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TITLE

CONTENT BASED METHOD INSTRUCTION APPLIED TO
HOSPITALITY TECHNICAL ENGLISH
, SPEAKING B1 LEVEL

RESEARCH WORK PRESENTED TO OBTAIN THE ACADEMIC TITLE OF
MAGISTER IN PEDAGOGÍA DEL INGLÉS COMO LENGUA
EXTRANJERA.

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La Universidad para todos



Dedication

To my beloved grandmother, Sra. Irma Teresa Flores de Valgas Álava, who is no longer with us but continues to inspire me every day.

Her love, wisdom, and strength have shaped the person I am today. Though she is no longer here, her memory guides me, and her lessons remain in my heart. This work is a tribute to her unwavering spirit and the values she instilled in me.

I also dedicate this achievement to my dear aunt, Lcda. Irma Zambrano Flores de Valgas, whose generosity and support allowed me to pursue my English studies in my youth. Her kindness and belief in my potential helped me prepare for this journey and follow the path of teaching. I will always be grateful for her help and encouragement.

And to my mother, Ing. Rosario Zambrano Flores de Valgas, a true example of strength and perseverance. Her resilience and unwavering support have been a constant source of motivation in my life. She has shown me the value of hard work, determination, and never giving up on my dream.



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Resumen

Esta investigación explora la aplicación del método de Instrucción Basado en Contenidos (CBI) en la enseñanza del Inglés Técnico para Hospitalidad en el nivel B1 de expresión oral. Se utilizó un enfoque mixto, combinando análisis cualitativo y cuantitativo, para evaluar la efectividad de esta metodología. Para diagnosticar el nivel inicial y la percepción de los estudiantes sobre la asignatura, se aplicó un test diagnóstico y encuestas. Además, se realizaron entrevistas con la Directora de Carrera y supervisores de hoteles para obtener información sobre las demandas lingüísticas del sector. También se empleó una ficha de observación documental para analizar el sílabo y su alineación con las necesidades del mundo laboral. Con el fin de medir el impacto del método CBI, se aplicaron un pre-test y un post-test, lo que permitió realizar un análisis comparativo del progreso de los estudiantes en sus habilidades orales. Los resultados evidenciaron que la integración del inglés técnico con contenidos específicos de hospitalidad mejoró el compromiso de los estudiantes, fortaleció sus habilidades comunicativas y aumentó su confianza en el uso del idioma en contextos profesionales. La investigación concluye que la Instrucción Basada en Contenidos es un enfoque eficaz para el desarrollo del Inglés Técnico en Hospitalidad, ya que cierra la brecha entre el aprendizaje académico y las exigencias del sector.

Palabras clave : Método CBI, Inglés técnico, Hostelería , Expresión oral

Abstract

This research explores the application of the Content-Based Instruction (CBI) method in teaching Hospitality Technical English at a B1 speaking level. A mixed-method approach, incorporating both qualitative and quantitative analysis, was employed to assess the effectiveness of this methodology. To diagnose the initial proficiency and perceptions of students regarding the subject, a diagnostic test and student surveys were conducted. Additionally, interviews with the Career Director and hotel supervisors provided valuable insights into the industry's language demands. A documentary observation sheet was used to analyze the syllabus and determine its alignment with real-world needs. To measure the impact of the CBI method, a pre-test and post-test were administered, allowing for a comparative analysis of students' progress in speaking skills. The findings revealed that integrating technical English with hospitality-related content enhanced student engagement, improved their communication skills, and increased their confidence in using the language in professional settings. The study concludes that the Content-Based Instruction method is an effective approach for developing Hospitality Technical English proficiency, as it bridges the gap between academic learning and industry requirements.

Keywords : CBI Method, Technical English, Hospitality , Speaking skill

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1 INTRODUCTION

1.1 Background

This research project analyzes the practices in the teaching-learning process associated to a case study focused on the students of Universidad Laica Eloy Alfaro de Manabí (ULEAM) career Hotel and Hospitality, Technical English Subject, B1 Level Speaking, applying diagnosis of knowledge to the students and their socio-cultural aspects also the analysis of the subject content.

The current institutional principles of ULEAM are focused on leadership, innovation and entrepreneurship, sustainability, water and environment, health, equality and full inclusion, transversality and educational quality, culture and identity, and internationalization, the last one is the axis of internationalization, which is responsible for three careers, Hospitality, Tourism, Gastronomy, Foreign Trade, Marketing and bilingual education.

The Hotel and Tourism degree programs of ULEAM contribute to the development of the city of Manta, the students carry out internships in hotel environments, where they have the opportunity to communicate with foreign tourists and to carry out professional networking.

Hospitality Career belongs to the Faculty of Education, Tourism, Arts and Humanities. ULEAM University, its development is carried out in a large building, The Hotel Management Career has agreements with private companies in the hotel industry, such as Hotel Oro Verde Manta, Manta Host, Wyndham Hotel.

The career program of Hospitality and Gastronomy has a Gastronomic laboratory equipped with industrial kitchens, and a restaurant serving the public, this practical learning scenario receives international educational delegations, in reference to the development of the teaching of the subjects, they are supervised by an Academic Commission.



Regarding the technologies applied to education, ULEAM has classrooms equipped with digital signages with sound included. In addition, the ULEAM careers have access to the participation of the ULEAM CINEMA, which belongs to the Art Education Career, in this technologically equipped cinema, movies are projected in different languages depending on the requirements of teachers and students.

However, there are certain weaknesses in the development of the contents of the subject Technical English for Hospitality, for this reason an observation sheet has been made to evaluate the contents of the syllabus, to diagnose if they are in accordance with the educational model and with the vision of the Hospitality career.

The Province of Manabí, where the secular University is located, hosted the award of World Gastronomic Region in December 2024. Something that has been sought for several months among several public and private entities. The International Institute of Gastronomy, Culture, Arts and Tourism (IGCAT) officially confirmed Manabí as World Gastronomy Region 2026, The Promoting Committee was integrated by the Laica Eloy Alfaro University, .as well as the Fuego's Foundation and the Chamber of Industries of Manabí, being important the participation of students who master the English language applied to the hotel and gastronomic sector.

To carry out the research it is necessary to have an approach of previous studies, according to the research The implementation of Teaching-Learning Cycle in English for Hotel Training: A case study, something similar with the present research, the shows results that after a training in the last meeting participants were able to increase their speaking ability. (Arief, 2019), demonstrating that training is important to improve communication skills.

Another study involved in this research process and that has served as a basis is the design of business English Communication Competence for Front office staff in Hotel Industry, this study is similar to the contextual area based on the local Hotel Career, precisely a test model focused on the area of hotel reception services



is proposed. For this purpose, qualitative research employing a case study approach was conducted; the research involved 8 hotels in Surabaya and 40 participants, applying the technique of Focus Group discussion (FGD). Services in the hospitality industry, in this regard, are closely related to the capacity of human resources at hotels that deal directly with customers. (Datu, 2020).

In addition, another importance research was about the research and development project with the purpose of developing supplementary materials for building student's vocabulary in speaking in the hotel context for the tenth grade of Hospitality program, according to the methodology the students learn the vocabulary through three activities, watching the video, (listening and repeating the dialog and knowing the vocabulary), doing the exercises and reading the summary. (Maya, 2023).

In accordance with the structure of the research and institutional guidelines, the Chapter 1: Theoretical Framework frames contributions of various authors in relation to the topic Content Based Method, Need Analysis, Content Based Instruction, and the second variable there are also theoretical contributions citing various authors of journals and books that have contributed to the philosophy and epistemology of the area to be studied.

About the second chapter, A mixed type of research has been applied, with a quantitative and qualitative approach, the quantitative approach is carried out through the application of a Pre -Test student diagnosis, student survey, final data report of the proposal, in the qualitative term interviews are conducted with company managers and career managers.

According to Chapter 3: The results are established based on the percentages obtained, the results of the survey, the observation sheet for the elaboration of the syllabus, the interview, and the Speaking test (Hospitality approach), important findings for the development of the research. These findings will allow validating

the hypothesis and generating the pertinent conclusions and recommendations according to the established research objectives.

1.2 Justification of the problem

The problem arises in the low limited academic performance in speaking abilities of the students who are afraid to speak, Unfortunately, the English program students follow does not address this problem sufficiently well; they have had different teaching methodologies in previous periods which do not motivate participation through a communicative approach. Furthermore, lack of technical vocabulary in English, there is a weakness of content in the platform, they have had different teaching methodologies in previous periods which do not motivate participation through a communicative approach, lack of technical vocabulary in English.

Furthermore, the lack of preparation of the teachers who teach English in relation to the Hotel Management Profession. Not all teachers who teach English have knowledge in reference to the Hotel area, so they do not know the mechanisms to adapt the contents to the subject. Professionalization is an important aspect of meeting the expectations of the module, which in most cases is a reason for students' desertion or demotivation.

In addition, in the evaluation of university internships the results have been on a very poor scale, according to the report of the Hotel supervisors, in which they describe Hotel supervisors in which they describe that the students do not have a good command of the language of technical English applied to customer service in hotels, which generates a deficiency in the communication with the foreign guest.

For the reasons stated above, the proposal has a positive impact on the educational process of students, it seeks to improve academic performance, in a practical way through content that is used in the area of services such as Hospitality and Hotel Management, focusing on communication with the customer at the reception,



administrative terms and hotel management, gastronomy issues, it is a comprehensive proposal for students to improve fluency in the English language.

1.3 Objectives

1.3.1 General Objective

Propose a Content plan model for hospitality and hotel management English courses to strengthen students' communication skills.

1.3.2 Specific objectives

- Diagnose the current situation of students using CLD student biography cards, interview, and observation cards.
- Conduct a literature review to establish theoretical support for the proposed solution, focusing on the pertinence of a content-based method for this specific context.
- Develop a methodological proposal according to the specific needs of students
- Evaluate the impact of the proposal on the academic performance of a group of learners using the different research evaluation instruments.

1.4 Hypothesis

Content-based method instruction contributes significantly to the speaking skills in the Hospitality Technical English course, Speaking B1 Level.

2 CONTENT BASED INSTRUCTION.

Content-based instruction is an approach in which teaching is organized around content. Likewise, the principles of content-based instruction are heavily rooted in the principles of Communicative Language Teaching (Baula, 2014).



The research base for ICB instruction can be traced to a movement as language across the curriculum, this movement espouses a reciprocal relationship between language and content learning, theories based on the research and application of this approach in 1989. (Brinton D., 2003).

This integration of content and language instruction occurred through the teaching of specific content with language teaching aims, by proposing the integration of content and language instruction occurred through the teaching of specific content, by proposing the integration of content and language instruction, the language across the curriculum movement provided a methodological foundation for teachers of English learners to provide comprehensible content-based instruction to CLD students with varying levels of second language proficiency so that they could successfully acquire academic content.

For decades, foreign language departments, adult education programs and military programs have been teaching content classes for language learning purposes, because industries have globalized, because industries have globalized, many countries have provided specific programming that allows employees to learn English, either in United States, this programs referred to English for Specific purposes (Esp) or Language Specific purposes (LSP). (Herrera, 2016).

Simultaneously learning language and content information is the focus of multilingual learners' schooling whether in monolingual or bilingual programs. Content-based instruction (CBI), in which content-/subject-area information is used to support language development, encompasses a range of programs from ones where language learning happens during content learning to ones where content information is infused or used in service of language learning (Met, 1999).

Also in the middle of the continuum is the English -medium CBLT program implemented in China that teacher content areas that are no part



of the curriculum such as “ nature and society” and “ science and life”, usually for two lesson per week at the middle-school level, also at the University of Ottawa in Canada an adjunct model of CBLT has been adopted that enables non francophone students to take regular content courses offered in French with francophone students for whom the content courses ere originally designed. (Lister, 2017)

Figure 1



Content-driven communication Elaborated by the author Álava (2024)

In the graphic above you can see the start based on the theme, then the content to be developed through language courses, to finally reach the practical part, the content Driven which covers the immersion of the program in the target language.

CBI is also supported by Krashen’s “Monitor Model”: if students are given comprehensible input, it is less difficult to learn the target language, and as a result, they can acquire (verses. learn) it. Krashen (1982) emphasized ways of decreasing learner anxiety, such as providing interesting texts as well as meaningful activities.

CHAPTER 1: THEORICAL FRAMEWORK

2.1 Dimension 1 : Curriculum instruction

The systematic study of the curriculum is a twentieth-century phenomenon. In the past, concerns about what happened in schools were mostly limited to descriptions of what courses or subjects ought to be studied. Curriculum as a field of study started in about 1918 out of the practical managerial necessity for solving technical and practical school problems. This was a result of an essay written by Franklin Bobbit in 1913.

The curriculum instruction determines the principles of procedures that will help educators in selecting and arranging programs, also known as instructional programs; in addition, it determines and assesses what educational changes have been made.

According to Herrera (2015) Curriculum and essentials fundamental beliefs about the core curriculum, standards of academic achievement, and student access to an appropriate curriculum that are reflected critically in order to provide specific understanding and proactive actions emphasize the differential learning and adjustment needs of CLD (Cultural Language diverse) Students, ultimately, exploring and developing one's response to these beliefs help to formalize the educator's sense of curricular readiness.

Table 1

Language Curriculum Design Model	Grave’s framework of course development process.
Environment analysis	Defining the context
Need analysis	Assessing needs
Goals	Articulating beliefs
Content and sequencing	Formulating goals and objectives 233
Format and presentation	Organizing the course
Monitoring and assessment	Conceptualizing content
Evaluation	Developing materials Designing an assessment plan Designing an assessment plan

A comparative analysis of Grave’s model of curriculum design (2000).

Content and sequencing in the Language Curriculum Design model matches two parts of the Graves model- organizing the course and conceptualizing content, also monitoring and assessment and evaluation in the Language Curriculum design are included. (Graves, 2000).

In association with Curriculum Instruction, it is emphasized that Content-Based Instruction is based on three main theories of language: “language is text and discourse-based,” “language use draws on integrated skills,” and “language is purposeful. (Brown, 2022) thus being a comprehensive approach that measures different language acquisition skills applied to a specific area.

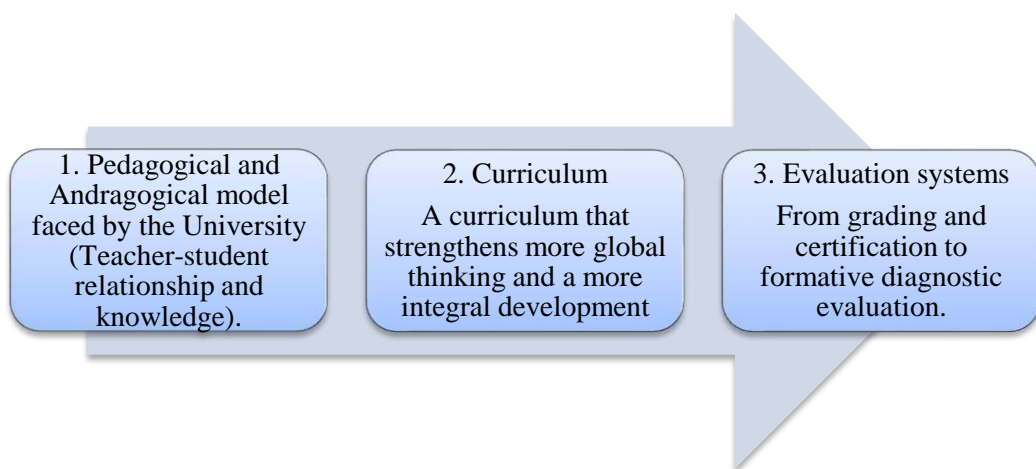
2.1.1 Educational model

Based on principles of equity, security, prudence, interconnectivity and comprehensiveness, the United Nations (UN) 2030 Agenda for Sustainable Development charters a societal transformation (Sachs et al., 2019), giving priority to socio-ecological systems. Hence, sustainable development is emerging as a paradigm for human advancement based on social justice and economic vibrancy within

environmental limits, with education as an agent for transformation. Access to quality education is identified as one of the Sustainable Development Goals (SDGs) that can enable the achievement of others (Vladimirovaa and Le Blanc, 2015).

The educational models of higher education institutions respond to the culture of the country, to the vision and mission of the university, this model has transversal axes that are also focused on the substantive functions of research, academia and linkage with society, in the universities of Ecuador it is intended that the subjects respond to the substantive functions, and above all generate the link between the student and the community that can be through external learning scenarios, fairs, conferences, etc.

Figure 2



Study of pedagogical and andragogical model ULEAM 2024. Elaborated by the author Álava (2024)

It is necessary to specify that in Ecuador and throughout Latin America, each university has its educational model, this model responds to the vision and mission of the institution, strategic plan and institutional objectives, ideology, whether the university is private or public, it responds to its own educational model, and the projects must be aligned to this model.

2.1.2 Planning lessons.

The curriculum planned must be workable, practicable and feasible, for a curriculum planned to be called functional, it must be stated in clear understandable terms, practicability is another criterion for judging the functionality of a curriculum. (Brinton D., 2003)

According to planning lessons, the Based instructional decisions on content rather than language criteria. It is true that most books for second language instruction are designed by course planners and material designers, not by language teachers. It is also true that the responsibility to choose and adapt the material to be used in the classroom falls on the language instructor, especially when working with SLA students.

For a relevant Planning lesson, Content-based instruction or ICB method provides content-based second language instruction using academic thematic units, in some cases those units are focused on group work or cooperative learning, in Cooperative learning researches have concluded that, to succeed, group work must be carefully structured, students must be thoroughly social skill-building activities; assignments must be open-ended and the task must be such that a group, rather than an individual, is required to accomplish. (Herrell, 2016).

When making plans, some teachers write down exactly what they are going to do and note down each sentence that the students are going to say, others use note-form hints to themselves (check comprehension) or just pairwork or solowork. (Harmer, 2011).

CBI permits the choice of content. It is the content itself that determines the pedagogical decisions on selection and sequencing. With regard to this, Brinton (2003) points out that CBI “allows the choice of content to dictate or influence the selection and sequencing of language items” .

One manifestation of the overall trend toward communicative approaches to L2 instruction has been to growing use of content – and theme-based language teaching, in which the goal is to learn both the language and content. For example, “Desert environments and the people who inhabit them” might be part of a social studies in class.

