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**PRIPOR TO OBTAINING THE DREGREE MASTER IN PEDAGOGY OF ENGLISH  
AS A FOREIGN LANGUAGE**

**THESIS TOPIC**

**Using Authentic Materials to Enhance Tourism Students' Speaking Skills**

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## DEDICATION

*I dedicate this project to my beloved family, whose unwavering support, love, and encouragement have been my greatest motivation. Their belief in me has given me the strength to overcome challenges and continue striving for excellence.*

*To my dear wife Daysi and my children Santiago and Chris, who inspire me every day with their curiosity and joy. May this work serve as a reminder that perseverance and dedication can turn dreams into reality.*

*Jorge Sánchez*

*This project is dedicated to my family, whose love and guidance have been the foundation of my journey. Their endless support has made every challenge easier to face, and their encouragement has pushed me to give my best.*

*To my wonderful son Charlie and my husband José who are my greatest source of inspiration. May this achievement show them that with hard work and determination, anything is possible.*

*Johanna Vargas*



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*I sincerely thank my family for their unconditional love and support, which have been my greatest motivation. Their encouragement has helped me overcome challenges and stay committed to my goals.*

*I am also grateful to our professors and especially our tutor, whose guidance and patience have been invaluable in completing this project. Their dedication has inspired me to strive for excellence.*

*Jorge Sánchez*

*I deeply appreciate my family for their love, sacrifices, and unwavering support. Their belief in me has given me the strength to achieve this goal.*

*I am also grateful to my professors, whose curiosity and joy inspire me every day, and to our tutor, whose guidance and dedication have been essential to this project's success.*

*Johanna Vargas*



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## ABSTRACT

This study examines the challenges tourism students face in communicating in English during internships and proposes strategies to enhance their speaking skills. Speaking is essential in the tourism industry, enabling professionals to interact confidently in real-life scenarios such as hotel check-ins, restaurant service, and giving directions. The study emphasizes communicative teaching methods, including role-plays, authentic materials, and image-based discussions, to create an engaging learning environment. Assessment plays a key role in identifying students' strengths and areas for improvement, using authentic evaluation methods such as real-world tasks and projects. A placement test classified students' proficiency levels, while interviews with industry professionals provided insights into students' practical language application. The research employs a mixed-methods approach, integrating quantitative and qualitative data to gain a deeper understanding of students' needs and industry expectations. The sample consists of 40 second-semester tourism students at Instituto Tecnológico Superior “Vicente Rocafuerte,” as this is the stage when they begin internships. Findings suggest that targeted speaking activities and continuous assessment enhance students' confidence and competence, aligning their skills with industry requirements. By implementing structured speaking activities and real-world assessments, educators can better prepare students for professional success, ultimately improving the quality of service in the tourism sector.

**Key words:** Tourism students, Speaking Skills, Authentic Materials, Communicative Teaching Method



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## RESUMEN

Este estudio examina los desafíos que enfrentan los estudiantes de turismo al comunicarse en inglés durante sus pasantías y propone estrategias para mejorar sus habilidades orales. Hablar es fundamental en la industria del turismo, ya que permite a los profesionales interactuar con confianza en situaciones reales como el check-in en hoteles, el servicio en restaurantes y la orientación a los turistas. El estudio enfatiza métodos de enseñanza comunicativa, incluyendo juegos de rol, materiales auténticos y el uso de imágenes para fomentar un entorno de aprendizaje dinámico. La evaluación juega un papel clave en la identificación de fortalezas y áreas de mejora de los estudiantes, utilizando métodos auténticos como tareas y proyectos basados en situaciones reales. Se aplicó una prueba de ubicación para clasificar los niveles de competencia de los estudiantes, mientras que entrevistas con profesionales del sector proporcionaron información sobre la aplicación práctica del idioma. La investigación emplea un enfoque de métodos mixtos, integrando datos cuantitativos y cualitativos para comprender mejor las necesidades de los estudiantes y las expectativas de la industria. La muestra está compuesta por 40 estudiantes de segundo semestre de turismo del Instituto Tecnológico Superior “Vicente Rocafuerte”, ya que en esta etapa comienzan sus pasantías. Los resultados sugieren que actividades de expresión oral dirigidas y una evaluación continua mejoran la confianza y competencia de los estudiantes, alineando sus habilidades con los requisitos del sector. Al implementar actividades estructuradas y evaluaciones basadas en situaciones reales, los docentes pueden preparar mejor a los estudiantes para el éxito profesional, mejorando la calidad del servicio en la industria del turismo.

**Palabras Claves:** Estudiantes de Turismo, Habilidades Orales, Materiales Auténticos, Métodos de Enseñanza Comunicativos.



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## INTRODUCTION

Languages are an important part of everyone's life, without it, people would not be able to communicate and do or achieve all of the things that mankind has achieved up to now. The language of communication people use in every place around the world is also associated with the background of people in social, cultural and psychological ways. For instance, people use the language to transmit information, traditions and customs from one generation to the next, it is also used for trading, education, socialization, etc. In recent decades, rapid technological advancements and globalization have significantly influenced the communication skills required due to increased cross-cultural interactions. (Mohammed, 2020)

On one hand, the sociolinguistic aspect involves language variation influenced by factors such as migration, ethnicity, region, and other cultural elements. This results in languages evolving not only for individuals but also for groups of speakers who share the same language. For instance, in Ecuador as a multi diverse country, people come from different backgrounds including highland and coastal regions, immigrants from various countries with different dialects, as well as indigenous, montubio, and Afro-Ecuadorian ethnic groups. Some people also speak native languages, making it more challenging for them to develop communication skills in a new language due to varying levels of interest, which is crucial for effective communication. These narratives and their differences provide valuable insight into the dynamics of inter-ethnic relations, multilingualism, and their historical contexts. (Cayón, 2022).

On the other hand, according to Agarwal, (2024). In an educational context, the language of instruction refers to the language used for teaching, and it should be one in which the student is skilled to promote effective learning. When these groups have to learn a new language, it represents a real challenge due to cultural, geographical, and economic factors. This process can be hindered by cultural barriers that affect motivation and understanding, geographical isolation that limits access to resources and practice opportunities, and economic constraints that may prevent individuals from enrolling in language courses or accessing learning materials. Additionally, the emotional toll of navigating a new linguistic landscape can lead to feelings of frustration and alienation, further complicating their efforts to communicate effectively and



integrate into new communities.

## **Research Background**

In Ecuador, the acquisition of the English language has become a significant challenge, as it is considered the country with the lowest proficiency in this language. This situation is exacerbated by various factors, including limited access to quality language education, a lack of exposure to native speakers, and socioeconomic barriers that hinder opportunities for practice and immersion. Additionally, the predominance of Spanish in daily life can make it difficult for learners to prioritize and engage with English, further impeding their progress. As a result, efforts to improve English proficiency in Ecuador face considerable obstacles that require targeted strategies and resources. Ecuadorians often come across headlines in the nation's leading newspapers highlighting their low English proficiency, such as: "Ecuador ranks the lowest in Latin America for English skills, according to a report" (El Universo, 2019).

Ecuador receives a lot of international tourists from around the world, and the tourist sector offers many job opportunities to local people. For that reason, higher level of education institutions in Ecuador provide a variety of careers tailored to the tourism industry. However, the proficiency of the English language for specific purposes is very low, which limits the ability of local workers to fully engage with international visitors. This language barrier not only affects communication but also diminishes the overall quality of the tourist experience. As a result of the insufficient professional skills demonstrated by the graduates and undergraduates in the internships, leading tourism companies have declined job offers because of their limited proficiency in English. (García, 2023)

## **Justification**

As a consequence of this problematic situation, this research aims to find an alternative to enhance the low proficiency of English, focusing specifically on English for specific purposes. This approach is essential, as the primary interactions of local workers will not involve formal settings like conferences or speeches but rather practical situations in hotels, restaurant and tourist places. Their main role will be to provide essential information such as directions, schedules, room details, and food options. By tailoring English training to these everyday



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scenarios, graduates will get the necessary skills to communicate effectively with international guests. As stated by Namtapi, (2022) English for Specific Purposes (ESP) is a language teaching approach tailored to the learners' needs, with both content and methods designed to align with their specific motivations for learning.

### **Problem Statement**

This study will be applied at “Instituto Superior Tecnológico Vicente Rocafuerte,” focusing on third-semester students in the Tourism career. The primary aim is to evaluate the level of proficiency of the students as well as the feedback given by the hotel, restaurants or tourist places where they do their internships. Utilizing a mixed-methods approach, the research will include a placement test to assess students’ proficiency of their learning outcomes and qualitative interviews by the tourism industry to gain deeper insights into their experiences and challenges. The results will help to identify the needs to enhance their communicative skills for specific purposes in the English language to get a better equipping students for successful careers in tourism.

### **Research Question**

Tourism students face various challenges in acquiring English-speaking skills, which play a crucial role in their professional development. A key question to consider is: What challenges do tourism students face in acquiring English-speaking skills, and how do these difficulties impact their ability to communicate effectively during internships in the tourism industry?

### **Research Line**

This study aligns with the research focus of the University “Bolivariana del Ecuador” in the areas of Pedagogy, Didactics, and Management of Education, specifically examining the research, assessment, and application of educational models. Titled “Using Authentic Materials to Enhance Speaking Skills in Students of Tourism,” this investigation aims to propose the integration of authentic materials as a didactic resource to improve students' communicative skills in specific tourism contexts. Utilizing the Communicative Language Teaching (CLT) methodology, the study seeks to create engaging learning experiences that foster practical



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language use, enabling students to communicate effectively in real-world situations. By incorporating real-world materials, this research will better prepare students for effective communication in the tourism industry. Ultimately, it will contribute to the development of more relevant and impactful teaching strategies within the tourism curriculum.

### **Research aim (General)**

Propose the implementation of a didactic resource with authentic materials to enhance speaking skills in students of tourism for specific purposes.

### **Specific research Objectives**

- Identify the students' difficulties when communicating in the English Language in specific contexts of the tourism industry
- Implement the Communicative Language Teaching methodology in conjunction with authentic materials to foster interactive speaking activities that promote language fluency and confidence.
- Evaluate the effectiveness of using authentic materials on students' speaking skills through assessments, feedback, and observational studies during internships and practical exercises.

### **Research Questions**

1. What are the main challenges that tourism students face in acquiring English-speaking skills for specific purposes?
2. How does the use of authentic materials impact the speaking proficiency of tourism students during internships?
3. What role does the Communicative Language Teaching (CLT) methodology play in enhancing fluency and confidence in tourism students?
4. How do tourism professionals and industry supervisors perceive the English-speaking



skills of students in workplace settings?

5. What strategies can be implemented to improve the effectiveness of English language instruction for tourism students in Ecuador?

### **Independent Variable**

Bhandari, (2023) defines the independent and dependent variables as the followings:

The independent variable is the cause. Its value is independent of other variables in your study. An independent variable is the variable that you alter or change in an experimental study to examine its effects. It is termed "independent" because it remains unaffected by any other variables in the study. Independent variables are often referred to as explanatory variables, predictor variables, or right-hand-side variables. They are termed explanatory because they help clarify an event or outcome, and predictor variables because they can forecast the value of a dependent variable. In regression equations, they appear on the right side, hence the name right-hand-side variables. These terms are particularly prevalent in statistics, where researchers aim to evaluate the extent to which changes in an independent variable can explain or predict variations in the dependent variable.

In a research study or experiment, the independent variable is what the researcher alters or manipulates. This variable is responsible for influencing changes in the dependent variable. The independent variable is one that the researcher controls or manipulates during the study. To establish the relationship between the dependent and independent variables, the researcher intentionally alters the independent variable. They then observe how the dependent variable responds to these changes. This process helps in understanding the dynamics between the two variables. Ultimately, it allows researchers to draw conclusions about their interaction. (Bistami, 2023)

### **Dependent Variable**

The dependent variable is the effect. Its value depends on changes in the independent variable. A dependent variable is the variable that is affected by the manipulation of the independent variable. It represents the outcome you aim to measure and is termed "dependent"



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because it relies on the independent variable. In statistics, dependent variables are often referred to as response variables, as they react to changes in another variable, and outcome variables, since they signify the result you intend to measure. They are also known as left-hand-side variables because they appear on the left side of a regression equation. The dependent variable is recorded after manipulating the independent variable, and this data is used to determine whether and how significantly the independent variable impacts the dependent variable through statistical analysis.

In a research study or experiment, the dependent variable is the aspect that is being measured or evaluated. The dependent variable is the outcome being measured in an experiment and is not controlled by researchers. Instead, they seek to understand the relationships between variables by observing how the dependent variable reacts under various conditions. This approach allows for insights into the effects of other variables on the outcome. (Bistami, 2023)

### **Research Context**

The population in the career of tourism at Instituto Tecnológico Superior “Vicente Rocafuerte” consists of 220 students, but the sample will be 40 students of second semester due to at this semester, they can start doing their internships. This group provides valuable insights as they are beginning to apply their theoretical knowledge in real-world settings. Additionally, their recent exposure to both academic learning and practical experiences makes them ideal participants for this study.

The direct beneficiaries of this study will be 40 second-semester students in the tourism career at Instituto Superior Tecnológico “Vicente Rocafuerte,” although all students in this semester will ultimately benefit from the findings. This higher education institution attracts a diverse student body, with ages ranging from 18 to 35 years old, and students come from various backgrounds and economic statuses due to its public nature. Many students balance work and study, but unfortunately, most are not employed in the tourism industry. By focusing on this group, the study aims to enhance their learning experience and better align educational outcomes with industry needs, finally fostering their professional development. Regarding their



background, they come from Guasmo, Flor de Bastion, Isla Trinitaria, Durán, The suburbs etc. So the facilities these students have are usually limited.

### **Methodology**

This study employs a mixed-method approach, combining quantitative and qualitative data to provide a comprehensive understanding of student proficiency in the English language. The quantitative component includes a placement test that assesses students' language skills, allowing for statistical analysis of their proficiency levels. Additionally, qualitative insights will be gathered through open-ended interviews with representatives from the sectors where students complete their internships, facilitating an exploration of how well these students apply their English language skills in real-world contexts. By integrating these two methods, the study aims to not only quantify language proficiency but also understand the importance of its practical application in professional environments.

Mixed methods research merges quantitative and qualitative approaches to address your research question. This approach provides a more comprehensive understanding than relying solely on either quantitative or qualitative studies, as it leverages the strengths of both methodologies. Mixed methods research is frequently employed in the behavioral, health, and social sciences, particularly in multidisciplinary contexts and when exploring intricate situations or societal issues. Mixed methods research might be the ideal option if your research indicates that using only quantitative or qualitative data will not adequately address your research question. (George, 2023)

Mixed methods research involves intentionally combining various techniques for data collection, analysis, and interpretation. The focus on "mixed" underscores the significance of integrating data at critical stages of the research process. This purposeful integration enables researchers to achieve a broader perspective, allowing them to view phenomena from multiple angles. By employing diverse methodologies, they can explore their research landscape more comprehensively. Ultimately, this approach enriches the understanding of complex issues. (Allison Shorten, 2017)

The proposed study aims to significantly enhance English language proficiency among



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second-semester tourism students at Instituto Superior Tecnológico “Vicente Rocafuerte,” addressing a critical social need in Ecuador's tourism industry. By focusing on English for Specific Purposes (ESP), the research will provide tailored language training that directly aligns with the practical communication demands students face during their internships. This approach not only equips them to engage effectively with international visitors but also enhances their employability in a sector vital to the country's economic growth. Moreover, the study will generate valuable insights into the challenges students encounter, enabling educational institutions to adapt their curricula to better meet industry expectations (Paltridge & Starfield, 2019).

### **Contribution**

Additionally, by integrating authentic materials and the Communicative Language Teaching (CLT) methodology, the research seeks to foster a more engaging and effective learning environment. This not only aids students in developing their language skills but also cultivates confidence and real-world application. The findings will help bridge the gap between education and industry, promoting social inclusion and economic opportunities for local communities. Finally, this initiative will contribute to a more skilled workforce, better prepared to meet the demands of a rapidly evolving tourism sector, thereby enhancing the overall quality of the tourist experience in Ecuador (Richards, 2022).

Effective English communication is essential in the tourism industry, as it directly impacts service quality and customer satisfaction. In Ecuador, where tourism plays a key economic role, professionals must be able to interact fluently with international visitors. However, many students struggle with speaking due to a lack of real-world language practice in their education. Bridging this gap is vital to improving service standards and expanding employment opportunities. According to Zaim, (2020) assessing students through authentic tasks helps educators measure progress effectively, ensuring they develop the communication skills necessary for their professional careers.

This research presents an innovative communicative approach designed specifically for tourism students, incorporating real-world situations like hotel check-ins, restaurant service,



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and guided tours. Instead of relying on traditional grammar-based methods, the study promotes practical language use through role-plays, visual materials, and interactive exercises that enhance real-life communication. By utilizing authentic resources and encouraging student engagement, the study modernizes English for Specific Purposes (ESP) instruction in tourism. As Kocak, (2021) points out, well-structured speaking activities capture students' interest, boosting motivation and participation, which leads to better learning outcomes.

Recent advancements in language teaching emphasize the importance of combining communicative language teaching (CLT) with authentic assessment to improve speaking skills. Modern research highlights the effectiveness of mixed-methods approaches in identifying student challenges and assessing their ability to use English in real-world contexts. This study aligns with these trends by using both placement tests and qualitative interviews to evaluate students' communicative competence. As George, (2023) explains, mixed-methods research offers a deeper insight into educational challenges, making it a valuable tool for analyzing language learning in professional environments.

### **Description of the Chapters:**

#### **Chapter I**

This chapter outlines the key concepts, theories, and previous studies that form the foundation of the research. It provides the background knowledge necessary to understand the topic and sets the stage for the study by presenting relevant models and theoretical perspectives.

#### **Chapter II**

This section describes the research design and methods used to gather and analyze data. It explains the process of selecting the sample, the tools employed for data collection, and the procedures followed to conduct the diagnostic study. The chapter also highlights the approach taken to ensure the reliability and validity of the findings.

#### **Chapter III**

This chapter presents the interpretation of the data collected during the study. It discusses the findings in relation to the research questions and objectives, while comparing them with existing theories and previous research. The goal is to identify key patterns and insights that



contribute to a deeper understanding of the study's results.



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## CHAPTER I: THEORICAL FRAMEWORK

### Introduction

Languages are essential for communication and are closely linked to individuals' social, cultural, and psychological backgrounds (Mohammed, 2020). They enable the sharing of traditions and information across generations, while sociolinguistic factors like migration and ethnicity lead to language variation (Cayón, 2022). In Ecuador, diverse backgrounds complicate English language acquisition, with cultural, geographical, and economic barriers hindering effective learning (Agarwal, 2024). Ecuador faces significant challenges in English proficiency, exacerbated by limited access to quality education and exposure to native speakers (El Universo, 2019).

### Research Background

This affects the tourism sector, where local workers struggle to communicate with international visitors, resulting in lost job opportunities (García, 2023). To tackle these issues, this proposal focuses on using authentic materials to develop speaking skills, emphasizing real-life scenarios relevant to tourism. By employing English for Specific Purposes (ESP), it aims to create practical training that enhances communication skills (Namtapi, 2022). The study at Instituto Superior Tecnológico "Vicente Rocafuerte" will evaluate students' proficiency and gather industry feedback to refine these approaches.

