



Universidad Internacional de La Rioja  
Faculty of Education and Humanities

Master's Degree in Teaching English as a Foreign Language  
**Real tasks, real communication: ESP for  
hospitality apprentices**

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## Página legal

El presente trabajo está directamente relacionado con el Servicio Nacional de Aprendizaje (SENA), particularmente con el área de hotelería y los programas de formación que esta apoya. Para el desarrollo de este documento, se empleó información de los aprendices del área de hotelería, tomándolos como base fundamental para la construcción y diseño de la propuesta. En consecuencia, el documento presenta una propuesta pedagógica orientada al fortalecimiento de las competencias comunicativas en inglés de dichos aprendices del SENA, aportando al fortalecimiento de la Formación Profesional Integral al promover estrategias pedagógicas alineadas con las necesidades reales del sector productivo y el desarrollo de competencias comunicativas aplicables a su futuro contexto laboral.

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## Palabras clave

Aprendizaje basado en tareas (ABT/TBL), inglés para propósitos específicos (IPE/ESP), competencia comunicativa, educación vocacional, SENA, hotelería y turismo, enseñanza de inglés como lengua extranjera (EFL).

## Abstract

This intervention proposal aims to enhance the English communicative competence of apprentices in a Colombian public vocational training center by addressing the need for workplace-oriented language instruction. It responds to limited opportunities for meaningful English use in vocational contexts. The proposal follows a Task-Based Learning and English for Specific Purposes framework and is designed for hospitality and tourism apprentices. The methodology involves the development of six structured sessions based on pre-task preparation, task performance, and post-task reflection, supported by formative assessment and a final integrative task. The pedagogical analysis and design process indicate that this approach is feasible and contextually appropriate, with strong potential to increase learner engagement and promote functional language use in professional scenarios. The proposal concludes that integrating communicative and task-based strategies into vocational education can strengthen apprentices' professional communication skills while offering a flexible framework adaptable to similar training programs.

**Keywords:** TBL, ESP, Communication, Vocational, SENA.

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## 1. Introduction

This section introduces the background of the study, explaining why English education is important in vocational training in Colombia, and more specifically in the Servicio Nacional de Aprendizaje (SENA). It also presents the main problem that motivates this research, the low communicative competence among SENNA apprentices, and proposes a possible solution through the use of a Communicative and Task-Based Learning approach.

The Servicio Nacional de Aprendizaje (SENA) is one of the largest public educational institutions in Colombia. It provides technical and technological training to thousands of apprentices in different areas, such as administration, bakery, nursing assistant, and many others. The main goal of SENNA is to prepare students, also called apprentices by the institution, for the world of work by developing the specific skills that each profession requires. Within this type of education, English has become more relevant each year because it is now considered an essential skill for employability and professional growth.

In SENNA, most apprentices must study English during their training. In technical programs, English is required for many areas, while in technological programs, all apprentices must study it. This policy is part of a national effort to strengthen English proficiency in the country, which began with the Programa Nacional de Bilingüismo created by the Ministerio de Educación Nacional (MEN). This program aims to improve students' communicative competence in English so they can access better opportunities in both academic and professional fields.

However, despite these efforts, English levels in Colombia remain low. According to a study from the Laboratorio de la Economía de la Educación (LEE) at Pontificia Universidad Javeriana (2021), 78% of job vacancies in Colombia required English, but 49.8% of the students who took the Saber 11 exam were placed in the lowest level in English. The study also shows that students from private schools tend to perform better than those from public schools. Since most SENNA apprentices come from public schools and have limited socio-economic resources, they usually begin their programs with weak English foundations and little exposure to the language outside the classroom.

This situation presents an important challenge. SENNA's education is focused on preparing students for work, so the English instruction that apprentices receive should help them communicate effectively in real professional contexts. For this reason, English for Specific

Purposes (ESP) is particularly relevant, since it focuses on the language that learners actually need for their future jobs (Hutchinson & Waters, 1987). ESP also connects directly with SENA's mission of offering practical, work-oriented education.

Even though ESP is highly relevant, English classes in SENA still tend to follow traditional methods that emphasize grammar and memorization instead of communication. As a result, many apprentices finish their English courses with limited ability to use the language in real situations. To help solve this problem, this research proposes the use of a Communicative and Task-Based Learning (TBL) approach. These approaches promote meaningful use of language and real communication through tasks that are connected to students' professional fields (Ellis, 2003; Willis & Willis, 2007).

In short, the growing need for English in the Colombian labor market, combined with the low proficiency levels of SENA apprentices, shows that a change in teaching methodology is necessary. This proposal seeks to use a Communicative and Task-Based Learning approach to help apprentices develop their communicative skills and to make English learning more useful, relevant, and connected to their future professions.

### 1.1. Justification

This section justifies the relevance of the study by presenting the educational problem, its professional implications, and the pedagogical response proposed. It also explains how the study aligns with the general and specific objectives of the proposal.

English language education in Colombia continues to present significant challenges that directly affect learners' communicative competence. Structural limitations such as large class sizes, unequal access to resources, and traditional teaching approaches have contributed to low levels of language achievement. National data indicate that approximately 73% of secondary school graduates remain at basic levels of English (A-, A1 or A2), while fewer than 15% reach an independent level (ICFES Technical Report, 2023). These results demonstrate the need to design instructional interventions that move beyond grammatical knowledge and prioritize functional communication skills.

This problem becomes more acute in public vocational education contexts, where learners often begin their technical training with limited exposure to authentic language use. In these settings, English is not only an academic requirement but a core professional competence.

Labor market evidence shows that a high percentage of job opportunities require English as a condition for employability (LEE, 2021). Consequently, strengthening learners' ability to understand, explain, and interact in professional contexts is directly linked to their future occupational performance. This reality supports the study's objective of identifying and addressing communicative gaps in vocational EFL learners.

From a pedagogical perspective, this study is grounded in Communicative Language Teaching and Task-Based Learning (TBL) within an English for Specific Purposes (ESP) framework. These approaches align with the objective of designing learning experiences that promote meaningful interaction and professional relevance. Previous research indicates that task-based instruction facilitates the development of pragmatic and grammatical competence through purposeful communication (Ellis, 2017), while communicative approaches promote motivation and real-world language use (Carless, 2020). ESP provides the contextual specificity required to align classroom tasks with occupational functions (Basturkmen, 2018; Long, 2016). These theoretical foundations justify the study's objective of designing and implementing a task-based ESP intervention.

Finally, this study is justified by the need for empirical evidence in public vocational education contexts in Colombia. There is limited research on how TBL and ESP function with learners at low–intermediate levels in resource-constrained environments. By analyzing learners' ability to explain occupational functions, comprehend workplace interactions, and exchange opinions about professional situations, this study contributes to the objective of evaluating the effectiveness of communicative, task-based instruction. The proposal seeks to generate practical pedagogical insights that can inform curriculum design, assessment practices, and teacher development in vocational EFL programs.

## 1.2. Brief analysis of the state of the art

This section reviews recent empirical research on communicative competence, Task-Based Learning (TBL), and English for Specific Purposes (ESP) in Colombian EFL contexts. It focuses on how these approaches have been implemented and evaluated, with special attention to vocational education. The aim is to identify research trends, key findings, and existing gaps that justify the present proposal.

In recent years, Colombian research has shown growing interest in communicative and task-based methodologies. These approaches are recognized for promoting authentic language use and learner engagement. However, most studies have focused on primary, secondary, or university contexts. Empirical evidence from vocational education remains limited. This gap is relevant for public vocational centers, where language needs are closely linked to professional and occupational demands.

Becerra-Posada and Arroyo (2023) examined the use of TBL by preservice teachers before and during the COVID-19 pandemic. The study analyzed lesson plans and reflective journals. Results indicated strong theoretical knowledge of TBL but inconsistent classroom application. Time limitations, assessment requirements, and changes in teaching modalities affected implementation. These results point to the need for institutional support when adopting task-based approaches, which is relevant for the design of this proposal.

Velásquez Hoyos (2023) conducted a narrative inquiry with twelve English teachers involved in a bilingual education project. Data from interviews and classroom observations showed that TBL increased student motivation and interaction. At the same time, large class sizes and limited materials restricted sustained use. The study highlights the importance of adapting methodologies to contextual conditions, a key concern in vocational education.

Tamayo Cano (2023) carried out a mixed-methods needs analysis to support the design of a blended English program in a public institution. The findings showed that learners engaged more when activities were linked to workplace situations. The integration of ESP content with task-based strategies increased perceived relevance and motivation. These results support the use of vocationally oriented communicative tasks.

Díaz Cáceres (2023) investigated learner engagement in online English courses within a vocational education context. Using surveys, interviews, and learning analytics, the study found that engagement increased when tasks were aligned with professional goals and supported by consistent feedback. In contrast, tasks unrelated to occupational realities led to superficial participation. This evidence reinforces the importance of aligning pedagogical tasks with vocational domains.

Coronado-Rodríguez (2022) analyzed a professional development program based on TBL for rural English teachers. Classroom observations and interviews showed improvements in

teaching practices and student oral participation. However, the study reported difficulties in maintaining these improvements without institutional follow-up. The findings suggest that methodological innovation requires sustained organizational support.

In synthesis, the reviewed studies confirm that communicative, task-based, and ESP-oriented approaches improve motivation, engagement, and communicative competence when they are properly contextualized. At the same time, the literature reveals a clear gap in research conducted in vocational education. There is limited evidence on the systematic integration of TBL and ESP to develop workplace-specific communicative skills in public vocational centers. This proposal seeks to address this gap by designing a task-based, ESP-informed intervention focused on strengthening professional communication skills in vocational EFL classrooms.

### 1.3. Objectives of the study

This section presents the general and specific objectives of the study. The objectives define the expected learning and pedagogical outcomes of the proposal and guide the design of the instructional intervention. They are formulated using observable and measurable verbs in order to ensure alignment with classroom sessions, assessment procedures, and the communicative focus of the study.

#### 1.3.1. General objective

The general objective of this thesis is to design a task-based intervention proposal aimed at improving the English communicative skills of apprentices in a public vocational education context by integrating workplace-related communicative tasks.

#### 1.3.2. Specific objectives

The specific objectives of this thesis are the following:

SO1: To identify and analyze theoretical principles of Task-Based Learning and English for Specific Purposes through a systematic review of recent academic literature.

SO2: To define the pedagogical principles that guide the design of a task-based ESP intervention proposal in a vocational English context.

SO3: To produce task-based communicative activities and apply assessment criteria aligned with workplace communication demands.

SO4: To evaluate the coherence and pedagogical suitability of the designed task-based proposal through expert validation and alignment with program learning outcomes.

## 2. Literature review

This section presents the theoretical foundations that support the present proposal. It examines key constructs related to communication and communicative skills, Communicative Language Teaching (CLT), English for Specific Purposes (ESP), and Task-Based Learning (TBL). The review explains how these approaches contribute to the development of communicative competence in English and why they are particularly relevant in vocational education contexts. In addition, it connects international and national research to the Colombian educational setting to justify the need for pedagogical innovation in vocational English programs, especially in public technical and technological institutions.

