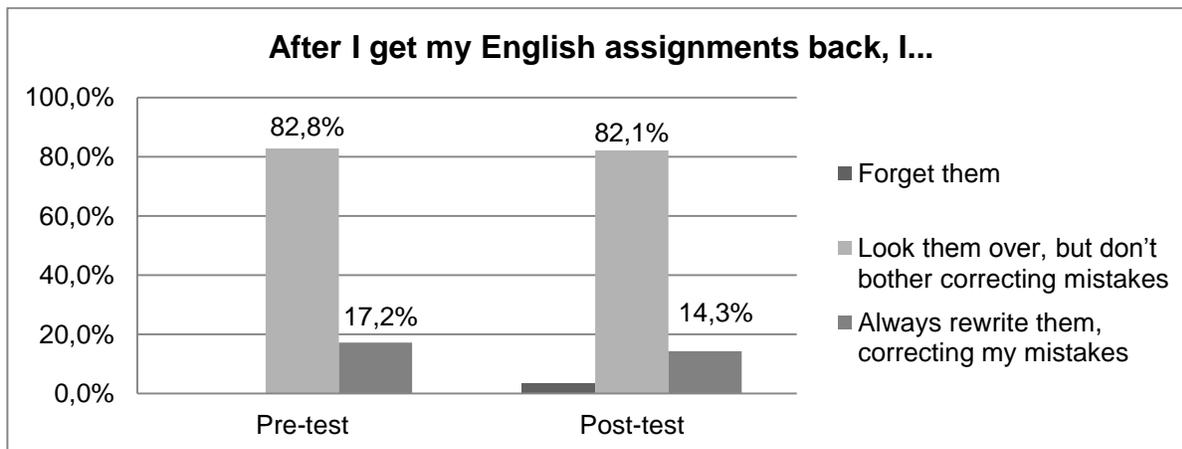


Figure 7. Course of action upon receiving assignment feedback



Other items in this section include marginal increases in the percentage of participants who say they take special care with homework assignments (from 31% in the pre-test to 35.7% in the post-test) and who try to respond to as many questions as they can while in English class (from 20.7% in the pre-test to 28.6% in the post-test). A slight decrease can also be observed among participants who asserted they would offer to do extra English assignments if asked (from 37.9% in the pre-test to 28.6% in the post-test).

With the varying information gained from the motivational intensity section of the AMTB, a Wilcoxon test was essential to helping determine the significance of the findings. The results of the test displayed in Table 29 show that half of the participants increased their mean motivational intensity scores in the post AMTB. However, an equal amount obtained a similar or lower score.

Table 29

Wilcoxon Signed Ranks Test for Motivational Intensity

		Ranks		
		N	Mean Rank	Sum of Ranks
Motivational Intensity (Post) –	Negative Ranks	8 ^a	9.75	78.00
Motivational Intensity (Pre)	Positive Ranks	14 ^b	12.50	175.00
	Ties	6 ^c		
	Total	28		

a. Motivational Intensity (Post) < Motivational Intensity (Pre)

b. Motivational Intensity (Post) > Motivational Intensity (Pre)

c. Motivational Intensity (Post) = Motivational Intensity (Pre)

The results of the next part of the test output (Table 30) show the Asymptotic Significance (2-tailed) or *p* value is higher than 0.05, which results in the acceptance of



a null hypothesis (H_0) stating there is no difference in the mean motivational intensity scores among participants before and after the treatment. Thus, the apparent increase in participants' motivational intensity to learn English can be interpreted as too marginal to be considered statistically significant ($Z= -1.596^b$, $p=0.110$).

Table 30

Wilcoxon Signed Ranks Test Statistics for Scores on Motivational Intensity

Test Statistics ^a	
	Motivational Intensity (Post) – Motivational Intensity (Pre)
Z	-1.596 ^b
Asymp. Sig. (2-tailed)	.110*

a. Wilcoxon Signed Ranks Test.

b. Based on negative ranks.

*Value is significant if $p<0.05$.

4.2.4.5. Summary

In summary, after reviewing the results of the descriptive and statistical analysis of the pre and post Attitude/Motivation Test Batteries, it can be observed that the CBI intervention did not yield statistically significant changes in the participants' motivational intensity and attitudes with respect to studying English. However, the mean scores in these two areas (2.29 and 3.88, respectively) reflect an existing neutral to moderately high attitude and motivation to learn English at the onset of the intervention, as indicated by positive interest in learning the language, enjoyment of learning activities, class participation, and attention paid to class assignments.

Where there appears to be a statistically significant impact is on the areas of English language anxiety and instrumental orientation. The former shows significant



decreases in anxiety levels among participants as indicated by reduced self-reported levels of nervousness, insecurity and worries when actively participating in class activities. The latter area of instrumental orientation also shows statistically significant decreases among participants by the end of the treatment; however, these reflect a decline in agreement with the practicality of learning English for reasons such as boosting career and academic prospects.

4.3. Qualitative Analysis

The last stage of the data analysis and interpretation of the study findings comprises the qualitative data gathered from the questionnaires and exit interviews conducted in the participant's mother tongue prior to and after the intervention. As mentioned previously in the methodology section, because the research design followed a convergent parallel mixed methods design, the qualitative data collection was conducted at the same time as the quantitative data during the intervention. The participants completed the first and second questionnaires immediately after the first and final CBI modules, respectively, while the final exit interview took place near the end of the semester with a group of five participants selected at random.

While "cross-validation" via comparison of qualitative and quantitative findings is a worthy pursuit in mixed methods research, it will not always occur and may even bring certain contradictory information to light (Brown J. D., 2014, p. 48). However, for purposes of this research, qualitative data gathering was deemed a valuable tool to help answer the second research question in the present study, which addresses how business students perceive CBI as an approach to English language learning.

4.3.1. Tools



The analytical process consisted of qualitative coding. This involved reviewing the information collected from the questionnaires, interviews, and teacher's journal in order to assign them qualitative codes, which are "words or short phrases that assign a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data" (Saldaña, 2009). That is, key words or phrases were assigned and used to best describe the key themes, broad categories or specific patterns present in the data (Brown J. D., 2014). The process was repeated to weed out inconsequential data, reclassify certain information and ensure the final remaining codes accurately described the study participants' perceptions of CBI as a language learning approach. After this process of "recoding," the codes were later grouped into broader areas to make the information more manageable (Saldaña, 2009, p. 10).

Both Saldaña (2009) and Brown (2014) recommend against using software programs to code information gleaned through smaller-scale or first-time studies, most notably due to the complexities involved in mastering their functions. In fact, Saldaña has supported coding through more traditional pen and paper methods to enable researchers to physically handle data and "see smaller pieces of the puzzle" (p. 22). In heeding this advice, qualitative coding for the present study was conducted without the use of software.

As the participants were probed as to their perceptions of CBI as an approach to learning English, the coding method used in the present study met many of the characteristics of evaluation coding. This method allows for the analysis of data that assigns judgement about the activities, characteristics and outcomes of programs and policies (Saldaña, 2009, p. 97). By way of example, Figure 8 shows some of the codes

and categories created to represent participants' assessments of CBI compared to the more traditional grammar-driven approaches to which they had been previously exposed.

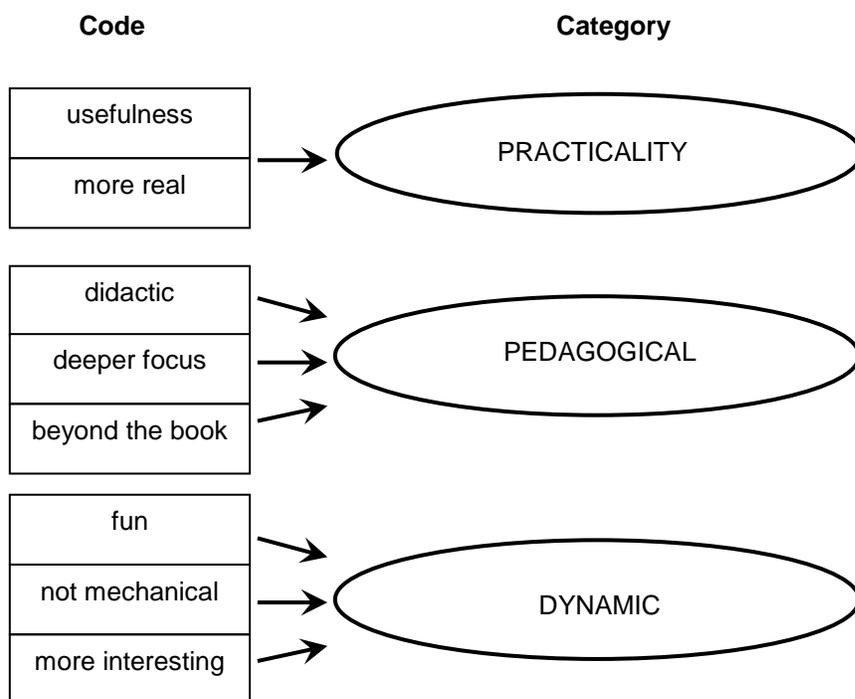


Figure 8. Example of codes and categories assigned to qualitative data

4.3.2. Perceptions on CBI - questionnaires

The following section will address the study participant's perceptions of CBI as assessed through their responses to the questionnaires (Appendix D). Once again, it is important to recall that, of the 29 participants, only two reported having been exposed to CBI previously. Therefore, the intervention presented a new learning context for most of the participants, who were asked to complete the first questionnaire after their first



experiences with CBI through the module on communication. The second questionnaire was completed after the last module on leadership styles.

4.3.2.1. Perceived level of difficulty

Participants were asked about their perceptions of CBI compared to the more language-driven approach they had been exposed to through mainstream EFL courses in the past. As shown in Figure 9, more than half (62.07%) associated the concept of easiness with the word better. In other words, after experiencing the first module of the intervention, many participants said they perceived CBI to be easier, therefore, better. Those who indicated they found the classes easier said it was because they felt they received a break from only focusing on language and instead were allowed to give their personal opinions. In their view, CBI was a more pedagogical approach.

Participants who found CBI to be more difficult (31.03%) commented on the large amount of theory/subject matter that needed to be absorbed to understand the classes (in other words, a higher workload). A small percentage (13.79%) appeared to favor a more language-driven approach with the use of a single textbook, primarily because they equated progress with the acquisition of grammatical forms.

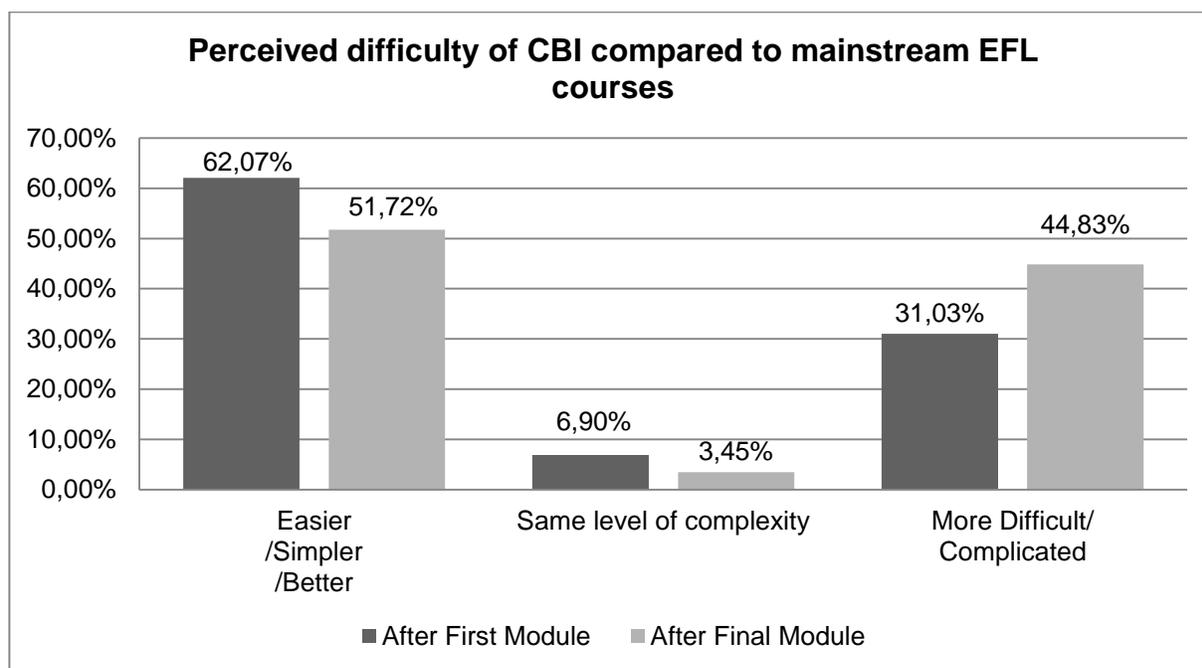


Figure 9. Perceived difficulties: CBI compared to mainstream EFL courses

After the final module, the second round of questionnaires revealed increases in participants' original perceptions of difficulty (44.83%) and decreases in the previous perceptions of easiness (51.72%). Those who cited the complexities of CBI were more specific in their answers this time around, commenting on the large amount of vocabulary that needed to be learned as well as their unfamiliarity with the approach itself. One participant felt her English skills were insufficient for the course, a perspective that did not change over time. She wrote: "I felt it [CBI] was more complicated because it's a lot of theory and many times I get confused and don't understand the classes. My English skills are low and I didn't understand much in the classes" (translation from Spanish questionnaires). On the other hand, those who maintained their position that CBI was the easier and better approach mentioned the more practical aspects of the course and alignment with their academic program. They



felt CBI afforded them greater opportunities to learn as CBI is “less strict” when it comes to learning grammar rules and, therefore, “more interesting.”

In summary, the responses provided by the participants by the end of the intervention reflect a growing perception that a CBI course is more difficult than a mainstream EFL course due to the wider vocabulary and work load required to complete in class activities. The responses seem to split the participants into two camps: one that perceived the course to be easier due to practical and pedagogical aspects, and the other that perceived it was more difficult because of the greater workload involved.

4.3.2.2. Personal preferences

The participant’s perceptions on workload and difficulty associated with CBI did not cause it to be categorized as their least preferred method for learning English.

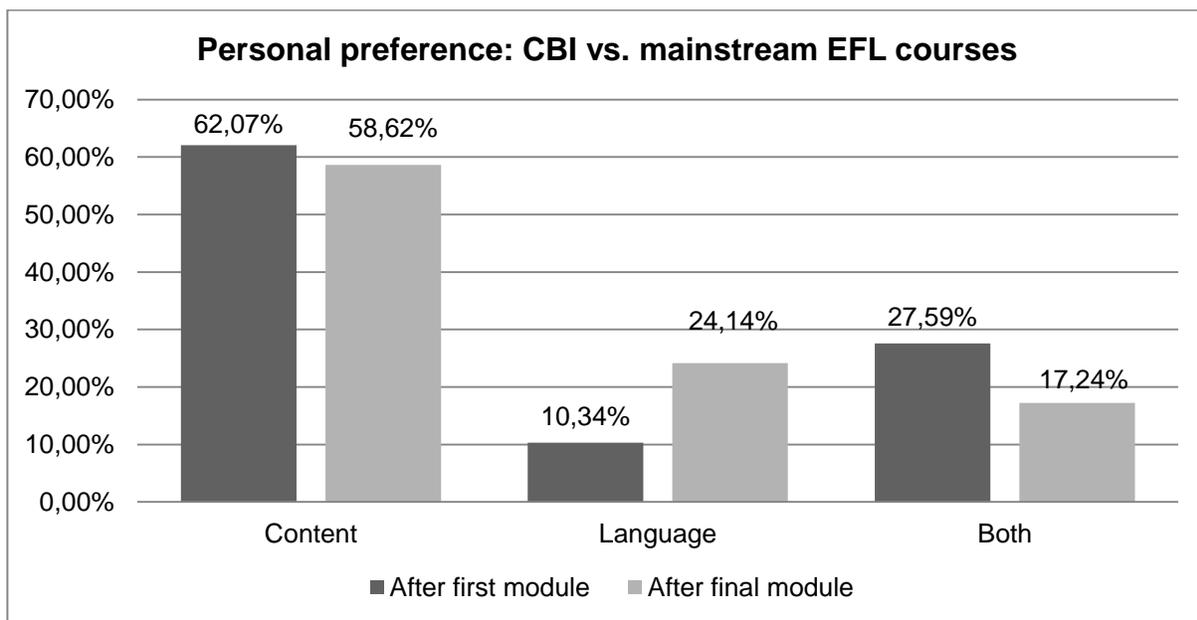


Figure 10. Preferences: CBI vs. mainstream EFL courses



As seen in Figure 10, a marked preference for CBI remained in place by the end of the final module (58.62%). Rationales provided by the participants, aside from easiness of comprehension, also include perceptions that CBI afforded opportunities to focus on what's necessary and interesting, and to learn more through practice. In other words, those who indicated a preference for CBI said they felt they had learned more. Those who indicated a preference for a more language-driven approach mentioned that CBI is a simpler method that boosts writing skills. Another salient point is the percentage of participants who recognized the value of both content and language. By the end of the intervention, 17.24% of participants indicated an equal preference for a content and language-driven approach. While this percentage is less than the starting point at the early stages of the intervention, the issue of complementariness of the two approaches was highlighted by some of the participants. One commented, "I believe it's all complementary. We need both content and language to be able to better understand." Another said, "[CBI] content complements language."