### Independent variable: Authentic Materials

According to Umida, (2023) authentic material is defined as a material that use in a real context where includes many aspects of a culture or nation, these materials provide learners with exposure to language as it is genuinely used by native speakers, allowing them to engage with the social and cultural nuances of communication. By using authentic materials, learners can develop practical language skills that are directly applicable in everyday situations. Authentic materials in the English language teaching process have the main objective that



students can have a meaningful experience while learning because they use information related to their destination. On the other hand, they can use vocabulary with information according to the place where they live giving to know their costumes religion and tourist places. Authentic material with specific vocabulary that involves students learning in a more confident way when interacting with foreign people.

Arroba, (2021) highlights that incorporating authentic materials in the classroom helps students express language in various contexts. Engaging in authentic activities enables learners to apply their foundational knowledge to generate language. In this way the students of tourism will be able to participate more actively and efficiently with the activities proposed thanks to the originality and real contextualization of the environment they will be supposed to use the language, enhancing their speaking skills for specific tasks. The implementation of authentic materials will be very useful for students of tourism due to the contextualization teachers can adapt for their students as they can create and design material using pictures and sceneries of the country. On the other hand, they will be able to assimilate the contents and vocabulary more effectively as they can relate what they already know with the English language. Additionally, learners become more engaged when they can connect their experiences with the language they are learning.

In his article, Safitri, (2017) explains that the advantage of using authentic material with students provides positive motivation in the students' learning process. Another advantage is that students can feel closer to their culture and in this way transmit it to others in a different language. On the other hand, the teacher becomes more creative in his classes because he uses a real context with interesting teaching material. Moreover, authentic materials expose students to natural language use, helping them develop better listening and speaking skills. These materials often reflect real-life situations, which prepares learners to face communicative challenges outside the classroom more effectively.



Thompson, (2020) asserts that integrating authentic materials, such as real-world texts, audio clips, and video resources creates an immersive learning environment that simulates genuine interactions in the tourism industry. He also mentions that these resources help students acquire practical vocabulary and develop pragmatic language skills, which are essential for effective communication in settings like hotel management and customer service. Additionally, by engaging with materials that reflect their future work environment, students become more confident and better prepared to handle spontaneous conversations, cultural nuances, and customer needs in real-life scenarios.

Rodriguez, (2021) emphasizes that the use of authentic materials fosters a collaborative and engaging classroom atmosphere. His research demonstrates that when tourism students work with resources like travel brochures, event recordings, and local media, they experience significant improvements in fluency and cultural awareness. This hands-on exposure not only enhances linguistic competence but also equips students to navigate diverse cultural contexts with greater ease. Furthermore, the integration of such materials encourages peer interaction and task-based learning, allowing students to build communication strategies through real-world problem-solving and teamwork.

Digital advancements have further expanded the role of authentic materials in language education. Patel, (2022) explains that digital platforms providing access to online news segments, interactive documentaries, and virtual tours bridge the gap between theoretical instruction and practical language use. These digital resources offer tourism students immediate exposure to contemporary language practices and cultural nuances, thereby deepening their overall communicative competence. In addition, the accessibility and variety of digital content allow for differentiated instruction, enabling teachers to tailor materials to students' proficiency levels and learning preferences, which promotes learner autonomy and sustained engagement.



Nguyen, (2023) highlights the critical importance of incorporating a diverse array of authentic materials that reflect various cultural narratives. Her study indicates that when tourism students engage with content ranging from local cultural productions to international travel documentaries, they develop a more comprehensive understanding of intercultural communication. This approach not only strengthens their language proficiency but also prepares them to meet the challenges of a globalized tourism market by enhancing their adaptability and cultural sensitivity. Moreover, exposure to multiple perspectives through authentic content helps students challenge stereotypes, appreciate cultural diversity, and respond appropriately in multicultural professional settings.

Hartman (2019) emphasizes that authentic materials, such as real-life texts, recordings, and images play a crucial role in enhancing speaking skills by exposing learners to language as it is naturally used. These materials provide students with contextualized examples of pronunciation, intonation, and everyday expressions, thereby bridging the gap between classroom instruction and practical communication. In the context of tourism education, such exposure is particularly valuable, as it helps students develop the oral fluency and confidence required to interact effectively with international visitors, handle spontaneous dialogues, and adapt to a variety of communicative situations.

Stevens, (2020) points out that authentic audio-visual resources, including interviews, documentaries, and real-world conversations, offer learners an immersive experience that improves their oral proficiency. By listening to native speakers in genuine contexts, students can internalize natural speech patterns and better mimic the nuances of spoken language, which is essential for developing fluency. Such exposure is especially beneficial for tourism students, as it familiarizes them with varied accents, registers, and interactional styles they are likely to encounter in real-life professional settings, thus enhancing their readiness for communicative



tasks in the workplace.

Edwards, (2021) argues that incorporating authentic materials into speaking activities fosters active engagement and critical thinking. When students analyze and discuss content drawn from real-world sources, such as news clips or travel vlogs, they are challenged to articulate opinions and ideas more coherently. This practice not only enhances their speaking skills but also builds their confidence in using English spontaneously. In the tourism context, this ability is vital, as students must often respond quickly to guest inquiries, provide recommendations, and manage interactions in dynamic environments, all of which require clear, confident, and adaptable communication.

Simpson, (2022) highlights that the integration of authentic role-plays and simulations significantly benefits speaking practice. By using materials that reflect realistic scenarios, such as customer service interactions or travel negotiations, learners are better prepared to handle the complexities of everyday communication. This approach allows for the development of practical language skills that are directly transferable to real-life situations. For tourism students, participating in these contextualized activities enhances their ability to manage guest requests, resolve issues, and engage in professional dialogues with confidence and cultural awareness key competencies in the hospitality and tourism sector.

Coleman, (2022) notes that digital authentic materials, such as interactive apps and online platforms, have revolutionized the way speaking skills are taught. These digital tools offer students access to a wealth of multimedia content and opportunities for real-time communication with peers and native speakers, thereby making language practice more dynamic and engaging. In the field of tourism education, these resources not only simulate realistic communication scenarios but also allow students to practice language use in a flexible, autonomous, and culturally rich environment preparing them to interact confidently in digital and face-to-face



professional contexts.

Turner, (2023) concludes that the effective use of authentic materials in speaking practice is enhanced when coupled with constructive feedback and continuous assessment. This iterative process allows learners to identify areas for improvement and adjust their speaking strategies accordingly. As students receive regular, targeted feedback, they become more adept at refining their pronunciation, fluency, and overall communicative competence in authentic contexts. In tourism education, this approach is particularly valuable, as it helps future professionals meet industry expectations by developing both language accuracy and interpersonal effectiveness through ongoing reflection and guided practice.

Baker, (2021) argues that creating authentic materials requires designing resources that mirror the genuine linguistic and cultural environments learners will encounter outside the classroom. She emphasizes that such materials must capture the nuances of real-life interactions to effectively prepare students for everyday communication challenges. In the context of tourism training, this means incorporating realistic dialogues, culturally relevant scenarios, and situational tasks that reflect the diverse communication demands of the industry, thus equipping learners with both the language skills and cultural competence needed for successful professional interactions.

Johnson, (2022) discusses the collaborative process involved in developing authentic, context-specific materials. He highlights the importance of partnering with industry experts and multimedia designers to incorporate current trends and local cultural elements into the learning resources, ensuring that they reflect actual professional and social scenarios. This collaboration is especially beneficial in tourism education, where materials must be both linguistically accurate and culturally relevant. By involving professionals from the field, educators can ensure that students are exposed to up-to-date practices, terminology, and expectations, thereby



strengthening their readiness for real world communication.

Lee, (2023) provides practical examples of how authentic materials can simulate real-life tasks. For instance, she suggests creating simulated travel itineraries, realistic customer service dialogues, and role-playing scenarios derived from actual tourism interactions. According to Lee, these contextualized resources not only build linguistic competence but also boost learners' confidence in handling spontaneous communications. Such practices are especially valuable in tourism programs, where students must be able to respond promptly and appropriately to guest needs. By replicating authentic tasks, learners are better equipped to manage professional responsibilities with fluency, cultural awareness, and confidence.

Morris, (2020) emphasizes the need to adapt authentic materials to the specific contexts and needs of learners. He advises educators to tailor resources to address the unique challenges that students may face in their professional environments, thereby ensuring that the skills acquired are directly transferable to real-world situations. In the case of tourism students, this means designing materials that reflect local tourism dynamics, customer interaction patterns, and service expectations, enabling them to apply their English skills effectively in their future roles within hotels, travel agencies, and tour operations.

Ramirez, (2023) underscores the transformative role of technology in crafting authentic and contextualized learning materials. He points out that digital platforms can incorporate interactive elements, such as virtual tours, online role-playing simulations, and real-time feedback to create dynamic resources that are continuously updated to reflect evolving real-world contexts. For tourism students, these tools provide immersive and up-to-date experiences that mirror actual industry scenarios, allowing them to practice language in environments that simulate hotel front desks, travel consultations, or guided tour interactions ultimately bridging the gap between theory and practical communication.



Hughes, (2021) concludes that ongoing research and systematic refinement are essential for the effective creation of authentic materials. He argues that gathering feedback from both learners and industry professionals is critical to ensuring that these resources remain relevant, impactful, and capable of fostering practical language skills over time. In tourism education, this process ensures that materials reflect the latest communication demands, service standards, and cultural expectations of the industry. Continuous input allows educators to adapt and improve learning tools that truly prepare students for real interactions with guests and colleagues in diverse professional settings.

### **Dependent variable: Speaking skills**

English language has four essential skills that students must develop to communicate effectively with others: listening, reading, writing, and speaking. Among these, speaking is often regarded as the most critical for real-time interaction, as it allows students to express their thoughts and ideas directly. Developing strong speaking skills enables students to participate in conversations, debates, and discussions with confidence. It also enhances their ability to convey information clearly, negotiate meaning, and respond appropriately in various social and professional contexts. Therefore, focusing on speaking helps students build fluency, pronunciation accuracy, and overall communicative competence (Burns, 2019).

### **Methods and techniques**

In the opinion of Ho, (2020) Communicative Language Teaching (CLT), a method focused on communication, offers the necessary pedagogical elements to address learners' needs in Tourism English. CLT prioritizes a learner-centered approach, promoting dynamic and active learning within a rich environment for language input and output. Through the use of authentic materials and interactive activities, English learners can enhance their communication skills. Therefore, this study aims to explore the impact of this communication-focused method, CLT,



on the communicative competence of undergraduate students in the context of Tourism English.

This approach will give students the opportunity to improve their speaking skills through role-plays, real conversations, pictures of real tourist places in the country, giving directions, and suggestions. By utilizing communicative language teaching, students can engage in meaningful interactions that mimic real-life scenarios, enhancing their fluency and confidence. (Savignon, 2020). Such tasks not only promote spontaneous language use but also help learners develop essential soft skills, such as problem-solving and cultural awareness, which are fundamental in the tourism industry. Additionally, by working with locally contextualized materials, students feel more connected to their environment, making learning both relevant and motivating.

Role-plays will encourage them to use language creatively while addressing customer needs. Visual aids will support contextual learning, making discussions more relatable and engaging. Collaborative group activities will promote peer interaction and feedback, reinforcing their communication skills. This immersive environment fosters both linguistic proficiency and cultural awareness, preparing students for diverse situations in the tourism industry. (Harmer, 2020). Moreover, these interactive strategies align with the principles of experiential learning, allowing students to reflect on their performance, adapt their communication strategies, and gain confidence in handling real-world interactions with international visitors.

Recent research emphasizes the effectiveness of Communicative Language Teaching (CLT) in providing tourism students with the practical communication skills needed in today's global market. Garcia and Lee (2020) point out that CLT's task-focused and interactive design creates an engaging learning environment that simulates real tourism scenarios. They contend that incorporating role-plays, simulations, and targeted speaking activities enables students to practice language skills directly applicable to hotel management, customer service, and travel



operations. This hands-on approach not only improves linguistic ability but also develops vital soft skills such as negotiation and problem-solving (Garcia & Lee, 2020).

Kim and Park (2021) further note that the collaborative aspect of CLT fosters effective peer interaction, which is especially beneficial in the tourism sector. Their research indicates that tourism students involved in group-based communicative exercises show notable enhancements in fluency and adaptability—qualities that are essential for managing diverse customer interactions. Additionally, working in pairs or small groups facilitates the exchange of cultural insights and language strategies, thus bolstering overall communicative competence and better preparing students for the dynamic challenges within the tourism industry (Kim & Park, 2021).

Digital advancements have also been effectively merged with CLT, creating fresh avenues for authentic language practice. Roberts (2022) explains that digital media—including virtual reality and online conferencing tools—complement CLT by allowing students to interact with native speakers in real time. This integration enables tourism students to participate in virtual tours, online role-plays, and global discussion forums, thereby broadening their cultural and linguistic exposure. By blending traditional CLT methods with digital resources, a hybrid learning model is established that prepares students for both face-to-face and digital communications in international tourism contexts (Roberts, 2022).

In addition, Hernandez (2023) highlights the essential role of cultural sensitivity within the CLT framework. Her study demonstrates that when tourism students engage with authentic materials representing diverse cultural settings, they acquire a deeper understanding of intercultural communication. This strategy not only enhances their language proficiency but also equips them with the cultural awareness required to meet the nuanced expectations of international clients. Hernandez concludes that merging culturally immersive experiences with CLT equips tourism professionals to provide personalized and respectful services in the global



marketplace (Hernandez, 2023).

Alfa, (2020) refers Speaking skill is an oral practice where students can express their ideas, feelings, and thoughts. It is crucial as it enables effective communication with others, facilitating interaction in both academic and real-life contexts. The author emphasizes its significance in the learning process, as it helps learners not only to convey their messages but also to engage in meaningful conversations, fostering deeper understanding and collaboration. In the context of tourism education, developing speaking skills is especially important, as students must interact with guests from different cultural backgrounds, provide information clearly, and respond promptly to various communicative situations in professional settings.

According to Sirisrimangkorn, (2021), it is essential to adopt a teaching approach that offers learners an authentic and communicative environment, allowing them to practice and improve their speaking skills for effective communication. By doing so, students can gain confidence and become more proficient in real-life interactions. This integration fosters a deeper understanding of language use in various contexts, ultimately enhancing their overall communicative competence. In tourism training, such an approach is particularly beneficial, as it equips students with the ability to manage spontaneous conversations, address customer inquiries, and navigate multicultural situations with greater ease and professionalism.

Simulating real situations in the tourism context such as the check in or check out in a hotel, taking an order of food in a restaurant, talking about a tourist attraction, giving directions or suggestions are some of the scenarios students of tourism can face in the Ecuador. These practical exercises not only enhance language proficiency but also build confidence in navigating real-life interactions. By practicing these scenarios, students can develop crucial soft skills like communication and problem-solving, which are essential for successful careers in the tourism industry (López Barriga & Ureña, 2021).



The digital era has revolutionized language teaching, and recent studies underscore the transformative role of online platforms and interactive digital resources in providing authentic language experiences. Digital tools now offer dynamic environments where tourism students can access real-world language scenarios through virtual tours, interactive simulations, and live conversations with native speakers (Johnson, 2021). This digital integration not only increases the availability of authentic materials but also supports personalized learning, allowing students to engage with language in innovative ways that were previously unattainable (Kim, 2022).

Recent research has further highlighted the importance of combining traditional methods with emerging pedagogical approaches to enhance speaking proficiency. Innovative practices such as blended learning, which integrates face-to-face instruction with online learning modules, have been shown to improve language retention and encourage continuous practice in authentic settings (Martinez, 2020). Educators are increasingly adopting these hybrid methods to create immersive learning experiences that mirror the diverse communication challenges encountered in the tourism industry (Brown, 2023).

Furthermore, the incorporation of intercultural competence alongside technological advancements has become a focal point in modern language education. Scholars argue that by combining authentic materials with culturally immersive digital experiences, educators can foster deeper intercultural understanding and more effective communication skills (Lee & Smith, 2022). This approach encourages students to not only learn language structures but also to navigate cultural nuances and develop the flexibility needed for successful interactions in a globalized tourism market.

Finally, emerging perspectives in language education suggest that continuous professional development and research are essential for adapting teaching practices to the



evolving demands of the tourism industry. Future studies are expected to focus on data-driven assessment methods and the long-term impact of digital authentic materials on language proficiency (Davis, 2023). These developments promise to refine pedagogical strategies further and ensure that tourism students are well-equipped to meet the linguistic challenges of a rapidly changing professional landscape.

### **English for Specific Purposes**

Parker (2020) notes that English for Specific Purposes (ESP) designed for tourism directly addresses the unique language requirements of industry professionals. He describes ESP programs as focusing on specialized terminologies, distinct discourse patterns, and effective communication techniques essential for roles in hotel reception, travel booking, and customer service. This specialized focus enables tourism students to acquire immediately applicable, real-world language skills. Furthermore, ESP instruction encourages learners to engage with authentic scenarios and job-related tasks, promoting not only functional language use but also professional competence and confidence in delivering quality service in real tourism settings.

Li and Chen (2021) contend that incorporating ESP into the tourism curriculum significantly improves students' ability to handle industry-specific situations. Their study shows that a curriculum tailored to tourism covering areas like hospitality management and tourist information boosts students' confidence and fluency in English. Through role-plays, case studies, and realistic simulations, learners build the communicative skills necessary to succeed in their future careers. This approach not only strengthens language proficiency but also aligns with workplace expectations, enabling students to perform key tasks such as giving directions, answering inquiries, and managing guest interactions with greater precision and professionalism.

Digital innovations have greatly influenced the development of ESP methods in tourism. Davis (2022) observes that contemporary ESP programs increasingly integrate online



simulations, interactive learning modules, and virtual reality experiences. These technological tools immerse students in industry-relevant scenarios, allowing them to practice specialized language skills while receiving prompt feedback, effectively linking theoretical lessons with practical industry needs. Such immersive experiences are particularly valuable for speaking development, as they replicate real-time interactions with clients, provide exposure to diverse accents and communication styles, and support learners in building confidence through realistic, low-risk practice environments.

Watson (2023) emphasizes the crucial role of cultural context in ESP courses for tourism. His research indicates that when ESP instruction incorporates cultural subtleties, it deepens students' grasp of both the language and the intricacies of intercultural communication. This comprehensive approach not only helps tourism students master sector-specific language but also fosters an appreciation for cultural diversity, which is vital for effectively engaging with international clients and navigating a globalized tourism market. By integrating culturally rich content and real-life interaction models, ESP instruction enables learners to respond appropriately in diverse social situations, enhancing both their linguistic competence and cross-cultural sensitivity key components of professional success in the tourism industry.

Smith and Johnson (2020) contend that tourism-specific ESP courses are vital for providing students with the precise language skills required in the hospitality and travel sectors. They observe that such courses focus on industry-related vocabulary and communication strategies, which enable learners to efficiently manage tasks like greeting guests at hotels and handling travel inquiries, thereby promoting both efficiency and professionalism. Moreover, by embedding practical speaking activities within these ESP courses such as front desk dialogues, itinerary explanations, and service recovery scenarios students gain the oral fluency and situational awareness necessary to perform confidently and competently in real world tourism environments.