Integrate CBI skills advocates for an integrated skills approach to language teaching and the curricular plan, for example, a regular lesson may begin with any skill or focus such as intonation or any other linguistic feature, moreover this approach also involves the teaching of multiple skills simultaneously, just as in the real world.

2.2 Dimension 2: Authentic text and tasks

Regarding teaching ESP, text and tasks play an important role in leaning innovation, the teaching material in this case is a textbook , coursebook or adapted material is a central point in learning because the quality and accuracy of the contents can serve as a determining factor of high and low quality of language learning. (Nurhalimah, 2022); this technical material can be described specifically as follows:

- A. **Adding:** material designers can add other materials by explaining referring to quantity and quality.
- B. **Removing:** material designers cand discard in two ways, namely discarding certain parts (quantitation) and eliminating certain parts and focusing attention on other things.
- C. **Simplifying:** material designers can reduce the length of the text so that the learners ar easy to understand.

D. **Sorting:** material designers can sequence an activity in different ways so as to make learning look more systematic.

E. **Replacing:** material designers can replace existing materials for number of reasons.

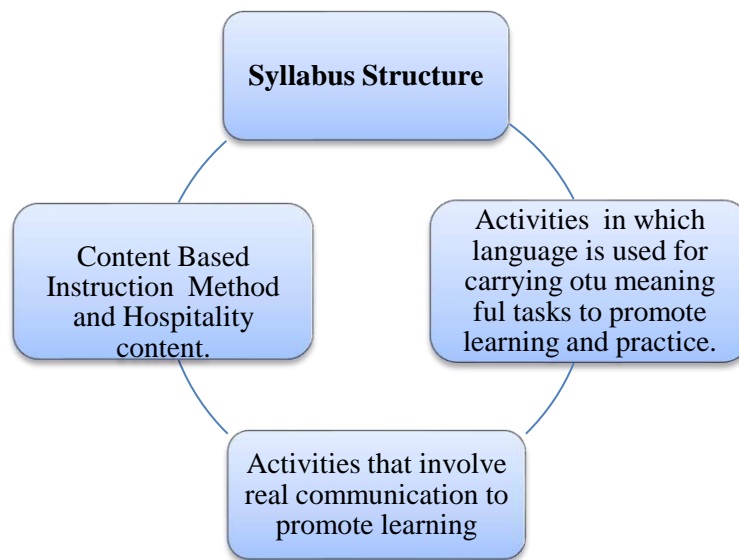
Content organization is also relevant, Content Teachers often complain that they have a great deal of material to cover with no time left for such matters as teaching collaborative skills or debriefing group effectiveness, and that more can be covered in a teacher-fronted instructional model, emphasizing on high-priority and helping students develop their collaborative skills. (Richards J. C., 2001)

A critical analysis of this situation leads to think and rethink the organization of the material, it is not about quantity, it is about selecting quality material, sometimes the amount of information is overwhelming, however in meetings with fellow teachers can reach agreements on the material to be used, for this reason the socialization of the material is important in teachers' workshops, prior to the start of each module, especially if it is an ESP module applied to business or companies.

2.2.1 CBI 2.Syllabus

To start a topic in a syllabus, it is important to know the meaning of the following terms in relation to curriculum "Development" that describes the process of curriculum-making and design, these terms will help you clarify and understand the role of syllabus and curriculum and how they relate to and complement each other. (Zuñiga, 2021).

Figure 3



Syllabus's structure, Elaborated by the author Álava (2024)

CBI Syllabus must respond to the needs of the student, being the student target a young adult working segment, it must teach content related to the specific area of work and academic practices, when referring to technical English a syllabus must be designed by a pedagogical expert in the area of English and an expert in the specific area or ESP.

When developing the syllabus, teachers should consider thinking of the content, materials and activities that could go into a course lesson, considering What do I know about the students? What will be possible learning environment?, What materials should I use?. (Woodward, 2001).

2.2.2 Instructional materials

Choose content for its relevance to students' lives, interests, and/or academic goals.

Content is closely related to the student's needs and instructional settings. For instance, in high schools and universities content parallels the several subjects that learners study. The only difference is that they are taught from a different perspective and with different instructional objectives. (Brinton D. , 2003)

Content teachers often complain that they have a great deal of material to cover with not left for such matters as teaching collaborative skills or debriefing group effectiveness and that more can be covered in a teacher-fronted instructional mode. (Richards J. , 2016)

Select authentic texts and tasks, authenticity is another significant feature of CBI. Texts and tasks used in CBI come from the real world. Brown and Menashe (as cited in Helgesen & Brown, 2007) propose five types of text authenticity: genuine text authenticity, altered text authenticity, adapted text authenticity, simulated text authenticity, and inauthentic texts.

CBI also claims that comprehensible input is not enough to acquire the target language successfully unlike other approaches and theories (Brinton, 2003). Consequently, the use of authentic materials fosters successful acquisition of the target language. Finally, that adaptations of authentic materials might be more beneficial for specific groups of learners, for instance beginners.

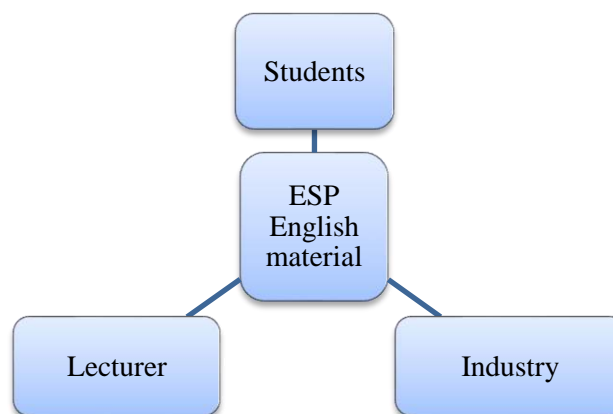
The role and design of instructional materials is so important too, teaching materials are a key component in most language programs whether the teacher uses a textbook, institutional prepared materials, and instructional materials generally serve as the basis for much of the language input learners to receive and language practice that occurs in the classroom. (Richards J. C., 2001), in this way a reference source for learners on grammar, vocabulary, pronunciation and so on.

In reference to study skills, while some students will have excellent study skills, know how to prioritize tasks and organize their time and materials, and know

may mnemonic methods, many students can feel a bit at sea when learning a language. There are so many words, phrases, patterns, texts, and conversations even in just one class. (Woodward, 2001).

Regarding materials, it is important to consider authentic versus created materials. Authentic materials refers to the use in teaching of text, photographs and video selection and other teaching resources that were not specifically prepared for pedagogical purposes, on the other hand, created materials refers to textbooks and other specially developed instructional resources. (Maya, 2023), by adapting these ideas to the reality of the classroom, the curriculum planning tools help the teacher to define appropriate material or otherwise adapt and create new material.

Figure 4



Esp English material Triangle Approach (Nurhalimah, 2022).

Analyzing the ESP English material graph, the approach is different, we observe the avant-garde triangle and we can differentiate that the material adapted to specific purposes differs from the normal content for learning English in everyday life, ESP English material has its impact on students in the Lectures through scientific knowledge and academia, and also in the industry, whether commercial, medical, hotel, industrial, since it adapts to the workforce globally.

2.3 Dimension 3: Learning process

The learning process is not developed in a simple way, it is required to verify the different learning styles, these styles sometimes respond to educational models, whether constructivist, cognitive or behaviorist so that the student can assimilate knowledge, there are cases of students who are more visual and their visual intelligence allows them to know better through images, other students have a musical intelligence that learn through songs, others are more tech Savy through technology, and another group of students with natural intelligence through interaction with nature.

In the learning process student's personality and needs should be considered, it is necessary to think about student familiarity with the activity type, and any group rivalries or personal anxieties that might be in play, when considering teacher and student roles it's useful to think about what outcomes the two parties expect since these are often different and unpredictable, another important aspect of learning process is the cognitive processes, an essential consideration when looking at an activity is the mental effort it encourages, for example: summarizing, comparing, contrasting, raking, and so on. (Woodward, 2001).

In consistency with the previous ideas, the learning process should diagnose the student's situation, their interests, so it is necessary to make Teachers roundtables in which to discuss issues and strategies to develop in an English program whether this is ESL, ESP or others, with reference to the vision and objective of the program, and the different learning models that contribute to cognitive and affective development and identifying the CLD (Cultural language diverse) students, in the case of Hospitality and Hotel Management, students come from diverse socio-cultural backgrounds, the need is oriented towards finishing a career and getting a job.

2.3.1 Information processing

Approaches based on IP are concerned with the mental processes involved in language learning and use. These include perception and the input of new information; the information, organization and regulation of internal (mental) representations and retrieval and output strategies. (Saville, 2020)

Our mental capacity requirements for controlled processing are obvious when we are beginning to learn a second language, as we need to concentrate our attention to comprehend or product basic vocabulary and syntactic structures.

Table 2

Input	Central processing	Output
Perception	Controlled-automatic processing Declarative-procedural knowledge Restructuring	Production

Three stages of Information processing (Adapted from Foster 1998).

As can be seen in the previous graph, a process is required for the assimilation of information through the reception of input, development, which is the central processing and production or output, the function of teachers is to work with dynamic strategies for the input process and central processing so that the student can improve his communicative skills.

Researches around the world have explored teaching and learning process like Vygotsky theory (1928) that teaching and assessing in the child's zone of proximal development (ZDP) and its importance, based on three foundational



principles : awareness, autonomy and authenticity, autonomy involves self-regulation, motivation and deep processing, (Herrel, 2018).

2.3.2 Aptitudes and motivation

The use of global versus local concepts to comprehend information could often be guided by procedures that, although relevant to the task being performed, are applied without conscious awareness of the reason for doing so. However, the selection and use of global or detailed criteria for judgment at the inference stage of processing may be more deliberate. Two motivational determinants of global and local processing affect, and regulatory focus are discussed in detail by Forster and Dannenberg. Although Forster and Dannenberg argue that these two factors are conceptually and empirically independent, the motivational influences of these factors on the use of holistic versus detailed processing are quite similar.

Involving students actively in all phases of the learning process is relevant, one of the main characteristics of the CBI classroom is that it is learner-centered, not teacher-centered. Students do not depend on the teacher to control the learning experience. Students play a more active role in the CBI classroom, creating and participating actively in the construction of knowledge. Peer correction and peer input are also significant in this approach.

The theories of authors who have been relevant in the teaching of the English language as is the case of Krashen (1892) also developed the affective filter hypothesis which defined that students are influenced by a number of affective variables, including anxiety and motivation, for Krashen, second language learners with a low level of anxiety, high motivation, strong self-confidence and a good self-image are better equipped for classroom performance and second language acquisition, (Herrera, 2016).

On the other hand, high levels of anxiety, low motivation, low self-esteem, and other affective factors can combine to raise the affective filter, reduce academic achievement, and slow language acquisition, based on the above considerations student motivation is connected with the affective filter, it is the responsibility of the teacher to connect the classroom strategy with motivation, applying didactic strategies that reduce the filter of anxiety and fear in the production of the speaking skill.

If the students are motivated with situations, topics and themes should not be regarded just useful contrivances for gathering language together, the emphasis, especially with topics and themes, needs to be more on the content and on conveying messages and expressing opinions than on the study of discrete units of language, otherwise the motivational impact on students can be lost and whole things seem artificial. (Woodward, 2001)

2.4 Dimension 4: Cultural Awareness

The CAC provides a well-designed curriculum to deepen, explore, and engage students with daily interactions/discussions of political issues, social injustices, and cultural views. The activities and discussions consisted of sharing cultural history and personal interests. Discussions often occurred on (a) ancestry lineage, (b) movement of cultural groups across geographic locations, and (c) the parallel and vertical alignment of ethnic commonalities, which are under the umbrella of “culturally responsive pedagogy”

Allport (1958) determined that interpersonal contact might be one of the most effective ways to reduce prejudice among diverse cultural groups. Allport maintained that in order for prejudice to be reduced, the collaborating members should have equal status, a common goal, and there should be no competition between the groups. Intergroup contact was defined as interactions between members

of defined cultural groups who meet face-to-face, the optimal conditions are an environment or situation in which students feel safe to speak and interact with others. (Yursever, 2021)

These connotations not only respond to ethnonational issues, but to the needs of the student, according to andragogy, when referring to an adult learner, they adult learner also have socio-affective needs related to a second language with a second language, the need to work, to be useful to society, to be able to communicate their ideas in a work environment that allows them to in a work environment that allows them to transcend and to be and to be useful to society, here also intervenes the needs of Abraham Maslow, , needs to be part of a group, of a society, and in order to be part of it, he needs the society, and to be part of it he needs the necessary tools linked to knowledge and forms of communication.

Sometimes, students' already existing perspectives affect their attitude toward the language being learned. These perspectives, however, are prone to change with the influence of teachers or materials. A survey about the cultural awareness of language teachers in Greece (Baltes, 2015) states that students think EFL teachers should be bicultural. Students emphasized that teachers should be competent both in native and target languages and cultures.

To understand the role of Cultural Awareness it is necessary to focus on the context of the student, not only his childhood context, in ESP it is necessary to analyze the environment in which his work is developed, and accommodate that transformational knowledge to the student so he can apply it in various work environments or international studies, when applying English for Specific Purposes and Content based instruction it is relevant that Cultural Awareness exists in each learning session, strengthening topics such as culture, work, countries, companies, all these topics are relevant for an optimal development of a program for specific purposes.



2.4.1 Need analysis

As an introduction to the topic what is identified as a need is dependent on the judgment, interests, and even values of those making the judgment, different institutional stakeholders have different views as to what needs are, stakeholders include teachers, learners, employers and parents. (Zuñiga, 2021). Richard (2001) states, needs are often described in terms of language needs, which are the language skills needed to survive in an English dominant society , For immigrants the needs may be related to housing, health care, access to schooling for their children, access to community agencies and services,

It used two kinds of instruments namely questioners and interview guidelines, the questioner aims to gain and collect information from students especially their needs related to English teaching and learning, while interview guideline is used to gather information from English teacher and experts, the result shows that there are some skills and language components that students at hotel hospitality need to be related to English materials.

Need Analysis for English in the Tourism and hotel industry is a crucial process that helps identify the specific language skills and knowledge required by professionals and students in this field to perform their job responsibilities effectively . (Siarifah, 2023) ; at this point need analysis ensures that the English language curriculum is precisely aligned with the actual demands of the Tourism Hotel industry.

Designing a needs analysis involves choosing from among the various options discussed and selecting those that are likely to give a comprehensive view of learner's needs and that represent the interest of different stakeholders involved. Decisions have to be made on the practical procedures involved in collecting, organizing and, analyzing and reporting the information collected. (Richards J. C., 2001).



Bearing all of the above in mind, teachers should consider the following recommendations for instruction: always present new material that is just “ a little more” than what the student already knows. (Lowery, 2013).

Conventionally, course planning starts with an analysis of the subject matter, in the case of language , it is important to look at the coursebook or at the language to try to sort out which are most important things to teach. (Woodward, 2001), for this reason, the importance of analyzing prior knowledge has an impact on the analysis, if it is necessary to adapt the content and make changes in the planning, all these aspects should be decided at the beginning.

4.4.2 Culturally responsive teaching

Culturally responsive teaching is defined as using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conducive forms for teaching more effectively. It assumes that when academic knowledge and skills are situated within the lived experiences and frames of reference of students, they are more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly. (Saville, 2020) as a result, the academic achievement of ethnically diverse students will improve when they are taught through their own cultural and experiential filters.

The theory of interactionism was put forward to linguistics and psycholinguistics fields by research and advocates who see interaction as a main factor in language acquisition. The researches of language acquisition analyzed the communication between children and adults, and emphasized the role of the very specific kind of communication between them, the type of speech which was called Child-Directed speech (CDS); it is also known as caregiver speech. (Nesterenko, 2020)

It is necessary to focus that the process of bilingualism requires Cognition, sociocultural factors, and above all identity, the language variation in multilingual communities is oriented that people often use a language to signal their membership of particular groups and to construct different aspects of their social identity. (Baula, 2014).

Vygotsky's theory stressed the importance of culture and language on one's cognitive development, on the contrary, Piaget proposed many applicable educational strategies, such as discovery learning with an emphasis on activity and play, focusing on the role of natural ability, focusing on humans are born with a natural ability to innate- capacity to learn language. (Saville, Muriel, 2020)

Theories mentioned before are very focused on the socio-cultural interaction of the student, and thus on the emotions that are often focused on the Affective filter, so it is relevant to work more on the motivation of students, create spaces conducive to the practice of the language, and especially with the interaction with other cultures.

Effective teachers anticipate that CLD students may bring to the classroom a vast array of student biographies. Therefore, as professionals, they press these student biographies as a basis for instructional planning. At minimum, such educators press the following for each student:

- Sociocultural/acclimation biography
- First language biography
- Second language biography
- Schooling/ academic knowledge biography
- Keep in mind i+a1 hypothesis of Krashen (1984).

The modern field of L2 motivation research owes its origins to two social psychologists, Wallace Lambert and Robert Gardner, working in the bilingual social context of Canada. They saw second languages as mediating factors between different ethnolinguistic communities and considered motivation to learn the language of the other community to be a primary force responsible for enhancing or hindering intercultural communication and affiliation. (Troike, 2019)

3 SPEAKING

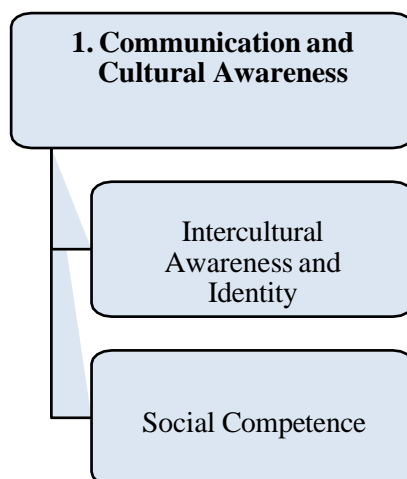
3.1 Dimension 1: Communicative awareness

Cross-cultural communication can be hindered by prejudice, which is the act of making irrational judgments about certain individuals or groups based on their race, ethnicity, religion, caste or language. Prejudice creates a negative perception and is an important barrier to overcome. (Henizman, 2023), communication barriers due to social factors inhibiting communicative, social factors inhibit communicative development, for example: When a person from a Latin a person from a Latino country is a migrant and works in the United States, he/she encounters many barriers due to not knowing the language.

