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## Internationalising the Curriculum for Hospitality and Tourism Students through Language Integration

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# INTERNATIONALIZING CURRICULUM THROUGH LANGUAGE INTEGRATION

Internationalising the Curriculum for Hospitality and Tourism Students through Language

Integration

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### Author Note

Angela Feeney is currently Head of Humanities in ITT Dublin. Her background is in Languages and she has vast experience in lecturing in the area of French language, translation and literature. She has championed the use of online integrative tools to assist learning and was the national representative on the EU QualiTraining in Languages project. She established the first student mobility programmes at ITT and strongly believes in creating as many opportunities for students, of all disciplines, to have an international study or work experience as an integral part of their programme of study. Her doctoral research focuses on student engagement and successful completion.

Brian Murphy lectures in the Department of Humanities at The Institute of Technology Tallaght. He is an educational specialist in the food and beverage area with several years' practical experience in hospitality operations. He is very familiar with beverage curriculum development and practical delivery and has a good understanding of the operational skill requirements of graduates from practically focused programmes. He is also a keen language enthusiast and recognises language as a very important skill for graduates who wish to compete in the global environment of modern international hospitality and tourism management.

### Abstract

This paper seeks to explore the internationalisation of the curriculum, firstly in its broadest sense, secondly within the context of a TU4D and finally through the presentation and review of a practice-based research project carried out among students of Hospitality and Tourism Studies in the Institute of Technology Tallaght. The project was driven by two related but separate motivations which are mirrored by the background of the contributors outlined below. On the one hand we have the linguist's motivation which stems from a desire to make students at IT Tallaght not only more competent in their spoken language skills but also more engaged with the language through the affirmation that their language skills can be particularly useful in an international environment. On the other hand, we have the industry practitioner's motivation which originates in a desire for students to become outward looking in terms of their skills development and a recognition that such skills are most useful when considered in terms of global employability.

*Keywords:* internationalization, curriculum, hospitality, tourism, global, language, linguistics

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**Internationalisation in Context**

Internationalisation has now become an important component in higher education at both institutional and curriculum level, not just in Ireland but throughout the world (May & Spalding, 2014). In all higher educational institutions, internationalisation is a growing area and an important source of revenue that incorporates everything from international marketing on the one hand to setting up international outreach international campuses in other countries (Knight, 2013). Jane Knight's commonly accepted working definition for internationalization is:

the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society. (Knight, 2003, p. 283)

With particular reference to the curriculum, we live in increasingly globalised economy that requires that our graduates have the employability, life skills, knowledge, attitudes and ability to be mobile and live and work across borders and within different cultural contexts; to become global citizens (Mellors-Bourne, Jones & Woodfield, 2015; Barker, 2011). As a consequence, those of us involved in curriculum design have both a responsibility and duty to ensure that the student learning outcomes incorporate the ability to develop an international perspective both personally and professionally (Leask, 2001).

**Internationalisation of the Curriculum and TU4D**

The Higher Education Authority (HEA) Criteria for Designation as a Technological University states that the Criteria for TU Designation contain many references to international engagement. The main ones are as follows:

The international engagement of a technological university will specifically reflect its mission and orientation. At the time of application, an applicant will demonstrate a developmental trajectory for the enhancement of internationalisation related to teaching and learning, research and staff development and a sustainable range of international collaborations. (www.tu4dublin.ie, 2016)

It is therefore clear that internationalisation will be a key pillar of any new entity. Central to achieving this objective is the curriculum so that graduates of TU4D can be considered global citizens. Barker, citing Bryant, explains graduate attributes and their importance for global citizenship:

The ability to operate effectively in culturally diverse environments has been widely recognised as an essential graduate attribute. According to Dé Bryant (2006), a global citizen is “a person with the ability to work, play and live somewhere other than the land of their birth...this person exhibits agency (is proactive and engaged in civic life) and primacy (has the capacity to make change happen). At the emotional and philosophical level, the global citizen considers herself to be transnational: committed to the human issues no matter in what nation state they occur. (Barker, 2011, p. 7)

Students who are inter-culturally competent demonstrate the knowledge, skills and attitudes needed to thrive in a world characterised by both global mobility and social, cultural, economic, political and environmental interconnectivity. Global citizenship reflects an awareness and appreciation of diverse people, cultures and environments throughout the world (global awareness) and the ability to manage this interconnectedness harmoniously and productively (intercultural competence). Global citizenship is achieved through an interactive process whereby students and staff from culturally and linguistically diverse backgrounds exchange knowledge, skills, attitudes, values and experiences so as to enhance

their understanding and appreciation of, and capacity to operate successfully within, a range of local, national and international communities.