The discussion is grounded in applied linguistics, language pedagogy, and educational policy. Emphasis is placed on how theoretical perspectives have evolved from structural views of language to functional and communicative orientations. These changes have influenced curriculum design, teaching methodologies, and assessment practices in English as a Foreign Language (EFL). Understanding these theoretical shifts is essential to explain current challenges in vocational English education and to support the proposed intervention.

### 2.1. Communication and communicative skills

Communication is a fundamental human process that enables the exchange of meaning, the construction of social relationships, and the organization of collective life. It involves more than the transmission of information; it requires interpretation, negotiation, and contextual adaptation. Richards and Schmidt (2013) define communication as the exchange and negotiation of meaning between individuals through verbal and non-verbal symbols. This definition highlights the interactive nature of communication and its dependence on shared understanding, situational awareness, and pragmatic competence.

In educational contexts, communication functions as both a medium and an outcome of learning. It supports cognitive development, social interaction, and knowledge construction. Within language education, communication becomes the central objective rather than a secondary by-product of instruction. Language learning is considered successful when

learners can use the language to construct meaning, express intentions, and respond appropriately in diverse contexts. Hymes (1972) introduced the concept of communicative competence to describe this functional view of language ability. Communicative competence encompasses not only grammatical knowledge but also sociocultural understanding and strategic capacity.

Canale and Swain (1980) further systematized communicative competence into four interrelated components: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Grammatical competence involves knowledge of lexical items and syntactic rules. Sociolinguistic competence refers to the ability to use language appropriately according to social norms and contextual variables. Discourse competence involves the capacity to produce coherent and cohesive texts across spoken and written modes. Strategic competence refers to the use of compensatory strategies to maintain communication when difficulties arise. Together, these components provide a comprehensive framework for understanding effective communication in a second language.

Communicative skills are traditionally associated with the four macro-skills of listening, speaking, reading, and writing. However, contemporary theories emphasize their integrated nature. Listening and speaking function as reciprocal processes in interaction, while reading and writing involve parallel cognitive and linguistic operations. Brown (2007) argues that communicative skills develop most effectively through purposeful interaction and authentic language use rather than through isolated practice of forms. This perspective has influenced curriculum design that favors project-based tasks, collaborative learning, and experiential activities.

Affective factors also play a significant role in the development of communicative skills. Krashen's (1982) Affective Filter Hypothesis proposes that emotional variables such as anxiety, motivation, and self-confidence can either facilitate or hinder language acquisition. High levels of anxiety and low self-esteem may block language input and reduce willingness to communicate. Supportive learning environments, in contrast, tend to lower affective barriers and promote risk-taking and experimentation with language. This understanding has encouraged pedagogical approaches that prioritize a safe classroom climate, peer support, and positive feedback.

Communication in language education should therefore be understood as a multidimensional process that involves cognitive, linguistic, social, and emotional dimensions. When communication is reduced to mechanical repetition or discrete-point grammar practice, language becomes disconnected from its social function. Learners may develop passive knowledge of rules without the ability to use language in real situations. This disconnect remains a persistent challenge in many EFL classrooms, particularly in systems that prioritize standardized testing and syllabus coverage over meaningful interaction.

### 2.1.1. Communication in the Colombian context and in vocational education

In Colombia, English education has been positioned as a strategic priority within national educational policy. The Ministry of National Education has implemented multiple initiatives to improve foreign language competence, including the Programa Nacional de Bilingüismo and the Colombia Very Well program. Despite these efforts, large-scale assessments indicate persistent limitations in learners' communicative performance. Reports from the Laboratorio de Economía de la Educación (LEE, 2021) indicate that a substantial percentage of job vacancies require at least basic English proficiency, revealing a disconnect between educational outcomes and labor market demands.

National standardized assessments have consistently reported low levels of English proficiency among secondary school graduates. The ICES Technical Report (2023) indicates that a majority of students are classified within basic or minimal proficiency levels according to the Common European Framework of Reference (CEFR). Only a small proportion of learners demonstrate intermediate or advanced competence. A structural limitation of national assessments is the absence of systematic evaluation of oral skills, particularly listening and speaking. This assessment orientation tends to reinforce instructional practices that emphasize reading comprehension and grammar accuracy over communicative performance.

Public education contexts in Colombia face several structural limitations that affect the quality of English instruction. Contreras Avendaño (2024) notes that English teaching in many public schools often relies on traditional, form-focused practices due to limited instructional time and scarce resources. These constraints also restrict teachers' opportunities for professional development in communicative methodologies. Additionally, many students have little exposure to English outside the classroom, which reduces opportunities for meaningful language practice.

These systemic limitations have direct implications for vocational education institutions, particularly the Servicio Nacional de Aprendizaje (SENA). SENNA provides technical and technological education oriented toward workforce preparation across diverse fields, including administration, health sciences, tourism, logistics, and information technology. In these professional domains, communicative competence in English is increasingly required for access to employment, professional mobility, and participation in internationalized work environments. Communication in English is not considered an optional skill but an integral component of professional performance.

Diagnostic observations in vocational contexts indicate that many apprentices begin their training programs with very low levels of English proficiency, often aligned with pre-A1 or A1 levels of the CEFR. The SENNA Placement Test typically assesses receptive skills such as reading and listening. Results frequently reveal significant difficulties in comprehending short texts and basic audio materials. Productive skills, particularly speaking, receive limited systematic assessment and reduced classroom time due to curricular constraints. This situation contributes to a gap between learners' occupational needs and their actual communicative capacities.

The development of communicative competence among vocational learners therefore represents both a pedagogical challenge and an institutional responsibility. English instruction in vocational contexts must bridge the gap between general language education and specialized professional communication. This requires methodologies that prioritize authentic interaction, task completion, and contextualized language use. Communicative Language Teaching (CLT), Task-Based Learning (TBL), and English for Specific Purposes (ESP) provide theoretical and methodological foundations that align with these requirements.

## 2.2. Communicative language teaching (CLT)

Communicative Language Teaching emerged as a response to structural and grammar-translation approaches that dominated language instruction during much of the twentieth century. Traditional methodologies conceptualized language as a set of formal rules to be memorized and manipulated through controlled practice. Vocabulary lists, pattern drills, and decontextualized exercises were common instructional practices. Richards (2006) explains

that CLT represented a paradigm shift by redefining language as a resource for meaning-making rather than a system of isolated structures.

CLT conceptualizes language learning as a process of developing the ability to communicate meaningfully in real contexts. The primary goal of instruction becomes communicative competence rather than grammatical perfection. Littlewood (2014) emphasizes that language is acquired most effectively when learners use it as a tool for interaction instead of treating it exclusively as an object of study. This orientation influences both classroom practices and curriculum design, encouraging the use of tasks, problem-solving activities, role-plays, and collaborative projects.

In CLT-oriented classrooms, fluency and accuracy are viewed as complementary dimensions rather than opposing goals. Learners are encouraged to experiment with language and to prioritize message conveyance during communicative activities. Attention to form is integrated through feedback, reflection, and focused practice rather than through extended deductive explanation. Brown (2007) notes that grammar instruction within CLT is most effective when embedded in meaningful contexts that clarify function and use.

Another defining feature of CLT is its recognition of the social and affective dimensions of language learning. Dörnyei (2011) highlights the role of motivation, self-efficacy, and group dynamics in the development of communicative abilities. CLT classrooms tend to emphasize collaboration, peer interaction, and supportive feedback mechanisms. The teacher adopts the role of facilitator, guiding interaction, monitoring progress, and scaffolding learning processes. This shift in teacher identity implies a reconfiguration of power relations in the classroom, with learners assuming more active responsibility for their learning.

In policy terms, CLT has influenced national curriculum frameworks in multiple educational systems. In Colombia, the Ministry of National Education incorporated communicative principles into the Basic Standards of Competence in Foreign Languages (MEN, 2006) and later reinforced these ideas in the Suggested Curriculum (MEN, 2016). These documents promote outcome-oriented instruction focused on functional language use, integration of skills, and authentic communicative scenarios. Nevertheless, research indicates that implementation remains inconsistent. Institutional limitations, lack of training, and assessment pressures often lead to partial or superficial adoption of communicative methodologies.

### 2.2.1. Communicative language teaching in vocational education

The application of Communicative Language Teaching in vocational education presents both pedagogical opportunities and structural challenges. Vocational institutions differ from general education settings in their strong orientation toward employability, productivity, and occupational competence. Language learning in these contexts cannot be detached from professional performance because communication functions as a core workplace skill. English is used to follow technical instructions, interact with colleagues and clients, record procedures, and participate in professional documentation. CLT provides a conceptual framework that aligns with these communicative demands, as it prioritizes functional language use and interaction.

In vocational environments, CLT requires careful adaptation. Learners often have heterogeneous proficiency levels and diverse professional goals within the same classroom. Time allocated to English instruction is usually limited because curricula prioritize technical content. Instructors are frequently specialists in technical areas rather than language pedagogy. These factors complicate the implementation of purely communicative approaches. However, research suggests that context-sensitive versions of CLT can enhance relevance and engagement. When communicative activities are designed around workplace scenarios, learners tend to perceive language learning as directly useful rather than abstract or disconnected.

Empirical studies in vocational education indicate that CLT contributes to the development of transversal skills such as teamwork, problem-solving, and professional interaction. Communication tasks that simulate job interviews, customer service interactions, and technical explanations tend to increase learners' willingness to participate. This suggests that CLT is not only a linguistic methodology but also a pedagogical strategy that supports professional socialization. In this sense, CLT serves as a bridge between language learning and vocational identity formation.

### 2.3. English for specific purposes (ESP)

English for Specific Purposes is a pedagogical approach grounded in the principle of relevance. It seeks to align language instruction with learners' academic, professional, and occupational

needs. Unlike General English courses, which aim to develop broad linguistic competence, ESP prioritizes situational authenticity and task relevance. Hutchinson and Waters (1987) conceptualize ESP as an approach in which decisions about content, methodology, and assessment derive from learners' reasons for learning the language. This learner-centered orientation underpins the design of ESP curricula.

The historical development of ESP is closely linked to globalization and the internationalization of professional domains. As English became the dominant language of science, technology, commerce, and tourism, the demand for functional language skills increased. Dudley-Evans and St. John (1998) argue that ESP emerged to address the limitations of traditional language programs, which failed to prepare learners for real workplace communication. Rather than teaching language as an abstract system, ESP situates learning within professional discourse communities.

A central component of ESP is needs analysis. This process involves systematic investigation of learners' current proficiency, target communicative situations, professional tasks, and institutional constraints. Basturkmen (2010) emphasizes that effective ESP programs begin with detailed mapping of target language use in professional environments. Needs analysis informs the selection of content, the sequencing of tasks, and the development of assessment tools. This methodological rigor distinguishes ESP from ad hoc professional vocabulary teaching.

ESP also emphasizes the integration of language and content. Instructional materials often include authentic texts such as technical manuals, workplace emails, forms, reports, and procedural guidelines. Strevens (1988) highlights that authenticity is not merely a matter of text selection but of communicative purpose. Learners engage with texts and tasks that replicate real communicative functions. This approach supports the development of genre awareness, pragmatic competence, and professional discourse conventions.