Brown and Patel (2021) stress the importance of incorporating practical, real-world activities into ESP programs for tourism. Their research suggests that integrating role-plays, simulations, and authentic industry scenarios helps students bridge the gap between theoretical knowledge and practical application. This hands-on approach not only enhances linguistic abilities but also builds the confidence needed for effective customer interactions in a dynamic tourism environment. By engaging in tasks that reflect actual workplace situations—such as resolving guest complaints, offering travel advice, or conducting check-in procedures—learners develop both fluency and the soft skills essential for professional, culturally sensitive communication in the tourism and hospitality sectors.

Davis and Lee (2022) argue that the use of digital platforms within ESP courses significantly enriches the learning experience. They highlight that interactive online modules, virtual simulations, and real-time feedback create immersive learning environments that mirror the challenges found in the tourism industry. These digital tools allow students to continually practice and refine their language skills in contexts that closely resemble real professional situations. This ongoing digital engagement not only enhances speaking fluency but also equips students with the adaptability and technological literacy increasingly demanded in the tourism sector, where virtual bookings, online inquiries, and digital communication are becoming the norm.

Miller and Nguyen (2023) emphasize the critical role of cultural competence in ESP instruction for tourism. Their study shows that when ESP courses incorporate cultural insights along with practical communication scenarios, students not only improve their language proficiency but also gain a deeper understanding of global cultural dynamics. This comprehensive approach prepares future tourism professionals to meet the needs of a multicultural clientele and succeed in an international market. By engaging in culturally



informed role-plays and authentic interactions, students learn to interpret and respond appropriately to diverse communication styles, thus enhancing their ability to build rapport and provide high-quality service in cross-cultural settings.

### **The role of the English Language in the Tourism Industry**

Anderson, (2019) asserts that English has become the de facto international language within the tourism sector, serving as a vital tool for communication between global travelers and local service providers. This common linguistic platform not only streamlines interactions but also fosters a sense of global connectivity in tourist destinations. As a result, tourism professionals are increasingly expected to demonstrate communicative competence in English, particularly in speaking. For students preparing for careers in this field, mastering spoken English is essential for providing clear information, addressing guest concerns, and delivering culturally appropriate service in a globalized environment.

Walker, (2020) emphasizes that proficiency in English enables tourists to navigate unfamiliar environments with ease. Whether it is booking accommodations, asking for directions, or understanding local customs, the ability to communicate in English significantly enhances the overall travel experience, reducing potential stress and confusion. This highlights the importance of preparing tourism students to speak English clearly and effectively, as they often serve as the first point of contact for international visitors. By developing strong speaking skills, students can provide accurate information, deliver welcoming service, and contribute to positive tourist experiences in culturally diverse settings.

Martinez (2021) discusses the crucial role of English in facilitating cross-cultural communication. By providing a shared medium for diverse cultural groups, English helps bridge the gap between local traditions and international expectations, allowing for a more harmonious exchange of ideas and customs in tourism settings. This underscores the need for tourism



students to develop not only language accuracy but also cultural sensitivity in spoken interactions. Through authentic materials and communicative tasks, learners can practice using English in ways that respect and reflect cultural nuances, thereby enhancing their ability to interact appropriately and effectively with international guests.

Sanchez, (2022) highlights that the effective use of English is fundamental to improving customer service in the tourism industry. Employees in hotels, travel agencies, and tour operations who are fluent in English can offer personalized services that cater to the needs of international visitors, thereby enhancing customer satisfaction and loyalty. This demonstrates the importance of equipping tourism students with strong speaking skills, as verbal communication plays a key role in creating positive guest experiences. Through role-plays and authentic scenarios, students can develop the fluency and professionalism needed to respond to customer needs efficiently and courteously.

Bennett, (2019) points out that English is integral to the marketing and promotional activities of tourism destinations. International campaigns, digital advertisements, and social media content predominantly use English to reach a broader audience, boosting destination visibility and engagement on the global stage. This highlights the necessity for tourism students to develop not only written communication skills but also spoken fluency, as they may be involved in promoting local attractions through guided tours, online presentations, and guest interactions. Effective spoken English enhances their ability to represent their destination persuasively and professionally in international contexts.

Foster, (2020) argues that specialized language training programs in the tourism industry, focused on English communication, are essential for preparing service providers to meet international standards. Such programs ensure that tourism professionals acquire the sector-specific vocabulary and practical communication skills required to excel in a competitive market.



When implemented in educational settings, these programs enable tourism students to practice real-world interactions, such as hotel check-ins, complaint handling, and tour explanations through authentic speaking activities. This prepares them to confidently perform in professional environments where clear, accurate, and culturally appropriate communication is key to success.

Green, (2021) observes that the ongoing digital transformation in tourism further underscores the importance of English. With the proliferation of online travel platforms, virtual tours, and digital customer service tools, English has become indispensable for accessing and disseminating travel-related information worldwide. This shift highlights the need for tourism students to be proficient in spoken English, especially in virtual settings where clear and immediate communication is essential. Training that incorporates digital tools and authentic language use prepares learners to interact effectively in online consultations, video calls, and customer service chats, reflecting the realities of modern tourism communication.

White, (2022) concludes that the significance of English in the tourism industry is set to increase as global travel continues to expand. As technological advancements and international mobility drive further integration of diverse cultures, continuous investment in English language proficiency will be crucial for sustaining high-quality service and ensuring effective communication across all tourism sectors. This trend reinforces the need for educational institutions to prioritize the development of speaking skills through ESP-focused instruction and authentic communicative activities. By doing so, tourism students can be better prepared to meet evolving industry demands and deliver professional, guest-centered service in a global context.

### **Assessment**

According to Zaim, (2020), authentic assessment involves teachers collecting data on students' progress and learning achievements using a variety of techniques. This approach allows



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educators to effectively monitor their students' development in language skills, providing insights into individual strengths and areas for improvement. By employing methods such as real-world tasks, projects, and performances, teachers can evaluate not just rote memorization but also the practical application of language in authentic contexts. This comprehensive understanding enables them to tailor instruction to better meet the needs of their students, ultimately fostering more effective learning outcomes.

Using an appropriate assessment allows teachers to identify their students' strengths and weaknesses and in that way teachers can readjust the contents change the methodologies and techniques to enhance the skills they need to develop. As students of tourism the skills they have to have developed the most are listening and speaking. Therefore, targeted assessments should focus on real-world scenarios that mimic industry situations, enabling students to practice and refine these skills in context. This approach not only helps in addressing specific gaps but also boosts students' confidence in their ability to communicate effectively in professional settings (Douglas, 2021).

As stated by Kocak, (2021). Effective speaking activities must capture students' attention and engage them fully. When teachers design these activities thoughtfully, students tend to enjoy them and participate actively. This engagement not only boosts their enthusiasm but also enhances their learning experience. Additionally, well-structured speaking tasks can foster collaboration among peers, allowing them to learn from each other while building confidence in their communication skills. Ultimately, these positive experiences contribute to a more dynamic and interactive classroom environment.

The actively intervention of students proposing and generating activities is also crucial to develop a good learning environment. It allows them to feel motivated as they can choose the kind of activities and contents they want to learn. However, as they will work in the tourism



industry, teachers must guide them to achieve the minimum communicative competences they should have. This guidance not only enhances their skills but also fosters a sense of responsibility in their learning process. Ultimately, it prepares them for real-world interactions and challenges in the field (Breen & Littlejohn, 2020).

As noted by Farhanah, (2020) the description of images serve as excellent visual tools that enhance the teaching and learning experience in the classroom. These images are particularly effective in capturing students' interest and fostering engagement. Visual aids not only clarify complex concepts but also cater to diverse learning styles, making lessons more dynamic. By incorporating relevant imagery, educators can create a more immersive environment that stimulates curiosity and encourages active participation. Ultimately, this approach helps to reinforce understanding and retention of the material, making learning more enjoyable and impactful for students.

The use of images to develop the speaking skill is commonly used as it allows the students to use their imagination and guess a variety of possible situations they can talk about. It also permits them to remember words thanks to the things they can see in it. Moreover, visual stimuli can spark creative discussions and encourage collaboration among peers. When students describe or narrate stories based on images, they practice organizing their thoughts coherently. On the other hand when they see pictures of the places they already know, they will feel more comfortable and curious to find out how to mean the things they know in English (Wright, 2020).

In a study by Azhar, (2021) the findings emphasize that speaking is the most crucial skill among various communication abilities, with several challenges identified, such as difficulty in understanding foreign accents, inappropriate language usage, and inadequate grammar knowledge. These issues reveal the need for learners to be exposed to diverse speech patterns, which can improve their listening skills. Additionally, enhancing vocabulary is essential



to ensure that conversations are meaningful and engaging.

A solid foundation in grammar is vital for coherent and effective communication. Without grammatical accuracy, students may struggle to express their ideas clearly, leading to misunderstandings in both academic and real-world contexts. Addressing these challenges through targeted practice such as role-playing and real-life conversation exercises can significantly boost learners' confidence and communicative competence. These interactive methods allow students to apply grammar in meaningful contexts, reinforcing their understanding and fluency. Ultimately, improving speaking skills not only contributes to academic achievement but also prepares learners for success in social and professional interactions where clarity and accuracy are essential (Ur, 2020).

Students of tourism need to have a good level of English to communicate with foreigners, especially when giving a good service at a hotel, restaurant, and tourist places. If a person who works in tourism does not have a level that allows him or her to communicate and attend the customers' needs and demands, then it lowers the quality of the service. Therefore, speaking skill is vital to ensuring that guests feel welcomed and understood, creating a positive experience that encourages repeat visits. Additionally, effective communication can help in resolving any issues that may arise, ultimately enhancing customer satisfaction and the establishment's reputation. Proficiency in English also opens up opportunities for career advancement in an increasingly globalized industry (Cárdenas et al., 2021)



## **CHAPTER II: METHODOLOGY FOR THE DEVELOPMENT OF THE RESEARCH AND DIAGNOSTIC STUDY.**

### **PARADIGM**

This study employs a mixed-method approach, combining quantitative and qualitative data to provide a comprehensive understanding of students' needs when communicating in real situations in the tourism industry. The quantitative component includes a placement test that assesses students' language skills, allowing for statistical analysis of their proficiency levels. Additionally, qualitative insights will be gathered through open-ended interviews with representatives from the hotels where students complete their internships, facilitating an exploration of how well these students apply their English language skills in real-world contexts. By integrating these two methods, the study aims to not only quantify language proficiency but also understand the importance of its practical application in professional environments. The mixed-methods design provided comprehensive insights into the evolving attitudes and behaviors of students over time. (Mant, 2024)

Mixed methods research merges quantitative and qualitative approaches to address your research question. This approach provides a more comprehensive understanding than relying solely on either quantitative or qualitative studies, as it leverages the strengths of both methodologies. Mixed methods research is frequently employed in the behavioral, health, and social sciences, particularly in multidisciplinary contexts and when exploring intricate situations or societal issues. Mixed methods research might be the ideal option if your research indicates that using only quantitative or qualitative data will not adequately address your research question. (George, 2023)



## OPERATIONALIZATION MATRIX

*Tabla 1 Independent Variable*

# OPERACIONALIZATION MATRIZ – ROTATION STATION

| INDEPENDENT<br>VARIABLES | CONCEPTUAL<br>DEFINITION                                                                                                                                                                                                       | OPERATIONAL<br>DEFINITION                                                                                                                                                                                                  | DIMENSIONS              | INDICATORS                                                                         | SCALES             |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|------------------------------------------------------------------------------------|--------------------|
| Authentic<br>materials   | Authentic materials in language teaching refer to texts, audio, and visual resources created for real-life communication rather than instructional purposes. These materials, such as newspapers, menus, podcasts, and videos, | Authentic materials in language teaching are any texts, audio, or visual resources created to simulate situations in real-world contexts, used as instructional tools in the classroom. These materials include restaurant | Linguistic Authenticity | Presence of natural language structures, idioms, and discourse patterns.           |                    |
|                          |                                                                                                                                                                                                                                |                                                                                                                                                                                                                            |                         | Use of real-world vocabulary and expressions relevant to native speakers.          | Never<br>Rarely    |
|                          |                                                                                                                                                                                                                                |                                                                                                                                                                                                                            | Contextual<br>Relevance | Alignment of materials with real-life situations and cultural settings.            | Sometimes<br>Often |
|                          |                                                                                                                                                                                                                                |                                                                                                                                                                                                                            |                         | Appropriateness of topics for learners' needs, interests, and target language use. | Always             |

|                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                        |                        |                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|--------------------------------------------------------------------------------------|
| <p>expose learners to natural language use, cultural contexts, and diverse linguistic structures. They enhance engagement, improve comprehension skills, and bridge the gap between classroom learning and real-world application (Gilmore, 2007).</p> | <p>menus, podcasts, and videos among others. Their implementation involves selecting contextually relevant materials, designing activities that promote interaction, and assessing learners' ability to understand and use authentic language forms appropriately.</p> | Learner Engagement     | Active student participation and enthusiasm during learning activities.              |
|                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                        |                        | Positive feedback or self-reported motivation from learners.                         |
|                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                        | Skill Development      | Improvement in comprehension and production skills (listening, and speaking mainly). |
|                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                        |                        | Successful completion of communicative tasks using authentic language.               |
|                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                        | Collaborative learning | Team work / Team production                                                          |
|                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                        |                        |                                                                                      |

*Tabla 2 Dependent Variable*

| DEPENDENT<br>VARIABLES | CONCEPTUAL<br>DEFINITION | OPERATIONAL<br>DEFINITION | DIMENSIONS      | INDICATORS             | SCALES |
|------------------------|--------------------------|---------------------------|-----------------|------------------------|--------|
|                        |                          |                           | Use of language | Vocabulary acquisition |        |

|                 |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                             |                                                 |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------|-------------------------------------------------|
| Speaking skills | Teaching English as a foreign language is an approach to teaching the English language to individuals who are non-native speakers of English in a country where English is not the primary language. TEFL teachers may use a variety of teaching methods and materials, such as textbooks, multimedia resources, and language games, to create engaging and effective lessons. | Teaching English as a foreign language means developing the language skills of students in reading, writing, speaking, and listening, as well as to help them gain a better understanding of English-speaking cultures. Listening and reading are called passive skills and the other two active skills. TEFL is an important field in promoting cross-cultural communication and enhancing global understanding, as English has become a widely used language in international communication, commerce, and diplomacy. | Writing   | Fluency                     | Never<br>Rarely<br>Sometimes<br>Often<br>Always |
|                 |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | Grammar acquisition         |                                                 |
|                 |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | Skimming                    |                                                 |
|                 |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | Scanning                    |                                                 |
|                 |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | Intensive reading           |                                                 |
|                 |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | Extensive reading           |                                                 |
|                 |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | Writing production          |                                                 |
|                 |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | Free writing                |                                                 |
|                 |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | Oral production             |                                                 |
|                 |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | Oral fluency                |                                                 |
|                 |                                                                                                                                                                                                                                                                                                                                                                                | Speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Listening | Teacher's feedback          |                                                 |
|                 |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | Listening skill acquisition |                                                 |
|                 |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | Fluency                     |                                                 |

## OPERATIONALIZATION DESCRIPTION

Authentic materials in language teaching refer to texts, audio, and visual resources created for real-life communication rather than instructional purposes. These materials, such as newspapers, menus, podcasts, and videos, expose learners to natural language use, cultural contexts, and diverse linguistic structures. They enhance engagement, improve comprehension skills, and bridge the gap between classroom learning and real-world application (Gilmore, 2007).

Authentic materials in language teaching are any texts, audio, or visual resources created to simulate situations in real-world contexts, used as instructional tools in the classroom. These materials include restaurant menus, podcasts, and videos among others. Their implementation involves selecting contextually relevant materials, designing activities that promote interaction, and assessing learners' ability to understand and use authentic language forms appropriately (Gilmore et al., 2020).

*Linguistic authenticity* involves using genuine language in teaching and assessment to expose learners to communication that reflects real-life interactions in both professional and social settings. This idea is particularly important in English for Specific Purposes (ESP), especially in areas like tourism, where students need to acquire language skills for practical situations. Authentic resources, such as conversations, menus, brochures, and customer service exchanges, improve learners' capacity to understand and use language naturally. As Ho (2020) points out, integrating authentic materials and communicative methods in language teaching increases student engagement and enhances their ability to use their skills in real-world contexts.

*Contextual relevance* in language teaching for tourism involves customizing instruction to real-life situations students will encounter in the tourism field. This method ensures learners gain practical language skills that are immediately useful in their professional roles, such as managing guest requests, providing directions, or handling bookings. By using authentic materials like menus, brochures, and real customer interactions, learners can strengthen their language abilities in practical settings. This approach helps students connect new language



concepts to real-world contexts, boosting both comprehension and retention. Studies on English for Specific Purposes in tourism highlight that context-based teaching leads to more engaging lessons and better prepares students to meet the practical demands of their work (Basturkmen et al., 2021).

In language education for tourism, learner engagement involves actively involving students in meaningful, real-world tasks they are likely to encounter in the tourism industry. This approach ensures that learners acquire practical language skills directly applicable to their professional roles, such as managing guest requests, providing directions, or handling bookings. By using authentic materials like menus, brochures, and real customer interactions, learners can strengthen their language abilities in practical settings. This method helps students connect new language concepts to real-world contexts, boosting both comprehension and retention. Studies on English for Specific Purposes in tourism highlight that context-based teaching leads to more engaging lessons and better prepares students to meet the practical demands of their work (Al-Saadi, 2020).

In language teaching for tourism, skill development focuses on equipping students with the language skills required for practical, real-world tasks in the tourism industry. This approach ensures that learners can effectively perform tasks such as assisting guests, offering directions, or managing reservations. By incorporating authentic materials like menus, brochures, and customer interactions, students practice language in settings they will encounter in their jobs. This method encourages the application of language skills to real-life scenarios, improving both understanding and retention. Research in English for Specific Purposes, particularly in tourism, shows that context-driven teaching is effective in developing the necessary skills for students, preparing them for the challenges of the hospitality industry (GoFluent, 2020).

In language learning for tourism, collaborative learning emphasizes students working together to build the language skills needed for practical tasks in the tourism industry. This method encourages learners to team up for activities like assisting guests, offering directions, or managing



reservations. By incorporating real-world materials such as menus, brochures, and customer interactions, students can engage in collaborative exercises that reflect actual tourism scenarios. This approach fosters peer-to-peer interaction and helps students apply language skills in meaningful ways, improving both their understanding and retention. Studies on English for Specific Purposes in tourism show that collaborative learning techniques are particularly beneficial in preparing students for the challenges of the hospitality industry (Huang, 2023).

### **Speaking skills:**

The ability to speak refers to ways of communicating with others to receive and give a message effectively by applying what language implies, such as pronunciation, fluency, precision, coherence and vocabulary in context. On the other hand, speaking is one of the most important skills to consider due to the interaction with tourists in order to provide a good service. (Olina Putri, Dhea, Pritin, & Rodearni Sipayung, 2022)

Speaking skills refer to the ability to communicate effectively in various social and professional contexts. This involves expressing ideas clearly, engaging in dialogues, providing and receiving information, and responding appropriately to different situations. Key components include pronunciation, fluency, vocabulary, tone, coherence, and non-verbal cues like gestures and facial expressions. To develop these skills, techniques such as role-playing real-life scenarios, participating in interactive dialogues, and practicing presentations or storytelling are essential (Thornbury et al., 2020).