Individuals often experience anxiety when they lack knowledge about how to interact with their counterparts and are unsure what to expect. This can lead to small mistakes that can cause problems for both parties involved in the business.

In the UAE, physical greetings such as hugs and long handshakes are customary, this part is very connected to the neurolinguistic emotions, when the individual does not want to express his ideas in L2 for fear of being rejected, this is the origin of the implication of communicative awareness.

Figure 5



Communication and Cultural Awareness. Elaborated by the author Álava (2024)

Cultural factors can have a major influence on collaboration and communication, in fact, attitudes and beliefs about cultural differences often present more a barrier to cross-cultural communication than language (family-Teacher-Partnerships-Coworkers), because our cultural beliefs and expectations can influence our priorities and concerns, we really need to be aware of and sensitive to these varying priorities when we are working with other people. (Murawaski, 2018)

For CLD students, communicative competence is situated in the discourse of their family unit and community, primary discourse often is in conflict with that of dominant curricula and assessment tools, ways of combining and coordinating words, deeds, thoughts, values, objects, tools and technologies. , In this way is a set of resources that plays part of communication awareness, explained in the previous graph interculturality is relevant through the family environment and the social competence more linked to ESP and L2 to interact in a Society.

Communication entails much more than the content and structure of written and spoken language, and it serves purposes greater than the mere transmission of information, sociocultural context and nuances, discourses logic and dynamic, delivery styles, social functions, role expectations, norms of interactions, nonverbal

features are as important as vocabulary, grammar, lexicon, pronunciation and other linguistic or structural dimensions of communication.

3.1.1 Communicative needs

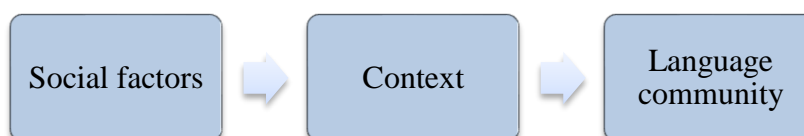
The term Communicative needs is not far removed from sociolinguistic competence, ethnography and communicative competence. “What a speaker needs to communicate appropriately within a particular language community that refers to a group of people who share knowledge of a common language to at least some extent. (Troike, 2019).

Communication needs arise for different reasons, the need to interact, be it for survival, commerce, expression of feelings, etc., has been necessary since ancient times; at the academic level the need to transmit knowledge, at the educational-communication level, the need to express an idea, a project, a case, and these needs must be previously diagnosed by the teacher through a socialization of ideas.

According with some research about English applied to Hospitality , a particular study for Hotel employees is aimed at investigating Indonesian hotel employees (n = 77) perceptions towards various aspects of English skills. No statistical differences were found on the 15-item questionnaire responses based on gender, current job level, hotel stars, and current job departments. However, the results showed that listening and speaking skills are perceived as the most important, while spoken grammar is considered as the least important.(Prima, 2022).

Considering the previous example, the communicative need in Hospitality work is important because it allows interaction with customers, develops business strategies, and understands the behavior of a group of people engaged in activities of Hospitality and Tourism. To mention the need, the range of ideas is very wide.

Figure 6



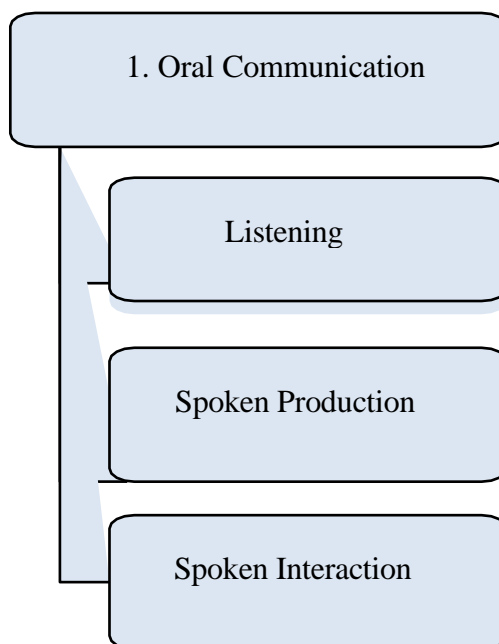
Communicative needs based on cognitive and linguistic theories. Elaborated by the author Álava (2024)

In the previous graph is notable the three key factors that initiate in the communicative and linguistic needs, the social factors are connected to generational changes, the context or the environment in which the linguistic interpretation is developed and the community of the language that would affect the theories of language acquisition, the child learns from his community and in the case of the adult, he learns from the need to integrate a community sometimes different from that of his native environment, as is the case of the adult who migrates to a foreign community with another language and must learn it and in other cases assimilate it in a natural way.

3.1.2 Spoken production

The curriculum allows to design the oral interview protocol, and draft of questions to conform to the accepted pattern of oral interviews, it's important to conform to the accepted pattern of oral interviews using no scored items (warm - up and wind-down) designed to set students at ease and then sandwich between them items intended to test the objectives (level check) and a little beyond (prove). (Brown, 2022).

Figure 7



Oral and Spoken interaction. Elaborated by the author Álava (2024)

The illustration above shows the interaction of communication needs based on oral communication, therefore it is necessary to be clear about how to work in class, how long the listening activity will take place, who will participate in the spoken production and most importantly how the spoken interaction will take place, it is necessary to question the methods and techniques to be used.

3.2 Levels of Proficiency

According to the CEFR (Common European Framework of Reference for Languages) based on all these achievements and has developed a description of the process of mastering an unknown language by type of competence and sub-competence, using descriptors for each competence or sub-competence, on which we shall not go into further detail here. These descriptors were created without reference to any specific language, which guarantees their relevance and across-the-board applicability. The descriptors specify progressive mastery of each skill, which is graded on a six-level scale (A1, A2, B1, B2, C1, C2).

Figure 8



Common European Framework of Reference Scale. (CEFR 2023)

The techniques for early meaning -focused speaking allow learners to produce spoken language mainly in single sentence turns, additionally Descriptions involve the learners making statements based on pictures, the statements may be descriptions , comparisons , predictions, pointing out. (Newton, 2009).

3.3 Dimension 2: Speaking strategies.

There are several reasons for getting students to speak in classroom, speaking activities provide rehearsal opportunities, chances to practice real-life speaking in the classroom and outside environments, more students have opportunities to actively participate in discussions and activate the various elements of language.

Good speaking activities can be extremely helpful and engaging for students if they are all participating fully and if the teacher has set up the activity properly and can then sympathetic and useful feedback. (Harmer, 2011).

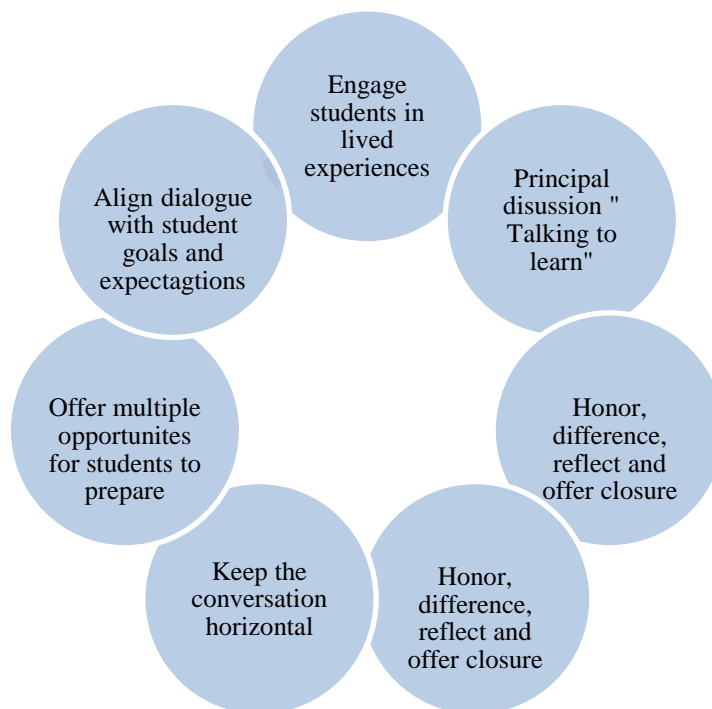
There are numerous techniques and methods that allow the realization of a good speaking practice session, but it is necessary to identify the purpose of the

class, the technique or method to be used, the materials, and the content-based instruction, therefore the monitoring of the speaking strategies must be constant.

3.3.1 CBM Speaking strategies

In recent years, different researchers have addressed effective teaching strategies for English learners has grown as more teachers experience the need to prepare themselves to better serve this population, basic techniques to support English learners in the classroom have been employed widely, these techniques include such things as slower speech, clear enunciation, use of visual demonstrations, vocabulary development, making connections to student experiences and using supplementary materials. (Herrel, 2018)

Figure 9



A model for principled discussion. (English Teaching Forum, 2020) Elaborated by the author Álava (2024)

The above model defines the various factors that influence the learning and practice of speaking, aligning content with language needs, diversity of opportunities, and maintaining a classroom climate that invites participants to communicative practice.

Learners often need practice in making questions, dividing questions into three types- stage one, two and three questions (Newton, Jonathan, 2017) , stage one questions ask for an answer that can be pointed to either in a picture or a reading passage, For example: What is behind the house? or Who did Jhon meet?

Stage two questions make the learners think for example: How do you know this, what season is it, What country do these people come from? Finally Stage three questions ask learners to use their imagination, for example, What are these people thinking about ? , Why does this person like wearing blue clothes?.

From the above information, it can be highlighted that it is necessary to formulate questions aligned with formulation of questions aligned to make the learner have a greater mastery of the communicative of communicative skills, for this reason a good content and strategy is oriented to didactic questions applied in the class session applied in the class session.

Visual scaffolding is also used for communicative practices by displaying drawing or photographs that allow students to connect spoken English words to visual images being displayed. (Brinton D., 2003) , this technique is widely used in the classroom using visual resources allows the student to create an image in his mind and then talk about it to later talk about that image, make contrasts, comparisons image, make contrasts, comparisons and also assimilate new vocabulary when the teacher uses flashcards.

3.3.2 Collaborative Learning for speaking activities

Cooperative Learning meets the special needs and strengths of adult language learners. For example: it encourages learners to draw upon already developed interpersonal and problem-solving skills and to utilize their prior knowledge and experiences, cooperative learning activities provide meaningful, realistic practice combined with useful development feedback. (Richards J., 2016)

Many teachers ask students to become involved in simulations and role-plays. In simulations, students act as if they were in a real-life situation, we can ask them to simulate a check-in counter at the airport, job interview or a presentation to a conference. (Harmer, 2011).

Interviewing students is really helpful, teachers can put the students in pairs and ask them to perform a number of tasks, having them discuss similarities and differences and between two pictures, they might discuss how to furnish a room, or talk about any other topic we select from them, asking them to roleplay certain situations.

For group work, one of the greatest challenges for the teacher is to establish the different arrangements in class for speaking practice. Clearly, the different arrangements of chairs and tables indicate a number of different approaches, and this raises numbers of questions, these may be separate tables, solo work, circle, horse-shoe, orderly rows.

Integrating curriculum projects through the curriculum planning in which knowledge and skills in several curricular areas are combined to accomplish an authentic task, learning by doing, a common shorthand for the idea that active participation helps students to understand ideas or acquire skills. (Herrel, 2018).

The projects served as a kind of scaffolding for the last semester projects, these projects anticipated a more advanced use of language skills as well as a higher

degree of group autonomy, to encourage quality group projects , in addition to unambiguous guidelines given both orally and writing experience it is important to furnish examples of the expected work. (Saville, 2020).

Building on from the previous idea, it is important to plan cooperative activities, the teacher should explain the objective of the project, the participants, the score it will have and the way of working, at the higher education level these works are reflected in the fairs, open houses and events of connection with society.

3.4 Dimension 3 : ESP

The emergence of ESP with its emphasis on needs analysis as a starting point in language program design was an important factor in the development of current approaches to language curriculum development, a second influence was the communicative approach to language teaching emerged in the late 1060s and 1070s. (Wigaty, 2015).

The concern to make language courses more relevant to learner's needs also led during this period to the emergence of the Languages for Specific purposes (LSP) movement, known in English-language teaching circles as ESP (English for Specific Purposes). The ESP approach to language teaching began to respond a number of practical concerns; the need to prepare growing numbers of non-English background students for study at American and British Universities form 1050s and the need for materials for people needing English for business purposes like ESP for immigrants to deal with job situations. (Richards J. C., 2001).

In order to teach ESP, it is necessary to relate the above concepts, such as information processing in order to understand any of these puns , students learning Technical English must go through several steps. First, they must recognize the meaning of the original word or phrase, In many cases, there is a common idiom or current phrase that needs to be explained. Then, they must recognize and be able to access a second meaning of one of the words, then , they need to pull together the



two possible meanings of the word and compare them in the context of the phrase or sentence. (English Teaching Forum, 2020)

It is important to know that after 1950s the teaching English activity grew after the end of World War II, the Teaching of English had to cover different areas such as travel, international Tourism and international commerce among others; as a result, new methods emerged to satisfy the needs of learners. (Zuñiga, 2021).

English for specific purposes (ESP) is the one that made the most important contributions; some of these courses addressed the needs of international students, considering with real situation environments at different fields with a focus on internationalization and usefulness in the communication of business communication, tourism, medicine, industry, services, among other areas.

3.4.1 Technical English for Hospitality.

English for Tourism and Hospitality Industry should be Practical part and theoretical review. In practical part , the students will learn many skills and experiences that they will need in their work of Tourism and Hotel industries, some role plays are applied, in theoretical review students will review the grammar rules based on the sample. (Wigaty, 2015) Sentences related to vocabulary applied to Hotels, Tours, and Tables: A Comprehensive Elective CALL Course for Tourism/Hospitality Majors in Asia.

The study focuses on the implementation of an elective CALL course for tertiary-level learners hoping to work in the tourism/hospitality industry in Japan and abroad. The quite comprehensive course included English-language skill building, inter- cultural communicative competence building, and industry-specific knowledge building. (Stewart, 2018)

English for Tourism and Hotel refers to the specific use of the English language in the tourism and hospitality industry, the use of English in the context of tourism and hotel management is not a generic application of the language, it is highly specialized to cater to the unique needs and demands of this sector. For example; hospitality professionals need language skills that allow them to interact with diverse guests, understand their preferences and provide exceptional service. (Siarifah, 2023).

Selecting good technical English material applied to Hospitality is very important in the development of an educational program, as is the case of excellent texts, in the Hotel and Hospitality English Self-study course the student follow the daily lives of the Metro Hotel Staff, listening the conversations to learn to communicate with guests, having vjn with practices activities, using the key phrases in the work life. (Seymour, 2019), in the above-mentioned book, active communication is practiced in real scenarios oriented to the hotel and restaurant industry.

Additionally, support strategies are fundamental, in some courses oriented to Hospitality interaction, the learners completed role-plays (e.g. checking a guest into a hotel) - and learned relevant inter-cultural information and completed relevant critical-thinking tasks, created a portfolio of English and English resources for their own specific future jobs, and completed an end-of-course simulation. Learners completed an end-of-course questionnaire.

Developing English of Tourism and Hospitality Materials based on Banyuwang Local needs, the program's goal is to increase a number of graduates from vocational schools who are employed as trained and qualified human resources (HR) to meet the demands of the sector, the purpose of this (Graves, 2000) study is to develop English for Tourism and Hospitality teaching materials in accordance with the local needs of tourism industry in Banyuwangi. (Nuharlimhah, 2014)

According to another study, the need analysis of English materials on Hotel Hospitality students at SMKN1 Bojonegoro, is an essential aspect in ESP . (Isma & Lestari, 2018).The result shows that there are some skills and language components that students at hotel hospitality need related to English materials, for this reason it is really important for designing curriculum and material especially in English for specific purpose.

In reference to the prior theory and recent work in ESP in the Hospitality industry, speaking continues to be aimed at providing appropriate, tailor-made instruction. The teacher's job in ESP has been to assist learners in their effort to acquire the language they need or perhaps desire to achieve academic, professional or occupational goals. (Ochoa, 2018). In this way, it is specified that prior instruction is required for the ESP teaching and learning process. ESP teachers must embody the five essential elements of ESP, including a language teacher, a content teacher, a researcher, a course planner and material provider, and a course evaluator.

3.4.2 ESP Assesment

Assessing ESP progress and learning requires not only the knowledge of how to make tests, quizzes, exams, it requires the adaptation of the test to the specific content, at the speaking level it is required to evaluate through a methodology that allows the student to speak the ideas around the specific topic, the rubric must be fully understandable, suddenly in certain cases support material is needed to motivate the output or production of the language.

3.4.2.1 Designing assessment task : Intensive speaking

At the intensive level, test-takers are prompted to produce short stretches of discourse (no more than a sentence) through which they demonstrate linguistic ability at a specified level of language, those could be Directed Response tasks , in this type of task, the test administrator elicits a particular grammatical form or a

transformation of a sentence, Read aloud tasks, this technique is easily administered by selecting a passage that incorporates tests and by recording test-takers output, Picture -Cue tasks , one of the most useful ways to elicit oral language performance at both intensive and extensive levels, a picture -cued stimulus that requires a description from the test taker.

3.4.2.2 Designing assessment for Responsive Speaking

Assessment of responsive tasks involves brief interaction with an interlocutor, differing from intensive tasks in the increased creativity given to the test-taker and from interactive tasks. Questions and answers tasks can consist of one or two questions from an interviewer, they can vary simple questions to complex questions.

There are three main reasons for getting students to speak in the classroom, firstly speaking activities provide rehearsal opportunities- chances to practice real-life speaking in the classroom. Secondly, speaking tasks in which students try to use any or all of the language provide feedback for both teachers and students and finally more students have opportunities to activate the various elements of languages they have stored in their brains, the more automatic their use of these elements become, as a result, students gradually become autonomous language users. (Harmer, 2011).

Standardized tests, along with informal observation of SLA students help us to more effectively plan instruction, it's important to be familiar with tools used to observe language development and get into the habit of using common topics in our classroom. (Herrera, Socorro, 2015), with this previous consideration, having visual aids is relevant to motivate the evaluation of the speaking skill, it is necessary to know how to optimally design information.