4.3.2.3. Perceived learning gains through CBI

When asked to assess whether learning English through CBI actually helped them, all participants replied the affirmative and indicated that, if given the opportunity, they would take a similar course again in the future. Of the rationales provided, most were related to the pedagogical aspect, with participants using words including "better method" and "you learn better" in their responses to the first questionnaire (categorized as "pedagogical" in the data analysis). Other key words emerging from the first questionnaire featured terms including "useful," "less mechanical/strict" (in relation to language-driven approaches), and "more practice" (in relation to class activities). As

shown in Figure 11, the concept of acquiring more knowledge surfaced in the feedback. One participant stated in the final questionnaire, “I would take a course [similar in format] because it’s really good to learn more about what you haven’t seen, to strengthen one’s knowledge.” Others recognized the value in studying content in English aligned with a mainstream academic subject. “The course provided feedback on concepts that weren’t clear to me in the subject of management,” indicated another participant.

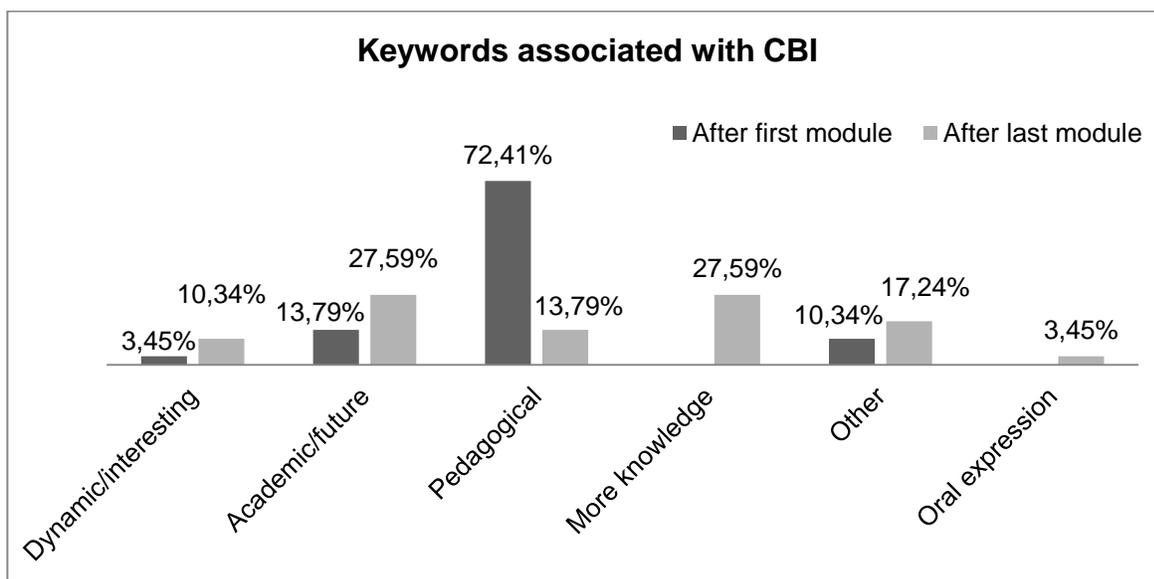


Figure 11. Keywords associated with CBI

Further analysis shows that participants who deemed CBI to be more pedagogical characterized it as less strict than a language-driven approach and allowed for the exchange of ideas without pressure. In the final questionnaire, it could be observed that participants moved on beyond simply describing CBI as a good way to learn; nearly one third (27.59%) showed favorable thoughts on the approach of learning English through the study of subject matter that is linked to their academic programs



and useful for their professional futures. While the percentage is not considerably high, some of the comments provided touched on the notion that English has value in business. As one participant wrote, “We saw things that go with our academic program and that we need to graduate and for our future jobs.”

When responding to questions as to whether they believed CBI could help improve specific language skills, participants placed speaking and vocabulary in the top two spots, as displayed in Figure 12. Despite grammar constituting a key variable in the present study, it was ranked fourth in the list, preceded by reading. Other skills mentioned by the participants to a lesser degree include comprehension, cognitive skills, and pronunciation.

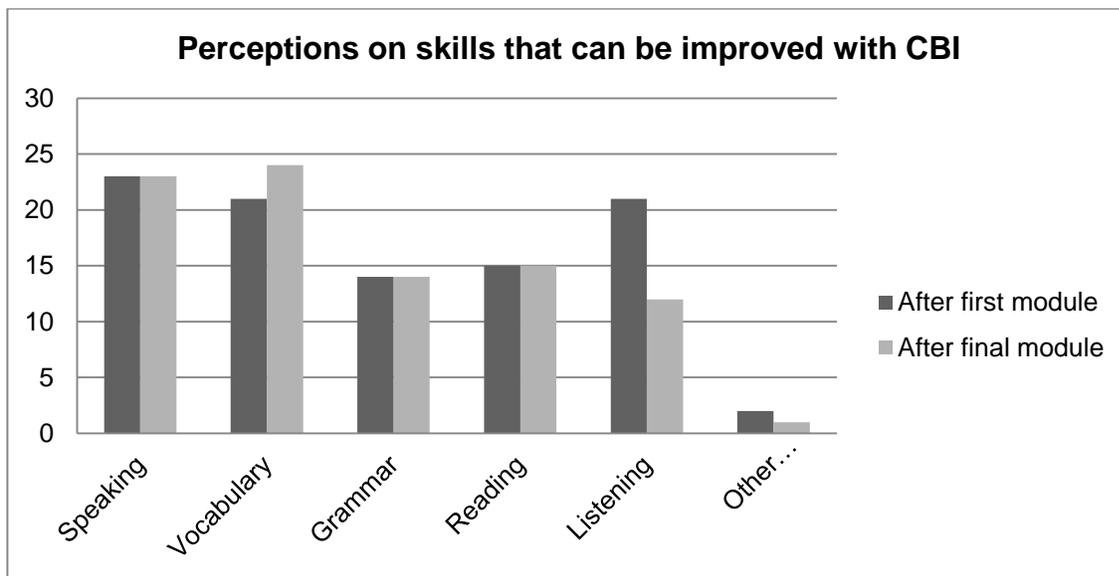


Figure 12. Participants' perceptions on skills that can be improved with CBI

Note: Selection of more than one option was allowed, so responses do not add up to 100.



4.3.3. Data from exit interviews

A semi-structured exit interview was conducted with five participants randomly selected at the end of the intervention, after the final AMTB, grammar post-test and final questionnaire. It consisted of six open ended questions that in many ways mirrored the contents of previous questionnaires, but were intended to encourage participants to elaborate their thoughts in an informal setting and go beyond merely written answers. The feedback obtained from the interview centered on the following key areas: usefulness of the content, difficulties encountered, learning milestones, and efforts.

4.3.3.1. Usefulness and difficulties

Each of the interviewees had differing opinions as to which of the modules they found more useful and difficult. However, most agreed that the module on management was the one they found most useful. Included among their comments was an appreciation of the use of videos to demonstrate key concepts of efficiency versus effectiveness (which they found confusing even as they studied the same concepts in their mainstream management class).

In terms of useful skills, the interviewees commented on the real life quality of having to draft business letters in English addressed to various audiences including employees and other managers. In these exercises, participants were given a business scenario (for example, in the HR module, how to deal with untidy employees in an office) that required a well thought out letter using key grammatical structures studied in class. These lessons also included guidance on proper format, which is different from what is used locally. As one participant mentioned, “The writing was the most important to me. It wasn’t based on the textbook; it seemed like real life.”



When discussing the difficulties encountered in the course, the interviewees mentioned certain grammatical structures they found confusing, including infinitives and phrasal verbs. While they agreed that the workload of the course was greater than what they had been exposed to in the past, the word they fell back on to describe the modules was “different.”

While the development of speaking skills was not a focus of the study, nonetheless many classroom activities selected for the intervention were well suited for group discussion and brainstorm assignments, not all of which were graded. “I liked working in groups; the conversation just flowed,” commented one participant. “I liked that certain exercises like responding to open questions were not graded; this way, I could focus on what I wanted to say and not on having perfect grammar.”

4.3.3.2. Learning milestones and efforts

When asked if they encountered any surprises during the intervention, interviewees were quick to equate surprises with learning milestones, especially related to reading and comprehension. One student remarked, “If the course hadn’t focused on management, we wouldn’t have, as they say, looked for certain terms. I felt I learned when I realized that one day I had mixed the two languages when speaking about management.” The same student also commented that he lost the fear of reading a large block of text. “Before I used to think they [paragraphs] were too big, but now I feel I can scan more quickly and understand better.”

A female student admitted that her previous work in group role plays or conversations in previous semesters consisted of memorizing dialogue from the textbook and repeating. “This time, I had to pay attention to the topic,” she noted.



Another used the term “more relaxed” to describe the process of working in groups and using different material aside from the textbook to create dialogues. A more telling anecdote came from one interviewee who commented on the teaching approach used in the CBI classroom. He said, “I felt I learned more [about] management through the English class than in the regular management class in Spanish.”

While content mastery was not a focus of the study, it was nonetheless made a part of mandatory mid-term tests and final examinations. In this sense, participants were required to review the material and prepare accordingly. The interviewees commented that the added element of content required them to change the way they had previously prepared for English oral and written exams, such as not relying on filling in blank spaces.

4.3.4. Teacher journal

Throughout the intervention, the researcher kept a journal that was updated after each class session to monitor its proceedings as well as the reactions of the participants to the topics discussed in each module. Key parameters that constituted the basis for the observations were based on the items in the AMTB, namely, the participants’ instrumental orientation, attitudes toward learning, anxiety, and motivational intensity when performing the different class exercises. The data collected in the journal will be discussed in the same order of the content studied throughout the intervention.

Since most of the participants had never been previously exposed to CBI, the first content module on communications was purposely chosen to ease participants into the new class format. A series of images and videos were used for lectures and class activities. This helped set the stage for various role play activities that required



demonstrations of communications barriers and non-verbal cues. While many participants exhibited shyness and even anxiety in earlier exercises, once they were advised that the primary objectives were to demonstrate knowledge and understanding of the content and that they would not be graded on grammatical correctness (which would serve as a focus for later exercises), hesitancy decreased and interest increased. Activities designed to practice grammatical components learned in class included memo writing based on various workplace scenarios. Participants seemed intrigued at the idea of stepping into the role of a manager to be able to provide solutions and suggestions and made good use of the grammatical structures that were required for the exercise. After the first mid-term test, it was evident that despite displaying interest and enthusiasm in the classroom exercises, difficulties were encountered in the content sections of the test, with an average score of 3.1 out of six points. In discussing the results with the participants, many expressed it felt “weird” to have to provide “more thoughtful responses” on an English test, as opposed to simply filling in blanks or completing multiple choice exercises. However, judging by the large number of questions left blank on the content portion of the test, it was also evident that many participants did not study adequately. When asked what aspect of the test was most disconcerting, many participants mentioned an open ended question that was posed after the reading portion. Since reading comprehension is usually evaluated through multiple choice questions on tests at the university, participants were taken aback to see a blank space asking them to write their opinion instead. This caused uneasiness as they felt test points would be at risk if their responses were not written with perfect grammar. Since this was an erroneous assumption, a clarification was made to reiterate



that open ended content questions (either in oral or written format) would be graded based on the accuracy of the content, not perfect grammar (as long as any grammar mistakes did not render responses incomprehensible).

The module on human resources started with a look at phrasal verbs, an area that would later be described as problematic for participants. When asked to draft letters from a CEO in response to a specific HR problem using phrasal verbs, some participants resorted to copying their assignments due to the difficulties involved. However, later on, more questions and even heated debates arose as to the appropriateness of certain phrasal verbs. When participants were asked to self-evaluate their knowledge near the end of the module by filling in a short, non-graded quiz, many were hesitant to use a pen. When asked why, many remarked they preferred to erase any erroneous answers and insert the correct ones as opposed to writing an “X” next to their answers, presumably to maintain a pristine quiz for posterity. They were later instructed on the value of being able to learn from mistakes and monitor progress by not retouching their quizzes. While a hard sell initially, the idea took hold in later modules.

The management module contents, while challenging, generated the largest amount of interest, as the participants were studying the same concepts in their mainstream management class. A comprehensive reading of a case study on McDonald’s that tasked participants to identify infinitives and gerunds generated collaborative participation and discussion. Some misunderstandings arose in the class related to instructions for advice giving from the perspective of a workplace expert, causing participants to only complete the minimum required components for certain



exercises. The second self-assessment quiz proved to be more successful than the previous one, with some participants scoring as high as 18 out of 20.

The final module on leadership styles reviewed concepts already known to some participants, as evidenced by their ability to follow the lectures and participate in group discussions about different scenarios that require certain types of management and leadership styles. Around this timeframe, fatigue started to settle in as participants were preoccupied with another round of mid-term tests. Content was evaluated both through oral testing and through a section in the written test. Scores were only marginally better, with an average of 3.59 out of six points; however, fewer questions were left blank.

The final oral examination conducted at the end of the semester also covered the content studied during the intervention, in addition to the linguistic forms studied. While oral proficiency was not a variable of the study, observations of the participants' performance in this regard merits inclusion in this analysis due to the positive outcomes observed during the examinations despite the anxiety that can often take root when foreign language learners take oral tests (Horwitz, Horwitz, & Cope, 1986). As per the norm in all EFL courses at the university, final oral examinations are conducted with a fellow teacher to form a type of examining board to ensure transparent, fair, and unbiased grading. Feedback from the other member of the examining board after the 29 examinations (conducted over the course of two days) provided the following observations on the participants' demonstration of content knowledge: good preparation (e.g. few blank stares or protracted pauses), evidence of risk taking (e.g. going beyond responding only to the questions asked), and few noticeable signs of anxiety (e.g. smiles and hand gestures used when discussing content).



In summary, the data collected from the teacher journal feature the following recurring themes: unfamiliarity with the CBI approach (as seen by the participant's uneasiness at having to respond to open ended questions at the onset), fear of taking risks in tests and class activities (which later improved by the end of the intervention), overzealous emphasis on grammatical accuracy as an indicator of knowledge (which was not so much of an issue by the end of the intervention), and fatigue associated with preoccupation with other subjects.

4.4. Discussion

The following section discusses the outcomes of the present study and includes a summary and explanation of the significance of the findings, comparison to previous studies and, finally, an overall assessment. These components, which have been deemed essential to the final phases of research (Mackey & Gass, 2005), will be guided by the two research questions that served as the basis for the study:

- To what extent can CBI help improve English grammar skills and motivation among university business students?
- How do business students perceive CBI as an approach to English language learning?

Answers to these questions will be provided as part of a larger effort to interpret and contextualize the results obtained from the data collection and analysis phases.

4.4.1. Research questions

4.4.1.1. Impact of CBI on grammar skills

The initial part of the first research question regarding the impact of CBI on grammar skills and motivation was posed out of a desire to assess whether gains in



grammatical competence could be achieved given past indications of grammar skills typically “lagging behind” in CBI (Pica, 2010, p. 7). Based on the study results, this part of the research question can be answered affirmatively due to the increases observed in grammatical competence among nearly all the study participants. While the grammatical competence scores did not reflect large numbers of participants reaching a Good or Very Good grade category in either of the two tests (based on the university’s official equivalencies for transcripts), they did show a large amount of post-test scores moving from a failing grade to a passing one. These increases are consistent with findings from other studies on CBI programs that have achieved positive results from a grammatical standpoint due to conscious efforts made to focus on grammar as needed according to the context under study (Rodgers, 2006) and also as a result of collaborative work within a CBI/CLIL environment (Basterrechea & Garcia Mayo, 2014). As indicated by Swain (1985), developing grammatical competence is difficult to achieve when the primary focus of content teaching is on providing comprehensible input over fostering output that requires students to use the language they know to communicate. In the present study, not only were participants exposed to large quantities of input in the form of lectures, videos and readings on various business topics, but they were also required to use the language by participating in class activities ranging from skits, business letter writing, multiple choice self-assessment exercises, and group conversations that were assessed by the teacher. Explicit instruction regarding grammatical rules and forms was also given to equip participants with the linguistic items necessary to complete the activities. This interaction and explicit feedback has been said to help foster linguistic abilities (Arment & Perez-Vidal, 2015), along with providing students with “interactional



space” to test their language skills when discussing content (Dalton-Puffer, 2011, p. 192).

