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**CLIL teaching based on the use of task-based classroom
activities for the enhancement of student's oral skills**

Tesis para optar el Grado de
Magister en Educación con mención en Enseñanza de Inglés como Lengua
Extranjera

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Lima, setiembre 2020

Approval

The thesis entitled “**CLIL teaching based on the use of task-based classroom activities for the enhancement of students’ oral skills**”, presented by **Sonia Lucila Ponte Tovar de Breustedt**, in accordance with the requirements of being awarded the degree of Master in Education with a mention in Teaching English as a Foreign Language, was approved by the thesis director: Dr. Majid Safadaran Mosazadeh, and defended on..... before a Jury with the following members:

President

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Resumen Analítico-Informativo

CLIL teaching based on the use of task-based classroom activities for the enhancement of students' oral skills.

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Tesis.

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Palabras claves: CLIL / aprendizaje de contenido y lenguaje / habilidades orales / aprendizaje basado en tareas (TBL) / scaffolding.

Introducción: La investigación analiza la incorporación de varios tipos de actividades basadas en tareas en CLIL (El Aprendizaje Integrado de Lengua y Contenido), particularmente en un curso de Gestión de la Cadena de Suministro (SCM), para fomentar las habilidades de comunicación oral de los estudiantes. La presente investigación evalúa cuán relevante los estudiantes consideran las clases CLIL y las actividades basadas en tareas para desarrollar habilidades de lenguaje y contenido. La investigación muestra la importancia de planificación de lecciones y actividades utilizadas por los maestros de CLIL como una estrategia para mejorar el aprendizaje del idioma y el contenido.

Metodología: El tipo de análisis de la información en la presente investigación se clasifica como cuasi experimental porque compara los resultados de un solo grupo de estudiantes. También considera la recopilación de datos cuantitativos y cualitativos al comparar los resultados de las encuestas de percepción, las respuestas al cuestionario y la evaluación oral antes y después de la prueba.

Resultados: Los estudiantes percibieron un aumento de sus habilidades de comunicación oral en el aula durante sus actividades basadas en tareas. Este es el resultado obtenido al comparar los resultados de las encuestas de percepción previas y posteriores a la prueba y su evaluación oral final.

Conclusiones: La presente investigación contribuye con información sobre cómo los maestros de CLIL pueden apoyar y motivar a sus alumnos para que hablen en el aula utilizando las estrategias y técnicas adecuadas para ayudarlos a desarrollar sus habilidades de contenido y lenguaje..

Fecha de elaboración del resumen: 01 de agosto de 2020

Analytical-Informative Summary

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Keywords: CLIL / learning of Content and Language / oral skills / task-based learning (TBL).

Introduction: The research analyses the incorporation of various types of task-based classroom activities in a Content and Language Integrated Learning (CLIL) environment, particularly in a Supply Chain Management (SCM) course, to enhance student's oral skills. The present research evaluates how relevant students consider CLIL classrooms and the use of task-based classroom activities to develop language and content skills. The research shows the importance of lesson planning and activities used by CLIL teachers as a strategy to enhance students' language and content learning.

Methodology: The type of analysis of data in the present research classifies as quasi-experimental because it compares the results of one classroom. Quantitative and qualitative investigation because the data is collected through tests, perception surveys, questionnaire responses, and oral assessment.

Results: Students perceived an increase of their oral skills in their classes during the task-based activities. This is the result obtained by comparing the results of the pre-test and post-test perception surveys and their final oral assessment.

Conclusions: The present research contributes with information on how CLIL teachers can support and motivate their students to speak in the classroom using the right strategies and techniques to help them develop both their content and language skills.

Summary date: August 1st, 2019

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Introduction

There have been different interpretations of the approaches related to the teaching of English language. For the most part, these conceptions have been methods and approaches related to the teaching of communicative skills. The communicative language teaching (CLT) approach has different assumptions, in terms of interaction, as learners engage in classroom learning tasks that provide opportunities to use and practice the language and in terms of meaningful communication, as learners discover the language by practicing and making errors and learning through collaboration and sharing (Richards, 2006). Also, the characteristics of classroom activities create the need for communication, interaction, and negotiation of meaning through the use of activities such as problem-solving, information sharing and role play and make use of content that connects to student's lives and interests (Richards, 2006).

The evolution of language teaching resulted in the need for students to not only learn general English but to study their subjects in English (Graddol, 2005). For this reason, the approach for teaching content subjects through the medium of a foreign language emerged, known as Content and language Integrated Learning (CLIL).

The meaning of CLIL refers to "teaching curriculum subjects through the medium of a language still being learned, providing the necessary language support alongside the subject specialism" (Graddol, 2006, p.86). According to Marsh (2002), "CLIL is a dual-focused methodological approach that embraces both language and non-language content, focusing mainly on 'meaning'" (p.65).

Regarding the planning and delivering of the CLIL curriculum, it is important that those involved have the means to support a contextualized interpretation of CLIL, to define the principles and evaluate the processes (Coyle, Hood, marsh, 2010). According to Meyer (2010), "the CLIL approach does not automatically lead to successful teaching and learning. Teachers need new tools and templates that help them plan their lessons and create their materials (Meyer,2010, p.13).

In regards to the enhancement of oral skills in CLIL teaching, there are certain language competencies that are favorably affected or unaffected than others. The listening and reading skills and vocabulary are favorably affected than the writing and speaking skills and pronunciation (Dalton-Puffer, 2007). For this reason, teacher's choices are important in order for students to communicate or interact in the classroom. For instance, one way to achieve this is by involving students in different task-based classroom activities that provide the necessary negotiation of meaning to complete those tasks and allow a greater degree of content learning (Meyer, 2010).

According to Meyer (2010), the Task-Based Language Teaching (TBLT) approach should be an integral part of CLIL teaching because brings authentic communication into the classroom. Nunan (2004) mentions some of the principles of this approach: the importance on learning to communicate through interaction in the target language, the opportunities given for learners to focus not only on language but also on the learning process and the enhancement of the learner's own personal experiences to classroom learning. Breen (as cited in Nunan, 2004) defines 'task' as a range of workplans which have the purpose of facilitating language learning from a simple exercise to a more complex and extended activities such as problem-solving, and decision-making. The various ways of presenting the tasks to the learners could also enhance other skills such as critical thinking, decision-making, problem-solving, among others and could contribute to the development of student's oral skills in the target language. For instance, if students are involved in tasks or activities, it could help them build their capacity to solve complex and real-life problems beyond the subject-matter.

Therefore, this thesis attempts to provide some insights into the features of CLIL teaching and the tools that teachers need to develop task-based classroom activities based on the use of case studies and project-based tasks and how they may contribute towards the enhancement of students 'oral skills.

The present study is divided in chapters: The first chapter talks about the investigation outline, the formulation of the problem, hypothesis and objectives that directed the course of the investigation. The reasons that motivate the development of the investigation are also included as well as the antecedents of the investigation.

The theoretical framework is presented in the second chapter. It comprises four main topics: CLIL principles and theories, CLIL practices in higher education in Peru, methodology and design of the CLIL task-based classroom activities and finally lesson planning tools for CLIL teachers. The first two topics help determine the principles and theories for a subject content course design, and the other two in regards to the type of task-based activities, the planning of materials and the tools to be used for creating these activities.

In the third chapter, the investigation presents the methodology adopted and the characteristics of the population and study sample. This part also includes the implementation of the proposal, such as the techniques and instruments used, in order to initiate with the observed problem. In regards to presentation of the case study and oral presentation activities in the CLIL classroom, it is characterized by the use of teaching tools and templates. The classroom activities presented include a case study analysis of a company and a project-based oral presentation project of a company. Finally, the last chapter presents the data collected, the

discussion of results, and the findings upon the completion of the research, attaining some supportive conclusions and offering some practical recommendations to consider if anyone wishes to embark on a similar work.





Chapter 1

Investigation outline

1. Formulation of the problem

Some of the main reasons why CLIL is introduced at institutions may be linked to the learning of a language, non-language content, overall learner motivation and school profile enhancement, or even changes in how we teach and what we teach in a given school (Marsh, 2002). Whatsoever the reason may be, CLIL opens up means to re-think how and when we teach certain types of subject matter and language which requires adopting an interdisciplinary mindset (Marsh, 2002). CLIL teachers also need the necessary teaching tools and resources in order to plan a series of lessons and to promote a successful content learning and the acquisition of language skills. However, there are still limited methodological resources and guidance in CLIL to enable teachers to plan and teach with a multiple focus that is necessary to the successful integration of content and language (Meyer, 2010).

There are certain aspects of language competence in CLIL that are favorably affected such as the listening and reading skills and vocabulary rather than the speaking and writing skills (Dalton-Puffer, 2007). That is why the need to talk about the importance of teaching oral abilities and the tools that teachers need in order to overcome these gaps. There are many different reasons why learners could find it difficult to speak in the target language in the classroom.

First, one issue is when students do not get the opportunities to speak the foreign language in the classroom which could lead that they feel unmotivated and lose interest in the learning process. However, there are techniques that teachers can use to create a positive environment and offer students challenging and motivating activities to encourage them to speak which could help with their motivation and attitudes towards speaking in the class or carry out tasks in an effective way. Richards (2006) highlights that tasks that focus on fluency require meaningful use of the language and focus on achieving communication.

Second, the enhancement of the speaking abilities of the students taking CLIL courses that are less positively affected than the receptive skills (Dalton-Puffer, 2007). If students are listeners most of the time, the only form of spoken input they get are the teacher's questions and feedback and if possibly students' answers to questions. This suggests that the talking in class depends on the way the teacher leads the class to the discovery of new concepts and facts through strategic questioning instead of extended teacher lecturing which is considered teacher-centered.

If teachers begin designing activities based on multiple tasks, it could help and enable students to practice the language orally either in pairs or in groups and create opportunities of interaction and communication skills in the target language.

Teachers are also responsible for obtaining the adequate teaching resources for planning the lessons and activities with a multiple focus that is vital to the successful integration of content and language skills (Meyer, 2010). Coyle's 4Cs framework provides teaching tools for teachers to integrate content, cognition, communication and culture in their classrooms in order to develop successful CLIL unit or lesson planning. The principles of the 4Cs will be further mentioned in the theoretical framework hereafter.

A pilot questionnaire was created before the investigation in order to obtain the opinion of the students and their attitudes and motivation towards learning in a CLIL environment and if their language skills were enhanced in the classroom. Students mentioned they didn't enjoy much the activities and that they were listeners most of the time. They also said they did not have many opportunities to speak with their peers in class or to develop their oral skills in some of their CLIL lessons.

As a result, there was the need to offer some insights of CLIL methodology and the development of task-based activities based on the use of case studies and project-based tasks to improve the teaching-learning process. When tasks are combined with other learning skills such as problem-solving, decision-making, reporting, guessing and so on, they successfully engage students working in spontaneous or planned situations in pairs or group work. In order to do this, the participant teacher in charge of the Supply Chain Management course agreed to collaborate in the study where both groups of students (experimental and control group) participated in the investigation. The selected group are undergraduate students (from 7th to 10th semester) from the School of Economics, Management and Engineering.

Considering the facts presented, some questions arise when analyzing the problem: What are the task-based classroom activities that motivate students to develop both their language skills and content subject abilities in a CLIL classroom?, What are the students' perceptions of task-based classroom activities for the enhancement of their oral skills? and How can language teachers work with content teachers to enhance student's language and content learning?

2. Hypothesis

2.1. General hypothesis. The collaboration between CLIL methodology through the use of task-based classroom activities could enhance the learner's oral skills and their content knowledge in English.

3. Delimitation of the objectives

3.1. General objective. To create task-based activities based on the use of case studies and project-based tasks in a CLIL classroom in order to promote students' improvement of their oral communication skills and content knowledge in English.

3.2. Specific objectives

- To analyze the collaboration between CLIL methodology through the use of task-based activities such as case studies and project-based tasks, particularly in a Supply Chain Management (SCM) course, to enhance students' oral communications skills and content knowledge.
- To evaluate students' perceptions towards CLIL classrooms and the various tasks proposed for the development of both language and content skills.
- To show some instances and strategies of lesson planning activities applied by CLIL teachers to enhance students' language and content learning.

4. Justification of the investigation

The purpose of this research is to show insights about CLIL methodology based on the use of task-based classroom activities for subject and language teachers to encourage their students to practice and to develop both their oral skills and content skills in a context of a Content and Language Integrated Learning course. Different task types such as eliciting, decision-making, problem solving, matching, guessing and so on will be presented using case studies and project-based tasks in order to promote students' oral skills in the classroom.

It requires time, patience and professional support for teachers to develop successful tools and to connect theoretical ideas to changing practice (Coyle, Hood and Marsh, 2010). For this reason, teachers and curriculum developers should work together to search for the connection between content, communication, cognition, and culture which constitutes the 4Cs Framework (Coyle, 2006, p.9). One way to achieve this is to consider the benefits of these

four dimensions together to facilitate a successful CLIL lesson planning and to enhance students' learning of both the language and the content in integration.

In the literature of the task-based language teaching (Willis, 1996; Nunan, 1989; Prabhu, 1987; Ellis, 2003), several principles have emphasized the learning to communicate through interaction in the target language and the enhancement of the learner's own personal experiences which contribute to their classroom learning (Nunan, 2004). According to Nikula, Dalton-Puffer & Llinares (2013), CLIL settings often involve hands-on, practical activities, which tend to produce personally more involved talk as students center on the here-and-now of the task (p.84).

Some main aspects of task-based language teaching state that authentic communication will occur when there are certain communication gaps. For instance, the 'information gap' refers to when students transfer information from a text to a table or from one student to another; the 'reasoning gap' when they need to infer a teacher's timetable from a set of different ones; and the 'opinion gap' when they complete a story and compare endings. Meyer (2010) mentions that teachers can make use of that principles and create authentic communicative situations by providing such gaps.

Tasks could be used in different kind of classroom activities such as case studies or project-based tasks. Case studies can be used to enhance student's written and oral communication" (Daly, 2002). Case study activities require students to recreate real-business like situations, thus it could help them to develop their managerial skills such as giving presentations or having discussions which can be achieved in pairs or team work. The tasks presented in the case studies could also help students develop other skills such as deduce, analyze, give solutions to problems. This promotes the development of decision-making skills, problem-solving skills, communication skills, among others.

The project-based classroom activity is also well-known and used in classrooms. Stoller (2006) defines project-based learning as a learning that integrate skills; develop students' understanding of a topic through integration of language with other subjects; make students produce a qualified final product and so on. Since students need to design a process to determine the solution to the problem, it could help them solve complex and real-life problems beyond the subject matter. For instance, when students are working on the tasks required to complete those projects, it could lead to develop not only their language skills but also their presentation skills, oral skills since they need to present about the solution to the problem. The presentation of these various tasks also engage students in other sub-skills such as critical thinking, decision-making, problem-solving, presentation skills, among others. For

this reason, the research is intended to make use of different task types to enhance student's oral language skills and content knowledge in English.

5. Limitation of the investigation

In order to start with the investigation in the classroom, it was important to have the permission of the faculty experts from the university. Most of the students agreed to participate there were only few who mentioned were busy with assignments and tests. Fortunately, the instructor who taught the course Supply Chain Management agreed to participate with their two groups of students.

Another difficulty presented was the time; the professor had to find some time to include the extra activities in both of his classes. In addition, it made it difficult to observe all of the lessons of the course due to the distance that is why it was necessary to include other communication tools such as Skype, emails and chat to obtain key information for the study.

Regarding the design and planning of the lessons, it took some time to learn about the subject content related to supply chain, which is very different from a language course. It was necessary to study the content and terminology, to adapt the type of tasks and to create the materials. Likewise, it was necessary to select the most significant information for the study and to carry on statistical analysis.

6. Antecedents of the investigation

There is an extensive number of dissertations and papers when it comes to the development of the learners' communication skills through task-based activities which review the importance of communication and interaction in terms of carrying out tasks for learning the language skills and content subject. The following work presents samples related to task-based language learning activities in CLIL in order to encourage students to communicate content in the foreign language and to increase teachers' scope to improve CLIL teaching for the benefit of both teachers and students.

For example, among the large number of dissertations available is the one named "Integrating the task-based approach to CLIL teaching" (2012) created by the professor Claire Tardieu and the professor Marlene Dolitsky. The authors' work attempts to show how the task-oriented approach used in CLIL classes could foster the learners' mastery of the language, encourage them to communicate content in the foreign language, and help them reach at least a B2 level according to the CEFR (Common European Framework of Reference for Languages). The authors mention that through the development of intermediary tasks and

micro-tasks teachers can help students prepare before they reach the final task by means of working in reordering and matching activities, asking and answering questions, summarizing, and so on and giving the specific vocabulary, language forms and grammar. Also, the type of input (i.e. pictures, texts, graphics) and the language processes (i.e. pair and group work, written and oral production, reading and listening comprehension) are needed to accomplish the task at hand. They also mention Prabhu's cognitive classification of the type of tasks such as the 'information gap' which rests on the conception that reasoning fosters learning and Ellis's classification of tasks such as the type of input, processes, intermediary tasks, micro-tasks and assessment. They present examples of how a task-based form of teaching can take shape in a CLIL context however they do not go in detail of other abilities developed. However, the authors reached to the conclusion that if teachers adopt a task-based approach which motivates students, they can communicate content in the foreign language, and they will improve their abilities better both in the foreign language and in the content subject. Although they focus on the processes of describing and creating different set of tasks for teachers in order to guide and support students to reach their language goals, they do not provide specific content and language activities to enhance students' learning in a context of a particular CLIL business course. They also mention that students should be assessed for their linguistic competences while they are performing micro-tasks on grammatical or lexical aspects of the language and for their content competences through intermediary activities. Comparing the results of this study with the present investigation, it is agreed that students who are motivated working with task, it can encourage them to develop their cognitive skills such as asking and answering questions, summarizing, reordering, etc., and their linguistic abilities such as specific vocabulary and grammar forms. In this way, they could improve both their skills in the foreign language and in the content subject.

On the other hand, when looking for other research related to the design of task-based learning activities to foster students' oral communication skills which is one the specific objectives of this research, two theses were found that have some similarities with the investigation. Although both studies provide benefits and insights for EFL teachers, it does not provide insights for CLIL teachers as this investigation shows.

Let us first discuss the thesis entitled "The Effectiveness of Task-Based Instruction in the Improvement of Learners' Speaking Skills"(2005), whose author is named Bariş Kasap. The study shows students' positive reactions towards Task-Based Instruction (TBI) as they are active participants in oral practice which in turn help them improve particularly their speaking skills. TBI is an effective language teaching methodology for developing communicative

language learning that gives learners opportunities to employ meaningful activities and thus promotes communicative language use by using real-world tasks.

Her work aims to integrate different types of tasks such as jigsaw exercises, problem-solving activities, information-gap and so on that promote speaking skills in the EFL language classroom, but this work integrates other task types such as summarizing, guessing, matching, filling in the blanks, problem-solving, among others that promote oral communication skills in the CLIL classroom. In addition, despite tasks are used in both works as tools to promote interaction and real language use in the classroom, this research makes use of tasks to boost the knowledge of subject-specific language. Last but not least, the author carried out her experimental study with students who were all at lower intermediate level and taking a language course at the school of Foreign Languages that is most likely why the sample lesson plan introduced the topics “ordering in a restaurant” and “giving and asking for directions” to enhance real life practice and to foster students’ problem solving skills. On the other hand, this research was conducted with university students of different range of language proficiency levels. They were taking a subject specific course named Supply Chain Management, which made clear why the tasks introduced were related to a supply chain problem activity taken from the Harvard Business Review (HBR).

Although the author’s study and this research somehow share a similar specific objective, which is to explore students’ perceptions of the task-based learning activities in the classroom for the enhancement of their oral skills, there are variations in the tasks and instruments that were used for the students and teachers. However, we both agree that when the task is more challenging, it promotes greater fluency. For instance, she talks about planned and unplanned tasks which are effective in defining the degree of negotiation for the meaning they provide. These types of tasks provide more thinking, organization, and negotiation since learners have to think of the content of their oral or written performance as in a debate or presentation. Similarly, the type of tasks used in this study such as eliciting, decision-making, problem-solving, matching, guessing and so on helped foster students’ oral communication skills since they had to negotiate and interact with their peers and presenting in front of the class. Comparing the results from her study and this one, we conclude that the task-based activities help students to be more interested in the tasks and function well in class while fostering their speaking skills.

Another study that has relevance with the investigation is the thesis named “Using Task-Based Language Learning Activities to Enhance Speaking Abilities of Prathomsuksa 5 Students” developed by Gesorn Pongsawang which was elaborated in Partial Fulfillment of

the Requirements for the Master of Arts Degree in Teaching English as a Foreign Language at Srinakharinwirot University (2012). This investigation also examined the effectiveness of using task-based learning to develop English speaking ability and to explore students' perceptions towards the use of task-based learning activities in the language classroom. Although most of the objectives are similar, the use of the various CLIL task types in this investigation was mainly to facilitate students' development of their oral skills. In addition, the results of his work attempt to be useful for language teachers of basic levels, for curriculum developers, educators who assist with students' language speaking difficulties. This study not only attempts to be helpful for curriculum designers, English teachers, subject teachers and educators; but also attempts to suggest different tasks and tools which can be adapted to suit any context.



Chapter 2

Theoretical framework

In order to understand the principles of CLIL practice in the classroom supported by the learning of the language skills and the learning of content or subject matter, the following topics of research will be analyzed: benefits of CLIL in terms of language competence, intercultural awareness, internationalization in Peruvian higher education, and successful lesson planning principles.

1. CLIL principles and theories

Content and Language Integrated Learning (CLIL) refers to any dual-focused educational context in which an additional language is used as a medium in the teaching and learning of non-language content (Marsh, 2002). According to Coyle, et al. (2010), CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. It is also important to mention that the meaning of CLIL has been referred to as an umbrella term to talk about bilingual education, immersion, integrated curriculum, languages across the curriculum, among others. That is why, Beardsmore (1993) mentions, “there is no single blueprint of content and language integration that can be applied in the same way in different countries” (p.3).

Another definition of CLIL is a medium of instruction where both content and language are learnt in integration (Wolff, 2003). In this respect, even though the foreign language is developed through the learning of curricular content, it does not mean, that language should not be focused in the classroom. As CLIL integrates language learning and content learning at cultural and cognitive levels, this results in new learning situations that are different from regular language lessons. Coyle’s main goals of CLIL (as cited in Marsh, 2002, p.27-28):

- to give students opportunities to learn about the subject matter through the medium of a foreign language.
- to use the language in a variety of contexts.
- to challenge students to think and understand prior learning in more than one language.
- to allow them to succeed in plurilingual settings and to support them in developing intercultural skills.

In the context of CLIL teaching, Nikula, Dalton-Puffer & Llinares (2013) stated that both CLIL students and teachers are normally second language speakers of the instructional language and teachers tend to be subject specialists rather than having qualifications as

language teachers. Since most CLIL teachers are content specialists (Nikula et.al, 2013), CLIL research has attracted the interest of applied linguists and has mainly focused on the language aspect, and kind of neglecting the content area. However, CLIL stakeholders claim that more research is needed on how content and language are used and learnt in an integrated way.

The purpose of CLIL is to provide all learners quality teaching and learning. In order to provide a good CLIL practice, it requires teachers to engage in alternative ways of planning for effective learning (Coyle, Hood & Marsh, 2010). CLIL can be adapted according to the context of the institutions; it is a flexible construct in which certain fundamental principles and evaluation processes must be recognized. According to Coyle et al. (2010), the continuous audit to monitor and evaluate the effectiveness of CLIL is fundamental to a successful classroom teaching and learning. The CLIL 'Tool Kit' describes six stages which are based on a class-based approach which supports the widely used 'plan-do-review' cycle. An example of this cycle can be found in chapter three with lesson planning techniques and tools to be used for developing a CLIL curricular project based on oral tasks.

Every stage of the Tool Kit provides a set of questions from which CLIL teachers can choose and guide them in creating and developing their own classroom practices. The stages consist of different planning steps:

- A shared vision for CLIL.
- Analyzing and personalizing the CLIL context.
- Planning a unit.
- Preparing the unit.
- Monitoring and evaluating CLIL in action.
- Next steps-towards inquiry-based professional learning communities.

The main focus will be 'planning a unit' which provides a planning map for CLIL teachers. It consists of four planning steps using the 4Cs Framework (content, cognition, communication and culture) and other tools which form part of the Tool Kit. Before exploring the four steps, it is useful to briefly go through the 4Cs Framework. Its four main components can be summarized as follows:

- Content: It is useful to think of content in terms of what we want our learners to progress in new knowledge, skills and understanding.
- Communication: The content and cognitive skills are linked to communication through the language *of, for, through* learning; the language *of* learning (i.e. the language that

learners need to access basic concepts, key vocabulary, phrases, etc); the language *for* learning (i.e. the language that enables learners to develop learning strategies, to think, to ask and answer cognitively challenging questions, etc.); and the language *through* learning (i.e. the language determined by the active involvement of learning and thinking).

- Cognition: It involves analyzing and engaging in higher-order thinking skills, problem solving and creativity that connect with the content.
- Culture: It involves planning how learners can develop their cultural and intercultural understanding through the medium of another language.

Throughout the four steps, the reflection questions for creating CLIL lessons help teachers construct a ‘mind map’ to build up an overview of a CLIL example unit (see Table 1).

Table 1. Reflection questions for creating a CLIL lesson

Four steps for lesson planning	
Stage: Planning a unit or sequence of lessons	Step 1: Considering content <ul style="list-style-type: none"> • which is the most appropriate choice of content for our CLIL setting? • Do we have to use an existing syllabus or curriculum? • How will we select new knowledge, skills and understanding of the theme to teach?
	Step 2: Connecting content and cognition <ul style="list-style-type: none"> • Are we encouraging the use of higher-order thinking and lower-order thinking? • Which activities or task types are likely to encourage the development of these skills?
	Step 3: Communication–Defining language learning and using Language of learning <ul style="list-style-type: none"> • What are the content-obligatory language, such as key words, phrases and grammatical demands of the unit? • What is the most effective way of teaching the language of learning? (e.g. specific tasks, grammar) Language for learning <ul style="list-style-type: none"> • What are the possible language demands of typical tasks and activities?
	<ul style="list-style-type: none"> • How can learning be scaffolded (supported) by the teaching and learning of specific language? Language through learning <ul style="list-style-type: none"> • What necessary language functions and notions do the students know already? How can these be practiced? • What strategies can our learners use to access new language for themselves?
	Step 4: Developing cultural awareness <ul style="list-style-type: none"> • How do we actively involve the learners in developing their Pluricultural understanding?

Source: Adapted from Coyle et al., 2010

1.1. Content learning in CLIL. The concept of what constitutes content in a CLIL context is much more flexible than selecting a discipline from a traditional school curriculum (Coyle et al., 2010, p.27). It depends on the context of the learning institution to define what exactly is meant by ‘content’. Content in a CLIL setting can range from a national curriculum to a project based on current issues such as global warming, ecosystems, climate change, etc. According to Meyer (2010) classroom content should be meaningful, challenging and authentic in a way that it focuses on global problems that individuals face while they connect with the lives and areas of interests of their students. In order to identify the type of content involved, it is useful to start considering some issues of content learning in general. Curriculum design and syllabuses have their own objectives and learning outcomes. But these alone do not address the ‘how’ of content learning- only the ‘what’ of content teaching. This means that CLIL demands an analysis of what is meant by effective pedagogies in different contexts.