About preparing learning for tests, it is important to distinguish between two types of preparation, first types is designed to familiarize learners with the item types of tests, the kinds of instructions they will encounter, and give them practice in working within time constraints. If it is a computer-based test, preparation will also include becoming familiar with the interface and navigating the test. (Flutcher, 2020)

When evaluating English for hospitality it is essential to create the content and the way to evaluate that content that has to respond to language skills, vocabulary, fluency level, word coordination, therefore it is necessary a good rubric that allows the evaluation to develop smoothly, having the student the previous induction of the instruction to develop the speaking skill modules in the different tests or forms of evaluation.

3.5 Dimension 4: Hospitality Context

The hospitality industry has some areas, the hotel, gastronomy and catering, restaurants, bars recreation and wellness centers, which are composed of different factors, whether these administrative, operational, service, customer service, commercial logistics, Technologies and leadership, covering different knowledge that a professional hotelier should know and apply in the Hospitality context.

The hotel context is always related to customer service. , the substantive staging of hotel servicescape (the physical environment where a service can take), experiential satisfaction, smart hotel experience, Company culture. (Sthapit, 2024), in this way, all these elements, knowledge and values are combined so that an alumni or professional can develop their skills in the field of hotel management.

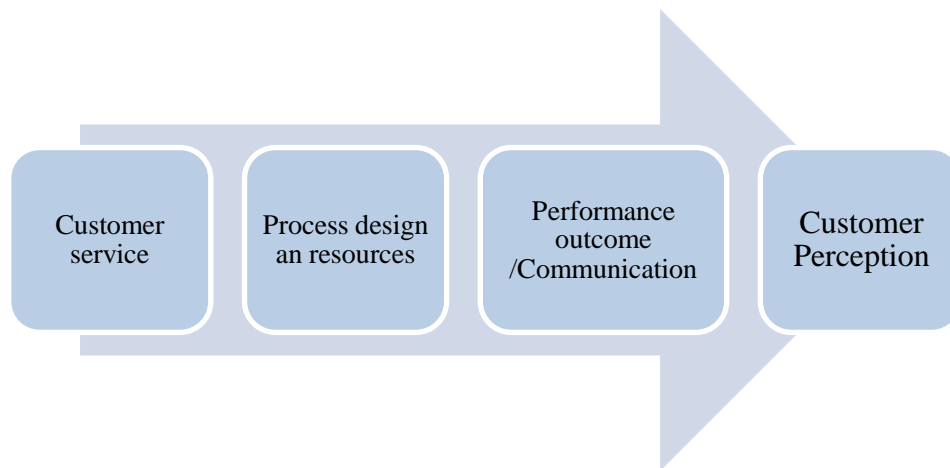
Predictions and pattern recognition through Artificial Intelligence. From the above considerations, customer service is part of the hotel context, with communication being an important factor through the application of languages. (Tianyu,



2024), technology and communication are always present in the hospitality industry.

“Perception Expectation and Communication ” Wall Disney World Hospitality and Customer Service Model.

Figure 10



Perception, expectation and communication model. (Cockerell, 2021) Adapetd by the author Álava (2024)

Cockerell's model in reference to the context of customer service in the hospitality sector, design of the customer service process oriented to the business objectives that are related to the social factor, the economy, the work strategy, and finally the perception of the customer framed through the communication of the hotel staff and the guest or customer, therefore the use of the English language is important for work productivity and business communication.

3.5.1 Classroom environment

Classroom climate and its relationship with academic achievement refers to perceptions of a classroom's characteristics, or the “personality” of the classroom experienced. Domke (2024). Despite the significance of classroom climate for shaping teaching and learning, there is not yet consensus on its definition; however, it is widely accepted that classroom climate is a multidimensional concept.

Classroom climate, in broad terms, refers to “the dynamics of classroom interaction, the relationships in the classroom and the nature of the learning environment”. The multidimensionality of classroom climate is reflected in the literature in that different elements or components are highlighted by scholars to define or explain the concept.

The literature references a number of elements that school climate includes, such as ecology, milieu, social system, culture, safety, quality of teaching and learning, relationships, discipline, school connectedness, school facilities, and academic outcomes (The components of school climate can be grouped into two key areas: school structure and culture (Brown, 2022)

The environment should reflect and respond to the ways in which the acculturation process can affect students' academic, linguistic, and cognitive growth (Herrera, 2016), reflective teachers empathize with students at each phase of the acculturation process and strive to better understand the influences they may have on the student's language development, analyzing this factor in environment, context and learning scenario are not distant, they work together, in the case of Hotel Management students, the enabling environment is the learning scenario such as the gastronomic laboratory and practices in the hotels of the city.

3.5.2 Educational internships

Internships serve as a critical platform for building a professional network within the hospitality industry. They allow you to connect with industry professionals, managers, and fellow interns, who can all play a significant role in your future career. Building a strong network can lead to recommendations, job referrals, and valuable advice on career development, making it an indispensable component of your professional growth.

University internships allow students to develop forms of knowledge that are directly related to the practice of university content, at the level of the hospitality industry students are required to have passed the last levels of career, the specific skills are knowledge of the hospitality industry, software management, computer equipment, at the level of soft skills are required emotional intelligence, conflict resolution, teamwork, responsibility in the work as well as the ability to work in the hospitality industry.

According to a study in Hospitality industry, employee empowerment is one of the approaches that leaders use to improve self-efficacy of their employees by allowing them to participate in organizations decision-making processes, as conveying information and knowledge about organizations outcomes to employees which helps them to contribute to organizational direction and performance. (Nazarian, 2024).

From the previous point of view, the future professional must be competitive to be able to ascend to management and decision making positions, first of all it is necessary the knowledge of the language, and communication skills, therefore the ESP programs must have a specific content and that content in English must be, administrative content, customer service content, content of soft skills in English, if you combine all these values to reach the goal of a perfect program in specific content in the area of business and hospitality.

The Hospitality industry generates a large percentage of jobs worldwide, services in the hospitality industry, in this regard, are closely related to the capacity of human resources at hotels that deal directly with customers, the case of Indonesia that is widely open for foreigners who come for business or leisure, English competence should be acquired by Front Office(FO) staff as the front line serving the overseas guests (Datu, Yerly, 2020), therefore, the hotel staff must master communication skills in English, being the most used language in business and tourism.



CHAPTER 2: RESEARCH METHODOLOGY AND DIAGNOSTIC

1. INTRODUCTION

The foundation for Content-Based Instruction can be traced back to the "language across the curriculum" movement that began in the 1980s. This movement highlighted the interconnectedness of language and content learning. According to Brinton (2003), the approach gained prominence in 1989, with research and practical application playing a key role in shaping the development of CBI. By using content as a medium for language learning, CBI enables students to enhance both their language skills and cognitive abilities.

Content-Based Instruction (CBI) is an approach where teaching is centered around content rather than just focusing on language. This method is closely aligned with the principles of Communicative Language Teaching (CLT), both of which emphasize practical communication and interactive learning experiences. Baula (2014) explains that CBI encourages students to learn the target language and subject content together, fostering active participation and language use in real-world contexts.

This chapter provides the framework for the approach used in the whole research project. It starts by describing the conceptualization and operationalization of significant variables and categories that are essential to our study. This stage ensures that our study framework is coherent and lays the groundwork for the subsequent analysis. To offer readers an idea of the general approach employed, we expand on the chosen research technique and its scope after outlining the conceptual framework.

To ensure openness and validity in our research design, the study type that was employed is then stated, along with a statement and justification for the technique that was used. The following section of the chapter examines the techniques used in this study and evaluates each one's objectives in light of our conclusions.

The aim of this section is to provide readers with a clearer understanding of the specific techniques and tools used for gathering and analyzing empirical data. It demonstrates the consistency and scope of our research methodology. This chapter also addresses key topics such as the definitions of population and sample and outlines the chosen sampling procedure. This decision is critical for ensuring that the research findings can be accurately described and appropriately generalized. Additionally, we discuss the statistical techniques employed in data processing and quantification, offering insight into the tools used for analysis to extract meaningful information. Lastly, the overall research strategy, whether theoretical or empirical—is outlined, starting with the initial diagnosis, progressing to proposal modeling, and concluding with the final diagnostic or validation stage. This detailed description of our research methodology helps readers understand the steps taken in conducting this study and the methods used to derive the results.

1.1 Conceptualization and operationalization of variables and categories

The application of Content-Based method instruction to improve speaking of students of the Career Hospitality and Hotel Management of the Faculty of Education, Tourism, Arts and Humanities of the Laica Eloy University , with an age between 19-25 years, the subject is divided between two variables: Content Based Instruction and Specific English for hospitality industry, each variable has dimensions that are subclassified in indicators

1.2 Independent variable: Content-Based Instruction (CBI)

Content-Based Instruction (CBI) is an educational approach that integrates the learning of a second language with the study of academic content. In CBI, students acquire language skills while simultaneously engaging with subject matter, such as science, history, or math. The focus is on using the target language to explore meaningful content, which helps students develop both their linguistic abilities and their understanding of the subject matter

Another key figure in Content-Based Instruction (CBI) is Marilyn J. Shrum. Shrum has contributed significantly to the development of CBI, particularly in how it integrates language learning with academic content. In her work, Shrum emphasizes that CBI allows students to engage with real-world topics, which not only improves their language skills but also deepens their understanding of the subject matter. She highlights the role of authentic materials, interactive classroom activities, and the importance of scaffolding language learning through subject content. According to Shrum, CBI provides learners with meaningful contexts that facilitate language acquisition and cognitive growth, making the learning process more effective and motivating for students. This approach, as described by Shrum, also promotes the development of higher-order thinking skills, as students analyze and discuss complex topics in the target language, strengthening both language proficiency and academic knowledge simultaneously.

1.3 Dependent Variables: Hospitality Technical English Speaking

Speaking skills is one of the four branches of Communicative languages, based on meaning-focused output , language -focused learning and fluency development. (Brown, 2022),

A recent concept of Speaking in language learning, post-2020, is Task-Based Language Teaching (TBLT), which emphasizes the importance of using real-



world tasks to develop speaking skills. In this approach, learners practice language by engaging in meaningful communication rather than focusing solely on form. This method promotes fluency and the ability to use language in context, making speaking a central part of the learning process. (Nunan, 2020).

Task-Based Language Teaching can be applied to the development of speaking skills. He explains how tasks—such as problem-solving activities, role plays, and real-life simulations—can engage students in meaningful communication, allowing them to practice speaking in more authentic and interactive ways.

TBLT helps learners improve their speaking by creating opportunities for them to use language in realistic situations, enhancing their fluency and communicative competence. It's a modern approach to language teaching that highlights the practical application of speaking skills rather than simply focusing on grammar or vocabulary in isolation.

Specific English for the hospitality industry thrives on cultural diversity. English plays a crucial role in bridging cultural gaps, enabling staff to interact with guests from various parts of the world. This not only enhances service delivery but also promotes cultural understanding and appreciation, enriching the overall hospitality experience. A recent theory of English for Hospitality focuses on how language skills, especially speaking and listening, are critical for communication within the hospitality industry (Strutt, 2022).

This approach is designed to equip hospitality employees with the essential English language skills required to communicate effectively with international guests, handle customer service tasks, and manage various hospitality-related tasks.

Table 3

Independent Variable		Dependent Variable	
Content-Based Method		Speaking	
Dimension 1 : Curriculum Instruction		Dimension 1: Communicative awareness	
1	Educational model	1	Communicative needs
2	Planning lessons	2	Spoken production
Dimension 2: Authentic text and tasks		Dimension 2: Speaking strategy	
3	CBI Syllabus	3	C.B.M Speaking Strategies
4	CBI Instructional Materials	4	Collaborative learning for speaking activities
Dimension 3: Learning process		Dimension 3 ESP	
5	Information processing	5	English for Hospitality
6	Student's aptitudes and motivation	6	ESP Assessment
Dimension 4: Cultural Awareness		Dimension 4: Hospitality Context	
7	Need analysis	7	Classroom environment
8	Culturally responsive teaching	8	Educational internships

Chart of Variables, Dimensions and indicators Elaborated by the author Álava (2024)

1.4 Research approach and design

The project titled “Content Based instruction applied to Hospitality Technical English, Speaking B1 level” is mixed research since it contains quantitative and qualitative data for its accomplishment. This study required the application of a non-probabilistic design to establish a cause-and-effect relationship between the independent variable ‘Content Based instruction’ and the dependent variable ‘Speaking’. Due to the quasi-experimental nature of the study, the selected group is a nonequivalent one because there are no control and treatment groups.

Eighth level students of the Hospitality and Hotel Management course, subject: Hotel Technical English (parallel 20 students.) were the only group who received the intervention with the CBI approach. This research was developed with the application of a mixed method. This is a combination of quantitative and qualitative elements to obtain data about Hospitality Speaking implementation of Content Based Instruction activity to improve speaking fluency in the specific area of Hospitality.

This approach has enabled the researcher to gather existing literature, data, and statistics on the effectiveness of the study and the use of task-based instruction. A qualitative approach will be employed to gain a deeper understanding of task-based learning, drawing on previous research that has demonstrated its effectiveness over recent decades. A review of literature from various authors will be necessary, along with observations, a diagnostic test, a survey, and an interview, all of which will provide valuable insights into the task-based activities to be implemented in English lessons for students.

The data will be analyzed through data description and interpretation depending on the types of data acquired. In this research, the data were analyzed both qualitatively and quantitatively.

Quantitative data analysis was conducted on the result of the questionnaire and Koerniawaty & Nova, expert judgment evaluation. On quantitative data analysis, the data were analyzed descriptively by calculating the percentage of each aspect mentioned in the questionnaire and making interpretation of the result shown in the percentage. Meanwhile, qualitative data analysis was conducted on the result of the interview and focus group discussion. On qualitative data analysis, the data was analyzed qualitatively by putting the lecturers' responses into certain categories and themes and the interpretation was made from each of the categories found. The data processing and displaying were under the use of MS Word while the citation system employed "Offline automatic system by using Mendeley desktop"(Turmudi, 2020).

The results are analyzed in different ways, either by means of qualitative or quantitative methodology; finally, the triangulation of results will allow contrasting and comparing both variables in order to generate efficient proposals and conclusions.

Additionally, a quantitative approach will be applied to assess students' progress throughout the research, collecting the necessary data for the implementation program. This process will involve analyzing numerical variables from pretests, surveys, interviews, and post-tests conducted with 20 participants. Pre-test activity will focus on short readings to activate prior knowledge and build vocabulary.

A quantitative and qualitative research is employed. Quantitative research can be conceptually divided into two types : associational and experimental, What is common in both types is that researchers are attempting to determine a relationship between or within variables, this is often tested statistically through correlations, which allow a researcher to determine how closely two variables (e.g motivation and language ability) are related to in a given population. (Crewell, 2015).

In the quantitative data according with this project , the results of the initial diagnostic questions, the student questionnaire, and another instrument that measures the level of acceptance of the proposal in the students will be tabulated, and the results of the proposal is also be tabulated , contrasting and comparing with the pre-test.

On the other hand, the term qualitative research is associated with a range of different methos, perspectives, and approaches, the aims of qualitative research often involve the provision of careful and detailed descriptions as opposed to the quantification of data through measurements, frequencies, scores and ratings.

The qualitative data will be obtained through documentary observation sheets to evaluate the contents of the silabus, if these silabus have appropriate contents for the subject, in addition to interviews with the director of the career and two hotel supervisors in reference to the internships that the eighth level Hotel Management students must do.

According with qualitative data, as noted earlier, a wide variety of different techniques are used in the collection of qualitative data. As with all methods, the advantages and disadvantages of each technique should when deciding be taken into consideration when deciding how to address a specific research question (Herrera, Socorro, 2015). Here we present an overview of some of the most used qualitative data collection methods including:

- Ethnographies
- Interviews
- Diaries/ journals
- Case studies
- Observational techniques

1.5 Scope of the research

The content-based instruction approach employed in this study was carried out through explanatory research, which outlines the research problem, sample size, duration, criteria, methodology, geographical context, and financial limitations. The project design is quasi-experimental, as it is non-probabilistic. It is important to note that the scope of this study is limited, as the selected sample consists of just 20 students, it is necessary to determine that the last level has a lower number of students, this is because in previous levels students withdraw from the career for various reasons.

1.6 Research Purpose

The purpose of this research is to examine the effectiveness of Content-Based Instruction (CBI) in enhancing English language skills among students in the hospitality field. Specifically, the study aims to explore how CBI, by integrating subject-specific content with language learning, can improve the communication abilities of hospitality students.

The research will focus on how students can develop the language proficiency necessary for real-world tasks, such as interacting with international guests, handling customer service inquiries, and managing hospitality operations. Additionally, the study will assess how CBI can support students in acquiring specialized vocabulary, understanding industry-specific scenarios, and applying English in practical, hospitality-related contexts. Ultimately, the research seeks to determine how this approach contributes to the overall preparation of students for success in the global hospitality industry.

1.7 Research questions

Based on specific objectives, two questions were framed around this research. Research question 1: How does Content-Based Instruction (CBI) enhance the language proficiency of students in a Hospitality Technical English module? question 2: How do students perceive the effectiveness of CBI in improving their English communication skills for real-world hospitality tasks (e.g., customer interactions, reservations, etc.)?

1.8 Delimitation of population, sample and sampling.

The population of students in the Hospitality and Hotel Management career is 500 students, being more numerous in the first to seventh levels; in the case of the eighth level, the number is lower; in the eighth level, students are in the process of obtaining their degree and must pass the subject Hotel Technical English.

Table 4

Participants	Sample Population	Percentage
Women	12	60%
Men	8	40%
Total	20	100%

Student population of the Hospitality Management course 2024 Elaborated by the author
Álava (2024)

1.9 Research Context

The Laica Eloy Alfaro University is located in the city of Manta, known for being a tourist reference for its international port arrival point for international cruise ships, hotel chains and international restaurants, for this reason, due to the



need of the commercial and industrial sector, have been created since decades the careers of Tourism, Hotel Management and in other Faculties of Business.

However in this project our target audience of investigation are the students of the career Hospitality and Hotel Management of the Faculty of Education, Tourism, Arts and Humanities with an age between 19-25 years, the subject is divided between, it is necessary to know that the students mostly come from public schools, it is a segment of people who do internships and in certain cases already receive remuneration in hotel.

1.10 Research Stages

The research was divided into six periods: delimitation of the problem, theoretical revision, elaboration of the instruments, application of the instruments, data analysis, and redaction of the conclusions and recommendations.