In an increasingly globalised world, hospitality and culinary arts educators seek to further internationalise the curriculum in an effort to better prepare graduates to work and live in a rapidly changing and intercultural workplace. One of the main barriers to increased internationalisation in the epicurean world is that of language proficiency levels and the nature of teaching and learning engagement. Traditionally hospitality and culinary arts students have had some difficulty understanding the relevance of modern languages despite the historic role that the language has played in gastronomic discourse down through the centuries. The TU4D aims to produce global citizens capable of working anywhere in the world. The particular area of Beverage Studies is an area of study that is distinctive to the TU4D as opposed to the programme offering in the more traditional universities. It is therefore unique and provides us with an opportunity to set us apart by exploiting its potential to the fullest. This research explores a pilot initiative carried out among students on a BA programme in International Hospitality and Tourism Management. Students registered on this programme choose to study a language and in year three participate in an internship period abroad. However, anecdotally many students perceive the study of a language as something ‘apart’ from their core area of study. While these students are not language students, the pilot had as its objective to better integrate the language component into the core area of study so as to enhance the experience and ultimately to improve performance while at the same time making the language more relevant to the student’s learning.

### **IT Tallaght Pilot**

As part of the pilot, language lecturers liaised with the programme team and the lecturers involved with delivering a core Hospitality and Tourism module so as to design lesson plans, and co-deliver parts of the module. For certain practical aspects the language

lecturer left the traditional classroom behind and moved into the Training Bar and Restaurant. This paper presents the qualitative and quantitative findings of this pilot initiative.

Although there have been considerable efforts made over the years to incorporate practical food and beverage scenarios into language classroom settings there was less emphasis, mainly for logistical reasons, in allowing language to be incorporated into the practical learning aspect of the training bar/restaurant real work environment (RWE). This pilot study is an initial attempt to address this lacuna. When we try to teach languages, everything we do on a daily basis has the possibility of being used as teaching material. When we hear a song we think how we can use the lyrics for language teaching. When we eat in a restaurant we think of teaching foreign language command forms to our students. Everything around us provides a context for a language learning opportunity, a "context" for language teaching because we are taking the environment around us and using that to help students make associations and links. Similarly from a food and beverage curriculum perspective, again for primarily logistical reasons, traditionally there has been little integration between the Training Bar and Restaurant and the language classroom environment. The non-standard and variable nature of curriculum delivery in a practical restaurant environment led to a reluctance on the part of practical lecturers to engage fully with language integration given the constraints of operating a live practical environment. The opportunity for this integration pilot presented itself to all concerned once timetables became more streamlined in 2015 and clear integration potential could be seen.

Considerable buy-in was necessary from the outset. Language lecturers, food and beverage lecturers, technical staff and line management all worked together in an environment where all were under considerable pressure to achieve within the confines of their own module delivery in a semesterised environment. It is also important to note that this paper stems from two separate pedagogical backgrounds. It draws from two separate



domains and both the implementation and analysis here is presented through a language specialist lens and a food and beverage specialist lens. This helps make the paper unique in what it is trying to do.

### **Theoretical Approach**

The pilot initiative is based on two separate but related aspects of educational theory where participants are viewed as kinaesthetic learners engaging with their learning environment through a constructivism lens.

Kinaesthetic learners are most successful when totally engaged with a learning activity. They acquire information fastest when participating in a science lab, drama presentation, skit, field trip, dance, or other active activity. Because of the high numbers of kinaesthetic learners, education is shifting toward a more hands-on approach; manipulatives and other ‘props’ are incorporated into almost every school subject, from physical education to language arts. Hands-on teaching techniques are gaining recognition because they address the challenging needs of kinaesthetic learners, as well as the diverse needs of auditory and visual learners.