Dalton-Puffer (2007) mentions that there are mostly positive studies that consider that CLIL learners possess the same amount of content knowledge as their peers who are taught in their first language. Vollmer et al. (as cited in Dalton-Puffer, 2007) argued that linguistic problems, rather than leading to task abandonment, often encourage mental construction activity (by elaborating and relating details, discovering contradictions), in that way a deeper semantic processing and better understanding of curricular concepts can occur.

CLIL teachers have to consider how to actively involve students to enable them to think and articulate their own content learning. In order for content learning to be effective learning, students must be cognitively engaged. This indicates that learners need to be aware of their own learning through developing other skills such as problem-solving, creative and cognitive thinking skills in order to create a framework of how to interpret meaning and understanding (Coyle et al, 2010, p.30).

Different pedagogic approaches and models have been discussed in recent times, for example the ‘teacher-controlled’ or ‘teacher-led’ where the teacher deposits information and skills into the memory of the learner (Coyle et al., 2010, p28). Other approaches such the ‘social-constructivist’ emphasize an interactive, mediated and student-led learning. This type of scenario requires social interaction between learners and teachers and ‘scaffolded’ (which is, supported) learning by someone or something more ‘expert’- that might be the teacher, other learners or resources. In order for content learning to be effective learning, students must be cognitively engaged. For this reason, CLIL teachers have to consider how to actively involve students to enable them to think and articulate their own learning. This indicates that

learners need to be aware of their own learning through developing their problem-solving, creative and cognitive thinking skills in order to create a framework of how to interpret meaning and understanding (Coyle et al, 2010, p.30).

Bloom's taxonomy is a good example of a logical framework which classifies cognitive processes which outlines six different types of thinking processes. However, his former students Anderson and Krathwohl in 2001 published an updated version by adding the "knowledge dimension" (see Table 2). The cognitive dimension consists of lower-order thinking skills (i.e. remembering, understanding and applying) and the higher-order thinking (i.e. analyzing, evaluating and creating). The knowledge dimension offers a framework for exploring the demands of different types of knowledge such as conceptual, procedural and metacognitive.

Table 2. Bloom's Taxonomy, revised by Anderson and Krathwohl

The Cognitive Dimension	The Knowledge Dimension
<i>Lower-order processing</i>	
Remembering: Producing appropriate information from memory, e.g. recognizes, describes, defines, etc. Technologies for learning: book marking, cards, reading.	Factual Knowledge: Basic information, e.g. terminology, specific details and elements.
Understanding: Meaning-making from experiences and resources, e.g. summarizes, infers, compares, etc. Technologies for learning: take notes, internet search.	Conceptual Knowledge: Relationship amongst pieces of a larger structure that make them part of the whole, e.g. knowledge of classification and categories, knowledge of theories, models, and structures, etc.
Applying: Such as using a procedure, e.g. carries out, executes, discovers, etc. Technologies for learning: blog, practice, collaborative learning.	Procedural Knowledge: How to do something, e.g. knowledge of subject-specific skills, subject-techniques and methods, and criteria to use appropriate procedures.
<i>Higher-order processing</i>	
Analyzing: Breaking down a concept into its parts and explaining how the parts relate to the whole, e.g. differentiates, organizes, attributes, etc. Technologies for learning: debates, questions, run a test.	Metacognitive knowledge: knowledge of thinking in general and individual thinking in particular, e.g. knowledge about cognitive tasks, self-knowledge.
Evaluating: Making critical judgments, e.g. hypothesizes, critiques, describes, etc. Technologies for learning: survey, blogging.	
Creating: Putting together pieces to construct something new or recognizing components of a new structure, e.g. plans, produces, reorganizes, etc. Technologies for learning: write an essay, network with others.	

Source. Adapted from Coyle et al., 2010 and Clark, D.R, 2015

According to Coyle et. Al. (2010), it could be discussed that in the "CLIL classroom the use of appropriate authentic materials and intercultural curricular linking can contribute to a

deeper understanding of difference and similarities between cultures” (p79). Thus, CLIL provides students the opportunity to develop intercultural skills and foster global understanding.

1.2. Language learning in CLI. In order to define what is meant by language learning in CLIL, it is necessary to revise second language acquisition theories that influenced a range of approaches for learning foreign languages. Some of the most known methods are the grammar-translation, audio-lingual and communicative approaches. The most well-known approach whose goal is the teaching of ‘communicative competence’ is the Communicative Language Teaching approach (Richards, 2006, p.2). It is referred as a set of principles about the teaching of language, how learners learn the language, the type of activities that best facilitate learning, and the roles of teachers and learners in the classroom.

Some of the principles for communicative language learning that are important for CLIL are summarized below (Coyle et al. p.33):

- Language is a tool for communication.
- Diversity is recognized and accepted as part of language development.
- Culture is instrumental.
- There is no single methodology for language learning and teaching.
- The goal is language using as well as language learning.

In CLIL environment, cognition skills are also integrated with learning and communication skills, for instance when teachers encourage learner questioning (Coyle et al., 2010). This suggests that in CLIL contexts, it is not a question of whether to focus on form or meaning but rather it is important to address both.

1.3. The oral communication skills in CLIL. When we talk about oral communication skills, we refer to any kind of interaction that makes use of spoken words to exchange ideas and information. According to Moats (2010), teachers need expertise to deliver teaching of the five key components of oral language: phonological, pragmatics, syntax, morphological, and vocabulary skills. Llinares, Morton, and Whittaker (2012) mentioned that CLIL methodology is likely to promote classroom talk and communicative oriented tasks than traditional languages classes. The development of oral or speaking skills requires the triggering of various sub-skills and different areas of planning (Delliou & Zafiri, 2016).

The speaker has to retrieve words from his memory and then place them into the appropriate sentence sequence at the same time. Likewise, this process of the talking could occur under external and negative affective factors, such as the target audience and feelings of anxiety and reluctance. The effective instruction of speaking in the classroom provides for all these aspects of the acquisition of speaking skills. Taking into consideration the teaching aims of speaking, teachers should adopt the approach that most suits the learners in order to achieve the best results.

Coyle's second principle which defines language as a means for both communication and learning (as cited in Marsh, 2002). The language in CLIL lessons serves to reinforce that in order to have meaning and sense it needs to be activated in contexts that are meaningful and motivating for our students. For instance, teachers in CLIL lessons could support learners in carrying out activities and help them solve problems by simplifying texts, using visuals, writing visual organizers, etc. This is also known as scaffolding. Thus, it is an analytical approach to determine the language to be taught in CLIL classrooms which involves the three language "Triptych": (Coyle, 2006, Coyle et al., 2010)

- Language of learning: The language that learners need to access basic concepts, key vocabulary, phrases and effective use of grammatical forms.
- Language for learning: The language that enables learners to discuss and work in groups, to develop learning strategies, to summarize, to think and to ask and answer cognitively challenging questions.
- Language through learning: The language is determined by the active involvement of learning and thinking. As the new knowledge, skills and understanding develop so does the new language will occur through learning.

When we talk about the language as a tool of communication, we refer to the employ of words to communicate ideas in a meaningful way either in written or oral form. As a teacher, there is a lot you can do to support the development of strong oral skills in your students. From my own experience as an EFL teacher, I will explain four teaching strategies that have been used in the present investigation and could help teachers enhance their students' oral communication skills. The three strategies used are divided in:

- Teach words with definitions: Students may have difficulties understanding some words or definitions. In order to help them retain the meaning of the words, it is necessary to present them with different exercises. For example: you might need to ask students to match a word with their definition with the help of an image provided so they could relate

the meaning of the word with the definition and image. Another way could be giving examples of guessing the meaning of a word or filling in the blanks with the corresponding word.

- Questions to increase comprehension: Asking questions not only can help students sharpen their oral skills but also boost their comprehension skills. For example: when students are reading a text, we can ask them to discuss and answer the questions in pairs or groups and let them know that after they finish, the teacher and their own peers will ask them questions to check their comprehension. In that way, everybody is participating or predicting the answer of the questions.
- Encourage speaking time and conversation: It is common for students to be most of the time listeners than speakers of the language. They won't say anything or talk in class because sometimes they feel really shy to talk in front of other students. Few things you can say or do is to let the students know that we are learners in the classroom, everybody is learning and that is ok to make mistakes, in that way we can learn from them and improve our speaking skills. Another way is to encourage students to ask questions in English instead of using their mother tongue, which sometimes is easier for them to use. Teachers need to force students to speak in the foreign language and give them a positive feedback every time they participate which also helps the shy students to feel more relaxed to speak.

CLIL requires that both language and content are integrated and for that reason certain pedagogical principles must be addressed. For example, the task-based language learning approach exposes learners to tasks which require them to focus not only on problematic grammatical forms but also oral skills and vocabulary skills that can then be used in meaningful situations. This suggests that in CLIL contexts, it is not a question of whether to focus on form or meaning but rather it is important to address both.

1.4. CLIL in Peruvian Higher Education. English has become the language of the world and such growth can be attributed to globalization. Proponents of teaching English as a lingua franca suggest that English should be taught and assessed trying to satisfy the needs and aspirations of the ever-growing number of non-native speakers who use English to communicate with other non-natives.

The importance of English in higher education in Peru has been set down in law which states that the knowledge of a foreign language, preferably English, is necessary at undergraduate level (British Council, BC 2015, p. 28). It is noteworthy that the

internationalization in higher education in Peru is increasing and universities are engaging in faculty and student exchanges.

That is why most private schools and universities particularly in Peru have been offering a curriculum that prepares students to be bilingual. Here is where universities introduce the CLIL approach or namely introduce courses offered in English in the field of business, management, engineering, technology and other social sciences.

The teaching of subjects in English in primary, secondary and/or at higher education level have always been differentiated according to the education received in public or private schools in Peru. The quality of English language education in private schools is higher than in public schools and provides better opportunities to learn and practice the language (British Council, BC 2015, p. 27).

The Ministry of Education (Ministerio de Educación del Perú, MINEDU, 2013) comments:

There is a greater need to develop intercultural and communication skills in order to interact with ease in different pluricultural and multilingual contexts, so the learning of the native language, the Spanish language and the English language or another foreign language becomes a necessity. (p.29)

As the opportunities of learning the language increase during higher education, there are also barriers to study it due to higher education fees and/or lack of financial support which may cause difficulties specifically for lower income students. Likewise, there are still some difficulties in reducing gaps in language learning education to name a few the lack of trained teachers, weak pedagogical methods and large size classes. That is why higher education institutions are becoming internationalized. According to De wit (2011), “as the international dimension of higher education gains more attention and recognition, people tend to use it in the way that best suits their purpose” (p.243). Jane Knight (in De Wit, 2011) also makes a classification of two main aspects about the process of internationalization presented below.

1.4.1. *Internationalization at home.* It includes activities that help students to develop intercultural skills and international awareness such as offering language programs or teaching curriculum courses through the medium of English and the teaching and learning processes which are a form of ‘internationalization of the curriculum’. Other activities may be include Spanish courses for international students, elective courses, internships, international certificates, among others.

1.4.2. Internationalization abroad. It includes the mobility of students (i.e. exchange programs or double degree programs abroad), mobility of faculty members (i.e. presenting papers or teaching seminars abroad), mobility of projects, international programs and certifications. These components are not considered exclusive but rather interwoven with other policies and programs.

In this respect, the teaching of curriculum courses taught in English is one part of the Content and Language Integrated Learning (CLIL) practice in higher education institutions.

2. Task-based methodology in CLIL teaching

In order to understand the meaning of ‘task-based’ as it relates to task-based language teaching (TBLT) approach, it is necessary to first mention what is meant by ‘task’. There are numerous definitions of task found in the literature which involves a piece of work, a workplan, or everyday activity. The definition of task by Willis (as cited in Nunan, 2004) is an activity “where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome” (p. 23). Another definition of task by Breen: (as cited in Nunan, 2004) ‘Task’ is therefore assumed to refer to a range of workplans which have the overall purposes of facilitating language learning from the simple exercise, to more lengthy activities such as group problem-solving or simulations and decision-making. (p.3) Nunan (2004) states that task is a “piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language in which the attention is to convey meaning rather than to manipulate form” (p.4). Ellis states (2003) “a task can engage productive or receptive, and oral or written skills and also various cognitive processes” (p.16).

In this respect, ‘task’ is referred as a range of workplans to be achieved from a simple activity to a more complex set of classroom activities such group problem-solving or decision-making. For instance, a task can be students working in a subject specific-terminology exercise supported with a kind of image and fill-in exercise or reading a set of questions supported by a matching exercise or recognition of true-false statements.

Task-based instruction (TBI), also known as task-based teaching, is another methodology where “language learning will result from creating the right kinds of interactional processes in the classroom, and the best way to create these is to use specially designed instructional tasks” (Richards, 2006, p.30). Thus, advocates of TBI argue that other dimensions of communicative competence can be developed by engaging learners in interactive tasks. Considering that the definitions of task vary somewhat, they all involve students engaging in a communicative activity which could promote their language and communication skills particularly in a

context of a Content and Language Integrated Learning. In this respect the analysis of tasks includes the following dimensions: task types, task design, task evaluation and task-based activities.

Task-based instruction can be applied in different ways in language teaching. As stated by Richards (2006) it can be used as a “component of a course, where it would seek to develop general communication skills” (p.35). For example, a task can be students designing a survey, then collecting data, analyzing it, and presenting the results. In this case, the ‘task’ is being used in ways that others would use the term ‘project’. In this example, students are also involved in classroom work related to a direct approach to teaching speaking skills, receiving explicit instruction and microskills required for conversation. These types of tasks encourage students to develop creative problem-solving skills, decision-making skills, and cognitive skills since students analyze information, guess, negotiate and cooperate with one another.

2.1. Types of tasks. The following distribution of tasks can help teachers design tasks particularly for CLIL classroom use. The selection of these tasks will be adapted according to specific teaching objectives and learning outcomes. The former refers to what we as teachers plan to teach and the latter to what learners will be able to do at the end of the lesson. The tasks will be divided into four categories: the gap principle, reaching a decision or a solution, and cognitive processes (Leaver & Willis, 2004, p.21) and elicitation which was added to the list:

2.1.1. The gap principle. The idea of the information-gap principle is that one learner held information needed by another learner in order to fulfill a task. For instance, when a student is completing a chart with information from a text. In this sense, between the gap to be bridged and the outcome achieved, some kind of interaction has to take place.

The gap principle is divided in three:

- Information gap: when students transfer information from a text to a table or from one student to another.
- Reasoning gap: when they need to deduce a teacher’s timetable from a set of different ones.
- Opinion gap: when they complete a story and compare endings.

Meyer (2010) mentions that “teachers can make use of that principles and create authentic communicative situations by providing such gaps” (p.18). There have been many materials developed to create these gaps such as: pairs of pictures, charts, maps, etc., each one

only having one part of the information required to achieve that task. The type of gaps can be adapted to any teaching context.

2.1.2. *Reaching a decision or a solution.* This principle focuses on a decision or a solution to be reached through some kind of interaction. For example, decision-making and problem-solving tasks are based on a certain data given to the learners where they work together to find possible ways of “justifying their points of views, evaluating each other’s ideas, and finally coming to a conclusion or a solution cooperatively” (Leaver & Willis, 2004, p.22). The use of these types of tasks also involve developing other multiple skills such as reading a text for comprehension, discussing the information that has been read, answering questions, and/or expressing ideas about a situation, etc.

2.1.3. *Cognitive processes.* Willis (in Richards, 2006) proposes six types of tasks which have been adapted according to the CLIL Supply Chain Management course:

- Listing tasks: students can make a list of the supply chain process of the best companies.
- Sorting and ordering: Students work in group or pairs and make up a list of the most important characteristics of the best companies’ supply chain management.
- Comparing: Students compare for example two ads from two different companies.
- Problem-solving: Students read a magazine about a problem of a company and suggest a solution.
- Sharing personal experience: Students discuss their reactions to a successful case study in Green Supply Chain Management and the benefits obtained.
- Creative tasks: Students prepare a presentation of the benefits obtained in their research about Green Supply Chain Management.

For instance, an activity could trigger students to engage in a creative problem-solving and decision-making tasks where they are given a problem and they try to discuss the solutions.

2.1.4. *Elicitation.* Other types of tasks such as eliciting enables the teacher to make learners participate actively in the classroom. For instance, when the teacher asks questions or let students guess the answer to those questions or when the teacher pre teaches key vocabulary and asks students to make predictions about the text using the words given or

match a phrase or description to pictures. This interaction between teacher and student and among students promote collaboration and oral communication skills.

All these types of tasks should incorporate ways of generating oral interaction among students and promote both content and language development. For that reason, the selection of tasks to be required in a CLIL classroom will have to involve real-world tasks that challenge learners to use their problem-solving skills, decision-making skills, critical thinking skills, and presentation skills which can develop oral communication skills while students are working in pairs or groups.

2.2. Task Design. The design of the task-based activities and the use of resources in an integrated way can help teachers create stimulating and effective CLIL lessons. Therefore, the selection and setting up of the activities should be always chosen in advance by the teacher and can be divided in three sub-stages (Coyle et al., 2010):

- Meeting input: This means that teachers need to think about the kind of selected input (i.e. texts, charts, maps, video clips, etc) to be delivered in the classroom. So, it is important not only to provide visual support for the better understanding of the content but also to generate and motivate class discussions that involve lower-and-higher order thinking skills(see Bloom's revised taxonomy). Particularly, for students with lower levels of language proficiency, it can help understand information better visually.
- Processing input (thinking): The thinking process that is demanded by a task can be supported by the different ways of presenting the tasks. For instance, if learners are presented with task vocabulary supported with a kind of image or questions to be discussed and solved in pairs or groups, it could give them time to process the information mentally, particularly for those students with lower levels of language proficiency.
- Producing a response (output): with the support of the teacher, teachers can help students to develop their speaking skills, to express their opinions, to report their results, to solve problems, to participate in discussions, to provide feedback, and so on. Thus, one way to facilitate this, teachers or students of higher proficiency levels could model the language and content knowledge.

As a result, a central aspect of task design is the role and engagement of the teachers and learners in the activities. Clearly, the design of tasks and use of various activities need to be scaffolded by the teacher who engages and stimulates thinking skills in the learners and

provides supporting materials to be available when needed by the students. This leads to a focus on how to introduce different motivating types of tasks to be included in the context of a CLIL classroom that could help enhance students' development of both language and content skills.

2.3. Evaluation of tasks in CLIL. As stated by Coyle et al. (2010), one of the biggest challenges for CLIL teachers is to develop a learning environment which is linguistically accessible while being cognitive demanding in which content and language learning develops systematically. One tool named 'the CLIL Matrix' is suggested for CLIL teachers for 'measuring' and analyzing the connection of cognitive and linguistic levels of tasks and materials used during a lesson or sequence of lessons.

An example in Figure 1 shows how teachers can position tasks in appropriate quadrants in order to monitor, sequence, and scaffold learning. The results offer CLIL teachers with a means to assess tasks and activities to monitor both linguistic and cognitive development. Task (a) aims to build initial confidence in learners by starting with familiar work as a point of reference. Task (b) uses reutilized language but the task creates cognitive demands on the learners by introducing abstract concepts while using visuals to scaffold the new knowledge. Task (c) continues to develop new knowledge but the language demands involves more complex structures to carry out the task. Task (d) incorporates new language and content where learners are engaged in cooperative group work supported by technological and teacher mediation.

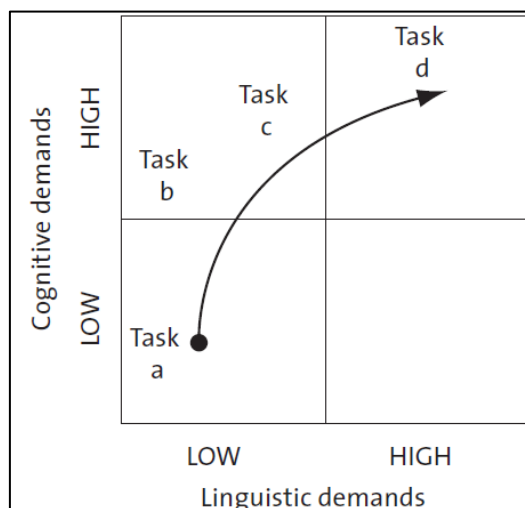


Figure 1. Auditing tasks using the CLIL Matrix (adapted from Cummins, 1984)
Source: Coyle et al., (2010)

2.4. Task-based activities in CLIL teaching

2.4.1. Case Study activity. Any type of tasks could be introduced during a case study activity. Since case studies explore real-life situations or imagined scenarios where students are presented about the problems or successful case projects that happened to a company, they need to interact and present their solutions mostly by speaking. In this process, for instance, teachers are creating a variety of tasks such as asking students to analyze, present orally and/or give solutions. The case study method is a powerful student-centered teaching strategy that can give students critical thinking, communication, and interpersonal skills (Schwartz, 2011). Moreover, the use of different tasks presented in case studies could also promote other thinking skills such as reasoning skills, creative skills and/or evaluative skills.

Thus, in order to enhance communication skills, case studies could be used to improve the student's written and oral communication (Daly, 2002). Since case studies requires students to recreate real-business like situations, it also helps them to develop their managerial skills such as holding a meeting, negotiating a contract or when presenting a final project orally or by written which can be achieved in team work.

It is also important for teachers to provide guidelines that students will follow in the project and the way they will be evaluated, for instance through the use of 'rubrics' that can be adapted to our teaching context to assess any kind of students' ability.

2.4.2. Project-based activity. Projects are widely used in business courses to engage students in authentic and real-world learning opportunities. Project-based learning (PBL) focuses on the integration of skills, require students to be responsible for their own learning in the target language, and support both language and content learning (Stoller, 2006). The integration of different types of tasks for projects could also promote other skills such as decision-making, problem-solving, and information gathering through reading, listening, and speaking. When students are involved in these types of activities, it could also help them build their capacity to solve complex and real-life problems beyond the subject matter. For instance, asking students to present a project about the problem (s) of a supply chain in a multinational company and present their solutions in groups orally in front of the class. The use of this real-world tasks challenge students to use their presentation skills (i.e. written or oral form), group work skills and self-directed learning strategies.

Another activity called the problem-based learning has also become an increasingly popular approach in education, especially in the teaching of content through a foreign

language (European Centre for Modern Languages-ECML, 2008). The problem can take different forms, for instance from students working in a figure or particular questions to a more elaborate presentation to where they put together their ideas and present a possible solution to the problem in written or oral form.

2.5. Lesson planning for CLIL teaching. According to Meyer (2010), the relationship between CLIL teaching and task-based language teaching is symbiotic since authentic and meaningful content is used to create motivating and challenging tasks. In order to create motivating and challenging tasks in CLIL, teachers can engage in alternative ways of planning successful lessons using different tools and steps to follow which can be adapted to suit any context (Coyle et al., 2010). It is important for subject teachers, language teachers and curriculum developers to work in collaboration and team decision-making to plan successful CLIL lessons.

One of the lesson planning tools suggested for CLIL teachers is the use of a ‘mind map’ or any similar visual organizer in order to develop a unit of work or a series of lessons. In order to facilitate successful CLIL planning lessons, it involves a careful analysis of different elements in CLIL as suggested in the 4Cs Framework (Coyle et al., 2010). While the 4Cs (i.e. content, communication, cognition and culture) can be outlined individually, they should not exist as separate elements. It is important for the planning process to connect the 4Cs into an integrated whole (See Figure 2). The CLIL unit or sequence of lessons should describe the ‘global goals’ which show the vision or objectives that teachers want to reach. For example, to increase student’s talking time during the class, to enhance their oral skills or the knowledge of a subject specific terminology, etc.

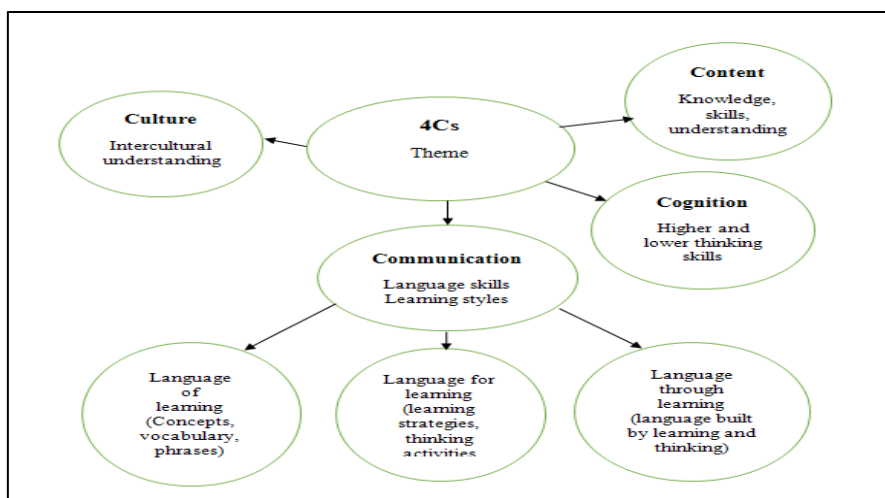


Figure 2. A Mind map for planning CLIL lessons centered on the 4Cs framework
Source: Coyle et al., (2010)

Similarly, Meyer's CLIL-Pyramid (2010) suggests the organization for planning the lessons and materials creation which follows 5 stages to organize a unit or series of lessons. This teaching tool can be adapted to help teachers create their own lessons appropriately. (See Figure 3).

1. Topic: the selection of the topic or content which must be relevant.
2. Media: the selection of various forms of information and communication technology (ICT) tools (e.g. podcasts, videos, audios, tables, etc.) determines the nature of the study skills needed to be practiced and the scaffolding needed.
3. Language Skills: The nature of classroom content and selected input (i.e. texts, charts, maps, etc.) provide different learning styles and activate different language skills.
4. H.O.T.: The tasks need to generate high order thinking skills and lead to authentic communication and interaction such as pair or group work.
5. Task: the nature of the tasks (e.g. role play, poster, oral presentation, etc.) determines how much input and scaffolding is needed.

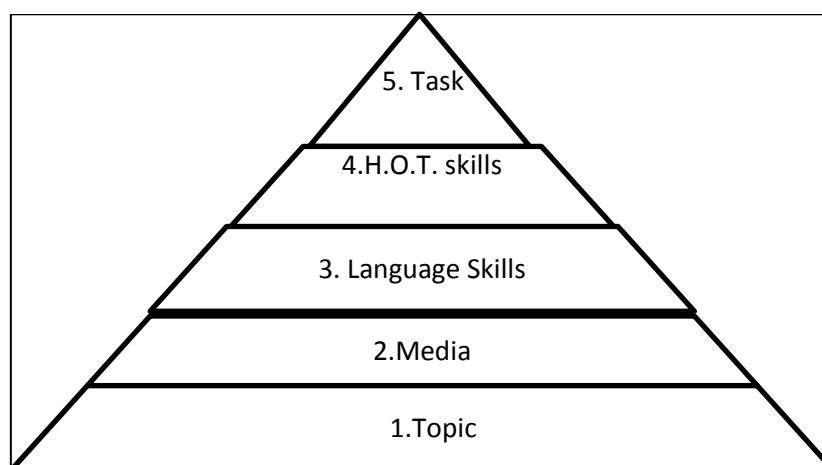


Figure 3. The CLIL-Pyramid unit template adapted and based on the 4Cs
Source: Meyer (2010)

An example of the mind map template based on the 4Cs Framework and the CLIL pyramid stages is shown in the next chapter which is intended to give teachers or curriculum developers in-depth insights about the type of tasks and activities to be planned to support the development of students' oral communication skills and content knowledge.



Chapter 3

Methodology of the investigation

1. Investigation type

This research presents characteristics of qualitative and quantitative investigation. Qualitative because the data is collected through the participant observation, open interviews, and teacher's participation. The qualitative data is used to quantify attitudes, opinions from the students and teachers which include forms of online surveys and paper surveys, and telephone interviews. The instruments are intended to allow the conversion of the qualitative variables into quantitative form of data interpretation to facilitate the results, discussion and evaluation.