Motivation constitutes another critical dimension of ESP. When learners recognize the direct connection between classroom activities and future professional performance, engagement tends to increase. Hyland (2006) argues that ESP supports identity formation by positioning learners as emerging members of professional communities. This identity alignment fosters sustained effort and perceived relevance. Motivation in this context is not primarily driven by external rewards but by the perceived utility of language for career advancement.

In Colombian vocational contexts, ESP has gained visibility due to labor market demands and institutional reforms. However, empirical studies indicate that implementation often remains superficial. Gómez (2019) reports that many programs labeled as ESP focus primarily on technical terminology rather than communicative performance. Such practices reduce ESP to lexical specialization and neglect its methodological foundations. This misalignment highlights the need for more systematic integration of communicative tasks, authentic materials, and needs-based curriculum design.

### 2.3.1. Connecting CLT and ESP in vocational contexts

The relationship between CLT and ESP is conceptually complementary. CLT offers a methodological framework centered on interaction, meaning negotiation, and communicative purpose. ESP provides contextual specificity and occupational relevance. When combined, these approaches create a coherent pedagogical model that links language form, function, and professional application. Hutchinson and Waters (1987) explicitly note that ESP is not a methodology but an approach to content selection and course design. CLT therefore functions as an effective pedagogical vehicle for ESP-oriented content.

In vocational education, this integration gains particular significance. Learners are expected to perform communicative tasks that resemble workplace realities. Simulated scenarios such as customer service dialogues, technical explanations, safety briefings, and procedural reporting provide opportunities for meaningful language use. Basturkmen (2010) argues that ESP courses achieve their objectives when learners are trained to perform target tasks rather than merely mastering specialized vocabulary. This task orientation aligns naturally with communicative methodologies.

Empirical research supports the integration of CLT principles within ESP frameworks. Fuentes (2021) reports increased learner motivation and improved oral performance when ESP courses incorporate role-plays, simulations, and problem-solving tasks. Liu (2020) highlights that professional-context tasks enhance learners' confidence and pragmatic competence. These findings suggest that communicative, context-based instruction fosters both linguistic and professional development. In vocational institutions, such outcomes are particularly relevant because they align language learning with employability objectives.

At SENA, the integration of CLT and ESP principles remains an institutional challenge. Despite policy recommendations favoring communicative curricula, classroom practices often remain constrained by large class sizes, limited instructional hours, and heterogeneous learner profiles. Nevertheless, pilot experiences and small-scale studies indicate that contextualized communicative activities increase participation and perceived relevance. Administrative students who practice professional email writing, health program learners who simulate patient interactions, and technology students who present project outcomes in English tend to report higher engagement and clearer understanding of workplace language demands.

The integration of CLT and ESP thus represents a strategic pedagogical pathway. It supports the alignment of language education with vocational training objectives while maintaining a focus on authentic communication. This integration also responds to broader systemic gaps in Colombian English education, particularly the divide between declarative knowledge of language and procedural ability to use language in real contexts. Bridging this gap requires methodologies that connect learning activities to professional realities through communicative practice.

#### 2.4. Understanding task-based learning (TBL)

Task-Based Learning represents a further evolution in communicative language pedagogy. It organizes instructions around the completion of meaningful tasks rather than the progressive accumulation of grammatical structures. Ellis (2018) defines TBL as an approach in which pedagogical units are built around communicative tasks that require learners to use language to achieve non-linguistic outcomes. This definition emphasizes the primacy of meaning, interaction, and purpose in the learning process.

TBL is grounded in the assumption that language acquisition is facilitated through use. Instead of presenting learners with predetermined language forms, TBL encourages them to draw on existing linguistic resources to complete tasks. Willis and Willis (2007) describe tasks as activities that involve problem-solving, decision-making, or information exchange and that have a clear communicative outcome. Typical tasks include writing emails, planning events, conducting interviews, and producing collaborative reports. These activities simulate real-world communicative demands and promote authentic language use.

A typical TBL cycle consists of three main stages: pre-task, task, and post-task. During the pre-task stage, learners are introduced to the topic, relevant vocabulary, and procedural instructions. The task stage involves the actual performance of the communicative activity, often in pairs or small groups. During the post-task stage, learners reflect on their performance, receive feedback, and engage in focused language work based on observed needs. This cyclical structure allows for the integration of fluency-oriented practice and form-focused instruction within a coherent pedagogical sequence.

Nunan (2004) argues that TBL promotes cognitive engagement by requiring learners to process meaning, plan communication, and evaluate outcomes. This cognitive investment supports deeper learning and retention. The teacher's role shifts from direct transmitter of knowledge to facilitator and observer. Teachers monitor interaction, provide scaffolding, and design tasks that are pedagogically sound and contextually relevant. This role transformation aligns with contemporary views of learner-centered pedagogy.

#### 2.4.1. The role of TBL in developing communicative competence

TBL directly supports the development of communicative competence by creating conditions for authentic language use. Hymes' (1972) conceptualization of communicative competence emphasizes appropriateness, adaptability, and strategic ability. TBL tasks require learners to select language forms that fit communicative purposes and to adjust their language according to interlocutor reactions. This dynamic process mirrors real-life communication.

Skehan (2016) emphasizes that TBL achieves a balance between fluency and accuracy. During task performance, learners focus primarily on meaning and message delivery. In post-task phases, attention shifts toward form, enabling learners to notice gaps between intended and actual performance. This dual focus reduces the artificial separation between communication and grammar that characterizes traditional methods. Learners experience language as a resource for action rather than as an abstract system.

In EFL settings, where exposure to authentic language use is often limited, TBL provides structured opportunities for meaningful interaction. Learners practice negotiation of meaning, clarification requests, confirmation checks, and repair strategies. These interactional features are essential components of communicative competence. By engaging in repeated

cycles of task performance and reflection, learners gradually develop greater automaticity and strategic flexibility.

Task authenticity also plays a critical role in motivation. Carless (2017) notes that learners demonstrate higher engagement when tasks reflect their interests, goals, and future needs. Tasks that simulate workplace scenarios, community interactions, or problem-solving situations tend to produce sustained involvement. This motivational dimension is particularly relevant in vocational contexts, where learners are oriented toward practical outcomes.

#### 2.4.2. Integrating TBL and ESP in vocational education

The integration of TBL and ESP represents a coherent pedagogical model for vocational English education. ESP provides the content orientation based on professional needs, while TBL provides the methodological structure through which those needs are addressed. Long (2015) proposes that ESP curricula should be designed around target tasks, that is, the communicative activities that learners will be required to perform in real professional contexts. These tasks then become the organizing units of instruction.

In vocational institutions, this integration allows the classroom to function as a simulation of professional environments. Learners can engage in tasks such as handling customer complaints, explaining technical procedures, presenting project proposals, and negotiating schedules. These tasks require the use of functional language, professional vocabulary, and pragmatic strategies. The repeated performance of such tasks supports both linguistic development and professional socialization.

Empirical evidence supports the effectiveness of integrating TBL and ESP. Mora and Calderón (2022) reported increased engagement and retention when tasks were directly linked to learners' technical fields. These findings suggest that relevance and authenticity enhance both cognitive and affective dimensions of learning.

In addition to linguistic outcomes, TBL-based ESP instruction supports the development of transversal competencies. Collaborative tasks promote teamwork, leadership, and interpersonal communication. Problem-solving tasks encourage critical thinking and decision-making. Presentation tasks develop organizational skills and professional discourse management. Richards and Rodgers (2014) argue that these competencies are integral to

modern conceptions of communicative competence, which extend beyond linguistic accuracy to include social and cognitive dimensions.

At SENA, the pedagogical philosophy of learning by doing aligns strongly with the principles of TBL and ESP. The institutional focus on practical training and applied knowledge creates a conducive environment for task-based, context-specific language instruction. However, effective implementation requires systematic planning, teacher training, and curricular alignment. Without institutional support, task-based ESP initiatives risk remaining isolated or inconsistent.

## 2.5. Recap

This section has presented the main theoretical perspectives that guide the present proposal, including Communicative Language Teaching, English for Specific Purposes, and Task-Based Learning. These approaches converge on the idea that language development is most effective when learners engage in meaningful, contextualized communication that reflects real-world needs.

The reviewed literature highlights the importance of aligning language instruction with learners' professional contexts, particularly in vocational education. It confirms that communicative and task-based methodologies foster higher levels of engagement, functional language use, and professional relevance when compared to form-focused instruction.

These theoretical contributions establish a coherent framework that informs the design of the proposed intervention. They also provide analytical criteria that will be used in the final stage of the study to examine both the scope and the limitations of the didactic proposal, especially in terms of feasibility, transferability, and impact on communicative competence.

## 3. Intervention proposal

This section presents the general and specific aims of the intervention proposal. These aims guide the design, implementation, and evaluation of the pedagogical approach proposed in this study. They are aligned with the communicative needs of SENA apprentices and focus on strengthening the use of English in vocational and professional contexts through the integration of Task-Based Learning and English for Specific Purposes principles.

### 3.1. Aims of the proposal

The aims of this intervention proposal define the learning outcomes that apprentices are expected to achieve through participation in the instructional process. They establish the communicative, linguistic, and professional skills that the proposal seeks to develop, ensuring coherence between the theoretical foundations of Task-Based Learning (TBL) and English for Specific Purposes (ESP) and their practical application in vocational English instruction.

#### 3.1.1. General aim

The general aim of this intervention proposal is to enhance SENA apprentices' communicative skills in English by engaging them in a Communicative and Task-Based Learning (TBL) approach within an English for Specific Purposes (ESP) framework, in order to strengthen their ability to use English effectively in real professional and workplace contexts.

#### 3.1.2. Specific aims

The specific aims of this intervention proposal are:

To understand and respond appropriately to common workplace-related communicative situations using spoken and written English.

To use job-related vocabulary and functional expressions required in hospitality and service interactions.

To participate actively in task-based communicative activities that involve collaboration and problem solving in English.

To produce short spoken and written texts related to professional routines, services, and customer interaction.

To recognize the relevance of English as a tool for professional communication and employability within their vocational field.

### 3.2. Educational context and/or Target group

This section provides an overview of the educational context and target population in which the pedagogical proposal is situated. It highlights key institutional characteristics, learner profiles, and instructional conditions that inform the design of the intervention and justify the selection of a task-based, profession-oriented approach to English language teaching.

### 3.2.1. Educational context

The proposal is framed within a public vocational training center in Colombia that offers technical and technological programs oriented toward workforce development. The institution serves learners from diverse socio-economic backgrounds, most of whom have completed their basic education in public schools. The center is organized into several academic coordination areas responsible for training in industrial and service-related professional fields. In this institutional context, students are officially referred to as apprentices, and teaching staff are formally designated as instructors, following the terminology established by the national vocational training system.

The learner population is heterogeneous. Most apprentices are between 17 and 25 years of age, although adult learners over 30 are also enrolled. In general, apprentices begin their programs with limited exposure to English, commonly at A1 level or below according to the Common European Framework of Reference for Languages (CEFR). Despite these limitations, they often demonstrate positive attitudes toward English when they recognize its relevance for professional communication and employability.