In tourism language education, *pronunciation* is vital for clear communication in tasks that students will encounter in the industry. This focus allows learners to practice their pronunciation in situations like assisting guests, offering directions, or processing reservations. By using authentic resources such as menus, brochures, and customer interactions, students engage in activities that reflect real-life tourism scenarios. Emphasizing pronunciation helps students ensure they are easily understood by tourists, which boosts their confidence and communication effectiveness. Studies in English for Specific Purposes for tourism emphasize the importance of pronunciation training as a key element in preparing students for the linguistic challenges of the



hospitality sector (Luo, 2022).

In tourism language education, *fluency* is crucial for effective communication in real-world situations within the industry. This focus helps learners practice their language abilities in practical scenarios, such as helping guests, giving directions, or handling bookings. By using authentic resources like menus, brochures, and customer interactions, students can engage in activities that replicate actual tourism environments. Focusing on fluency ensures that learners can communicate smoothly and confidently with tourists, which enhances their overall performance in the hospitality industry. Research in English for Specific Purposes highlights fluency development as an essential aspect of preparing students to handle the linguistic demands of the tourism sector (Rosetta Stone, 2023).

In language teaching for tourism, *accuracy* is crucial for clear and effective communication in tasks students will face in the industry. This approach allows learners to refine their language skills in practical scenarios such as helping guests, giving directions, or managing bookings. By using authentic materials like menus, brochures, and real customer interactions, students can engage in activities that simulate actual tourism situations. Focusing on accuracy ensures that learners can communicate information precisely, which enhances their overall ability to perform effectively in the hospitality industry. Research on English for Specific Purposes in tourism highlights the importance of accuracy in preparing students for the linguistic demands of the field (Huang, 2023).

In tourism language teaching, *coherence* is vital for clear and effective communication in real-world situations. This approach helps students develop language skills needed for tasks like assisting guests, offering directions, or managing bookings. By using authentic resources such as menus, brochures, and customer interactions, learners engage in activities that reflect real-life tourism scenarios. Focusing on coherence ensures that students can present information in a logical and organized manner, which improves their overall communication effectiveness in the hospitality industry. Research in English for Specific Purposes for tourism emphasizes the importance of coherence as a crucial element in preparing



students for the language demands of the field (Liu, 2022).

In tourism language teaching, vocabulary is essential for clear and effective communication in various tasks within the industry. This approach helps learners build a strong foundation of key terms and phrases needed for assisting guests, providing directions, or managing reservations. By incorporating authentic resources such as menus, brochures, and customer interactions, students can practice language skills in realistic tourism contexts. Focusing on vocabulary ensures that students can communicate with precision and confidence, boosting their overall performance in the hospitality sector. Research in English for Specific Purposes for tourism emphasizes the significance of vocabulary acquisition in preparing students for the language challenges they will face in the industry (FluentU, 2023).

## **RESEARCH APPROACH**

This research is descriptive as it focuses on observing and documenting the communication difficulties faced by tourism students during their internships. It aims to identify the existing gaps in their ability to communicate in basic situations such as greeting guests, offering a welcome, or giving directions in hotels and restaurants. The study collects data through placement tests, interviews with hotel managers, self-assessment surveys, and observation checklists, providing a thorough description of the students' speaking abilities without attempting to alter their behavior (Kumar, 2021).

Descriptive research refers to a method that involves observing and systematically documenting the features of a phenomenon as it naturally occurs, without manipulating any of the variables. The goal is to offer a detailed and accurate representation of the current state of the subject under investigation (Johnson & Christensen, 2020). In this context, this research seeks to describe the level of communication skills among tourism students in real working environments serving as a foundation for future interventions or research.



This research is also exploratory as it aims to investigate an area with limited prior knowledge: the communication challenges that tourism students face when using English during their internships. The study focuses on exploring the specific difficulties students experience in basic communication situations, such as greeting guests, welcoming, and providing directions in hotel and restaurant environments. By using techniques like placement tests, interviews with hotel managers, self-assessment surveys, and observation checklists, the research gathers valuable insights into the gaps in students' communication skills and the factors that contribute to these issues (Kumar, 2021).

Exploratory research is intended to investigate issues that are not yet fully understood, aiming to uncover new insights and generate a deeper understanding of the topic. Rather than providing definitive conclusions, this type of research explores broad questions and uses flexible methods to identify patterns and establish potential directions for future research (Johnson & Christensen, 2020). In this case, the study seeks to identify the root causes of the communication difficulties students face and to offer insights for further investigation and potential solutions.

Using a mixed methodology that incorporates both descriptive and exploratory approaches is the most effective strategy for this research. This combination allows for a thorough investigation of the communication challenges faced by tourism students during their internships. The descriptive approach provides an in-depth account of students' current speaking abilities, highlighting specific areas where they struggle to communicate in hotel and restaurant settings. On the other hand, the exploratory approach investigates the underlying causes of these difficulties, uncovering factors that may not be immediately obvious. Together, these methods offer a comprehensive understanding of the problem by addressing both the "what" and the "why," setting the stage for future analysis and potential solutions (Creswell & Creswell, 2020).



## RESEARCH INSTRUMENTS

Placement tests are frequently employed in educational environments to evaluate a student's skill level and ensure they are placed in courses that align with their abilities. This approach promotes efficient learning and helps prevent student dissatisfaction. By accurately matching students to the right level, these tests also contribute to a more personalized learning experience, enhancing overall academic success. (Hughes, 2020)

Placement testing is a vital resource in academic environments, particularly in language education, helping institutions allocate resources effectively and assign students to appropriate courses based on their individual capabilities. This process ensures students are placed in settings where they can excel, optimizing their learning experience. Additionally, it allows educators to customize their teaching methods to better address the diverse needs of each group. By doing so, placement tests contribute to a more supportive and targeted learning environment, fostering improved outcomes for all students. (Bachman, 2020)

Interviews are a commonly employed qualitative research method, enabling researchers to gather comprehensive and detailed information by engaging participants directly. This approach offers a deeper understanding of participants' views and allows for follow-up questions to refine and expand on their answers. Additionally, interviews create a space for participants to share personal experiences, providing valuable context and nuance to the data collected. This method also helps to build rapport with respondents, making them feel more comfortable in sharing their perspectives openly. (Cohen, 2021)

Interviews are a crucial qualitative research tool that provides researchers with the opportunity to obtain detailed insights through direct interaction with participants. This method helps to gain a richer understanding of personal experiences and offers the flexibility to clarify



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responses and delve deeper into specific topics. By allowing for dynamic conversations, interviews also enable researchers to uncover nuances that might otherwise be missed. Moreover, they help to capture the complexity of individual perspectives, enhancing the overall depth of the research findings. (Johnson, 2020)

## **INSTRUMENTS DESCRIPTION**

A *placement test* is a technique to assess and determine a learner's proficiency in a specific subject, ensuring they are placed in the most suitable level or course for effective learning. As Fulcher & Davison state that placement tests evaluate learners' knowledge and skills to assign them to an appropriate instructional level, facilitating targeted and efficient learning pathways. (Fulcher, 2020)

The purpose of this placement test is to assess each student's ability for appropriate class placement by level. Understanding each student's proficiency level, both at standard and advanced stages, ensures that they are not exposed to material that is too complex for their current capabilities. This not only enhances the validity of the research findings but also allows educators and researchers to tailor interventions and curricula to meet the specific needs of different learner groups. By identifying students' strengths and weaknesses, placement tests facilitate targeted support, promoting more effective learning outcomes. (Kumayas, 2023)

An *interview* is a qualitative data collection method that involves direct, face-to-face or virtual conversations between an interviewer and a respondent, aimed at gathering in-depth information, perspectives, or experiences on a specific topic. Interviews involve either organized or flexible conversations aimed at gathering comprehensive information by directly engaging participants, providing opportunities for clarification and deeper insight into their responses. (Brinkmann, 2022)



The second instrument in this study involves conducting interviews with representatives from the tourism industry where students complete their internships. This interview will consist of 10 open-ended questions designed to gather insights on student performance, particularly regarding their use of language in specific contexts. By exploring the perspectives of industry professionals, the study aims to assess how well students apply their language skills in real-world situations. This qualitative data will provide valuable feedback that can inform curriculum improvements and better prepare students for the demands of the tourism sector. Additionally, these interviews will contribute to a more comprehensive understanding of the relationship between academic training and industry expectations. (Sahoo, 2022)

The first instrument used in this research was a standardized placement test developed by Pearson, consisting of 60 multiple-choice questions that assess a range of language competencies, including grammar, vocabulary, and reading comprehension. Candidate placement is based on total scores, assuming that all questions have been attempted. According to the test guidelines, students scoring between 0 and 20 are classified as Beginner, those with scores from 21 to 35 fall into the Elementary level, and scores ranging from 36 to 60 indicate a Pre-Intermediate proficiency. Placement tests like this are essential in identifying students' current language level and ensuring that instructional materials and methodologies are appropriately aligned with learner needs (Pearson Education, 2020).

On the other hand, the interview consists of 10 open-ended questions directed at representatives of the hotels where the students carry out their internships. These questions are designed to gather qualitative insights regarding the language demands and communication challenges typically faced in real workplace contexts. The data obtained from these interviews will significantly strengthen the study, as it provides essential input for shaping the proposal's content, technical vocabulary, and contextual relevance. Incorporating stakeholder perspectives ensures that the proposed language training is both realistic and aligned with industry



expectations (Long et al., 2021).

These are the ten questions for the interview:

1. In which areas of the hotel (reception, restaurant, room service, etc.) do students most frequently need to use English?
2. What specific situations require students to speak English, such as answering questions about the city, handling reservations, or addressing complaints?
3. Do students feel comfortable using English in everyday hotel situations, such as during check-in or customer service?
4. How do students handle situations where they need to speak English with guests who do not speak Spanish?
5. How do you evaluate the students' performance when they have to interact in English with foreign guests?
6. Have you noticed improvements in the students' ability to communicate in English during their internships? What aspects do you think they still need to develop?
7. Do you think the students have enough preparation to handle customer service situations in English, or do you believe more practical training is needed?
8. Is there any prior training provided to interns to improve their English communication skills, especially for specific situations?
9. Have there been any cases where a student faced significant difficulties speaking English with a foreign guest? How did they resolve the situation?
10. Could you mention some of the most common English phrases that interns should at least know?

### **Population, Sample and Sampling**

The population in the career of tourism at Instituto Tecnológico Superior “Vicente Rocafuerte” consists of 220 students, but the sample will be 40 students of second semester due



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to at this semester, they can start doing their internships. This group provides valuable insights as they are beginning to apply their theoretical knowledge in real-world settings. Additionally, their recent exposure to both academic learning and practical experiences makes them ideal participants for this study.

The direct beneficiaries of this study will be 40 second-semester students in the tourism career at Instituto Superior Tecnológico “Vicente Rocafuerte,” although all students in this semester will ultimately benefit from the findings. This higher education institution attracts a diverse student body, with ages ranging from 18 to 45 years old, and students come from various backgrounds and economic statuses due to its public nature. Many students balance work and study, but unfortunately, most are not employed in the tourism industry. By focusing on this group, the study aims to enhance their learning experience and better align educational outcomes with industry needs, finally fostering their professional development.

### ***Results of the placement test***

The results shows that from the 40 students who took the placement test, 16 students got a score for beginners, 22 students were placed at an elementary level according to the score obtained, and 2 students got a score for a Pre-intermediate level.

#### Placement Test Results

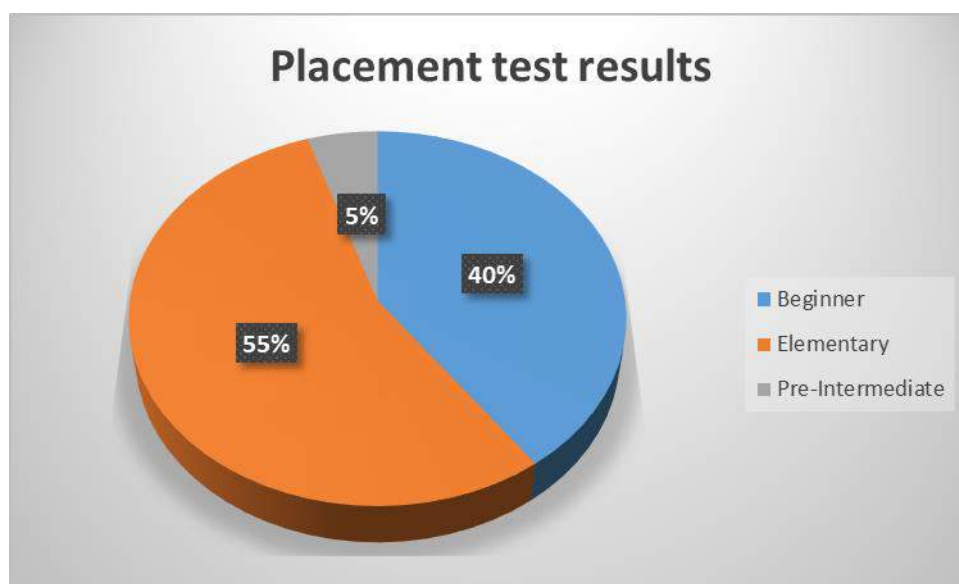
*Tabla 3 Placement Test Results*

| Level            | Number of Students |
|------------------|--------------------|
| Beginner         | 16                 |
| Elementary       | 22                 |
| Pre-Intermediate | 2                  |
| <b>Total</b>     | <b>40</b>          |



*Note.* This table displays the number of students at each proficiency level based on the results of a placement test.

The table presents the results of a placement test taken by 40 students, showing their distribution across three levels of English proficiency. The majority of students, 22 in total, were placed at the Elementary level, while 16 students were categorized as Beginners. Only 2 students reached the Pre-Intermediate level. These results indicate that most students possess limited English skills, with a strong need for instruction focused on basic language use and everyday communication.



*Graph 1* Placement test result

The pie chart illustrates the distribution of students' English proficiency levels based on placement test results. The largest portion of students, representing 55%, were placed at the Elementary level, suggesting that more than half have a basic foundation in the language. 40% of the students were categorized as Beginners, indicating that a significant number have very limited English skills. A small minority, only 5%, reached the Pre-Intermediate level, showing slightly higher proficiency. This visual representation reinforces the need for targeted language



instruction that focuses on essential communication skills, as the vast majority of students are still at the lower levels of English proficiency.

### **The interview**

In the interview conducted to the room hotel manager in which she answered 10 questions this study sums up the most relevant information obtained in that interview.

In the first questions, in which areas of the hotel (reception, restaurant, room service, etc.) do students most frequently need to use English? She mentioned that some of the points at the hotel where the students have direct contact with foreign guests are the front desk, information point, and the restaurant. She also mentioned that they need to understand what the guests required because misunderstanding has sometimes caused the guest feels upset and with it a complaint.

In the third question, do students feel comfortable using English in everyday hotel situations, such as during check-in or customer service? She remarks that in the beginning the students feel a little frightened and embarrassed to use the language in front of others and in some cases, they use their smartphone to look up for words or expressions they can use to communicate. She says that after a while they start feeling more confident about the Basic English they use.

In the fifth question, how do you evaluate the students' performance when they have to interact in English with foreign guests? She highlighted that in a range from 1 to 10, the students are in a 4 or 5. She said that 5 for the students who are more recursive and try to find how to communicate despite of the limited knowledge of the language.

In question 6, have you noticed improvements in the students' ability to communicate in English during their internships? What aspects do you think they still need to develop? She mentioned as the time goes by, they can improve their speaking skills little by little thank to the practice they have every day during their internships.



In question 8, is there any prior training provided to interns to improve their English communication skills, especially for specific situations? The answer was that they do not give any English training for the interns, but they give training for good service, service standards, how to manage difficult situations, the protocols and the rules of the hotel.

In question 10, could you mention some of the most common English phrases that interns should at least know? She mentioned some phrases, for example “Welcome to Unipark Hotel”, “Have a nice stay”, “come back soon”, “Do you need any, help?”, “Come to the front desk”, “dial number 0 for requirements”.

The interview with the room hotel manager highlights several key aspects that support the relevance of using authentic materials to enhance tourism students' speaking skills. It is evident that students frequently need to use English in direct interactions with foreign guests, particularly in areas such as the front desk, information point, and restaurant. However, due to their limited language proficiency, misunderstandings sometimes lead to guest dissatisfaction. The manager noted that students often feel insecure when speaking English, especially at the beginning of their internships, and tend to rely on translation tools.

Although some improvement is observed over time through daily practice, their overall speaking performance is still limited, often rated at a 4 or 5 out of 10. Importantly, the hotel does not provide English language training, focusing instead on customer service protocols. The manager emphasized the need for students to at least master common English phrases used in the hotel environment. These insights confirm the need for practical, real-world language exposure, and suggest that integrating authentic materials—such as hotel dialogues, check-in role-plays, and service interactions—could significantly improve students' speaking confidence and competence in professional contexts.



### CHAPTER 3: PRESENTATION AND VALIDATION OF THE PROPOSAL

This chapter presents the structure of the proposal for this research. After processing and analyzing the data obtained thanks to the implementation of techniques and instruments such as for the collection of the information, the proposal is to design and implement a didactic unit with authentic and contextualized activities for English for specific purposes in order to improve the tourism students speaking skills which are a necessity when they are interns at hotels and restaurants. This didactic unit is structured with exercises which simulate real situations in hotel and restaurant contexts with specific phrases and vocabulary for the students to use. The purpose of this didactic resource is to enhance, facilitate and motivate the learning process for this group of students, thanks to the assimilation between the L1 and L2 in the internships.

The incorporation of authentic materials in English for Specific Purposes (ESP) instruction has been shown to enhance language acquisition by providing learners with real-world contexts and vocabulary pertinent to their fields. Rus (2020) emphasizes that authentic materials serve as valuable sources of factual information, facilitating the practice of language skills within meaningful professional settings. For tourism students, engaging with materials that reflect actual scenarios encountered in hotels and restaurants can significantly improve their speaking abilities, better preparing them for internships in these environments.

Role-play and task-based learning are effective methods for developing communicative competence in ESP courses. According to González-Lloret and Ortega (2019), task-based language teaching (TBLT) fosters authentic interaction by placing learners in practical situations where they must use language to complete specific tasks. By incorporating structured activities that simulate hotel and restaurant interactions, students can develop fluency, confidence, and problem-solving skills essential for their professional environment. This aligns with communicative language teaching principles, emphasizing real-world communication as the foundation for language acquisition.



When selecting instructional materials for ESP courses, educators often weigh the benefits of authentic materials against those of traditional textbooks. Spirovskaja Tevdovska (2018) discusses that while authentic materials offer rich, real-life language exposure and engaging tasks, they may also present challenges such as complex grammatical structures and advanced vocabulary. Conversely, textbooks provide structured content and ease of preparation but may not fully align with the specific needs and interests of learners. Therefore, a balanced approach that combines both resources, tailored to the learners' context, is recommended to optimize language learning outcomes in ESP settings.

Integrating task-based learning (TBL) into English for Specific Purposes (ESP) instruction has been shown to significantly enhance students' communicative competence. Ait Hattani (2020) found that both teachers and learners perceive TBL positively, noting that it involves students in tasks relevant to their academic and professional needs, fosters learning autonomy and motivation, and develops interpersonal abilities and communication skills essential for future careers. In the context of tourism education, implementing TBL can provide students with opportunities to practice language skills in simulated real-world scenarios, such as hotel and restaurant interactions, thereby improving their speaking abilities and preparedness for internships.