2. Design of the investigation

The design used in this investigation classifies as quasi-experimental as participants have not been assigned randomly, they are already part of a group based on pre-existing characteristics. However, additional data has been taken into account to rule out validity threats. In the present study, the researcher selected two classes from the same CLIL course where the students had similar scores on a standardized English test and they were from same age group and grade level, from the same university and the same CLIL course. The purpose was to increase the internal validity and eliminate some of the confounding variables. It considers quantitative and qualitative data collection by comparing the results of pre-and post-tests and also the perception surveys, questionnaire responses, the oral assessment to see if the use of the techniques has had any effect on the dependent variable.

2.1. Research Questions. The questions and objectives reached in the investigation were determined through a pilot study questionnaire with a group of students taking at that time CLIL courses in English in order to get their opinions and motivation towards the improvement of their language skills.

After analyzing the data, students mentioned that their CLIL courses did not contribute much to the development of their speaking and writing skills. On the other hand, their reading and listening skills and vocabulary were improved. In addition, they stated they did not have many opportunities for developing their oral skills because they were listeners most of the time. This also explained why they felt unmotivated to speak in the class thereby they were not engaged with the class activities. Thus, it was necessary to arise some questions to the issues that originated from the study which are presented below.

- How does the collaboration of CLIL methodology through the use of task-based classroom activities help enhance the oral skills of students and their content knowledge in English?
- What are the task-based learning activities that motivate students to develop both their language skills and content subject abilities in a CLIL classroom?
- What are the students' perceptions of task-based classroom activities for the enhancement of their oral skills?
- How can language teachers work with content teachers to enhance students' language and content learning?

3. Population and study sample

The students who participated in the study were undergraduate students from the third and fourth year of studies. They were enrolled on CLIL courses. The total number of students who participated was 166, 76 were local and 15 exchange students from the first semester. However, the actual study sample was 75 students in total, 36 students from the experimental group and 39 from the control group who participated in the research in the second semester August-December (see table 3).

Table 3. Participants of the study

Participants	Number	Group
Students in the experimental group	36	S-013
Students in the control group	39	S-012
Teacher	1	S-013 S-012

Source: Own elaboration

3.1. Characteristics of the sample group. The teacher in the study is a Peruvian male English teacher and subject teacher with many years of experience in teaching English as a Foreign Language. In order to minimize the effects of teacher variability, the same teacher taught both CLIL classes named “Supply Chain Management”. The teacher in the study was also a peer observer in charge of the observation and evaluation of the sessions and activities in class.

Student participants were mixed ability from lower-intermediate to upper intermediate level students in two classes of 36 and 39 students each. Their levels were determined by the

university standard proficiency test conducted before the beginning of the research. Although the teacher had students of varying language proficiency levels in the classroom, it was not necessary to differentiate language and content objectives. Instead, the teacher provided the appropriate differentiation with different scaffolding (e.g., adapted language use, visuals, examples) in order to reach the objectives of the course syllabus.

4. Data collection techniques and instruments

The gathering of data took almost a nine-month period (March to July and from August to December). For the quantitative method, the instruments used were the English language level test, the surveys and the interviews through the online Google Forms software tool. The data collected on the pilot study was also considered as an instrument of quantitative method.

The techniques are the implementation and design of the various CLIL task types activities in order to promote students' oral skills and to promote changes in the CLIL course syllabus that help to promote students' language and content objectives.

4.1. Instruments.

4.1.1. *English Language Level Test.* The test was used to determine students' English language skills before and after the application of the treatment in order to identify any changes in students' language level. (Appendix 1).

The test is part of the university entry test and it is a four-option multiple-choice with 99 questions that evaluates grammar points such as present simple, past, future, articles, pronouns, prepositions among others and shows a progression of difficulty according to each question. The English language levels are according to the Common European Framework of Reference for Languages (CEFR) which are recognized by the university.

The researcher carried out and evaluated the test using the online Google Forms software that was conducted twice. The first test (pre-test) was administered to determine students' English skills before the proposal and the second test (post-test) after the application of the proposal in order to identify any changes in students' language level.

4.1.2. *Perception surveys.* Perception pre-and post-surveys were used as tools to gather information and they were conducted in Spanish and translated into English for the investigation (Appendix 2).

The pre-survey was given before the proposal was implemented and it was taken to measure students' perceptions towards the enjoyment of the oral activities (i.e. present an oral speech, participate in class in English) and the activities such as case studies, oral presentations, team projects, etc. they enjoyed doing based on their previous classes at the institution. The results obtained led towards a decision-making process on how to work on students' needs and preferences as well as to select the kind of activities to be put into practice to promote their oral skills.

The post-survey was used at the end of the implementation of the proposal and it intended to measure students' perceptions in response to the use of the various task-based activities such as elicitation, matching, problem-solving, guessing, decision-making, etc.. These tasks are presented in the activities that were developed in class with the participant teacher (see Appendix 9) for samples of the various tasks types presented in the experimental group.

The data collected from the perception surveys aimed to answer the second research question to explore students' perceptions of the various CLIL task types activities treatment. The same survey was also administered to the control group after three tasks similar to the ones used in the study. The aim of delivering the survey to the control group as well is to compare the perceptions of both groups towards these similar tasks types.

4.1.3. Teachers' interviews. Interviews were the third data collection instrument in the study. The interviews were conducted with CLIL teachers in order to assess their teaching objectives and tools that promote the development of both language and content knowledge and the type of assessment used in their CLIL classes. Also, to learn students' learning difficulties that they encounter in their content subjects in English and the best way to overcome them (Appendix 4).

The purpose of these interviews with the teachers was also to obtain their perceptions and attitudes about the development of teaching objectives and learning outcomes in their classes that contribute to the development of students' oral communication skills and to propose changes in the CLIL course methodology that contribute to the improvement of students' language and content objectives. This data collected aimed to answer the third research question.

4.1.4. Final Oral Task. After the implementation of the proposal, both the experimental and control group were assigned to work on the final task which was an oral presentation. The aim of the oral assessment was to observe if learners developed their oral

communication skills after the CLIL task types activities treatment developed by the researcher.

The final oral assessment was conducted and graded by the judgment of the experienced teacher using an oral assessment rubric (see Appendix 6 for samples of the oral presentation assessment rubrics used in the experimental and control group). The oral assessment consisted of an oral presentation about the problem of a multinational company's supply chain and their solutions. The scores obtained in this presentation was not part of the actual final grades in the course, it was only considered for purposes of the investigation. However, the actual final scores as part of the university evaluation system were also presented to compare both results (see Appendix 8 for students' university formal final grades in the course indicated as PG (Global average). The oral presentation rubric as part of the university curricular project was about a successful case study of a multinational or local company in the application of green supply chain policies (see Appendix 5).

The procedure for the oral assessment consisted as follows: Students worked in groups for the construction of the presentation but each student had to present in front of the class. Following each presentation, the observer individually graded each student's performance for five minutes. The use of Spanish was not permitted during the presentation. Also, students were told to use the subject-specific terminology and academic language practiced during the task-based activities. Learners were divided in groups (see Table 4).

Table 4. Observer teacher and students' final oral assessment task

Observer teacher	# of students	Distribution	Duration	Total time
Experimental Group	36	6 groups of 5 1 group of 6	90' per session 5' per student	180minutes
Control Group	39	4 groups of 6 3 groups of 5	90' per session 5' per student	180minutes

Source: Own elaboration.

4.2. Techniques. The techniques include diverse elements and are divided as: the lesson planning and design of the various CLIL task types in the treatment of the experimental group; the oral assessment rubric of the oral skills' evaluation; and the changes on the actual Supply Chain Management course syllabus method.

4.2.1. Tasks and Lesson planning of the experimental group. The researcher with the support and expertise of the participant teacher designed the tasks. The different types of tasks selected were to promote students' oral skills and give them opportunities to practice the language and feel engaged and motivated in the activities. The design and the type of tasks involving the experimental group included elicitation, decision-making/summarizing, guessing, matching, problem-solving, reporting, and oral presentation. The design of tasks was developed considering the teaching objectives and learning outcomes of the course syllabus (see table 5).

The creation of the tasks was implemented in different ways using Information and communication technology (ICT) tools such as Google forms and Google Slides, PowerPoint presentations, spreadsheets (such as Excel), texts, pictures and internet searches.

Table 5. Task-based classroom activities

Types of tasks	Teaching objectives	Learning Outcomes	Description
TASK 1: Warm up activity/ Pre-Task – elicitation/ inferring meaning	Key vocabulary/ phrases	-To convey the meanings of particular vocabulary words using textual clues in the text. -To deduce the meaning of words in context.	-This activity is an introduction to the supply chain case study task. The text is given for learners to elicit and infer the meanings of words. Then, they are supposed to express orally using textual clues from the text. Ss work in pairs to complete the chart that has a summary of the main parts of the case study. They have to summarize and write their main ideas in a paper; then they present their answers.
TASK 2: Decision-making/ summarizing	Verbs to be used: Agreeing, Disagreeing/ Speaking/ Writing/ skills	-To express their ideas in written and oral form. -To enhance their thinking skills, and -To promote cooperative learning.	
TASK 3 Elicitation/ guessing	Word class/Part of speech	-To enable students to practice the language forms and functions within the text. -To discern and to identify if a particular word belongs to the way it is used in a sentence, eg. noun, verb, adjective etc.	-Students are given a set of words and need to recognize the parts of speech (i.e. verb, noun, adjective, etc) and to pair it with the corresponding word. Then students are shown the definitions of the words with the images and they have to guess.
TASK 4 Matching/ Fill in the blanks TASK 5 Discussion/ Problem-solving	Key vocabulary/ Phrases Speaking Skills/ critical thinking skills	-To enable students to practice the language and vocabulary presented in the case study. -To recall the meaning of the words. -To discuss and the questions given by writing. -To convey the information and organize it in order to present it to the class.	-Students are asked to match the words with the concepts given. Then they are given the picture to match it with the word given, make sentences and fill in with a suitable word. -Ss are given one question per group in a printed slip, they have to answer it and discuss it with their group. They present their answers orally to the class.

Table 5. Task-based classroom activities (continued)

TASK 6 Reporting to the class	Speaking/ presentation skills (oral form)	-To encourage students to report their ideas and exchange ideas about the topic.	-to enable to use the language orally. Students report their answers orally to the class. Questions and answers are presented in oral form.
TASK 7 Oral Presentation (Peruvian companies)	Speaking/ Writing Oral presentation skills	-To encourage students to report their ideas and exchange ideas about the topic. -to enable them to use the language orally. -To develop their cognitive skills such as problem solving skills, decision making, arguing, discussing among others in order to practice the target language.	-Students report their answers in oral form to the class. Questions and answers are presented in oral form. -Students have to present about the problem(s) of the supply chain of a Peruvian company. -Teacher evaluates learners through questions-answers. They present orally to the class.

Source: Own elaboration

4.2.2. CLIL Lesson planning for the Supply Chain Management course. Table 6 shows the construction of the series of lessons created and adapted using both the 4Cs planning tool of Do Coyle (2006) and Coyle et al. (2010) mind map template. This intends to present CLIL teachers or curriculum developers with lesson planning methodologies and tools to be used for developing a CLIL curricular project (i.e. case study presentation and oral performance). These activities were not included in the control group.

In order to create a successful CLIL lesson planning, CLIL teachers need to develop a unit or series of lessons according to the CLIL-Pyramid unit template (i.e. topic selection, media, language skills, higher order skills, and task) and consider the teaching objectives and learning outcomes which are centered on the 4Cs Framework model (i.e. content, cognition, communication, culture).

The selection of the content (A) which is relevant to the text based on the case study of the company presented in a summary chart, searches for a general understanding of the concepts and main ideas in the text. The cognition (B) explains the processes related to how students use their problem-solving and decision-making skills, understand and discuss questions and make quick decisions. The communication (C) divides the language objectives in language of/for/through learning which explores the knowledge of concepts, key vocabulary, and phrases; develop learning strategies by thinking, asking, and answering challenging questions; and achieve language results, orally or in written form. The culture (D) involves how learners develop cultural and intercultural understanding.

Topic: Supply Chain Management**Aims:**

1. To develop students' oral communication skills (mainly speaking skills)
2. To increase student's spontaneous classroom talk and interaction in pairs and groups working with different task-based activities.

Objectives:**Teaching objectives: (what I plan to teach)**

- To introduce the subject matter of key elements associated with the design and administration of the supply chain of a company called 'Exceso' which considers the integration of suppliers, manufacturers, distributors and warehouses.

Learning outcomes: (what learners will be able to do at the end of the lesson)

- To develop essential background knowledge of the processes involved in the supply chain.
- To summarize his/her learning in written and oral forms using English.
- To work collaborately in small groups to produce a main project focused on a real supply chain problem in a Peruvian & multinational company.

Table 6. Planning a CLIL Supply Chain Management lesson plan

<u>Teaching objectives:</u>	<u>Learning outcomes:</u>
A. Content	
<ul style="list-style-type: none"> - Introduction of the main issues of the company (presented in a summary chart). - Getting a general understanding of the content and identifying the main ideas in the text in groups. -Presentation of supply chain terminology. -15 terms with their definitions (supported by images). -5 matching exercises with definitions. 	With support of the teacher: <ul style="list-style-type: none"> -evaluate, express and deduce the meaning of the words. -identify the word by grammatical form and pair it with the corresponding word. -guess, match and fill the gaps exercises. -memorize key terms and use them in discussion. -write and report orally using concepts seen in class.
B. Cognition	
<ul style="list-style-type: none"> -understand terms, concepts, phrases and apply them. -understand questions and provide answers in groups. -problem solving skills to recreate real business-like situations. -justify decision-making with reasons and giving solutions - independent research by using IT, online dictionaries or electric sources. 	<ul style="list-style-type: none"> - remember key terms, concepts and phrases and apply them in different ways. - discuss questions and make quick decisions. - report the main ideas of the case study to get a general understanding. - recall and report key language and content of the case.
C. Communication	
<u>Language Objectives:</u> <u>C.1 Language of learning</u> Understand and use orally the subject-specific language. Examples: flagship product, yield, co-op dollars, sluggish, buyback, sell through, due diligence, whirlpool, trade loading	

Table 6. Planning a CLIL Supply Chain Management lesson plan (continued)

Teaching objectives:	
<p>Use the word by grammatical form, infer meaning and pair it with the corresponding word in the text. Listen to videos about supply chain competitive strategies. Listen to the explanations about the supply chain management Read the case study text related to the supply chain main problem and the actions taken to overcome the issues. Use the key phrases for oral presentations, for example: <i>Today I'm going to talk about...; this bring me to my next point...; I'd like to thank you (all)for listening. I'd be glad to answer any questions you might have...</i> <u>C.2 Language for learning</u> Ask and answer challenging questions about the subject to the teacher and peers. Read the case studies about supply chain and discuss about the competitive strategies in groups. Express agreement and disagreement. Write examples of supply chain management at the portfolio.</p> <p><u>C.3 Language through learning</u> Present orally a problem(s) of a company's supply chain and give solutions. Write a report about the results of the supply chain using concepts and subject-specific terminology seen in class.</p>	
D. Culture/Citizenship	
<ul style="list-style-type: none"> - understand the supply chain of multinational companies. - carry out research how supply chains work in different countries. 	<ul style="list-style-type: none"> - report orally and by writing about the problem of a Peruvian/multinational company's supply chain and give solutions. - find out about the description of their product(s).

Source. Taken and adapted from Coyle (2006) and Coyle et al. (2010)

4.2.3. Oral Assessment Rubric. Rubrics are widely recognized assessment tools. They are very useful and important for teachers and students since they offer consistency in evaluating their, help them gain different skills, and provide them opportunities to reflect in their own learning. For the assessment of the oral skills, rubrics were used to evaluate their oral presentation task subjectively.

The rubric not only evaluated the oral communication skills of the students, but it also considered other criteria used to evaluate the type of performance such as the preparation of the slides, visual aids or punctuality. Formal aspects of the oral tasks were evaluated (i.e. presentation, orthography, style, structure, time etc.) and oral content aspects (i.e. student speaks in a clear manner using academic language, he/she understands the subject content and knows how to convey it, the student uses appropriate subject-specific terminology, etc.).

There were two rubrics considered for the investigation. The first rubric was validated by faculty experts of the university as part of the final presentation project about a successful case study of a multinational or local company in the application of green supply chain policies. A sample of the rubric is presented in Appendix 5. However, the rubric used in the present investigation was adapted by the researcher and validated and graded by the judgment

of the experienced teacher to evaluate content and language objectives and assess students' oral communication skills (see table 7).

The university grade score ranges from zero to twenty (0-20), where eleven is the minimum passing grade for undergraduate students.

Table 7. Rubric for Oral assessment

ORAL PRESENTATION	SCORE (0 to 20)
Students show up on time, they are ready to present when called, and they use only the allotted time.	2 points if student takes LESS than 5 minutes before presenting
Topic is relevant, clearly formulated and explained in a clear manner.	2 points
The presentation follows a logical structure.	1 point
The presentation covers aspects of the problem(s) presented in the supply chain of companies and it provides explanations for their solutions using concepts learned in class.	3points
The student shows that he/she understands the subject content and d he/she is able to convey this orally. He/she correctly answers questions.	2points
Visual aids are creative, well prepared and relevant to the presentation.	1point
Slides are only used as a complement to the exposition. Students add value to the visual aids with their oral presentation.	2points
The student uses notes as a support but he/she does not read from them or from Power Point slides. He/she adds value to the slides with explanations.	1point
The student speaks in a clear manner using gestures and corporal movement to support their presentation.	2points
The student uses appropriate subject-specific terminology and he/she uses appropriate academic English.	2points
Students are able to answer questions accurately and respond to unexpected situations. They succeed in engaging the audience to ask questions and provide feedback.	2points
TOTAL	

Source. Adapted from the Politics and international relations course syllabus at ESAN University undergraduate programs.

According to the school policy, the evaluation system is continuous and integral. The final grade in the supply chain management course is calculated with the permanent evaluation (PEP) (50%), the mid-term exam (ME) (25%) and the final exam (FE) (25%). The permanent evaluation is calculated according to the chart showed on Table 8:

Table 8. Formal university grading system

Assessment type	Description of the PEP
Case Study tests	2 case studies
Quizzes	2 quizzes
Final Task	1 (final project 'oral presentation')
Final Grade formula: $FG = (0,25 \times ME) + (0,50 \times PEP) + (0,25 \times FE)$	

Source: University evaluation system

However, for the purposes of the investigation, only the results of the final task (i.e. Oral presentation) are considered and presented in the following chapter.

4.2.4. *Changes of the Supply Chain Management course syllabus.* The course syllabus was adapted to contribute to the improvement of the course objectives and learning outcomes in the CLIL Supply Chain Management course. Since the objectives of CLIL is teaching a subject area in a target language, this means that both language objectives and content objectives should be met. However, it was not described precisely on the syllabus the reinforcement of the language skills or grammar objectives. For that reason, it was necessary to compare and contrast information with other CLIL syllabus that mentioned the development of both language objectives and content objectives. The data collected from other syllabus aimed to answer the third question to explore the changes in CLIL syllabus may contribute to the improvement of students' language and content objectives.

Since the classroom activities are curricular content from the supply chain management course, the syllabus have been adapted to achieve some content and language objectives as well as learning outcomes. The content objectives have been changed following the lower-order and higher-order cognitive dimension and knowledge dimension in Bloom's taxonomy. Likewise, the language objectives to be taught involve the language of learning, language for learning and language through learning, and the learning outcomes entail what learners will be able to do at the end of the course. Taking this into account, it was proposed an adaptation of the course objectives and learning outcomes which was extracted from the syllabus and is presented from Table 9 to Table 10. Table 8 shows the actual part of the course objectives and learning outcomes in the Supply Chain Management syllabus which are more content based than language based. Table 9 shows the adapted version of the course objectives and learning outcomes which are both content and language based, where students will work with others and discuss in written and oral form.

Table 9. Actual version of the objectives and learning outcomes

III. Course Objectives
At the completion of this course, the student should be able to analyze the design and performance of supply chain networks and processes in different business contexts; and to identify existent and potential problems; and to suggest and implement corrective actions. Students will be able to apply concepts and management tools for making decisions in the organization, and develop the capability to propose models and strategies for effective integration of the logistics network in order to improve the competitiveness of the company.
IV. Learning Outcomes
<p>Competence: Develop a profound comprehension of the supply chain, its major players and how they integrate to generate value for the customers and the organizations. Specifically, the student will learn to:</p> <ul style="list-style-type: none"> • Recognize the stages and drivers of supply chains, and the role they play across supply chains. • Assess supply chain contracts for effective governance of supply chain relationships. • Evaluate alternate information sharing and lead time compression strategies, and supply chain coordination structures, and their organizational and performance implications. • Align supply chain integration strategy with the uncertainty conditions of supply and demand. • Evaluate distribution strategies to balance responsiveness and efficiency. • Evaluate outsourcing decisions and manage the benefits and risks of outsourcing. • Determine the IT integration strategy for supply chain management • Evaluate the risks and advantages of international supply chains. • Identify the elements of a Global Supply Chain and the role and interaction of the organization in a global context. • Implement and lead integration strategies with key partners along the supply chain, contributing of strategic business objectives. • Identify inbound and outbound logistics problems in order to design and implement solutions to existent problems in the organizations.

Source: SCM course syllabus ESAN University.

Table 10. Adapted version of the objectives and learning outcomes

III. Course Objectives
The course will initiate students to the main concepts, theories, and trends in the administration of the supply chain. Students will also be able to discuss in written and oral form their understanding and analysis of the supply chain networks and processes in different business contexts, to support existent and potential problems and to develop a plan of solutions. Students will also work with others in order to understand the models and strategies for effective integration of the logistics network and to apply concepts for making decisions in the organization.
IV. Learning Outcomes
<p>Competence: Understand the main processes of the supply chain, its major actors and how they integrate in order to generate value for the customers and the organizations. Specifically, the student will learn to:</p> <ul style="list-style-type: none"> • Identify the connection between the various stages and drivers in the supply chain and differentiate the role they play across supply chains in a global context. • Understand the contracts compliance for effective governance of supply chain relationships. • Identify the different types of supply chain integration strategies and classify them according to their product characteristics, structures and performance implications. • Discuss the benefits and risks of the companies' outsourcing. • Develop their cognitive skills such as problem-solving skills, decision making, arguing, discussing among others in order to discuss current trends of the elements of a Global Supply Chain. • Express their ideas about logistics problems in the supply chain of organizations in order to apply solutions. <ul style="list-style-type: none"> • Prepare written reports and projects to be presented and supported orally. <p>Work collaboratively in pairs or small groups to create a curricular project about a problem(s) of a company's supply chain and a plan for solutions.</p>

Source: Own elaboration.

5. Procedure

The stages and procedure used for the purpose of the study:

- a. Application of a pilot study questionnaire in order to obtain students' opinions regarding their motivation and likes towards learning CLIL courses in English and the opportunities they had of developing their speaking skills in the classroom according to their previous learning experiences at the university in the first semester of the academic year.
- b. Application of the English Language Level Test (pre-and post test) for the experimental and control group to establish their proficiency in the language before the implementation of the proposal.
- c. Application of the first survey for the sample group before the proposal was implemented (diagnostic/pre- survey). It was taken to measure student's perceptions towards the learning of CLIL task types activities for the enhancement of their speaking skills.
- d. Preparation of the lesson plans and creation of materials, for the implementation of the task-based activities.
- e. Application of the pre-and post oral assessment to the experimental group to identify any improvement of students' oral skills after the tasks treatment.
- f. A second survey was also conducted at the end of the implementation of the proposal (final/post-survey), and it was intended to measure students' perceptions about the different types of tasks presented.



Chapter 4

Discussion of results

This chapter is divided into two main parts. The first part shows the interpretation of results obtained through the use of tools to gather data, by means of standard test, perception surveys, and oral assessment. The second part presents the analysis and discussions of the results derived from the application of these tools that were used during the investigation. That data collected in the pilot study is also presented in this second part.

1. Interpretation of results

1.1. Data collected in the pilot study. The pilot study was carried out to obtain the opinion of the students regarding their motivation and likes when learning curriculum subjects in English and the opportunities they had of developing their speaking skills in the classroom according to their previous learning experiences.

1.1.1. *Students' questionnaire from pilot study.* The survey questionnaire also served as a data collection tool that was applied to 54 students taking CLIL courses in English (i.e. local students and including 15 exchange students from supply chain management course and politics and international relations course) that was conducted during the first semester of the academic year (March-July).

The most significant questions (Q) from the questionnaire were considered for the interpretation of results.

1. Q0. Self-evaluation of the English language levels

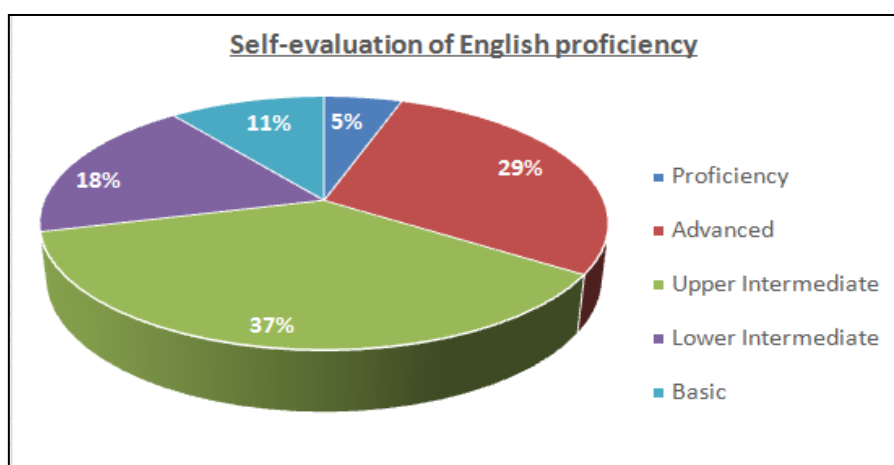


Figure 4. English language level
Source: Own elaboration

In item 1 (figure 4) it can be seen that more than 50% of students mentioned to possess an intermediate level (37% upper, 18% lower respectively). Only 29% of the students mentioned “Advanced”, 5% of the students “proficiency” and 11% of the students considered having a basic level.

This present a lower English language proficiency than expected since students mentioned in one previous question they have been studying English for at least 3 to more years. They also had previously taken curricula content courses in English as part of their “track in English” for at least 1 to 2 years.

2. Q2: Do you like learning curricula courses in English? If your response is ‘yes’, please mark the reasons for your satisfaction with CLIL courses and if is ‘no’, please mark the reasons for your dissatisfaction with CLIL courses.

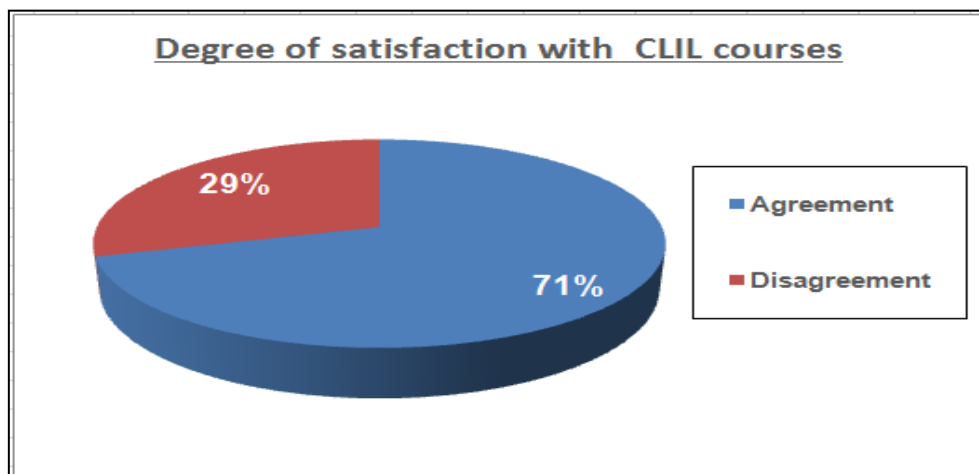


Figure 5. Students' satisfaction with CLIL teaching
Source: Own elaboration

In item 2 (figure 5) it can be seen that 71% of students liked the CLIL courses in English and 29% of students did not like it. The reasons of their satisfaction and dissatisfaction are presented below.