4.4.1.2. Impact of CBI on motivation

The second part of the first research question focused on the construct of motivation which has long been associated with CBI due to the notion that participating in “meaningful” activities can have a positive effect on student motivation (Arment & Perez-Vidal, 2015; Grabe & Stoller, 1997; Lasagabaster, 2011; Stryker & Leaver, 1997).

Through the application of Gardner’s (1985) Attitude/Motivation Test Battery, the study examined four key constructs of motivation: motivational intensity, attitudes towards learning English, language learning anxiety, and instrumental orientation. Regarding the first two constructs, the study results show that the participants’ motivational intensity and attitudes towards learning English remained unchanged throughout the intervention (despite apparent numeric increases that later proved to be too marginal to be considered statistically significant). Similar findings using a variation of the same instrument were found by Arribas (2016) in a four year study that compared the attitudes towards learning between CLIL and non-CLIL high school students. In the present study, participants’ motivation and attitudes were fairly neutral to moderately high to begin with (as with the Arribas study) and no negative feelings towards English as a subject were reported. So, while CBI did not necessarily improve their disposition, it did not cause a negative response, either. This was apparent judging from the favorable comments and reactions on CBI revealed in the participant questionnaires and teacher journal, respectively, despite the general perception of it being a more



difficult approach. It is important to bear in mind that motivational intensity refers to efforts put towards assignments and attention paid in the English language class while attitudes towards learning reflect students' perception of English as a subject worthy of their attention and active involvement. In essence, these two constructs are part of a wider sociolinguistic context, which can influence the effectiveness of content-based approaches (Arribas, 2016; Dalton-Puffer, 2011). As of this writing, EFL courses currently taught at the university are disconnected from all other subjects in any given academic program, which means that an English course is not a prerequisite for enrollment in a subject such as mathematics. In other words, English does not appear to hold the same status as other core subjects. Thus, business students could conceivably postpone taking English until a later period in their academic program (the requirement is different across faculties). Furthermore, only a quarter of the study participants reported having opportunities to use English outside the class, which is not surprising considering it is neither an official nor a de facto language in Ecuador. These conditions suggest an overall lack of urgency and relevance that might have otherwise influenced the participants' motivation and attitudes.

The last two elements of motivation focused on the constructs of language learning anxiety and instrumental orientation. The first reflects feelings of nervousness, insecurity and discomfort when participating in various activities within the class (such as answering questions or participating in a presentation) and worries about having lower English skills than other students in the class. The study findings show that exposure to CBI resulted in decreased feelings of anxiety by the participants, particularly among those between 18 to 19 years of age (who also displayed the highest



levels of anxiety to begin with). In looking at the literature, there is strong support that lends credence to this finding.

It is well known that anxiety among students is common in foreign language classrooms, particularly when it comes to activities that require students to speak or take tests. According to Horwitz, Horwitz and Cope (1986), this anxiety can be exacerbated by learning contexts where good grades are linked to performance and beliefs that grammatical perfection is a requirement for good performance. These views surfaced in discussions with students who, in the early stages of the study, indicated uneasiness with responding to open ended questions and participating in group presentations about content over fears of not being able to deliver a grammatically perfect final product. This uneasiness was mitigated by reiterating the situations where content, not language structures, would be the main focus of an activity (and vice versa). Allowing students to focus on other things such as meaningful communication and not only on language forms has been said to help reduce stress in the foreign language classroom (Heras & Lasagabaster, 2015), maintain anxiety levels low (Dupuy, 2000), and raise self-confidence (Corrales & Maloof, 2011). Therefore, it seems that the study participants responded well to the dual and transparent focus on both language and content learning objectives that is recommended for CBI programs (Stoller, 2002), even if the concept was initially foreign to them.

The final construct of instrumental orientation reflects pragmatic reasons for learning a foreign language such as getting a better job, opening doors to meet and converse with others, becoming a more educated and prepared individual, and fulfilling academic requirements. The study results show a decline in the participants' agreement



with the practicality of learning English for these reasons, particularly in relation to boosting career prospects. While the overall instrumental orientation scores were already high at the start of the intervention, this result was unexpected since one of the main draws of CBI is the purported impact on motivation through meaningful activities.

While past studies have also found links between motivation and content-based learning approaches under the CBI/CLIL labels (Corales & Maloof, 2009; Lasagabaster, 2011), others have indicated that this link is not always so clear cut (Heras & Lasagabaster, 2015; Oliva Parera & Nuñez Delgado, 2016) and may even be difficult to measure with a single instrument in a single moment in time (Crookes & Schmidt, 1991). Among the rationales behind this dichotomy is the amount of exposure to CBI/CLIL, age of learners, proximity to the job market, use of L1 during class activities, and opportunities for students to actually come into contact with and use a foreign language outside the classroom (Arribas, 2016; Dalton-Puffer, 2011; Oliva Parera & Nuñez Delgado, 2016; Lasagabaster, 2011). As discussed previously, the current status of English in Ecuador means the likelihood of students needing to use it on a daily basis is slim. This was reinforced by the biodata that showed three quarters of the study participants had no possibilities to speak English outside the classroom. The same biodata also revealed that half the class indicated that their current academic program (business administration) was not their first choice. Further, most of the participants were third semester (second year) business students between the ages of 18 and 21, which meant they were not in close proximity to the formal labor market (only one student reported working occasionally in sales). According to Arribas (2016), motivation levels are linked not only with students' perceptions of whether they have a need for a



foreign language in their regular lives, but also to whether it will help boost their future careers and salary prospects. While the study findings point to a growing appreciation among participants for learning English through business-related content that could prove to be useful down the road (as evidenced in the positive attitudes revealed in the questionnaires, interviews, and teacher journal); the AMTB test scores, however, did not reflect this mindset. Based on past studies, this outcome may very well have been driven by factors related to the status of English in the participants' current environment (both at the university and in society at large) and the realization that they were still a few years away from having to make real life business decisions.

In summary, the answer to the second part of the research question concerning motivation is two fold: after exposure to CBI, the participants' motivational intensity and attitudes remained unchanged; and while their instrumental orientation decreased slightly over the course of the intervention, there were significant improvements in their self-confidence.

4.4.1.3. Perceptions of CBI as a language learning approach

The second research question probed how business students perceive CBI as an approach to English language learning. Feedback obtained from questionnaires, exit interviews, and teacher journal shows a favorable attitude towards CBI throughout the intervention, even as perceptions of it being a more difficult learning approach intensified by the end of the intervention. This feedback is not surprising, since it has been well documented that activities in the CBI classroom are cognitively demanding and require higher order thinking skills (Butler, 2005; Grabe & Stoller, 1997; Hunt, 2011). In reviewing the feedback, it seems participants who believed a CBI course to be



easier or better than a mainstream EFL course were guided largely by feelings of freedom of not having to rely heavily on memorization to complete content-driven assignments, while those who categorized CBI as more difficult did so in reaction to being pushed out of their comfort zone by an unfamiliar approach.

However, these perceptions of increased difficulty, unfamiliarity, and higher workloads did not appear to dampen the appreciation for the enhanced learning opportunities afforded by CBI. Many felt CBI helped them feel more knowledgeable and free to actively use their language skills without fear of retaliation over mistakes. While speaking was not the primary focus of the study, the impact of CBI on this skill area did not go undetected, as evidenced by the self-reported increases in speaking and vocabulary, both of which have been cited as products of CBI/CLIL in past studies (Arribas, 2016; Chacon, Guido, & Chaves, 2016; Dalton-Puffer, 2011; Corrales & Maloof, 2009; Merikivi & Pietilä, 2014).

By the end of the course, more than half of the participants continued to hold a preference for a CBI course over a mainstream EFL course and all indicated they would take another CBI course if given the opportunity. This sustained interest in CBI, even with the full recognition that it entails an increased cognitive workload, points to the benefits of its seemingly flexible nature in contrast to what the participants described as the more “rigid” aspects of learning grammar in a conventional EFL class. This notion can be validated in past arguments as to the effectiveness of CBI because it enables a more diverse repertoire of classroom activities (such as collaborative tasks and discussions) that are possible due to the presence of meaningful content (Basterrechea & Garcia Mayo, 2014; Corrales & Maloof, 2011).



4.5. Limitations and recommendations for future research

The study has some limitations that must be addressed. First, the generalizability of the study findings is limited by the profile of the participants (similar ages and shared mother tongue), their learning context (university classroom), and the status of English within their larger environment (English is not used by the larger community). Therefore, a study of CBI in an environment where English holds a higher status in the larger community, for example, may generate different results, particularly with respect to motivation.

Another limitation was the inability to incorporate a control group into the intervention. One of the objectives of the study, aside from examining grammatical and motivational outcomes as a result of CBI, was to test the feasibility of integrating content into an existing language-driven university EFL curriculum to achieve better cohesion with the other subjects in a business administration program. With government requirements mandating foreign language proficiency for undergraduate and post-graduate studies and heightened emphasis on improving the teaching of English in the country, it was hoped that the results of the study could help spark future discussions about the potential role of CBI in the EFL program at the university. To this purpose, the original intention was to compare CBI outcomes to those resulting from a conventional EFL course through a control group and an experimental group. While this scenario would have been ideal, it was not possible due to university staffing policies that effectively ruled out assigning two same-level EFL classes to the same teacher within the same academic program. Therefore, if the goal is to spark meaningful discussions about potentially incorporating CBI into an EFL curriculum that is largely language-



driven, it is recommended that future studies feature control and experimental groups to provide objective comparisons between CBI and conventional EFL course outcomes. Given the higher workloads and complexities involved in implementing CBI (not only for students, but for teachers as well), institutional support for curriculum reform may be more likely if evidence can be shown that the increased efforts required for CBI are justified.

The timeframe involved in the present study also presented another limitation. At 16 weeks with five hours of instruction per week (albeit with a substantial amount of days allocated to holidays, emergency drills, mid-term test periods, and exam periods), the actual length of the semester may have been too short to achieve more substantial results from the intervention. As discussed previously, while the participants' grammatical competence showed improvement, the test scores were not particularly indicative of what is considered high achievement; rather, they only slightly surpassed the minimum requirement to be considered a passing grade. While this reflects the notion that CBI can improve the language proficiency of students with average skills and interest in foreign languages (Dalton-Puffer, 2011), it may be worthwhile to measure outcomes over a longer period of time (for instance, over two or more consecutive semesters) to see if higher academic achievement is also possible. Conducting a longer intervention at the university in the present study was not feasible due to the aforementioned staffing policies and the nature of the current EFL program which stops at three compulsory courses that places students at an A2+ level (based on the CEFR). However, as of this writing, proposals are being put forward to raise the English level



offered at the university to a B2 category, which would involve increasing the number of courses. Thus, a longer study may be possible in the future.

A final limitation was in the application of the CBI approach in the classroom, which resembled an adjunct model that based the content of the language course on a mainstream subject, in this case, management 1. Thus, the course relied on key components from the same syllabus and textbooks in order to develop materials and exercises; however, the teacher responsible for the intervention carried out the course in isolation without collaborative input from the content teacher due to practical reasons associated with scheduling (adjunct professors are often assigned courses with very little short notice). While successful implementation of the adjunct model does not necessarily require a direct link to a concurrent mainstream course or even active involvement from another teacher (Richards, 2015), there is ample literature that suggests this is highly recommended (Butler, 2005; Burger, Weinberg, & Wesche, 2013). Therefore, future studies would do well to assess the effect of teacher collaboration on CBI class outcomes, particularly if institutional support for CBI is a main objective.



CHAPTER 5: CONCLUSIONS

The present study aimed to provide insights on the integration of business-related content into a university level EFL classroom without losing focus on language forms, hence the title of the present work. The study was driven largely by a desire to test the feasibility of adopting such an approach at a university where EFL instruction is predominantly language-driven, has no direct link to any other subjects within a given academic program (tourism and international studies being two exceptions), and is a requirement for graduation according to government regulations.

With these issues in mind, the intervention that followed aimed to assess the impact of CBI on participants' grammatical competence and motivation, as well as their general perceptions of CBI as an approach to English language learning. Based on the pre and post-grammar test scores, which showed a small but statistically significant increase after the intervention, it can be concluded that progress in grammatical competence is indeed possible with CBI, so as long as a true balance between content and language is achieved. It can further be confirmed that the adoption of CBI, with its focus on content, does not necessarily compromise acquisition of linguistic forms. This may be of particular interest in contexts where language skill is largely equated with grammatical proficiency.

It is important to recall that content mastery was not a variable in the study; however, content was included as part of the university's official schedule of mid-term and final exams (oral and written) which had to be conducted at key intervals during the study as per university regulations. While analysis of the results obtained from these tests and general participant feedback point to increases in content knowledge after a



less than stellar start, no correlations can be drawn between content and language proficiency in this study. Future research may wish to assess achievement regarding these two elements within a foreign language setting.

Regarding the impact of CBI on learner motivation, the findings from the present study were mixed. Despite past literature linking meaningful content to enhanced learner motivation, the results showed that motivational intensity and learning attitudes among study participants remained static after exposure to CBI, while instrumental orientation decreased slightly throughout the course. While these findings were unexpected in this study, other authors have previously sounded alarm bells over the inconsistencies in the purported links between motivation and content-based learning approaches. As Dörnyei (1998) put it, “motivation to learn an L2 presents a particularly complex and unique situation...due to the multifaceted nature and roles of language itself” (p. 118). Thus, it follows that a learner’s motivation can be affected by many factors, including but not limited to age group, proximity to the job market, use of L1 during class activities, classroom environment, and usefulness of the target language outside the classroom (Arribas, 2016; Dalton-Puffer, 2011; Oliva Parera & Nuñez Delgado, 2016; Lasagabaster, 2011). In discussing the particular element of attitude in relation to task accomplishment, Dörnyei (1998), a renowned researcher on motivation and second language learning, has cautioned that this correlation may actually be “out of place” because people are perfectly capable of accomplishing a task with total dedication even if they find it tedious (p. 122). For their part, Crookes and Schmidt (1991) have claimed motivation is an ever changing construct that is difficult to measure through a one-time questionnaire and that self-report measures may provide unreliable



results. Therefore, given its complex nature, it can be concluded that a one-time implementation of CBI is not a silver bullet for drastically changing learners' attitudes in a context where English is taught as an isolated subject and is not widely in use by society at large.

That said, it is important to bear in mind that there are alternate views of motivation. According to Crookes and Schmidt (1991), teachers may perceive motivation is at work when students become “productively engaged in learning tasks...without the need for continual encouragement or direction” (p. 480). This active engagement was evident in the in-class behaviors and comments from the study participants, even as they recognized the greater difficulties they encountered with a CBI approach. Through a mix of graded and ungraded assignments, group work, and clear explanations of when language or content would be graded, a positive response was drawn from participants through their behaviors and comments on feeling “free” to experiment and test the boundaries of their knowledge. In other words, they became more resourceful. From a pedagogical perspective, these actions in a CBI course make sense considering the tendency for students to avoid placing themselves in a high risk situation where their grades might be at stake. Crookes and Schmidt (1991) have also pointed out that positive outcomes and sustained engagement in the language classroom can be achieved by varying learning activities, implementing cooperative learning opportunities so students feel like part of a team rather than competitors, and minimizing any overzealous emphasis on grades so as to foster greater student participation and risk taking. So, if one looks at the results from the study through an alternate lens that contemplates learner engagement and productivity, it would seem



that CBI, when implemented to the fullest extent of its capabilities, can not only reduce performance anxiety and boost self-esteem, but it can also sustain learner interest.

In reflecting on the challenges encountered during the study, it is clear that CBI and its increased workload posed a challenging change of direction for most study participants who, up until that point, were accustomed to the predictability of mainstream EFL courses featuring a common textbook. While only a few indicated they felt their English proficiency was not up to par to meet the demands of the course, past research has suggested that successful implementation of content-based learning approaches depends on the language levels of students (Corrales, Rey, & Escamilla, 2016). The results obtained from the present study seem to support this view, as it is difficult to imagine accomplishing similar results with a level 1 beginner course.