Regarding infrastructure, the institution presents constraints for English instruction. Only some classrooms have access to computers and stable internet connection. Audiovisual resources are available on a shared basis and cannot always be guaranteed. Physical library resources in English are limited; however, apprentices can access a national digital library platform that provides online materials. The institution does not have specialized language laboratories, which reduces systematic opportunities for listening and speaking practice.

English instruction is coordinated through an institutional bilingualism strategy rather than a formal language department. Although a suggested curriculum exists, instructors have autonomy in methodological decisions, leading to variability in teaching practices and learning outcomes. At an institutional level, English training is guided by learning outcomes that emphasize the functional use of language in professional and social contexts.

The English Learning Outcomes (RAPs) for vocational programs include the following communicative competences in English:

- To explain the functions of their occupation role using expressions appropriate to the required program level.

- To understand information about current and future everyday and workplace situations through oral and written social interactions.
- To exchange opinions about current, past, and future everyday and workplace situations in oral and written social contexts.
- To discuss possible solutions to problems within a range of social and workplace contexts.
- To implement improvement actions related to the use of expressions, structures and performance according to the program learning outcomes.
- To present a process for carrying out a work-related activity in accordance with established procedures.

Although these outcomes promote communicative competence, classroom realities often reveal a gap between expected and achieved performance. Limited resources, heterogeneous groups, and the absence of a unified methodological framework hinder the development of oral and written communication. Many apprentices complete English modules without achieving the level of fluency required for professional interaction.

For this reason, the present proposal seeks to integrate Task-Based Learning (TBL) and English for Specific Purposes (ESP) as complementary approaches. Both methodologies respond to the institution's work-oriented philosophy and to the communicative demands expressed in the learning outcomes. Through authentic, profession-related tasks, the proposal aims to promote meaningful language use and to bridge the gap between curricular objectives and real workplace communication needs.

### **3.2.2. Target group**

The target group is composed of 20 apprentices enrolled in a hospitality and tourism vocational program in a public vocational training center in Colombia. The program focuses on the development of professional competences related to customer service, coordination of services, and basic administrative procedures in hospitality environments.

Most learners are young adults between 17 and 25 years of age, although adult apprentices over the age of 30 are also represented. The majority come from public secondary education and enter the program with limited English proficiency, usually at A1 or low A2 level.

Productive skills, particularly speaking, tend to be the weakest area. However, learners show higher motivation when English activities are clearly connected to their professional interests.

Access to learning resources is variable. Some classrooms have computers and internet access, while others operate with more limited technological support. Projectors and shared audiovisual equipment are available on an occasional basis. Physical English materials are scarce, although learners can consult a national digital library platform that provides online resources. The absence of language laboratories requires instructors to rely on interactive classroom strategies and simulations to promote communicative practice.

The linguistic needs and professional goals of this group make them particularly suitable for a communicative, task-based intervention. Authentic hospitality-related scenarios, such as guest interactions, service explanations, and problem-solving situations, allow learners to practice English in ways that directly reflect their future workplace demands. In this way, the proposal seeks to support not only language development but also the professional and interpersonal competences required in the hospitality sector.

### 3.3. Timing

This section presents the general temporalization of the intervention. It outlines how the six sessions are distributed across months, weeks, and class periods in order to ensure coherent sequencing and progressive development of learning objectives. The overview provides a clear visualization of the timing, content focus, and integration of tasks throughout the intervention process.

**Table 1. Organization of the learning sessions.**

MONTH	WEEK	SESSION	RAP FOCUS	MAIN OBJECTIVE	CORE CONTENT	MAIN ACTIVITIES
Month 1	Week 2	Session 1	RAP 1	Identify and describe job functions	Work roles, simple present	Role-play, guided speaking

Month 1	Week 4	Session 2	RAP 1	Explain workplace responsibilities	Daily workplace vocabulary	routines, Interview task, oral descriptions
Month 2	Week 2	Session 3	RAP 2	Understand workplace information	Listening for gist and detail	Audio tasks, comprehension tasks
Month 2	Week 4	Session 4	RAP 2	Interpret written workplace texts	Reading strategies, functional language	Reading tasks, information gap
Month 3	Week 2	Session 5	RAP 3	Exchange opinions on workplace topics	Agreeing/Disagreeing, simple past/future	Debate task, collaborative writing
Month 3	Week 4	Session 6	RAP 3	Produce integrated oral and written interaction	Integrated review skills	Final communicative task, reflection

Source: (Own Source)

### 3.4. Methodology of the proposal

This section describes the methodological framework of the intervention, including pedagogical principles, learner organization, and the resources used. The methodology ensures alignment between institutional learning outcomes, classroom practices, and the communicative needs of apprentices in a vocational education context.

The proposal is based on Communicative Language Teaching (CLT) and Task-Based Learning (TBL) within an English for Specific Purposes (ESP) framework. Lessons follow three stages:

pre-task, task cycle, and post-task. The focus is on meaningful interaction and the use of English to complete realistic workplace tasks. Fluency is prioritized during tasks, while accuracy is addressed through guided feedback after performance.

The intervention is aligned with the institutional English Learning Outcomes (RAPs) and focuses on three key outcomes:

1. Understanding information about everyday and workplace situations through oral and written interaction.
2. Exchanging opinions about everyday and workplace situations in oral and written contexts.
3. Presenting a process related to a work activity following established procedures.

Each RAP is developed through two sessions, resulting in six sessions in total. Tasks are directly designed to reflect professional situations from the hospitality and tourism sector.

Learners work mainly in pairs and small groups to maximize interaction and simulate real workplace dynamics. Whole-class work is used for input and feedback. The instructor acts as a facilitator, providing language support and monitoring performance.

The proposal is designed for classrooms with limited technological resources. Materials include short, printed texts, task cards, basic audio resources, and whiteboard use. Desks are arranged to allow movement and interaction.

The intervention is integrated into the existing English instruction of a public vocational training center in Colombia. It aligns with the institutional bilingualism strategy and supports the hospitality and tourism training area. Through this design, the proposal connects institutional learning outcomes with authentic workplace communication needs.

### 3.5. Sessions and activities

This section presents the instructional sessions designed as part of the intervention proposal. Each session is structured according to the principles of Task-Based Learning (TBL) and Communicative Language Teaching (CLT) within an English for Specific Purposes (ESP) framework. The activities aim to promote meaningful use of English through authentic, profession-related tasks that reflect the communicative demands of hospitality and workplace contexts. The sessions are carefully sequenced to develop learners' communicative

competence progressively, while integrating listening, speaking, reading, and writing skills in realistic vocational scenarios.

### 3.5.1. First session. Understanding workplace communication in hospitality contexts

**Objectives:** By the end of this session, learners will be able to comprehend short oral and written workplace interactions in the hospitality sector by identifying key service-related vocabulary and applying basic listening and reading strategies to interpret guest requests and service messages.

**Total duration:** 120 minutes

**Grouping:** Whole-class work (instructor-led input)/Pair work (listening and reading tasks)/Small group work (3-4 learners) for collaborative tasks.

**Competences:** Communicative competence in workplace contexts, basic professional interaction in hospitality settings.

**Skills:** Listening for gist and specific information, reading for main ideas and detail.

**Contents:** Vocabulary, language focus (simple present for routines), functional language (requests and instructions).

**Materials and resources:** Short audio recordings simulating hotel front desk interactions, printed worksheets with short dialogues and hotel notices, projector or speakers (if available), whiteboard and markers, flashcards with key vocabulary, learners' notebooks.

#### **Development of the session**

Warm-up (10 minutes)

The instructor writes the word "HOTEL" on the board and provokes ideas from learners about typical services and situations in a hotel. Learners work in pairs to make a quick list of hotel-related words. The instructor collects answers and writes key vocabulary on the board.

Pre-listening activity (15 minutes)

The instructor introduces 8-10 key words using flashcards and simple definitions. Learners match words with pictures or short descriptions in pairs. This stage activates prior knowledge and lower anxiety, supporting affective factors and motivation.

Listening task – global understanding (20 minutes)

Learners listen to a short audio dialogue between a hotel receptionist and a guest checking in.  
First listening: learners answer two general questions: who is speaking? What is the situation?

Learners check answers in pairs, then the instructor confirms as a whole class.

Listening task – detailed understanding (20 minutes)

Learners listen to the same audio again. This time they complete a short worksheet with specific questions. Learners work individually first, then compare answers in pairs.

Reading task - workplace texts (20 minutes)

Learners receive short authentic-style texts such as a hotel welcome notice or a simple reservation confirmation email.

They underline key information like times, services, rules. In small groups, learners categorize the information.

Task-based activity – information gap (25 minutes)

This is the main task of the session. Learners work in pairs. Student A receives a “guest information card” with missing details (See Annex A). Student B receives a “hotel information sheet” (see Annex B). They must ask and answer simple questions in English to complete the missing information. The instructor monitors and provides support without interrupting fluency.

Post-task reflection (10 minutes)

As a class, learners reflect on: What was easy to understand? What was difficult? The instructor provides brief feedback on common listening and reading strategies.

**Assessment type:** Formative.

Instruments: Instructor observation checklist (see Annex C). Completed worksheets.  
Performance in the information gap task.

**Criteria:** Learners are assessed on their ability to: Identify key vocabulary correctly/Understand main ideas and details from oral and written texts/Participate actively in the communicative task.

Feedback is provided orally at the end of the session, focusing on strengths and areas for improvement.

### 3.5.2. Second session. Explaining job functions and responsibilities in hospitality contexts

**Objectives:** This session aims to develop learners' ability to describe their daily work routines using simple, organized sentences in English. By the end of the session, learners are expected to sequence and explain basic workplace activities using time expressions.

**Total duration:** 120 minutes

**Grouping:** Whole class, pairs, and small groups (3-4 learners).

**Competences:** Describing work routines using structured oral language/Sequencing actions in professional contexts.

**Skills:** Speaking (main focus)/Listening (secondary).

**Contents:** Simple present tense/Daily routine expressions/Hospitality-related routine vocabulary.

**Materials and resources:** Whiteboard and markers, printed short routine text (one page), Simple worksheet with sentence frames, classroom projector (optional).

#### **Development of the session**

Warm-up (15 minutes)

The instructor writes the phrase "A day at work" on the board. Learners share, orally and briefly, one task they do at work.

Input and modelling (30 minutes)

The instructor presents a short model text with daily routine expressions on the board. Learners then read aloud in pairs.

Guided practice (40 minutes)

Learners complete sentence frames in pairs (see Annex D).

Communicative task (55 minutes)

Small groups create a short oral "routine story" (5-6 sentences) describing a typical workday in a hotel role. Each learner says at least one sentence.

Feedback and language focus (30 minutes)

The instructor notes recurring errors and models improved versions on the board. Learners repeat corrected structures.

Reflection and closing (10 minutes)

Learners complete some sentences given by the instructor in paper slips.