3. Q2.1 Reasons for their satisfaction with CLIL courses in English

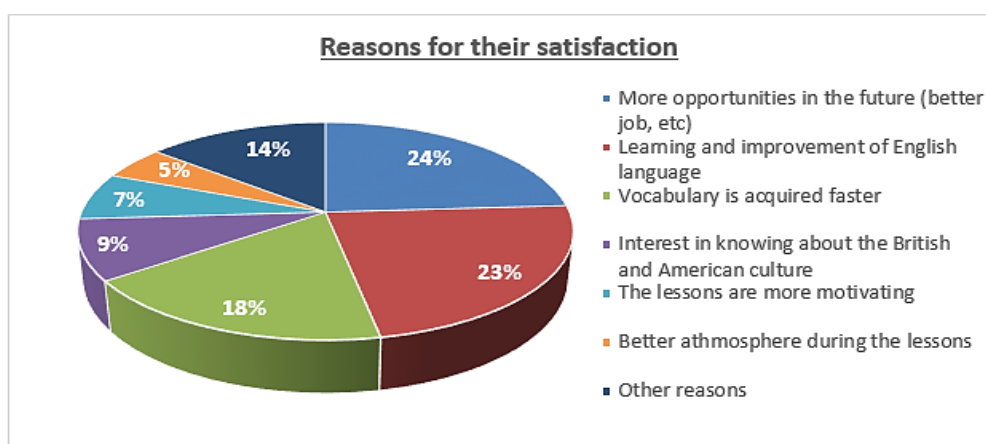


Figure 6. Reasons for their satisfaction with CLIL
Source: Own elaboration

In item 3 (figure 6) students mentioned they liked their courses in English, it meant they could have more opportunities in the future, for example a better job (24%), learn and improve the English language (23%), acquire the vocabulary faster (18%), know about other cultures (9%).

Other reasons (14%) were to practice their English with foreign people, read papers or magazines in English and to be prepared when they travel abroad for an exchange or double degree program.

4. Q2.2 Reasons for their dissatisfaction with CLIL courses

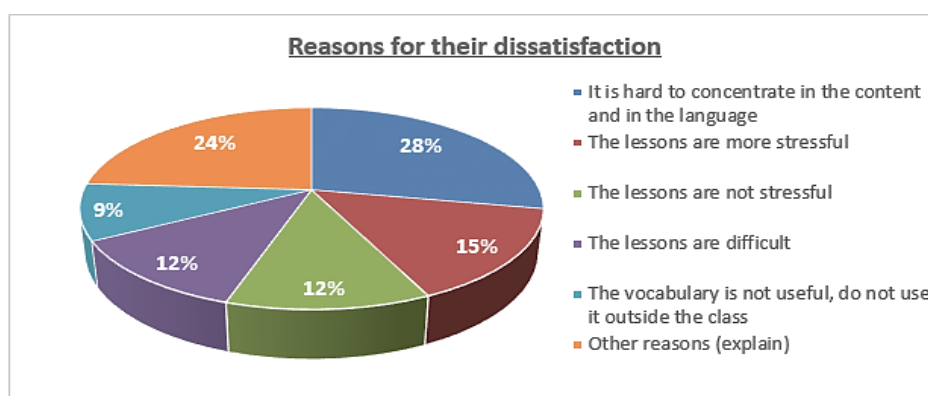


Figure 7. Reasons for their dissatisfaction with CLIL
Source: Own elaboration

In item 4 (figure 7) it can be seen that 28% of the students mentioned that “it is hard to concentrate in the content and in the language” and 15% mentioned “the lessons are more stressful”. And 24% of students chose “other reasons” and they mentioned the three main reasons for their dissatisfaction: (1) some teachers’ poor English skills, (2) use of Spanish in

the classroom in an English course, (3) lessons are not motivating. Some of these reasons are explained in the teacher's survey.

5. Q3: The CLIL courses has helped me improve which one of the four skills (i.e. listening, reading, speaking, writing):

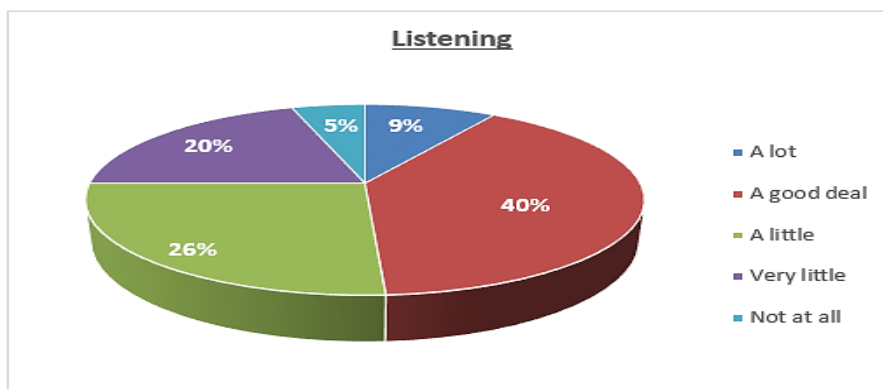


Figure 8. Self-evaluation of listening skills
Source: Own elaboration

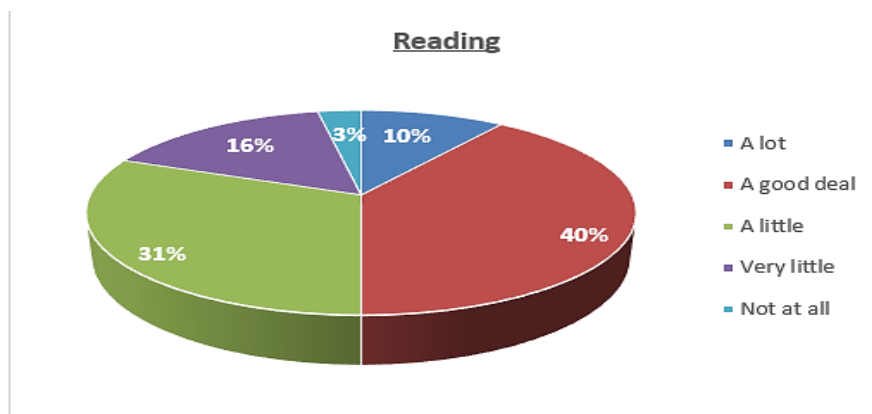


Figure 9. Self-evaluation of reading skills
Source: Own elaboration

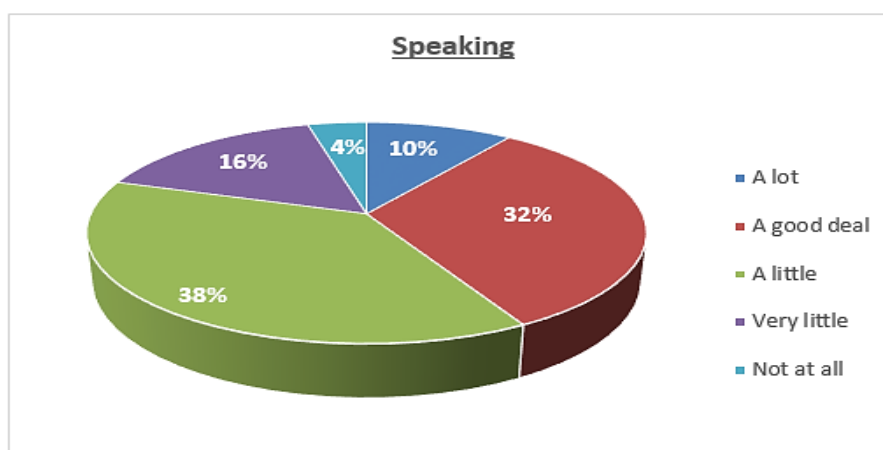


Figure 10. Self-evaluation of speaking skills
Source: Own elaboration

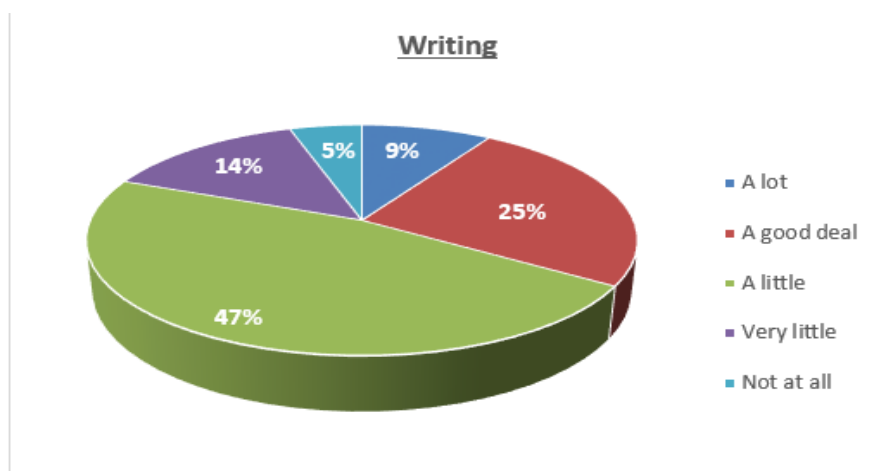


Figure 11. Self-evaluation of writing skills
Source: Own elaboration

Item 5 (figure 8,9) corresponds to the receptive skills. This meant that learning CLIL courses had helped students improve their listening and reading skills (49%/50%) a good deal and a lot. Item 5 (figure 10,11) belongs to the productive skills. This meant that it helped them improve their speaking and writing skills (42%/ 34%) a good deal and a lot.

6. Q7: What are the advantages and disadvantages of learning courses in English and if you have any suggestions to make English course(s) more effective and helpful in the future?

The seventh question was an open question for students to express their opinions about learning courses in English and if they have any suggestions. Most of the local respondents mentioned: *“Nowadays English is one of the most spoken languages in the world and especially for those who will work in the business world, it is very important to have it as a basic tool so those who speak the language will have more advantages than those who doesn’t”*. Another respondent mentioned: *“Better opportunities in the future - possibility to work in the business world and study abroad”*. For another student the advantages of studying courses in English comes from the opportunities they may have in the future: *“Helps to improve the English language and helps me take advantage of the opportunities that I can have in the future (job, studies, and the connections with other foreign people)”*. Respondents also mentioned that some of the advantages are the improvement of specialized vocabulary: *“It is a good advantage because it gives me the possibility to learn more technical business vocabulary. Also, it prepares us for future meetings or negotiations with multinational companies”*.

Regarding the suggestions to make English courses more effective and helpful, most of the respondents mentioned the methodology that they need more active classes: *“Present*

students more didactic materials (slides) that are easy to learn through figures and graphs, etc.” Other respondents mentioned about the language knowledge of the professors *“That teachers have English as a mother tongue or are fluent in the language”*. Also, the exchange students mentioned: *“I strongly urge to only recruit professors whose English is fluent. Sometimes in exams, I do not fully understand the questions - simply because the English that used is not correct. This can lead to misunderstandings and wrong learning outcomes - on a content basis as well as on a language skills basis.”*. Another exchange student mentioned: *“Make sure that the teachers are really capable to speak a fluent language. It can be very hard and boring when the teacher only uses very easy language.”*. Other respondent talked about teachers having an international experience of studying or teaching abroad to improve their pronunciation and the English language: *“All teachers should have a good pronunciation of words and not a strong Spanish accent or pronouncing words as if they are Spanish. This makes following the class difficult and boring. My favorite classes are with teachers who lived abroad for a few years and speak good English.”*

1.2. English Language Level Test. Both groups of students experimental and control group were tested before they started their Supply Chain Management classes in English in order to determine their English language skills before the application of the treatment and to identify if there were any changes in the students’ language level after the task-based classroom activities,

The test was created using an online platform ‘Google forms’. A test of 99 multiple-choice questions was given to the students in order to find out about their linguistic competences and vocabulary knowledge. Each of the questions answered is divided according to a range of language levels (i.e. elementary, lower intermediate, intermediate, upper intermediate, advanced) which are according to the CEFR. The CEFR system is used by the university to interpret and compare students’ language skills, and it promotes mobility for students, teachers and collaborators. The results of the pre-test and post-test will be compared to identify any changes.

The graph on Figure 12 shows the results of the pre-test (English language level test):

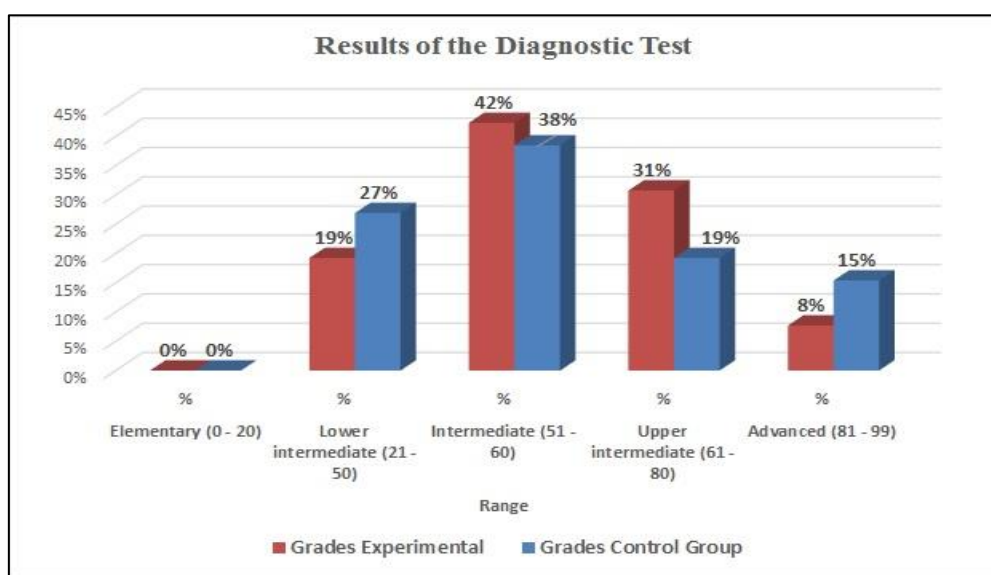


Figure 12. Results of the pre-test in the experimental and control group
Source: Own elaboration

Figure 12 shows in percentages the scores obtained in each of the questions which are marked according to the range of language levels (i.e. elementary, lower intermediate, intermediate, upper intermediate, advanced).

The total score of the experimental group shows that 42% of the students belong to the “intermediate” language level range and in the control group 38% belong to the “intermediate” level range. This means that both groups of students are at an ‘intermediate’ stage.

The results of the post-test are shown on Figure 13:

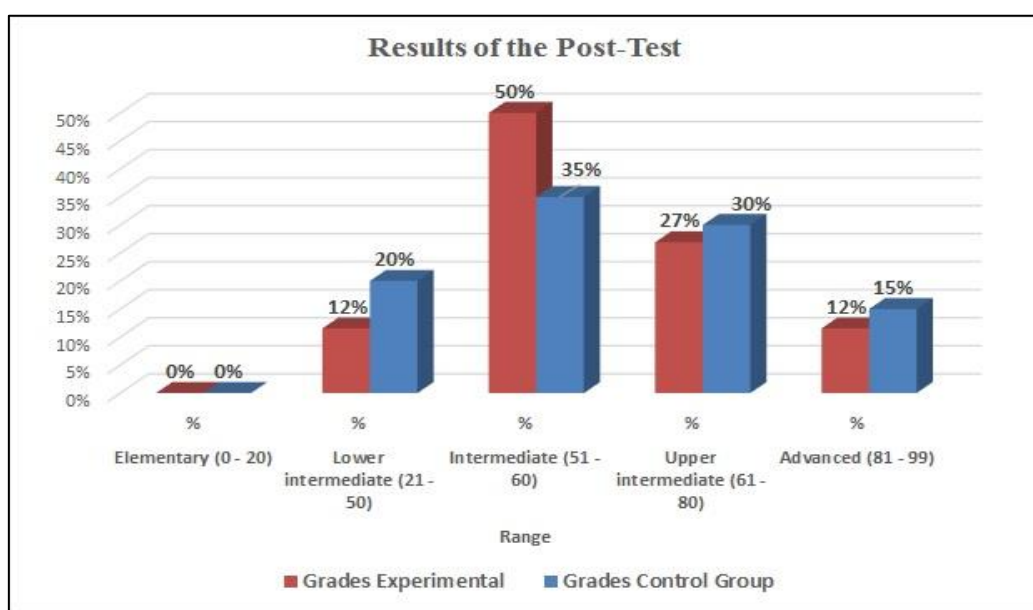


Figure 13. Results of the post-test in the experimental and control group
Source: Own elaboration

The post-test was taken after the implementation of the proposal. After comparing it with the results of the pre-test, the total score of the experimental group shows that there is a slightly increase in the percentage of students that belong to the “intermediate” level range from 42% to 50% and in the control group the percentage of students that belong to the “intermediate” language level range there is a slightly decrease from 38% to 35%.

In regards to the number of questions answered from 51 to 60 it shows that the experimental group answered favorably which increased their level. The responses in the pre-test shows 82.1% and in the post-test 89.6%. This shows a 7.5% increase. On the other hand, the control group results maintained their level and the number of questions answered favorably was not significant in the post-test. Likewise, on the basis of the assumption that some of these answers may genuinely reflect the test taker’s best guess, the results cannot confirm that more students in the experimental group improved their language levels after receiving the implementation of the different task types and activities; however their answers did show a satisfactory result.

1.3. Perception Surveys. The perception survey was conducted twice and it served as a diagnostic (pre-survey) and as a final (post-survey) data collection tool which was applied to the experimental group. The perception surveys were analyzed to examine the level of effective responses of the experimental group to the task-based activities used in the treatment.

Students participated in both online surveys that included mostly 4-point Likert scale (“1 = never”, “2 = hardly ever”, “3 = sometimes” and “4= always”) and open-ended questions. The answers were converted into ratio values for statistical purposes. The most significant questions (Q) were considered for the interpretation of results.

According to the mean values and standard deviations of students’ affective response in the questionnaires, a rank order of questions in terms of their mean values was developed. Table 11 shows the rank order of the task questions in the study.

Table 11. Rank order of task questions in the treatment in terms of their mean values

Rank	Task question	Mean	SD
1	9	2.88	0.7114
2	10	3.15	0.5435
3	11	1.58	0.7027
4	15	3.42	0.7027
5	17	2.00	0.8485

Source: Own elaboration

First, the results of the diagnostic (Pre-survey) and then the analysis of results of the final (post-survey) are presented.

1.3.1. Results of the Pre-survey. For purposes of the investigation only the most relevant questions have been considered for the investigation.

1. Q9: Do you know how to communicate the subject content in English? (e.g. participation in class, presentations)

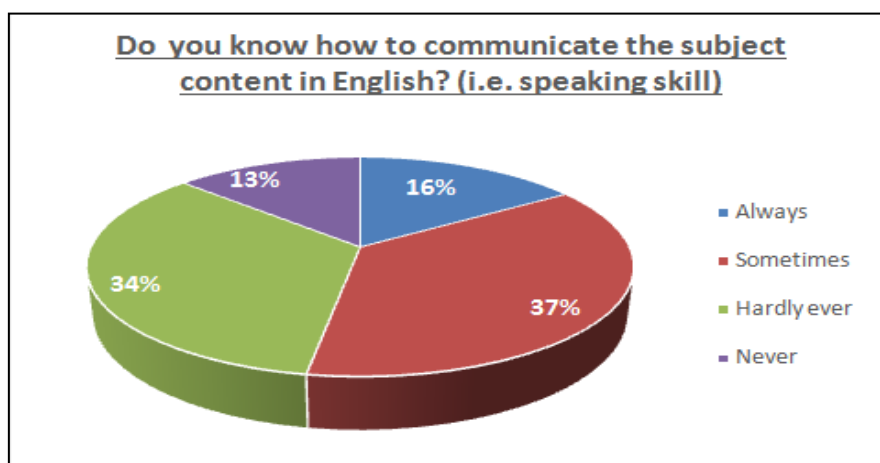


Figure 14. Subject content communication skills
Source: Own elaboration

Item 1 (figure 14) shows that almost 50% of the students selected “hardly ever and never” (34%, 13% respectively) for communicating the subject content in English with their classmates while only 37% selected “sometimes” and 16% chose “always”.

2. Q10: Do you enjoy the oral activities? (i.e. present an oral speech, participate in class in English)

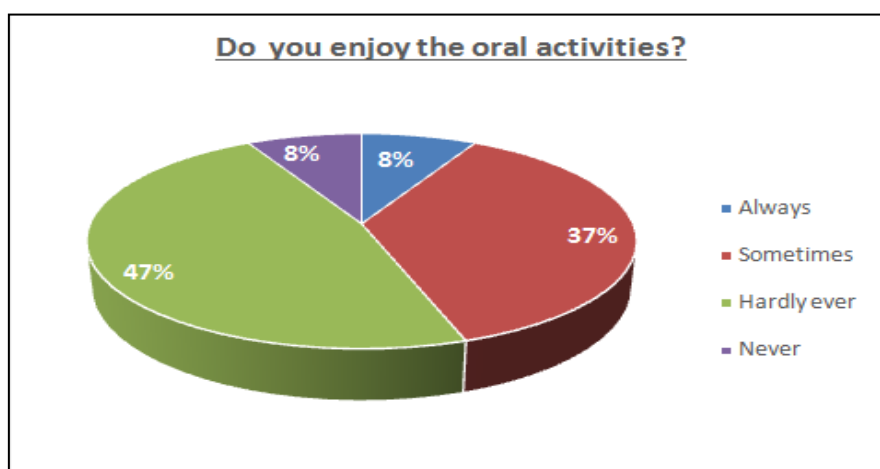


Figure 15. Enjoyment of oral-based activities
Source: Own elaboration

In item 2 (figure 15) it can be seen that almost 40% of students stated they “sometimes” enjoy the oral activities, more than 50% chose “hardly ever and never” (47%, 8% respectively) and only a few chose “always” (8%).

3. Q11: Mention the activities that you really liked doing in the classroom: (you can mark several options)

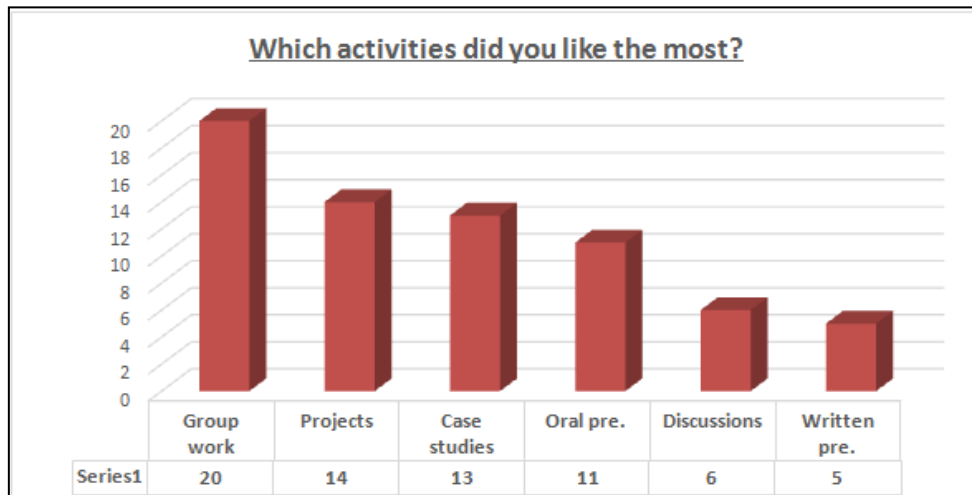


Figure 16. Classroom activities students liked the most
Source: Own elaboration

Item 3 (figure 16) shows that students chose as the first option “group work” which represents almost 30%. The second “projects” which represents 25 %. The third “case studies” which represents 17%. The fourth “oral presentation” which represents 15%. The last two options are “discussions and written presentations” which represents 14% (9%, 5% respectively).

4. Q13: Your role as student in the classroom was (active, passive, both)

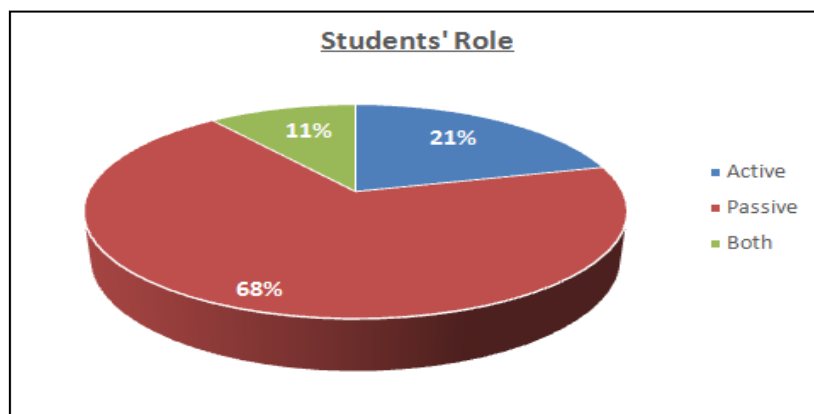


Figure 17. Student's role
Source: Own elaboration

In item 4 (figure 17) it can be seen that almost 70% of the students chose their role in the classroom as “passive”, almost 20% chose their role as “active” and almost 10% considered their role as active and passive.

5. Q14: The use of tasks in the case study activity has helped you

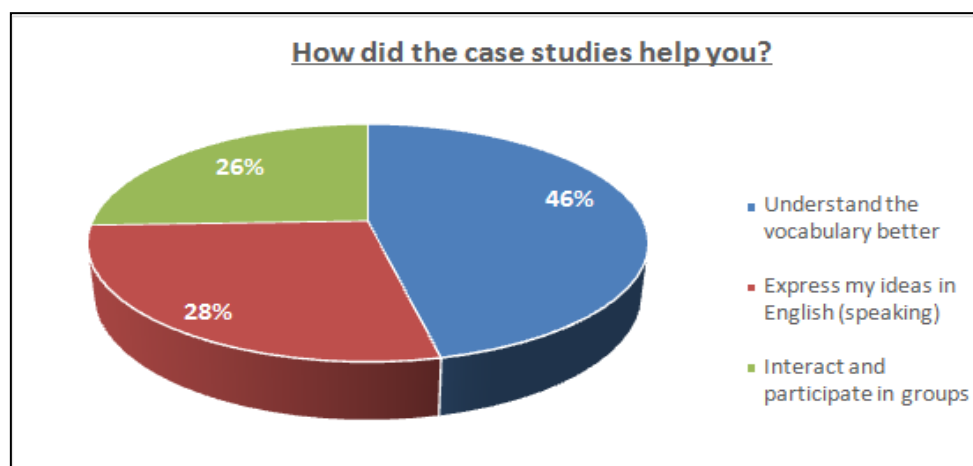


Figure 18. Use of CLIL tasks types
Source: Own elaboration

In item 5 (figure 18) it can be seen that almost 50% of the students chose to “understand the vocabulary better”, 28% chose to “express my ideas in English” and 26% considered to “interact and participate in groups”.