Given the government of Ecuador's push for increased English language proficiency to a B2 level at universities (no easy feat considering the history behind English teaching in the country), it would be worthwhile to examine the role of CBI as part of this larger effort. Currently, English is largely viewed as a subject that is completely disconnected from most core academic programs and, it stands to reason, not the focus of as much attention. However, CBI could gain momentum in the form of upper-level courses taught in English, e.g. entrepreneurship within the business administration program, while mainstream EFL courses could continue to be offered in earlier semesters to bridge any gaps students may have upon entering university straight out of secondary school. If students taking EFL courses at lower levels are aware that CBI courses on mainstream subjects are in their future, their attitudes towards learning the language may look different.



Another aspect worthy of reflection is the systematic planning required by teachers tasked with implementing CBI, an endeavor that has been described as both challenging and potentially rewarding, depending on the perspective (Arribas, 2016; Banegas, 2016). Indeed, incorporating business-related content into the EFL class that was the focus of this study implied an increased workload for the teacher that presented some key challenges. One such challenge was that the teacher was also responsible for other mainstream EFL courses in other faculties within the same academic period, which meant that constant mental adjustments needed to be made to avoid letting grammar forms dictate the flow and organization of the CBI course. Another challenge came in the form of extensive research, adaptation, and materials creation for the CBI course. Compared to working with mainstream EFL textbooks that already have these elements covered in a single, convenient package, creating CBI materials from scratch proved to be time consuming and even daunting at the beginning, aspects that have been well documented in the past (Banegas, 2016; Cammarata, 2010). In other words, much like the participants, the teacher was not immune to the effects of performing cognitively demanding activities as a result of implementing CBI. However, the feedback given by the study participants at the onset and at the conclusion of the study seems to align with prior evidence that CBI, despite its demanding nature, has a “worthwhile payoff” for students in areas including “enhanced language competence, content knowledge and self-confidence” (Dupuy, 2000, p. 215). As for the teacher, it seems that CBI can also result in a worthwhile payoff in terms of enhanced flexibility, professional growth, and, most importantly, pride in the achievements of learners.



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While CBI may not offer quick and painless solutions to old classroom problems, research shows it nonetheless has the potential to spark positive outcomes that can be sustained in the future. Therefore, any policy making discussions regarding improvements to foreign language learning programs would do well to consider CBI as part of the mix.



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APPENDICES

Appendix A – Permission from the University of Azuay



Oficio 271-2016-FA-UDA.
Cuenca, junio 1 de 2016

Licenciada
Melita Vanessa Vega Auquilla
Docente de la Universidad del Azuay
Presente

De mi consideración:

Me permito comunicar a usted para los fines pertinentes, que el Consejo de Facultad de Ciencias de la Administración, en sesión del 11 de marzo de 2016, conoció y aprobó su petición para aplicar con los alumnos del tercero "F" de Administración de Empresas, en el período académico marzo julio 2016 el proyecto de tesis de grado de Maestría en Lingüística Aplicada a la Enseñanza del Inglés como lengua Extranjera de la Universidad de Cuenca, cuyo tema es: "Content-Based Instruction for Level 3 Business Majors in the EFL Classroom at the University of Azuay: Incorporating Content without Sacrificing Language" (Instrucción Basada en Contenidos para alumnos de Tercer Nivel de Administración de Empresas en el aula de Idioma Extranjero de la Universidad del Azuay: Incorporando Contenidos sin Sacrificar lenguaje).

Atentamente,

Dra. Jenny Ríos Coello
Secretaria de la Facultad de
Ciencias de la Administración

UNIVERSIDAD DEL
AZUAY
FACULTAD DE
ADMINISTRACION
SECRETARIA



Appendix B – Grammatical competence tests

Pre-test	
Name _____ Class _____ Date _____ Score: ____ / 50	
Choose the correct answer.	
1. This is my brother. _____ in my math class. a. He's b. His c. We	2. _____ your classes like? a. How are b. What are c. What
3. What does Mr. Kim _____ ? a. work b. works c. do	4. I go home _____ 5:30. a. until b. around c. on
5. How much is _____ jacket over there? a. this b. that c. these	6. That style is more _____. a. prettier b. attractive c. better
7. _____ you like to go to a jazz concert? a. Do b. Don't c. Would	8. A: Do Jan and Kimberly like pop music? B: I don't know. Let's ask _____ . a. it b. them c. her
9. _____ in my family has blue eyes. All of us have brown eyes. a. Many b. No one c. Most	10. _____ people in the world drink tea. a. All of b. A lot c. Many
11. A: _____ are you at tennis? B: I'm OK. a. How well b. How good c. How often	12. Claire hates sweet things. She _____ eats cake. a. often b. almost never c. usually



Pre-test	
13. A: Let's go dancing! B: No, thanks. I _____ dancing yesterday. a. go b. went c. gone	14. A: Did Patricia _____ karaoke last night? B: Yes, she did. She has a beautiful voice. a. sang b. sing c. sung
15. Excuse me. _____ grocery stores in this neighborhood? a. Are there any b. There are any c. Is there	16. The stationery store is close _____ the department store. a. to b. in c. of
17. A: What do Mary and Rob look like? B: _____ a. They wear glasses, and they have black hair. b. She is in her forties. c. They are very pretty.	18. A: _____ is Harold? B: He's pretty short. a. How old b. How tall c. How long
19. A: Have you had any parties at your new apartment? B: Yes, we have had three _____. a. yet b. next week c. already	20. A: How long _____ in Italy? B: Since 2004, I think. a. your parents lived b. have your parents lived c. did your parents live
21. My grades are _____ good. My average is 80/100. a. pretty b. extremely c. too	22. What _____ eat for lunch? a. can I b. can't I c. I can
23. A: What should you do for a sunburn? B: _____ put some face cream on it. a. It's sometimes helpful to b. It's not important c. Should	24. A: _____ I help you? B: Yes. Where's the restroom? a. Would b. Should c. May
25. A: Marcia likes beef curry.	26. A: Bob and Juan are in the mood for



Pre-test	
B: _____ Susan. a. So does b. She does c. So is	something spicy. B: _____ Jules and Toshi. a. Neither is b. So do c. So are
27. A: Who is _____ student in the class? B: Raphael is. a. better b. the best c. good	28. Apples are _____ oranges. a. sweet than b. sweeter c. sweeter than
29. Which city is _____, Seattle or Dubai? a. dried b. drier c. driest	30. _____ is your house from the school? a. How far b. How long c. How deep
31. What are Jack and Sophia _____ this weekend? a. going to go b. going to do c. going	32. _____ to be able to buy tickets tonight? B: No, we're not. a. Where are we going b. We are going c. Are we going
33. A: You look different. Have you changed your hair? B: No, I haven't, but _____ weight. a. I lost b. I've lost c. I'm going to lose	34. A: Are you going to make a lot of money in your new job? B: Yes, I _____ make a lot. a. 'd like b. love to c. hope to
35. A: Why _____ late yesterday? B: Because I missed the bus. a. you were b. were you c. did you	36. A: _____ your family move a lot when you were young? a. Was b. Went c. Did



Pre-test	
<p>37. There _____ time to walk to the store. Let's drive instead.</p> <p>a. is enough b. is fewer c. isn't enough</p>	<p>38. Excuse me. Could you tell me _____?</p> <p>a. where is the train station b. where the train station is c. the train station is where</p>
<p>39. Marcia's family can't live in an apartment with one bedroom. It's _____.</p> <p>a. not big enough b. not enough big c. too big</p>	<p>40. The Johnsons have _____ children as the Richardsons. Both families have three.</p> <p>a. too many b. just as many c. just enough</p>
<p>41. _____ a good time at the soccer game yesterday?</p> <p>a. Did you have b. Had you ever c. Have you had</p>	<p>42. _____ to the rock concert last month?</p> <p>a. Has your sister gone b. Was your sister c. Did your sister go</p>
<p>43. I probably _____ go to school today. I think I'm sick.</p> <p>a. don't b. won't c. am not going to</p>	<p>44. Here's some friendly advice. You _____ carry cash. You might lose it.</p> <p>a. must b. have to c. shouldn't</p>
<p>45. Oh, no! The dog is outside! Who _____?</p> <p>a. let it out b. let out it c. let out</p>	<p>46. Would you mind _____ in front of my house?</p> <p>a. not parking your car b. not to park your car c. to not park your car</p>
<p>47. Believe it or not, I even use my computer _____ bills.</p> <p>a. to pay b. pay</p>	<p>48. A: Can I use your computer? B: Yes, but _____ be careful with the mouse. It's a new one.</p> <p>a. be sure of</p>



Pre-test	
c. pays	b. remember to c. don't remember to
49. The Day of the Dead is _____ Mexicans remember their ancestors. a. the time when b. time when c. a time of	50. _____ everyone washes their hands, we all sit down to eat. a. Before b. Right before c. After



Post-test	
Name _____	Class _____ Date: _____ Score: _____ / 50
Choose the correct answer.	
1. A: What's Mexico City like? B: _____ very big. a. I'm b. She's c. It's	2. _____ you and your family from Australia? a. Where b. Are d. Is
3. Where _____ your parents work? a. are b. do c. does	4. I take a music class _____ Saturdays. a. in b. before c. on
5. How much are _____ earrings? a. this b. these c. one	6. This silver bracelet is _____ than that plastic one. a. pretty b. prettier c. more pretty
7. A: Do you like country music? B: No, I don't like _____ very much. a. it b. them c. him	8. A: Would you like to go to a game tomorrow? B: I'd like to, but I _____ work. a. like to b. don't c. have to
9. I want a small family. I want only _____ children. a. a lot of b. a few c. no one	10. A: _____ you talking to? B: I'm talking to my sister-in-law. a. Who does b. Whose are c. Who are
11. I need to learn English because I _____ visit the United States for business. a. never b. often c. almost never	12. A: _____ do you visit your parents? B: About once a week. a. How well b. How often c. How long
13. A: What did Meg do yesterday? B: She went to the library and _____ all day.	14. A: _____ in class yesterday? B: No, I wasn't. I was sick.



Post-test	
a. did study b. study c. studied	a. Were you b. You are c. Are you
15. _____ a library in this town? a. Is there b. Is c. There is	16. The hotel is on the corner _____ Pine Street and Maple Street. a. to b. on c. of
17. A: How long is Paula's hair? B: _____ a. It's blond. b. It's curly. c. It's medium length.	18. Craig is the person _____ the brown coat. a. wearing b. wears c. wore
19. I haven't seen the new James Bond movie _____. a. yet b. last week c. already	20. Tom hasn't eaten _____ 6:00 A.M. a. for b. at c. since
21. That house is _____ expensive. It costs more than \$10 million dollars. a. somewhat b. extremely c. fairly	22. A: When can I go to bed? B: You _____ go to bed now because you aren't tired. a. can b. can be c. can't
23. A: What should you do for insomnia? B: It's sometimes helpful _____. a. take a warm bath b. could take a warm bath c. to take a warm bath	24. A: Can I help you? B: _____ I have something for a backache? a. Do b. Could c. Would
25. A: I can cook Mexican food. B: _____ I. a. Neither can b. Neither c. So can	26. A: I think chocolate is delicious! B: So _____ I. a. do b. am c. think
27. A: Who is more famous, me or	28. Which country has _____



Post-test	
Leonardo DiCaprio? B: Leonardo DiCaprio is _____ than you. a. famous b. famous than c. more famous	population? a. most b. the largest c. more than
29. A: _____ is that water? B: It's 100 degrees Celsius. a. How deep b. How hot c. how high	30. A: _____ is Vatican City? B: It's 0.44 square kilometers. a. How big b. How high c. How far
31. A: What are you doing tonight? B: I _____ to a beach party. a. going b. 'm doing c. 'm going	32. A: Is Katy going _____ tennis tomorrow? B: Yes, she is. a. play b. playing c. to play
33. A: Is Gina your girlfriend? B: No, she's my wife. We _____ married last week! a. have gotten b. got c. get	34. A: Are you happy here? B: No, I'm not. I _____ move to Europe. a. 'd love to b. love to c. wants to
35. I _____ English when I came to the United States. a. didn't speak b. not speaking c. didn't	36. Mr. and Mrs. Flatley _____ sad last week because their cat ran away. a. were b. are c. did
37. I had a sandwich, but I'm still hungry. I want _____ food. a. fewer b. many c. more	38. Excuse me. Do you know what _____ ? a. this word means b. does this word mean c. means this word
39. Please turn off one of those lights. Two lights are _____ bright for my eyes. a. too much	40. Apartments usually _____ as houses. a. aren't as spacious b. are too spacious



Post-test	
b. enough c. too	c. are huge
41. _____ been to a Mexican restaurant? a. Are you ever b. Did you c. Have you ever	42. A: Did you enjoy the movie? B: Yes, I did. It _____ really good. a. has been b. was c. had
43. A: What are you going to do tonight? B: Maybe _____ watch TV. a. I'm going to b. I'll c. will I	44. The teacher is very strict. He says we _____ do our homework every night. a. must b. should c. ought to
45. I want to watch TV. Please _____. a. turn on it b. turn them on c. turn it on	46. Would you mind _____? I can't see the movie! a. your head moving b. moving your head c. to move your head
47. I'm using my cell phone _____ your picture. a. takes b. to take c. taking	48. Good-bye, Megan. _____ visit us again next week! a. To try b. Being sure c. Be sure to
49. Only three weeks _____ they got married, Jane and Kenny got divorced. a. in b. after c. before	50. _____ someone has a birthday party, people usually give presents. a. Before b. When c. After



Appendix C – Attitude/Motivation Test Battery (AMTB)

1. ORIENTACIÓN INSTRUMENTAL

A continuación encontrará afirmaciones en las que se le solicita indicar su opinión. No hay respuestas correctas o incorrectas dado que las personas tienen diferentes opiniones. Por favor marcar con una X la alternativa que más refleja su grado de acuerdo o desacuerdo con la afirmación.

Estudio el inglés porque:	Totalmente en desacuerdo	Más o menos en desacuerdo	Neutral	Más o menos de acuerdo	Totalmente de acuerdo
Me será útil para conseguir un buen trabajo					
Me permitirá conocer y conversar con otras personas					
Me hará una persona mejor educada y preparada					
Es importante para mi carrera					
Es un requisito para graduarme.					

2. ANSIEDAD

Por favor marcar con una X la alternativa que más refleja su grado de acuerdo o desacuerdo con las siguientes afirmaciones.

		Totalmente en desacuerdo	Más o menos en desacuerdo	Neutral	Más o menos de acuerdo	Totalmente de acuerdo
1	Me pongo nervioso (a) cuando tengo que contestar una pregunta en mi clase de inglés.					
2	Me pondría nervioso (a) si tuviera que hablar inglés fuera de la clase. (por ejemplo con un turista)					
3	Me siento inseguro (a) cuando me piden hablar en la clase de inglés (por ej: hacer una presentación, un debate)					
4	Me preocupa que otros estudiantes en mi clase hablen mejor inglés que yo.					



3. ACTITUDES HACIA EL APRENDIZAJE DEL INGLÉS

Por favor marcar con una X la alternativa que más refleja su grado de acuerdo o desacuerdo con las siguientes afirmaciones.

		Totalmente en desacuerdo	Más o menos en desacuerdo	Neut.	Más o menos de acuerdo	Totalmente de acuerdo
1.	Es muy difícil aprender inglés.					
2.	Desearía poder hablar el idioma inglés perfectamente.					
3.	No presto atención a la retroalimentación que recibo en la clase de inglés (por ej: deberes, lecciones orales, trabajos)					
4.	Me gusta ir a la clase de inglés porque es buena.					
5.	Me interesa realmente conocer todos los aspectos relacionados con el inglés.					
6.	Mi clase de inglés es una pérdida de tiempo.					
7.	Odio el inglés.					
8.	Preferiría pasar más tiempo en mi clase de inglés que en otras clases.					
9.	Pienso que mi clase de inglés es aburrida.					
10.	A veces sueño con anular la materia de inglés.					
11.	Prefiero pasar mi tiempo en otras materias que el inglés.					
12.	Disfruto las actividades en la clase de inglés.					
13.	Planeo aprender la mayor cantidad de inglés posible					
14.	Tiendo a no prestar atención cuando no entiendo las explicaciones que da mi profesor (a) de inglés.					
15.	Trabajo arduamente para aprender inglés.					
16.	No me interesa intentar entender los aspectos más complejos del inglés.					
17.	El inglés es una de mis materias favoritas.					
18.	Me gusta representar personajes, actuar o presentar diálogos en mi clase de inglés.					