In the first stage, it was required to apply for the CLD card the pre-test and first questionnaire to gather information about the problem in the institution. In other words, this was the diagnostic stage to define the object of the study and to choose the correct methodology. Also, the knowledge of the student was evaluated through the pre-test and the survey, and the considerations of managers and supervisors through the interview.

The second stage is according to the Implementation of the Proposal, the Construction of the Proposal execution, and stage three consists of the Evaluation of the Proposal. Finally, stage three evaluated the implementation of the proposal with various changes that may arise.

Figure 11

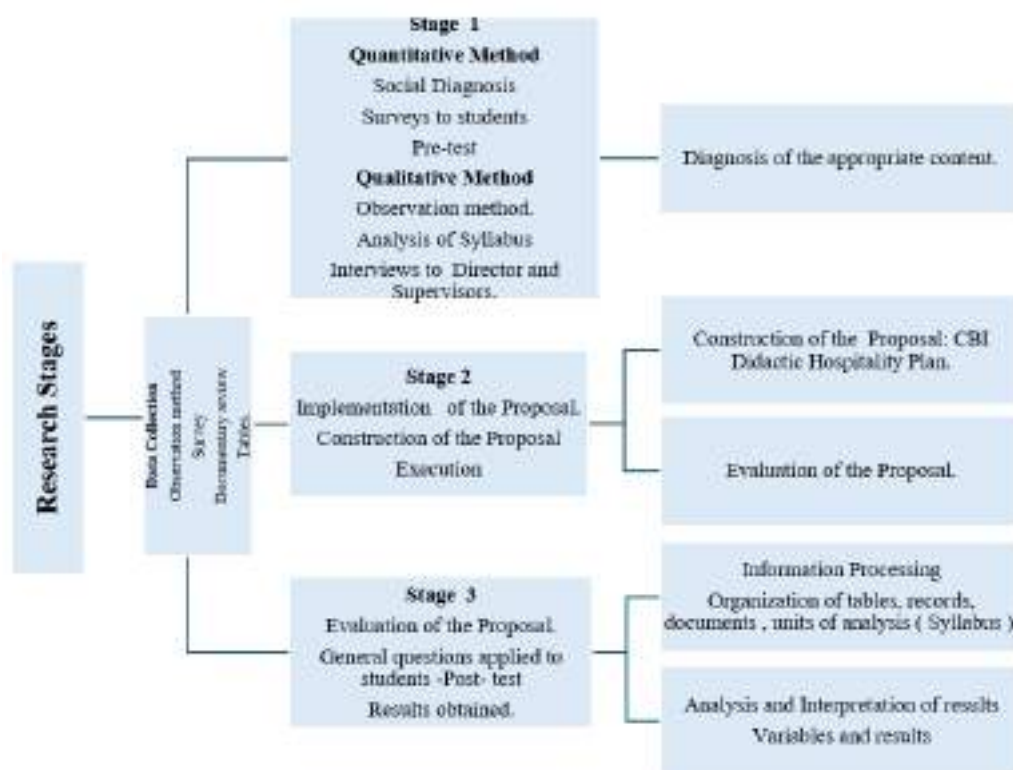


Diagram of research stages Elaborated by the author Álava (2024)Alava (2024)

Table 5

Activity	Method / Instrument	Performers
Analysis of the problem situation	Test	Researcher Tutor
Selection of the research instrument	Observation method Descriptive analysis	Researcher Experts to validate the instruments.
Application of the research instruments	Survey Observation template Questionnaire	Researcher
Result of the diagnosis	Data tabulation	Researcher
Elaboration of the contents of the proposal	Syllabus Moodle platform	Researcher
Application of the proposal	CBI Class / Classroom/ Gastronomy lab	Researcher
Analysis and interpretation of results (Proposal)	Data tabulation	Researcher
Final results	Interpretation of the results and final considerations	Researcher

Research schedule. Elaborated by the author Álava (2024)

1.11 Data Processing and Statistical Analysis

This study's data was handled quantitatively and qualitatively. The survey and pretest-posttest raw data were coded in an excel that allows users to efficiently organize, analyze, and visualize large datasets using features like pivot tables, formulas, charts, and conditional formatting. This makes it a powerful tool for decision-making in business, finance, research, and personal productivity. Descriptive statistics assembled a set of quantitatively gathered data to present a complete view of the data. The pre-test, which measures each subject twice to see whether there is a statistically significant difference between the means, is one statistical technique used in inferential statistics (Sampieri, 2022).

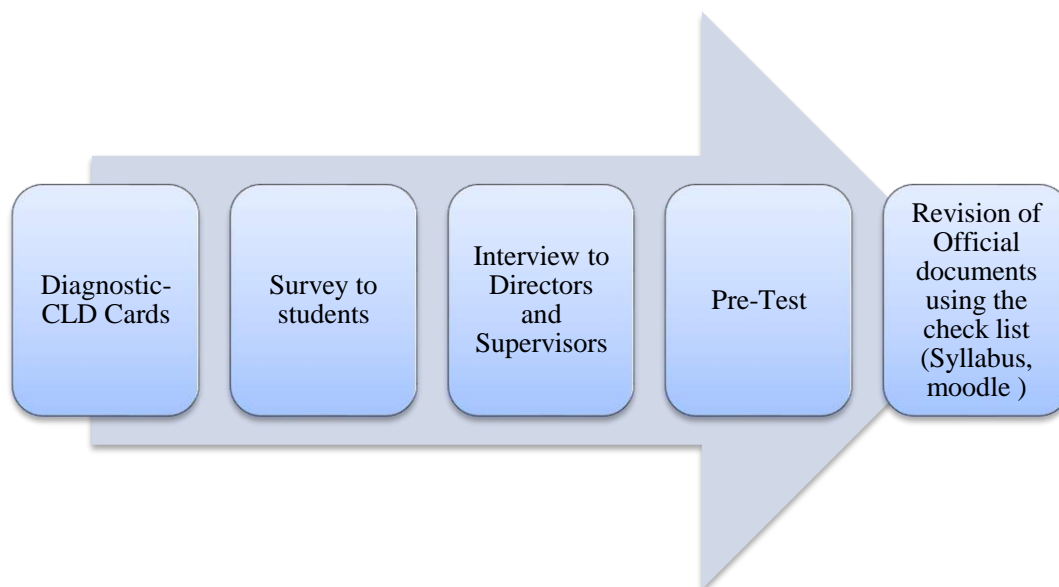
- **Sample Size:** This represents the number of participants in this study, which is 20 students of Hospitality degree.
- **Minimum:** This represents the minimum grade obtained in a specific test.
- **Maximum:** Conversely, this represents the maximum grade obtained in a specific test.
- **Mean:** This is another name for average.
- **Standard Deviation:** Standard deviation is a measure of the dispersion or spread of a set of values. It quantifies how much individual data points deviate from the meaning of the dataset.

1.12 Diagnostic Stage

The diagnostic stage refers to the phase in a process where data is gathered, analyzed, and assessed to identify a problem, condition, or situation (Brown, 2022). The diagnosis begins by knowing the social reality of the student through the CLD cards, the second step is the application of the pre-test to know the knowledge of the student in reference to the vocabulary of Hospitality and Hotel Management, then the interview to the students to measure their perception in reference to the topic, also the interview to managers and supervisors to analyze the demand of knowledge in reference to the topic and its application in the work scenario, finally,

the review of the syllabus to obtain information of the problematic in reference to contents.

Figure 12



Analysis of the actual situation at the Institution. Elaborated by the author Álava (2024)

1.13 Diagnosis stage of the project

1.13.1 Instrument 1: CLD Diagnosis card

An initial socio-cultural diagnosis was made by means of CLD Biography Cards, which allowed us to observe the deficient level of English language of the students, in addition to the nationality, due to the fact of having foreign students, according to the background of learning the language, there are students whose parents speak English either because they have been migrants to English-speaking countries or because they have learned it, but they are few cases, in addition most students graduated from public schools, the reality of Ecuador is that in most public schools the level of English is not very good, unlike schools in the private sector.

It is true that the target is young adults, however, more than evaluating the family, the level of exposure to the English language has been evaluated, in reference to the practice of the language, it is necessary to focus on the fact that some students practice the language in their different jobs like hotels through the arrival of English-speaking people to these hotel establishments, students have the facility to practice the English language in the areas of internships or jobs, however, it requires content applied to the real environment, and meaningful tasks that contribute to the practice of the language.

The CLD student biography encompasses four dimensions : the sociocultural, linguistic, cognitive and academic dimensions, although each dimension relates to specific aspects of student aspects of student's biography , the dimensions are intertwined , knowledge of all four dimensions is necessary to obtaining a holistic understanding of the student. (Herrera , 2019)

Effective teachers know that instructional decision making should include time for the preassessment of CLD student in order to determine the potential impact of the affective filter on the comprehensibility of that instruction. As this chapter explores, Krashen's (1982) affective filter hypothesis tells us that instruction for CLD students, no matter how well planned or well delivered, will not affect the student if it or the surrounding circumstances of instruction raise the affective filter. Therefore, insightful teachers press the professional practice of preassessment to help educators avoid instructional decisions that may prove counterproductive. Variables include

- Recency of immigration
- Cultural background
- Prior schooling in the home country
- First language (L1) and second language (L2) proficiency
- Family dynamics / L2 interaction.
- Prior knowledge in the content area
- Working area (The case of adult learners).

1.13.1.1 Validation of CLD Biography Cards

This tool is based on a theory of the author Dr. Socorro Herrera through her theories of Second Language acquisition and Biography Driven Instruction and CLD- Cultural Language Diverse, developed a card which allows to know the socio-emotional state of the student (more applied to cases of CLD migrant students in the United States), the content of the file is rather a content adapted to the labor and social reality of the students of the Hospitality and Hotel Management career.

Process:

Each student is assigned a content card, they are instructed to select and complete the information, in relation to their age, nationality, previous knowledge of English and level of exposure to the practice of the language, some questions are open as in the case of nationality, finally these results are tabulated to know the target audience of the research.

1.13.2 Instrum

ent 2 : Research Survey

A research survey is a method of data collection used to gather information from a specific group of people. It is commonly used in social sciences, marketing, and other fields to study opinions, behaviors, or characteristics of a population. Surveys can be conducted through questionnaires, interviews, or online forms. (Dillman, 2014).

The purpose of the survey is to assess students' perspectives on the effectiveness of lesson planning and to identify any gaps in the content being delivered. Specifically, this survey aims to evaluate Student Perceptions by understanding how students perceive the clarity, structure, and engagement level of lesson plans, identify Content Gaps, determine whether students feel that certain key topics or skills are missing or insufficiently covered in the lessons. Measure Relevance and

Comprehension, assess whether the content aligns with students' learning needs and expectations and the most important the improvement in Instructional Planning providing insights for educators to refine lesson plans and ensure comprehensive content coverage.

Process

The SurveyMonkey application is used to conduct surveys, which allows the student to complete it from a mobile phone or computer, obtaining accurate data in less time, additional that it is very didactic and oriented to hotel management issues. This survey was conducted in English with translation into Spanish in the classroom, the researcher provided guidance on how to handle the questions and answers.

1.13.3 Instrument 3: Interview

Data were collected via semi structural interviews, which Fonatana and Frey (2000) described as “ one of the most powerful ways in which we try to understand our fellow human beings”, face- to- face interview occurred in different context that can be educational an internship environments.

Interviews allow researchers to investigate phenomena that are not directly observable, such as learner's self-reported perceptions or attitudes, also because interviews are interactive, researchers can elicit additional data if initial answers are vague, incomplete, off-topic, or not specific enough, another advantage of interviews is that they can be used to elicit data form learners who are not comfortable in other modes. For example: some learners are more at ease speaking than writing and are more likely to provide extended answers in a conversational format.

In the present investigation, interviews will be carried out with career directors and managers de hotels. according to the opinions of career directors, managers and supervisors of the hotel companies where the students do their internships.

Process:

The interview is conducted with the Career Director and also with the Hotel supervisors, maximum 15 minutes each interview in which develops three essential questions oriented to the employability of the students and the use of the English language, in addition to the future prospects for the career of Hospitality and Hotel Management.

1.13.4 Instrument 4. Pre-Test

Pre-tests are a non-graded assessment tool used to determine pre-existing subject knowledge. Typically, pre-tests are administered prior to a course to determine knowledge baseline, but here, they are used to test students prior to topical material coverage throughout the course. While counterintuitive, the pre-tests cover material the student is not expected to know but serve as a motivational tool and a ‘road map’ for the students, resulting in improved course performance. (Berri, 2018).

Pre-tests can also be used as a way to determine the depth of understanding of prerequisite material. A third purpose, the one explored here, is to test the students just prior to the material being covered in the course. Although counter-intuitive, the pre-tests cover material that the instructor has not covered, and that the student is not expected to know. The idea behind the pre-tests is to give the students an indication of material that will be covered and the depth of knowledge required, thus it serves a ‘road map’ for the topics.

Process

The purpose of the evaluation is focused on measuring the knowledge of English language contents in relation to the area, a test was applied by means of a multiple-choice method, selecting the best contents applied to the hotel area. The evaluation was validated by professional hotel management experts and experts in the field of English pedagogy.

Table 6

Topics	Number of questions
1 Front Desk Vocabulary	4
2. Gastronomy vocabulary	2
3. Client Service	2

Subject area contents applied in the test. Elaborated by the author Álava (2024)

1.13.5 Instrument 5: Chek list for syllabus analysis

The check list is carried out using the Observation method that is the process of gathering open -ended , firsthand information by observing people and places on the research site. As a form of data collection, observation has both advantages and disadvantages. Advantages include the opportunity to record the information as it occurs in a setting, to study actual behavior, and to study individuals, some of the disadvantages of observations are that you will be limited to those sides and situations where you can gain access, you may have difficulty developing rapport with individuals. (Mackey, 2005).

Process

In the present research, defining the variables of Content Based Instruction and English for Hospitality, an observation guide will be applied to evaluate the



existing syllabus of the subjects, according to the educational model, learning outcomes and a comparison based on the contents that students consider appropriate based on the diagnostic survey, 3 syllabus of current and previous periods belonging to teachers of the area are evaluated, and 7 items oriented to the teaching of Teaching English for Hospitality are observed and analyzed, Also in one of the items there is a question in accordance with the Moodle platform, for which the researcher contrasts what is detailed in the syllabus with the autonomous activities and content in Moodle.

1.14 Validation of the research proposal

The process of elaboration, revision, and approval of instruments was directed by two experts who worked along with the researcher to make the application of the intervention possible. The first expert who revised and approved the instruments was PH. D Fernando Macias who provided the knowledge to elaborate the variable's matrix and the instruments for the proposal. The second was the Master(E) Johnny Campoverde who is the tutor in charge of this project. Both professors provided guidance and approved the instruments which were a checklist, a pre-test-posttest, a survey, and an interview.

1.15 The intervention plan

The treatment stage was performed within 4 months from September 14th to December 3th; The first two months are diagnostic months in which the social diagnosis test and the pre-test are applied, and the last months of November and December belong to the application of the proposal.

Table 7

Activity	Description	Month / 2024 -2025
CDI Cards application	Observation method	September-2024
Pre test application	Descriptive analysis	
Survey Application	Questions applied to the context	October 2024
Proposal Application	4 Units 4 Weeks	November 2024- December 2024
Final results	Interpretation of the results and final considerations	December 2024 - January-2025

Intervention plan schedule. Elaborated by the author Álava (2024)

1.16 Data analysis and ethical considerations

Regarding ethical considerations, permissions were requested to the main authority of the careers, in this case the Sub-Dean of Hospitality career , a favorable response was obtained since it is the place where the researcher works, also the permissions of the students were obtained for the intervention, specifying to the students that they would be part of a research project, the survey would be anonymous and this project intervenes in their qualification, neither in their academic performance, nor in their work scenarios.

Students accept to be part of the project in a free and voluntary way, additionally the research is based on the educational model of the Universidad Laica that promotes research, innovation and educational development, also protected from the Research Commission of the Faculty that promotes projects and teaching professionalization, In addition, the Faculty has inter-institutional agreements with hotels where students carry out internships, for this reason the researcher had access to interviews with area supervisors.



CHAPTER 3: ANALYSIS OF THE RESULTS

1. Theoretical basis for results

All information collected through surveys, interviews, and class observations was analyzed both quantitatively and qualitatively. To determine the validity of this study, the researcher designed the instrument by drawing up the questions following the purposes of this study.

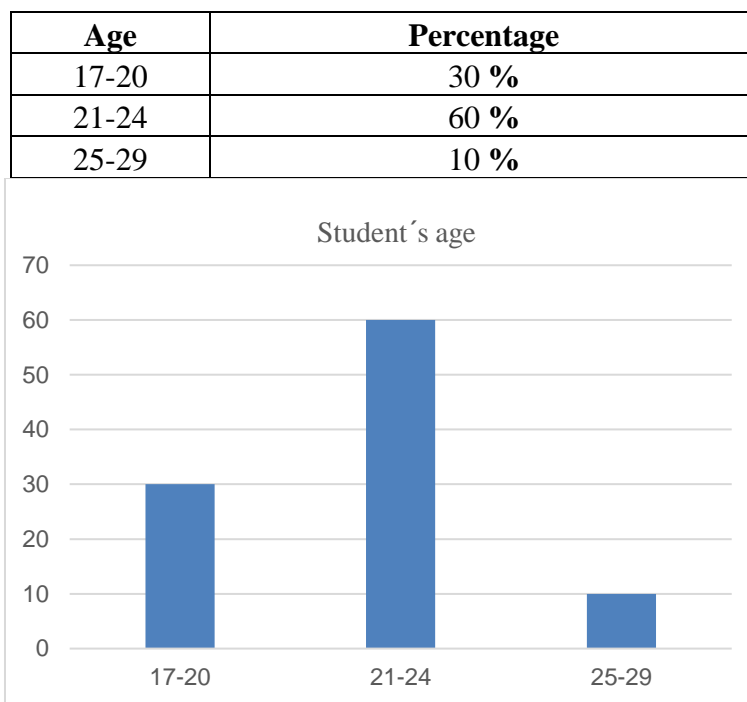
The instruments applied in this research paper were validated through expert's judgment who determined if the interview was done in English to demonstrate how the language is used during a normal conversation. Based on teachers' answers, the author wrote an analysis. It is worth mentioning that the instruments applied to students were elaborated according to the indicators of the independent and dependent variables. The social diagnostic test is applied to measure the social and general knowledge of the students, the student background, explained in previous chapters, this diagnostic strategy responds to an existing approach Biography Driven Instruction, only an adaptation was made for a young adult segment working in the Hospitality area.