6. Q15: Does the teacher give you scaffolding to understand and communicate in English?

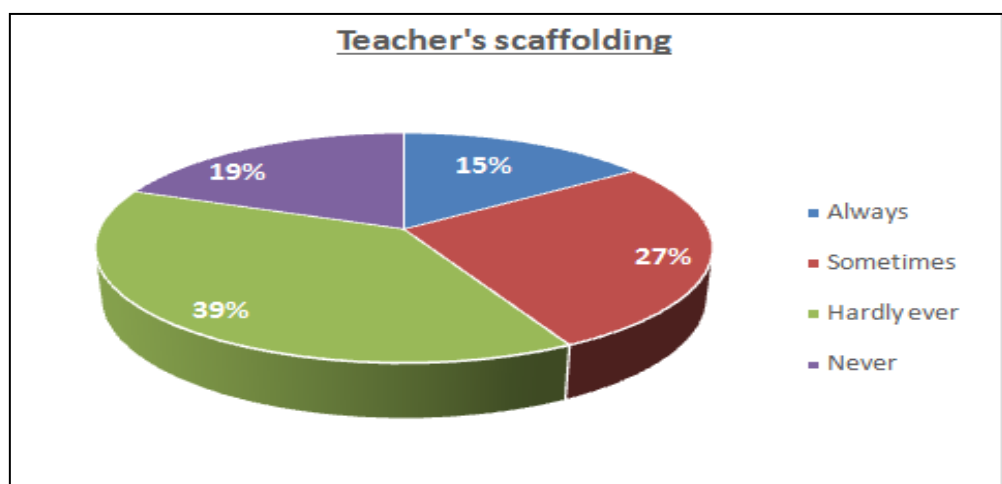


Figure 19. Teacher's scaffolding
Source: Own elaboration

Item 6 (figure 19) shows that 39% of students chose they “hardly ever” received teacher’s support or scaffolding, 27% of the students chose “sometimes”, 19% of students chose

“never”, and only 15% of the students chose “always”.

7. Q17: In general, do you speak in English with your classmates?

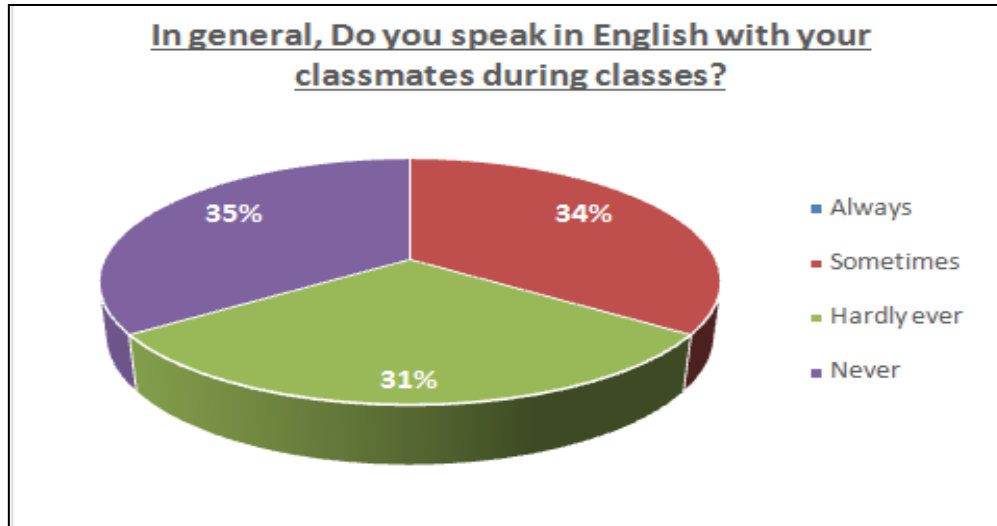


Figure 20. English with classmates
Source: Own elaboration

In item 7 (figure 20) it can be seen that almost 70% of the students mentioned they “hardly ever and never” (31%, 35% respectively) speak in English with their classmates during classes, and only 34% chose “sometimes” and no one chose “always”.

8. Q18: Do you have any suggestions to make the courses taught in English more effective and helpful in the future?

The eighteen question was an open question for students to express their opinions. For purposes of the investigation the most relevant ones have been selected and translated into English. See Appendix 3 for the complete list of responses in Spanish. One of the respondents mentioned that they needed more educational materials to develop their oral skills: *“In the courses taught in English, the oral expression should be more encouraged because there are sometimes that people just memorize concepts without understanding anything of what they are memorizing”*. Another respondent mentioned, *“Teachers should have more educational materials and activities such as graphics, papers, case studies, role-playing and more debates working in groups to make the courses more creative and innovative and develop more interest in the student*. Another student mentioned that the courses taught in English that are mandatory should be divided by the students’ English level: *“For example, the Supply Chain Management course should be for the students with advanced level, in that way the course*

will be explained according to the level of the student that will be able to understand it fully. It shouldn't mean if the student has a lower level, the course should lower the level of teaching but with the necessary teaching tools teachers are able to reach the students".

Other respondents reported regarding the learning of courses taught in English through the use of Information and Communications Technologies (ICTs) and virtual platforms in the classroom: *"There should be more educational materials, using the uevirtual, internet, projectors, virtual platforms to be able to communicate with others in real time. More visits to companies and the use of case studies close to the Peruvian or Latin America reality".*

1.3.2. Results of the Post-survey. This part shows the results of the post-survey which was conducted after the proposal was implemented, that is after the task-based activities were introduced in the classroom. The same sample group was asked to reflect on the same questions but this time taking into consideration their recent learning experiences with the various CLIL tasks types presented in class.

1. Q9: Do you know how to communicate the subject content in English? (e.g. speaking skills)

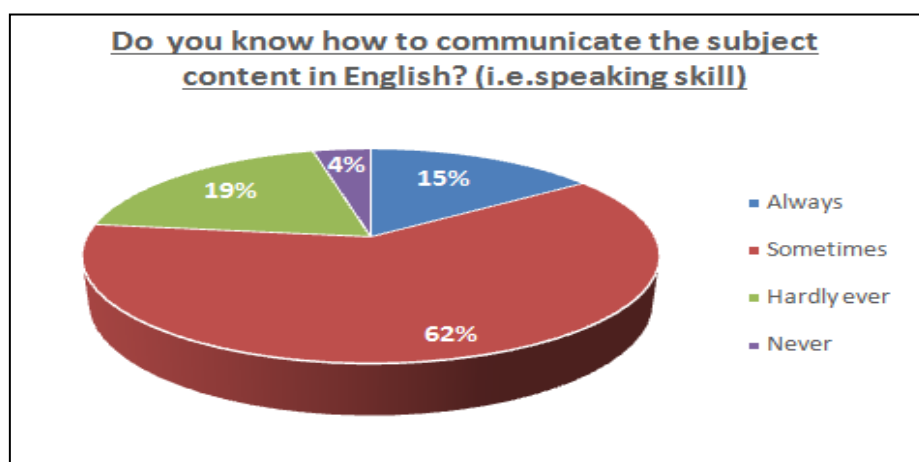


Figure 21. Subject content communication skills post-survey
Source: Own elaboration

Item 1 (figure 21) shows that only 19% of the students selected 'hardly ever' and 4% 'never' for communicating in English with their classmates in a subject content course which in comparison to the first survey it was almost 50% of the students who chose "hardly ever and never". Also, 62% of the students selected "sometimes" in comparison to the first time it was only 37% of the students. The students who chose "always" it almost kept the same percentage 15% .

2. Q10: Do you enjoy the oral activities? (i.e. present an oral speech, participate in class in English)

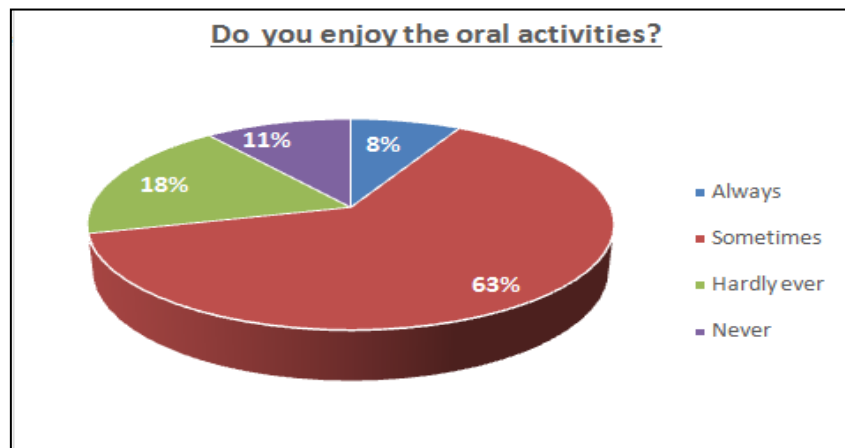


Figure 22. Enjoyment of oral activities post-survey
Source: Own elaboration

In item 2 (figure 22), it can be seen that over 60% of students stated they “sometimes” enjoy the oral activities which in comparison to the first survey it was only 37% of students who chose “sometimes”. Almost 30% chose “hardly ever and never” (18%, 11% respectively) which in comparison to the first survey it was 55% of the students who selected hardly ever and never and the few who chose “always” kept the same(8%).

3. Q11: Mention the activities that you really liked doing in the classroom:

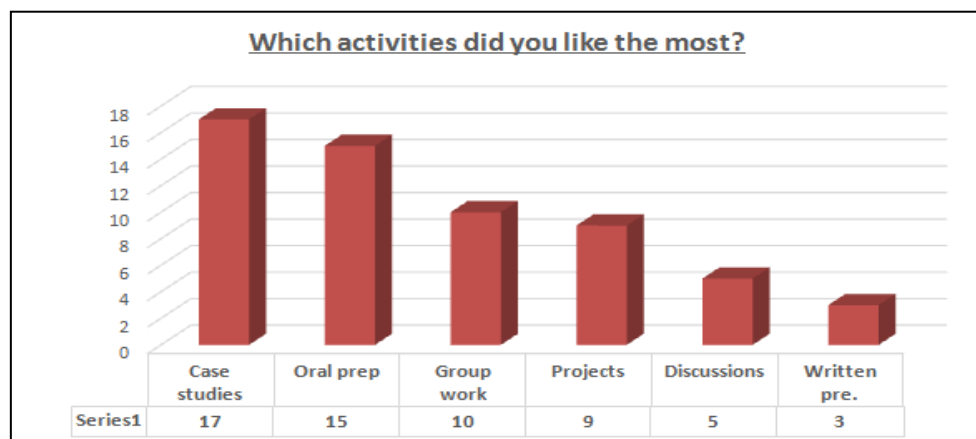


Figure 23. Classroom activities students liked the most post-survey
Source: Own elaboration

Item 3 (figure 23) shows that students chose as the first option “case studies” which represents almost 30% instead of “group work” in the first time and represents 30%. The second they chose “oral presentation” which represents 20% instead of “projects” which represents 25%. The third option they chose “group work” which represents 19% instead of

“case studies” which represents 17%. The fourth option they chose “projects” which represents 16% instead of “oral presentation” represents 15%. The last two options are “discussions and written presentations” which represents 16% in comparison to the first survey 14% which represents almost the same percentage.

4. Q13: Your role as student in the classroom was (active, passive, both)

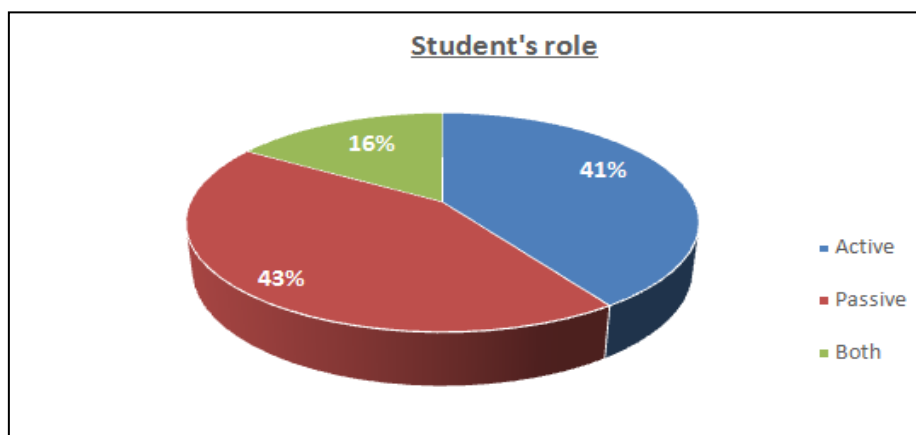


Figure 24. Student's role post-survey
Source: Own elaboration

In item 4 (figure 24) it can be seen that only 43% of the students chose their role in the classroom as “passive” which in comparison to the first survey it represents 70% . The active role represents 41% which in comparison to the first survey it is 20% and 16% considered their role as active and passive in comparison to the other survey it was 10%.

5. Q14: The use of tasks in case study activities has helped you: (1) understand the vocabulary better, (2) interact and participate in groups, (3) express my ideas in English, (4)analyze, describe and infer the meaning of the words in the text, and (5) all the above.

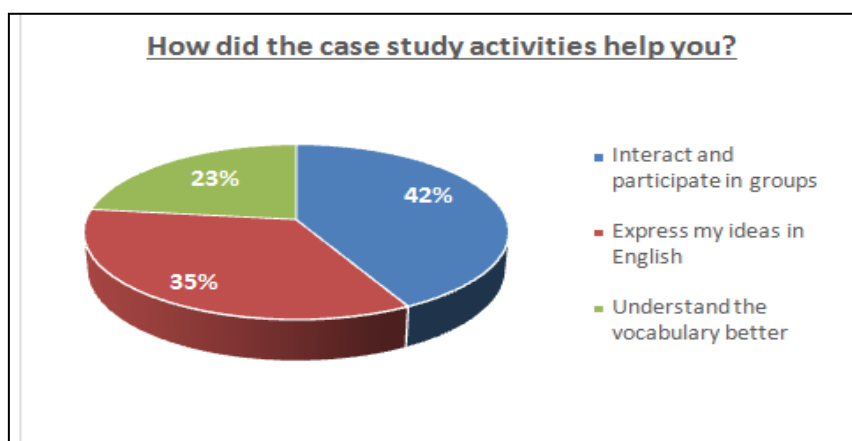


Figure 25. Use of CLIL tasks types post-survey
Source: Own elaboration

In item 5 (figure 25) it can be seen that more than 40% of the students chose to “interact and participate in groups” instead of “understand the vocabulary better” the first time which represents 50%, 35% chose as a second option “express my ideas in English” in comparison to the other the same response only represents 28%, and 23% considered to “interact and participate in groups” which in comparison to the other the same response only represents 26%.

6. Q15: Does the teacher give you scaffolding to understand and communicate in English?

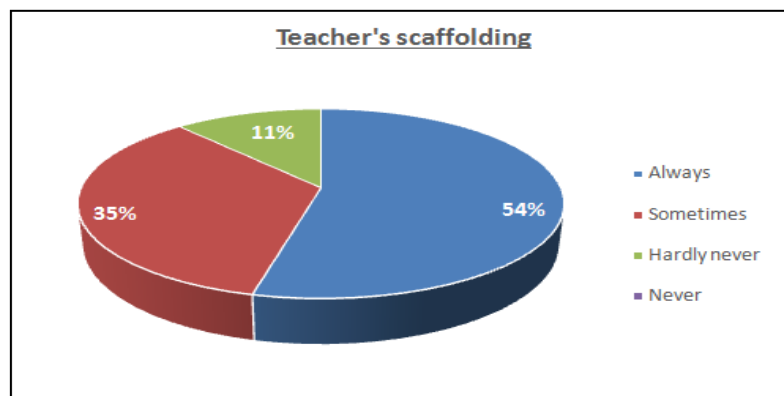


Figure 26. Teacher's scaffolding post-survey
Source: Own elaboration

Item 6 (figure 26) shows that over 50% of the students stated that they received “always” teacher's support or scaffolding which in comparison to the first time it was only 15%, 11% of the students chose “hardly ever” which in comparison to the first time it was over 50% and no one chose “never”.

7. Q17: In general, do you speak in English with your classmates during classes?

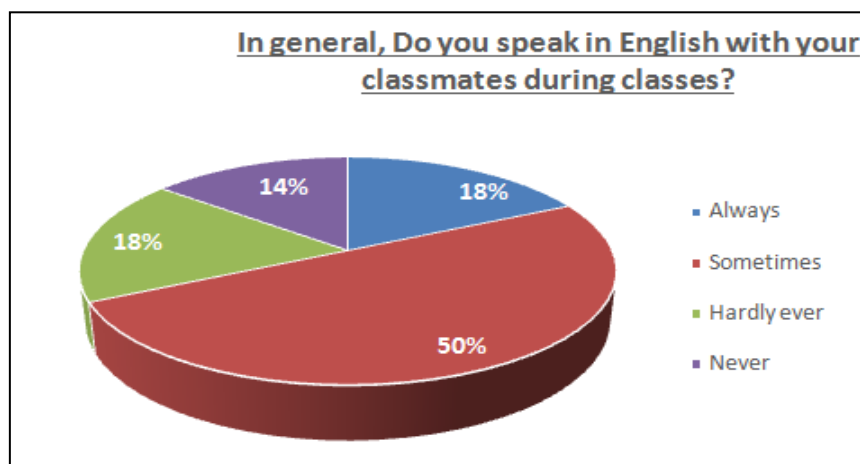


Figure 27. English with classmates post-survey
Source: Own elaboration

In item 7 (figure 27), it can be seen that 50% of students chose “sometimes” when speaking English with classmates during classes which in comparison to the first time they were asked it was 30%. Only 32% of the students mentioned they “hardly ever and never” (18%, 14% respectively) instead of 70% which was the percentage in the first survey, and 15% chose “always” in comparison to the other, nobody chose always.

1.4. Final Oral Task. After the proposal was implemented, students from the experimental and control group were evaluated for the final task. The number of students who participated was 75, 36 students from the experimental group (class S-013) and 39 students from the control group (class S-012). The oral task consisted in preparing an oral presentation about a problem(s) of a multinational company’s supply chain and give their solutions. This could provide the investigation with evidence to achieve the expected objectives.

The rubric was created taking into account the teaching objectives and learning outcomes of the course syllabus. Students were also evaluated considering both formal aspects (i.e. presentation, style, structure, etc.) and content aspects (i.e. student speaks in a clear manner using academic language, he/she understands the subject content and knows how to convey it, the student uses appropriate subject-specific terminology, etc.). After the evaluation of the oral presentation, students were graded by the teacher. The scores go from zero to twenty (0-20), where eleven (11) is the minimum passing grade for the undergraduates. See the University grade system (Annex 5).

The graph on figure 28 shows the results of the experimental group in the oral presentation:

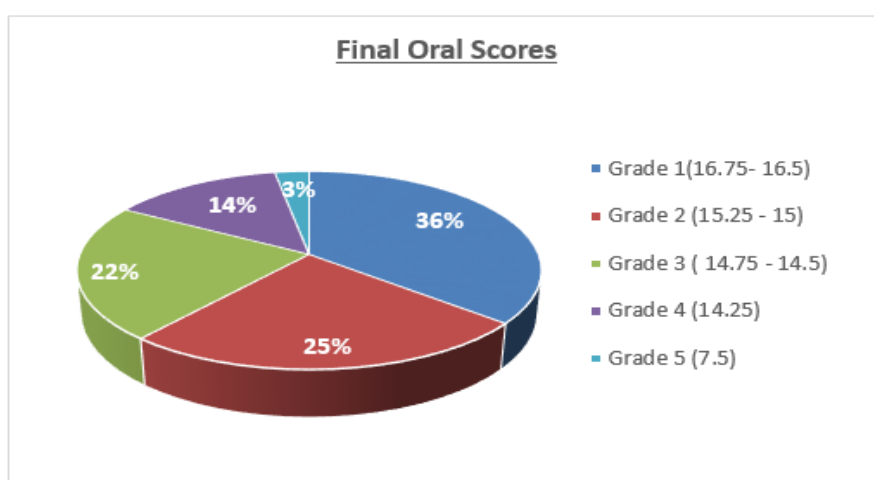


Figure 28. Final Oral Scores of the experimental group
Source: Own elaboration

Figure 28 shows the scores obtained from the oral presentation where students were able to reach the third scoring range from ESAN grades (16.5 – 17.49) which is considered an “B+” grade. This means that 36% of the students (13 students) reached the score 16.75, 16.5 respectively. Then, 25% of the students (9 students) obtained the score 15.25, 15 respectively. 22% of the students (8 students) got the score 14.75, 14.5 respectively. 14% of the students (5 students) obtained the score 14.25 and only 3% of the students (1 student) reached the score 7.5.

The graph on figure 29 shows the results of the control group in the oral presentation:

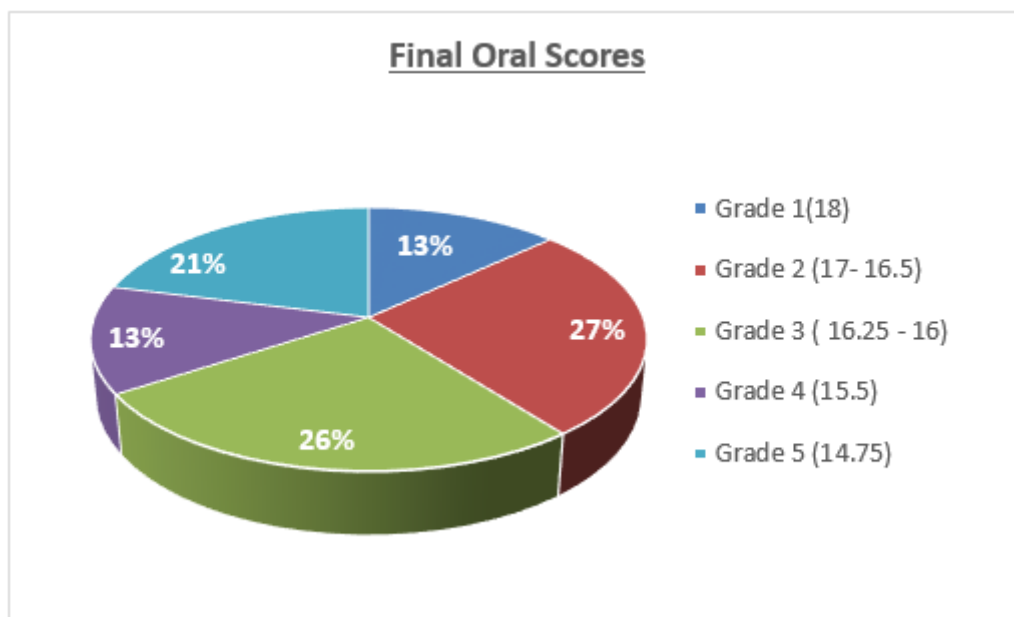


Figure 29. Final Oral Scores of the control group
Source: Own elaboration

Figure 29 shows the scores obtained from the oral presentation where students were able to reach the second highest scoring range from ESAN grades (17.5 – 18.49) which is considered an “A-” grade. This means that 13% of the students (5 students) reached the score 18. Then, 27% of the students (10 students) obtained the score 17, 16.5 respectively. 26% of the students (10 students) got the score 16.25, 16 respectively. 13% of the students (5 students) obtained the score 15.5 and 21% of the students (8 students) reached the score 14.75.

2. Analysis and discussion of results

2.1. Students' questionnaire and perception surveys. Let us discuss the results obtained from the students' questionnaire and pre-survey applied before the proposal and the post-survey carried out upon the completion of the implementation of the proposal.

First, when analyzing the results obtained from the students' questionnaire, it is clear that the majority of students (71 %) felt satisfied with taking subject courses in English. The top two reasons for their satisfaction includes the role of English in their life such as obtaining a better job in the future and the importance of learning and improving the English language which represents 47%. The results showed that students were both intrinsically and extrinsically motivated as they acknowledge the importance to learn content subjects in English and that it could help them in their future life. The third reason represents 20% of the students who chose the acquisition of vocabulary. Other reasons (14%) that they enjoyed learning CLIL subjects in English were to practice their English with foreign students, read papers and magazines, and to be prepared for an exchange or double degree program in the future.

However, when looking at the results for their dissatisfaction, the first top reason represents 47% of students who think that it is hard to concentrate in the content and in the language and the lessons are more stressful. The students who explained other reasons for their dissatisfaction which represents 24%, mentioned three main factors: teachers' poor English skills, use of Spanish in the class, and the lessons which are not motivating.

Second, when analyzing the results from the pre-survey, it is clear that students mentioned that they hardly ever or never communicate orally the subject content in English which represents 43%. This also shows why 66% of students mentioned they hardly ever or never spoke in English with their classmates during classes in a subject content course in comparison to the second post-survey which it shows that only 32% of the students selected hardly and never when they were asked to respond based on the implementation of the activities they had received for this research. There were other specific questions including how they felt about participation in class and what they considered important activities influencing talk in class. Looking at the results on the pre-survey, there were six categories that emerged from the students' answers: group work, case studies, team projects, discussions in pairs or groups, oral presentations, and written presentations. The first three choices were 'group work' with 30%, projects with 25%, and 'case studies' with 20%. The second time they were surveyed, they chose as their first three choices 'case studies' with 30%, 'oral

presentation' with 20% and 'group work' with 19%. These results are not surprising if one considers that students when surveyed the first time, 55% of students mentioned not knowing how to communicate orally the subject content in English and not to enjoy the oral activities. However, the second time they were asked, fewer students (24%) who mentioned not knowing how to communicate in English and 29% of students who enjoyed the activities. Also, this shows when they were first asked about their role in the classroom, 68% of students chose 'passive' compared to the second time, only 43% chose a passive role and 41% of students selected 'active' role. This could also be influence by the hours students are in contact with the language and the opportunities they have to practice it outside the classroom. Teachers could also play a part and the choices they make to provide students with opportunities to practice the language inside the classroom.

Third, it is clear when students were shown with various CLIL tasks types such as problem-solving, decision-making, summarizing, discussing and the case study activities, they mentioned that the use of the different types of tasks has helped them to understand the vocabulary better (46 %), express their ideas in English (28%), and interact and participate in groups (26%). In comparison to the second time they first mentioned interaction and participation in groups (42%), then express their ideas in English (35%), and understand the vocabulary better (23%). Considering the results of the students the second time they were surveyed, it clearly shows that it depends on the types of tasks and activities chose by the teachers, and what they present or expose their students in order for them to enjoy using the language orally, and participate with their peers. This enjoyment of working on the tasks and classroom activities kept students motivated which also looked very promising considering that could certainly promote their oral skills. In this way, students are eager to participate, to speak in front of their peers, present orally and express their ideas in English when communicating in pairs or groups. In addition, when comparing the results from the first survey about what students thought of their teachers' scaffolding to understand and communicate in English, only 39% of students mentioned that they hardly ever received that support. However, in the second time they were asked, the number was higher, 54% students stated they have "always" received their teachers' support to understand and communicate in English. These results again show the choices made by the teachers and how they make students active participants in the classroom.

2.2. Final Oral Task. After evaluating the information obtained from the oral presentation performed by the 75 students against the rubrics presented earlier and looking at the scores, it is shown that both groups of students from the experimental and control showed a significant improvement of their oral presentation skills.

The highest score obtained by the experimental group was 16.75 (B+) which represents 36% of the students. The second highest score was 15.25 (B-) which represents 25% of the students and the third lowest score was only 14.25 (C+) which represents 35% of the students if we consider those who had lower proficiency levels of the language. In comparison to the control group, the highest score obtained by the experimental group was 18 (A-) which only represents 13% of the students. The second highest score was 17 (B+) which represents 27% of the students and the lowest score was only 14.75 (B-) which represents 21% of the students.