**Assessment type:** Formative.

**Instruments:** Instructor observation, checklist during group speaking task (see Annex E).

**Criteria:** Logical order of ideas, correct use of simple connectors, active participation.

### 3.5.3. Third session. Understanding workplace information: customer requests and service situations

**Objectives:** This session aims to develop learners' ability to understand basic spoken and written English related to everyday and workplace situations in the hospitality context. By the end of the session, learners will be able to identify key information from short texts and audios about hotel routines and future plans.

**Duration:** 120 minutes.

**Grouping:** Individual work, pair work, and small groups (3-4 learners).

**Competences:** Basic comprehension of workplace-related information in English/Use of simple strategies to identify main ideas and details

**Skills:** Listening for gist and specific information, reading for main ideas and key vocabulary.

**Contents:** Daily hotel activities vocabulary, grammar focus, functional language.

**Materials and resources:** Short printed texts describing hotel routines, short audio clips about daily tasks (instructor-recorded), whiteboard and markers, basic worksheet with true/false and short-answer questions.

#### **Development of the session**

Warm-up (20 minutes)

The instructor writes common hotel activities on the board. Learners match the activities with simple definitions given orally by the instructor. This activates vocabulary and prepares learners for comprehension tasks.

#### Pre-listening and pre-reading (25 minutes)

Learners receive a short, printed text titled “A day at the hotel (see Annex F).” The instructor asks learners to look at the title and pictures and predict the content. Key vocabulary is clarified through simple explanations and examples.

#### Listening task (40 minutes)

The instructor reads or plays a short audio about a hotel worker describing daily tasks and simple future plans. Learners complete a simple worksheet.

#### Reading task (40 minutes)

Learners read a short notice or schedule on hospitality (see Annex G). In pairs, learners answer short questions related to the text.

#### Post-task (30 minutes)

In small groups, learners share answers and briefly explain the information in their own words using simple English. The focus is on meaning, not grammatical perfection.

#### Reflection and strategy building (15 minutes)

The instructor introduces basic comprehension strategies: Look for key words, use context clues, ignore unknown words that are not essential.

Learners discuss which strategies helped them understand the text and audio.

#### Wrap-up (10 minutes)

The instructor reviews key vocabulary and main ideas. Learners orally answer simple questions about what they understood.

**Assessment type:** Formative.

**Instruments:** Instructor observation checklist (see Annex H).

**Criteria:** Completion of listening and reading worksheets, accuracy of answers in comprehension tasks.

#### 3.5.4. Fourth session: Interpreting workplace guidelines and service procedures

**Objectives:** This session aims to strengthen learners’ ability to understand short spoken and written texts related to workplace problem situations and future events in hospitality

contexts. By the end of the session, learners will be able to recognize main ideas and key details in basic dialogues, emails, and notices related to hotel services.

**Duration:** 120 minutes.

**Grouping:** Individual work, pair work, and small groups (3-4 learners).

**Competences:** Comprehension of simple workplace problems and solutions, interpretation of basic future-oriented messages.

**Skills:** Listening for specific information, reading for gist and detail.

**Contents:** Hospitality-related vocabulary, grammar focus, functional language.

**Materials and resources:** Short printed dialogues, short printed emails and notices, audio recordings or instructor-read dialogues, worksheets with matching, multiple-choice and short answer items, whiteboard and markers.

### **Development of the session**

Warm-up (15 minutes)

The instructor writes key words on the board (complaint, delay, etc.). Learners match the words with simple meanings or short example sentences.

Pre-listening and pre-reading (25 minutes)

Learners look at short dialogue titles that talk about problems in hospitality. They predict the problem and possible solution using guided questions.

Listening task (40 minutes)

The instructor plays or reads a short dialogue between a guest and a hotel worker about a problem (see Annex I). Learners complete multiple-choice questions and order the events. The answers are checked as a class.

Reading task (40 minutes)

Learners read a short email from a supervisor about a future task (see Annex J). In pairs, learners answer comprehension questions about time, action, responsibility.

Post-task (30 minutes)

In small groups, learners reconstruct the situation using sentence frames such as: The problem is, the guest wants, the staff is going to.

This reinforces comprehension through controlled production.

Reflection (15 minutes)

The instructor reviews comprehension strategies such as listening for key words, skipping unknown words, and asks learners to identify which ones they used. Learners then share short reflections orally.

Wrap-up (10 minutes)

A short oral recap is done through simple instructor-led questions about the texts and audios.

**Assessment type:** Formative.

**Instruments:** Instructor observation, checklist (see Annex K).

**Criteria:** Accuracy in listening and reading activities, completion of worksheets, participation in reconstruction and group work.

### 3.5.5. Fifth session. Exchanging opinions in hospitality scenarios: service quality and problem cases

**Objectives:** By the end of the session, apprentices will be able to describe common workplace problems in hospitality settings and propose basic solutions using simple functional language and modal expressions while participating in short problem-solving role-plays.

**Duration:** 120 minutes.

**Grouping:** Pair work, small groups of 3-4 learners and whole-class interaction.

**Competences:** Communicative competence in professional contexts, problem-solving and collaborative skills.

**Skills:** Speaking (primary focus), listening, short functional writing.

**Contents:** problems and solutions vocabulary, functional language and simple modal verbs for suggestions.

**Materials and resources:** Whiteboard and markers, printed scenario cards with workplace problems, projector (if available) for short model dialogues, simple role-play instruction cards.

## **Development of the session**

### Warm-up (15 minutes)

The instructor writes the word “PROBLEM” on the board and asks learners to say what words come to their minds, first in Spanish and then in English. Key vocabulary is written on the board.

### Input and guided practice (30 minutes)

Students listen to or read a short dialogue between a hotel receptionist and a supervisor talking about a problem. The instructor highlights useful expressions for problems and solutions

### Main task (60 minutes)

In small groups, students receive a hospitality-related problem card (see Annex L). Each group prepares a short role play where they explain the problem, propose two solutions and agree on the best solution. Groups then perform their role plays for the class.

### Writing micro-task (30 minutes)

Students write a short note or log entry describing the problem and the solution they chose. The teacher can show the students a micro-task template for guidance (see Annex M).

### Post-task reflection (20 minutes)

The class discusses which solutions were most practical and why. The instructor provides corrective feedback on common language errors, focusing on clarity and communication.

### Wrap-up (15 minutes)

Students complete an exit ticket by writing one problem and one possible solution in English.

**Assessment type:** Formative.

**Instruments:** Instructor observation checklist of participation during role plays (see Annex N), short written problem-solution note.

**Criteria:** Use of basic functional expressions, clarity of problem description, ability to propose simple solutions in English.

### 3.5.6. Sixth session. Discussing service options and workplace solutions

**Objectives:** By the end of the session, apprentices will be able to describe and present a basic hospitality work process using sequences and clear, organized language.

**Duration:** 120 minutes.

**Grouping:** Individual work, pair work and small groups.

**Competences:** Professional communicative competence, procedural and organizational skills.

**Skills:** Speaking (main focus), listening, basic writing.

**Contents:** Sequences, imperative verbs, vocabulary related to hospitality procedures.

**Materials and resources:** Whiteboard and markers, procedure cards with sample steps, simple flowchart templates (printed), timer.

Development of the session

Warm-up (15 minutes)

The instructor writes “How do you make a bed?” on the board and guides apprentices to provide steps in simple English. Useful verbs are listed.

Input and modeling (30 minutes)

Students read or listen to a short model explanation of a process on hospitality, such as a check in. The instructor highlights the use of sequencers and imperatives.

Main task (60 minutes)

Apprentices choose one hospitality process, such as a guest check-in, room cleaning procedure, serving breakfast, etc. Individually, they complete a simple flowchart with 4-6 steps (see Annex O).

Speaking task (40 minutes)

In small groups, students orally present their process using their flowchart. Peers listen and ask one simple question.

Feedback and language focus (20 minutes)

The instructor provides feedback on common issues and models improved versions of selected sentences.

Wrap-up (15 minutes)

Students write a short reflection sentence on what they learned in the class.

**Type of assessment:** Formative.

**Instruments:** Instructor observation checklist for oral presentations (see Annex P), completed flowchart.

**Criteria:** Logical order of steps, use of sequencers, clear pronunciation and basic intelligibility.

### 3.6. Assessment

This section outlines the procedures used to assess both apprentice learning and the effectiveness of the intervention. The assessment model follows an initial, continuous, and final sequence, allowing systematic monitoring of progress and determining the degree to which the proposal contributes to the improvement of communicative performance in hospitality-related tasks.

#### 3.6.1. Learning assessment

The assessment of apprentices' learning focuses on the communicative competences targeted through the selected RAPs. These include the ability to understand workplace interactions, exchange information in professional contexts, and describe basic procedures in English. The assessment focuses on the performance of authentic tasks rather than isolated linguistic elements.

**What is evaluated:** The evaluation centers on the development of communicative competence in three areas aligned with the RAPs addressed in the intervention: Comprehension of workplace messages, interaction in routine professional exchanges and presentation of simple work-related processes.

Performance is measured through task outcomes, clarity of communication, use of functional language, and appropriateness to hospitality contexts.

**Who is evaluated:** Assessment is conducted with all apprentices participating in the six sessions. The evaluation does not compare learners to each other; instead, it examines individual progress in relation to the communicative goals established for the intervention

**How it is evaluated:** A combination of diagnostic, formative and final assessment tools is used:

**Initial assessment:** A brief diagnostic activity administered in Session 1 provides baseline information on apprentices' listening and speaking skills in hospitality scenarios.

**Continuous assessment:** Formative tools are applied throughout the six sessions. These include instructor checklists, observation notes, participation records and short reflective prompts. Although checklists are used, they function exclusively as formative instruments, as their purpose is to monitor performance during tasks, provide ongoing feedback, and guide instructional adjustments. No summative judgements or grades are assigned through these tools.

**Final assessment:** The last task in Session 6 serves as an integrative performance measure. Apprentices present a basic workplace procedure, allowing evaluation of progress in clarity, organization, and communicative adequacy. This final task is assessed through a simple performance rubric aligned with the three selected RAPs.

When it is evaluated:

Session 1: Initial diagnostic activity.

Session 1-6: Continuous formative assessment during each task cycle.

Session 6: Final integrative performance assessment.

This structure ensures that assessment supports learning, documents progress and provides evidence of the intervention's impact on workplace communication skills.

### 3.6.2. Assessment of the proposal

The effectiveness and feasibility of this intervention proposal must also be evaluated to determine the extent to which the methodological design, activities and sequencing respond to the identified needs and institutional conditions. This evaluation considers both the internal coherence of the proposal and its potential for sustained implementation within the vocational training context. To provide a structured analysis, a SWOT (strengths, weaknesses, opportunities, threats) framework is used to synthesize the strengths, weaknesses, opportunities, and potential risks associated with the intervention.

#### **SWOT Analysis of the intervention proposal:**

**Strengths:** Alignment with institutional learning outcomes (RAPs), ensuring curricular relevance. Integration of Task-Based Learning (TBL) and English for Specific Purposes (ESP),

which strengthens communicative and workplace-oriented performance. Sessions designed with clear objectives, structured procedures and accessible resources, facilitating applicability in diverse instructional conditions. Emphasis on formative assessment, which supports continuous learner progress and provides instructors with immediate pedagogical feedback.