(Feldman & McPhee, 2007, p. 5)

Kinaesthetic learners prefer to learn by direct experience, and learning transpires as a result of what was done rather than what was said or read. By applying a kinaesthetic approach to learning, movement and action replace more passive forms of learning, such as listening to a lecturer. All of us have learned different skills this way. Learning to ride a bike, to swim or to play a musical instrument are all things we have learned and we can still recall no matter how much time elapses between performing these tasks. Yet we may find it difficult to remember the names of the world’s mountains ranges, our times tables or things we learned through memorisation or rote learning. When we learn using movement we remember it better. Kinaesthetic learners learn best by actually “doing” within active

scenarios. Whatever aspect of language/skill is being studied, one of the best kinaesthetic learning strategies is to have students participate in situations and activities that involve relevant interaction, in which they make something together and, in the process, are prompted into discussions that involve words, phrases and concepts drawn from current learning. A kinaesthetic learner has a strong drive to explore material through doing and to move periodically. For both of these reasons they can thrive in classes that involve activity, such as those that include laboratory experiments, role playing and field trips. Through these means, they can physically sense what is being studied, experience abstract ideas brought to life through examples and applications and interact with others in the process. The language integration classes carried out as part of this study encourage the participants to be kinaesthetic learners as described above. The laboratory environment used mimics the real world environment that students will find themselves in. The fact they are in a sense “doing” through language rather than learning by rote helps bolster such a kinaesthetic approach.

A separate but related underpinning educational theory is that of constructivism. Mascolo and Fischer’s definition (2005) states that “constructivism is the philosophical and scientific position that knowledge arises through a process of active construction” (p. 1). The fundamental concept is that learning is perceived as an active, not a passive, process, where knowledge is constructed and not acquired.

As long as there were people asking each other questions, we have had constructivist classrooms. Constructivism, the study of learning, is about how we all make sense of our world, and that really hasn’t changed. (Brooks, 1999, p. x)

According to DeVries, & Kohlberg (1997); Fosnot & Perry (2005); Kolb (1984) and Piaget, (1948, 1973) student or learner centred education has its origins in constructivist developmental theory and in the progressive education movement in the early part of the 20th century (Dewey, 1938). Constructivism refers to the idea that individuals construct their understanding of the world as a product of their actions on the world. Piaget's theory of cognitive development is perhaps the best known of constructivist approaches to development. His theory of knowledge construction stands in opposition to both rationalist and empiricist approaches to the acquisition of knowledge. Piaget held that knowledge is constructed over time by acting on the world. For Piaget, we cannot learn anything acontextually; to know an object is to be able to assimilate it to some existing way of knowing. Without the capacity to assimilate objects with existing knowledge, there would simply be no way to make sense of the world. In terms of constructivism the participants in this study are familiar with the laboratory surroundings through their extensive use in other practical modules. The fact that they can already perform the practical tasks in a non-integrated environment allows them to concentrate on their language integration as well thus allowing them to not only engage in tasks but also to communicate with both lecturers and each other as they contextualise their language skills.

### **Methodology**

The research approach to this pilot study involved three distinct phases. Preparation for integration, implementation stage and final feedback from the participants involved.

**Preparation for integration.** There were initial face to face discussions and email interactions between language lecturers and the wine and beverage practical lecturer. Due to heavy teaching schedules among all parties and other work related commitments these face to face discussions were relatively limited and there was a heavy reliance on email communication and the disadvantage of this approach is discussed in the findings section.

The first integration session took place during the winter semester of 2015. It was preceded by meetings and discussion regarding the content of the practical integration sessions that were to take place in Scholars Training Bar and Restaurant in 90 min blocks. Language lecturers were provided with a practical class guidance sheet. This instruction sheet provided the basis for the first integration session which only took place with French and Spanish groups due to logistical reasons. As will be discussed in the findings section it was found that the initial guidance sheet details were felt to be over ambitious. Language lecturers however adapted well and managed to incorporate key sections into their delivery prior to the integrated session. The second integration took place in the spring semester of 2016. In advance of the session language lecturers were sent the practical class guidance sheet so that they could develop appropriate vocabulary with students in preceding language classes. Again timing was something of an issue in that more advance notice should have been given to language lecturers re: the guidance materials. The third integration took place late in the spring semester 2016 and was undertaken in the café environment of the Premier Annex at ITT. A section of the public space was sectioned off and a full professional food and wine tasting session was set up. Language lecturers were provided in advance with PowerPoint slides outlining the tasting approach, pro forma tasting notes and some typical tasting terminology. Again timing played a part and the necessity for the earlier provision of materials is discussed in the analysis section below.