For the analysis of the contents of the syllabus, the researcher made a checklist whose purpose is qualitative-quantitative because it allows to measure the effectiveness of the contents, for it was evaluated three syllabus of English teachers, each element is evaluated, the content, the strategies, the way of evaluating, the objectives, etc. To measure the perception of students, managers and supervisors, the instruments used were questionnaires and interviews. The survey corresponds to a methodology through the tabulation of data, and the interview has a quantitative orientation measuring the perception of leaders in the hotel industry. To determine the reliability of this study, the researcher has included information like photos of the classroom, the hotel areas, the Educational fair, and the interview with Director and Supervisors; in the case of hotel supervisors, they preferred that their image not appear in photographs.



DIAGNOSTIC RESULTS: Instrument 1: CLD CARDS: RESULTS OF DIAGNOSTIC

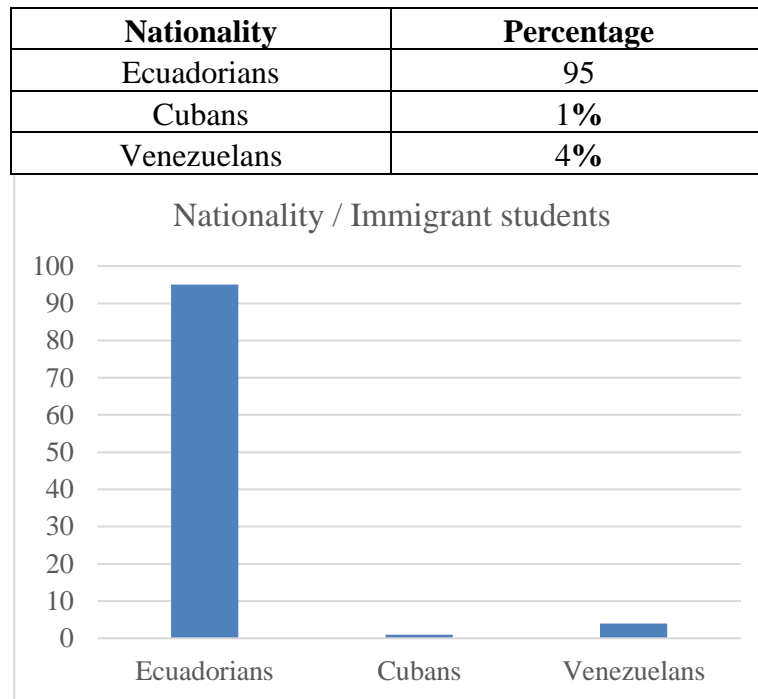
Figure 13



Student's age survey Elaborated by the author Álava (2024)

The following information can be stipulated in reference to results; 17-20 years old: 30% of the students belong to this category. These students are likely recent high school graduates or early-stage university students starting their hospitality education, 21-24 years old: This is the largest group, making up 60% of the students. Many in this age range are likely in the middle or final stages of their hospitality studies or gaining early work experience in the industry. 25-29 years old: Only 10% of the students fall into this category. These students may already have some experience in hospitality and are looking to improve their English skills for career advancement.

Figure 14

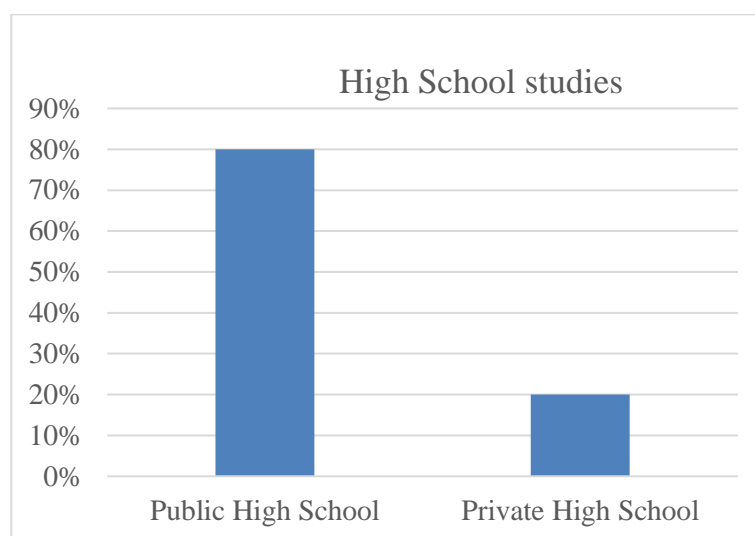


Nationality / Immigrant students survey . Elaborated by the author Álava (2024)

The previous information is important to determine the cultural factor, being so, that 95% are Ecuadorians, 1% are from Cuba and 4% are Venezuelans, this serves us to perform exercises in class applied to the cultural factor, it is noteworthy that Ecuador has a percentage of students from Venezuela and Cuba each segment with different backgrounds at the level of practice of the English language.

Figure 15

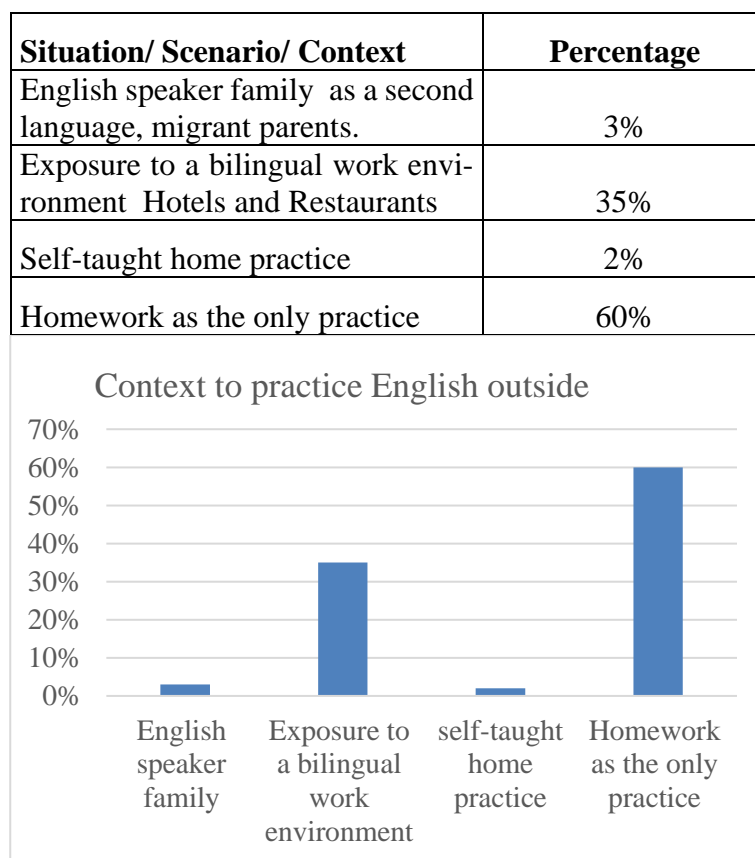
Study Centres	Percentage
Public High School	80%
Private High School	20%



High School studies survey Elaborated by the author Álava (2024)

Based on these results, 80% of students come from public schools and 20% from private schools; this determination also helps us to know the knowledge bases; we know that in Ecuador, the best English education is in private institutions. However, we must continue with the research process.

Figure 16



Context to practice English outside survey Elaborated by the author Álava (2024)

Context: Only 3% of individuals are from English-speaking families. This low percentage could indicate that English is not the native language for the majority of people in the given context. Families where English is spoken at home have an obvious advantage in language acquisition and fluency since they are surrounded by the language in everyday conversations. There is the case of students who have migrant parents in the United States, and this allows them to practice the English language through different means of communication or by visiting them.

A significant portion (35%) practices English in bilingual work environments, such as hotels and restaurants. These settings often require employees to interact with English-speaking customers or colleagues, providing practical, real-world language exposure. This 35% likely gets regular, informal practice in speaking and understanding English as part of their job. Such environments are ideal for honing conversational skills, expanding vocabulary related to specific industries, and improving overall fluency.

Only 2% of individuals are self-teaching English at home. This suggests that most people do not engage in independent study outside of formal educational settings or their workplace. This low percentage could indicate a lack of motivation, time, or resources for self-directed language learning. People who self-teach typically rely on online resources, apps, books, or language exchange platforms to practice outside of structured settings.

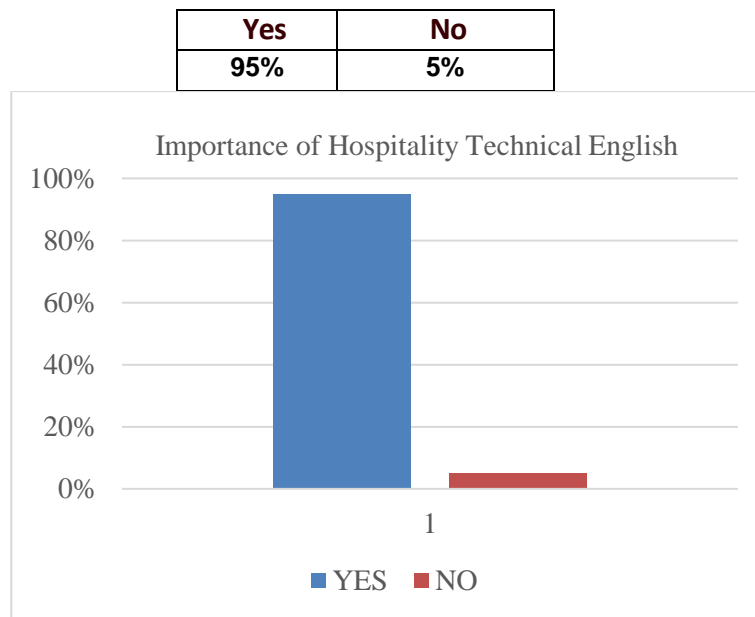
A majority (60%) of individuals practice English primarily through homework. This could suggest that their practice outside of school or work is limited to assignments given by teachers or educational institutions.

While homework is important for reinforcing learning, it may not offer the same practical, conversational experience as a bilingual work environment or self-directed practice. The reliance on homework alone could hinder the development of more natural, everyday language skills, particularly in speaking and listening.

2. Survey Results

1. Do you consider that mastering the English language is an important factor to be able to work in the hospitality industry.

Figure 17



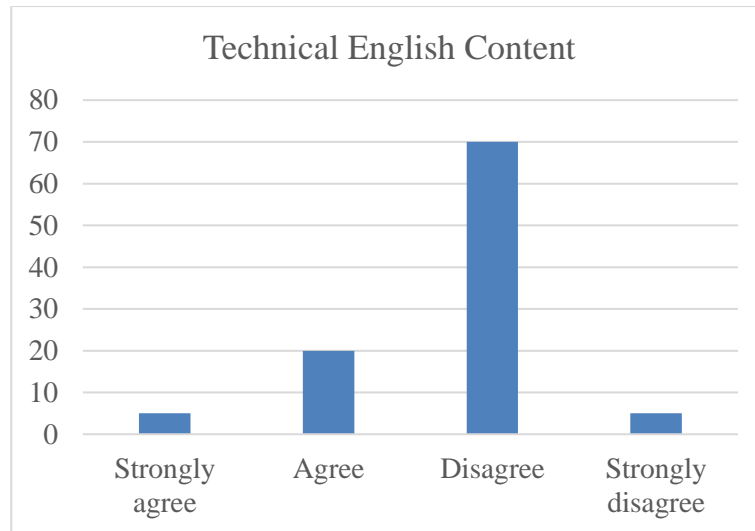
Importance of Hospitality Technical English Results Elaborated by the author Álava (2024)

95% of respondents consider that mastering English is essential for working in the hospitality industry. This strongly suggests that English is regarded as a foundational skill for success in this sector and an almost insufficient minority consider that English is not necessary, which indicates that the majority of students require English language skills to advance professionally,

2. Do you consider that the content taught by your teacher is in line with the subject Technical English for Hospitality?

Strongly agree	5%
Agree	20%
Disagree	70%
Strongly disagree	5%

Figure 18



Technical English Content Results Elaborated by the author Álava (2024)

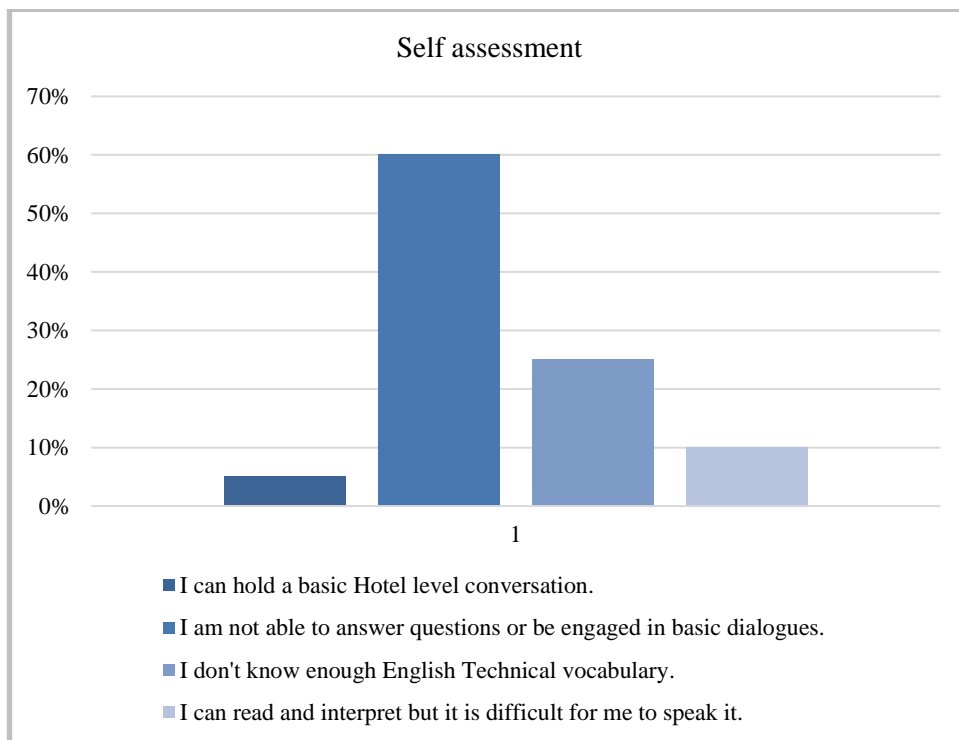
A significant majority (75%) of the respondents indicated that the content being taught does not align well with the course subject. With 70% selecting "Disagree" and 5% choosing "Strongly disagree," it seems that most students feel the material is either irrelevant or not useful in the context of "Technical English for Hospitality."

A small minority (25%) of students seem to believe that the course content aligns well with the subject. This includes 20% who Agree and 5% who Strongly agree. While it's good that some students are satisfied, this percentage is relatively low compared to those who disagree.

3. Self-assessing yourself, when speaking English in hotel internships.

I can hold a basic Hotel level conversation.	5%
I am not able to answer questions or be engaged in basic dialogues.	60%
I don't know enough English Technical vocabulary.	25 %
I can read and interpret but it is difficult for me to speak it.	10 %

Figure 19



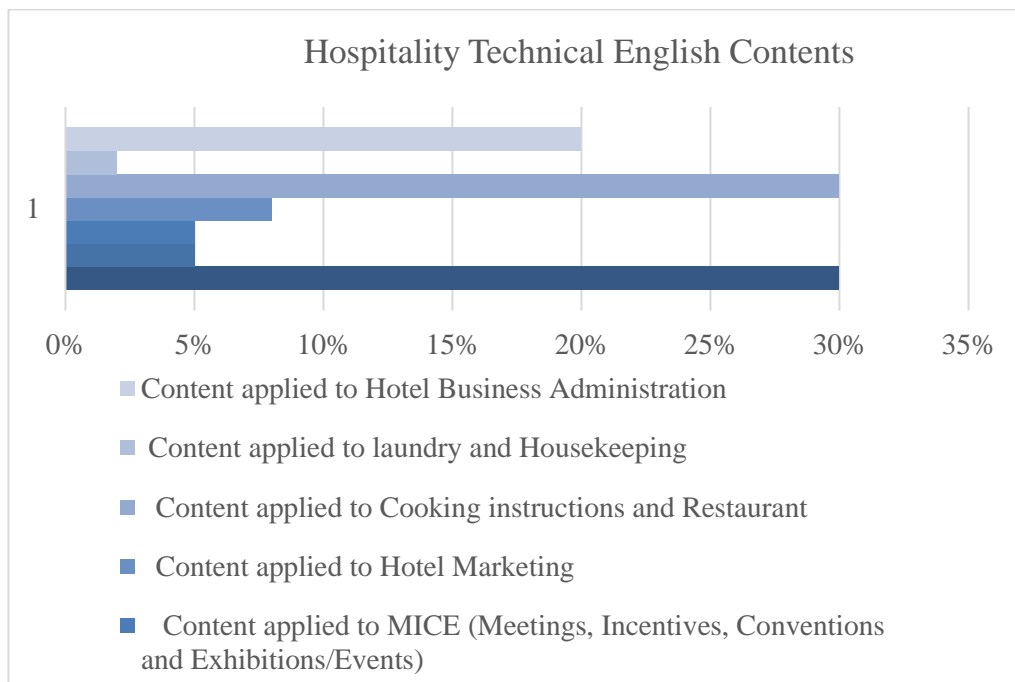
Self-assessment Results. Elaborated by the author Álava (2024)

Many students appear to be facing challenges in using English effectively during their hotel internships. There is a notable gap in both conversational skills (basic dialogues) and technical vocabulary, which could hinder their ability to perform well in the hotel industry. A key focus for improvement should be on practical speaking practice and increasing familiarity with industry-specific terminology.

4. What content would you like to learn in technical English in the hotel industry?.

1.Content applied to check in and check out in Front Desk process	30%
2.Content applied to providing information to guests	5%
3.Content applied to MICE (Meetings, Incentives, Conventions and Exhibitions/Events)	5%
4.Content applied to Hotel Marketing	8%
5.Content applied to cooking instructions.	30%
6.Content applied to laundry and Housekeeping	2 %
7Content applied to Hotel Business Administration	20 %

Figure 20



Hospitality Content Preference Results. Elaborated by the author Álava (2024)

Check-In and Check-Out (Front Desk Process with 30% of acceptance this is the largest portion, which indicates a focus on communication skills for handling the core operations of the hotel, this involves learning how to manage guest arrivals and departures, understanding payment processes, handling reservations, and assisting guests with their needs in a professional manner.