**Weaknesses:** Resource constraints, such as limited technological access, may reduce the effectiveness of tasks that rely on multimedia input. Variability in instructors' methodological backgrounds may affect consistency in task implementation. Apprentices' low initial proficiency levels may require additional scaffolding not fully addressed within the time available for each session.

**Opportunities:** Alignment with SENA's institutional emphasis on employability may encourage stronger adoption of communicative and ESP-based methodologies. The proposal can serve as a model for other vocational programs seeking to integrate workplace communication tasks. The increasing availability of digital library resources and open-access materials supports ongoing expansion of authentic input for future developments of the proposal.

**Threats:** Large and heterogeneous groups may obstruct the management of communicative tasks and reduce individual participation opportunities. Institutional scheduling constraints or administrative changes could limit continuity across sessions. Absence of standardized methodological guidelines for English instruction may result in uneven adoption across instructors.

This SWOT analysis suggests that the proposal is pedagogically and contextually relevant, especially due to its strong alignment with communicative and workplace demands. Its feasibility is generally high, provided that instructors receive support in implementing TBL-ESP strategies and that tasks are adapted to classroom realities. Weaknesses and potential threats are primarily related to structural institutional conditions rather than the design of the intervention itself. For this reason, future adaptations may incorporate additional scaffolding strategies, simplified resource alternatives, or professional development sessions to support instructors. Overall, the SWOT analysis confirms that the intervention is suitable for implementation and provides a clear foundation for future refinement and broader implementation.

## 4. Discussion

This section examines the expected pedagogical impact of the intervention proposal and explains how its design, grounded in Task-Based Learning (TBL) and English for Specific Purposes (ESP), contributes to the development of communicative competence in vocational English learners. Rather than describing instructional procedures, the discussion evaluates how the methodological principles explored in the proposal are expected to generate meaningful learning outcomes within the institutional context.

### 4.1. Development of workplace communicative competence

One of the principal expected outcomes of the intervention is the improvement of learners' ability to understand and respond to communicative situations related to workplace performance. This expectation is based on the use of tasks that simulate professional interactions such as responding to guest requests, explaining services, and managing routine problems. These communicative events reflect the needs of hospitality apprentices and correspond to the selected English Learning Outcomes (RAPs).

The design of the proposal supports this development by organizing sessions around goal-oriented communication. In accordance with TBL principles, language learning is enhanced when learners use the target language as a tool for interaction rather than as an abstract system. Repeated engagement in contextualized communicative tasks is therefore expected to foster increased fluency, confidence, and functional language use in professional scenarios.

### 4.2. Development of professional language and interaction skills

A second expected result concerns the expansion of job-related vocabulary, functional language, and interactional competence. The ESP orientation of the proposal ensures that linguistic input and task design are directly derived from the communicative demands of the hospitality sector. Vocabulary and expressions are not presented in isolation but embedded within meaningful situations that require their use for negotiation of meaning and collaborative problem-solving.

This integration of language and interaction supports both retention and transfer. Research in ESP and communicative language teaching indicates that vocabulary and structures learned through purposeful communication are more likely to be retained and applied in real

professional contexts. Furthermore, the emphasis on pair and group work encourages active participation and supports the development of interactional strategies necessary for workplace communication.

#### 4.3. Promotion of meaningful and context-sensitive learning

The proposal also contributes to more meaningful learning by aligning English instruction with institutional objectives and workplace realities. Tasks are linked to RAPs and designed to operate within the constraints typical of vocational centers, including heterogeneous proficiency levels and limited resources. This reflects an understanding of pedagogical feasibility as an essential component of instructional design.

By placing language learning within professional contexts, the intervention promotes the perception of English as a practical tool for employment rather than an isolated academic subject. This contextualization strengthens the relevance of instruction and supports a shift toward more functional, purpose-driven language education in vocational settings.

### 5. Conclusions

This section presents the main conclusions drawn from the development of the intervention proposal and evaluates the extent to which its aims have been achieved. It reflects on how the design of the task-based ESP sessions addresses the communicative needs of hospitality apprentices and considers the pedagogical value of integrating workplace-oriented language instruction. The conclusions also highlight the contribution of the proposal to vocational English education and its potential relevance for similar instructional contexts.

This intervention proposal was developed with the aim of enhancing SENA apprentices' communicative competence in English by engaging them in a Task-Based Learning approach within an English for Specific Purposes framework. It was designed to address a recurring challenge in vocational education: the limited opportunities learners have to use English meaningfully in contexts that reflect real professional communication. Through the design of contextualized, task-based sessions, the proposal provides a structured pedagogical response to this need by integrating communicative language use with workplace-oriented content.

Regarding the specific aims of the proposal, the design of the instructional sessions supports the development of learners' ability to understand and respond to common workplace

communicative situations. The inclusion of listening and reading tasks based on professional scenarios allows apprentices to practice interpreting authentic information they may encounter in their future jobs. In addition, the proposal promotes the use of job-related vocabulary and functional language through repeated exposure to hospitality-related terminology and communicative routines embedded in the tasks.

The intervention also encourages apprentices to participate actively in collaborative, task-based communication, as most activities require pair and group interaction, problem-solving, and negotiation of meaning. This interactional focus is complemented by opportunities to produce short spoken and written texts related to professional contexts, such as describing routines, handling customer situations, and presenting work processes. Although the proposal has not been implemented, the design of these tasks demonstrates strong potential to foster functional language production in realistic settings.

Finally, the proposal contributes to learners' awareness of the relevance of English for their professional development, as all tasks are directly connected to workplace practices. By situating language learning within vocational scenarios, the intervention reinforces the idea of English as a practical tool rather than an abstract academic subject.

Overall, this work contributes to vocational English education by offering a pedagogically coherent model that connects Task-Based Learning and ESP principles with the communicative demands of professional training. It highlights the value of designing language instruction that reflects real occupational contexts and supports the development of meaningful competence in vocational learners.

## 6. Limitations and further research

This section presents a critical reflection on the contextual and practical factors that may influence the implementation of the intervention proposal in real vocational English classrooms. These limitations do not reduce the value of the proposal; rather, they acknowledge the complexity of educational settings and help clarify the conditions that may affect the development of communicative competence among apprentices.

## 6.1. Limitations

One important limitation relates to learner diversity. Apprentices in vocational education often present different levels of English proficiency, learning pace, and prior educational experiences. These differences may require additional scaffolding, differentiated support, or adjusted timing for certain tasks. As a result, not all learners may progress at the same rate, which can influence the overall effectiveness of task-based activities.

A second limitation concerns time constraints. The proposal is structured around a limited number of instructional sessions, which may not be sufficient to observe long-term development in communicative competence. Language learning is a gradual process, and the impact of task-based instruction may become more visible after extended and continuous exposure.

Attendance and continuity may also affect the implementation of the intervention. In vocational education contexts, apprentices may face personal, academic, or work-related responsibilities that lead to irregular attendance. This can disrupt the progression of tasks and make it difficult to ensure that all learners participate in each stage of the instructional sequence.

Another relevant limitation involves resources and technological access. The availability of materials such as audio equipment, projectors, printed resources, or stable internet connections may vary across SENA centers. In addition, learners' digital literacy levels may differ, which could influence the feasibility of certain activities that rely on technological tools.

Finally, emotional and cultural factors may influence participation. Some apprentices may feel insecure about using English orally, especially in collaborative or performance-based tasks. Others may be more accustomed to traditional teacher-centered instruction and may initially feel uncertain when engaging in interactive, task-based learning. These emotional and cultural variables can shape learners' engagement and should be considered when implementing the proposal.

## 6.2. Further research

The limitations identified above open several areas for future research and pedagogical development. One important area of research would be to examine the long-term impact of

task-based ESP instruction by implementing the proposal over an extended period and observing how learners' communicative competence develops over time.

Future studies could also compare different instructional approaches, for example by analyzing the outcomes of groups working with task-based ESP activities and groups following more traditional language instruction. Such comparisons could provide deeper insight into the effectiveness of communicative, profession-oriented methodologies in vocational education.

Another relevant area for further research is the role of digital tools in vocational English instruction. Studies could explore how to support learners with limited technological skills, identify which digital resources are most accessible, and examine how technology can enhance learning without increasing cognitive or emotional stress.

Research focusing on teacher training would also be valuable. Future work could investigate the types of professional development that instructors need in order to design, adapt, and implement task-based ESP materials effectively, particularly in contexts with diverse learner needs.

Additionally, the proposal could be applied and adapted to other vocational fields beyond hospitality, such as healthcare, logistics, technology, or administration. Exploring how communicative demands vary across professional domains would help refine and expand the applicability of task-based ESP instruction.

Finally, future research could further explore the emotional and cultural dimensions of language learning in vocational settings, examining how factors such as confidence, anxiety, and classroom climate influence learners' participation in communicative tasks and identifying strategies to create supportive learning environments.

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## Annexes

### Annex A. Guest Information Card (Student A)<sup>1</sup>

#### Instructions for Student A:

You are a hotel guest. Your information card has missing details. Ask your partner (Student B) the questions you need in order to complete the card.

Use simple questions such as:

“What time...?”

“How much...?”

“Is there...?”

“Do you have...?”

#### Guest Information Card – Hotel Sunrise

ITEM	INFORMATION
Guest name	Michael torres
Room number	304
Check-in Date	March 12
Check-out date	
Breakfast time	
Wifi password	sunrise 304
Gym hours	
Pool rules	No glass bottles
Laundry service	
Late check-out fee	

Student A must obtain the missing information from Student B.

---

<sup>1</sup> Source: Own source

## **Annex B. Hotel information sheet (student B)<sup>2</sup>**

### **Instructions for Student B:**

You work at the hotel front desk. Your partner (Student A) has a guest card with missing information. Answer their questions using the information below.

Give short, clear answers.

### **Hotel Sunrise – Information Sheet**

#### Hotel Services and Information

Check-out date: March 15

Breakfast time: 6:30 a.m. – 9:30 a.m.

Gym hours: 5:00 a.m. – 10:00 p.m.

Laundry service: Available from 8:00 a.m. to 6:00 p.m.

Late check-out fee: \$25 USD

Pool rules: Open 7:00 a.m. – 8:00 p.m., no glass bottles

Student B must provide the information orally; they do not see Student A's card.