### **Implementation Stage.**

***Session 1=wine and beverage operations/cocktail demonstration.*** The first practical session lasted approximately 90 minutes and involved two distinct elements. There was a demonstration element and also an independent practical element where students prepared drinks and operated group training bars. Both aspects provided an opportunity for language engagement. Students initially set up their practical bar areas and began undertaking their

usual practical tasks. Language lecturers interacted with the students in a deliberately informal manner asking what they were doing, how they were preparing drinks etc. There was also a formal demonstration element at a central location where the wine and beverage lecturer demonstrated particular cocktails and the language lecturer both described the demonstration in real time and interacted with the students as the demonstration was going on asking questions, opinions etc.

**Session 2= wine and beverage operations/grooming.** The second session again had two distinct elements and lasted approximately 90 minutes. As before, students initially set up their practical bar areas and began undertaking their usual practical classes. Language lecturers interacted with the students asking them to prepare actual drinks as per a prelisted bar order, what they were doing, how they were preparing drinks etc. This time language lecturers also focused their interaction around the area of staff grooming as per the pre-arranged vocabulary in the guidance instructions.

**Session 3= wine and food tasting.** The final session was quite different in both structure and environment. Students were not in uniform and therefore in a sense not in “practical mode”. Each tasting session lasted approximately 40 mins. Students arrived into a room where the tasting was already set up in advance. This room was also open to the public and other students and staff members were in circulation. Although this did not affect the wine tasting procedure in any way, it may have impacted on the student dynamic. The wine and food was chosen to reflect the country associated with each language group. The structured tasting was led by the wine and beverage lecturer and the language lecturer translated and interacted with the students as they tasted, described and indeed matched the wine in question with the food.

**Feedback stage.** There were two distinct methodologies used in obtaining feedback which included both qualitative and quantitative elements.

**Recorded semi-structured interviews with participant lecturers.** In order to gain insights into the pilot initiative from the perspective of the participant lecturers, a series of 30 min recorded semi-structured interviews were used to gather focused qualitative textual data. The outline of these interviews is contained in Appendix 1. This method offered a balance between the flexibility of an open-ended interview and the focus of a structured ethnographic survey (Bernard, 2000).

**Questionnaire/survey.** Veal suggests that:

while absolute objectivity is impossible, questionnaire methods provide a transparent set of research procedures such that the way information was collected and how it was analysed or interpreted is clear for all too see. (Veal, 2011, p. 257)

Even though the sample size was relatively small this transparent approach was chosen so that maximum input could be gleaned from the actual student participants in the integration sessions. The survey (Appendix 2) provides a counterfoil for the more qualitative nature of the participant lecturer semi-structured interviews. The survey had at its core the following specific objectives:

1. To allow students to provide feedback on their experience of language integrated practical sessions
2. To serve as a guide for the enhancement of the student experience of teaching and learning on the IHTM Degree in IT Tallaght
3. To help identify good practice in the delivery of IHTM modules
4. To assist with determining whether integrating language elements directly into practical IHTM modules enhances the student experience of the course
5. To determine whether such integration helps students to feel more comfortable with plans to undertake work placement in a foreign language environment during semester 5 of the IHTM degree
6. To document the experiences of IHTM year 2 students in Wine and Beverage studies modules thus facilitating future comparison with other years

Students were informed that the survey formed part of the pilot study exploring the role curriculum internationalisation can play in practical teaching scenarios in vocational domains in the third level sector being undertaken by Brian Murphy and Angela Feeney. The survey was confidential and no participants were identified other than being members of IHTM year 2 with the only distinction being between language sub groups. Although a considerable number of Year 2 students do not take a language in second year all survey participants in the survey were undertaking language modules in French, Spanish or German and wine and beverage studies modules in semester 3 and 4 of year 2 of the IHTM Degree during the academic year 2015/2016.

Because of the small group size the survey was delivered by hand to students in class and its purpose was clearly explained to the group in person. Student participation was encouraged but not compulsory. Students were asked to complete the survey anonymously in class and submit same in a timely fashion. The survey was run during semester 4 after all students had the opportunity to participate in at least two integrated practical sessions i.e., an integrated practical bar operations class and a practical wine tasting session. Students undertaking the French and Spanish options also had the additional opportunity to undertake an integrated practical session during semester 3. Unfortunately due to timetabling pressure students studying German did not have the option of the semester 3 integration. In total 17 student questionnaires were completed and returned.

### **Semi Structured Interview: Findings and Analysis**

The semi structured interview questions focused on three main areas; the pre-initiative phase, the pilot as it happened and the follow up after the initiative. The following is an overview of the main findings of the interviews:

**The pre-initiative phase.** The overall response from participant lecturers was that they were positively disposed to piloting this initiative and welcomed the opportunity to

engage collaboratively with colleagues. Initial concerns related to the logistics of timetabling language and wine and beverage groupings to be in the one physical space at the one time.