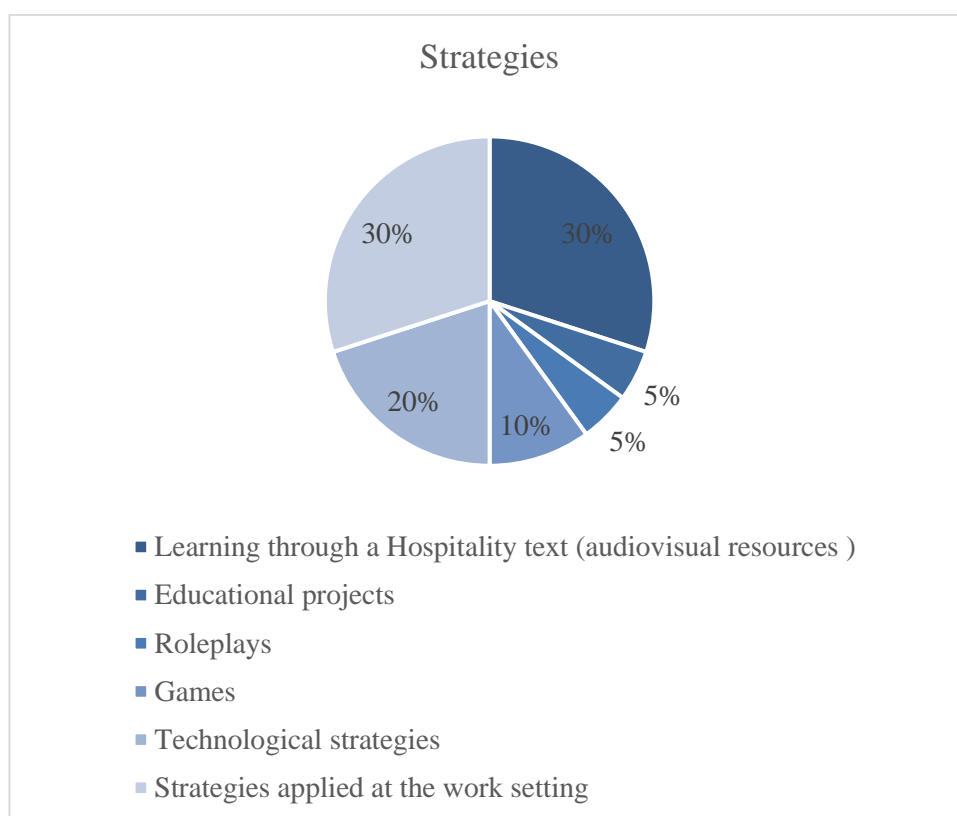
Another large focus with 30 % is on learning the technical English used in kitchens, that includes understanding culinary terminology, recipe instructions, and kitchen operations. It's essential for those working in food preparation to be familiar with the specific language used in cooking and food safety and the option Hotel Business Administration with 20%.

This category is focused on the administrative side of the hotel business, covering financial management, staff coordination, and operations. It includes understanding hotel budgeting, managing revenue, and ensuring smooth business practices, These results show that students want to prepare themselves more for customer service communication in Reception, Restaurants, and the aspiration that students have to be part of the administrative or managerial staff to take their career to a higher level, these results are also subject to the employment opportunities of interns and workers.

5. In what strategy would you like to learn content applied to Hospitality technical English?

Learning through a good text (audiovisual resources)	30%
Educational projects	5%
Roleplays	5%
Games	10%
Technological strategies	20%
Strategies applied at the work setting	30%

Figure 21



Educational strategy preferences results. Elaborated by the author Álava (2024)

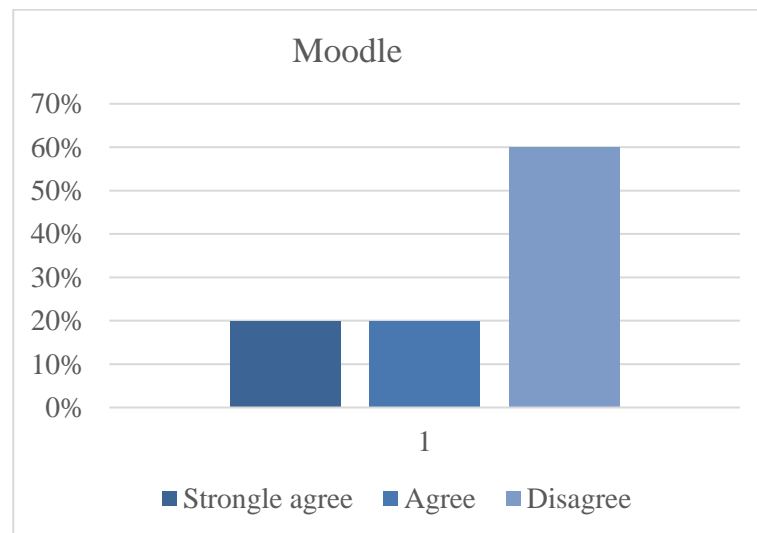
The results determine that 30% of the students prefer learning through a good text (audiovisual resources), another 30% prefer Strategies applied at the work setting, i.e. learning in real scenarios motivates them more, and 20% prefer Technological strategies being more in line with educational technology, it can also be observed

that 10% like to learn through games such as quizzes or Kahoot's among other resources.

6. The Moodle resources (Forum , videos , text; wikis) are adequate for completing assignments in this course ?.

Strongle agree	20%
Agree	20%
Disagree	60%

Figure 22



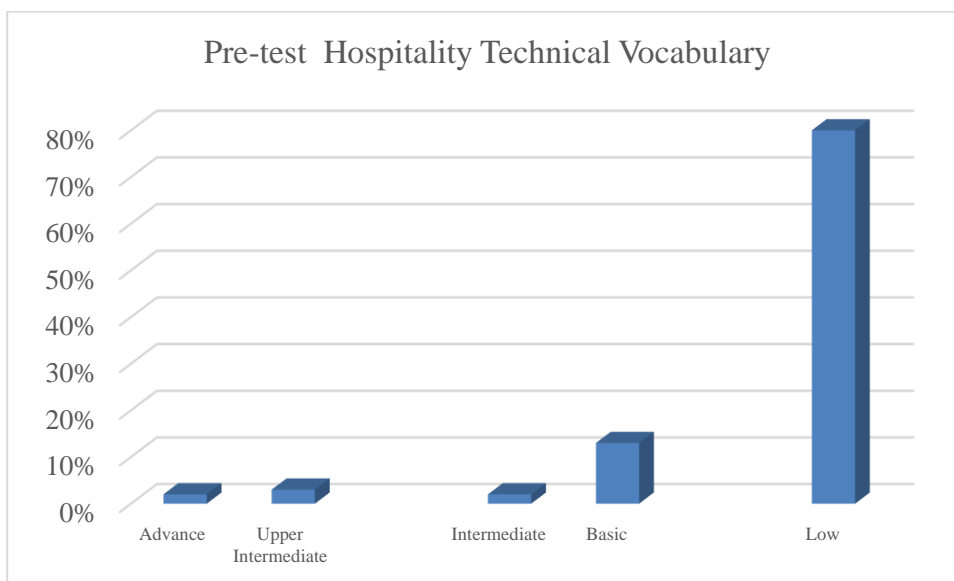
Results of educational use of the Moodle platform. Elaborated by the author Álava (2024)

The majority of students (60%) found the Moodle resources (forums, videos, texts, wikis) inadequate for completing assignments. Here are some possible reasons and ways to improve. The materials provided may not cover the topics in enough detail or may not align well with assignment requirements. Also the limited Interactivity; students may need more engaging formats, such as quizzes, live discussions, or interactive exercises.

3. Pre test results

Technical English Pre-Test	Pre test	Percentage
Advance	10	2%
Upper Intermediate	8 - 9	3%
Intermediate	7	2%
Basic	6	13%
Low	-3	80%

Figure 23



Pre-test Hospitality Technical Vocabulary Results. Elaborated by the author Álava (2024)

The results demonstrated that a majority of the students have a low knowledge oriented to Technical English, Few students have an advanced and intermediate level, this is related to the self-assessment question, in which it can be observed that some have received instruction in private courses and in schools depending also on the commitment and quality of education, also in relation to the

fact that students do not have sufficient opportunities for internships outside the classroom context.

Based on the percentages provided in the results.

1. Low (80%): The majority of the group or individuals seem to fall under the "Low" category, which suggests that most people are either beginners or have limited proficiency in the area (possibly language skills, skills in a specific subject, or other metrics), students have no knowledge of applied vocabulary.
2. Basic (13%): A smaller portion of the group is at the "Basic" level, meaning these individuals have some foundational knowledge but are still in the early stages of development.
3. Upper Intermediate (3%): A very small portion is at the "Upper Intermediate" level, indicating that only a few people are nearing advanced proficiency but haven't quite reached that level yet.
4. Intermediate (2%): Similarly, only 2% are at the "Intermediate" level, which is a modest portion but shows there is a slight group that has moved beyond the basics and is on their way to more advanced skills.
5. Advance (2%): Only 2% have reached the "Advanced" level, meaning that few individuals are highly proficient in the area.

4. Interview results

The Director of the Career, Mg, Gabriela Sion, was interviewed, she expressed the low performance in the English language that the students have, according to the curriculum students must study two levels of English prior to the subject Technical English, however the level is low, some students have not yet presented their B1 certificate to be able to graduate, however, the Director told us that the English Teachers have a great challenge, to diversify the practical and theoretical knowledge, she also advised that it is necessary to talk to the supervisors and directors of Hotels to verify the contents that must be aligned to the syllabus, also the



Director informed us that in the following years the careers of Hospitality and Hospitality and Gastronomy will have a bilingual approach through which most of the professionalizing subjects they must be developed in English for examples: Frontdesk, Restaurant Operations, Hotel Management, etc., so this type of research.

In reference to the two supervisors of Hotels, the summary of the response was as follows: While the students are enthusiastic and willing to learn, we have observed that their English proficiency is not at the expected level for a hospitality environment. They face challenges in communicating effectively with guests, especially in handling requests, providing clear explanations, and maintaining professional conversations. This has, at times, led to misunderstandings and delays in service. To enhance their experience and performance, we recommend additional English language support, particularly in hospitality-related communication. Practical training sessions focused on guest interactions, role-playing scenarios, and industry-specific vocabulary could be beneficial.

The Supervisors express “We appreciate the students' efforts and look forward to working together to help them improve. Please let us know if any support or adjustments can be made to enhance their learning experience”. Based on the qualitative results, the students have great potential in their future career, however the limitation is communication in the English language, the information is contrasted with the results of the surveys, improvements are required in the curriculum and in the way of teaching the subject Technical English applied to Hotels.

5. Documentary Check list result

Three syllabus were evaluated with the following results, all of them coinciding in the same content, because those are contents that are not reviewed periodically. In the first item of the syllabus, it is notorious that it is in accordance with the educational model of the University, the second aspect, the second aspect in relation to the learning outcomes, these are partially aligned with the professional

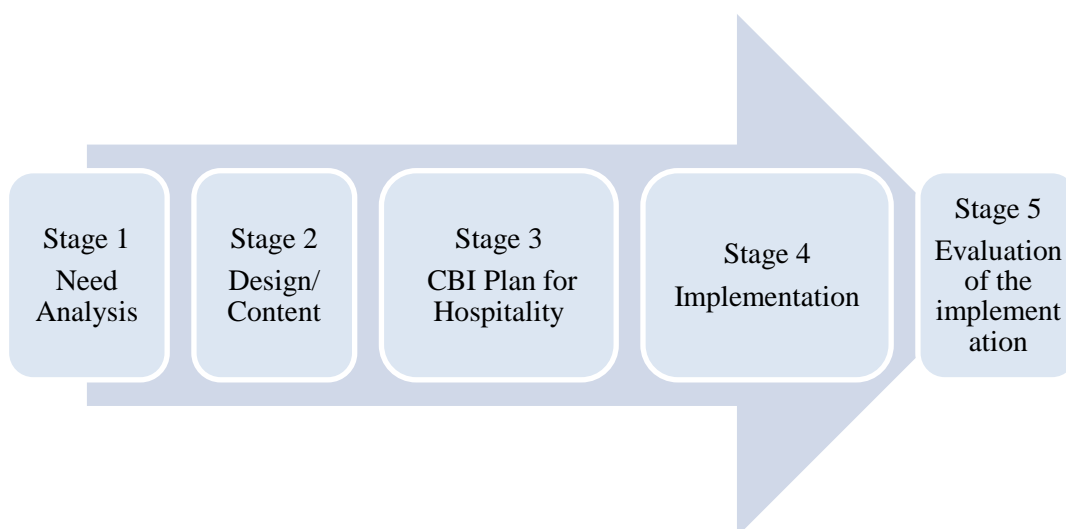


competences of the career, the third aspect aligned to the professional practices the result is failure to comply affirming that the students do not receive appropriate content to the context hotel, the fourth aspect in relation to verify if the contents of the syllabus contribute to the academic self-regulation is oriented to the result failure to comply because there is no innovation in the strategies.

There are repetitive and traditional methods, contents copied from one syllable to another, that do not allow interaction and communication, in relation to the fifth parameter of the activities autonomous in Moodle platform it is identified that they are not in relation to the content of the syllabus, adding to the deficiency of the applied content, in the sixth item of the learning strategies it is identified that most of them are not aligned to real work scenarios and the last item in reference to the profession of the teachers, all the three syllabus have teachers specialized in English one teacher has both careers, but the other teachers only have knowledge of English pedagogy as a profession which hinders the broad understanding of this industry and the generation of specific content.

6. Content Based Instruction Plan for Hospitality and Hotel Management Module, B1 Speaking level.

Figure 24



Proposal Implementation Phases. Elaborated by the author Álava (2024)

6.1 Objective

Propose a content plan based on the CBI method for the technical English module applied to Hospitality and Hotel Management through the teaching of updated content that benefits students and the use of strategies focused on work scenarios in the hospitality industry.

6.2 Philosophical foundation

Content based instruction or ICB method provides content- based second language instruction using academic thematic units, in some cases those units are focused on group work or cooperative learning, in Cooperative learning researches have concluded that, to succeed, group work must be carefully structured, students must be thoroughly social skill-building activities; assignments must be open-ended and the task must be such that a group, rather than an individual, is required to accomplish. (Herrell, 2016).

English is international language that must be mastered by students to communicate at an International Language that must be mastered by students to communicate at an international level, so English is very important at Hotels and restaurants Content Plan for hospitality and hotel management courses is relevant for the needs of students in the specific discipline of tourism and the Hospitality Industry.

This proposal is divided in two sections: Practical part and Theoretical review. In practical part, the students will learn many skills and experience that they will need in their work of Tourism and Hotel Industries.

The theoretical content of the plan will be uploaded on the moodle platform with didactic, pedagogical and innovative activities that contribute to the development of speaking skills.



In the classroom, the students will practice communicating in English through Some role plays and various themes and activities, while in theoretical review, students will review the grammar rules based on the sample sentences and dialogs.

7. Research proposal justification

English is international language that must be mastered by students to communicate at an International Language that must be mastered by students to communicate at an international level, so English is very important at Hotels and restaurants Content Plan for hospitality and hotel management courses is relevant for the needs of students in the specific discipline of tourism and the Hospitality Industry.

This plan is not the only one source of material of the English lesson, It is only one of various media that will be used in the teaching practice, so t's very important for teachers and students to apply the guide in order to support their learning activities, the contents have been selected based on the results of the surveys in which English for reception, for restaurants and for administrative functions prevailed, additionally some contents are based on the book Hotel and Hospitality English, Communicate confidently with guests contents, therefore, the proposal is part of the solution to an existing educational problem.

7.1 Beneficiaries

The main beneficiaries of this proposal are the students and secondly the Hospitality and Hotel career, in the case of students they will learn English Hotel Technician in a more didactic way through the application of CBI method, and in the case of the career process, the results will be socialized with career management for improvements in teaching and development of future teacher workshops.

7.2 Financial Support



The proposal is developed in a public university, so students will not pay any value for this proposal, the university provides resources such as rooms equipped with audiovisual equipment, a gastronomic laboratory and free copy center, in the case of the realization of the International fair Gastrotour, the Faculty has an approximate budget of \$ 100 dollars for stand expenses for each parallel, value that taxes the POA (Annual Operating Plan 2024), however, all is the budget of the university.

8. Application

During the diagnostic period, with the application of the pre-tet , it was visible that students failed the most in speaking and the lack of Hotel and Hospitality vocabulary . They were able to use the language when interacting among them, however, they were not able to write a correct sentence to make it comprehensible.

This period lasted two weeks from November 11 – December 13 to applied in the last student institutional period of 2024, The Proposal is developed 4 hour classes each week. The results obtained in this stage provided the required information to decide that students needed to improve their speaking skills by providing them with activities or tasks.

Those aspects were taken into consideration to work with Content based instruction approach to improve speaking fluency , the proposal is based on a Content Plan for Hospitality and Hotel Management English course, Speaking B1

The proposal was developed in 5 weeks, considering that each week a unit is worked on, this partial is divided into topics per week, which has content applied in reference to Content Based Instruction, additional techniques and strategies, using various contexts and learning spaces. Students acquire the specific content in English, the students worked in different learning scenarios, the classroom, the work scenario for practice, the gastronomic laboratory for the gastronomy and customer service unit, and the university square, a space for international fairs, in



which students will develop a stand called Hospitality. Week 5 is only about the educational fair (Gastrotour) and the post-test evaluation.

8.1 Posttest results

PILOT SPEAKING TESTING IN HOSPITALITY CONTENT BASED.

Observation technique.

Speaking test

Procedure:

Teacher selects two of four questions, the student reads the instructions and proceeds to develop speaking skills.

Time: 15 minutes.

Objective:

To assess the competencies of speaking skills by applying the Content guide for the hospitality and hotel management course

Reliability

The rubric applied is based on the CEFR scale of English level B1, a rubric applied in international standards, and has only been adapted to short dialogues about the hotel sector.