4. INTENSIDAD MOTIVACIONAL

1. Pienso en lo que he aprendido en mi clase de inglés:

- a) muy frecuentemente
- b) casi nunca
- c) de vez en cuando

2. Si la materia de inglés no fuera parte de mi carrera universitaria, yo:

- a) podría aprenderlo en situaciones cotidianas (por ej: leer libros o periódicos, o hablar cuando sea posible)
- b) no intentaría aprenderlo
- c) trataría de conseguir clases de inglés en otra parte

3. Cuando tengo problemas de comprensión durante la clase de inglés, yo:

- a) inmediatamente pido ayuda al profesor o a un compañero
- b) únicamente solicito ayuda antes del examen
- c) lo olvido

4. Cuando se trata de deberes de inglés, yo:

- a) le pongo algo de esfuerzo, pero no tanto como podría
- b) trabajo muy cuidadosamente, asegurando entender todo.
- c) solamente lo reviso rápidamente

5. Considerando como yo estudio el inglés, honestamente puedo decir que yo:

- a) hago únicamente lo suficiente como para aprobar el curso
- b) aprobaré el curso por pura suerte o inteligencia porque hago muy poco.
- c) realmente hago un esfuerzo para aprender

6. Si mi profesor quisiera que alguien hiciera un trabajo extra de inglés, yo:

- a) definitivamente no me ofrecería
- b) definitivamente me ofrecería
- c) únicamente lo haría si el profesor me lo pide

7. Luego de recibir los trabajos de inglés corregidos por el profesor, yo:

- a) siempre los vuelvo a escribir para corregir mis errores.
- b) los olvido
- c) los reviso, pero no corrijo los errores

8. Cuando estoy en la clase de inglés, yo:

- a) ofrezco la mayor cantidad de respuestas posibles
- b) solamente respondo las preguntas más fáciles
- c) nunca digo nada

9. Si me encuentro con un programa de televisión en inglés sin subtítulos:

- a) no lo vería
- b) lo vería ocasionalmente
- c) trataría de verlo frecuentemente

10. Si escucho una canción en inglés en la radio:

- a) escucho la música, y presto atención únicamente a las palabras fáciles
- b) escucho detenidamente para tratar de entender todas las palabras
- c) cambio la estación de radio



Appendix D – Participant questionnaires and exit interview

CUESTIONARIO DE OPINIÓN - INSTRUCCIÓN BASADA EN CONTENIDOS

Las siguientes preguntas tienen como objetivo conocer su opinión acerca de las actividades de instrucción basada en contenidos que se realizaron en clase. Por favor responda todas las preguntas con sinceridad.

1. ¿Había usted recibido instrucción basada en contenidos antes de este curso? De ser así, indique en dónde.

SI

NO

2. ¿Le parecieron más difíciles o más fáciles las clases de materia en inglés que las clases regulares de inglés como idioma extranjero? Explique:

3. ¿Qué prefiere: aprender inglés a través de contenidos/materia o por medio de clases regulares de inglés como idioma extranjero? Explique:

4. ¿Cree que aprender inglés a través de contenidos/materia le ayuda en su aprendizaje? Tomaría un curso similar si tuviera la oportunidad? Explique:

5. ¿Usted cree que aprendió **más** con las clases de inglés basadas en contenidos/materia que las clases regulares de inglés como idioma extranjero? O igual? Explique:

6. ¿En general, usted cree que la instrucción basada en contenidos/materia puede ayudar a mejorar algunas de las siguientes destrezas? (marque todas las que apliquen)

Expresión oral

Vocabulario

Estructura gramatical

Lectura

Destreza auditiva

Otra:



**CUESTIONARIO DE OPINIÓN FINAL
INSTRUCCIÓN BASADA EN CONTENIDOS**

Las siguientes preguntas tienen como objetivo conocer su opinión acerca de las actividades de instrucción basada en contenidos que se realizaron en clase. Por favor responda todas las preguntas con sinceridad.

1. ¿Le parecieron más difíciles o más fáciles las clases de materia en inglés que las clases regulares de inglés como idioma extranjero? Explique:

2. ¿Qué prefiere: aprender inglés a través de contenidos/materia o por medio de las clases regulares de inglés como idioma extranjero? Explique:

3. ¿De todos los contenidos estudiados en este curso, cual(es) le pareció más útil? ¿Cuál le pareció difícil?

Unidad	Útil	Difícil
Comunicación (The Communication Process)		
Recursos Humanos (Human Resources Management)		
Administración (Introduction to Management)		
Estilos de liderazgo (Management Styles)		

4. ¿En general, usted cree que la instrucción basada en contenidos/materia le ayudó a mejorar algunas de las siguientes destrezas? (marque todas las que apliquen)

	SI
Expresión oral	<input type="checkbox"/>
Vocabulario	<input type="checkbox"/>
Estructura gramatical	<input type="checkbox"/>
Lectura	<input type="checkbox"/>
Destreza auditiva	<input type="checkbox"/>

Otra:

5. ¿Cree que aprender inglés a través de contenidos/materia le ayudó en su aprendizaje? De ser así, ¿tomaría un curso similar en el futuro si tuviera la oportunidad? Explique:



EXIT INTERVIEW QUESTIONS

1. ¿Qué le pareció lo más útil del curso? Más difícil?
2. ¿Qué aspectos le gustaron más del curso?
3. ¿Tuvo algunas sorpresas en el curso?
4. ¿Sintió algunas dificultades?
5. ¿Sintió que aprendió más con este curso?
6. ¿Tiene algún comentario final sobre el curso? Algún tema que no hayamos hablado que usted cree importante?



Appendix E – Participant consent form

Consentimiento Para Participar en Investigaciones Académicas

Introducción

Estoy realizando un estudio para explorar el efecto de Instrucción Basada en Contenidos (CBI, por sus siglas en inglés) en el aprendizaje del inglés como lengua extranjera. Este formulario explicará el propósito y naturaleza del estudio. Usted ha sido seleccionado para esta investigación por varias razones. En primer lugar, porque me han designado como su docente de Inglés 3 para este ciclo lectivo y en segundo lugar porque usted es alumno(a) de la Facultad de Ciencias de la Administración, misma que forma parte integral de este estudio. Por favor, tome el tiempo que sea necesario para dialogar sobre este estudio conmigo. La decisión de permitir el uso de su información es suya. Si decide participar, por favor coloque su firma en la última línea de este formulario con la fecha actual.

Antecedentes y propósito del estudio

Estoy interesada en medir el impacto de Instrucción Basada en Contenidos (CBI) en destrezas gramaticales y motivación en el aprendizaje del inglés como lengua extranjera. Espero utilizar los resultados de esta investigación para mejorar la calidad del aprendizaje y enseñanza de inglés y contribuir al conocimiento en el área de investigación sobre aprendizaje de idiomas en general.

Plan General

Para esta investigación, las clases se manejarán de manera normal, pero con un enfoque adicional sobre contenidos empresariales relacionados con su área de estudio. Las clases se desarrollarán según el sílabo y las evaluaciones planeadas. El estudio durará hasta el final del ciclo. Todos los estudiantes participarán en una evaluación previa, clases de contenidos para mejorar destrezas gramaticales y una evaluación final.

Confidencialidad

Todos los datos recopilados como resultado de esta investigación se mantendrán confidenciales, incluyendo su nombre y sus notas de aporte. La decisión de permitir el uso de su información es completamente voluntaria y usted podrá revocar el permiso otorgado en cualquier momento. Si tiene cualquier inquietud, puede contactarse conmigo al siguiente correo electrónico: mvvega@uazuay.edu.ec. De antemano le doy mi sincero agradecimiento por su participación en este estudio.

Saludos cordiales,

Melita Vega

Consentimiento del Participante

He leído y he comprendido la información brindada en este formulario de consentimiento. Yo doy mi permiso para participar en el estudio de manera voluntaria

Nombre

Firma

Fecha

Adaptado de Mackey, A., & Gass, S. M. (2005). Second Language Research. Methodology and Design. New York, NY: Routledge.



Appendix F – Biodata form

Parte I - Información básica

Conteste las siguientes preguntas.

1. **Nombre:**
2. **Edad:** 18-19 20-21 22 o más
3. **Sexo:** F M
4. **¿En qué tipo de colegio se graduó?**
Privado Fiscal Fiscomisional
5. **¿Su carrera universitaria actual fue su primera opción?**
Si No
6. **¿Además de su lengua materna y el inglés, usted habla otro idioma? Si su respuesta es sí, indique qué idioma.**
Si No

Idioma:

7. **¿Cómo considera su grado de conocimiento del idioma inglés de acuerdo al nivel que está cursando actualmente?**
Excelente
Bueno
Regular
Básico
8. **¿Ha estado en algún país de habla inglesa (ej. Canadá, E.E.U.U., Australia, Inglaterra, etc.)?**
Menos de un mes
De un mes a tres meses
De tres meses a seis meses
De seis meses a un año
Más de un año
9. **¿Tiene usted posibilidades de hablar inglés fuera del aula de clase?**
Si No

Adapted from: Mackey and Gass (2005) and Pascale and Marchi (2011).



Appendix G – Communications Process lesson plan outline and sample materials

In the interest of space, the following appendix includes samples of some of the materials created for the study. All videos, worksheets, tests, readings and PowerPoint presentations were made available to students on the university virtual classroom.

LESSON PLAN: MODULE 1 – THE COMMUNICATIONS PROCESS	
Level	3 – Business Administration
Language Level	A2/A2+
Content Topic	The Communications Process
Materials and Resources	<i>Content:</i> UDA Virtual Classroom, PowerPoint presentation, Powtoon video summary, whiteboard, YouTube video clips. <i>Language:</i> grammar / content worksheets. Cloze test. Multiple choice worksheet.
General Objectives	<ul style="list-style-type: none"> • Teach learners to comprehend the communication process and its different elements. • Achieve a positive response to the communications process and an understanding of how it can be applied in a business environment
Learning outcomes	<ul style="list-style-type: none"> • Define the key elements of the communication process loop. • Identify the types of barriers that can impede good communication. • Understand and put into practice 4 steps to effective communication. • Use modals for necessity and suggestion and future tense to solve different communication scenarios.

TEACHING OBJECTIVES MODULE 1	LEARNING OUTCOMES (what learners will be able to do after the unit)
A. CONTENT (what I plan to teach)	
1. Definition of effective communication <ul style="list-style-type: none"> • Activate prior knowledge • Objective of communication • Correlations between good communication and understanding 	<ul style="list-style-type: none"> • Create a definition for communication
2. Components of the Communications Process <ul style="list-style-type: none"> • The roles of the sender, message, receiver and feedback • Types of feedback • Importance of non-verbal cues 	<ul style="list-style-type: none"> • Identify the roles played by sender, message, receiver and feedback • Identify important factors for senders (attitude and use of appropriate symbols) • Explain how humans communicate (speaking, writing, pictures, diagrams, etc.) • Distinguish between internal and external feedback • List and put into practice different types of non-verbal cues
3. Communications Barriers <ul style="list-style-type: none"> • Internal barriers • External barriers • How to recognize and avoid barriers 	<ul style="list-style-type: none"> • Distinguish between internal and external barriers • Demonstrate different types of internal and external barriers

TEACHING OBJECTIVES MODULE 1		LEARNING OUTCOMES (what learners will be able to do after the unit)	
4. Achieving Effective Communication <ul style="list-style-type: none"> • 4 steps for effective communication • Importance of communication in business 		<ul style="list-style-type: none"> • Identify 4 steps to achieving effective communication • Provide suggestions on how to deal with a communications scenario using the 4 steps for effective communication. 	
B. COGNITION			
<ul style="list-style-type: none"> • Make choices about how best to communicate • Problem solve scenarios in groups 		<ul style="list-style-type: none"> • Understand the importance of effective communication in business • Collaborate with peers to come up with solutions to communications problems 	
C. COMMUNICATION (essential grammar to be covered along with the topic content)			
1. Grammar objectives <ul style="list-style-type: none"> • Effectively use modals for suggestions and necessity (should, shouldn't) • Effectively use future Tense (going and will) 			
2. Language objectives: Learners will be able to: <ul style="list-style-type: none"> • Listen to and understand teacher's explanation of the topics • Talk with peers/in groups to analyze communications scenarios • Use L1 when discussing and planning activities if necessary • Use English when reporting thoughts 			

Content presentation material



Objectives

- Learn the components of the communication process.
- Identify important factors in the communication process.

Part 1

Effective Communication
The Communication Process

What is the communication process?

“Transmission of a message from a sender to a receiver in an understandable manner.”

- When we communicate we speak, listen, and observe.
- Effective communication = understanding.

1. Effective Communication

- To share meaning and understanding between the person who sends the message and the person who receives the message.
- Most important element: “understanding”

Questions:

- How have you had a communication problem?
- Was there a lack of understanding?

2. Communication Process

- Those components include encoding, medium of transmission, decoding, and feedback. Sender and Receiver are also included.

2a. Components of communication

Sender

- The sender is the person who sends the message.
- Important factors:
 - Selection of appropriate symbols
 - Attitude

Question: how do we communicate?

- Talking, speaking
- Writing
- Pictures, symbols, diagrams, graphs, etc.

2a. Components of communication

- Important factor: Select appropriate symbols

2a. Components of communication

Non-verbal cues (or signs)

<https://www.youtube.com/watch?v=OvEci5Bjgd4>
(3:07)



2a. Components of communication

Message

- A communication in writing, in speech, or by signals



2a. Components of communication

Receiver

- The receiver is the person who receives the message, makes sense of it, or understands and translates it into meaning.
- When the receiver responds, he/she is a communicator.



2a. Components of communication

Feedback

- Feedback a reaction from the receiver.
- It can be a **verbal** (oral or written) or **non-verbal** reaction or response.
- It can be **external feedback** (something we see) or **internal feedback** (something we can't see)
- **Question:** Can you demonstrate an example of feedback?

2a. Components of communication

Non-verbal cues (or signs)

<https://www.youtube.com/watch?v=OvEci5Bjgd4>
(3:07)



Part 2

- Communications Barriers
- Types of Communications
- Importance of Effective Communications

3. Communications Barriers

- **What is a barrier?**
- A communication barrier is anything that impedes you from receiving and understanding the messages sent by other people.

3. Communications Barriers

Internal Barriers

- Fatigue
- Negative attitude
- Lack of interest in the message
- Fear, mistrust
- Past experiences
- Problems at home



3. Communications Barriers

https://www.youtube.com/watch?v=OPI_DMyLWA4
Husband and wife

<https://www.youtube.com/watch?v=07mmsctS8Qo>
In a pharmacy

Question: can you think of additional barriers?

3. Communications Barriers

External Barriers

- Noise
- Distractions (TV, cellphones)
- E-mail not working
- Bad phone connections
- Too many technical/unknown words
- Physical separation

Question: can you think of additional internal barriers?

3. Communications Barriers

Question: What should we do to avoid barriers?

- Ask questions and listen.
- Observe the actions and body language of the receiver.
- Check to make sure the message is received adequately.
- Effective communication is when the sender and the receiver **understand** the same information as a result of the communication.

4. Types of Communication

A. One-Way Communication

- Is focused **ONLY** on sending the message to the receiver.
- Considers communication as a manipulation of another person.



```
graph LR; Sender[Sender] --> Message[Message]; Message --> Receiver[Receiver];
```

4. Types of Communication

B. Interaction or Two-Way Communication

- The receiver is a communicator by giving feedback.
- It is **message centered**.
- It is a very simplistic form of communication.



4. Types of Communication

C. Transaction

- Transaction is effective communication (the best).
- The communication process is applied completely.
- The sender and receiver are communicators and the communication process repeats again and again.



5. Steps for Effective Communication

1. Listen

- Listening and hearing are NOT the same.
- You **hear** with your ear and you **listen** with your brain.
- Always give your full attention.



5. Steps for Effective Communication

2. Process

- Can be fast or slow.
- Processing is important because it will define how specific your response will be.



5. Steps for Effective Communication

3. Organize.

- This is a good time to **REPEAT** back to the sender what they have said so it is clear and precise.

5. Steps for Effective Communication

4. Respond

- This is the final step in effective communication where the receiver will respond with some action - a critique or simple message.
- In many cases, the sender may not be happy with the final message, so it's important to start with a clear message.



Why is effective communication important?