This required some reorganisation of the timetable in order to facilitate this. It was also noted in terms of preparation that the initiative would require more terminology preparation to properly enable both the learner and the lecturer. Some lecturers recognised the need to better match the roll-out of the wine and beverage syllabus with the language syllabus in terms of when food and beverage specific vocabulary and terminology would be covered in the language class. This could prove to be very valuable in future iterations of this collaboration. Carrying out the two tasks in the two modules in parallel would further enhance the initiative.

**During the initiative.** In terms of determining how the initiative worked on the days in question there was a generally positive response from all the participant lecturers involved.

The initiative was recommended by lecturers for the following reasons:

- It empowers the students and the lecturer is no longer perceived by students to be the source of all knowledge. During the initiative the students made use of their own expertise in the area of wine and beverage.
- The lecturers noticed that students perceive lecturers differently because they are making contact and engaging with them in a different environment.
- Some lecturers noted evidence of peer teaching occurring where some students, on their own initiative, began sharing their knowledge on the terminology and basic phrases with class colleagues.
- They also noted that students who were normally shy in language class became more confident in the task being performed.
- Lecturers from both disciplines felt that learning about each other's area of specialisation is very beneficial in terms of team building and integration in its broadest sense across the programme.
- Students seemed to feel better prepared for their upcoming period abroad as interns.

There were also challenges noted in participant lecturer responses:

- The need to have a dedicated physical resource space was reinforced during the sessions. A considerable amount of time was taken up setting up the practical learning environment for all sessions.
- The interaction with students appeared to be dependent on the different physical spaces used for the sessions.
- It was noted that synchronising when wine and beverage and the language lecturers cover the various topics needed to be developed to avoid any potential time lag.



- A general discussion occurred around the need to allocate Continuous Assessment (CA) marks for the students' performance. It was agreed by participating lecturers that allocating a portion of marks to CA was generally a good idea, but would have to happen under very structured circumstances if implemented.

As noted above when asked to compare this method of delivery to the more traditional classroom delivery of a module the lecturers observed an increase in peer teaching among the student group who were helping each other e.g. with providing correct terminology or vocabulary. Unlike the traditional classroom approach the learning incorporated more hands-on learning. This suits kinaesthetic learners who engage better in tactile, tangible, hands-on tasks. The inhibitions that can sometimes accompany language students particularly regarding speaking the language seem to disappear as the students get lost in the task they are doing. This is of great benefit to the students when they are learning by doing.

Also of particular note were the different student interactions which appeared to vary according to the physical space in which the initiative took place. For example, the traditional language rooms used are quiet, almost private and screened from public view. In the open space used for the wine/food tasting integration the students were being observed by the public and this had a different effect on their interactions. Some were self-conscious and others really engaged.

**Reflection after the classes.** On reflection all participant lecturers interviewed said they would be happy to engage with this approach again. They also unanimously agreed that it improved the learning of the students. The initiative had an empowering effect on participants as they become the experts. Student engagement relies heavily on the quality of student-staff interactions and this initiative greatly enhances this as students perceive lecturers differently. They observe the great effort being made to set this initiative up, they meet lecturers outside of the classroom and they acquire new skills. There is an added benefit of enhancing student-student relationships through the peer teaching that occurred. Students who appeared, in the traditional classroom environment, reluctant to engage seemed

to grow in confidence. Participant lecturers recommend considerably more planning with regard to the topics in wine and beverage to be covered. The importance of a dedicated space fit for purpose was frequently noted. In addition, the language lecturers suggested being present at the Wine and Beverage classes and vice versa so to be better informed as to each other's content and practice and instructional language could be picked up by both discipline lecturers. All lecturers recommended offering the initiative in the first semester and indeed possibly applying it to other modules where language is offered and is appropriate.

### **Questionnaire/Survey Findings and Analysis**

**Candidate background information.** The nature of the IHTM degree has traditionally determined the gender makeup of students on the programme and the high percentage of females as well as their average age of 20 shown in Q1 and Q2 is typical of programmes in this area. The breakdown of language subsections also reflects the popularity of Spanish and French in terms of student choice as well as the previous language experience that students bring to the programme. Q 4 indicates that the majority of students, 71%, have taken language at Leaving Certificate level prior to embarking on their primary degree. This high majority also reflects a willingness to persevere with languages on the part of the students despite the option to choose an alternative elective after year 1. Q 5 attempts to quantify general student satisfaction with learning a language and finds that 94% of the sample have rated their satisfaction as 3, 4 or 5 on the Likert scale offered where 1 = Dislike and 5 = A high level of enjoyment.