Both groups showed a good command of the language and the use of appropriate subject-specific terminology. The students spoke in a clear manner and succeeded to engage their partners to ask questions and be able to offer feedback. They were also more confident speaking in front of their peers without being afraid of making mistakes. They made minor mistakes in the use of grammatical sentences and use of some verb tenses but it is easy to understand what they mean.

Even though the students in the experimental group benefited considerably from the implementation of the proposal of introducing various CLIL tasks types for the enhancement of their oral skills, the students who benefited the most were the ones with lower proficiency levels. These results are based on the evidence gathered from the oral presentation and the rubrics made by the teacher. Also, as shown in the diagnostic test the students with lower language levels than the average students' "intermediate level" were capable of communicating orally and their oral skills were enhanced and obtained greater scores in the oral presentation.

2.3. Teacher's interview results. The interview conducted with the teachers has been transcribed in written form. The teachers were asked questions related to the use of the mother tongue in the classroom, their attitudes and motivation regarding the teaching of CLIL courses, the most effective teaching strategies they use when subjects are taught in English, and the learning difficulties that students face.

For purposes of the investigation, only few questions have been analyzed in detail. The complete set of questions (see Appendix 4). During the interview, the teachers reported that

they focus only on the English language when explaining concepts, ideas or terms that students do not understand. Here is a representative view:

My double teaching qualification as English language professor and in the subject content teaching supply chain management, helps me explain in an integrated way the concepts, ideas or terms. For example, I use terms or give the definition of a word to explain the vocabulary students do not understand or I give examples to explain some content so students in that way are using the language to learn and to communicate the content.

Another teacher mentioned that both language and content are developed in an integrated way. Here is a representative view:

Our class time is limited. I focus 70% on content on average and 30% on language. However, through weekly articles, newsletters, presentations, and written works, students are developing both their content and language in an integrated way. For instance, if students do not understand a term or concept, I give them examples or when if it is absolutely necessary I resort to the Spanish translation of that term just for clarification. I always ask students to use appropriate subject-specific terminology and appropriate academic English.

When teachers were asked if the activities or tasks they use help enhance students' oral skills and what other teaching strategies they use or think are more effective when subjects are taught in English, here is a representative view:

When students are working on tasks, it is important that the teacher monitors their activities and make sure they are using the foreign language to express their ideas, and discuss any content. I use good supporting materials such as Power Points, videos, real case studies, presentations and so on, which enhance both the language and the content knowledge.

Another useful strategy which I think is important is using translation for words or phrases in Peruvian Spanish which means switching sometimes from English to Spanish only when necessary to reinforce an idea or word, thus making students get interested in a topic which is of great importance for understanding the content.

Another teacher was asked the same question about the tools or strategies she uses and if the tasks she uses help promote students' speaking abilities when teaching subjects in English, here is a representative view:

Rubrics are important for both teachers and students as it provides consistency in evaluating students' work as well as help them see that learning is about gaining

different skills and give them opportunities to do self-assessment which reflect on their learning process. Besides, using project rubrics, rubric for newsflash and rubric for class participation students know what abilities they are developing such as understanding, conveying, discussing, etc. and they can be adapted for any activity or project. When students work on tasks or projects, they are also developing not only their speaking skills since they need to present their task orally at the end of the class or course but also developing other sub-skills such as reasoning, discussing, agreeing, etc.

Another important factor that teachers were asked is about the major learning difficulties that students face when subjects are taught in English. Here is a representative view:

Students do not know how to communicate in English, they are afraid to make questions and to make mistakes as they don't have a good command of the language. However, students with less knowledge try to look for ways to understand, for example, they record the class, work in pairs or groups, or ask more questions. Also, I always try to give them examples, for instance when they do not know the meaning of a specialized term instead of giving the translation of the term I first use collocations in English and then to reinforce the language I give them the translation in Spanish.

A second teacher was asked the same question about the students' major difficulties when subjects are taught in English, here is a representative view:

When students have a very low English language level, they are not motivated in the class, they sometimes fail the course and they don't want to register in the course again. If there isn't a good rapport with the teacher, the students will feel unmotivated in the class and in general in the course. They will also be afraid to participate or speak in the class. Sometimes students get anxious and nervous when they need to present orally in class. For instance, telling them something like 'we are all learning here so use this opportunity to make mistakes' is one way to keep students 'affective filter' lower. However, students with an international experience, study abroad experience, they are not afraid to speak or interact with exchange students or the rest of the students in the class.

When the participant teachers were asked about the advantages and disadvantages of teaching subjects in a foreign language here is what they mentioned:

I think that it is very important to teach courses in English, since English is the international language par excellence. Second, students are forced to become more proficient in that language. Third, it favors a complete command of that language, since

it is necessary to master it completely. Fourth, in the future complete careers may be taught in that language, favoring the recruitment of foreign students.

Another teacher mentioned there are no disadvantages in this regard. Here is a representative view:

It think it is extremely important since English is and will continue to be the language of business, which is reinforced by the fact that we live in an ever deeper Globalization where thanks to technology and social changes, the physical borders are minimized more and more. We would only have to overcome the communication borders, to be able to interact with any inhabitant of our planet. The knowledge of English in these changes and trends is an ally.



Conclusions

Looking at the findings and theories presented in the research, we can answer the main purpose of the investigation: how does the collaboration of CLIL methodology through the use of task-based classroom activities help enhance the oral skills of students and their content knowledge in English.

After looking at the results, we have concluded:

First. Task-based activities help promote students' oral skills in the classroom when are supported by the teacher. Students agree that the task-based activities presented in the case study help them interact and participate in groups which represents 42%, express their ideas in English representing 35% and understand the vocabulary better representing 23%. Also, when students were asked about the activities they liked the most, the most significant responses were: (1) case studies which represents 30%, (2) oral presentations which corresponds to 20%, (3) group work activities which represents 19%, (4) projects which represents 16% and (5) written presentations which represents 15%. Moreover, teachers also agreed that when students were presented with the task-based activities scaffolded by them, students were able to communicate their ideas and thoughts orally during the different tasks of types in groups. They could verbalize a large amount of subject-specific terms. They practiced the activities in groups and gave an oral presentation in regards to find a solution to a supply chain problem of a Peruvian company that allowed them to become more competent when speaking. The highest score obtained in the oral task was 18 (A-) and the lowest score was 14 (C+) even for those students who had lower proficiency levels of the language.

Second. The analysis of the case study and the oral presentation task where the various tasks treatment are presented were also an effective way to provide students with a wide variety of sub-skills such as understanding, analysing, creating, evaluating which also helped them develop other abilities such as critical thinking, decision-making, problem-solving skills, etc. Since students were constantly working on tasks by summarizing, guessing, matching, reporting, presenting, and so on, this allows them to develop their oral skills in the target language as well as to gain the subject-specific language skills, thus through this interaction and involvement in various types of tasks their oral production is enhanced. Moreover, the various tasks used in the case study allowed students to develop their language skills such as reading since they were searching for information in the internet or any other source, and reading the text of the case study. Thus, they were eager to read in a foreign language, namely, finding specific content subject information, specific terminology and any

other relevant information. They developed their listening and writing skills when they were working in groups answering and discussing the questions of the activities they presented in class.

Third. When students were introduced to different motivating types of tasks such as discussing, reporting, eliciting, etc, and the oral presentation of the company, they stated in the perception surveys that these tasks helped them to feel more motivated to speak in front of others and to express their ideas in English. With the teacher's support, they were also able to participate more actively in class by speaking with each other or in groups which represents 41%. These answers were also compared to the results of the participant teacher in the oral assessment rubrics. The students of the experimental group and the control group showed a good command of the language, understanding of the content and they were able to convey this orally when comparing the scores reached in the final oral assessment with their formal evaluation grades in the course.

Fourth. The presentation of useful CLIL lesson planning tools for subject and language and teachers is a great opportunity to present students with a different teaching methodology. The students play a more active role; they have more opportunities of practicing their oral skills while doing the task-based activities. The adaptation of the CLIL Supply Chain Management course syllabus also contributed to the students' learning outcomes and content and language objectives as it presents students with opportunities for developing their language skills. Since the development of the curriculum and the course syllabus is a task that should be in charge of the subject teacher and content teacher. The adaptation of the language and content objectives was made with the help of the participant teacher of the Supply Chain Management course. In this respect, collaboration between subject teachers and language teachers is a key determinant to increase students' academic language use in the classroom.

Recommendations

First. It is essential for teachers and curriculum developers in CLIL education to expand and improve their understanding, expertise, and skills related to the teaching objectives and learning outcomes in helping learners achieve competence in communicating through a foreign language in a content subject. Other aspects to consider are related to the selection of CLIL strategies and tools necessary to integrate a wide range of skills that facilitate language and content learning at cognitive and cultural levels appropriate to the learners in this globalized world. Besides, the tools the CLIL approach utilizes and the wide range of interactive task-based activities such as problem-solving, decision-making, reporting, presenting orally maximize the opportunities for the learners to become proficient and successful.

Second. In order to provide some insights into the implementation of various task-based activities in a CLIL classroom and how they may contribute towards the enhancement of students' oral skills in the target language, some distinguishing classroom management methods should be considered, and some classroom tools should be envisioned. One of the most important aspects is the opportunities of engaging learners in a wide range of interactive tasks (Richards, 2006) that builds problem-solving skills, decision-making skills, critical thinking skills, and presentation skills as learners analyze information, negotiate and cooperate with one another. CLIL instructors should be trained in how diverse teaching methods for planning a CLIL curriculum framework could be attained taking into account the theoretical and practice aspects involved in the 'Tool Kit' (Coyle et al., 2010), including the 4Cs framework, the language 'Triptych', and the CLIL Matrix. These tools could help teachers to self-evaluate and ensure quality CLIL in learning and teaching of content and language. According to Coyle (2005), a more recent contribution to the development of professional learning which involves inquiry-based practice is the 'Lesson Observation and Critical Incident Technique (LOCIT)'. This tool enables teachers to share practice-based evidence of successful CLIL with other colleagues and learners. It involves filming a whole lesson or parts of lessons and editing the key 'learning moments' and comparing edited clips. For instance, observing each other's lessons or recording and transcribing sections of lessons when students are speaking is a good way for teachers to monitor progress and measure what difficulties they may have with the language or subject content. Further investigation should be developed in recording students' dialogues which can give examiners opportunities to evaluate a more objective assessment. The recordings could also be used to assess students' speaking difficulties and other skills.

Third. The integration of effective methods, principles and tools for implementing CLIL at higher education institutions should be considered in order to design, monitor and develop concrete CLIL lesson planning and curriculum design. Teachers or curriculum developers should have the opportunity to develop professional confidence and to ‘own’ their practice (Coyle et al., 2010). One way to do this is by using the tools suggested and creating a personalized ‘Tool Kit’ for their own context and learners. The Tool Kit provides a range of questions from which CLIL teachers can select and generate their own questions relevant to their own contexts. Moreover, this tool assists teachers in different ways such as planning a CLIL lesson or series of lessons, creating materials, monitoring learners’ development which is part of the ‘plan-do-review’ cycle (Coyle et al., 2010). It is strongly recommended that the questions are used in conjunction with other tools suggested, such as the 4Cs Framework, the Language Triptych, Task-design principles, CLIL mind map, and the CLIL Matrix. However, there are still challenges arising on how to design and develop concrete CLIL teaching lessons and projects in curriculum design and classroom planning. Further research could be done integrating CLIL projects in mixed learning activities through the selection of various forms of Information and Communications Technologies (ICTs) and digital tools.

Fourth. It is not only about integrating effective-practice and digital tools into CLIL classrooms but also of adapting and meeting the specific demands of the language fundamentals including online resources, activities, task types, teachers and students’ roles, and means of assessment. As such, CLIL teachers and curriculum makers should be aware that is beneficial to offer students the opportunities to develop language and content learning skills and cognitive and cultural skills. Teachers are responsible for delivering the lessons in an integrated way considering the 4Cs planning tool (Coyle et. Al, 2010) in terms of the ‘content’ to be taught first (i.e. teaching objectives) and what is expected of learners to be able to do at the end of the lesson (i.e. learning outcomes). Second, carry out ‘thinking skills’ or cognitive processing analysis, i.e. relate the content to cognitive skills of lower-order processing and higher-order-processing. Third, consider the ‘cultural awareness’ and intercultural implications, i.e. the added value and opportunities that arise for teaching the curriculum subject through the medium of a foreign language. Fourth, identify the communication (language) needed to carry out the above 3 by the learners, i.e. using three language “Triptych” (Language of learning, language for learning and language through learning).

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Appendixes





Appendix 1: English Language Level Test

To see the test online, click [here](http://goo.gl/forms/IuIkCVbXt0) or enter <http://goo.gl/forms/IuIkCVbXt0>

* See guide to test and key answers in next pages

ENGLISH DIAGNOSTIC TEST

Proyecto de Investigación ESAN, Investigadora Responsable Sonia Ponte

El objetivo principal de este examen es obtener información sobre los conocimientos que los alumnos de la Universidad ESAN tienen del idioma Inglés antes de iniciar con sus cursos de carrera dictados en este idioma. Este examen es anónimo y confidencial. La información obtenida será utilizada para fines de investigación.

Agradezco de antemano su colaboración y sinceridad en completarlo.

1.Datos Generales (General Information)

Nombres (First Name)

Apellidos (Last Name)

dirección de correo electrónico (para notas) email address (for grades)

Género (Gender)

☐ Masculino

☐ Femenino

Carrera (Career)

Años estudiando la carrera (years studying the career)

Standard Test (Continued)

Edad (Age)

Lengua Materna (mother tongue)

Años estudiando Inglés (years studying English)

☐ 1 a 2 años☐ 2 a 3 años☐ 3 a 4 años☐ 4 a 5 años☐ 5 años a más☐ Other:

Nivel (Level)

☐ Básico☐ Intermedio bajo☐ Intermedio alto☐ Avanzado☐ Proficiency☐ Other:

Conocimiento de otros idiomas (knowledge of other languages)

Cursos previos o actuales aprendidos en Ingles (previous courses taken in English)

Experiencia de estudiar o vivir en países de habla inglesa (experience studying or living abroad)

Guide to Test

GRAMMAR POINT	QUESTION	QUESTION	QUESTION	QUESTION
ARTICLES	1	16	31	
SHORT QUESTIONS	2	17	32	
PRESENT SIMPLE	3	18	33	
WH QUESTIONS	4	19	34	
FUTURE 1	5	20	35	
PAST SIMPLE 1	6	21	36	
PRESENT PROGRESSIVE	7	22	37	
SOME / ANY	8	23	38	
PRESENT PERFECT	9	24	39	
IMPERATIVE	10	25	40	
COMPARATIVES	11	26	41	
SHORT ANSWERS	12	27	42	
HAVE GOT	13	28	43	
PRONOUNS 1	14	29	44	
PREPOSITIONS 1	15	30	45	
MODALS FOR POLITENESS	46	63	80	96
PAST SIMPLE 2	47	64	81	97
MODALS GENERAL	48	65	82	98
ADJECTIVE / ADVERB	49	66	83	99
CONDITIONALS	50	67	84	
FUTURE 2	51	68	85	
PREPOSITIONS 2	52	69	86	
PASSIVE	53	70	87	
REPORTED SPEECH	54	71	88	
PAST PERFECT	55	72	89	
FOR / SINCE	56	73	90	
RELATIVE CLAUSES	57	74	91	
PRONOUNS 2	58	75	92	
INF / ING	59	76	93	
PRONOUNS 3	60	77	94	
PAST PROGRESSIVE	61	78	95	

Test Key Answers

1.	C	34.	C	67.	C
2.	A	35.	D	68.	C
3.	B	36.	C	69.	A
4.	C	37.	C	70.	C
5.	C	38.	B	71.	C
6.	A	39.	B	72.	B
7.	C	40.	D	73.	B
8.	C	41.	C	74.	B
9.	C	42.	C	75.	B
10.	C	43.	A	76.	B
11.	C	44.	C	77.	B
12.	C	45.	C	78.	B
13.	D	46.	C	79.	B
14.	A	47.	C	80.	A
15.	B	48.	D	81.	C
16.	C	49.	B	82.	A
17.	C	50.	B	83.	B
18.	D	51.	B	84.	C
19.	C	52.	A	85.	B
20.	B	53.	C	86.	C
21.	C	54.	C	87.	B
22.	B	55.	C	88.	B
23.	A	56.	B	89.	B
24.	C	57.	B	90.	C
25.	B	58.	B	91.	C
26.	D	59.	B	92.	C
27.	C	60.	B	93.	B
28.	B	61.	A	94.	C
29.	C	62.	A	95.	B
30.	B	63.	B	96.	C
31.	D	64.	B	97.	C
32.	A	65.	B	98.	C
33.	C	66.	B	99.	B

Appendix 2: Student Perception pre-and post-survey

Students' Survey in English, click here or enter: <http://goo.gl/forms/V9qrLBPlfj>

Research project ESAN University, Researcher responsible Sonia Ponte

The main objective of the survey is to obtain your opinions on the activities developed in the classroom that helped you improve or develop your communication and oral skills in the English language.

This survey is anonymous and confidential. The information obtained will be used for research purposes. Thank you for your time.

1. Background Information

1. Gender

- ☐ Male
- ☐ Female

2. Major/program at ESAN

3. Age

4. Years studying English

5. English proficiency certificates (multiple options possible)

- ☐ Basic
- ☐ Lower Intermediate
- ☐ Upper Intermediate
- ☐ Advanced
- ☐ Proficiency
- ☐ Other:

6. Previous studies of the English language

Where? please state in 'Other'

- ☐ Yes
- ☐ No

☐ Other:

7. Reasons to study content subjects in English

8. The fact that the course(s) are taught in English has helped me to improve

	Not at all	Very little	A little	A good deal	A lot
Reading (comprehension skill)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening (comprehension skill)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking (productive skill)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing (productive skill)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocabulary acquisition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content acquisition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pronunciation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grammar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Do you know how to communicate (orally) the subject content in English? (e.g. participation in class, presentations)

- ☐ ☐ Never
- ☐ ☐ Hardly ever
- ☐ ☐ Sometimes
- ☐ ☐ Always

10. Do you enjoy the oral activities? (i.e. present an oral speech, participate in class in English)

- ☐ ☐ Never
- ☐ ☐ Hardly ever
- ☐ ☐ Sometimes
- ☐ ☐ Always

11. Mention the activities that you really liked doing in the classroom:

- ☐ Group Work
- ☐ Case studies
- ☐ Team Project
- ☐ Discussions in pairs or group

- ☐ Oral presentations
- ☐ Written presentations
- ☐ All the above
- ☐ Other:

12.Mention the activities that you DID NOT like doing in the classroom:

- ☐ None
- ☐ Pair or group work
- ☐ Discussions in pairs or group
- ☐ Oral presentations
- ☐ Case studies
- ☐ Other:

13.Your role as student in the classroom was

- ☐ Active
- ☐ Passive
- ☐ Both

14.The task-based activities done in class about the case study ‘A pain in the supply chain’ helped you to:

- ☐ Understand the vocabulary better
- ☐ Interact and participate in group
- ☐ Express my ideas in English (speaking)
- ☐ Analyze, describe, and infer the meaning of the words in the text
- ☐ All the above
- ☐ Other:

15.Does the teacher give you scaffolding to understand and communicate in English? (i.e. "scaffolding" refers to any help offered by the teacher to facilitate learning such as giving examples, simplifying tasks, using images, graphs, visual organizers,etc.)

- ☐ Never
- ☐ Hardly ever
- ☐ Sometimes

☐ Always

16. How would you evaluate your course in general?

☐ Can do better

☐ OK

☐ Good

☐ Excellent

17. In general, Do you speak in English with your classmates during classes?

☐ Never

☐ Hardly ever

☐ Sometimes

☐ Always

18. Do you have any suggestions or opinions to make English course(s) more effective and helpful in the future?

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Appendix 3: Samples of Pre-and post-survey open question responses

Sample 1

1	18. ¿Tienes alguna sugerencia para hacer que los cursos en Inglés sean más efectivos y útiles en el futuro?
2	NA
3	Qué se pongan todos los power points en inglés y en español
4	Que sea mas didactico, no muy mecanizado
5	Sí, que se dicten cursos que enseñen el idioma y no que enseñen cursos de carrera en inglés. Un gran porcentaje de alumnos que se matriculan en cursos en ingles no lo dominan saben a penas lo básico y otros alumnos dejan los cursos de ingles para el final de la carrera esperanzados en que estudiarán en una academia aparte para luego poder terminar los cursos que le faltan en la universidad.
6	Sería una buen idea tener material adicional en los cursos dictados en inglés.
7	Presentar a los alumnos slides que sean mas didácticos y fáciles de aprender. mediante figuras, gráficos, etc.
8	Que las evaluaciones la mayor parte sea para marcar y que se tome de las diapositivas
9	En los cursos de inglés se debería estimular más oralmente debido a que algunas ocasiones las personas solo se memorizan conceptos sin entender nada de lo que están memorizando.
10	Que no sea memorista los conceptos
11	las preguntas deberían ser con opcion multiple para que todos los alumnos tengan las mismas oportunidades
12	Hay veces en las cuales no se comprende cuales son las indicaciones de los cursos, entonces sugiero que deberían escribir las indicaciones y no solamente decirlas.
13	Que los cursos que son dictados en ingles no sean muy complicados para poder aprender.
14	Ninguna
15	Pienso que en cursos como Supply se debería de dar material adicional, lecturas de apoyo o consulta.
16	Que sean profesores que tengan el ingles como lengua materna.
17	No
18	los cursos deberían dictarse en diferentes ciclos, éstos aumentado su grado de dificultad progresivamente
19	No
20	Fomentar más el trabajo en grupo durante la clase con temas de actualidad global.
21	Que nos den un listado de las palabras tecnicas que se usara en el semestre
22	Que los cursos de carrera en inglés que son obligatorios deberían estar separados por nivel de inglés del estudiante: por ejemplo SCM para las personas con nivel avanzado, básico, intermedio, etc. de forma que el curso sea explicado según el nivel del alumno para que logre entenderlo completamente. Que no signifique que si el estudiante tiene básico el curso debe disminuir en su nivel de enseñanza sino que el profesor según sus técnicas pedagógicas logre llegar a los alumnos. Por ejemplo, que una clase antes el profesor entregue una lista de vocabulario que sera empleado a la siguiente clase con palabras sencillas o gráficos como suele enseñarse en los institutos de inglés, entonces el alumno repasa previamente aprende el curso, ya en clase el profesor explicaría de forma más compleja el tema. Así los alumnos con diferentes niveles de inglés aprenderían al mismo nivel el curso. O el uso de libros en clase, pero eso implicaría más gastos a los alumnos, podría entonces trabajarse con separatas que de la universidad para el trabajo en clase.
23	Hacer más dinámicas las clases
24	Que expliquen los cursos de ingles en español, ya que se pierde informacion y limita solo a pocos estudiantes a entender los conceptos y algunos asimilaban los conceptos de manera alienada segun los criterios de cada alumno, si un estudiante de provincia con beca 18 entra a la universidad , con ganas de salir adelante, y que a las justas tiene para los pasajes, alquiler o comida, deberá matricularse antes en un instituto de ingles para poder seguir los cursos o simplemente no llevarlos hasta que tenga un básico de ingles y poder entender un 20% o 50% de la clase, se limita mucho al talento, muchas personas de provincia ya que la mayoría son muy inteligentes y seran retrasados porque dichos cursos estan en ingles.
25	no
26	Que la universidad brinde cursos para aprender el inglés en sus primeros ciclos.
27	Permitir el uso de diccionarios en exámenes si es que el alumno no tiene un buen dominio del idioma
28	no
29	no
30	Pedir alguna prueba que demuestre que los alumnos dominan el idioma ingles, ya que si no lo saben dificulta la explicación y correlación de las clases.

Sample 2

31	"Me parecen geniales.
32	Interactuar con personas del extranjero vía skype al menos una vez o dos al mes.
33	The majority part of English courses must be in English.
34	Deben dejar a los alumnos dar examen con diccionario.
35	una buena base de Ingles. con certificaciones
36	sesiones de rol, actividades, juegos y retos.
37	No
38	utilizar plataformas virtuales como basic o intermediate.
39	No solo influye la buena pronunciación por parte de los profesores del curso, sino también la integración de actividades dentro de clase didácticas y entretenidas, para un mejor desarrollo de la lengua.
40	Debería existir el uso de elementos didácticos, para complementar las clases.
41	Que se hagan dinámicas, utilizando la pizarra, la uevirtual, el internet, un proyector para poder comunicarse con otro lugar al mismo tiempo. Visitas a empresas y aplicación de más casos cercanos a la realidad peruana o latinoamericana.
42	No
43	Mayor interacción del curso
44	Realizar vocabulario
45	Que sean mas didácticos y que se expliquen mejor.
46	no
47	Ninguno
48	Que en algunos temas no se complique el profesor al momento de explicarlo
49	Usar mayores plataformas virtuales y cambiar los controles por exposiciones.
50	Mi sugerencia es que los profesores tengan mayores tipos de dinámicas para generar mayor interés en el alumno por el curso o aplicaciones de casos más interesantes
51	Dinámicas grupales (debates).
52	Sí que se presenten más gráficos y experiencia de la vida diaria
53	Mas vocabulario
54	Practicar mucha gramática. Y tratar de mejorar el listening que es importante.
55	Que sean más duros con el inglés. Que nos hagan leer más "papers" en inglés.
56	Evaluaciones diarias para practicar continuamente

Appendix 4: Teachers' interview questionnaire

Research project ESAN University, Researcher responsible Sonia Ponte

The main objective of the survey is to obtain information about the perceptions that professors at Universidad ESAN have about the teaching of content courses in English. Likewise, it is about to identify factors that have an effect in the learning/teaching of curricula content subjects in English. This survey is anonymous and confidential. The information obtained will be used for research purposes.

To respond to the questions, click here <https://docs.google.com/forms/d/1wMAMyRN-8tqmvCOP30-wkowrndOul9qdLLBiy3U8rwwg> Thanks for your collaboration!

1. What do you think about teaching subjects in a foreign language? Please, express your opinion in three to five sentences paying attention to the advantages and disadvantages of teaching subjects in a foreign language (i.e English)
 2. Should Spanish be used in the class where subjects are taught in English?
 3. When do you think it is necessary the teacher use Spanish in the class where subjects are taught in English? (more than one answer possible)
 4. If you think the use of Spanish is necessary in the classroom where subjects are taught in English?
 5. What percentage do you think Spanish should be used in a class where subjects are taught in English?
 6. Do you teach both content and language in an integrated way in CLIL classes?
 7. Does task-based activities promote students' oral skills in the class? And what other teaching strategies do you think are more effective where subjects are taught in English?
 8. What are the factors that influence students' learning where subjects are taught in English?
 9. What are the motivating factors as far as teaching in a bilingual classroom is concerned? Please express your opinion.
 10. What are the major difficulties that students face when subjects are taught in English
 11. What professional needs do you have when teaching through English (if any)?(i.e materials, training,etc)
 12. What professional needs do you have when teaching through English (if any)?(i.e materials, training,etc)
5. Do you have any opinions or suggestions for the teaching of courses in English at ESAN University?