- Effective communication is vital to all businesses.
- **At work:** Employees must interact in ways that will get the job done quickly and effectively.
- **In leaders:** it's very difficult to be a great leader if you're not a great communicator.
- **In relationships:** share interests and aspirations and concerns, give support, work together and make decisions.

References

- The University of Tennessee Knoxville, Centre for Literacy, Education and Employment



THE COMMUNICATIONS PROCESS
VIDEO WORKSHEET 1
THE IMPORTANCE OF NON-VERBAL CUES

The Importance of Non-Verbal Cues



Instructions: Please watch the video “The Importance of Non-Verbal Cues as told by Friends” until minute 4:00. Watch the video as many times as necessary so you can understand. Then answer the questions. (Vocabulary: cue = signal, sign)

1. Write the different non-verbal cues you see in the video. The first cue is completed for you.

Non-verbal cue	Feeling/sentiment that is communicated (to be completed in class)
<i>Facial expression</i>	<i>Shock</i>

2. How much do non-verbal cues contribute to the understanding of messages?

- a. 40%
- b. 75%
- c. 25%
- d. 90%

3. Are non-verbal cues important for communication? Why?

**THE COMMUNICATIONS PROCESS
VIDEO WORKSHEET 2
COMMUNICATION BARRIERS**

Examples of Communications Barriers

Husband and Wife



Communication Barrier in a Pharmacy



Instructions: Please watch video #1: “Debra Says No” and video #2: “Pharmacy.” Then answer the following questions:

4. **Video #1:** What type of communication barrier is present between the husband and his wife?

5. **Video #2:** What type of communication barrier is present between the customer and the pharmacist?

6. **Can you think of additional communications barriers?**

Internal	External



MODULE 1 WORKSHEET 3: READING EXERCISES

1. THE COMMUNICATIONS PROCESS

Instructions: fill the gaps with the appropriate word. Some words may be used more than once.

<i>People</i>	<i>Sharing</i>	<i>Understood</i>	<i>Process</i>
<i>Messages</i>	<i>Sender</i>	<i>Receiver</i>	<i>Selects</i>
	<i>Communicator</i>	<i>Attitude</i>	<i>Feedback</i>

Communication is the _____ of sharing ideas, thoughts and feelings with other _____ and having those ideas, thoughts and feelings _____ by the people we are talking with. When we communicate, we speak, listen and observe.

The Communication cycle consists of some interrelated steps or parts where _____ are sent from _____ to _____. The process of communication starts when the _____ wants to transmit a fact, idea, opinion or other information to the _____. The process finishes when the _____ sends _____ to the original _____.

To communicate properly, it's very important that the _____ _____ the appropriate symbols and has the correct _____. When the _____ responds to the message, he or she is now a _____.

###

2. IMPORTANT FACTORS IN COMMUNICATION

2.1. A non-verbal response is an example of:

- a. External feedback
- b. Internal Feedback
- c. Extra official Feedback
- d. Temporary Feedback

2.2. Feedback is also known as:

- a. A reactionary response
- b. An answer
- c. An exclamation response
- d. A reaction response

2.3. A happy face is an example of a:

- a. Verbal cue
- b. Non-written response
- c. Symbolic Response
- d. Non-verbal response

2.4. The biggest difficulties in successful communication are usually the result of:

- a. Lack of clarity in the message
- b. Lack of general understanding
- c. Lack of observation between the sender and receiver
- d. Lack of shared meaning



3. TYPES OF COMMUNICATION

3.1. Which is NOT an example of an internal communications barrier?

- a. Depression
- b. Anger
- c. A conversation
- d. Sleep

3.2. Which is NOT an example of an external communications barrier?

- a. Music at a party
- b. A cellphone ringing
- c. A person speaking in a different language
- d. Differences in perception

3.3. Types of communication. Instructions: Find the correct answer.

In this type of communication, it can be difficult to know if the receiver understands the meaning of the message.	___	a. Two-Way Communication
The receiver is also a communicator. It's a very simplistic form of communication because it focuses on the message.	___	b. Transaction
This type of communications is known as effective communication and is repetitive. The sender and the receiver are communicators.	___	c. One-way communication

MODULE 1 - Business Communication Scenario #1

Plans for 2017

Considering all the problems with employees at Company X, the managers have decided to implement new activities to keep employees happy and productive.

Write an email from the Company president directed to the department managers about the different activities the company will do in 2017. Use the future tense *going to* and *will*.



Appendix H – Human Resources lesson plan outline and sample materials

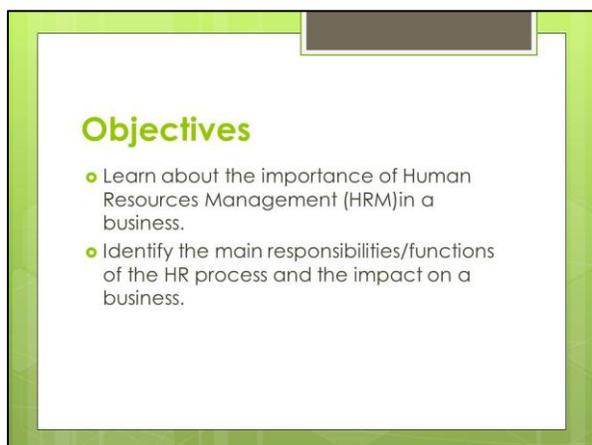
LESSON PLAN: MODULE 2 – HUMAN RESOURCES	
Level	3 – Business Administration
Language Level	A2/A2+
Content Topic	Introduction to Human Resources Management
Materials and Resources	<i>Content:</i> UDA Virtual Classroom, Powerpoint presentation, whiteboard, YouTube video clips. <i>Language:</i> grammar / content worksheets
General Objectives	<ul style="list-style-type: none"> Teach learners to comprehend basic concepts of Human Resources Management, its process and primary functions. Achieve a positive understanding of how good HRM practices can give companies a competitive advantage.
Learning outcomes	<ul style="list-style-type: none"> Define human resources management (HRM) Identify the most common functions of an HR department and common HR mistakes Discuss different work motivation. Use phrasal verbs and indirect requests with modals (Would you mind...) to resolve different business/HR scenarios.

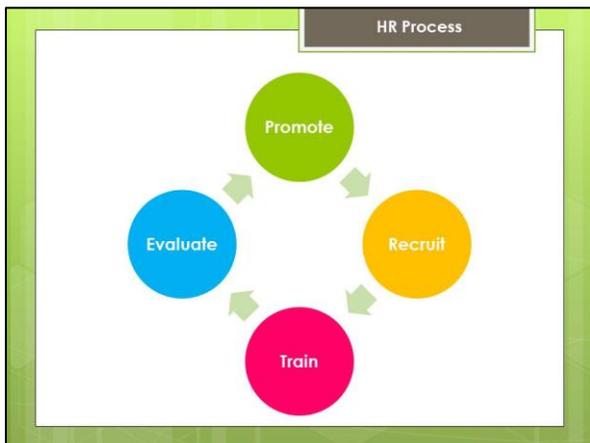
TEACHING OBJECTIVES MODULE 2	LEARNING OUTCOMES (what learners will be able to do after the unit)
A. CONTENT (what I plan to teach)	
1. Definition of HRM <ul style="list-style-type: none"> Activate prior knowledge Objective of HR Correlations between good management and HR 	<ul style="list-style-type: none"> Create a definition for HRM
2. Primary functions of the HR process <ul style="list-style-type: none"> Promote, Recruit, Train, Evaluate 	<ul style="list-style-type: none"> Identify the different stages in HR Identify key HR functions based on a real-life scenario.
3. Common HR mistakes <ul style="list-style-type: none"> Hiring the wrong person for the job Conducting unfair labour practices Allowing employees to be unproductive Discriminatory practices 	<ul style="list-style-type: none"> Understand the consequences of a bad hire in a Company Understand the value of HR in a company
4. HR responsibilities <ul style="list-style-type: none"> Job analysis and design, HR planning, recruitment, selection, training and development, evaluation, compensation and benefits, employee separation 	<ul style="list-style-type: none"> Distinguish between the different responsibilities according to their activities
B. COGNITION	
<ul style="list-style-type: none"> Problem solve scenarios in groups 	<ul style="list-style-type: none"> Understand the value of HR in a business. Collaborate with peers to analyze HR problems and identify the processes followed or not followed.



TEACHING OBJECTIVES MODULE 2	LEARNING OUTCOMES (what learners will be able to do after the unit)
C. COMMUNICATION (essential grammar to be covered along with the topic content)	
<p>1. Grammar objectives</p> <ul style="list-style-type: none"> Effectively identify and use phrasal verbs, will for responding to requests. Effectively formulate requests with modals... <i>Would you mind? Can you...Could you...</i> <p>2. Language objectives: Learners will be able to:</p> <ul style="list-style-type: none"> Listen to and understand teacher’s explanation of the topics Talk with peers/in groups to analyze a human resources scenario Formulate requests Use English when reporting thoughts 	

Content presentation material





HRM

Primary HR Functions

- Selection and research of job candidates
- Orientation and training for new employees
- Provision of incentives and benefits
- Evaluation of employee performance
- Building employee morale and commitment

Value of HR

HR Departments

- Are sometimes seen as an administrative department that manages employee vacation days, payroll and benefits.
- Is sometimes considered **less important** when compared to other departments like Marketing, Finance, Operations and IT (Information Technology).

Value of HR

The Value of Human Resources

- HR does activities that produce the **appropriate employee behaviours** so a company can achieve its strategic objectives.
- Good HR practices are important for business managers because **they have a direct impact on the company.**

HR Mistakes/Errors

Allow your people to be unproductive and NOT do their best.



HR Mistakes/Errors

Commit unfair labour practices



HR Mistakes/Errors

Have your company taken to court because of discriminatory practices



HR Mistakes/Errors

Hire the wrong person for the job...



HR Mistakes/Errors

The problem with “bad hires”

- A bad hire can:
 - Affect employee morale
 - Decrease sales
 - Cause legal problems
 - Cause clients/customers to go to a different company
- Even after the company fires the bad worker, they have to **spend money and time** to find a replacement.

Why HR?

Why should business managers know about HR?

- Prevent mistakes that can cost the company **money. (\$\$\$)**
- Ensure the company gets **RESULTS** through its people.
- ****Many managers are successful because they're good at finding the right people for the right job.**

Why HR?

In Summary...

HR is focused on **attracting** and **maintaining** a high-performing, motivated workforce.



HR Responsibilities



1. Job Analysis and Design

- Get detailed information about jobs in the organization. What **responsibilities** should be performed? What **knowledge and skills** are needed?
- Determine **how** the responsibilities should be performed.
- Specify **which employees** will perform the activities.

HR Responsibilities

2. HR Planning

- HR Planning
 - Evaluate the existing labour **supply** and the **demand** for labour.
 - Make recommendations on **staffing** (hiring new people) and **downsizing** (letting people go).



HR Responsibilities

3. Recruitment

- Help **attract** workers who are qualified for the job.
- Determine** where to recruit (newspapers, websites, specialized services)

****Headhunt (verb):** to search and find a new employee who works at different organization.



HR Responsibilities

4. Selection

- Determine which applicants have the right knowledge, skills and abilities for the job.
- Activities include: applications, aptitude tests, interviews.



HR Responsibilities

5. Training and Development

- Every job requires some form of training.
- Workers may lack an understanding of how to do certain things in their job.
- Activities: orientation, training sessions on how to use software, etc.



HR Responsibilities

6. Evaluation

- HR **evaluates** job performance and gives **feedback** to workers on how they do their jobs.



HR Responsibilities

7. Compensation and Benefits

- Develop **pay practices** and "**perks**" (incentives) that employees receive.
- Requires an **understanding** of what similar jobs pay in the area and the abilities of the job.
- Also helps in **recruitment**: employees are usually attracted to jobs that offer good pay and generous benefits packages.



8. Employee Separation

- **Factors:** problems in the economy, retirement, low productivity, employee going to a different company, **layoffs.**
- HR helps ensure the separation is managed appropriately and in accordance with the law.



HR as a Competitive Advantage?

If Company X can:

- **attract** the most qualified candidates by offering good salary and benefits,
- **identify** them in the selection process and,
- **provide** training and development so employees can be productive...

Does the company have a competitive advantage?





MODULE 2 WORKSHEET 1 - COMPREHENSIVE READING

How to Identify a Bad Hire – And What to do

How much money can a bad hire cost a company? According to a survey by the *Society for Human Resources Management (SHRM)*, one hiring mistake can cost 5 times the bad hire's annual salary. "Hiring mistakes cost money and can reduce staff morale," said Max Messmer, President and CEO of Robert Half International, and HR Consulting firm. "Finding the right person requires time and attention, and it's something busy managers need to make time for."

Below are some tips and solutions on how to identify a bad hire and what to do:

Signs of a bad hire

- A negative attitude from the new hire.
- Low morale in their department.
- An increase in missed or late projects in their department.
- An increase in errors and customer complaints related to their department.
- A tendency to blame other people for problems on projects they work on.

Signs your new hire is not the person you thought they were

1. The employee complains regularly about the job, company, and co-workers.
2. The employee can't deal effectively with everyday challenges.
3. He or she has bad relations with workers.
4. His or her work is of bad quality or inferior.
5. He or she shows a different appearance and attitude compared to the interviews.

Solutions for dealing with a bad hire

- Attend the situation immediately, don't let it continue.
- Get specific, detailed information from co-workers and supervisors.
- Determine: Is it best to let them go, or can their deficiencies be remedied?
- Be clear about your/their legal rights if you fire them.
- Determine if their deficiencies contradict what they said in the interviews, or what they showed on their resume (CV).

For Next Time: Learn from your mistakes

Document what went wrong and make sure that the hiring process in the future includes these points:

- Be clear about your company's values and culture.
- Involve some of the people the applicant will be working with in the hiring process. Send the applicant's resume (CV) to these people in advance, so they can formulate questions.
- For technical jobs, involve your experts in the hiring process and ask specific, technical questions to determine the candidates' level of expertise.
- Ask the applicant what they know about your company and why they want to work there. Listen to what they say.
- Be diligent in checking applicants' references. Did you check them out on social media sites like Google, LinkedIn, Facebook, and Twitter?



MODULE 2 WORKSHEET 2 - PHRASAL VERBS

A. The following sentences have phrasal verbs. Can you guess what they mean? Match them with their meanings in the box. Use a dictionary if necessary.

a. stop doing something	b. verify information	c. have a good result
d. find the meaning/explanation of something	e. have a view of	f. arrive unexpectedly

- If you don't understand the policy, *look it up* in the employee manual. ____
- That office window *looks out* on a park. ____
- I *gave up* smoking. It was bad for my health. ____
- HR managers should always *check out* job candidates' references. ____
- My last job at the bank didn't *work out*. The work hours were too long for me. ____
- I was having lunch when John *turned up*. He surprised me. ____

B. Can you answer the following questions using one of the phrasal verbs in the box?

<i>put down</i>	<i>put on</i>	<i>put up</i>	<i>throw out</i>	<i>take off</i>
-----------------	---------------	---------------	------------------	-----------------

- What do women with long hair sometimes do to their hair when they play sports?

- What do you say to a child who has just picked up a piece of broken glass?

- What do people do when they go out in cold weather?

- What do you do with a sweater when you come into a warm office?

- What do you do with the garbage?

C.1. Match the phrasal verbs with the correct meaning.

carry on	become adult
find out	close something forever or for a short time
shut down	learn, discover
grow up	continue

get on	build or start something new
take out	arrive un expectedly
set up	take someone or something to a different place
turn up	like being with continue



C.2. Now read the following text and complete it using the phrasal verbs in C.1.

The HR manager researched Jack’s background and (discovered) _____ a lot of interesting things about him. Apparently, he (spent his childhood) _____ in San Francisco. He didn’t (like being with) _____ with his classmates in high school, but he (built or started something new) _____ a small lunch order business when he was at university to pay for his classes.

He (continued) _____ with his business until graduation. After, he moved to New York and got a job at a large bookstore. One day, Jack’s friend Mark (appeared) _____ at the bookstore and offered to (take to a place) _____. John _____ to dinner at a nice restaurant so they could talk about their dreams to open their own restaurant. Three years later, Jack’s bookstore (closed) _____ and he and Mark opened their restaurant called “The Lunch Box.”