Interestingly 47% of the sample have either elected not to undertake placement in the country of their chosen language or don't know whether they will or not. This result may be due to other factors such as family circumstances, pay issues etc. and further investigation, beyond the scope of this study, would be required to further determine what those factors might be. 53% of students indicated that they would see themselves taking up such a

placement. We can see from Q7 that all participants in the survey engaged with at least one practical session with 47% participating in two or more sessions.

**Analysing the integration sessions.** Overall students had a substantially positive response to this pilot initiative with 94% indicating clearly in Q8 that they felt exposure to these sessions helped improve their understanding of food and beverage specific foreign languages. One of the earlier stated motivations for carrying out this initiative was to help students see that languages were relevant within the international hospitality and tourism sector and it appears that this objective was achieved with over 80 % noting in responses to Q 9 that participating in the sessions made them feel that language skills were either relevant or more relevant in terms of their future career.

Q10 enquired as to how students viewed the integration sessions from an educational perspective and 47% viewed it as useful. 53% viewed it as very useful. This positive response was exemplified in the open question responses in the related and subsequent Q11.

‘Boosted my confidence. I will remember items and phrases because we did them practically’

‘I felt that the integration class was useful because I remembered more for each subject both French and Wine and Beverage afterwards as it was practical’

It is clear from the above responses that students placed a lot of importance on the “doing” element of the exercise which they seemed to find enhanced the educational aspect of their language learning.

The response to Q 12 and Q13 mirrored the positive responses to Q 10 and Q11. This time students were asked to focus more on the enjoyment factor of the integration class. All students refer to the integration class as being either enjoyable (52%) or very enjoyable (48%). There are a number of potential factors involved here. Typically because of the nature of the wine and beverage studies practical class students tend to enjoy the fact that it is

different from the delivery of a more theory-based curriculum. The addition of the language element may have emphasised the sense of novelty even further. A number of students have a particular interest in languages and therefore the opportunity to demonstrate that particular skill in a practical arena to lecturers from different backgrounds was attractive. The student comments below demonstrate this.

‘It allowed both lecturers to see our skills in both areas’

‘talking to both the language teacher and our wine and beverage teacher in a different language was funny’

‘It was a perfect opportunity to show off your skills that the lecturer may not have seen’

There was also a strong sense of camaraderie evident. These students would not typically get the opportunity to work in a practical environment alongside their language class contemporaries. Normally the wine and beverage class would comprise of different groups of students studying various languages or none at all. The student comment below helps illustrate the point

‘mixing with our German classmates, we helped each other, which builds relationships, the phrases were very helpful’

**The future.** The final section of the survey dealt with the potential for this pilot initiative to be progressed further in the near future and what shape such a progression might take. Q 14 asked whether further integrations should take place and the response was almost unanimous in its recommendation that it should with only one respondent expressing doubt. The request for other modules that might suit integration in Q15 threw up a number of interesting results. The dominant suggestion was that such integration would benefit Kitchen and Restaurant class. This was perhaps to be expected given the practical similarity between this module and Wine and Beverage Studies. The Front Office module was also suggested by

4 students as being something worth considering for integration and interestingly 2 students suggested that the Cultural Tourism module would benefit. This was perhaps a less obvious choice but given that the delivery of this module involves the practical exploration of tourism attractions and how different nationalities engage with tourism one can see the potential links between the two areas.

30 % of respondents felt that the integration would not suit other modules. This was surprising given the generally positive disposition that students had towards the integration pilot and perhaps warrants further exploration in future research. Q16 asked candidates to suggest improvements that could be made regarding the integrations. By far the most common response to this open question involved the suggestion that more time should be given over to these integration sessions. This response was to be expected given the general attitude shown by candidates earlier in the survey. There was also a certain sense of time pressure evident through the discussions with the participant lecturers which may have been felt by the students. Unfortunately the logistical requirements for both the language modules and the Wine and Beverage Studies module don't currently allow for further time to be given over to integration. This is something that should certainly be looked into further if and when the project is continued in future semesters.