Appendix 5: Samples of students' oral presentation assessment

Sample 1

RUBRIC FOR ORAL PRESENTATION

Name: Morales Jara Cesar Group S-012: experimental Course: Supply chain management

ORAL PRESENTATION	SCORE
Students show up on time, they are ready to present when called, and they use only the allotted time.	2 points if student takes LESS than 5 minutes before presenting ①
Topic is relevant, clearly formulated and explained in a clear manner.	2 points ①
The presentation follows a logical structure.	1point ✓
The presentation covers the most important aspects of the problem(s) presented in the supply chain of companies and it provides explanations for their solutions using concepts learned in class.	3 points ②
The student shows that he/she understands the subject content and he/she is able to convey this. He/she correctly answers questions.	2points ✓
Visual aids are creative, well prepared and relevant to the presentation.	1point ✓
Slides are only used as a complement to the exposition. Students add value to the visual aids with their oral presentation.	2points ①
The student uses notes as a support but he/she does not read from them or from Power Point slides. He/she adds value to the slides with explanations	1point ✓
The student speaks in a clear manner using gestures and corporal movement to support their presentation.	2points ①
The student use appropriate subject-specific terminology and he/she uses appropriate academic English.	2points ✓
Students are able to answer questions accurately and respond to unexpected situations. They succeed in engaging the audience to ask questions and provide feedback.	2points ✓
TOTAL	15

Sample 2

RUBRIC FOR ORAL PRESENTATION

Name: Péña Palacios Talya Group S-012: experimental Course: Supply chain management

ORAL PRESENTATION	SCORE
Students show up on time, they are ready to present when called, and they use only the allotted time.	2 points if student takes LESS than 5 minutes before presenting ✓
Topic is relevant, clearly formulated and explained in a clear manner.	2 points ①
The presentation follows a logical structure.	1point ✓
The presentation covers the most important aspects of the problem(s) presented in the supply chain of companies and it provides explanations for their solutions using concepts learned in class.	3 points ②
The student shows that he/she understands the subject content and he/she is able to convey this. He/she correctly answers questions.	2points ①
Visual aids are creative, well prepared and relevant to the presentation.	1point ✓
Slides are only used as a complement to the exposition. Students add value to the visual aids with their oral presentation.	2points ①
The student uses notes as a support but he/she does not read from them or from Power Point slides. He/she adds value to the slides with explanations	1point ✓
The student speaks in a clear manner using gestures and corporal movement to support their presentation.	2points ①
The student use appropriate subject-specific terminology and he/she uses appropriate academic English.	2points ✓
Students are able to answer questions accurately and respond to unexpected situations. They succeed in engaging the audience to ask questions and provide feedback.	2points ✓
TOTAL	15

Sample 3:

RUBRIC FOR ORAL PRESENTATION

Name: Manosilva B. Jone Group S-013: Control Course: Supply chain management

ORAL PRESENTATION	SCORE
Students show up on time, they are ready to present when called, and they use only the allotted time.	2 points if student takes LESS than 5 minutes before presenting ✓
Topic is relevant, clearly formulated and explained in a clear manner.	2 points ①
The presentation follows a logical structure.	1point ✓
The presentation covers the most important aspects of the problem(s) presented in the supply chain of companies and it provides explanations for their solutions using concepts learned in class.	3 points ②
The student shows that he/she understands the subject content and he/she is able to convey this. He/she correctly answers questions.	2points ①
Visual aids are creative, well prepared and relevant to the presentation.	1point ✓
Slides are only used as a complement to the exposition. Students add value to the visual aids with their oral presentation.	2points ✓
The student uses notes as a support but he/she does not read from them or from Power Point slides. He/she adds value to the slides with explanations	1point ✓
The student speaks in a clear manner using gestures and corporal movement to support their presentation.	2points ①
The student use appropriate subject-specific terminology and he/she uses appropriate academic English.	2points ①
Students are able to answer questions accurately and respond to unexpected situations. They succeed in engaging the audience to ask questions and provide feedback.	2points ①
TOTAL	14

Sample 4

RUBRIC FOR ORAL PRESENTATION

Name: Laura German Frick Group S-013: control Course: Supply chain management

ORAL PRESENTATION	SCORE
Students show up on time, they are ready to present when called, and they use only the allotted time.	2 points if student takes LESS than 5 minutes before presenting ✓
Topic is relevant, clearly formulated and explained in a clear manner.	2 points ①
The presentation follows a logical structure.	1 point ✓
The presentation covers the most important aspects of the problem(s) presented in the supply chain of companies and it provides explanations for their solutions using concepts learned in class.	3 points ②
The student shows that he/she understands the subject content and he/she is able to convey this. He/she correctly answers questions.	2points ①
Visual aids are creative, well prepared and relevant to the presentation.	1point ✓
Slides are only used as a complement to the exposition. Students add value to the visual aids with their oral presentation.	2points ✓
The student uses notes as a support but he/she does not read from them or from Power Point slides. He/she adds value to the slides with explanations	1point ✓
The student speaks in a clear manner using gestures and corporal movement to support their presentation.	2points ①
The student use appropriate subject-specific terminology and he/she uses appropriate academic English.	2points ①
Students are able to answer questions accurately and respond to unexpected situations. They succeed in engaging the audience to ask questions and provide feedback.	2points ①
TOTAL	14

Appendix 6: CLIL tasks types in the Experimental group

A Pain *in the (Supply)* Chain

**Exceso Corp. is scrambling to meet
wildly ambitious sales goals**



Task 1: Warm up activity

Think of a definition or an example
for the following terms:

**Flagship
product**

Buyback

Sell through

**Trade
loading**

Share your ideas with a partner

Task 1: Warm up activity

3. "Any one of a number of factors will make the timing better than it is now. The new-product launch could give us the window. The share buyback could. The economy could turn around."
4. If I lose Martin, which is possible, we will certainly not make our number. He's right that we agreed to end the trade loading.

Task 1: Warm up activity

Infer the meaning of the word in text (use textual clues to help you) :

1. A massive, yet finicky, injection molder had once again developed a mysterious inability to create the key piece of Exceso's flagship product, the ClickZip-Plus.
2. "If we go with deeper discounts, we'll move more product. Duh! But it's not going to sell through. It'll end up in their warehouse. We know that."

Task 2: Decision-making		
Company name / CEO	Exceso	Foley Vinton
Core business	Manufacturing company	
Company's main problem	The lack of interest of Exceso in managing the customer's needs	
1 main action to overcome the company situation:	•Discount their product in order to increase their customer base but at the same time their distributors shelves lies empty.	
Type of deals with their distributors and retailers	-Deep discount 9% if payment is done within 5 days. -Letter of credit	
Anomalities related to the forecasting:	-Lack of timely & accurate information from the end consumer	

Task 2: Decision-making

Complete the following summary chart in pairs after finishing reading the case study.

TASK 3:Elicitation/Guessing

WHAT IS THE WORD THAT MATCHES
THESE DEFINITIONS?



(n.) **FLAGSHIP**

the best or most important product, idea, building, etc. that an organization owns or produces.



(adv.) FLAT OUT

completely; used for emphasis

**(n.) YIELD**

An amount of something positive, such as food or profit, that is produced or supplied.



(v.)PONDER

to think carefully about something, especially for a noticeable length of time.



(v.)HAGGLE

to attempt to decide on a price or conditions that are acceptable to the person selling the goods and the person buying them, usually by arguing.



(n.) CO-OP DOLLARS

Advertisements by retailers that include the specific mention of manufacturers, who---in turn---repay the retailers for all or part of the cost of the advertisement. (Cooperative advertising)



(adj.) SLUGGISH

moving or operating more slowly than usual and with less energy or power.

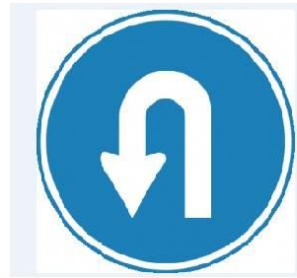


(v.)KEEP UP

to be able to understand or deal with something that is happening or changing very fast.

**(n.)BUYBACK**

an arrangement in which a business or person sells something, especially shares in companies, and then buys them again according to an agreement.



(v.)SELL THROUGH

to be sold to customers.



(n.)DUE DILIGENCE

the detailed examination of a company and its financial records, done before becoming involved in a business arrangement with it.



(n.)TRADE LOADING

An illegal practice in which a company willfully sells more of its product to distributors than the distributors can sell to customers.



(n.)WHIRLPOOL

Something, such as a situation, that is confusing or tumultuous and is easy to be drawn into or difficult to get out of...



TASK 4: MATCHING

CO-OP DOLLARS

Advertisements by retailers that include the specific mention of manufacturers, who---in turn---repay the retailers for all or part of the cost of the advertisement.



SLUGGISH

moving or operating more slowly than usual and with less energy or power



TRADE LOADING

An illegal practice in which a company willfully sells more of its product to distributors than the distributors can sell to customers



HUGGLE

to attempt to decide on a price or conditions that are acceptable to the person selling the goods and the person buying them, usually by arguing



DUE DILIGENCE

the detailed examination of a company and its financial records, done before becoming involved in a



TASK 4: MATCHING

TRADE LOADING

Advertisements by retailers that include the specific mention of manufacturers, who---in turn---repay the retailers for all or part of the cost of the advertisement.



HUGGLE

moving or operating more slowly than usual and with less energy or power



DUE DELIGENCE

An illegal practice in which a company willfully sells more of its product to distributors than the distributors can sell to customers

SLUGGISH

to attempt to decide on a price or conditions that are acceptable to the person selling the goods and the person buying them, usually by arguing

CO-OP DOLLARS

the detailed examination of a company and its financial records, done before becoming involved in a business arrangement with it

TASK 4: Guessing

This picture corresponds to the concept of:

- a) Yield b) Growth
c) Buy back

**TASK 4: Guessing**

This picture corresponds to the concept of:

- a) Haggle
b) Sluggish
c) Ponder



TASK 5: Discussion

Now your teacher will form groups. Each group will answer one of the questions. First write your answer individually and then discuss it with your group. Then, you will prepare a five-minute presentation to provide your answers.



TASK 4: Fill in the blanks

Fill in the blanks with a suitable word:

Exceso is committing to an increase in _____ for an FSI.

a) Deep discounts

b) Market share

c) co-op dollars

TASK 5:DISCUSSION

- What is the biggest problem with Exceso's flagship product and what are some of the solutions of manufacturing?
- What actions has Exceso taken to meet its ambitious sales goals?
- What are the roles played by each of the main characters Foley Vinton, Andrea Valdinì, Martin Wu and Alice Dias? Describe them.
- What are the types of deals the company Exceso is conducting with their distributors and retailers?
- What immediate actions would you take in order to overcome the company's situation? Consider the 2 most relevant
- Imagine that you have been appointed the new CEO. What would you change? Analyze the situation from a Supply Chain Management perspective, and establish three main lines of action.
- What is behind the visit of the analyst Andrea Valdinì to Exceso? Why is it important to Foley Vinton?

TASK 6: REPORTING

Present your answers to the class.



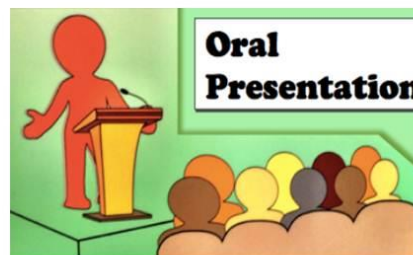
TASK 7: ORAL PRESENTATION

In groups, prepare a written report that will be presented and supported orally about a multinational company, research the following information:

- a) A problem (s) of a company's supply chain and a plan of solutions.
- b) Develop a description of their product(s) and explain some basic concepts and subject-specific language if necessary.
- c) Use Key phrases for oral presentation

TASK 7: ORAL PRESENTATION

Get in groups and prepare your oral presentation based on the information given for the final project.



EVALUATION PROCESS

Using rubrics for oral assessment (see separate sheet appendix VI)



TASK 7: PRESENT YOUR FINDINGS TO THE CLASS

*



EVALUATION PROCESS

Using rubrics for oral presentation (see samples in appendix V)



Appendix 7: Pilot study Questionnaire

Proyecto de Investigación ESAN Investigadora Responsable: Sonia Ponte

Curso: Supply Chain Management Profesor: _____ Carrera: _____ Años estudiando la carrera: _____ años

El objetivo principal de esta encuesta es obtener información sobre las percepciones que los alumnos de la Universidad ESAN tienen de la enseñanza de cursos de carrera dictados en idioma Inglés. Asimismo, se trata de identificar cómo valoran determinados aspectos del aprendizaje del contenido del curso y del idioma Inglés. Este cuestionario es anónimo y confidencial. La información obtenida será utilizada para fines de investigación.

Datos Generales (marcar con una X)

Sexo: M ___ F ___ Edad: _____ años Lengua Materna: _____

Años estudiando Inglés: _____ año(s) Nivel: Básico ___ Intermedio bajo ___ Intermedio alto ___ avanzado ___ "proficiency" ___

Conocimiento de otros idiomas: _____

Cursos previos aprendidos en inglés: Technical English I Año: _____
Technical English II Año: _____
Otros cursos: _____ Año _____
_____ Año _____

1. ¿Te gusta aprender Inglés?

Sí ___ No ___

2. ¿Te gusta aprender cursos de carrera en Inglés?

Sí ___ No ___

Si tu respuesta fue **SÍ**, por favor marca con una X en el cuadro debajo las razones que te motivan a aprender cursos en Inglés. (más de una opción es posible)

Mejor ambiente durante las clases	_____	Las clases son más divertidas	_____
Aprende y mejora del idioma Inglés	_____	Los alumnos están mas involucrados en las lecciones	_____
Las lecciones son mas interesantes	_____	Interés en conocer de la cultura Británica y Americana	_____
El Vocabulario es más rápido de adquirir	_____	Hay mas oportunidades en el futuro (un mejor trabajo, etc)	_____
El conocimiento del contenido es más rápido de adquirir	_____	Los métodos de enseñanza son mejores, más interesantes	_____
Otras razones:	_____		

Si tu respuesta fue **NO**, por favor marca con una X en el cuadro debajo las razones que te desmotivan a aprender cursos en Inglés. (más de una opción es posible)

Las lecciones no son interesantes	_____	Es difícil en concentrarse en ambos el contenido y el idioma	_____
Las lecciones son difíciles	_____	No veo ningún propósito en aprender supply chain en Inglés	_____
El vocabulario no es útil, no lo uso fuera de clase	_____	A menudo se usa el español en clase	_____
El ambiente en clase es muy tenso	_____	Las lecciones son mas estresantes	_____
Otras razones:	_____		

3. El hecho de que el curso se imparta en lengua inglesa me ha ayudado a mejorar: (marcar con una X, solo una opción por enunciado)

	muy poco	poco	algo	bastante	mucho
La comprensión lectora (Reading)					
La comprensión auditiva (Listening)					
La expresión oral (Speaking)					
La expresión escrita (Writing)					
La adquisición de vocabulario					
La pronunciación					
Gramática					
Otros (indicar)					

4. ¿Cuáles son las motivaciones de mejorar tus habilidades del idioma? (marcar con una X, solo una opción)

Señala el número de la casilla correspondiente: 0 = Ninguna 1 = Un poco 2 = Bastante 3 = Totalmente

4.1. Para hablar (Speaking)

	0	1	2	3
En reuniones de trabajo				
En presentaciones de trabajo en clase, etc				
Por teléfono: hacer pedidos, pedir información, reclamar, etc.				
Con clientes y/o compañeros				
En entrevistas de trabajo				
Otros. ¿Cuáles?				

4.2. Para comprender (Listening)

	0	1	2	3
Conversaciones				
Conferencias, presentaciones y debates				
A hablantes nativos				
A hablantes nativos por teléfono				
Otros. ¿Cuáles?				

4.3. Para leer (Reading)

	0	1	2	3
Correspondencia: cartas, faxes, correos electrónicos, etc.				
Contratos, ofertas, facturas, etc.				
Libros y revistas especializadas				
Textos de internet				
Otros. ¿Cuáles?				

4.4. Para escribir (Writing)

	0	1	2	3
Correspondencia: cartas, faxes, correos electrónicos, etc.				
Informes, presentaciones, memorias, proyectos, etc.				
Ensayos, trabajos, etc.				
Mi currículum vitae				
Otros. ¿Cuáles?				

5. Piensas que aprender cursos en un idioma extranjero es: **(marcar con una X, solo una opción)**

Muy fácil _____ Muy difícil _____ Igual que el español _____

¿Por que? Justifica tu respuesta en el recuadro adjunto

6. ¿Qué curso consideras difícil cuando es dictado en un idioma extranjero? **(Marque con una X, una o más de una)**

Supply chain management _____
 Entrepreneurship _____
 Global marketing _____
 International Negotiation _____
 Management Information Technology _____
 Ninguno _____
 Todos _____
 Otros: señale cuales _____

7. ¿Cuáles son las ventajas y desventajas de aprender cursos en Inglés y si tienes alguna sugerencia para hacer los cursos en Inglés más efectivos y útiles en el futuro?

Por favor remitir el siguiente archivo a soniaponte1503@gmail.com y copiar el envío al profesor
 Gracias por tu colaboración :)

Annex





Annex 1: Sample of the Case study classroom activity

A Pain in the (Supply) Chain

It's that time again, the end of the quarter, and Exceso is scrambling ^{to meet} to meet wildly ambitious sales goals. The company's aggressive promotions are pulling in retailers, but does disaster loom?

MONDAY, 10:42 AM
Manufacturing Facility 14,
Exceso Corporation

by John Butman



R. Foley Vinton, CEO of Exceso, shoves through the heavy plastic strips onto the factory floor, already wearing his hard hat and goggles, earplugs draped around his neck, and is relieved to hear the din of manufacturing. He turns and holds back the strips so his visitor, analyst Andrea Valdinì - similarly prepared for the tour - can step through.

"How many shifts are you running?" she shouts above the noise.

"Three," replies Foley, not smiling, all business. "We're essentially running at full capacity."

Andrea makes a note on a folded index card with a tiny pen. "How long have you been doing that?"

Foley grimaces and decides to distract her with a partial truth. "Well, we actually were down last week," he reveals, pointing at a passing automated material-delivery vehicle. "Installing some new robotics."

This is, in fact, what took place, but Foley's description leaves out the cause. A massive, yet finicky, injection molder had once again developed a mysterious inability to create the key piece of Exceso's flagship product, the ClickZipPlus. An image of a line of hiking Cub Scouts, backed up behind the den's slowest member, flashes through Foley's head; it is the metaphor that illustrates the effects of manufacturing bottlenecks, remembered from Eli Goldratt's book *The Goal*.

"So now we're running flat out to fill orders," Foley pauses before the molding machine, whose jaws open as if on cue, revealing 148 perfect plastic parts in the distinctive nickel and cobalt colors of the ClickZipPlus. He decides not to mention that the machine is producing a yield of 98%, because further questioning might lead to the admission that it is running at only 60% of its optimal

(molder ran injection molding)

3 shifts solution

amount again

HBR's cases, which are fictional, present common managerial dilemmas and offer concrete solutions from experts.

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speed. "It all depends on how you define 'essentially full capacity,'" Foley thinks.

"Are you going to meet your sales forecast for the quarter?"

"Our guideline is 9% sales growth. That's what I told you analysts, and that's what I've said to my organization," Foley smiles. "And they generally take my sales guidelines to heart."

"How can Exceso achieve such growth in this economic climate? And with the kind of price pressure you're getting from retailers?"

R. Foley Vinton, who considers himself a collaborative and progressive CEO, ponders Andrea's question and can think of only one thing: the essential, and exasperating, difference between customer orders and consumer sales.

TUESDAY, 1:38 PM
Midwest Regional Headquarters,
Flemings ValuMart

Alice Dias chuckles to herself as she swipes her employee ID through the card reader at the end of the fajita line. She is late for lunch and hungry because she's been on the phone with the Exceso district sales manager for more than an hour, haggling over purchase terms for the ClickZipPlus. Alice is delighted to see that Wendell, her brainy intern from business school, is still there, engrossed in a worn copy of *Competitive Strategy*.

"You want to know how to work the supply chain?" she says. "You should talk to me."

"Get a good deal?" Wendell asks.

"I committed to 3,000 cases of the four-pack."

"What?" Wendell is aghast. "Correct me if I'm wrong, O great mentor, but I seem to recall that we sold only 1,800 cases in the last two quarters combined."

John Butman is a communications consultant, speechwriter, and the author of four business books, including the satire The Book That's Sweeping America! or Why I Love Business (John Wiley, 1997). His first novel, Townie, will be published by the Permanent Press in August.

Alice nods. "Correct. But we're buying at a 6% discount to our standing price." She sinks her teeth into the fajita.

"Exceso must be a little desperate."

"They're also committing to an increase in co-op dollars for an FSI. And that's not all." She looks at Wendell as if challenging him to guess what other concessions she might have wrangled.

Wendell tries to imagine the most preposterous possibility. "They've agreed to deliver on Sunday?"

"As a matter of fact, they have," says Alice coolly, as if this buying coup were nothing unusual.

Wendell now turns critical. "Wait a minute. We don't have warehouse space for 3,000 cases, so we'll have to pay to park them somewhere else. Plus, we'll get whipped for tying up so much capital. That discount could end up costing us more than it saves."

"That would be true," Alice nods, "if I planned to keep the whole shipment. But I don't." She leans forward. "The Exceso rep for the southern region is only offering a 4% discount, and, because of their lower volume, the cost of southern's four-pack is already about six cents higher than ours in the Midwest. I'm going to ship half of this order straight through to them, so they can take advantage of the discount. Then I'm going to unload another 500 cases on our diverter friends at VXT, at our cost but with a first option to buy back at a 3% premium within 60 days."

Wendell gasps at the beauty of Alice's plan. "So we have a handy source of inventory but with no carrying costs. If we buy back, the price will still be lower than Exceso's standing price."

"Leaving us with 1,000 cases for the quarter, which we can run at a special promotion. If that doesn't increase volume by 10%, I would be extremely surprised," Alice says.

Wendell smacks *Competitive Strategy* shut. "Do you think Mr. Foley Vinton knows how his people meet his sales targets?"

"He knows only too well," Alice says and then remembers. "Did I mention that they also gave me two tickets to the U.S. Open?"

WEDNESDAY, 7:49 AM
Underground Parking Garage,
Exceso Tower

Martin Wu pulls into the garage, driving a little too fast, considering that he's running early for his breakfast meeting with a customer. But as Exceso's head of sales, his driving seems to reflect his keen awareness that the pace of everything has accelerated, including the speed at which sales can turn sluggish.

Martin runs up behind a shiny, new pickup truck with a tidy tonneau cover and stainless steel step-bars and realizes, too late, that Foley Vinton is the driver. Martin considers driving right on through the garage so he can avoid the inevitable question that Foley will ask as soon as they park but decides instead to face the issue.

"So, Martin!" Foley calls, waiting for Martin to lock his car and join him for the walk to the elevators. "How are we doing? Are we making our number?"

Martin looks Foley in the eye. "No, Foley. We're not."

Foley returns Martin's keen gaze. "But we set the target based on your forecast data. We all agreed to the plan."

"Yes. But that was raw data. It contained anomalies."

"How far off are we?"

"We'll do well to grow sales by 3%."

Foley says nothing, but his face hardens slightly. "I hear this every quarter," he thinks. "And every quarter we make the number. What I need to do is acknowledge Martin's concerns, express my appreciation for his hard work, appeal to his competitive spirit, challenge him to excel."

Martin anticipates Foley's thoughts. "We're doing everything we can. We're offering discounts and flexible terms. We've got some good display ideas. We're trying to crack some new accounts. We even agreed to Sunday delivery for Flemings."

Foley nods. "Great. And we've still got a few weeks."

"But, look, Foley," says Martin, almost plaintively. "There's really only one way to make the number. And I thought we had agreed to stop loading."

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"We have agreed—in principle. And we will, when the timing is right."

"The timing will never be right."

"Yes it will," says Foley, mustering all his well-known calm and rationality. "Any one of a number of factors will make the timing better than it is now. The new-product launch could give us the window. The share buyback could. The economy could turn around." He puts a heavy hand on Martin's shoulder. "What we need right now is a lift in the share price. To get that, we need some good news. And the best news is strong sales."

Martin says nothing, but he looks doubtful.

"You'll find a way, Martin. You and your people always do," Foley says. "You're masters at the game."

Martin hits the up button, knowing the discussion is over. As they wait for the elevator, he gazes blankly at Foley's distant pickup, gleaming in the bluish light of the luminaire. "Quite the vehicle you've got there, Foley," he says. "Cobalt blue."

Foley squeezes Martin's shoulder. "Once we have good news, then we can take the hit and clean things up."

WEDNESDAY, 9:27 AM
Flemings ValuMart, Near
McKenna, Palash & Zweig Securities

Andrea Valdini—AA batteries and a tin of mints already in hand—wanders down the aisle in search of a pack of tissues. Although she's on a personal errand, she's always in analyst-data-collection mode and can't help but be diverted from her mission by a glint of nickel, accented by cobalt. A single four-pack of ClickZipPlus hangs forlornly from its peg, surrounded by a grove of empty pegs where other four-packs and eight-packs should have been proudly displayed. A few of the pegs normally reserved for Exceso products have been claimed by competing manufacturers, and the single ClickZipPlus pack looks besieged. (Unknown)

Andrea finds a manager at the back of the store. "I'm looking for an eight-pack

of ClickZipPlus," she says. "There are none on display."

"I know," replies the manager. "We have none at all."

"When will you have them?"

"We'll have plenty of four-packs Monday," the manager says helpfully. "Special price."

"No eight-packs?"

"They're having problems with the eights," he reveals. "I'll discount a double four-pack if you want."

"You only have one of them."

The manager takes on a consultative tone. "Well, we've got other brands to

which includes reps from every region; staffers from promotion, display, forecasting, and key accounts; and assorted others who've wandered in to offer their two cents.

"If we go with deeper discounts," says a veteran sales manager, "we'll move more product. Duh! But it's not going to sell through. It'll end up in their warehouse. We know that. And then we'll be selling refills and dead SKUs and two-packs and eights for the next two months."

"Could I just ask a question? Do we still need to make a profit?" asks Fred,

"If we go with deeper discounts, we'll move more product. Duh! But it's not going to sell through. It'll end up in their warehouse. We know that."

choose from. The Carlex eight-pack is a little cheaper, anyway."

"What about the quality?"

"It's just as good."

"I'll try it," says Andrea.

The manager nods, understandingly. "Exceso's a great company, but I don't think they can keep this up much longer."

"Can't keep what up much longer?" Andrea asks, a little annoyed, but not quite sure why.

The manager wags his hands back and forth, as if to suggest some kind of less than desirable behavior.

Is it possible that this store manager knows more about Exceso than I do, Andrea wonders, more than Foley Vinton has told me? "How do you feel about their stock?" she asks, half seriously.

The manager opens his hands in a gesture that says, "Who knows?"

THURSDAY, 6:52 PM
Sales Conference Room,
Exceso Headquarters

Martin We is presiding over a boisterous meeting of his extended sales team,

another manager, with a fine tinge of sarcasm. "We used to have this neat thing called margin. It was really nice. I'd like to have that again."

Martin almost laughs. "We still make a margin at the deeper discount."

"Even after you figure in the cost of display and sampling?" asks a younger manager, with a frown.

"Not sure," Martin admits. "But we do before the cost of sales."

"What about manufacturing overruns?" asks the veteran. "Number 14 was shut down all last week, and now they're running three shifts."

"Why are they making so much product?" The young salesperson is genuinely concerned.

"They must have believed our forecast," cracks Fred.

"I think we should just leave the price where it is, sell what we can, take our hit, and clean out the shelves," says the veteran. "It's time to send Foley a message."

"Then Foley will send a little message to us," Fred replies. "Dear Fred. Thanks for your many years of valued service. Now clean out your desk."

"Alright, listen," says Martin. "Foley has made a promise to the analysts. The

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analysts have made a promise to the shareholders. I've made a promise to Foley. We have to do whatever it takes to make plan."

At that moment, Vikas, a key account manager, saunters casually into the room. "Would an order for 40,000 new account cases help?"

All eyes turn to Vikas.