8.2 Quantitative Analysis Results

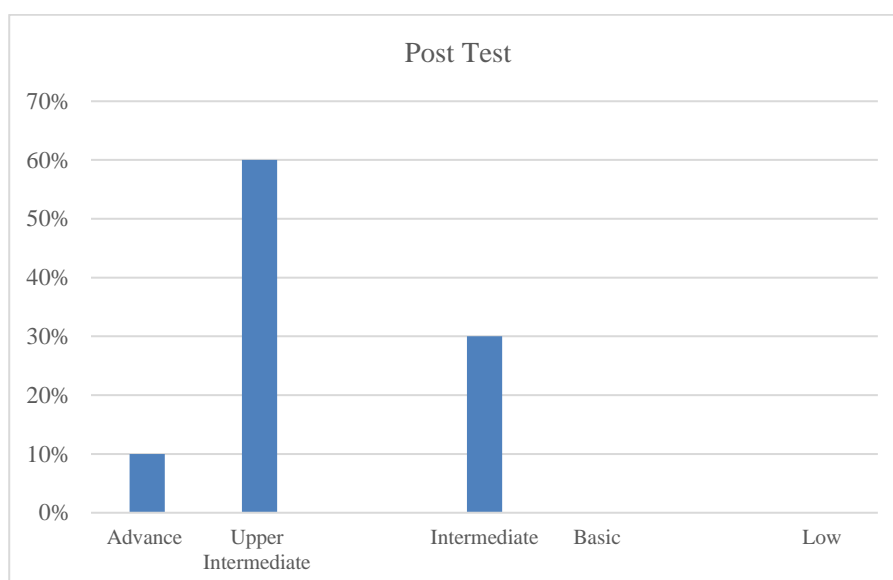
Table 8

Students (Examples)	Question 1 Score	Question 2 Score	Average	
Student 1	4	5	4.5	Advanced
Student 2	3	5	4	Upper intermediate
Student 3	5	4	4,5	Advanced
Student 4	4	5	4.5	Advanced
Student 5	5	3	4	Upper intermediate
Student 6	5	5	5	Advanced
Student 7	3	5	4	Upper intermediate
Student 8	5	4	4.5	Advanced
Student 9	4	5	4	Upper intermediate
Student 10	3	3	3	Intermediate
Student 11	5	5	5	Advanced
Student 12	4	2	3	Intermediate
Student 13	5	4	4.5	Upper intermediate
Student 14	4	5	4.5	Upper intermediate
Student 15	3	3	3	Intermediate
Student 16	5	5	4.5	Upper intermediate
Student 17	4	5	4.5	Upper intermediate
Student 18	3	3	3	Intermediate
Student 19	5	5	4.5	Upper intermediate
Student 20	4	5	4.5	Upper intermediate



Technical English Post-Test	Post Test
Advance	10%
Upper Intermediate	60%
Intermediate	30%
Basic	0%
Low	0%

Figure 25



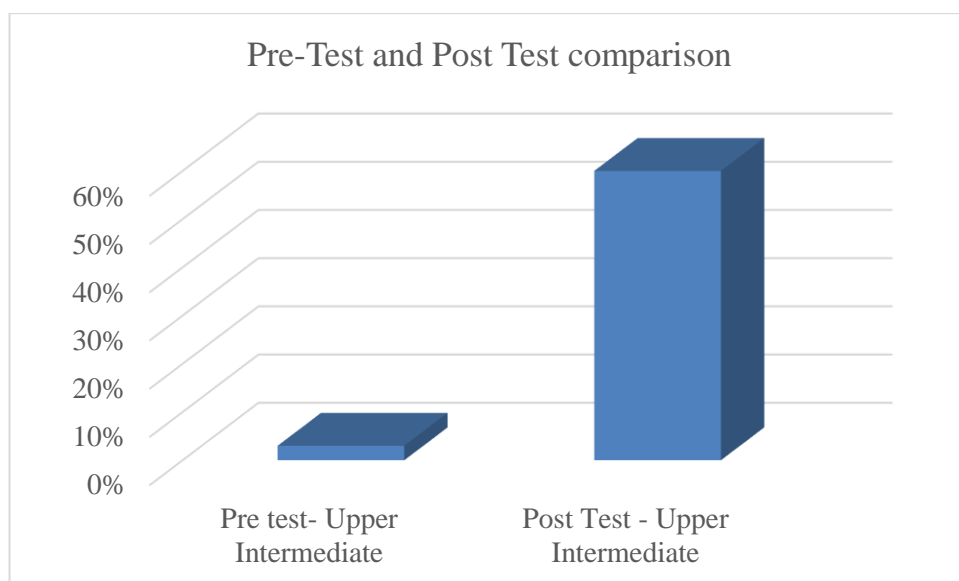
Postest Results. Elaborated by the author Álava (2024)

As can be seen in the results above, there is a notable improvement in the development of speaking skills based on the results of the rubric in accordance with the Language Proficiency scales, being scale 5 the highest, nevertheless the images allowed to guide the students for a better understanding of the question and at the same time these visual illustrations allow the student to expand their vocabulary at the moment of speaking.

In this way, Upper Intermediate have the highest percentage with the 60%, the progress is notorious, however to reach an advanced level of English applied to Hospitality requires more preparation time.

8.3 Comparison between Pre-Test and Pos Test

Figure 26



Pre-Test and Post Test Comparison Results Elaborated by the author Álava (2024)

To carry out the comparison, the Upper Intermediate frequency was chosen, because it is the one that has the highest percentage in the post test, it is necessary to specify that to reach an advanced level within the framework of the b1 applied to Hospitality and Hotel Management requires more preparation time, however the hypothesis is validated affirming that the Content based instruction method positively influences the academic performance of students speaking skills through the application of: Content Based Instruction Plan for Hospitality and Hotel Management Module, in addition it is necessary to consider all the factors that are part of the content based instruction method, be they texts, visual aids, strategies, scenarios and real life application.

CONCLUSIONS

As has been observed in the work methodology, a descriptive type of research is applied, with qualitative and quantitative methodology, applying surveys, interviews, observation sheets for content verification and finally the triangulation of results is foreseen.

All the objectives have been met by means of the different research instruments; at the end, when contrasting the previous diagnosis with the results, it is evident that the students have made progress in the speaking skills applied to the hotel sector, demonstrating that the proposal has contributed positively to the communicative practice.

The purpose of the research has been fulfilled by interacting holistically in the research from various learning scenarios: hotels, classrooms, gastronomic laboratory and interacting in interviews with managers and supervisors to obtain information on the impact of Content based Instruction and the communicative skills of the students.

In reference to the contents of the syllabus, there is a lack of updating and educational synergy between the content and the information in the Moodle virtual classroom, few meetings are held in with the English Teachers , however there is no area leader to promote the updating of the contents of English for Hospitality and Hotel Management.

Taking into consideration the results of the interviews with the students, there are deficiencies in the contents related to job opportunities, selecting topics oriented to Hotel Reception, Gastronomy and Hotel Management and Administration, in this way could improve the motivation in reference to the professional area and create applied content for the practice of the speaking skill ,for this reason, the hotel (internship area) is a space to practice English due to the arrival of foreign



guests, however the students do not have enough vocabulary applied as evidenced in the diagnosis prior to the proposal.

Shortcomings have been found in the content of the Moodle platform in reference to the subject, topics that are not focused on the hotel area, activities that do not promote communicative practice, contrasting with the results of the surveys, students require more didactic audiovisual strategies that promote the acquisition of vocabulary and the practice of speaking.

On the other hand, Laica Eloy Alfaro University has relevant spaces for the implementation of the proposed Content Based Instruction method, however there is a lack of professors with basic knowledge of Hospitality and Hotel Management to develop plans and programs that contribute to the professional development of the student.

RECOMMENDATIONS

It is suggested that more research of this type be carried out at the level of the use of innovative methods and strategies for the performance of the future professional, however it is necessary to work more on the ESP subject, not only for the careers of Hospitality and Gastronomy, in the future this type of research can be a reference for research in the career of Foreign Trade and International Business.

Feedback from students is relevant by asking students for specific feedback on which aspects of the content they find irrelevant or lacking. Understanding the exact areas of misalignment will help adjust the curriculum accordingly and incorporate more real-world examples and practical activities that simulate industry environments, such as role-playing customer interactions, simulating hotel check-ins/check-outs, or handling guest complaints.



The contents of the subject Technical English for Hospitality must be reviewed by semesters, it is suggested to create an English Language Commission in the Faculty made up of Experts from the Hospitality area and experts in TESL to verify in the same the contents of Moodle oriented with the updating of the contents of the syllable, analyzing if the course material covers technical English that is specific to the hospitality industry, such as terms used in customer service, hotel management, food & beverage operations, and front desk communication.

In reference to Moodle, it is suggested to update it with audiovisual material that allows students to practice pronunciation, for example: Add links to hotel management videos with English subtitles, create forums that promote the acquisition of applied vocabulary, in addition to the creation of tests and other interactive resources applied to real-world case studies.

Maintain and continue to develop agreements with areas, additionally, take advantage of the University's spaces to create strategies applied to professional life, international fairs that promote the practice of communicating ideas in English, through student leadership, participation in teamwork, additionally strategies for research projects, for example; Interviews with foreign tourists.



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Survey Content based method applied to Hospitality Technical English , Speaking B1 Level Consent to participate in Research

Student Name: _____

Introduction: You are invited to consider in this research study of the Bolivarian University, English Pedagogy Master Program, the present interview aims to measure the impact of effective communication in English of the students of the Hospitality and Hotel Management course of the Universidad Laica Eloy Alfaro de Manabí.

1. Do you consider that mastering the English language is an important factor to be able to work in the hospitality industry.

Yes	No

2. Do you consider that the content taught by your teacher is in line with the subject Technical English for Hospitality ?

Strongly agree	
Agree	
Disagree	
Strongly disagree	

3. Self-assessing yourself, when speaking English in hotel internships.

I can hold a basic Hotel level conversation.	
I am not able to answer questions or be engaged in basic dialogues.	
I don't know enough English Technical vocabulary.	
I can read and interpret but it is difficult for me to speak it.	

4. What content would you like to learn in technical English in the hotel industry?.



1. Content applied to check in and check out in Front Desk process	
2. Content applied to providing information to guests	
3. Content applied to MICE (Meetings, Incentives, Conventions and Exhibitions/Events)	
4. Content applied to Hotel Marketing	
5. Content applied to Cooking instructions.	
6. Content applied to laundry and Housekeeping	
7. Content applied to Hotel Business Administration	

5. In what strategy would you like to learn content applied to Hospitality technical English?

Learning through a good text (audiovisual resources)	
Educational projects	
Roleplays	
Games	
Technological strategies	
Strategies applied at the work setting	

6. The Moodle resources (Forum , videos , text; wikis) are adequate for completing assignments in this course ?

Strongly agree	
Agree	
Disagree	
Strongly disagree	

Basic English for Hospitality – Diagnostic Test
Instructions: Choose the correct answer for each question.

1. A restaurant is...
 - A) A place where people go to sleep.
 - B) A place where people go to eat and drink.
 - C) A place where people buy clothes.
 - D) A place where people watch movies.

2. A front desk is...
 - A) The place where guests check in and check out of a hotel.
 - B) A table in a restaurant.
 - C) A storage room for hotel staff.
 - D) A guest's private office.

3. A menu is...
 - A) A list of rooms available in the hotel.
 - B) A list of food and drinks available in a restaurant.
 - C) A guidebook for tourists.
 - D) A map of the hotel.

4. A reservation is...
 - A) A special discount for hotel guests.
 - B) A booking for a hotel room or a restaurant table in advance.
 - C) A type of meal served in a restaurant.
 - D) A guest complaint.

5. Room service is...
 - A) Cleaning the guest's room.
 - B) Food and drinks delivered to a guest's hotel room.
 - C) Helping guests carry their luggage.
 - D) Fixing the air conditioning in the room.

6. A bill is...
 - A) A request for payment at a restaurant or hotel.
 - B) A type of meal at a restaurant.
 - C) A form guests fill out when they arrive.
 - D) A guest complaint.

7. A concierge is...
 - A) A person who cleans hotel rooms.
 - B) A hotel employee who helps guests with information and services.
 - C) A guest who stays in the hotel for a long time.
 - D) A type of hotel room.

8. A buffet is...



- A) A meal where guests serve themselves from a variety of dishes.
- B) A type of reservation at a hotel.
- C) A type of drink served in a restaurant.
- D) A menu with only one option.

9. A waiter is...

- A) A person who takes orders and serves food at a restaurant.
- B) A guest who stays in a hotel.
- C) A person who cleans the hotel lobby.
- D) A hotel receptionist.

10. A check-out is...

- A) The process of leaving the hotel and paying for the stay.
- B) A request for room service.
- C) A discount for guests who stay longer.
- D) A type of hotel room.



Interview Content-based method applied to Hospitality Technical English ,Speaking B1 Level Consent to participate in Research

Name: Occupation:

Introduction: You are invited to consider in this research study of the Bolivarian University, English Pedagogy Master Program, the present interview aims to measure the impact of effective communication in English of the students of the Hospitality and Hotel Management course of the Universidad Laica Eloy Alfaro de Manabí.

Function	Questions	Variables.
Hospitality Career Director	Which communicative competences do you consider that are important in the hotel work environment?	Dependent Variable: Hospitality Technical English, Speaking B1 level
Hospitality Career Director	In which area of the hotel industry is communication in English important?	Independent Variable: Content Based method
Hotel Executive Supervisor.	What weaknesses and strengths do you consider that students have in communicating in English in the workplace?	Dependent Variable: Hospitality Technical English, Speaking B1 level Independent Variable: Content Based method

Validation of the interview format

Validity : This observation sheet was validated by two experts with doctoral degrees in Hospitality and Tourism.

	Expert 1	Expert 2
Which communicative competencies are important in hotel communication?		
In which area of the hotel industry is communication in English important?		
What weaknesses and strengths do you consider that students have in communicating in English in the workplace?		



Check list- Documentary observation template

Objective: Evaluate the relevance of the syllabus in the subject English for Hospitality and Hotel Management, focusing on the practice of Speaking.

Procedure: The syllabuses of three teachers of the subject are evaluated according with different teaching components.

Place: Laica Eloy Alfaro University, Faculty of Tourism, Arts and Humanities.

Validity: This observation sheet was validated by one expert with doctoral degree.

	Highly satisfactory	Satisfactory	Partially satisfactory	Deficient	Observations
The University's educational model has been assessed.	X				
The learning outcomes of the syllabus are in line with the professional competences of the course.		X			
The content of the syllabus responds to the practical needs of the Hospitality and Hotel Management career.				X	There are more topics related to Tourism than to Hospitality.
The contents of the syllabus contribute to the student's academic self-regulation.				X	
The autonomous activities are in accordance with the contents of the Moodle platform.				X	



Learning strategies contribute to practical learning activities.			X		
The instructor's profession is in relation to Hospitality.			X		





Rubric- Assessing speaking performance /Level B1

Scale	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5 Advance	Shows a good degree of control of simple grammatical forms and attempts some complex grammatical forms. Use a range of appropriate vocabulary to give and exchange views on familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition Use a range of cohesive devices.	Is intelligible Intonation is generally appropriate. Sentence and word stress is generally accurately placed Individual sounds are generally articulated clearly	Initiates and responds appropriately. Maintains and develops interaction and negotiates towards an outcome with little support.
4 Upper Intermediate	<i>Performance shares features of Bands 3 and 5</i>			
3 Intermediate	Show a good degree of control of simple grammatical forms. Use a range of appropriate vocabulary when talking about familiar topics.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.	Is mostly intelligible and has some control of phonological features at bout utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompt and support
1-2	<i>Performance shares features of Bands 1 and 3</i>			







Basic	<ul style="list-style-type: none">• Show sufficient control of simple grammatical forms.• Uses a limited range of appropriate vocabulary to talk about familiar topics	<ul style="list-style-type: none">• Produces responses which are characterized by short phrases and frequent hesitation.• Repeats information or digresses from the topic	<ul style="list-style-type: none">• Is mostly intelligible, despite limited control of phonological features	<ul style="list-style-type: none">• Maintains simple exchanges, despite some difficulty• Requires prompting and support
0	<i>Performance below Band 1</i>			







Content Based Instruction Plan for Hospitality and Hotel Management Module

Hours	Visual images	Contents per Units	Sub contents	Speaking Strategy / Methodology	Resources	Scenarios
1		1. Hotel Administration	Hotel facilities Hotel Organigram Key Performance Indicators.	Vocabulary introduction Listen to the pronunciation Practice dialogs Interviews techniques (Real scenarios). Peer to Peer expositions	Digital slides Pedagogical Kahoot Quiz templates Text Forum (Moodle)	Classroom Internship scenarios
2		2. Check-in / Check-out process	Reservation changes Hotel systems Problem-solving	Vocabulary introduction Listen to the pronunciation Role plays Practice of the check in process Transilvania Hotel "Movie" The movie is subtitled in English language.	Digital slides Pedagogical templates Sticky notes Text Movie	Classroom Internship scenarios Uleam cinema






3		Chef Instructions	Ingredients Cooking class Japanese cuisine French Cuisine	Cooking class Practice the theoretical knowledge in the cooking lab, Explain about the instructions for preparing a meal	Digital slides Pedagogical templates Demo class Ingredients for practice: Cooking like a Chef.	Classroom Gastronomy lab
4		Restaurants Bars	Welcoming dinners. Giving out menus Asking about dessert and coffee Types of wines Handling payment	Vocabulary Introduction Watching a video Conversation activities	Digital slides Pedagogical templates Sticky notes Text	Classroom Uleam Restaurant Gastronomy lab Final Project Gastrotur International Fair (Uleam Hospitality stand)

Pilot speaking testing

Methodology: Teacher selects two of four questions, the student reads the instructions and proceeds to develop speaking skills.

Question / Situation 1	Score according with the rubric	Observations
Dialog simulation You are a Hotel Receptionist and Mr. Smith arrives at the hotel without a reservation, what steps do you suggest before check in?		
		

Question / Situation 1	Score according with the rubric	Observations
<p>You are working in the kitchen area, explain what are the following ingredients, elements and beverages.</p>		



Question / Situation 1	Score according with the rubric	Observations
<p>Observe the following hotel organization chart and describe the positions and functions (3 minimum)</p>		