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<sup>2</sup> Source: Own source

### Annex C. Instructor observation checklist<sup>3</sup>

Session: Understanding Workplace Communication in Hospitality Contexts

Date: \_\_\_\_\_

Instructor: \_\_\_\_\_

Group: \_\_\_\_\_

#### A. Participation and Engagement

Criterion	Observed	Comments
Participates actively in whole-class activities	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Works collaboratively during pair and small-group tasks	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Shows willingness to communicate in English	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Follows task instructions with minimal support	<input type="checkbox"/> Yes <input type="checkbox"/> No	

#### B. Listening Skills

Criterion	Observed	Comments
Identifies the speakers and context during the first listening	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Understands the main idea of the listening text	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Extracts relevant details from the audio in the second listening	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Completes the listening worksheet accurately	<input type="checkbox"/> Yes <input type="checkbox"/> No	

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<sup>3</sup> Source: Own source

### C. Reading Skills

Criterion	Observed	Comments
Identifies key information in short hospitality texts (notices, emails)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Distinguishes between main ideas and specific details	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Collaborates effectively in categorizing information	<input type="checkbox"/> Yes <input type="checkbox"/> No	

### D. Vocabulary and Functional Language

Criterion	Observed	Comments
Recognizes and uses key hospitality vocabulary	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Understands simple present forms in workplace routines	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Uses basic functional language (requests, clarifying questions)	<input type="checkbox"/> Yes <input type="checkbox"/> No	

### E. Task Performance (Information-Gap Activity)

Criterion	Observed	Comments
Asks simple questions clearly to obtain missing information	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Responds appropriately to partner's questions	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Completes the information card accurately	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Maintains communication despite mistakes	<input type="checkbox"/> Yes <input type="checkbox"/> No	

**F. Attitude and Strategy Use**

Criterion	Observed	Comments
Shows confidence during communicative tasks	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Uses basic listening strategies (prediction, checking)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Uses reading strategies (scanning, underlining information)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Reflects meaningfully during post-task discussion	<input type="checkbox"/> Yes <input type="checkbox"/> No	

**General Instructor Comments**

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Instructor Signature: \_\_\_\_\_

## Annex D. Sentence-frame worksheet (guided practice)<sup>4</sup>

### Session: Explaining Job Functions and Responsibilities in Hospitality Contexts

#### Instructions for learners:

Complete the sentences using the correct form of the simple present, daily routine expressions, and hospitality-related vocabulary. Work in pairs and check your answers together.

#### Part A. Daily Work Routine Sentences

I usually \_\_\_\_\_ at the beginning of my shift.

After that, I \_\_\_\_\_ the guests who arrive at the hotel.

I often \_\_\_\_\_ information about services and check-in details.

At 10:00 a.m., I \_\_\_\_\_ phone calls from guests.

During the afternoon, I \_\_\_\_\_ reservations in the system.

I always \_\_\_\_\_ my work area before I finish my shift.

#### Part B. Sequencing Activities

Complete the sentences using connectors: first, then, after that, next, finally.

\_\_\_\_\_ I check the reservation list for the day.

\_\_\_\_\_ I greet the guests at the front desk.

\_\_\_\_\_ I answer questions about hotel services.

\_\_\_\_\_ I organize the keys and prepare documents for check-in.

\_\_\_\_\_ I send the end-of-shift report.

#### Part C. Hospitality-Related Vocabulary

Match the actions (A–F) with the hotel roles (1–6):

##### Actions

- A. Clean and prepare rooms
- B. Welcome and check in guests
- C. Assist customers in the restaurant
- D. Carry luggage to rooms
- E. Answer phone calls and emails
- F. Explain hotel rules and services

##### Roles

- Receptionist
- Housekeeper
- Waiter/Waitress
- Bellhop
- Front Desk Agent
- Customer Service Assistant

Write your answers here:

\_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

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<sup>4</sup> Source: Own source

### Annex E. Instructor speaking observation checklist<sup>5</sup>

Session: Explaining Job Functions and Responsibilities in Hospitality Contexts

Communicative Task: Group "Routine Story" (5–6 sentences)

Date:

Instructor:

Group:

#### A. Participation

Criterion	Yes	No	Comments
Participates actively in the group task	<input type="checkbox"/>	<input type="checkbox"/>	
Contributes at least one complete sentence	<input type="checkbox"/>	<input type="checkbox"/>	
Supports group members during the activity	<input type="checkbox"/>	<input type="checkbox"/>	

#### B. Language Use

Criterion	Yes	No	Comments
Uses the simple present accurately in most sentences	<input type="checkbox"/>	<input type="checkbox"/>	
Uses daily routine vocabulary appropriately	<input type="checkbox"/>	<input type="checkbox"/>	
Uses basic connectors (first, then, next, finally) correctly	<input type="checkbox"/>	<input type="checkbox"/>	
Produces sentences that are clear and understandable	<input type="checkbox"/>	<input type="checkbox"/>	

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<sup>5</sup> Source: Own source

**C. Sequencing and Coherence**

Criterion	Yes	No	Comments
Ideas are presented in a logical order	<input type="checkbox"/>	<input type="checkbox"/>	
Sentences connect smoothly within the group story	<input type="checkbox"/>	<input type="checkbox"/>	
Demonstrates understanding of routine structure	<input type="checkbox"/>	<input type="checkbox"/>	

**D. Pronunciation and Fluency**

Criterion	Yes	No	Comments
Pronounces key hospitality vocabulary adequately	<input type="checkbox"/>	<input type="checkbox"/>	
Speaks at an appropriate pace	<input type="checkbox"/>	<input type="checkbox"/>	
Maintains communication despite minor errors	<input type="checkbox"/>	<input type="checkbox"/>	

**E. Overall Performance**

Level	Description
<input type="checkbox"/> Excellent	Strong use of structures; clear sequencing; high participation
<input type="checkbox"/> Good	Mostly accurate structures; good participation; minor issues
<input type="checkbox"/> Satisfactory	Some errors but communicates basic ideas
<input type="checkbox"/> Needs improvement	Difficulty forming sentences or sequencing ideas

Instructor comments:

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Instructor signature: \_\_\_\_\_

## Annex F. Short reading text “A day at the hotel”<sup>6</sup>

### A Day at the Hotel

My name is Laura, and I work at the Sunrise Hotel. Every day is busy.

First, I check the reservation list and greet the guests at the front desk.

Then, I answer emails and phone calls from customers who need information.

At 11:00 a.m., I help guests with check-out and give them their final bill.

In the afternoon, I prepare documents for new arrivals and talk to the cleaning staff about the rooms that are ready.

Next week, I will start training a new employee, and I will also help with a special event in the conference room. It will be a busy week, but I enjoy my job because I meet people from many places.

### Comprehension focus:

- Identify main ideas (hotel routines)
- Recognize details (times, tasks, future plans)

---

<sup>6</sup> Source: Own source

**Annex G. Reading notice/schedule – Hospitality workplace<sup>7</sup>**

## Hotel Sunrise – Daily Service Schedule

### **Front Desk Services**

Check-in: 2:00 p.m.

Check-out: 12:00 p.m.

Luggage service available: 8:00 a.m. – 10:00 p.m.

### **Housekeeping**

Room cleaning: 9:00 a.m. – 3:00 p.m.

Laundry service: 7:00 a.m. – 5:00 p.m.

Extra towels: Request from front desk

### **Restaurant**

Breakfast: 6:30 a.m. – 9:30 a.m.

Lunch: 12:30 p.m. – 3:00 p.m.

Dinner: 6:00 p.m. – 9:00 p.m.

### **Special Notice:**

Tomorrow, the restaurant will close at 8:00 p.m. for maintenance.

## Suggested comprehension questions (already implied in session):

1. What time does check-in start?
2. When can guests request luggage service?
3. What services does housekeeping offer?
4. What time does breakfast finish?
5. Why will the restaurant close early tomorrow?

---

<sup>7</sup> Source: Own source

**Annex H. Instructor observation checklist – listening and reading session<sup>8</sup>**

Session: Understanding workplace information

Date:

Instructor:

Group:

**A. Participation and Engagement**

Criterion	Yes	No	Comments
Participates actively during tasks	<input type="checkbox"/>	<input type="checkbox"/>	
Works cooperatively with partner or group	<input type="checkbox"/>	<input type="checkbox"/>	
Follows instructions with minimal support	<input type="checkbox"/>	<input type="checkbox"/>	

**B. Listening Comprehension**

Criterion	Yes	No	Comments
Identifies main ideas from the audio	<input type="checkbox"/>	<input type="checkbox"/>	
Recognizes specific details (times, tasks, plans)	<input type="checkbox"/>	<input type="checkbox"/>	
Completes listening worksheet accurately	<input type="checkbox"/>	<input type="checkbox"/>	

**C. Reading Comprehension**

Criterion	Yes	No	Comments
Understands key information from the notice/schedule	<input type="checkbox"/>	<input type="checkbox"/>	
Locates details such as times, services, and rules	<input type="checkbox"/>	<input type="checkbox"/>	
Answers comprehension questions with basic accuracy	<input type="checkbox"/>	<input type="checkbox"/>	

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<sup>8</sup> Source: Own source

**D. Strategy Use**

Criterion	Yes	No	Comments
Uses key words to support comprehension	<input type="checkbox"/>	<input type="checkbox"/>	
Uses context clues when reading	<input type="checkbox"/>	<input type="checkbox"/>	
Ignores non-essential unknown words	<input type="checkbox"/>	<input type="checkbox"/>	

**E. Overall Performance**

Level	Description
<input type="checkbox"/> Excellent	Strong comprehension, active participation, minimal errors
<input type="checkbox"/> Good	Understands most content, some errors but meaning clear
<input type="checkbox"/> Satisfactory	Basic comprehension; needs support
<input type="checkbox"/> Needs improvement	Difficulty understanding or completing tasks

Instructor comments:

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Instructor signature: \_\_\_\_\_

## Annex I. Listening dialogue and worksheet<sup>9</sup>

### A. Listening Dialogue: "The Late Room Service Order"

The instructor reads or plays the dialogue.

Guest: Hello, this is Room 210. I ordered room service 40 minutes ago.

Staff: I'm very sorry for the delay, sir. We had a problem in the kitchen.

Guest: I understand, but I need my meal soon. I have a meeting at 7:00 p.m.

Staff: Yes, of course. Your order is ready now. The waiter is going to take it to your room in five minutes.

Guest: Thank you.

Staff: Again, we apologize for the delay. Please let us know if you need anything else.

### B. Multiple-Choice Questions

1. What is the problem?
  - a) The guest wants more towels
  - b) The room service is late
  - c) The guest cannot find his room
2. Why is there a delay?
  - a) A problem in the kitchen
  - b) The hotel is full
  - c) The guest ordered the wrong dish
3. What time is the guest's meeting?
  - a) 6:00 p.m.
  - b) 7:00 p.m.
  - c) 8:00 p.m.
4. When will the order arrive?
  - a) In five minutes
  - b) In thirty minutes
  - c) At 7:00 p.m.

### C. Sequencing Activity

Number the events from 1 to 5.

- \_\_\_ The waiter is going to take the food soon.
- \_\_\_ The guest calls to complain.
- \_\_\_ The staff apologizes.
- \_\_\_ The order is delayed because of a kitchen problem.
- \_\_\_ The guest thanks the staff.

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<sup>9</sup> Source: Own source

## Annex J. Reading text and worksheet<sup>10</sup>

### A. Email from Supervisor

Subject: Task for Tomorrow's Event

Hello team,

Tomorrow we will have a special business event in the conference room.

Here are the tasks for the morning:

Maria is going to prepare the tables at 8:00 a.m.

John will check the sound system and projector.

You are going to organize the welcome materials and place them at the entrance.

At 10:00 a.m., we will have a short meeting to review the plan.