Q17 asked students to consider whether a formal Continuous Assessment % (CA) should be introduced as part of the integration. Only 24% welcomed this development with the majority (76%) opting not to have a formal CA % allocated. Through discussion with the participant lecturers it was assumed that students would like a CA allocation so this result was initially unexpected however one earlier student comment possibly offers some insight into student's opinion on the matter.

'I liked that it wasn't an exam because I was nervous at the start'

One of the key aims on the part of all participant lecturers was to deliver the integration in a fun and relaxed manner. Students may have felt that a formal CA % allocation would take away from that element.

Finally, Q18 enquired as to how the integration sessions made the students feel about working in a practical environment in a foreign language country. 64% of the sample felt that the integrations encouraged them to be more confident in such a situation with 29% of students feeling that their confidence level would remain the same and only one candidate felt that the integration made them less confident. Overall this would indicate that the pilot integration had quite a positive impact on student's attitude to working in a practical environment in a foreign country. The fact that 36% of students felt it had either no impact or a negative impact is worrying and something that should be explored further if the integrations are rolled out again in future semesters.

### **Conclusion**

The evidence presented throughout this pilot integration study points to considerable success on a number of fronts. It provides a simple but clear example of how a more practical curriculum might be internationalised. It offers one avenue that could be pursued within the TU4D framework, mentioned earlier, as we attempt to provide 'the developmental trajectory necessary for the enhancement of internationalisation related to teaching and learning'. As previously stated one of the aims of this pilot study was to better integrate the language component into the core area of beverage studies, to enhance the experience and ultimately improve performance while at the same time making the language more relevant to the student's learning. By using the kinaesthetic approach both researchers involved in this project feel that the pilot was successful in this regard. Overall the students appeared to enjoy the exercise and seemed to value the outcomes in terms of both building confidence around the practical application of their language learning and with regard to how they might benefit

from such applications in a foreign language internship setting. Elements of the aforementioned kinaesthetic approach to language learning were clearly observed and at times, as noted during the semi-structured lecturer interviews, there appeared to be a sense of the “doing overtaking the thinking” as students became absorbed in the task that they undertook and almost forgot that they were communicating in a foreign language. We can also conclude that the physical learning environment seemed to play a very important role in the relative success of different sessions. The familiar surroundings of Scholars Training Bar and Restaurant appeared to have a noted positive effect on student’s apprehension with regard to the integration. The fact that the wine/food tasting integration was held in a more public setting appeared to be detrimental to the student’s participation and enjoyment. There also appeared to be a correlation between the student’s enjoyment of the exercise and the fact that it wasn’t being formally assessed. As mentioned above a considerable majority of the students surveyed expressed a desire that if undertaken in future there would not be any formal continuous assessment element attached to the exercise.

Despite the positive conclusions above it should also be noted that findings also revealed a number of challenges during the course of the research and solutions to these issues should be considered in any future roll out of similar integration sessions. Although there was considerable enthusiasm for the project on behalf of all participant lecturers it was noted that substantially more planning should be included during any further integration. Additional face to face meetings to organise the structure of the integration would be very beneficial and would allow for considerably more time for all participants to prepare students for the integrated sessions. The wine and beverage lecturer has accepted that at times, due to work pressures, the time gap between the provision of materials given to language lecturers and the integrations sessions themselves was too short. He was keen to point out that this can be improved upon considerably having gone through one integration process and he would

envisage that the process would be more streamlined in the future. A more formal agreed structure that is discussed early in the semester is a must in any future roll outs and would greatly benefit all parties. The expectations regarding the amount of practical vocabulary language lecturers were expected to cover in the time allocated in some instances was quite high and there is undoubtedly a necessity for a more realistic expectation in terms of what can be achieved given the other demands on language class time. In addition the specific outline detail of how the integrated session would operate also needs to be forwarded to the language lecturer at a much earlier point in time for the integration to work more successfully. There were also considerable time consuming logistical issues noted around securing appropriate time, equipment, materials and rooms to operate the integrated sessions in a module slot convenient to all concerned. Again this is something that can be improved upon having if further integration sessions are undertaken.

Having said all of the above the research findings are clear that both from a lecturer and a student perspective the integrated sessions provided a unique opportunity for students to enhance their subject specific language skills. They demonstrate the potential for integration of the IHTM language component into the other core practical areas of the IHTM programme. This curriculum internationalisation exercise also enhanced the overall course experience for the majority of students concerned and ultimately improved performance while at the same time making the language more relevant to the student's internship module. It had additional benefits from a practical perspective in that it introduced novelty and interest into normal practical classes and students appeared proud to demonstrate both skill sets to observing lecturers from both areas. Both authors would envisage that this initial pilot study will now be repeated and further explorations will take place regarding how similar integrations might be introduced to other practical IHTM modules on a phased basis.