Furthermore, Lei (2022) emphasizes the importance of replacing traditional teaching methods with TBL in ESP courses to better meet the specific needs of learners. By designing tasks that reflect authentic professional situations, educators can create a more engaging and effective learning environment. For tourism students, this approach means participating in activities that mirror actual workplace interactions, which can enhance their language proficiency and confidence in using English during their internships in hotels and restaurants.

By incorporating Task-Based Learning (TBL) strategies into the proposed didactic unit, educators can foster a dynamic and student-centered learning environment that reflects the communicative demands students will encounter during their professional internships. TBL promotes the use of authentic tasks that require meaningful language use, allowing learners to develop both fluency and accuracy in real-life situations. This methodology not



only supports the acquisition of specific vocabulary and structures relevant to the tourism sector but also nurtures learners' confidence and autonomy in handling practical communication tasks. Ultimately, TBL serves as an effective bridge between classroom learning and professional performance (Ellis et al., 2020).

### **General Objective:**

To design and implement a didactic unit with authentic and contextualized activities that improve the speaking skills of tourism students in English for Specific Purposes, specifically in hotel and restaurant settings, to better prepare them for internships in the tourism industry.

### **Specific Objectives:**

- To develop a series of exercises and tasks that simulate real hotel and restaurant situations, incorporating specific vocabulary and phrases relevant to tourism students.
- To enhance students' communicative competence by providing opportunities for them to practice speaking skills through role-play, interactive activities, and situational dialogues.
- To assess the effectiveness of the didactic unit in improving students' speaking skills by collecting feedback from students and hotel managers during and after the internship period.

### **Design of the proposal**

The didactic unit is titled "English for Specific Purposes: English for Tourism – Contextual Teaching and Learning (CTL) Approach". It targets second-semester tourism students in Ecuador and is designed for elementary to pre-intermediate learners. The primary goal is to enhance speaking skills through realistic, professional, and context-based interactions using the CTL and ESP methodologies. The combination of ESP and CTL ensures that instruction is both purposeful and grounded in authentic experiences, aligning language content



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with learners' real-world needs (Basturkmen, 2021; Johnson, 2019). The resource is systematically organized into five comprehensive lessons, each focused on a specific real-life communication scenario within the tourism and hospitality industry. Every lesson contains structured, repeatable components that build communicative competence.

### **Lesson Format (Applied to Each Lesson)**

#### **Each lesson follows a consistent pedagogical structure comprising:**

##### Topic & Goal Definition

- Each lesson begins with a clear goal that connects the topic with a real-life tourism scenario (e.g., hotel check-in, suggesting attractions, serving at restaurants, etc.).

##### Vocabulary/Phrases

- Key functional vocabulary specific to the lesson's context (e.g., hotel terminology, food service terms, directional phrases).
- Matching and fill-in-the-gap exercises support initial vocabulary acquisition.

##### Speaking Activity / Role Play

- Role-play exercises simulate real-world tourism encounters. Students assume roles such as hotel staff or tourists to practice conversational structures.

##### Language Spot (Grammar)

- Each lesson includes a grammar section contextualized to the topic (e.g., Wh-questions for hotel check-in, modal verbs for giving recommendations, or present perfect for complaints).
- Grammar tables provide rules, uses, and example sentences.
- Practice tasks such as sentence completion and reordering exercises are included.

##### Listening Activity

- Learners complete tasks such as filling out check-in forms or matching dialogues to locations based on short audio tracks.



- Realistic dialogues with clear enunciation and tourism-specific vocabulary are used.

#### Pronunciation Activity

- Focused on stress, intonation, and fluency.
- Students repeat common phrases used in hospitality to improve prosody and clarity.

#### Second Role-Play Activity

- Encourages students to go beyond modeled dialogues and create their own interactions using learned language.

#### Customer Care Phrases

- A rich section of polite, professional expressions aligned with the tourism industry.
- Phrases are categorized by purpose: welcoming guests, offering help, apologizing, expressing enthusiasm, etc.

#### PLD (Personal Learning Dictionary)

- A reflective space for students to record new vocabulary and their meanings in context.
- Promotes learner autonomy and vocabulary retention.

### **Validation of the proposal**

The theoretical and empirical validation of the research proposal for enhancing English speaking skills at Instituto Superior Tecnológico "Vicente Rocafuerte" emphasized a comprehensive language learning approach. Grounding the proposal in well-established theoretical frameworks and rigorous empirical analysis aimed to address specific linguistic needs, contributing to the discussion on effective language instruction. The successful integration of theory and practice, validated by Mgr. Alvaro Rivera Guerrero, highlighted the potential of using authentic materials to foster meaningful language development in diverse educational contexts.



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## **Theoretical Validation**

Task-Based Language Teaching (TBLT) has been recognized as an effective approach in English for Specific Purposes (ESP) education, particularly within the hospitality sector. Purnomo (2018) conducted a study at the Sahid Tourism Institute of Surakarta, implementing a TBLT framework that encompassed six stages: pre-task, task, planning, report, analysis, and practice. This structured approach facilitated active student participation and the application of English in authentic hospitality scenarios, such as handling reservations and managing check-ins. The study concluded that TBLT not only enhanced students' English proficiency but also deepened their understanding of hospitality operations, thereby bridging the gap between theoretical knowledge and practical application.

Furthermore, the integration of authentic tasks in TBLT aligns with contemporary pedagogical theories emphasizing contextual learning. By engaging students in tasks that mirror real-world professional situations, TBLT promotes the development of communicative competence and critical thinking skills essential for success in the tourism industry. This theoretical foundation supports the design of didactic units that incorporate authentic, task-based activities to enhance the speaking skills of tourism students.

## **Empirical Validation**

Empirical evidence underscores the efficacy of TBLT in improving speaking skills among English as a Foreign Language (EFL) learners. Nita et al. (2019) conducted a quasi-experimental study involving 72 senior high school students divided into experimental and control groups. The experimental group received instruction through TBLT, while the control group was taught using conventional methods. Post-test results revealed that students in the TBLT group exhibited significantly better speaking skills, with a *t*-observed value of 3.510 surpassing the *t*-table value of 1.705. This finding indicates that TBLT effectively enhances speaking abilities in EFL contexts.



Similarly, Nita et al. (2020) explored the impact of TBLT on speaking skills among senior high school students. The study assigned students to experimental and control classes, with the experimental class receiving TBLT instruction. Results demonstrated a significant improvement in the speaking abilities of students taught through TBLT, as evidenced by a t-observed value of 5.270 exceeding the t-table value of 1.669. These findings reinforce the effectiveness of TBLT in enhancing speaking skills within EFL settings.

Collectively, these empirical studies provide robust evidence supporting the integration of TBLT in ESP curricula, particularly for tourism students. By engaging learners in authentic, task-based activities reflective of real-world scenarios, TBLT effectively enhances speaking skills, thereby better preparing students for professional interactions in the hospitality industry.

These theoretical and empirical validations substantiate the proposed didactic unit's approach, affirming that incorporating TBLT methodologies can significantly improve tourism students' speaking skills, essential for their success during internships and future careers in the hospitality sector.

After implementing this didactic resource with the students for two months, a Speaking Skills Assessment Checklist was applied to the students to check if they could improve somehow their communicative competences in real situations. This check list validated their performance in real contexts at hotels and restaurants. It was design with a Liker's scale using numbers from 1 to 5 with the following meanings:

1 = Unsatisfactory



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2 = Needs Improvement

3 = Satisfactory

4 = Good

5 = Very Satisfactory

The results obtained for every criteria are as follows:

*Tabla 4 Greeting and Welcoming*

| Criteria          | Number of Students | Percentage  |
|-------------------|--------------------|-------------|
| Needs Improvement | 2                  | 5%          |
| Satisfactory      | 3                  | 7.5%        |
| Good              | 5                  | 12.5%       |
| Very Satisfactory | 30                 | 75%         |
| <b>Total</b>      | <b>40</b>          | <b>100%</b> |

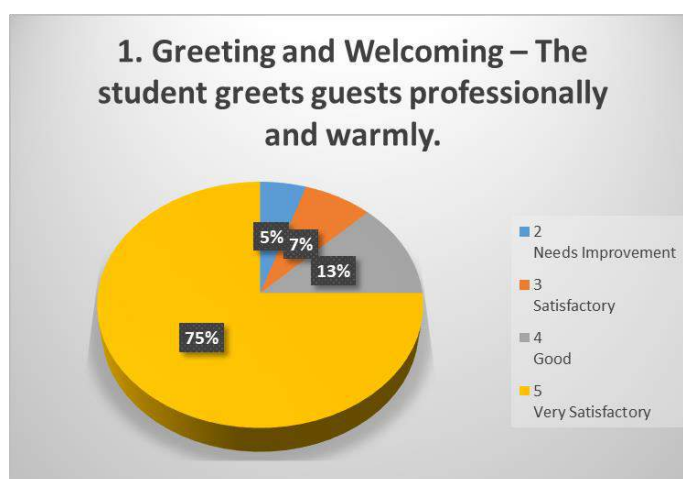
*Note.* This table presents the results of students' performance in the "Greeting and Welcoming" criterion of the speaking assessment.

This criterion evaluates students' ability to greet and welcome guests professionally and warmly using a five-point scale. The categories range from Unsatisfactory (1), where the student fails to greet guests appropriately, to Very Satisfactory (5), where the student excels in professionalism and warmth. The results show that 2 students need improvement, 3 performed satisfactorily, 5 did well, and 30 demonstrated excellent greeting skills. This assessment helps measure students' progress in essential hospitality communication.



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*Graph 2 Greeting and Welcoming*

The pie chart illustrates the evaluation results of students' ability to greet and welcome guests professionally and warmly. The majority of students (75%) achieved a Very Satisfactory (5) rating, indicating that they excel in this skill. A smaller portion, 13%, received a Good (4) rating, demonstrating proficiency but with minor areas for improvement. Meanwhile, 7% of students were rated Satisfactory (3), meaning they met the basic expectations but had room for enhancement. Only 5% fell into the Needs Improvement (2) category, suggesting that a minimal number of students struggle with professional and warm greetings. Overall, the data suggests that most students have strong greeting skills, with only a small fraction needing further support.

*Tabla 5 Clarity and Pronunciation*

| Criteria          | Number of Students | Percentage |
|-------------------|--------------------|------------|
| Needs Improvement | 2                  | 5%         |
| Satisfactory      | 4                  | 10%        |
| Good              | 24                 | 60%        |
| Very Satisfactory | 10                 | 25%        |

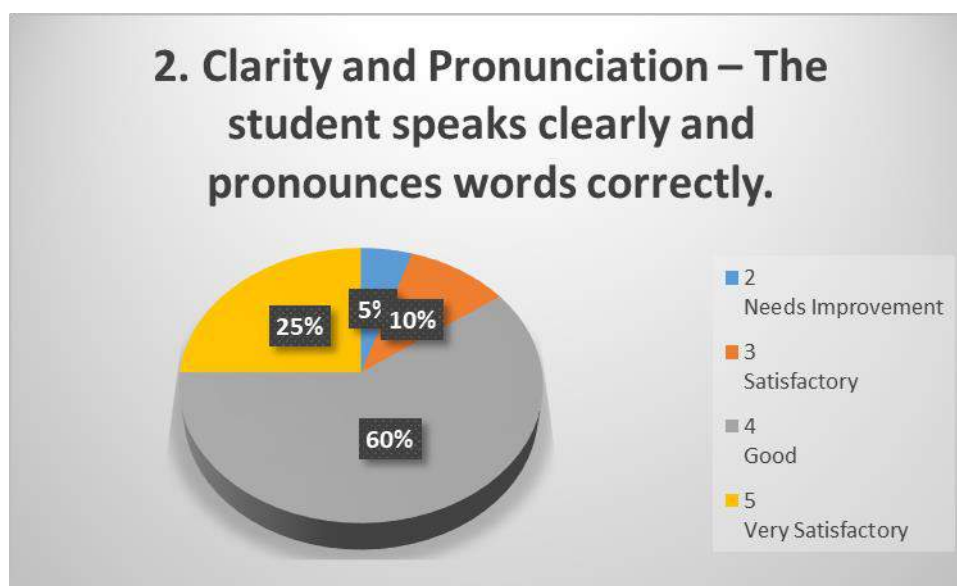


|              |           |             |
|--------------|-----------|-------------|
| <b>Total</b> | <b>40</b> | <b>100%</b> |
|--------------|-----------|-------------|

*Note.* This table summarizes student performance in the "Clarity and Pronunciation" criterion of the speaking assessment.

This table evaluates students' clarity and pronunciation when speaking, using a five-point scale. The ratings range from Unsatisfactory (1), indicating a lack of clarity and poor pronunciation, to Very Satisfactory (5), where the student speaks clearly with correct pronunciation. The results show that 2 students need improvement, 4 performed satisfactorily, 24 demonstrated good pronunciation, and 10 excelled with very clear speech. These findings suggest that most students have a strong command of pronunciation and clarity, with only a few requiring further supports.

Graph # 3



*Graph 3 ity and Pronunciation*

The data for the criterion "Clarity and Pronunciation – The student speaks clearly and pronounces words correctly" shows that the majority of students performed well, with 75%



achieving a very satisfactory level. Additionally, 13% of students performed at a good level, indicating that they have a solid understanding but could benefit from minor improvements. 7% of students performed satisfactorily, meeting basic expectations, while 5% of students need improvement in this area. Overall, the results reflect that most students demonstrate strong clarity and pronunciation skills, with only a small portion requiring further support to enhance their speaking abilities.

*Tabla 6 Confidence and Fluency*

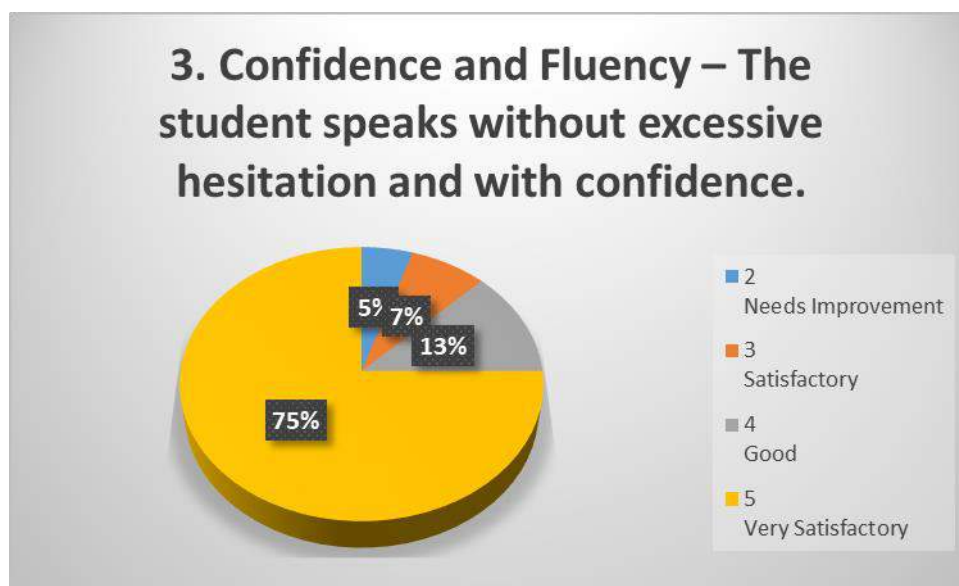
| Criteria          | Number of Students | Percentage  |
|-------------------|--------------------|-------------|
| Needs Improvement | 2                  | 5%          |
| Satisfactory      | 10                 | 25%         |
| Good              | 18                 | 45%         |
| Very Satisfactory | 10                 | 25%         |
| <b>Total</b>      | <b>40</b>          | <b>100%</b> |

*Note.* This table presents the students' results in the "Listening Comprehension" criterion, focusing on their ability to understand different accents and respond accurately.

The table for the criterion "Confidence and Fluency – The student speaks without excessive hesitation and with confidence" shows that most students perform well in this area. Out of 40 students, 30 performed very satisfactorily, indicating strong fluency and confidence in speaking. Five students performed at a good level, demonstrating decent fluency and confidence, though they may experience some hesitation. Three students performed satisfactorily, meeting basic expectations, while two students need improvement, suggesting they struggle with fluency



or confidence and may benefit from additional support.



*Graph 4 Confidence and Fluency*

The data for the criterion "Confidence and Fluency – The student speaks without excessive hesitation and with confidence" shows that the majority of students are performing well in terms of fluency and confidence. A significant 75% of the students performed very satisfactorily, indicating that most students speak with confidence and without excessive hesitation. 13% of students performed at a good level, meaning they are generally fluent but may still experience minor hesitation. 7% of students performed satisfactorily, meeting basic expectations, although they might still have occasional hesitation or lack full confidence. Only 5% of students need improvement, which is a small portion of the group, suggesting that most students have a strong foundation in speaking with confidence and fluency.

*Tabla 7 Understanding and Responding simple guests' requests*



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| Criteria          | Number of Students | Percentage  |
|-------------------|--------------------|-------------|
| Good              | 5                  | 12.5%       |
| Very Satisfactory | 35                 | 87.5%       |
| <b>Total</b>      | <b>40</b>          | <b>100%</b> |

*Note.* This table reflects student performance in the "Non-Verbal Communication" criterion, assessing appropriate use of eye contact, body language, and gestures.

The table for the criterion "Understanding and Responding to Guest Simple Requests – The student correctly understands common guest requests and responds appropriately" shows a mixed performance among the 40 students. Ten students need improvement, indicating difficulties in understanding or responding to guest requests. Twelve students performed satisfactorily, meaning they can understand and respond to basic requests but may still need further development. Ten students performed at a good level, showing a solid ability to understand and respond to guest requests with few errors. Eight students performed very satisfactorily, demonstrating a high level of understanding and appropriate responses to guest requests.

Graph # 5



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#### 4. Understanding and Responding to Guest Simple Requests – The student correctly understands common guest requests and responds appropriately.



*Graph 5 Understanding and Responding simple guests' requests*

The data for the criterion "Understanding and Responding to Guest Simple Requests – The student correctly understands common guest requests and responds appropriately" reveals a fairly diverse range of performances among the students. A quarter of the students (25%) need improvement, indicating that a significant portion struggles to understand or respond correctly to guest requests. Thirty percent of the students performed satisfactorily, meeting basic expectations but likely needing further practice to enhance their skills. A quarter of the students (25%) performed at a good level, showing a solid understanding and appropriate response, with room for minor improvement. Finally, 20% of the students performed very satisfactorily, demonstrating strong competence in understanding and responding to guest requests. Overall, while a considerable number of students show proficiency, there is a notable portion still needing improvement or additional practice.

*Tabla 8 Providing directions*

| Criteria | Number of Students | Percentage |
|----------|--------------------|------------|
|----------|--------------------|------------|



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|                   |           |             |
|-------------------|-----------|-------------|
| Satisfactory      | 5         | 12.5%       |
| Good              | 10        | 25%         |
| Very Satisfactory | 25        | 62.5%       |
| <b>Total</b>      | <b>40</b> | <b>100%</b> |

*Note.* This table outlines student performance in the "Interaction with the Guest" criterion, assessing the ability to communicate politely, listen actively, and respond appropriately.