Please be on time and ready.

Thank you,

Supervisor Ana

### B. Comprehension Questions

What event will happen tomorrow?

What time will Maria prepare the tables?

What is John responsible for?

What task must you complete?

What time is the team meeting?

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<sup>10</sup> Source: Own source

### Annex K. Instructor observation checklist<sup>11</sup>

Session: Interpreting workplace guidelines and service procedures

Date:

Instructor:

Group:

#### A. Participation and Engagement

Criterion	Yes	No	Comments
Participates in pair and group work	<input type="checkbox"/>	<input type="checkbox"/>	
Shows effort to understand tasks	<input type="checkbox"/>	<input type="checkbox"/>	
Responds when called on by instructor	<input type="checkbox"/>	<input type="checkbox"/>	

#### B. Listening Comprehension

Criterion	Yes	No	Comments
Identifies the main problem in the dialogue	<input type="checkbox"/>	<input type="checkbox"/>	
Recognizes key details (time, actions, solutions)	<input type="checkbox"/>	<input type="checkbox"/>	
Orders events correctly	<input type="checkbox"/>	<input type="checkbox"/>	

#### C. Reading Comprehension

Criterion	Yes	No	Comments
Understands the purpose of the email	<input type="checkbox"/>	<input type="checkbox"/>	
Identifies tasks, roles, and times	<input type="checkbox"/>	<input type="checkbox"/>	
Answers comprehension questions with accuracy	<input type="checkbox"/>	<input type="checkbox"/>	

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<sup>11</sup> Source: Own source

**D. Strategy Use**

Criterion	Yes	No	Comments
Uses key words to identify main ideas	<input type="checkbox"/>	<input type="checkbox"/>	
Ignores non-essential unknown words	<input type="checkbox"/>	<input type="checkbox"/>	
Discusses strategies during reflection	<input type="checkbox"/>	<input type="checkbox"/>	

**E. Overall Performance**

Level	Description
<input type="checkbox"/> Excellent	Very accurate comprehension; strong participation
<input type="checkbox"/> Good	Understands most content; some minor errors
<input type="checkbox"/> Satisfactory	Basic comprehension; requires support
<input type="checkbox"/> Needs improvement	Difficulty understanding or completing tasks

Instructor comments:

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Instructor signature: \_\_\_\_\_

## Annex L. Problem scenario cards/Hospitality role-plays<sup>12</sup>

### Instructions:

Each group receives one card. Read the problem, discuss it, propose two solutions, choose the best one, and prepare a short role-play (2–3 minutes).

### Scenario Card 1 – No Hot Water

A guest calls the front desk saying there is no hot water in the shower. They need to get ready quickly for an event.

What is the problem?

What can the hotel staff do?

What is the best solution?

### Scenario Card 2 – Wrong Room Service Order

A guest ordered a chicken sandwich, but the kitchen delivered a vegetarian pasta.

The guest is upset because they don't have much time.

### Scenario Card 3 – Loud Noise Complaint

A guest says the room next door is very noisy, and they cannot sleep. They want a solution immediately.

### Scenario Card 4 – Late Check-out Request

A guest wants to stay in the room two more hours, but the hotel is full. Staff must decide if they can allow the late check-out or offer alternatives.

### Scenario Card 5 – Missing Towel Service

A guest says there are no clean towels in the room. Housekeeping is very busy today.

### Scenario Card 6 – Air Conditioner Not Working

A guest reports that the air conditioner is not working and the room is too hot. Maintenance is available only after 3:00 p.m.

Each card includes:

- A clear problem
- Pressure or contextual detail
- Space for two solutions and a final group decision

This keeps the task A1/A2-appropriate while still engaging.

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<sup>12</sup> Source: Own source

### Annex M. Writing micro-task template <sup>13</sup>

#### Instructions:

Write a short note (4–5 sentences) describing the problem from your role-play and the solution your group chose. Use simple present and modal verbs for suggestions.

#### Problem–Solution Note Template

Date:

Problem:

Possible Solutions:

Chosen Solution:

(Explain why your group chose this option.)

Sign:

---

<sup>13</sup> Source: Own source

## Annex N. Instructor observation checklist for role-play and oral participation<sup>14</sup>

Session: Exchanging opinions in hospitality scenarios

Date:

Instructor:

Group:

### A. Participation & Collaboration

Criterion	Yes	No	Comments
Participates actively in the group discussion	<input type="checkbox"/>	<input type="checkbox"/>	
Helps propose ideas or solutions	<input type="checkbox"/>	<input type="checkbox"/>	
Takes part in the role-play performance	<input type="checkbox"/>	<input type="checkbox"/>	

### B. Language Use

Criterion	Yes	No	Comments
Describes the problem clearly	<input type="checkbox"/>	<input type="checkbox"/>	
Uses simple functional expressions ("We can...", "Maybe you should...")	<input type="checkbox"/>	<input type="checkbox"/>	
Uses modal verbs appropriately (can, could, should)	<input type="checkbox"/>	<input type="checkbox"/>	
Speaks clearly enough to be understood	<input type="checkbox"/>	<input type="checkbox"/>	

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<sup>14</sup> Source: Own source

**C. Problem-Solving Skills**

Criterion	Yes	No	Comments
Proposes at least one reasonable solution	<input type="checkbox"/>	<input type="checkbox"/>	
Helps the group choose the best solution	<input type="checkbox"/>	<input type="checkbox"/>	
Shows basic reasoning ("because...", "so...")	<input type="checkbox"/>	<input type="checkbox"/>	

**D. Writing Micro-Task**

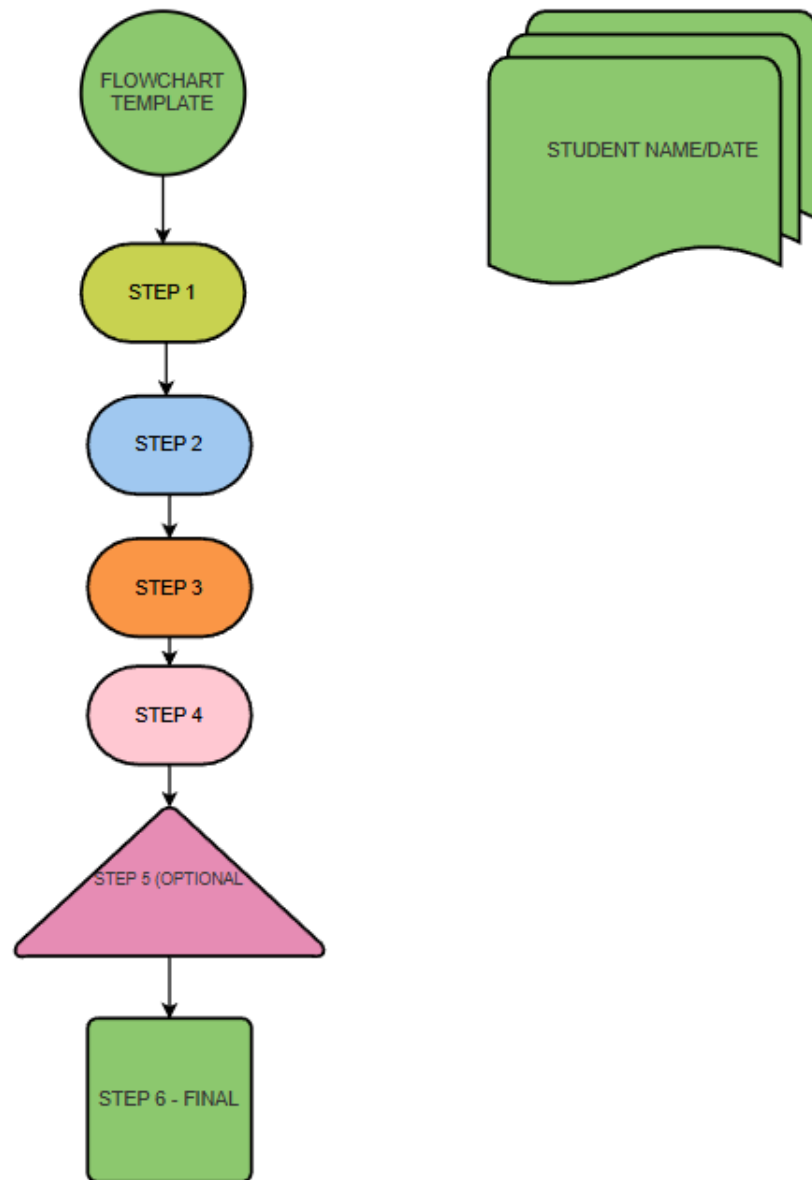
Criterion	Yes	No	Comments
Describes the problem briefly and clearly	<input type="checkbox"/>	<input type="checkbox"/>	
Writes at least two possible solutions	<input type="checkbox"/>	<input type="checkbox"/>	
Uses simple correct grammar (simple present, modals)	<input type="checkbox"/>	<input type="checkbox"/>	

**E. Overall Feedback**

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Instructor Signature: \_\_\_\_\_

**Annex O. Flowchart template – describing a hospitality process<sup>15</sup>**



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<sup>15</sup> Source: Own source

**Annex P. Instructor observation checklist – oral presentation of process<sup>16</sup>**

Session: Discussing service options and workplace solutions

Date:

Instructor:

Group:

**A. Presentation Skills**

Criterion	Yes	No	Comments
Presents the process clearly using the flowchart	<input type="checkbox"/>	<input type="checkbox"/>	
Uses sequencers correctly (first, then, next, finally)	<input type="checkbox"/>	<input type="checkbox"/>	
Uses imperative verbs appropriately (greet, check, clean, prepare)	<input type="checkbox"/>	<input type="checkbox"/>	
Speaks at a clear and understandable pace	<input type="checkbox"/>	<input type="checkbox"/>	
Maintains basic intelligibility despite errors	<input type="checkbox"/>	<input type="checkbox"/>	

**B. Organization and Logic**

Criterion	Yes	No	Comments
Steps follow a logical order	<input type="checkbox"/>	<input type="checkbox"/>	
The explanation matches the completed flowchart	<input type="checkbox"/>	<input type="checkbox"/>	
Information is consistent and relevant to the chosen process	<input type="checkbox"/>	<input type="checkbox"/>	

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<sup>16</sup> Source: Own source

C. Interaction

Criterion	Yes	No	Comments
Answers at least one simple question from peers	<input type="checkbox"/>	<input type="checkbox"/>	
Listens respectfully to other presentations	<input type="checkbox"/>	<input type="checkbox"/>	
Participates actively in group discussion	<input type="checkbox"/>	<input type="checkbox"/>	

D. Overall Performance Level

Level	Description
<input type="checkbox"/> Excellent	Very clear explanation, correct use of sequencers and imperatives, strong participation
<input type="checkbox"/> Good	Mostly clear and organized, minor errors but message is understandable
<input type="checkbox"/> Satisfactory	Basic clarity; needs support with structure or language
<input type="checkbox"/> Needs Improvement	Hard to follow; limited use of sequencers or unclear pronunciation

Instructor comments:

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Instructor signature: \_\_\_\_\_