Finally, it is clear that the internationalisation of the curriculum in the context of a developing TU4D is of prime importance since it will ensure that future graduates will have the necessary skills and confidence to work in a truly globalised world. To achieve this very important objective TU4D must afford all students every possible assistance in achieving a successful international experience both inside and outside the walls of the campus. The pilot study presented here offers considerable direction with regard to the practical skill elements necessary for such successful experiences and demonstrates how practical course elements can of themselves become internationalised. Both authors fully accept that internationalisation approaches can take many other forms that are well beyond the scope of this research. However the example presented here, through a hospitality and tourism lens, points one possible way forward for other TU4D discipline areas who also have practical elements as core parts of their programmes and who wish to enhance their own subject-specific curriculum by introducing similar internationalisation models of practical course delivery.

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## Appendix 1

## IHTM LANGUAGE INTEGRATION PILOT 2016

## Semi-structured interviews with lecturers

Section A. Prior to classes	
Q1	What did you think about the initiative?
Q2	Did it change how you would normally prepare your language lecture for this particular group?
Q3	Are there changes that could be made regarding preparation?
Section B. During the delivery of the class	
Q4	From your perspective, did the initiative work?
Q5	What in your view were the positive and negative aspects of the initiative?
Q6	How does this method of delivery compare to the more traditional classroom delivery of a module?
Section C. Reflection after the classes	
Q7	Would you engage with this method of teaching languages again?
Q8	Do you think it improved the learning of the students?
Q.9	Have you any general observations to add? Thank You!

## Appendix 2

## Language Integration Questionnaire

**Introduction**

Please complete the following opinion questionnaire. It will be analysed by Brian Murphy and Angela Feeney in the Institute of Technology as part of a pilot study project undertaken in 2016 which integrates IHTM 2 language studies into practical wine and beverage studies classes. The questionnaire is divided into three sections

**Section One: Background information****Section Two: Analysing the student experience****Section Three: Future development**

The questionnaires are anonymous and will be destroyed when the analysis is completed. Should you decide not to complete this questionnaire, your relationship with Institute of Technology will not be affected.

**Section 1-Candidate background information**

1: Please indicate your gender?

Male	
Female	

2: Please indicate your age? (Please enter your age in years)

3: What elective do you take as part of your studies on the International Hospitality and Tourism Management?

French	
German	
Spanish	

4: Please indicate your level of language education in your language elective before you came to ITT

None	
Junior Cert	
Leaving Cert	
Other :Please specify	

5: Using a scale of 1-5 choose a number to describe how you generally feel about learning a language, where 1 =Dislike and 5 = A high level of enjoyment

1	
2	
3	
4	
5	

6: Would you like to undertake your placement in the country of your chosen language elective?

Yes	
No	
Don't Know	

7: Indicate which integration sessions you participated in? (If your answer is none, please skip to Q19)

Practical drinks preparation sessions	
Wine Tasting session	
None	

### Section 2: Analysing of the integration sessions

8: Do you think these sessions have improved your understanding of food and beverage specific French/German/Spanish language?

Yes	
No	

9: In terms of your career, did participating in the sessions make you feel that your language skills are:

Less relevant	
Relevant	
Very relevant	
Had no impact	

10: Choose one of the following to describe how you feel about the integration sessions from an **educational perspective**

Not Useful	
Useful	
Very useful	

11: Describe in the box below the aspects of the integration class that made you choose the option in Q11

12: Choose one of the following to describe how you feel about the integration sessions from an **enjoyment perspective**

Not enjoyable	
Enjoyable	
Very Enjoyable	

13: Describe in the box below the aspects of the integration class that made you choose the option in Q12

**Section 3: The future**

14: Do you believe this type of language integration on the IHTM course is something that should be developed further?

Yes	
No	
Don't know	

15: Suggest other modules on your IHTM course that might benefit from similar integrations with languages

16: Suggest ways that the language integration between practical classes and language choice might be improved

17: Would you like there to see a formal CA % allocation introduced as part of this type of integration

Yes	
No	
Don't know	

18: Having participated in the class, how has this integrated language approach made you feel about working practically in a foreign language environment

Less confident	
The same as before/no impact	
More confident	

**Thank you for your time.**