C. Complete the following sentences using the correct form (present, past, progressive) of the verbs in the box.

<i>carry on</i>	<i>turn off</i>	<i>get on</i>	<i>find out</i>
<i>pick up</i>	<i>turn up</i>	<i>kick out</i>	<i>put away</i>

- The business meeting _____ till 4 p.m. yesterday.
- Mike decided to organize his office so he _____ all his folders and files.
- At 6 p.m., Alex _____ the computer _____ and left the office to play soccer.
- Oh dear - I just _____ that my final sales report needs to be updated.
- Carol was late for work, as usual. She _____ at the office at 10 o’clock.
- Don’t ask me to share an office with Richard - we don’t _____ at all.
- The plant supervisor was very frustrated and angry with his workers, so he _____ them _____ of his office.
- Mr. Hudson is _____ his documents at the HR department right now.



**WORKSHEET 3 – SELF EVALUATION
FUNCTIONS AND VALUE OF HUMAN RESOURCES MANAGEMENT**

- 1. Which of the following is NOT a function of Human Resources Management?**
 - a. Selection and research of job candidates
 - b. Orientation and training
 - c. Provision of new work assignments
 - d. Performance evaluation

- 2. One of the most expensive HR mistakes a company can make is:**
 - a. Helping people be less productive.
 - b. Hiring the wrong person for the job.
 - c. Not having an HR department.
 - d. Not doing enough to motivate employees.

- 3. HRM adds value to a company by:**
 - a. Ensuring employees are paid on time.
 - b. Creating and designing cost-effective benefits packages for employees.
 - c. Kicking out bad employees from the company.
 - d. Attracting the best people and motivating them to do their best work.

- 4. Which of the following is NOT a primary responsibility of HR?**
 - a. Job analysis and design
 - b. Recruitment
 - c. Division of work responsibilities
 - d. Recommendations on staffing

- 5. In Job Analysis and Design, HR must determine:**
 - a. The level of knowledge and skills needed for a specific job.
 - b. How much money to pay a potential employee.
 - c. Where to find potential job candidates.
 - d. The best aptitude tests to prevent bad hires.

- 6. The term “headhunt” means:**
 - a. Filling a job vacancy with someone who works in a different department at the company.
 - b. Selecting the best candidate from a group of interested job applicants.
 - c. Searching for a new employee who doesn’t already have a job.
 - d. Searching for a new employee who works at a different company.

- 7. To determine appropriate compensation and benefits, HR must:**
 - a. Know what similar jobs in the area pay employees.
 - b. Give feedback to the employee.
 - c. Specify which employees will perform which job.
 - d. Analyze the results of an employee aptitude test.

- 8. A good business manager who understands the value of HR:**
 - a. Knows when to kick people out from the company.
 - b. Knows how to get the best results from employees and keep them happy.
 - c. Can identify a bad job candidate in the first interview.
 - d. Saves money by giving more work to employees.



MODULE 2 CASE STUDY: NEVER RUSH THE HIRING PROCESS

Instructions: Read the following case. Then answer the questions.

Company X is a small marketing company. They had a vacant job that was extremely important. Work was increasing at the office so they were anxious to hire someone fast. The manager selected and hired John after one interview. John seemed intelligent and negotiated an excellent compensation package (in part because he exaggerated his skills). The company didn't ask John to take the standard personality or skills tests; in his resume, John seemed to have all the right work experience. The manager also didn't check out John's references – he was at his last company for 3 years, so he was probably successful, right? (1)

After hiring John, the company spent the next 3 months using company resources to train and integrate him into the company, with mixed results. He often turned up late to work. He didn't get along well with some employees in the department. Some frustrated employees felt John didn't work well in groups. They also felt John spent too much time taking out important company clients to expensive dinners. However, management carried on waiting for the situation to get better. (2)

Finally, after 12 months, the situation did not work out and the company decided to terminate John. However, at this time John made friends with many clients at the Company and created a division with other employees (some liked him and others hated him). When John left the company, some employees and clients went with him to his next job at a competitor where he set up a new department. (3)

1. What primary HR functions occurred in the scenario?

2. What were some of the signs that John was NOT a good hire?

3. What did the company FAIL to do when they hired John?

- 4. One of the biggest reasons John was fired was because:**
- a. His work was deficient.
 - b. He showed a negative attitude.
 - c. He caused conflicts with the employees in his department.
 - d. The company's clients didn't like him.

- 5. What was the company's biggest mistake with John?**
- a. They spent too much money and resources on his training.
 - b. They let him talk to important clients.
 - c. They paid him too much money.
 - d. They conducted the hiring process too fast.



MODULE 2 - WRITING ASSIGNMENT

The scenario

Company HK is a public relations agency with about 100 employees. The work hours are long and unpredictable, so management is committed to keeping employees happy by offering special “perks” (non-financial incentives) like a full kitchen for breakfast and lunch with microwave, free coffee, refrigerator and a toaster, a closet with snacks (soda, water, juice, chips and cookies), and a lounge area with a big screen TV, magazines and books that everyone can use.

The problem

Employees are not taking care of these special spaces and are leaving things disorganized. Some people leave soda bottles and papers in the meeting rooms and don't put away dishes in the kitchen. Employees leave the TV on in the lounge room. Even worse, there is food on the desks in cubicles – mixed with important documents and papers. Other employees forget to shut off their computers when they go home at night. The cleaning company comes to the office twice a week after 7 p.m., so all these things do not present the best image when clients visit the office and some employees have complained about the mess to the General Manager.

Task:

Imagine you are the General Manager of the office. Write a workplace memo with at least 5 guidelines for the office employees so the office can be organized and presentable at all times. Include your reasons why. Use a combination of phrasal verbs (two part verbs) and modals (Would you mind...could you...etc.).



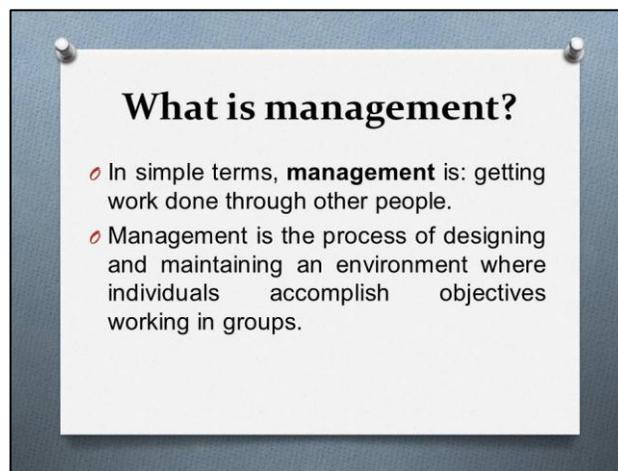
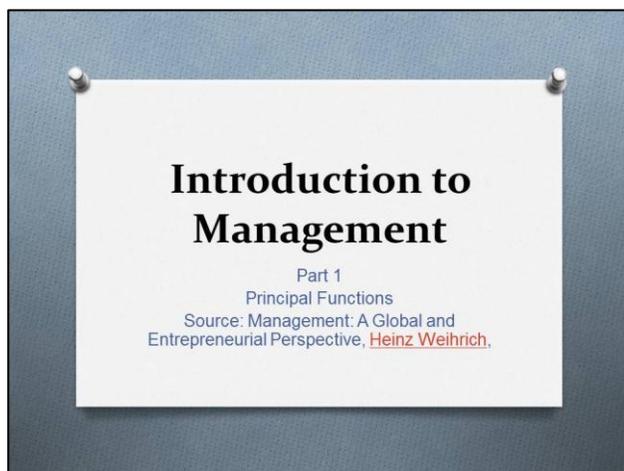
Appendix I – Management lesson plan outline and sample materials

LESSON PLAN: MODULE 3 – INTRODUCTION TO MANAGEMENT	
Level	3 – Business Administration
Language Level	A2/A2+
Content Topic	Introduction to Human Resources Management
Materials and Resources	<i>Content:</i> UDA Virtual Classroom, Powerpoint presentation, whiteboard, YouTube video clips. Case study. Efficiency vs efficacy worksheet. <i>Language:</i> grammar / content worksheets
General Objectives	<ul style="list-style-type: none"> Understand the foundations of Management, its process and primary functions. Achieve a positive understanding of how good management can impact a company's performance.
Learning outcomes	<ul style="list-style-type: none"> Define management and its principal functions. Identify the different types of managers, hierarchies and managerial roles Identify and use infinitives and gerunds to provide advice. Use imperatives to give advice.

TEACHING OBJECTIVES MODULE 3		LEARNING OUTCOMES (what learners will be able to do after the unit)
A. CONTENT (what I plan to teach)		
1. Definition of Management <ul style="list-style-type: none"> Activate prior knowledge Functions of management 	<ul style="list-style-type: none"> Create a definition for Management 	
2. Primary functions of Management <ul style="list-style-type: none"> Planning, Organizing, Leading, Controlling 	<ul style="list-style-type: none"> Identify the different activities inherent within each function. 	
3. Productivity <ul style="list-style-type: none"> The differences between efficiency vs. effectiveness 	<ul style="list-style-type: none"> Understand the differences between efficiency and effectiveness 	
4. Management hierarchies <ul style="list-style-type: none"> top managers, middle managers, front line managers, team leaders Managerial roles according to Mintz: interpersonal (figurehead, leader, liaison), informational (monitor, disseminator, spokesperson), decision (entrepreneur, disturbance handler, resource allocator, negotiator) 	<ul style="list-style-type: none"> Distinguish between the different roles according to their activities 	
B. COGNITION		
<ul style="list-style-type: none"> Resolve cloze tests and worksheets in groups. 	<ul style="list-style-type: none"> Understand the roles of managers Collaborate with peers to analyze workplace/business problems and use different aspects of language to provide solutions. 	
C. COMMUNICATION (essential grammar to be covered along with the topic content)		

TEACHING OBJECTIVES MODULE 3	LEARNING OUTCOMES (what learners will be able to do after the unit)
<p>1. Grammar objectives</p> <ul style="list-style-type: none">• Effectively identify and use infinitives and gerunds.• Effectively formulate advice using imperatives (try to...make sure...) <p>2. Language objectives: Learners will be able to:</p> <ul style="list-style-type: none">• Listen to and understand teacher's explanation of the topics• Talk with peers/in groups to analyze a human resources scenario• Formulate requests• Use English when reporting thoughts	

Content presentation material





Principal Functions of Management



- Actions include:
- o Setting goals.
 - o Establishing a strategy to achieve those goals.
 - o Planning is essential in any organization because it gives employees direction.
 - o Failure to plan dilutes the efforts of the organization and generates mediocre performance.

Principal Functions of Management



- Actions include:
- o Establishing a structure for the organization and the individual jobs in it.
 - o Determining who has the authority to make decisions, who will perform tasks, and the reporting structure of the organization.
 - o An **organizational chart** is a popular tool for this process.



Principal Functions of Management



- Actions include:
- o Directing and motivating employees to achieve organizational goals and objectives.
 - o Management **must** motivate employees to ensure they perform at an optimal level.
 - o An important part of leading is determining which incentives generate improved performance.

Principal Functions of Management



- Actions include:
- o Evaluating performance and making changes as necessary.
 - o By evaluating performance and comparing it to the objectives, management can determine the progress of its workforce.

Productivity, Effectiveness and Efficiency

Productivity

- o Successful companies create a **surplus** (*extra, excess*) through **productive operations**.
- o **Elements:**
 - o **Inputs**
 - o people, capital, skills
 - o **Outputs**
 - o Products, services

Productivity, Effectiveness and Efficiency

What is productivity?

- o A measure of the efficiency of a person, machine, factory, system, etc. **in converting inputs** into useful **outputs** – all in a specific period considering quality.

$$\text{Productivity} = \text{outputs} / \text{inputs}$$

- o Productivity is a critical determinant of cost-efficiency.



Productivity, Effectiveness and Efficiency

What is effectiveness?

- o The achievement of objectives.
- o Something is effective when you complete a task or activity.

What is efficiency?

- o Completing the task/activity/objective using the least/minimal resources.

Management: Science or art?

- o Managing is an **art** - like other practices like medicine, music composition, engineering.
 - o It is about doing things according to the realities of a situation.
- o Managers can work better by using the organized knowledge of management – this knowledge is a **science**.
- o Science and art are complementary.

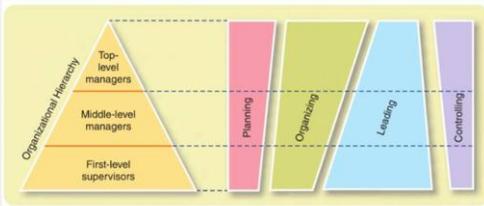
Introduction to Management

Part 2
Management Hierarchies

The Management Hierarchy

- o Traditional hierarchy

Figure 1.1 Time spent in carrying out managerial functions*



The Management Hierarchy

- o A different perspective**



The Management Hierarchy

- o **TOP MANAGERS:** Are at the **highest level**
- o Are responsible for the **performance** of the company and must articulate a **vision**.
- o Must obtain the **commitment** of employees and create a **positive culture**.
- o Common positions include: CEO (Chief Executive Officer), CFO (Chief Financial Officer), CMO (Chief Marketing Officer), COO (Chief Operations Officer), etc.
- o Depending on the structure, Vice President of Marketing, Finance, etc. may be at the top.

Top Managers



Name: Mark Zuckerberg
Position: CEO and founder of Facebook



The Management Hierarchy

- Top Managers**
 - o **MIDDLE MANAGERS:** Serve as intermediaries between top and first line managers
- Middle Managers**
 - o Examples: District managers, bank branch managers, regional managers.
 - o Must execute goals and objectives established by top management.
- First-line Managers**
 - o Must allocate and move resources (money, people, etc.) as necessary.
- Team Leaders****

The Management Hierarchy

- Top Managers**
 - o **FIRST-LINE MANAGERS:** are also known as **supervisors**.
- Middle Managers**
 - o Supervise employees that produce a company's goods or services.
- First-line Managers**
 - o Examples: Department, office, store managers for small operations.
 - o Must **supervise** the performance and training of new employees.
- Team Leaders****
 - o **Prepare** schedules and staffing.

The Management Hierarchy

- Top Managers**
 - o **Team leaders** are master facilitators of a group so it can be productive.
- Middle Managers**
 - o Manages internal and external relationships and reports on the status of the group.
- First-line Managers**
 - o **Pros:** The group is collectively responsible for hiring employees, organizing activities.
- Team Leaders***
 - o **Cons:** everyone on the team has equal authority.

Managerial Roles

- o Henry Mintzberg felt that Fayol's functions (planning, organizing, leading, controlling) did not sufficiently explain what a manager does.
- o **What is a manager?**
 - o Someone who is in charge of an organization or sub-group.
 - o They have authority over the group. The presence of this **authority** results in the possession of **status**. This status leads to the various roles.

Managerial Roles

Interpersonal roles

- o Are derived directly from formal authority.
- o Managers can be:
 - o **Figurehead** (ceremonial/social obligations)
 - o **Leader** (responsible for work, performance, incentives)
 - o **Liaison** (serve as a connection between the organization and outside).



Managerial Roles



Informational roles

- Based on contacts and access to information. Managers can be:
 - Monitor** (looks for information)
 - Disseminator** (passes information to subordinates)
 - Spokesperson** (transmits information outside the company)

Managerial Roles

Decision roles

- Entrepreneur** (takes advantage of opportunities and information)
- Disturbance handler** (respond to events: labour strikes, natural disasters, product problems)
- Resource allocator** (decides who gets time, money, equipment or resources)
- Negotiator** (business contracts, employee contracts, etc.)





MODULE 3 WORKSHEET 1 – COMPREHENSIVE READING

Company Profile: MacDonald’s



History

McDonald's is the world's largest chain of hamburger fast food restaurants, serving around 68 million customers daily in 119 countries. Founded in the United States in 1940, the company began as a barbecue restaurant operated by Richard and Maurice McDonald. Businessman Ray Kroc joined the company as a franchise agent in 1955 and later bought the chain to lead its worldwide growth.

Business model

A McDonald's restaurant is usually operated by a franchisee, an affiliate, or the corporation itself. The McDonald's Corporation revenues come from the rent of locations, royalties, and fees paid by the franchisees, and sales in company-operated restaurants.

Business Strategies

McDonald's uses the same competitive strategy in every country: to be first in the market and establish the brand as rapidly as possible. The company is good at adapting its menu to reflect local market conditions and tastes. In Norway, they serve grilled salmon sandwiches; in Uruguay, they sell hamburgers with eggs; in Germany, some restaurants sell beer. When the company opened in India in 1996, it worked with a local agency to understand local customs and India's strong vegetarian tradition. As a result, the hamburgers in this country are made of lamb or chicken, not beef. It also divided the kitchens into vegetarian and non-vegetarian zones to keep food separate.