"Who's the account?" Martin asks.

"Regency Brands. It's an overseas trading company. They sell into Eastern Europe, Jiangsu province in China, and other markets where we have no organization or trading reps."

"Weird combination of territories," says the veteran.

The word "diverter" burns into Martin's mind. "What price did you quote?" he asks, half hoping it will be an offer he can refuse.

"Deep discount: 9%. If we receive payment within five days."

Martin doesn't argue.

"What do we know about this company?" asks the young manager.

Vikas inclines his head as if the question were tiresome and possibly irrelevant. "We know they're willing to sign the deal in time for it to count for this quarter."

Silence befalls the room.

"Well," says Martin, at last. "Let's do our due diligence on them."

"The offer is only good until eight tonight," Vikas replies. "I suppose I can make a few calls about them, but they smell okay to me."

"How are they going to pay?" asks the veteran.

"Letter of credit, London bank," says Vikas. "That I've already checked out."

Martin Wu looks at the faces of his team members. Forty thousand cases would not make the quarter, but it certainly would help. It would buy time. Take some pressure off.

"We have to decide," says Vikas.

"I can hear that old injection molder running right now," says the veteran.

"I think the folks in Jiangsu province are going to love the ClickZipPlus," comments Fred.

Martin nods almost imperceptibly. Vikas scurries out of the room. Martin

doesn't adjourn the meeting, but everyone knows it's over.

FRIDAY, 10:42 AM

Midwest Regional Headquarters,
Flemings ValuMart

The phone rings. Alice Dias doesn't recognize the number displayed; it's from somewhere out of state.

"Alice Dias?"

"Hello, Ms. Dias," says an unfamiliar voice. "I represent Regency Brands."

"Yes?" she replies politely. "How may I help you?"

"I am hoping that I can help you," says the voice. "We're in a position to offer an attractive case discount on the Exceso ClickZipPlus."

"I believe I already have the lowest discount available, direct from the manufacturer."

"I think I can beat it."

"Well," says Alice, "I'm listening."

FRIDAY, 11:10 AM

Small Conference Room,
McKenna, Palash & Zweig Securities

Andrea Valdini reviews her notes before a meeting with her colleagues at which they plan to discuss Exceso and other current holdings.

"Exceso is a fundamentally sound company," she thinks. "They're just caught in a little whirlpool created by slow retail sales, the lull before a new-product launch, and a sluggish economy. Foley Vinton has an admirable track record. ClickZipPlus is still the market leader, even if the competition is catching up. Exceso has a strong balance sheet."

"So why does that empty product display unnerve me so? It's not like I did an inventory of every retail outlet in the country. My evidence is anecdotal, at best. If Exceso is loading to make their numbers, why wouldn't the displays be full? And if sales are off, why would they be running three shifts to manufacture product? Their share price hasn't moved at all in the last six months, but they're

not alone in that. They're due for a rally. And if they get one, they should be able to reduce their reliance on loading, if that's what they're doing. I can't tell if this is a pivotal moment or just a bit of a bad patch."

FRIDAY, 11:59 PM

Bedroom,
Residence of R. Foley Vinton

Foley Vinton, having turned in early so as to be fresh for his 7:00 AM tee off, lies in bed but can't sleep.

"Every business has its tight spots and difficult moments," he muses. "It's always a race to close the quarter in this industry. A leader cannot capitulate to the concerns, however understandable, of his people. He must paint a positive picture for them. Exhort them to seek innovative solutions."

"And yet, I didn't like the way my conversation with Martin ended. Normally, we can disagree and finish up with a laugh. This time seemed different. If I lose Martin, which is possible, we will certainly not make our number. He's right that we agreed to end the trade loading. But he knows we can't change just like that. It's almost impossible for one manufacturer to buck a chronic industry practice. We can try, but we have to try at the right time and in the right way."

"Besides, there are factors that Martin's not aware of. We'll certainly get board approval for the capital improvements to manufacturing. That will help with productivity and, eventually, costs. We're ready to push the on-line sales channel next quarter. That should boost sales. And, of course, there's the acquisition. We're very close on that."

Foley, drowsy at last, lulls himself into a light sleep, thinking, "If we can just get over this hump, we'll have a little breathing room. Then we can solve this once and for all."

Annex 2: Samples of students' project assessment rubric created by the university experts

Aspectos	%	Descriptor	Excelente	Satisfactorio	Regular	Deficiente
			4	3	2	1
Descripción del concepto Green Supply Chain Management, sus directrices, y los beneficios generados de su aplicación.	20%	Descripción de conceptos básicos y fundamentales del Green Supply Chain Management y sus beneficios: económicos, ambientales y sociales.	Describe con claridad (gráficamente y conceptualmente) el tema de Green Supply Chain Management; e identifica sus posibles beneficios económicos.	Describe con mediana claridad el tema de Green Supply Chain Management; e identifica sus posibles beneficios económicos, ambientales y sociales.	Describe parcialmente el tema de Green Supply Chain Management; e identifica algunos de sus posibles beneficios económicos, ambientales y sociales.	Describe de manera incompleta el tema de Green Supply Chain Management. No identifica los posibles beneficios económicos, ambientales y sociales.
Explicación de Caso de Éxito en Green Supply Chain Management y sus BENEFICIOS OBTENIDOS en al menos dos de las siguientes áreas: Diseño de Producto, Producción, Compra de Materiales, Empaquetado	30%	Explicación de los beneficios obtenidos: económicos, ambientales y sociales en caso de éxito en Green Supply Chain Management	Explica eficazmente los beneficios económicos, ambientales y sociales obtenidos en el Caso de Éxito en Green Supply Chain Management	Explica con mediana claridad los beneficios económicos, ambientales y sociales obtenidos en el Caso de Éxito en Green Supply Chain Management	Explica con ineficiencia los beneficios económicos, ambientales y sociales obtenidos en el Caso de Éxito en Green Supply Chain Management	Describe solamente el caso de éxito mas no explica los beneficios económicos, ambientales y sociales obtenidos
Identificación de ineficiencias en una empresa peruana, y propuesta de solución basada en el caso de éxito en una de las siguientes áreas: Diseño de producto, producción, compra de materiales, empaquetado, almacenamiento	20%	Identificación de ineficiencias y propuesta de soluciones en base a caso de éxito	Identifica tres ineficiencias en una empresa peruana, y propone dos soluciones basadas en el caso de éxito en las áreas de: Diseño de producto, producción, compra de materiales, empaquetado, almacenamiento, logística y logística inversa	Identifica al menos dos ineficiencias en una empresa peruana, y propone dos soluciones basadas en el caso de éxito en las áreas de: Diseño de producto, producción, compra de materiales, empaquetado, almacenamiento, logística y logística inversa	Identifica dos ineficiencias en una empresa peruana, y propone una solución basada en el caso de éxito en las áreas de: Diseño de producto, producción, compra de materiales, empaquetado, almacenamiento, logística y logística inversa.	Identifica una ineficiencia en una empresa peruana, y propone una solución basada en el caso de éxito en las áreas de: Diseño de producto, producción, compra de materiales, empaquetado, almacenamiento, logística y logística inversa.
Determinación de beneficios esperados luego de la aplicación de propuestas	30%	Cálculo y Análisis de los beneficios esperados: económicos, ambientales y sociales.	Analiza con claridad los beneficios esperados en cada una de los siguientes aspectos: económicos, ambientales y sociales. Para su explicación se apoya con la elaboración de tablas y	Analiza con claridad en al menos en dos aspectos de los beneficios esperados: económicos, ambientales y sociales. Para su explicación se apoya con la elaboración de tablas y gráficos	Analiza con claridad en al menos un aspecto de los beneficios esperados: económicos, ambientales y sociales. Para su explicación se apoya con la elaboración de tablas y gráficos	Analiza de manera incompleta y sin claridad los beneficios esperados
Total	100%					

Sample 2

Aspectos	%	Descriptores	Excelente	Bueno	Regular	Insuficiente
			4	3	2	1
Trabajo en equipo multidisciplinario	20%	Maneja Conflictos	Resuelve los conflictos del equipo a través de un proceso formal.	Resuelve los conflictos a través de un proceso informal.	Frecuentemente, trata de manejar los conflictos apropiadamente.	Tiene dificultad para manejar los conflictos del equipo.
	20%	Da y recibe críticas constructivas	Da, solicita y recibe feedback, aceptando las críticas de los demás e incorporándolas en sus mejoras. Evita utilizar un lenguaje crítico al momento de dar feedback.	Da y recibe feedback. Le cuesta trabajo aceptar las críticas de los demás. Evita utilizar un lenguaje crítico al momento de dar feedback.	Da feedback, pero presenta problemas a la hora de recibir feedback. No acepta las críticas de los demás y utiliza un lenguaje crítico al momento de dar feedback.	Da feedback pero no le gusta recibir de los demás.
	15%	Es responsable	Realiza un trabajo de calidad y cumple con los tiempos establecidos.	Cumple con entregar el trabajo completo en los tiempos establecidos.	Cumple con entregar el trabajo aunque fuera de tiempo.	Entrega un trabajo incompleto y fuera de fecha establecida.
	20%	Trabaja con miembros de otra especialidad	Coopera siempre con otras personas aun si estas no pertenecen a la misma especialidad.	Coopera con algunas otras personas aun si estas no pertenecen a la misma especialidad.	Coopera con otras personas de su misma especialidad, pero le resulta difícil relacionarse con gente de otra especialidad.	Trabaja por su cuenta.
	25%	Lidera equipos de trabajo	Es un líder que contribuye significativamente con la meta del equipo motivando la participación de todos.	Es un miembro importante del equipo para cumplir con la meta motivando la participación de todos.	Es un miembro del grupo que hace lo que se le pide, pero no motiva.	A veces no colabora con las metas del equipo.
Total	100%					

Sample 2

JORGE CAMARGO, EDGARDO WILMER SUPPLY CHAIN MANAGEMENT Group S-013		1		2		1		2		4								
Students' Names:		Q 1	7.5% A	Q 2	7.5% B	CS 1	7.5% C	CS 2	7.5% D	Final Project	20% E	PEP (E) Average: A, B, C, D	50% E	MTE F	25% F	FE G	25% G	Final Mark
1	ALCANTARA REYES ALEXANDER DAVID	8.00	0.60	6.00	0.45	16.00	1.20	16.00	1.20	14.25	2.85	12.60	6.30	3.50	0.88	7.00	1.75	9.00
2	ARIAS MAMANI BRYAN	12.25	0.92	15.50	1.16	17.00	1.28	18.00	1.35	14.75	2.95	15.31	7.66	7.20	1.80	7.20	1.80	11.00
3	ARISTA TORREJON ROBINSON ANTHONY	9.00	0.68	9.00	0.68	13.00	0.98	16.50	1.24	16.75	3.35	13.83	6.91	5.20	1.30	8.40	2.10	10.00
4	BALAREZO MAESTRE RODNEY	7.25	0.54	10.50	0.79	16.00	1.20	19.50	1.46	15.00	3.00	13.99	6.99	9.40	2.35	14.00	3.50	13.00
5	BECERRA BISSO LUIS SANTIAGO	7.25	0.54	8.00	0.60	16.00	1.20	19.50	1.46	7.50	1.50	10.61	5.31	9.20	2.30	10.00	2.50	10.00
6	BERMUDEZ GUAZZOTTI ALVARO	11.75	0.88	13.00	0.98	16.00	1.20	19.50	1.46	15.00	3.00	15.04	7.52	12.60	3.15	10.60	2.65	13.00
7	CABRERA DEKOVIC NADIA CAROLINA	11.50	0.86	4.50	0.34	17.00	1.28	16.50	1.24	16.50	3.30	14.03	7.01	9.60	2.40	10.40	2.60	12.00
8	CORDERO CULE CARLOS ENRIQUE	5.00	0.38	6.50	0.49	18.00	1.35	18.00	1.35	14.25	2.85	12.83	6.41	4.60	1.15	5.40	1.35	9.00
9	DE LOS SANTOS MANSILLA HOMERO	10.50	0.79	13.50	1.01	17.00	1.28	19.00	1.43	15.25	3.05	15.10	7.55	13.20	3.30	9.80	2.45	13.00
10	DE VIVANCO AYALA CYNTHIA MARIELA	12.75	0.96	10.00	0.75	15.00	1.13	18.50	1.39	15.00	3.00	14.44	7.22	10.20	2.55	12.20	3.05	13.00
11	DEZA VALVERDE CESAR ANDRES	7.50	0.56	10.25	0.77	16.00	1.20	17.50	1.31	14.50	2.90	13.49	6.74	10.00	2.50	11.20	2.80	12.00
12	FLORES MAMANI SERGIO OMAR	10.25	0.77	10.75	0.81	17.00	1.28	19.00	1.43	15.25	3.05	14.65	7.33	4.40	1.10	11.60	2.90	11.00
13	GUARDAMINO OJEDA MARCO ANTONIO	13.00	0.98	15.50	1.16	16.00	1.20	19.00	1.43	16.75	3.35	16.23	8.11	14.20	3.55	13.40	3.35	15.00
14	GUTIERREZ MACEDO ALLISON GIOMARA	6.00	0.45	11.25	0.84	17.00	1.28	18.50	1.39	15.00	3.00	13.91	6.96	9.80	2.45	12.20	3.05	12.00
15	LINARES GONZALEZ DIEGO FERNANDO	14.00	1.05	10.00	0.75	13.00	0.98	18.50	1.39	16.75	3.35	15.03	7.51	10.00	2.50	14.80	3.70	14.00
16	LLAUGA GUZMAN ERICK SABINO	8.50	0.64	9.00	0.68	18.00	1.35	18.00	1.35	14.25	2.85	13.73	6.86	8.90	2.23	8.80	2.20	11.00
17	MANOSALVA BARBOZA JORGE LUIS	5.75	0.43	8.00	0.60	18.00	1.35	18.00	1.35	14.25	2.85	13.16	6.58	7.80	1.95	6.80	1.70	10.00
18	MARTINEZ ZERECEDA KAREN IRENE	1.50	0.11	5.00	0.38	14.00	1.05	15.50	1.16	14.50	2.90	11.20	5.60	9.40	2.35	7.20	1.80	10.00
19	MAYORCA PICOTY EDUARDO FRANK	11.00	0.83	14.00	1.05	17.00	1.28	18.00	1.35	14.75	2.95	14.90	7.45	10.70	2.68	10.60	2.65	13.00
20	MELENDEZ LLANA JUAN CARLOS	9.50	0.71	13.00	0.98	18.00	1.35	19.00	1.43	16.75	3.35	15.63	7.81	3.80	0.95	9.40	2.35	11.00
21	MENDOZA CORREA JEAN FRANCO	11.00	0.83	12.50	0.94	18.00	1.35	19.00	1.43	16.75	3.35	15.78	7.89	10.90	2.73	13.00	3.25	14.00
22	PEREDES VENTURA CHIARA ARLETH	9.00	0.68	10.00	0.75	15.00	1.13	18.50	1.39	16.75	3.35	14.58	7.29	14.20	3.55	7.60	1.90	13.00
23	PAZ IGLESIAS LUIS SAMIR	8.25	0.62	7.50	0.56	18.00	1.35	16.00	1.20	16.50	3.30	14.06	7.03	7.60	1.90	10.80	2.70	12.00
24	POMASONCO FERNANDEZ GUADALUPE	4.00	0.30	5.00	0.38	14.00	1.05	17.50	1.31	14.50	2.90	11.88	5.94	8.80	2.20	7.80	1.95	10.00
25	PRADA QUINTANA CHRISTIAN	14.75	1.11	13.00	0.98	17.00	1.28	18.00	1.35	14.75	2.95	15.31	7.66	8.00	2.00	10.40	2.60	12.00
26	QUISPILAYA FLORES ANIBAL ALEJANDRO	6.00	0.45	7.00	0.53	16.00	1.20	15.50	1.16	14.50	2.90	12.48	6.24	7.40	1.85	9.80	2.45	11.00
27	RAMOS MONTES ROSA MAGALY	5.50	0.41	4.00	0.30	14.00	1.05	17.50	1.31	14.50	2.90	11.95	5.98	6.20	1.55	7.10	1.78	9.00
28	RIMARACHIN REYES EDWIN	13.50	1.01	9.00	0.68	17.00	1.28	19.00	1.43	15.25	3.05	14.88	7.44	8.20	2.05	10.20	2.55	12.00
29	RIVERA RUIZ JEAN MARTIN	12.00	0.90	16.00	1.20	17.00	1.28	19.00	1.43	15.25	3.05	15.70	7.85	6.80	1.70	11.80	2.95	13.00
30	SALAZAR TEJADA CHRISTIAN MARCELO	12.50	0.94	10.00	0.75	18.00	1.35	17.00	1.28	16.75	3.35	15.33	7.66	4.00	1.00	8.30	2.08	11.00
31	SALOMIA SAYAS GABRIELA MAGNA	12.25	0.92	3.50	0.26	15.00	1.13	18.50	1.39	14.25	2.85	13.09	6.54	5.40	1.35	9.20	2.30	10.00
32	SIERRA MAGUIA DANIEL ALFREDO	10.75	0.81	10.00	0.75	15.00	1.13	18.50	1.39	16.75	3.35	14.84	7.42	13.80	3.45	10.00	2.50	13.00
33	SURCO NINAHUANCA SOLANGE JUSELINA	7.75	0.58	7.00	0.53	17.00	1.28	18.50	1.39	16.50	3.30	14.14	7.07	12.20	3.05	7.60	1.90	12.00
34	TATEISHI TAKECHI VICTOR RICARDO	14.75	1.11	7.00	0.53	17.00	1.28	18.50	1.39	16.50	3.30	15.19	7.59	12.20	3.05	11.60	2.90	14.00
35	UCAAN LUJAN JOSE ANGEL	13.75	1.03	13.00	0.98	17.00	1.28	19.00	1.43	15.25	3.05	15.51	7.76	13.60	3.40	13.40	3.35	15.00
36	YANGALI TUPAC LINCOLN AGUSTIN	7.75	0.58	4.00	0.30	0.00	0.00	0.00	0.00	16.50	3.30	8.36	4.18	5.60	1.40	3.60	0.90	6.00

Annex 4: Samples of students' formal final grades

Sample 1



Horario:

REGISTRO DE NOTAS

Promoción		[OBLIESP/15-15] CICLO 2015-2					
Curso		[01239-12-15] SUPPLY CHAIN MANAGEMENT					
Profesor(a)		JORGE, EDGARDO WILMER					
No	Código	Apellidos y Nombres	TA 50%	EP 25%	EF 25%	PG	PF
1	11100665	AVILES CESPEDES JOSEPH JESUS	15.46	05.80	07.40	11	11.02
2	10100169	BECERRA CRUZADO ANDREA ALEJANDRA	15.35	08.50	06.20	11	11.34
3	11100268	CAJA VARGAS EMPERATRIZ IVONNE	16.83	16.30	10.40	15	15.08
4	12100012	CORDOVA NUÑEZ LUIS GABRIEL	15.95	15.80	14.60	16	15.57
5	11100165	COSIO OLAZABAL VELIA ALEJANDRA	15.60	08.40	05.00	11	11.15
6	09100464	DEL AGUILA SACO ANDRES EDUARDO	15.80	06.80	08.00	12	11.59
7	12100301	DOMINGUEZ ROMAN TANIA YUSTIN	15.49	13.30	09.20	13	13.36
8	10100203	FERNANDEZ LAGOS NATHALY	14.53	08.60	07.00	11	11.16
9	11100278	GALVEZ ALVAREZ JAVIER GUSTAVO ENRIQUE	00.00	03.80	00.00	01	00.94
10	12100005	GRADOS BRUNO SALLY KRISTEL	17.06	15.40	07.00	14	14.13
11	11100192	GUARDIA BAUTISTA ESTEFANY	15.41	11.60	10.30	13	13.17
12	11100208	GUARDIA BAUTISTA JAZMIN	15.83	09.60	09.60	13	12.71
13	14200267	HERNANDEZ QUIROZ GISELA VANESA	16.96	13.40	05.60	13	13.23
14	07100190	HURTADO RONCEROS ELISA TANIA	15.35	04.60	09.60	11	11.22
15	12200256	INCHE CONTRERAS VICTOR HUGO	15.66	09.90	10.40	13	12.90
16	08100328	JIMENEZ ALARCO MAURICIO ENRIQUE	15.24	07.60	05.60	11	10.91
17	10100139	LEGUA FERREYRA ANDREA DAYANNA	15.53	10.10	07.80	12	12.24
18	10100188	LÓPEZ VALDEZ RENZO STEFANO	14.45	08.20	02.80	10	09.97
19	09100057	LUNA GUTIERREZ KAREM FÁTIMA	13.85	10.60	13.80	13	13.02
20	10100399	LUNA RUIZ GONZALO HANS	13.10	11.20	12.00	12	12.34
21	12200080	MENDOZA DAZA JUAN MIGUEL	17.18	12.20	14.20	15	15.18
22	10200164	MOGOLLON GALINDO YESSICA NOEMI	14.53	11.40	04.60	11	11.26
23	12100769	MORALES JARA CÉSAR ANTONIO	16.14	09.00	15.80	14	14.26
24	10100148	NEIRA MORALES ANDREA ALEXANDRA	14.64	03.00	12.20	11	11.11
25	11100209	PACHECO ARCAS CÉSAR ALFREDO	14.90	08.00	12.20	13	12.50
26	11100651	PANEZ ARROYO LADY ANGELICA	15.25	11.80	07.40	12	12.42
27	12100157	PAREDES CHAMORRO SILVANA CECIBEL	14.38	08.60	07.00	11	11.08
28	12100054	PEÑA PALACIOS TALYSA FLOR	14.68	06.40	10.40	12	11.53
29	11100798	PEÑA RAMOS JORGE ANTONIO	14.26	09.00	10.40	12	11.98
30	13100362	RAMIREZ ARREDONDO DIANA ALEJANDRA	17.23	14.30	13.80	16	15.64
31	10200147	REYES PACHECO RAY ANGELO	14.85	03.60	05.00	10	09.57
32	11100067	ROJAS BURGA PIERINA ALEXANDRA	16.76	06.40	10.60	13	12.63
33	12100119	SALAS LOZANO MARÍA VICTORIA	15.05	12.00	12.00	14	13.52
34	10100455	SEMINARIO VERGARAY RAUL FRANCISCO	15.64	02.60	08.60	11	10.61
35	10200259	SOTO TURCO JACQUELINE PAOLA	14.64	08.90	05.60	11	10.94
36	10100264	TASAYCO CONDORI JUAN CARLOS	14.64	08.00	06.40	11	10.91
37	11200013	TELLO CASTILLO ARLETTE LALESCHKA	15.10	09.80	09.00	12	12.25
38	11100464	TIPE CARRASCO JHOSEP FERNANDO	14.26	04.60	15.60	12	12.17
39	09100612	VEGA VEGA DAFFNE NORMA	15.96	08.40	09.20	12	12.38

Sample 2



Horario:

REGISTRO DE NOTAS

Promoción		[OBLIESP/15-15] CICLO 2015-2					
Curso		[01239-13-15] SUPPLY CHAIN MANAGEMENT					
Profesor(a)		JORGE, EDGARDO WILMER					
No	Código	Apellidos y Nombres	TA 50%	EP 25%	EF 25%	PG	PF
1	10100686	ALCANTARA REYES ALEXANDER DAVID	12.60	03.50	07.00	09	08.92
2	09200172	ARIAS MAMANI BRYAN	15.31	07.00	07.20	11	11.20
3	09100644	ARISTA TORREJON ROBINSON ANTHONY	13.83	05.20	08.40	10	10.31
4	11100745	BALAREZO MAESTRE RODNEY	13.99	09.40	14.00	13	12.84
5	12100090	BECERRA BISSO LUIS SANTIAGO	10.61	09.20	10.00	10	10.10
6	09100652	BERMUDEZ GUAZZOTTI ALVARO	15.04	12.60	10.60	13	13.32
7	09100662	CABRERA DEKOVIC NADIA CAROLINA	14.03	09.60	10.40	12	12.01
8	10200010	CORDERO CULE CARLOS ENRIQUE	12.83	04.60	05.40	09	08.91
9	12100007	DE LOS SANTOS MANSILLA HOMERO	15.10	13.20	09.80	13	13.30
10	11100380	DE VIVANCO AYALA CYNTHIA MARIELA	14.44	10.20	12.20	13	12.82
11	10100568	DEZA VALVERDE CESAR ANDRES	13.49	10.00	11.20	12	12.04
12	11100587	FLORES MAMANI SERGIO OMAR	14.65	04.40	11.60	11	11.32
13	10100574	GUARDAMINO OJEDA MARCO ANTONIO	16.23	14.20	13.40	15	15.01
14	10100095	GUTIERREZ MACEDO ALLISON GIOMARA	13.91	09.80	12.20	12	12.45
15	12100250	LINARES GONZALEZ DIEGO FERNANDO	15.03	10.00	14.80	14	13.71
16	08100217	LLAUC GUZMAN ERICK SABINO	13.73	08.90	08.80	11	11.28
17	08100323	MANOSALVA BARBOZA JORGE LUIS	13.16	07.80	06.80	10	10.23
18	10100591	MARTINEZ ZERECEDA KAREN IRENE	11.20	09.40	07.20	10	09.75
19	11200053	MAYORCA PICOY EDUARDO FRANK	14.90	10.70	10.60	13	12.77
20	10200056	MELENDEZ LLANA JUAN CARLOS	15.63	03.80	09.40	11	11.11
21	10100215	MENDOZA CORREA JEAN FRANCO	15.78	10.90	13.00	14	13.86
22	11100695	PEREDES VENTURA CHIARA ARLETH	14.58	14.20	07.60	13	12.74
23	09100605	PAZ IGLESIAS LUIS SAMIR	14.06	07.60	10.80	12	11.63
24	10100673	POMASONCO FERNANDEZ GUADALUPE	11.88	08.80	07.80	10	10.08
25	12100949	PRADA QUINTANA CHRISTIAN	15.31	08.00	10.40	12	12.25
26	10100090	QUISPILAYA FLORES ANIBAL ALEJANDRO	12.48	07.40	09.80	11	10.53
27	11100799	RAMOS MONTES ROSA MAGALY	11.95	06.20	07.10	09	09.30
28	11200183	RIMARACHIN REYES EDWIN	14.66	06.20	10.20	12	12.03
29	11100509	RIVERA RUIZ JEAN MARTIN	15.70	06.80	11.80	13	12.50
30	11200217	SALAZAR TEJADA CHRISTIAN MARCELO	15.33	04.00	08.30	11	10.74
31	12100934	SALOMÉ SAYAS GABRIELA MAGNA	13.09	05.40	09.20	10	10.19
32	12100920	SIERRA MAGUIÑA DANIEL ALFREDO	14.84	13.80	10.00	13	13.36
33	11100363	SURCO NINAHUANCA SOLANGE JUSELINA	14.14	12.20	07.60	12	12.01
34	11100939	TATEISHI TAKECHI VICTOR RICARDO	15.19	12.20	11.60	14	13.54
35	11100977	UCAÑAN LUJAN JOSE ANGEL	15.51	13.60	13.40	15	14.50
36	12100555	YANGALI TUPAC LINCOLN AGUSTIN	08.36	05.60	03.60	06	06.48

Annex 5: Sample of University ESAN Grade System

Calificación en Letras	Calificación de ESAN
A	18.5 – 20
A-	17.5 – 18.49
B+	16.5 – 17.49
B	15.5 – 16.49
B-	14.5 – 15.49
C+	13.5 – 14.49
C	12.5 – 13.49
C-	11.5 – 12.49
D+	10.5 – 11.49
D	9.5 – 10.49
D-	9 – 9.49
F	0