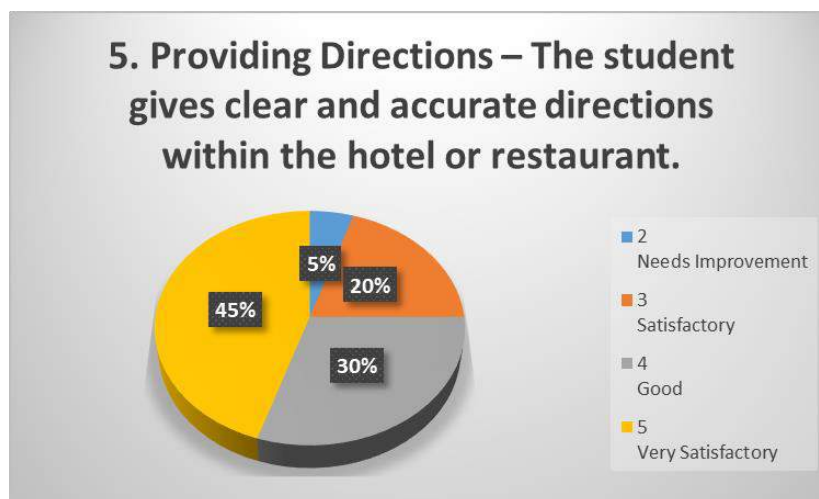
The table for the criterion "Providing Directions – The student gives clear and accurate directions within the hotel or restaurant" shows that most students perform well in this area. Out of 40 students, 18 performed very satisfactorily, indicating that they are highly capable of giving clear and accurate directions. Twelve students performed at a good level, demonstrating solid skills in providing directions with few errors. Eight students performed satisfactorily, meeting basic expectations but potentially requiring some additional practice to improve clarity or accuracy. Two students need improvement, suggesting that they face challenges in giving directions effectively and may benefit from further support.

Graph # 6



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*Graph 6 Providing directions*

The data for the criterion "Providing Directions – The student gives clear and accurate directions within the hotel or restaurant" indicates that most students perform well in this skill. A small percentage (5%) of students need improvement, suggesting that a very few struggle with providing clear and accurate directions. Twenty percent of students performed satisfactorily, meaning they meet basic expectations but may need further practice to enhance their accuracy or clarity. Thirty percent of students performed at a good level, showing they provide directions well, though there's still room for minor improvement. The largest group, 45% of students, performed very satisfactorily, indicating strong competence in providing clear and accurate directions. Overall, the majority of students demonstrate a high level of proficiency, with only a small portion requiring additional support.

*Tabla 9 Handling common situations*

| Criteria | Number of Students | Percentage |
|----------|--------------------|------------|
|----------|--------------------|------------|



|                   |           |             |
|-------------------|-----------|-------------|
| Satisfactory      | 2         | 5%          |
| Good              | 18        | 45%         |
| Very Satisfactory | 20        | 50%         |
| <b>Total</b>      | <b>40</b> | <b>100%</b> |

*Note.* This table shows students' performance in the "Use of Appropriate Vocabulary" criterion, focusing on their ability to use context-specific and polite language relevant to tourism and hospitality.

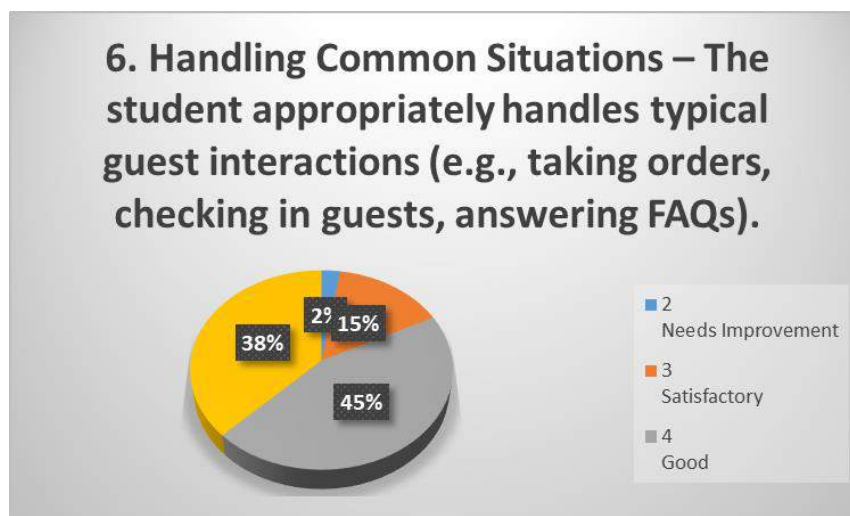
The table shows the performance levels of 40 students based on specific evaluation criteria. A small percentage, 5% (2 students), achieved a satisfactory level. Meanwhile, 45% (18 students) performed at a good level, and 50% (20 students) reached a very satisfactory level. These results suggest that the majority of students demonstrated strong performance, with half attaining the highest possible rating. The data reflects a generally positive outcome, indicating effective development in the assessed skill. The low number of satisfactory ratings highlights a need for minimal support, while the high percentage in upper levels suggests overall competence among the students.

Graph # 7



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*Graph 7 Handling common situations*

The pie chart presents the results of students' performance in handling typical guest interactions, such as taking orders, checking in guests, and responding to frequently asked questions. The majority of students (45%) reached a Good level, while 38% performed at a Satisfactory level. A smaller portion, 15%, were categorized as Needs Improvement, and only 2% fell into the lowest performance category. Overall, most students demonstrated an acceptable level of competence in managing common hospitality-related situations, though a minority still require further support and practice to improve their communication skills in real-world contexts.

*Tabla 10 Politeness and Professionalism*

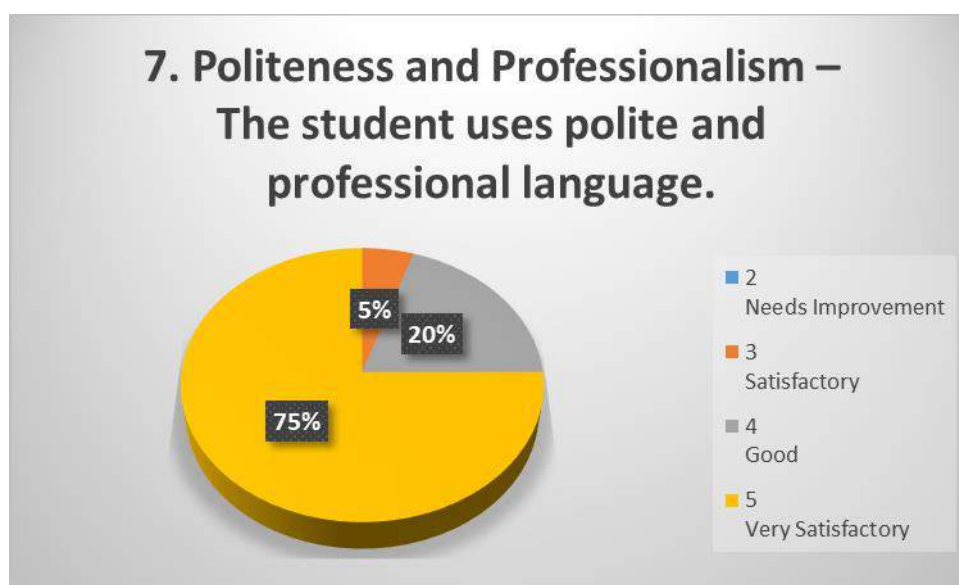
| Criteria          | Number of Students | Percentage |
|-------------------|--------------------|------------|
| Satisfactory      | 6                  | 15%        |
| Good              | 12                 | 30%        |
| Very Satisfactory | 22                 | 55%        |



|              |           |             |
|--------------|-----------|-------------|
| <b>Total</b> | <b>40</b> | <b>100%</b> |
|--------------|-----------|-------------|

*Note.* This table presents students' performance in the "Fluency in Speech" criterion, which evaluates the natural flow and rhythm of their spoken English in professional scenarios.

The table for the criterion "Handling Common Situations – The student appropriately handles typical guest interactions (e.g., taking orders, checking in guests, answering FAQs)" shows a generally positive performance. Out of 40 students, 15 performed very satisfactorily, demonstrating strong skills in managing common guest interactions. Eighteen students performed at a good level, indicating they handle guest situations well, though there may still be some areas for improvement. Six students performed satisfactorily, meeting basic expectations but potentially needing more practice to improve their responses. Only one student needs improvement, suggesting that they may struggle with handling typical guest interactions and could benefit from additional training.



*Graph 8 Politeness and Professionalism*



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The data for the criterion "Politeness and Professionalism – The student uses polite and professional language" shows that most students excel in this area. A small percentage, 5%, performed satisfactorily, meaning they meet basic expectations for politeness and professionalism but may need some improvement. Twenty percent of students performed at a good level, demonstrating solid use of polite and professional language with minor room for improvement. The majority, 75%, performed very satisfactorily, indicating that most students consistently use polite and professional language effectively. Overall, the results suggest that students demonstrate a high level of politeness and professionalism in their communication, with only a few needing further support to refine these skills.

*Tabla 11 Using key phrases for problem-solving*

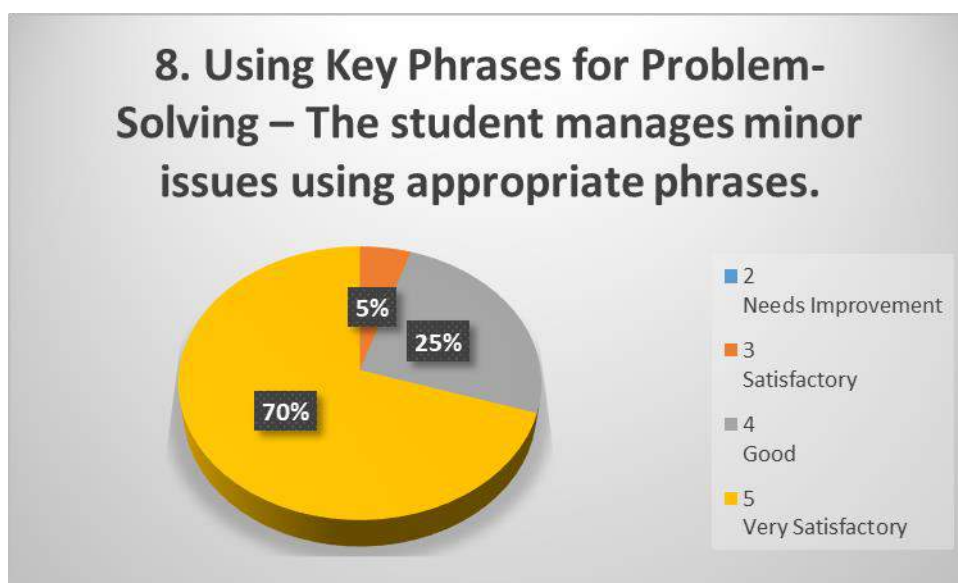
| Criteria          | Number of Students | Percentage  |
|-------------------|--------------------|-------------|
| Satisfactory      | 6                  | 15%         |
| Good              | 18                 | 45%         |
| Very Satisfactory | 16                 | 40%         |
| <b>Total</b>      | <b>40</b>          | <b>100%</b> |

*Note.* This table shows student performance in the "Handling Complaints" criterion, assessing their ability to respond appropriately and professionally in customer service scenarios.

The table for the criterion "Using Key Phrases for Problem-Solving – The student manages minor issues using appropriate phrases" shows that most students are performing well in this area. Out of 40 students, 28 performed very satisfactorily, indicating strong ability to handle minor issues effectively using appropriate phrases. Ten students performed at a good level, demonstrating solid skills in problem-solving, though there may still be room for



improvement. Two students performed satisfactorily, meeting basic expectations but potentially requiring further practice to improve their use of key phrases in problem-solving.



*Graph 9 Using key phrases for problem-solving*

The data shows that the majority of students perform very well in this criterion, with 70% achieving a very satisfactory level. This indicates that most students are highly proficient in the skill being assessed. A smaller portion, 25%, performed at a good level, suggesting that while they are doing well, there is still some room for improvement. Only 5% of the students performed satisfactorily, meeting basic expectations but likely needing further development to reach a higher level of performance. Overall, the results are very positive, with most students excelling in the skill, and only a small percentage requiring additional support.

*Tabla 12 Listening comprehension*

| Criteria | Number of Students | Percentage |
|----------|--------------------|------------|
|----------|--------------------|------------|



|                   |           |             |
|-------------------|-----------|-------------|
| Needs Improvement | 2         | 5%          |
| Satisfactory      | 4         | 10%         |
| Good              | 10        | 25%         |
| Very Satisfactory | 24        | 60%         |
| <b>Total</b>      | <b>40</b> | <b>100%</b> |

*Note.* This table illustrates student performance in the "Asking for and Giving Information" criterion, evaluating their ability to request and provide information clearly and politely in professional contexts.

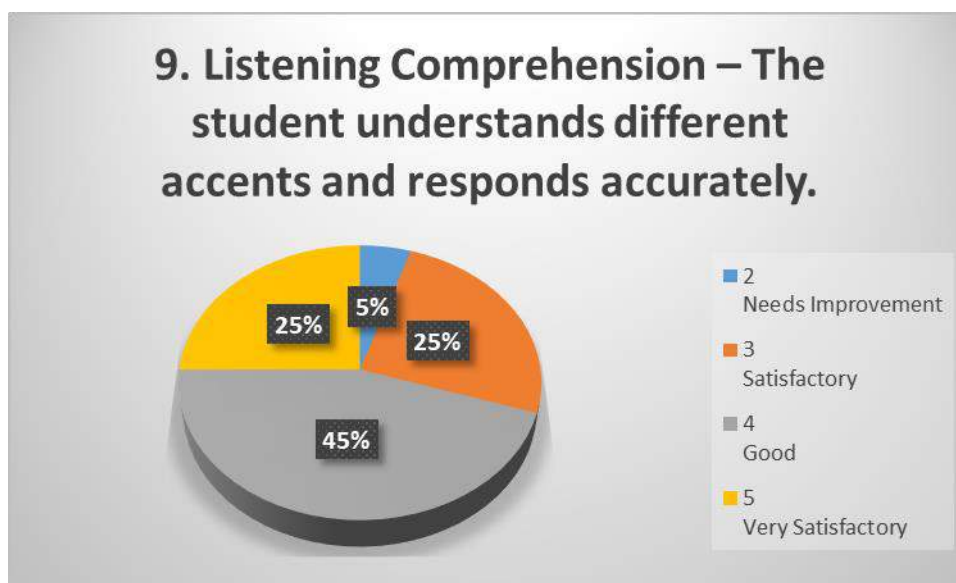
The table for the criterion "Listening Comprehension – The student understands different accents and responds accurately" shows a range of performance levels among the 40 students. Two students need improvement, indicating they have difficulty understanding different accents or responding accurately and may require additional support. Ten students performed satisfactorily, meaning they meet basic expectations but could benefit from more practice to improve their listening skills. Eighteen students performed at a good level, demonstrating a solid ability to understand various accents and respond accurately, with room for minor improvement. Ten students performed very satisfactorily, showing strong listening comprehension and accurate responses to different accents.

Graph # 10



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*Graph 10 Listening comprehension*

The data for the criterion "Listening Comprehension – The student understands different accents and responds accurately" reveals a relatively positive overall performance. Five percent of the students need improvement, indicating that a small portion of the group struggles with understanding different accents or responding accurately. Twenty-five percent of students performed satisfactorily, meeting basic expectations but likely needing further practice to improve their comprehension and response accuracy. Forty-five percent of students performed at a good level, demonstrating solid listening skills and accuracy, with some room for enhancement. Finally, 25% of students performed very satisfactorily, showing strong comprehension and accurate responses to various accents. Overall, most students are performing well, with only a small percentage needing additional support.

*Tabla 13 Non-Verbal communication*

| Criteria          | Number of Students | Percentage |
|-------------------|--------------------|------------|
| Needs Improvement | 4                  | 10%        |



|                   |           |             |
|-------------------|-----------|-------------|
| Satisfactory      | 6         | 15%         |
| Good              | 10        | 25%         |
| Very Satisfactory | 20        | 50%         |
| <b>Total</b>      | <b>40</b> | <b>100%</b> |

*Note.* This table presents students' results in the "Making Suggestions" criterion, focusing on their use of polite and effective language for recommending options in tourism-related situations.

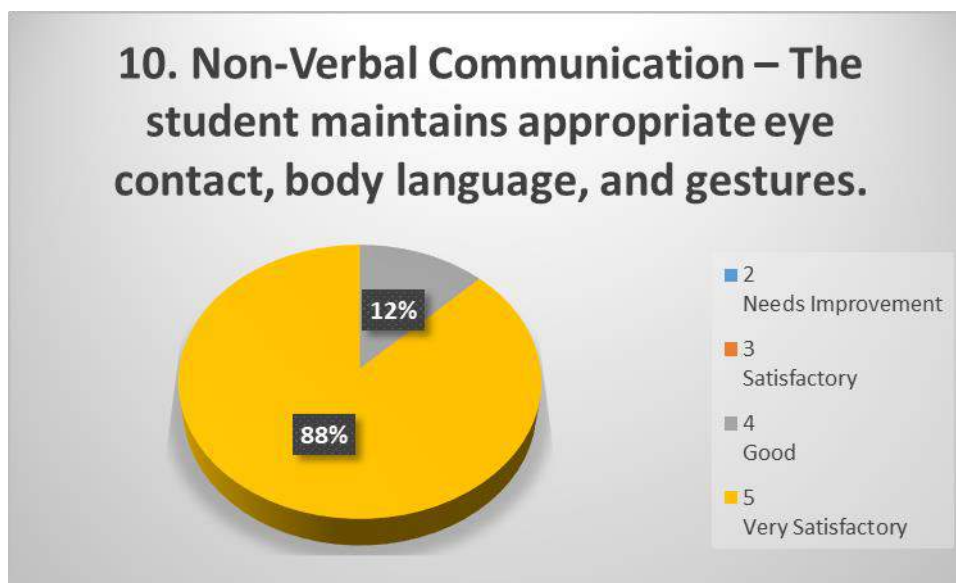
The table for the criterion "Non-Verbal Communication – The student maintains appropriate eye contact, body language, and gestures" shows that the majority of students perform very well in this area. Out of 40 students, 35 performed very satisfactorily, indicating they consistently maintain appropriate eye contact, body language, and gestures. Five students performed at a good level, showing solid non-verbal communication skills but with some minor areas for improvement.

Graph # 11



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*Graph 11 Non-Verbal communication*

The data for the criterion "Non-Verbal Communication – The student maintains appropriate eye contact, body language, and gestures" shows a highly positive outcome. A small percentage, 12%, performed at a good level, indicating that they demonstrate solid non-verbal communication skills but with some room for improvement. The overwhelming majority, 88%, performed very satisfactorily, suggesting that most students consistently maintain appropriate eye contact, body language, and gestures in their interactions. Overall, the results indicate that non-verbal communication is a strength for most students, with only a few requiring additional support to refine these skills.

### Survey

After applying the checklist of students' performance, there was another technique implemented. Students had to fill up a Self-Assessment Survey: English Communication Skills for Tourism Internships just to see if they felt satisfied with their self-performance in real-situations.



The results obtained in the survey applied are the following:

*Tabla 14 Student Confidence in Communicating in English with Tourists During Internship*

| Confidence Level         | Number of Students | Percentage  |
|--------------------------|--------------------|-------------|
| 1 – Not confident at all | 0                  | 0%          |
| 2 – Slightly confident   | 3                  | 7.5%        |
| 3 – Somewhat confident   | 18                 | 45%         |
| 4 – Confident            | 12                 | 30%         |
| 5 – Very confident       | 7                  | 17.5%       |
| <b>Total</b>             | <b>40</b>          | <b>100%</b> |

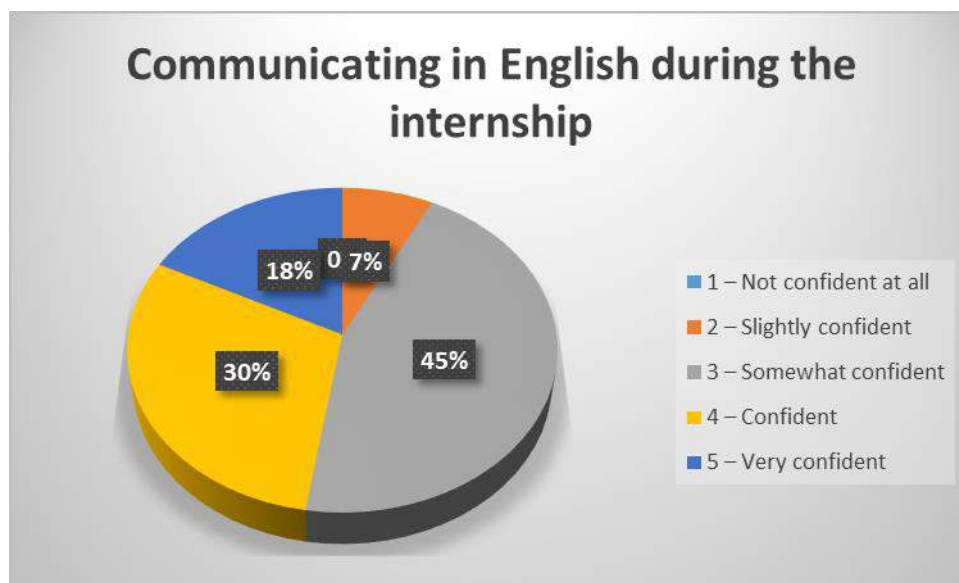
*Note.* This table summarizes students' self-reported confidence in speaking English with tourists during their internship experience.

The table illustrates the confidence levels of 40 students in using English within a specific context. No students reported feeling not confident at all. A small portion, 7.5% (3 students), felt slightly confident, while the largest group, 45% (18 students), identified as somewhat confident. Additionally, 30% (12 students) reported being confident, and 17.5% (7 students) expressed a high level of confidence. These results suggest that although most students have a moderate level of confidence, there is room for improvement to increase the number of students who feel fully confident using English in practical or professional scenarios.

Graph # 12



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*Graph 12 Student Confidence in Communicating in English with Tourists During Internship*

The pie chart illustrates the confidence levels of students when communicating in English during their internships. The majority of students, 45%, feel somewhat confident, suggesting that while they can manage basic interactions, there is still room for growth. 30% reported feeling confident, and 18% felt very confident, indicating that nearly half of the students are comfortable using English in real-life situations. A smaller portion, 7%, felt slightly confident, and notably, no students felt completely unconfident. These findings highlight a generally positive trend, with most students demonstrating at least moderate confidence. However, the fact that only a small group feels very confident suggests the need for continued practice and support, especially in speaking skills for professional contexts like internships in the tourism or hospitality sectors.

*Tabla 15 Student Confidence in Greeting and Welcoming Guests*

| Confidence Level         | Number of Students | Percentage  |
|--------------------------|--------------------|-------------|
| 1 – Not confident at all | 0                  | 0%          |
| 2 – Slightly confident   | 0                  | 0%          |
| 3 – Somewhat confident   | 2                  | 5%          |
| 4 – Confident            | 8                  | 20%         |
| 5 – Very confident       | 30                 | 75%         |
| <b>Total</b>             | <b>40</b>          | <b>100%</b> |

*Note.* This table presents student responses regarding how confident they feel when greeting and welcoming guests during their internship.

The table shows a strong level of confidence among students using English in a specific context. 75% (30 students) reported feeling very confident, while 20% (8 students) felt confident. Only 5% (2 students) indicated they were somewhat confident, and none reported low confidence. These results suggest that the majority of students feel well-prepared and capable of communicating in English, likely due to effective instruction and practice. The absence of low-confidence responses highlights a positive outcome, indicating that most students are confident in their language abilities during real-life or professional situations.

Graph # 13



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*Graph 13 Student Confidence in Greeting and Welcoming Guests*

The pie chart shows students' confidence levels when greeting and welcoming guests in English. A large majority, 75%, reported feeling very confident, indicating strong preparation in this key hospitality skill. 20% of the students felt confident, while only 5% expressed being somewhat confident. Notably, no students reported feeling slightly or not confident at all. These results suggest that students are highly comfortable with one of the most fundamental guest interaction tasks in the tourism and hospitality industry. The high percentage of very confident responses reflects effective instruction and practice in real-world scenarios. Overall, the data indicates that students are well-equipped to perform greetings professionally and warmly in English.

*Tabla 16 Student Confidence in Taking Simple Customer Orders in a Restaurant*

| Confidence Level         | Number of Students | Percentage  |
|--------------------------|--------------------|-------------|
| 1 – Not confident at all | 0                  | 0%          |
| 2 – Slightly confident   | 7                  | 17.5%       |
| 3 – Somewhat confident   | 10                 | 25%         |
| 4 – Confident            | 18                 | 45%         |
| 5 – Very confident       | 5                  | 12.5%       |
| <b>Total</b>             | <b>40</b>          | <b>100%</b> |

*Note.* This table summarizes student self-assessments of their comfort level when taking basic customer orders in a restaurant during their internship.

The table presents students' confidence levels when answering common tourist questions in English. Most students, 45% (18 students), reported feeling confident, followed by 25% (10 students) who felt somewhat confident. 17.5% (7 students) indicated they were slightly confident, while 12.5% (5 students) felt very confident. No students reported feeling not confident at all. These results suggest that while many students are comfortable with this skill, a considerable portion still needs more practice to improve fluency and assurance in real-life tourist interactions.



**Graph # 14***Graph 14 Student Confidence in Taking Simple Customer Orders in a Restaurant*

The chart illustrates students' confidence in taking customer orders in English at a restaurant. The largest group, 45%, reported feeling confident, indicating a strong ability in this practical skill. 25% felt somewhat confident, while 17% were slightly confident, and 13% reported being very confident. A small percentage, 1%, indicated they were not confident at all. These results suggest that while nearly half the students feel comfortable in restaurant interactions, a significant portion still needs support to boost their confidence. The relatively low percentage of very confident students highlights the need for further practice through role plays or authentic materials to reinforce fluency and ease in handling customer orders effectively.

*Tabla 17 Student Confidence in Providing Basic Information About Hotel Services*

| Confidence Level         | Number of Students | Percentage  |
|--------------------------|--------------------|-------------|
| 1 – Not confident at all | 0                  | 0%          |
| 2 – Slightly confident   | 5                  | 12.5%       |
| 3 – Somewhat confident   | 7                  | 17.5%       |
| 4 – Confident            | 18                 | 45%         |
| 5 – Very confident       | 10                 | 25%         |
| <b>Total</b>             | <b>40</b>          | <b>100%</b> |

*Note.* This table shows students' self-perceived comfort in giving basic information about hotel services during their internship experience.

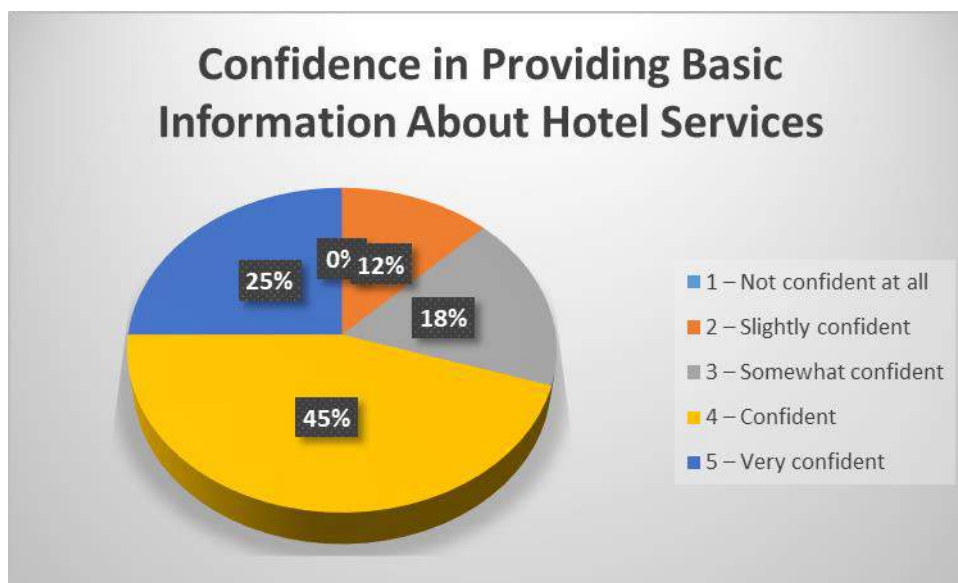
The table presents students' confidence levels when taking simple customer orders in a restaurant. The majority, 45% (18 students), reported feeling confident, while 25% (10 students) felt very confident, indicating a strong ability in this essential hospitality task. 17.5% (7 students) identified as somewhat confident, and 12.5% (5 students) were slightly confident. Notably, no students felt not confident at all, suggesting a generally positive outcome. These results reflect effective instruction and practice, though the presence of students with lower confidence levels shows there is still room for improvement, particularly through real-life simulations and guided speaking activities.

Graph # 15



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*Graph 15 Student Confidence in Providing Basic Information About Hotel Services*

The pie chart illustrates students' confidence in providing basic hotel service information in English. A significant 45% of students reported feeling confident, while 25% expressed being very confident, highlighting that most students are comfortable with this task. 18% felt somewhat confident, and 12% were slightly confident, indicating that a smaller group may still lack fluency or vocabulary range. Notably, no students reported feeling not confident at all, suggesting that all students have at least a basic ability in this area. Overall, the data reflects a solid level of preparedness, though the presence of less confident students shows a need for continued practice using authentic materials and role-play to reinforce speaking skills in real-life hotel settings.

*Tabla 18 Student Confidence in Giving Simple Directions Inside a Hotel or Restaurant*

| Confidence Level | Number of Students | Percentage |
|------------------|--------------------|------------|
|------------------|--------------------|------------|



|                          |           |             |
|--------------------------|-----------|-------------|
| 1 – Not confident at all | 0         | 0%          |
| 2 – Slightly confident   | 5         | 12.5%       |
| 3 – Somewhat confident   | 6         | 15%         |
| 4 – Confident            | 14        | 35%         |
| 5 – Very confident       | 15        | 37.5%       |
| <b>Total</b>             | <b>40</b> | <b>100%</b> |

*Note.* This table presents students' confidence levels when giving simple directions within a hotel or restaurant setting during their internship.

The table shows students' confidence in providing basic information about hotel services. Most students demonstrated high confidence, with 37.5% (15 students) feeling very confident and 35% (14 students) feeling confident. 15% (6 students) reported being somewhat confident, while 12.5% (5 students) felt only slightly confident. No students reported a complete lack of confidence. These results indicate that the majority of students are well-prepared for this task, though a small portion would benefit from additional practice to strengthen their speaking skills in professional hospitality contexts.

Graph # 16



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*Graph 16 Student Confidence in Giving Simple Directions Inside a Hotel or Restaurant*

The chart displays students' confidence levels when giving simple directions in hotel or restaurant settings. The highest percentage, 38%, felt very confident, while 35% reported being confident, showing that most students are well-prepared for this essential communicative task. 15% felt somewhat confident, and 12% indicated being slightly confident. Importantly, no students reported feeling not confident at all, suggesting a baseline competence among all participants. Overall, the majority demonstrate strong speaking skills in situational English, reflecting successful instruction or practice. However, continued reinforcement through real-life simulations could help elevate those with lower confidence to higher levels.

*Tabla 19 Student Confidence in Understanding and Using Internship-Related Vocabulary*

| Confidence Level         | Number of Studets | Percentage |
|--------------------------|-------------------|------------|
| 1 – Not confident at all | 0                 | 0%         |



|                        |           |             |
|------------------------|-----------|-------------|
| 2 – Slightly confident | 1         | 2.5%        |
| 3 – Somewhat confident | 8         | 20%         |
| 4 – Confident          | 15        | 37.5%       |
| 5 – Very confident     | 16        | 40%         |
| <b>Total</b>           | <b>40</b> | <b>100%</b> |

*Note.* This table displays how confident students feel in understanding and using vocabulary relevant to their internship duties.

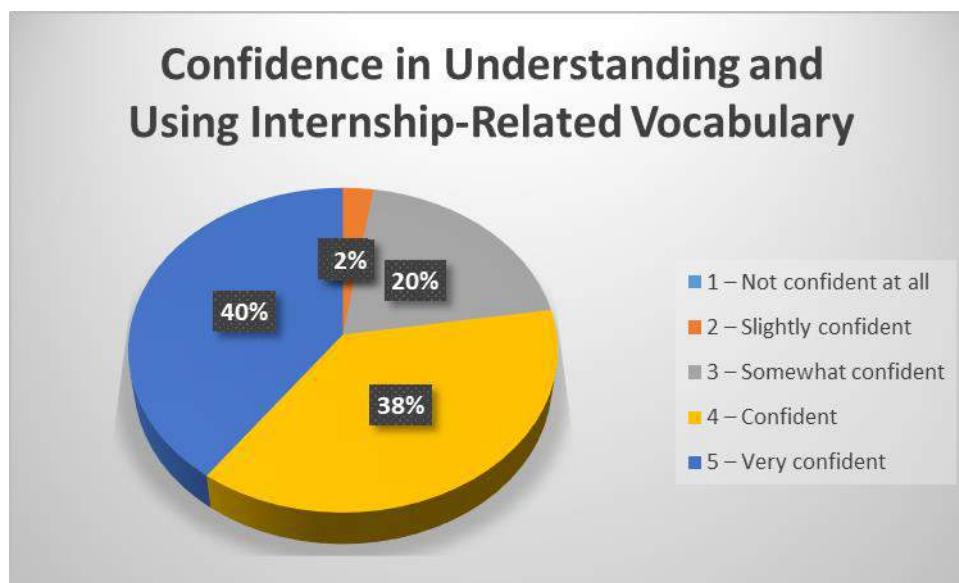
The table presents students' confidence levels in giving simple directions inside a hotel or restaurant. A large majority felt positively about their abilities, with 40% (16 students) reporting being very confident and 37.5% (15 students) feeling confident. 20% (8 students) described themselves as somewhat confident, and only 2.5% (1 student) felt slightly confident. Notably, no students reported being not confident at all. These results indicate strong speaking skills in this area, with most students demonstrating the ability to give directions clearly in a hospitality setting. Continued practice can support those with moderate confidence to reach higher levels.

### Graph # 17



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*Graph 17 Student Confidence in Understanding and Using Internship-Related Vocabulary*

The chart illustrates students' confidence levels in understanding and using vocabulary related to their internships. The highest percentage, 40%, reported feeling very confident, followed closely by 38% who felt confident, indicating that most students are comfortable with the specific language needed for their roles. 20% of students expressed being somewhat confident, while a minimal 2% felt slightly confident, and none reported being not confident at all. These results suggest that the majority of students have developed strong vocabulary skills relevant to their field, which is essential for clear and professional communication during internships. The high levels of confidence reflect effective preparation, possibly through targeted instruction, authentic materials, and real-world practice. However, the small percentage of less confident students indicates a need for ongoing vocabulary support and reinforcement activities to ensure that all learners can confidently and accurately use the language required in workplace settings.

*Tabla 20 Student Confidence in Using English Vocabulary at the Hotel Front Desk (Check-in/Check-out)*

| Confidence Level     | Number of Students | Percentage  |
|----------------------|--------------------|-------------|
| Not confident at all | 0                  | 0%          |
| Slightly confident   | 2                  | 5%          |
| Somewhat confident   | 5                  | 12.5%       |
| Confident            | 15                 | 37.5%       |
| Very confident       | 18                 | 45%         |
| <b>Total</b>         | <b>40</b>          | <b>100%</b> |

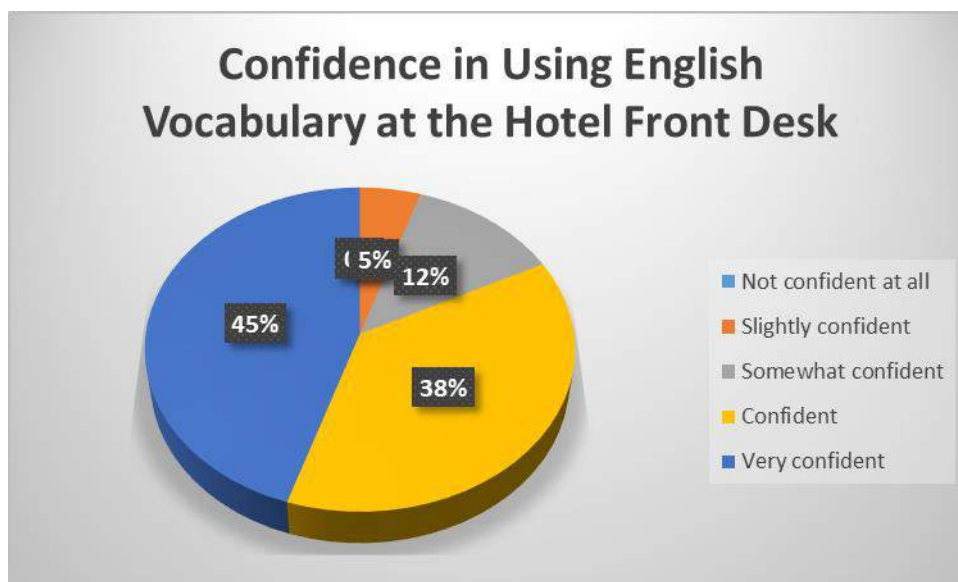
*Note.* This table summarizes how confident students feel using English vocabulary during front desk procedures such as check-in and check-out.

The table presents students' confidence levels in understanding and using internship-related vocabulary. A majority of students reported high confidence, with 45% (18 students) feeling very confident and 37.5% (15 students) identifying as confident. 12.5% (5 students) felt somewhat confident, and 5% (2 students) were slightly confident. No students reported being not confident at all, indicating that all participants have at least a basic understanding of key vocabulary. These results suggest strong preparation and familiarity with industry-specific terms, essential for effective communication during internships. Continued support can help boost the confidence of those in the lower categories.

Graph # 18



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*Graph 18 Student Confidence in Using English Vocabulary at the Hotel Front Desk (Check-in/Check-out)*

The chart presents students' self-assessed confidence levels in using English vocabulary at the hotel front desk. The majority, 45%, reported feeling very confident, and 38% felt confident, indicating that most students are well-prepared for real-life front desk interactions. 12% of students felt somewhat confident, while only 5% expressed being slightly confident. Notably, no students felt not confident at all, showing that all participants possess at least a basic understanding of front desk vocabulary. These results reflect effective instruction and relevant practice in professional hotel contexts. However, the presence of students with lower confidence levels, though minimal, highlights the importance of continued exposure to practical simulations and authentic dialogues to further boost their communication skills in customer service situations.

Tabla 21 Student Confidence in Using English Vocabulary for Restaurant Orders and Menu Items

| Confidence Level | Number of Students | Percentage |
|------------------|--------------------|------------|
|------------------|--------------------|------------|

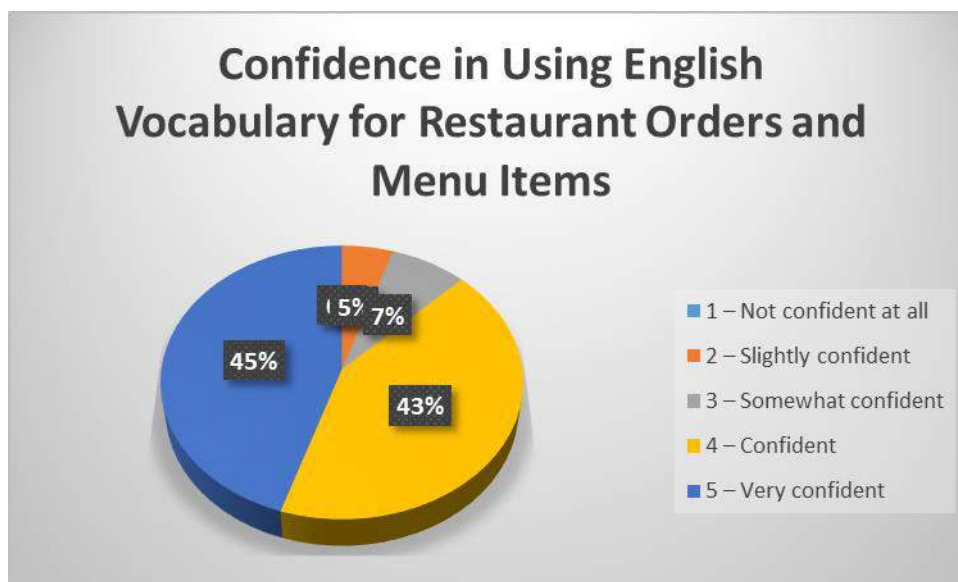


|                          |           |             |
|--------------------------|-----------|-------------|
| 1 – Not confident at all | 0         | 0%          |
| 2 – Slightly confident   | 2         | 5%          |
| 3 – Somewhat confident   | 3         | 7.5%        |
| 4 – Confident            | 17        | 42.5%       |
| 5 – Very confident       | 18        | 45%         |
| <b>Total</b>             | <b>40</b> | <b>100%</b> |

*Note.* This table reflects students' confidence levels in using English vocabulary related to restaurant orders and menu items during their internship experience.

The table shows students' confidence levels in using English vocabulary at the hotel front desk. A strong majority felt positive about their skills, with 45% (18 students) reporting they were very confident and 42.5% (17 students) feeling confident. 7.5% (3 students) identified as somewhat confident, and 5% (2 students) felt slightly confident. No students reported being not confident at all, indicating that all participants have at least some level of comfort with the vocabulary required in this professional setting. These results suggest effective instruction and practical training, with most students ready to handle front desk interactions in English.



**Graph # 19**

*Graph 19 21 Student Confidence in Using English Vocabulary for Restaurant Orders and Menu Items*

The chart shows students' confidence in using English vocabulary related to restaurant orders and menu items. A high percentage, 45%, reported feeling very confident, and 43% felt confident, demonstrating that the majority of students are well-prepared for food service interactions in English. Only 7% indicated being somewhat confident, and 5% felt slightly confident. Importantly, no students reported being not confident at all, reflecting a strong foundational knowledge and practice in this area. These results suggest that students are equipped to handle restaurant-related conversations with ease, likely due to targeted instruction and practical speaking activities. The small percentage of students with lower confidence highlights an opportunity to reinforce vocabulary and fluency through continued real-world simulations.

*Tabla 22 Student Confidence in Using English Vocabulary When Answering Common Tourist Questions*

| Confidence Level         | Number of Students | Percentage  |
|--------------------------|--------------------|-------------|
| 1 – Not confident at all | 0                  | 0%          |
| 2 – Slightly confident   | 5                  | 12.5%       |
| 3 – Somewhat confident   | 6                  | 15%         |
| 4 – Confident            | 17                 | 42.5%       |
| 5 – Very confident       | 12                 | 30%         |
| <b>Total</b>             | <b>40</b>          | <b>100%</b> |

*Note.* This table summarizes student self-assessment of their confidence using English vocabulary to respond to typical tourist inquiries during their internship.

The table shows students' confidence levels in using English vocabulary for restaurant orders and menu items. Most students expressed a high level of confidence, with 42.5% (17 students) feeling confident and 30% (12 students) feeling very confident. Meanwhile, 15% (6 students) reported being somewhat confident, and 12.5% (5 students) felt slightly confident. No students indicated being not confident at all, which suggests that all participants have at least a basic understanding of relevant vocabulary. Overall, the data reflects solid preparation in this area, with the majority ready to handle restaurant communication in English effectively.

Graph # 20



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*Graph 20 Student Confidence in Using English Vocabulary When Answering Common Tourist Questions*

The chart illustrates students' confidence levels in using English to respond to typical tourist questions. A large proportion, 43%, felt confident, and 30% reported feeling very confident, showing that the majority possess strong communicative abilities in this context. 15% of students considered themselves somewhat confident, while 12% felt slightly confident. Notably, none of the students felt not confident at all, which indicates a solid baseline of competency across the group. These results suggest that students are generally well-prepared to handle real-life tourist interactions, though some still require additional support and practice to build fluency and confidence. Integrating more role-play scenarios and interactive speaking tasks could help boost the performance of those in the lower-confidence categories.

*Tabla 23 Student Confidence in Using English Vocabulary in Handling Emergency Situations*

| Confidence Level         | Number of Students | Percentage |
|--------------------------|--------------------|------------|
| 1 – Not confident at all | 0                  | 0%         |
| 2 – Slightly confident   | 2                  | 5%         |



|                        |           |             |
|------------------------|-----------|-------------|
| 3 – Somewhat confident | 7         | 17.5%       |
| 4 – Confident          | 18        | 45%         |
| 5 – Very confident     | 13        | 32.5%       |
| <b>Total</b>           | <b>40</b> | <b>100%</b> |

*Note.* This table presents students' self-reported confidence in using English vocabulary when managing emergency situations during their internship.

The table presents students' confidence levels in using English vocabulary when answering common tourist questions. A majority of students expressed high confidence, with 45% (18 students) feeling confident and 32.5% (13 students) feeling very confident. 17.5% (7 students) reported being somewhat confident, while 5% (2 students) felt slightly confident. Importantly, no students indicated being not confident at all, showing that all participants have at least a basic ability in this area. These results reflect strong overall preparation, with most students ready to interact effectively with tourists in English-speaking situations.

Graph # 21



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*Graph 21 Student Confidence in Using English Vocabulary in Handling Emergency Situations*

The pie chart reflects students' confidence levels in using English vocabulary when dealing with emergency situations. A strong majority, 45%, reported feeling confident, while 33% indicated they were very confident, suggesting that most students feel prepared for high-pressure scenarios. 17% of students felt somewhat confident, and a smaller group, 5%, reported being slightly confident. No students selected not confident at all, which highlights a foundational level of preparedness across the group. These results indicate successful instruction in functional and critical vocabulary needed during emergencies. However, the presence of students with moderate to low confidence levels suggests a need for further practice through simulations and situational role-plays to ensure all learners can respond calmly and effectively in urgent situations.

### **Comparative Analysis of the Three Stages**

The development of this project unfolded in three distinct stages, allowing for a comprehensive comparison of students' progress in speaking English for tourism purposes. Initially, a placement test revealed limited communicative competence among the 40 second-semester tourism students: 40% were at the Beginner level, 55% at Elementary, and only 5% at



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Pre-Intermediate. These results confirmed the necessity of implementing a didactic unit grounded in English for Specific Purposes (ESP) and authentic materials contextualized to Ecuador's tourism industry.

During the instructional phase, students engaged in role-play simulations, vocabulary drills, pronunciation practice, and listening tasks reflecting real-world hotel and restaurant scenarios. Upon completion, performance was assessed through a checklist during internships. Results indicated marked improvement across multiple indicators.

Specifically, the self-assessment surveys revealed that in areas like responding to tourist questions, handling emergencies, and taking restaurant orders, over 75% of students reported feeling "Confident" or "Very Confident". This outcome validates the effectiveness of using authentic, context-relevant tasks to build communicative competence. As supported by Kocak (2021), well-structured speaking activities using real-life situations boost student motivation and participation. Additionally, Hartman (2019) emphasizes that authentic materials improve speaking skills by exposing students to natural language in meaningful contexts. The use of contextualized ESP instruction also aligns with Parker's (2020) assertion that tourism-specific English programs significantly enhance learners' readiness for industry demands.

Although a small percentage of students still rated themselves as "Somewhat" or "Slightly Confident", the overall trend points to substantial growth in vocabulary use, clarity, fluency, and confidence when speaking English in professional settings. These findings underscore the value of experiential, task-based learning in preparing students for the tourism industry.



## CONCLUSIONS

This research project explored the impact of authentic materials on the development of speaking skills among second-semester tourism students at the Instituto Superior Tecnológico “Vicente Rocafuerte.” The findings highlight several important conclusions that contribute to both academic instruction and practical outcomes in the tourism education context.

First, it was confirmed that **speaking is a fundamental skill** for tourism students, as it plays a central role in their ability to communicate effectively with foreign guests during internships. Students often struggle with fluency, pronunciation, and confidence due to a lack of exposure to real-world communication scenarios.

Second, the integration of **authentic materials** such as menus, brochures, real conversations, and images of local tourist sites significantly improved students’ speaking performance. These resources not only exposed learners to genuine language use but also fostered meaningful interaction aligned with the demands of the tourism industry.

Third, the application of **Communicative Language Teaching (CLT)** and **Contextual Teaching and Learning (CTL)** methodologies created a student-centered environment that enhanced learner engagement, confidence, and communicative competence. These approaches emphasized practical application and peer collaboration, making learning more relevant and motivating.

Fourth, **assessment tools**—including placement tests and structured interviews with tourism professionals—proved essential in identifying students’ initial proficiency and the specific communicative demands of the tourism sector. These diagnostic methods supported the design and adaptation of the didactic unit to match real industry expectations.



Finally, the **designed didactic unit**, composed of five structured lessons focusing on real-life tourism situations, effectively supported the improvement of students' speaking skills. It provided a practical and replicable model for future use in tourism language education.

## RECOMENDATIONS

Based on the conclusions drawn from this study, the following recommendations are proposed to enhance the development of speaking skills among tourism students and to align English instruction with the practical needs of the industry:

### **Implement the Didactic Unit Institutionally**

It is recommended that the didactic unit developed in this research be officially adopted as part of the English curriculum for tourism students at the Instituto Superior Tecnológico “Vicente Rocafuerte.” Its contextual and communicative focus has proven effective in improving students' speaking performance in real-world scenarios.

### **Encourage the Use of Authentic Materials**

Teachers should incorporate a wide variety of authentic materials—such as menus, dialogues, brochures, and audio-visual content—into their lessons. These resources offer students exposure to realistic language use and better prepare them for professional communication in the tourism sector.

### **Provide Teacher Training in CLT and CTL Methodologies**

Professional development programs should be offered to English instructors to ensure effective implementation of Communicative Language Teaching (CLT) and Contextual Teaching and Learning (CTL) approaches. These methodologies foster greater student engagement and real-life language application.



### **Strengthen Collaboration with the Tourism Industry**

Educational institutions should actively seek feedback from hotel and tourism professionals to ensure that instructional content remains aligned with current industry expectations. This collaboration will also support internship success and improve job readiness.

### **Incorporate Continuous, Real-World Assessment**

Speaking assessments should reflect authentic workplace situations through role-plays, guided dialogues, and problem-solving tasks. This will help students build confidence and apply their language skills in meaningful contexts.

### **Promote Student Involvement in Learning Design**

Students should be encouraged to participate in the creation of activities and dialogues. This participatory approach increases motivation, personalizes learning, and helps them take ownership of their communicative development.

These recommendations aim to bridge the gap between classroom instruction and industry needs, ensuring that tourism students acquire the communicative competence necessary to succeed in both academic and professional environments.



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Appendix 9 Lesson Plans For The Proposal

|                                                                                                                                                       |                                |                                                                                              |                                                                              |                                                                                       |                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
|  <p>Instituto Superior Tecnológico<br/><b>VICENTE ROCAFUERTE</b></p> |                                | <p align="center"><b>INSTITUTO SUPERIOR TECNOLÓGICO</b><br/><b>"VICENTE ROCAFUERTE"</b></p>  |                                                                              |                                                                                       |  <p align="center"><b>CENTRO DE IDIOMAS</b></p> |
| <b>MICROCURRICULAR PLANNING TABLE</b>                                                                                                                 |                                |                                                                                              |                                                                              |                                                                                       |                                                                                                                                    |
| TEACHERS' NAMES:                                                                                                                                      |                                | LEVEL: ELEMENTARY - PRE INTERMEDIATE                                                         | WEEK: 5                                                                      | TRANSVERSAL AXES: LINGUISTIC COMMUNICATION, SOCIOEMOTIONAL                            |                                                                                                                                    |
| SUBJECT: ENGLISH FOR SPECIFIC PURPOSES - TOURISM                                                                                                      |                                | PERIOD: ACADEMIC PERIOD 2024-II                                                              |                                                                              | APPROACH: CONTEXTUAL TEACHING AND LEARNING (CLT)                                      |                                                                                                                                    |
| <b>WEEK</b>                                                                                                                                           | <b>TOPIC</b>                   | <b>SKILLS &amp; PERFORMANCE CRITERIA</b>                                                     | <b>ASSESSMENT INDICATORS</b>                                                 | <b>ACTIVE METHODOLOGICAL STRATEGIES</b>                                               | <b>ASSESSMENT ACTIVIT</b>                                                                                                          |
| 1                                                                                                                                                     | Hotel Check-In                 | Understand and use basic hotel vocabulary and wh-questions to interact with guests.          | Uses complete phrases to perform a hotel check-in role play with proper      | Role-play, vocabulary matching, grammar in context, audio-based listening             | Role-play, listening task, fill-in-the-blank dialogue, pronunciation activity                                                      |
| 2                                                                                                                                                     | Giving Hotel Directions        | Use prepositions of place and spatial language to locate hotel facilities.                   | Gives accurate directions using at least 4 prepositions and                  | Dialogue completion, map practice, interactive floor plan role-play                   | Speaking task, hotel map labeling, location description activity                                                                   |
| 3                                                                                                                                                     | Suggesting Tourist Attractions | Recommend places using modal verbs (should, can, must) with enthusiasm and clarity.          | Uses modal verbs in a conversation to suggest at least 2 local tourist sites | Listening dialogues, guided speaking prompts, mini tour presentation                  | Mini oral tour, sentence completion, tourist Q&A simulation                                                                        |
| 4                                                                                                                                                     | Serving in the Restaurant      | Take and serve food orders using functional phrases, questions, and polite service language. | vocabulary and customer care phrases in a complete restaurant                | Menu simulation, listening to dialogues, ordering practice                            | Role-play, order-taking worksheet, pronunciation of polite requests                                                                |
| 5                                                                                                                                                     | Handling Guest Complaints      | Solve guest problems using polite responses and present perfect tense.                       | 2 types of guest complaints using formal customer care language.             | Problem-solving role-plays, polite language modeling, feedback expressions            | Complaint handling script, vocabulary fill-ins, intonation repetition                                                              |
|                                                                    |                                |          |                                                                              |  |                                                                                                                                    |
| TEACHER'S SIGNATURE                                                                                                                                   |                                | TEACHER'S SIGNATURE                                                                          |                                                                              | COORDINATOR'S SIGNATURE                                                               |                                                                                                                                    |

### Appendix 10 Proposal and Schedule

| PROPOSAL AND SCHEDULE |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                     |            |            |                                  |        |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------|------------|----------------------------------|--------|
| PROJEC NAME:          | AUTHENTIC MATERIAL TO ENHANCE SPEAKING SKILLS                                                                                                                                                                                                                                                                                                                                                                                             |                     |            | AUTHORS:   | JORGE SANCHEZ AND JOHANNA VARGAS |        |
| OBJECTIVE:            | To improve the speaking skills of second-semester tourism students at Instituto Superior Tecnológico “Vicente Rocafuerte” by implementing a contextualized didactic unit based on authentic materials and communicative activities, enabling students to interact confidently and effectively in real-life tourism scenarios such as hotel check-ins, giving directions, making recommendations, and handling guest service interactions. |                     |            |            |                                  |        |
| START DAY:            | 11/11/2024                                                                                                                                                                                                                                                                                                                                                                                                                                | END DAY: 11/12/2024 |            |            |                                  |        |
|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                     |            |            |                                  |        |
| WEEK                  | LESSON NAME                                                                                                                                                                                                                                                                                                                                                                                                                               | COURSE              | START DAY  | END DAY    | DURATION IN DAYS                 | STATUS |
| 1                     | Hotel Check-In                                                                                                                                                                                                                                                                                                                                                                                                                            | SECOND SEMESTER     | 11/11/2024 | 12/11/2024 | 2                                | DONE   |
|                       | PRACTICE                                                                                                                                                                                                                                                                                                                                                                                                                                  | SECOND SEMESTER     | 13/11/2024 | 14/11/2024 | 2                                | DONE   |
| 2                     | Giving Hotel Directions                                                                                                                                                                                                                                                                                                                                                                                                                   | SECOND SEMESTER     | 18/11/2024 | 19/11/2024 | 2                                | DONE   |
|                       | PRACTICE                                                                                                                                                                                                                                                                                                                                                                                                                                  | SECOND SEMESTER     | 20/11/2024 | 21/11/2024 | 2                                | DONE   |
| 3                     | Suggesting Tourist Attractions                                                                                                                                                                                                                                                                                                                                                                                                            | SECOND SEMESTER     | 25/11/2024 | 26/11/2024 | 2                                | DONE   |
|                       | PRACTICE                                                                                                                                                                                                                                                                                                                                                                                                                                  | SECOND SEMESTER     | 27/11/2024 | 28/11/2024 | 2                                | DONE   |
| 4                     | Serving in the Restaurant                                                                                                                                                                                                                                                                                                                                                                                                                 | SECOND SEMESTER     | 2/12/2024  | 3/12/2024  | 2                                | DONE   |
|                       | PRACTICE                                                                                                                                                                                                                                                                                                                                                                                                                                  | SECOND SEMESTER     | 4/12/2024  | 5/12/2024  | 2                                | DONE   |
| 5                     | Handling Guest Complaints                                                                                                                                                                                                                                                                                                                                                                                                                 | SECOND SEMESTER     | 9/12/2024  | 10/12/2024 | 2                                | DONE   |
|                       | PRACTICE                                                                                                                                                                                                                                                                                                                                                                                                                                  | SECOND SEMESTER     | 11/12/2024 | 12/11/2024 | 2                                | DONE   |