Even with its success, McDonald's has faced many challenges like strong competition in chains like Burger King, KFC and Pizza Hut, decreased sales and changing consumer habits. In 2006, the company started introducing a fresh, new image to attract younger customers to its restaurants, using less plastic and more wood, modern lights, free Wi-Fi and flat screen TVs. It also set up McCafé in 2009 to attract sophisticated, young coffee drinkers and started experimenting with flexible menu options, for example, letting customers make their own burgers and extending all-day breakfast menus – which increased sales by 5% in the US.

<p>1. What primary management functions/actions can you identify in the profile?</p>	<p>2. Why is McDonald’s successful in many countries around the world?</p>
<p>3. The company adapts to different markets by:</p> <ul style="list-style-type: none"> a. Offering as many new food items as possible. b. Building attractive restaurants. c. Providing amenities like TV, internet access and lights. d. Studying local market conditions and tastes. 	<p>4. The McCafé is an attempt:</p> <ul style="list-style-type: none"> a. To experiment with coffee sales. b. To compete with other fast food restaurants. c. To adapt to the preferences and interests of younger consumers. d. To get people to drink coffee with their burgers.
<p>5. What has McDonalds done to face competition?</p>	<p>6. Should McDonald’s expand its menu? Why? What products would you incorporate?</p>



MODULE 3 WORKSHEET 2 - EFFICIENCY VS. EFFECTIVENESS

Companies often talk about employee effectiveness and efficiency when thinking of ways to improve business. While they sound similar, effectiveness means something different than efficiency. An effective employee produces at a high level, while an efficient employee produces quickly and intelligently. By combining effectiveness and efficiency, a company produces better products faster and with fewer resources.

Instructions: A. Read the following text. Check (✓) the correct category.

Task/Activity	Efficiency	Effectiveness
1. Doing a task in a correct manner.		
2. Doing tasks/activities that are necessary.		
3. To be concerned about the "how."		
4. Being concerned about the end goal.		
5. Focusing on objectives and results.		
6. To focus on methods and procedures.		
7. Realizing goals and objectives.		
8. To comply with internal regulations.		
9. To understand and train.		
10. To know.		
11. To win the soccer game.		
12. Playing soccer with skill.		
13. To win a war.		
14. Knowing how to fight.		
15. Being punctual at work.		
16. To work well and add value to the organization.		

B Mark true or false.	True	False
1. A manager or employee who's efficient isn't always effective.		
2. Face-to-face communication (with non-verbal cues and facial expressions) is usually most efficient.		
3. Efficiency is better than effectiveness.		
4. If a small company has limited resources, they may be more interested in efficient operations to maximize their capabilities.		



MODULE 3 WORKSHEET 3 - “STICKY” DILEMMAS

Imagine you work for a newspaper. You are an expert at resolving “sticky” situations. Respond to one of the following situations below. Write 4-5 lines of advice and use at least one combination of **stop + gerund**, and other combinations if possible, such as **try + gerund/ infinitive**. For example:

Problem:

I don't know what to do. I want to spend time with my best friend, but she keeps bringing her new boyfriend along. He's not a bad person, but he talks a lot. It's difficult to feel close to my girlfriend when he's always around. I want her to be happy with this guy, but I want to spend time with her, too. – *Missing my best friend*

Advice:

Dear *Missing My Best Friend*, Stop feeling bad. It isn't a terrible thing to want time with your best friend. Try telling her exactly what you told me. Tell her you want her to be happy, you think her boyfriend is a good guy, but you miss spending time with her alone. She'll probably understand.

Problem #1

I'm turning to you for advice. I work in a big office, and we all have work to do. One of my co-workers always asks me for help. I like to help people, but some of the things he's asking me to do are tasks he should be able to do on his own. I can't believe he got the job in the first place! For example, he doesn't know how to write a request letter or type up a report! However, he's a friendly person. – *Annoyed co-worker*

Problem #2

I have a good relationship with my co-worker. We often go out for lunch and talk about our families. But lately, she's been taking up too much of my time at the office. She wants to talk all the time and I can't finish my work. However, she's very nice to me and helps me with my work sometimes. What should I tell her? – *Worried co-worker*

Problem #3

I have a co-worker who is a nice person, but sometimes lazy. Our supervisor likes to put us together in groups to work on projects. The problem is my co-worker often makes personal calls or checks his Facebook page when we work. However, he's very good at presenting the final projects in meetings and always brings us snacks when we work. – *Frustrated co-worker*



**MODULE 3 WORKSHEET 4 – SELF EVALUATION
FOUNDATIONS OF MANAGEMENT**

TOTAL SCORE / 20:

A. Instructions: fill the gaps with the appropriate word. One word may be used twice. (14)

<i>art</i>	<i>leading</i>	<i>strategy</i>	<i>productivity</i>	<i>efficiency</i>
<i>planning</i>	<i>surplus</i>	<i>controlling</i>	<i>science</i>	
<i>staffing</i>	<i>quality</i>	<i>organizing</i>	<i>effectiveness</i>	

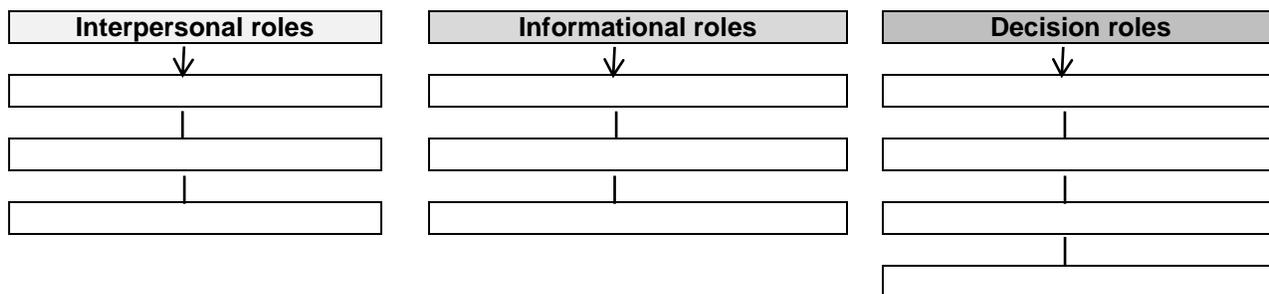
Management is the process of designing and maintaining an environment for efficiently accomplishing selected aims. Managers carry out the functions of _____ and _____. Managing is an essential _____ at all organizational levels; however, the managerial skills required vary with the organizational level. The goal of all managers is to create a _____. Enterprises must focus on _____ which is to generate a favorable output-input ratio in a specific time period with considerations for _____. _____ implies _____ (achieving objectives) and _____ (using the least/minimal amount of resources). Managing as practice is an art; organized knowledge about management is a science. (Source: *Management, Heinz Wehrich*)

B. Match the correct information. (4)

- | | | |
|------------------------|-------|---|
| 1. First-line Managers | _____ | a. Common positions include: Chief Executive Officer, Chief Financial Officer. |
| 2. Middle Managers | _____ | b. Are known as master facilitators of groups. Manage internal and external relationships. |
| 3. Top Managers | _____ | c. Also known as supervisors. Must supervise the performance and training of new employees. |
| 4. Team leaders | _____ | d. Serve as intermediaries. Must move resources as necessary |

C. Fill in the missing information in the chart. (2)

Mintz's Managerial Roles



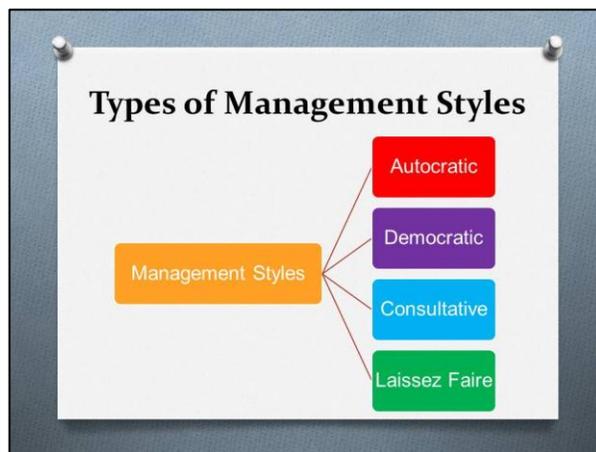


Appendix J – Management Styles lesson plan outline and sample materials

LESSON PLAN: MODULE 4 – MANAGEMENT STYLES	
Level	3 – Business Administration
Language Level	A2/A2+
Content Topic	Management Styles
Materials and Resources	<i>Content:</i> UDA Virtual Classroom, PowerPoint presentation, whiteboard, YouTube video clips. <i>Language:</i> grammar / content worksheets
General Objectives	<ul style="list-style-type: none"> Learn about four major management/leadership styles and their characteristics. Learn about the differences between a boss and a leader.
Learning outcomes	<ul style="list-style-type: none"> Describe/identify four major management styles, their pros and cons. Analyze situations and suggest appropriate management styles. Effectively use adverbial clauses of time (until, when, after, before, while, since, as soon as).

TEACHING OBJECTIVES MODULE 4	LEARNING OUTCOMES (what learners will be able to do after the unit)
A. CONTENT (what I plan to teach)	
1. Management Styles <ul style="list-style-type: none"> Four leadership styles Pros and cons 	<ul style="list-style-type: none"> Identify four different leadership styles and differentiate between them.
2. Boss vs. Leader <ul style="list-style-type: none"> Boss inspires fear vs. leader inspires enthusiasm 	<ul style="list-style-type: none"> Differentiate between the different characteristics of a boss vs. a leader
B. COGNITION	
<ul style="list-style-type: none"> Resolve worksheets and case scenarios in groups. 	<ul style="list-style-type: none"> Understand the appropriateness of different types of management styles; no single style works for everyone. Collaborate with peers to analyze workplace/business problems and use different aspects of language to provide solutions.
C. COMMUNICATION (essential grammar to be covered along with the topic content)	
1. Grammar objectives <ul style="list-style-type: none"> Effectively identify and use adverbial clauses of time (before, after, when, since, while, as soon as) 	
2. Language objectives: Learners will be able to: <ul style="list-style-type: none"> Listen to and understand teacher’s explanation of the topics Talk with peers/in groups to analyze a business scenario Organize and present thoughts Use English when reporting solutions 	

Content presentation material

A white rectangular slide with a blue border, pinned to a dark blue background. The title "Autocratic: 'Do what I say'" is in a red box. Below the title, there is a list of characteristics and a cartoon illustration of a manager with a large nose and a small employee. The list includes:

- An autocratic manager **dictates** orders to employees and makes decisions with NO consultation. (authoritarian)
- Pros:** decisions are made **fast** because employees are not consulted and work is usually completed on time.
- Cons:** employees can be demotivated.
- Is appropriate when employees do not have good skills or the organization is in crisis.
- Example: Napoleon

A white rectangular slide with a blue border, pinned to a dark blue background. The title "Democratic: 'What do you think?'" is in a purple box. Below the title, there is a list of characteristics and a 3D illustration of a group of blue people standing around a central red figure. The list includes:

- A democratic manager delegates authority to employees and gives them responsibility to complete activities.
- Employees are invited to contribute ideas and make decisions.
- Pros:** When employees are involved in making decisions, they are **motivated** and feel **respected**.
- Cons:** democratic management can slow down the process of making decisions.
 - Some employees may not work to their full capacity.
- Ex: Steve Jobs - Apple

Consultative: "I value what you say"

- A consultative management style is a combination of democratic and autocratic. (also called *paternalistic*)
- The consultative manager asks for opinions from their employees, but in the end, the manager makes the final decision.

- **Pros:** good morale and motivation levels.
- **Cons:** not all ideas can be implemented, causing tensions.



Laissez-Faire: "How can I help you?"

- A *laissez faire* manager sets the tasks and gives employees **freedom** to work with no interference. (*delegative*)
- The manager acts like a coach and answers questions.
- **Pros:** giving personal responsibility helps employees to develop and be motivated. Fun/social work environment.

- **Cons:** employees who do not receive adequate direction/information may feel lost.
- Is good for top employees who perform very well.



Which style is the most appropriate?

- The correct management style will generate better motivation and productivity from staff.
- However, it is not easy to "select" a style.
- Managers' personalities and characteristics will influence the type of style adopted.
- For example, a timid manager will have difficulty adopting an autocratic management style.

BOSS vs. LEADER



BOSS vs. LEADER



BOSS vs. LEADER





BOSS vs. LEADER

A leader is one who knows the way, goes the way, and shows the way.

BOSS vs. LEADER

The key to successful leadership today is influence, not authority.

BOSS vs. LEADER

Leaders grow, they are not made.

BOSS vs. LEADER

Leadership is getting people to work for you when they are not obligated



MODULE 4 WORKSHEET 1 – READING EXERCISES

A. Management Styles

Instructions: Read the scenarios. Write the correct type of management style. (Autocratic=A; Democratic= D; Consultative/Paternalistic=C/P; Laissez Fair/Delegative= LF/D). Then mark if the example is positive or negative.

Situation	Style	Positive/Negative
1. Jack is the new supervisor in charge of a radio production line. He immediately starts by telling the employees what changes need to be made. When some employees make suggestions, Jack says he does not have time to consider them.		
2. A construction team has worked together for the last 4 years with very little change in personnel. They always vote before making a decision on how to proceed with new construction projects.		
3. Miranda is a business expert leading a team of scientists who are working on new ways to recycle plastic. The team discusses the merits of each proposal, but Miranda retains the final decision making authority.		
4. Company ABC is having serious problems with production. Alex is hired as the new supervisor to fix the problem. Over the next two months, Alex tells the employees what needs to be done and how to do it.		
5. Sara is busy working on the company budget. She is told to start a new project immediately. She calls the employees together and explains the new project. Sara then tells the group to start the new project while she completes the budget.		
6. There are 7 people on a special project team and each individual is from a different department. Although a leader was elected, no decisions are final until each individual approves.		
7. Amy is a Director in a communications agency. She asks Cathy to investigate interesting philanthropic activities in the banking industry and write a report. While Cathy is working, Amy offers to help one time. After 2 weeks have passed, Amy asks Cathy if the report is finished.		
8. A small department performs the same functions every day. To get information out, the supervisor sends it by email or text; he almost never organizes face to face meetings.		
9. Bryan is hired as the new chef of an Italian restaurant. He can't introduce new menu options or specials until the manager approves. The manager is not always in the city.		
10. A project is running very late. The manager organizes a meeting of all supervisors to create a strategy to complete the project on time.		

B. Differences between a boss and a leader. Instructions: Watch the video. Write a minimum of 5 characteristics of a boss vs. a leader.

BOSS

LEADER



MODULE 4 WORKSHEET - SCENARIO FOR ORAL TEST

Instructions: 1) Discuss as a group what you would do in the situation. 2) What is the **best** management style to manage the situation effectively? 3) What type of leader could make the situation **worse**? Why?

Situation #1: *The employees in your department are having serious problems getting work done. Their performance has been decreasing rapidly and some employees are very unproductive. They have not responded to your efforts to be friendly or to your expressions of concern for their wellbeing.*

- a. Re-establish the need for employees to follow procedures to complete their activities.
- b. Be sure that staff members know you are happy to talk with them, but don't pressure them.
- c. Talk with your employees and then set performance goals.
- d. Wait and see what happens.

Best management style:

Worst management style:

Situation #2: *In the past few months, the quality of work done by staff members has been increasing. Reports are correct and updated. You have been careful to make sure that the staff members understand your performance expectations.*

- a. Do nothing.
- b. Continue to emphasize the importance of completing tasks and meeting deadlines.
- c. Be supportive and provide clear feedback. Continue to make sure that staff members know what is expected of them.
- d. Remember to make staff members feel important and part of the decision making process.

Best management style:

Worst management style:

Situation #3: *Performance and interpersonal relations among your staff have been good. You have normally left them alone. However, a new problem has been presented, and it looks like staff members are having significant difficulties resolving the problem themselves.*

- a. Bring the group together and work as a team to resolve the problem.
- b. Continue to leave them alone to work it out.
- c. Act quickly and firmly to identify the problem and establish procedures to correct it.
- d. Encourage the staff to work on the problem and tell them you are available as a resource and for discussion if they need you.

Best management style:

Worst management style:

Situation #4: *You are considering a major change in your program. Your staff has an excellent work record and a strong commitment to excellence. They support the need for change and have been involved in the planning.*

- a. Continue to involve the staff in the planning, but make sure you direct the change.
- b. Present the changes and then implement them with close supervision.
- c. Allow the group to be involved in developing the change, but don't push the process.
- d. Let the staff manage the change process.

Best management style:

Worst management style: