

Analysis of the Learning Environment for Effective English Teaching in the Tourism Sector in Boyacá

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ABSTRACT

A significant problem has been identified in the rural tourism of Boyacá: the low level of English language skills of the participants in the tourism sector, especially tour guides and service providers. This situation limits effective interaction with foreign tourists and reduces the possibilities of economic growth and international projection of the region. Although the demand for tourism services is growing, traditional teaching practices that do not respond to real contextual needs persist. The main objective of this study is to analyze and propose pedagogical strategies that favor the learning of English for specific purposes in the rural tourism sector, promoting meaningful, contextualized learning focused on effective communication in real-life situations. This research takes a qualitative approach based on analysis of a specific learning environment. Data collection techniques employed were observation, semi-structured interviews, and the design of contextualized pedagogical activities for participants involved in the tourism sector. Ethical issues such as informed consent and confidentiality were taken into consideration. The results show that the use of contextualized pedagogical strategies such as simulations, role plays and activities based on real tourism situations contributes significantly to the development of English communicative skills. Moreover, the learners' motivation and participation increased, and the appropriation of the language in practical contexts was stronger. It is concluded that the implementation of context-based pedagogical strategies that are in line with the real needs of the learners enhances the effectiveness of English learning for tourism purposes, reinforcing not only the linguistic competence but also confidence and performance in real communicative situations.

Keywords: English for Specific Purposes (ESP), Contextualized Learning, Pedagogical Proposal, Pedagogical Strategies, Rural Tourism.



RESUMEN

Se ha identificado un problema significativo en el turismo rural de Boyacá: el bajo nivel de habilidades en el idioma inglés de los participantes del sector turístico, especialmente de los guías turísticos y prestadores de servicios. Esta situación limita la interacción efectiva con turistas extranjeros y reduce las posibilidades de crecimiento económico y proyección internacional de la región. Aunque la demanda de servicios turísticos está en crecimiento, persisten prácticas de enseñanza tradicionales que no responden a las necesidades contextuales reales. El objetivo principal de este estudio es analizar y proponer estrategias pedagógicas que favorezcan el aprendizaje del inglés con fines específicos en el sector del turismo rural, promoviendo un aprendizaje significativo, contextualizado y enfocado en la comunicación efectiva en situaciones de la vida real. Esta investigación adopta un enfoque cualitativo basado en el análisis de un entorno de aprendizaje específico. Las técnicas de recolección de datos empleadas fueron la observación, entrevistas semiestructuradas y el diseño de actividades pedagógicas contextualizadas para participantes involucrados en el sector turístico. Se tuvieron en cuenta aspectos éticos como el consentimiento informado y la confidencialidad. Los resultados muestran que el uso de estrategias pedagógicas contextualizadas, tales como simulaciones, juegos de roles y actividades basadas en situaciones turísticas reales, contribuye significativamente al desarrollo de las habilidades comunicativas en inglés. Además, la motivación y participación de los estudiantes aumentaron, y la apropiación del idioma en contextos prácticos fue mayor. Se concluye que la implementación de estrategias pedagógicas basadas en el contexto y alineadas con las necesidades reales de los estudiantes mejora la efectividad del aprendizaje del inglés con fines turísticos, fortaleciendo no solo la competencia lingüística, sino también la confianza y el desempeño en situaciones comunicativas reales.

Palabras clave: inglés con fines específicos (ESP), aprendizaje contextualizado, propuesta pedagógica, estrategias pedagógicas, turismo rural.



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Colombia, a country with an extensive and diverse territory, stands out as a significant tourist destination in the region, representing a notable portion of national income. According to research conducted in 2024, 3.3% of the GDP is contributed for foreigners (BBVA Research, 2024). Additionally, it is also important to mention that Colombia presents a low proficiency level in English, according to the EF English Proficiency Index 2024, it occupies the number 72 in 113 countries evaluated, which also shows the gap between tourism sector demands and national English level of proficiency. Considering that English is a key factor of the tourism sector since it is the common language used for communication among people from different nationalities. It is necessary to promote better communication with international clients, thus enhancing service quality and attracting more visitors. (Stanton, 2021).

It is essential to analyze the Colombian situation related to the acquisition of English as a foreign language. Based on the Laboratorio de Economía de la Educación (LEE) at the Pontificia Universidad Javeriana (2023) research, Colombia's proficiency in foreign languages is minimal, especially in English, which is the most studied foreign language in the country, and it is found that several factors should be considered, such as age, education level, and region. In this order of ideas, different studies also mention additional factors such as the lack of adapted learning materials and resources, limited teacher training in English for Specific Purposes (ESP), and several general English programs that are not pertinent to sector-specific needs.

This situation has also been a concern for the Colombian government, which is why they have put in place national policies and plans like the National Bilingualism Plan. This National Bilingualism Plan aims to strengthen the teaching and learning of foreign languages for students in preschool, basic, middle, higher, and non-formal education (Ministry of National Education, 2025). Allowing this way to position English skills for being competent part of global markets and in the different economic sectors such as tourism. Therefore, the present study emerges from the need of analyzing how the English

learning environment in Boyacá can be improved by implementing a contextualized pedagogical approach that responds to the real needs of the tourism sector.

This limitation is especially clear in Boyacá, a region with a lot of potential for tourism. However, the region cannot fully showcase its cultural and natural value and potential. Due to many workers in the tourism industry do not speak English very well, nearby areas have often not been able to fully show the potential of these places. This lack of English proficiency directly affects the quality of service provided to non-Spanish-speaking tourists, influencing customer satisfaction and, in turn, limiting the economic development of the region. Similar challenges are also present in other Colombian tourist destinations. Galeano Castaño (2023), for example, conducted a study in Guatapé, Antioquia, which demonstrated how the low English skills of local tourism workers negatively impacted its growth. Additionally, the study highlighted how, despite the importance of English for jobs in the tourism field, there is little interest among local workers in learning another language, which restricts both cultural exchange and economic opportunities.

This reinforces the issue by showing how insufficient language training hinders both service quality and regional development. This highlights the necessity of a tourism context-based teaching approach that allows tourist workers to learn English as a tool for intercultural communication and professional competence in addition to a language. Speaking specifically about Boyacá according to Gobernación de Boyacá (2018). “The English proficiency of tourism industry personnel, 4.54% have a good command of the language, while 95.46% do not.”

Boyacá is a rich department with a very touristic cultural heritage, gastronomy, natural resources and its beautiful landscapes. This has made tourism constantly grow, but there are not enough specialized English training programs in this sector. The majority of English classes or training options are still too general, and they are not very specific to the communication challenges that workers in the tourism industry face every day. In fact, Montes Román (2022) points out that many

English programs are generic and fail to meet the communicative needs of the tourism sector, which reduces their effectiveness. This difference between what students learn in school or maybe in the University as well, and what they need to know for work shows how important it is to design a teaching strategy that fits the local context and makes it easier for international visitors to communicate.

Taking this scenario into account, it becomes crucial to create an English learning environment that fully covers authentic communication requirements in the tourism industry. To guarantee successful learning results, this environment has to include characteristics such as; motivation, cultural sensitivity, and professional requirements.

This pedagogical analysis and proposal must be developed in an authentic, appropriate, and meaningful learning environment to effectively influence Boyacá's tourism industry. Araque Torres (2022) defines the learning environment as “The integrated social, cultural, pedagogical, and ecological dimensions, and should be understood as dynamic settings where meaning and global citizenship are constructed.” This indicates that the teaching context should be closely connected to real-life situations in tourism, promoting learning through practice, interaction, and problem-solving that reflect daily professional challenges. This educational approach would not only help participants learn technical English vocabulary, but it would also help them build confidence and communication skills that are useful for serving foreign visitors.

The purpose of this study is to analyze a specific learning environment in the tourism sector and propose a pedagogical strategy to improve the English learning process of tourism workers in the department of Boyacá. Boyacá is a tourist region, famous for its natural and cultural attractions, drawing both national and international visitors. Despite the growth of the tourism industry, many tourism workers lack sufficient English proficiency, which limits the quality of service provided to international guests.

The low level of the English proficiency in the touristic field has become a barrier for visitors, especially those from other countries who do not speak Spanish, because it makes it harder to communicate in everyday situations for them and for the workers. This issue arises from the limited access to training programs or formal education focused on language development. For this reason, this proposal presents a pedagogical strategy to improve the English learning process among the tourism sector, providing them with the necessary tools to meet the demands of the industry and optimize their professional opportunities.

Based on all the above, the researchers propose the following research question:

How can the analysis of a contextualized learning environment shape the design of a pedagogical proposal to support English learning among tourism employees in Boyacá? This question implies the study's main objective and ensures its alignment with the identified research issue.

English Training Programs in the Tourism Sector

The following study presents theoretical foundations that support this research. It is titled *Entrepreneurial proposal: An English language training course for the tourism sector in the Coffee Region*. (2022) Even though some English programs have been implemented, there is no clear focus on the learners' specific needs, resulting in little progress in the English language abilities in the sector" (Tuberquia Henao & Osorio Hincapié, 2022). The present study agrees with the research mentioned above in terms of the target population; however, it differs by offering a more localized and a solution that responds to the local context. While the referenced study provides a general perspective on the issue, this work concentrates on developing a strategy that specifically meets the needs of tourist staff in Boyacá.

The second study, *English Language Training Strategies for the Staff of the Food and Beverage Department at Zuana Beach Resort Hotel in Santa Marta* by Rangel Luisa (2018) highlights the low English proficiency in hotel employees of the tourism sector. However, both studies emphasize the need for English language training, this research focuses on a hotel renowned for its tourism. In contrast, the present study emphasizes a place with less tourism, where the population is smaller, and the challenges are greater due to its rural context. This difference supports the need to adapt English training strategies to rural contexts, where there are fewer resources, limited exposure to foreign languages.

The third study, which is another relevant contribution by Carlos Manuel Jiménez Moya (2019) *Bilingual Training Plan for the Food and Beverage Service Staff of the Estelar Santamarta Hotel & Convention Center*, addresses the need to improve English language skills among the food and beverage service staff at the Estelar Santa Marta Hotel & Convention Center in Santa Marta, Colombia. Given the increasing quantity of international visitors to the region, it identifies communication barriers between hotel staff and non-Spanish-speaking guests and proposes a bilingual training project for improving

customer service. Both the referenced study and the present research share a common interest in improving the skills of staff working in the tourism sector, particularly in customer service aspects. While the former focuses on the food and beverage area and emphasizes broader training aligned with labor competencies, the present study concentrates on English language needs in tourism sector and on an academic and pedagogical proposal about an authentic, relevant, and meaningful learning environment.

All the research findings illustrate that, even with acknowledgement of the necessity for English training, current programs remain deficient in contextualization, consequently reducing their effectiveness. The current study addresses this deficiency by proposing a pedagogical strategy designed specifically for the tourism sector in Boyacá.

To summarize, the research studies reviewed show that contextualization is lacking in the English language training programs now offered in the tourism industry. Thus, this initiative aims to close that gap by incorporating sociocultural and motivational characteristics that directly affect language acquisition into a contextualized pedagogical approach to Boyacá's unique tourism dynamics and needs.

Learning Environments and Pedagogical Approaches

For the present study, learning environments are an active and emergent space in which human beings, the pedagogical actions of educators, and a set of knowledge interact, mediating the influence of biological, physical, and psychosocial factors. (León Corredor, Alfonso Novoa, Bravo Osorio, Romero Cruz, & López Jiménez, 2020) The document by León Corredor et al. (2020) Strengthens the understanding of learning environments by defining them as complex and integral spaces where pedagogical, emotional, social, and physical aspects come together.

For an analysis and a proposal in English designed for tourism workers, this approach allows for the consideration of not only linguistic content, but also the working conditions, participants' motivation, and the interactions that occur during the training process. Furthermore, this study

embraces the idea that learning environments are social and cultural products and spaces rather than neutral ones. It is for this reason that to guarantee valuable authentic learning experiences for participants, the educational plan must take these realities into account.

In the same way, the two concepts: learning environment and English teaching go beyond the linguistic elements, as they integrate other factors like social and cultural dimensions that influence the educational process (Torres, 2022). Therefore, it is relevant to use the language for the development of critical thinking. This approach is appropriate and requires not only linguistic skills but also the ability to interact reflectively and culturally with people from different backgrounds. Integrating critical thinking into English teaching for tourism professionals can enhance communication and improve service and quality in the sector, emphasizing a more effective contribution to language learning.

This approach prepares students not only in their communicative competence but also for their intercultural understanding and introspective interaction, allowing them to provide quality service to the tourism sector. To broaden the understanding of learning environments, this research considers fundamental, to discuss the concept of learning environment analysis, as emphasized by Maestro Learning (2022), which highlights the importance of examining learners' real-life conditions like work, culture, and resources before designing any educational intervention.

This perspective confirms the creation of more relevant and sustainable learning processes. However, the approach presented in the article appears to lean more on standardization and institutional metrics, reducing the social and cultural dynamics of learning. In contrast, this study adopts a human centered and contextualized lens, prioritizing authentic interaction, relevance to participants' everyday experiences, and the inclusion of community-based knowledge. These perspectives affirm the idea that English training for tourism workers should not only teach them the language but additionally become a real and meaningful way for them to learn that is connected to their everyday duties.

In contrast to standardized education approaches, this project adopts a human-centered and context-based perspective that values authenticity, local knowledge, and students' realities as a basis for pedagogical design.

English for Specific Purposes (ESP) in Tourism Contexts.

Recent literature gradually characterizes English for Specific Purposes (ESP) as a pedagogical approach customized to the specific professional, workplace, or domain-specific needs of learners, in contrast to generic or academic English. Dou, Chan, and Win (2023) argue that ESP has evolved to incorporate innovative perspectives in its development and instruction, driven by technological advancements, learner expectations, and industry requirements that demand revised designs and pedagogical methodologies. Thus, integrating ESP perspective into the tourism context enables practical and functional communicative daily situations, such as welcoming guests, answering requests, services and complaints, providing information, and managing intercultural situations.

Additionally, needs analysis is a crucial part of ESP. Londoño Gutiérrez (2021), in Practices in Bilingual Learning Environments: Module 1 – Needs analysis in a work and professional context, highlights that being aware of the language and communication requirements of the workplace is the first step in creating good language programs. From this point of view, teaching English for specific purposes (ESP) is more than just teaching English; it is a way to give professionals greater autonomy and improve their performance in their own fields. It is vital to include ESP in tourism education because it makes sure that English teaching is in accordance with the oral communication tasks that professionals have to do at work. Montes Román (2022) says that general English programs often don't take these specific needs into account, which makes them less useful and effective in real-life situations.

Definitions and Broader Perspectives of Tourism

These referents highlight how important it is to design an educational intervention based on a solid understanding of what tourism implies, according to the World Tourism Organization (OMT, 2022)

tourism is defined as “the activities carried out by people during their trips and stays in different places from their usual environment, for a period less than one year, for leisure, business or other purposes not related to remunerated activities in the place that is visited” (own translation). This definition justifies the importance of teaching English in touristic places, since the variety or competence in different languages is a tool that facilitates the visitor’s interaction with the local communities. In this order of ideas, English proficiency could be either an advantage or a disadvantage within this economic sector, depending on the level of language competence the workforce has.

In effect, discussing English teaching focuses on many factors. Hernández, J (2022) states this must be focused on developing comprehension and writing skills, where the grammar and vocabulary have a relevant paper in the learning, considering the levels for English. This study is not addressing communicative skills. On the other hand, in the tourism sector, communication skill is the most relevant, customer service interactions, and intercultural communication. Therefore, English teaching goes beyond because the traditional approaches to English need to adapt to the real-world demands, especially in rural contexts it may be more practical to focus on basic and functional communicative skills that allow them to interact with guests in daily situations.

Additionally, Adrian Franklin and Mike Crang, (2001) define tourism from a more holistic perspective. One that goes beyond a functional or economic field considers tourism a cultural and social phenomenon. This, considering that tourism is not only about movement or consumption, but also about building and sharing identity and intercultural exchanges. Even Though this view can enrich any discussion about tourism, dissolving the boundary between this sector and daily life experiences could reduce the clarity required when designing specific educational environments. What is a real fact is that tourism cannot be reduced to leisure activities, business or economic issues but it has to be approached from a broader perspective and reflecting on it should be an opportunity to promote critical thinking, cultural sensitivity, and meaningful interactions between people socially and culturally diverse.

General Objective:

To formulate a pedagogical proposal that boosts the English learning process of the tourism workers in Boyacá, through the analysis of their learning environment and their working context.

Specific Objectives:

To reflect on the current learning environment and English language needs of tourism workers in Boyacá, through a relevant and meaningful educational intervention that addresses their professional context.

To propose a pedagogical lesson plan that responds to the identified needs based on the principles of a meaningful and contextualized learning environment.

To identify the socio-cultural, motivational, and professional factors that influence the English learning process of tourism workers in Boyacá.

This research adopts a qualitative descriptive design, framed within an educational action-research perspective, since it aims to generate a pedagogical proposal informed by the analysis of the learning environment of the tourism sector in Boyacá. Descriptive research aims to analyze the characteristics of a specific phenomenon, giving systematic information. In this sense, it is useful to describe educational realities that occur in the real context.

As Hernández Sampieri, Fernández Collado, and Baptista Lucio (2014) state, descriptive research seeks to specify the properties, characteristics, and profiles of people, groups, communities, processes, objects, or any other phenomenon subjected to analysis. That is, they only intend to measure or collect information independently or jointly on the concepts or variables to which they refer (p. 92).

in fact, combining this descriptive approach with an action-research outlook allows the research to record and to document current practices and enhance to use the results as the foundation for pedagogical transformation and professional improvement in the tourism sector. Additionally, this methodological design provides more consistency to the study's coherence with the general objective, which is to formulate a pedagogical proposal that enhances English learning among tourism workers in Boyacá.

Also, Abad Peña et al. (2021) highlight that educational research should be linked to social practice, considering the context in which it is developed, so the results have relevance and applicability. In addition, having a qualitative descriptive design with an action-research framework allows documenting the learning environment in its natural way, and the knowledge that responds to the needs of the participants in their real context.

The qualitative approach is based on an inductive process, where data are collected without numerical measurement to discover or refine research questions through the interpretation of meanings" (Sampieri et al., 2022, p. 14). This orientation allows researchers to study the phenomenon

from the participants' view, taking into account their experiences and contexts. Certainly, the qualitative approach seeks to generate findings directly from the data, providing a useful understanding of educational realities, and guiding the design of pedagogical proposals that are contextualized and socially meaningful. On this account this methodological framework integrates three key dimensions:

- A qualitative approach to understand diverse perceptions.
- A descriptive design to depict the unique characteristics of the different learning environment.
- Action-research to propose improvements based on real results.

Table 1.

Gantt Chart for the Graduation Project

ACTIVIDAD	INICIO	FINAL	2-oct-25	7-oct-25	9-oct-25	14-oct-25	16-oct-25	21-oct-25	23-oct-25	28-oct-25	30-oct-25	4-nov-25	6-nov-25	11-nov-25	13-nov-25	18-nov-25
Introducing myself	2-oct-25	7-oct-25														
Introducing others	9-oct-25	14-oct-25														
Introducing others	16-oct-25	21-oct-25														
Giving directions	23-oct-25	28-oct-25														
Interview	30-oct-25	04-nov-25														
Give directions indoors	6-nov-25	11-nov-25														
Recommending local places	13-nov-25	18-nov-25														

Note. Own elaboration.

The methodology of this study is based on the premise that the learning environment should be analyzed as a dynamic and contextual reality that integrates social, cultural, and material dimensions (Deroncele Acosta, Gross Tur, & Medina Zuta, 2021). For this reason, the research instruments will focus on collecting data that allows the researcher to understand how tourism employees experience English learning opportunities within their rural and work-related contexts.

Participants and Context

The participants in this study are tourism sector employees from Boyacá, who have directed or occasional contact with foreign tourists. These employees represent a non-probabilistic, convenient sample. Not randomly chosen but selected for their relevance to the sector and their willingness to participate voluntarily. The sample is expected to include 15 participants from different touristic environments, such food service places, and any other touristic place in the region.

This variety in the sample will allow the researchers to obtain a broader perspective and understanding of the communicative situations and interactions where English is used. The context of Boyacá was carefully selected for its cultural, environmental, and economic relevance, as it incorporates tourism potential with the typical linguistic challenges of rural areas.

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Informed Consent Collection and Expert Validation Process

For the application of data collection instruments, an informed consent process was conducted with all participants. They were previously informed about the purpose of the research, the confidentiality

of their responses, and the exclusive academic use of the information collected. Afterwards, all participants provided digital signatures, as the entire research project is being carried out virtually. They accepted the informed consent form, voluntarily authorizing their participation (see [Annex 1](#)).

The instruments for this study

1. Semi-structured interviews with tourism employees, aimed at identifying their needs, challenges, and perceptions about learning English in their specific work environment.
2. Practical English workshops are designed to tourism employees to strengthen their English skills for real context in their work.
3. Field observations of communicative situations within the tourism context, to capture authentic instances of interaction in which English is required.

Validation of instruments

Additionally, the semi-structured interview was validated by an expert to make sure it agreed with the project's goals and purpose. The parts of the instrument are written in a way that shows they are correct and make sense. Overall, the tool works well and is right for the job it was done in the context of the study. The expert validation record is available in the attached annex ([Annex 2](#)).

Development of the First Instrument

The first instrument to be implemented will be a semi-structured interview guide. This instrument is coherent with the qualitative descriptive design, as it enables participants to provide detailed accounts of their experiences while allowing the researcher to explore specific themes of interest (Cohen et al., 2018). The interview will focus on dimensions such as: (1) employees' previous experiences with English learning, (2) the role of English in their daily work practices, (3) perceived barriers and opportunities for language use, and (4) their expectations regarding training programs.

To ensure ethical rigor, the instrument will be directly linked to an informed consent process, which will explain the objectives of the study, the voluntary nature of participation, and the confidentiality of responses (Creswell & Creswell, 2018). In addition, the design of the interview guide will reflect the epistemic principle that research instruments are not neutral tools but rather mediators that shape the type of knowledge produced (Deroncel Acosta et al., 2021).

Thus, the semi-structured interview will serve as the first step to gather rich and contextualized data, which will later inform both the analysis of the learning environment and the pedagogical proposal that arises from it.

Second Instrument

The second instrument to be implemented will be practical English workshops. This instrument is essential to improve communication skills in English for real-life situations in this case for tourism employees where they interact with foreign people, and they need to communicate with them to have a better understanding. Also, it is important to enhance confidence when they use English in daily and professional contexts. According to Harahap and Arini (2024) explain,

“English speaking training enhanced participants’ confidence and application of English-speaking skills in their daily work” (p. 6). This shows that practical English benefits tourism employees by giving them the communicative tools necessary to interact with foreign guests in real-life situations.

Besides, these practical English workshops are going to have multiple content when provide the vocabulary for the tourism sector, common expressions, polite language, and some interactive exercises where they will be able to use English more fluently in the different scenarios of their context. At this stage of the project, the exact number of practical English workshops has not been completely established yet; however, it is projected to have approximately ten practical workshops aim to strength tourism employees’ English skills through practical activities.

Third Instrument

The third one is about field observation of natural communicative interactions in the tourism sector to identify when and how English is used in real scenarios. First, it is relevant to analyze the linguistic and pragmatic employees face when they interact with the guests. As Rababah, Al-Zoubi, Al-Masri, and Al-Abdulrazaq (2021) point out, “Findings from the study show that the directives issued by the staff are characterized by significant directness. The study argues that such directives can be perceived as blunt and discourteous and therefore capable of causing face-threat to the interactants” (p. 320). These findings show the importance of field observation as an instrument for pedagogical interventions grounded in actual context.

Data Collection Instruments

The research instruments mentioned above are designed to obtain qualitative and meaningful data that reflect participants’ experiences, perceptions, opinions, and needs in their specific working context. These instruments are also directly aligned with the research specific objectives, as it is shown below:

Semi-structured interview

Which is used to explore participants’ perceptions of the use of English in their working context, their English level, and the challenges they face, directly addressing the first Objective, which looks for reflecting on the current learning conditions and language needs of tourism workers in Boyacá.

Practical English workshops

These ones are implemented to develop communication skills in authentic working contexts, contributing to the second Objective, the one is focused on identifying the socio-cultural, motivational, and professional factors influencing English learning.

Classes observations

These were carried out to properly analyze natural communicative teaching within the specific touristic learning purposes, providing insights that support to both objectives by informing the design of a contextualized pedagogical English teaching proposal.

Introduction

In this section of the research project, it will be analyzed and interpreted all the data collected during the process of the investigation. The data was obtained by implementing three distinct instruments: a semi-structured interview, a pedagogical workshop, and an observational instrument. These instruments were designed to collect both qualitative and descriptive information on English learning in a tourism-related context.

The analysis was carried out through a qualitative content analysis methodology, reinforced by a descriptive analysis and narrative interpretation. Hernández Sampieri et al. (2014) mentions that qualitative data analysis entails the organization, categorization, and interpretation of information to discern patterns, meanings, and relationships that emerge from participants' responses. The present study analyzed participants' answers and reactions to determine categories aligned with the research objectives.

By using an instrument, the analysis is organized, and each data source can be reviewed in detail. In the interview section the analysis centers on participants' perceptions, needs, and attitudes about learning English language. The pedagogical workshop analysis provided how successful participants did, how connect they were during the sessions, and how they used English language during activities that they enjoyed and were appropriate for them and finally, the observation instrument offers supplementary evidence in relation to participants' behavior, interaction, and their communicative strategies in a real learning context.

The categories were established from the research objectives and patterns spot in participants answers, such as how Importance is English in their tourism, context, Communicative skills and difficulties, Communicative skills and difficulties, Confidence and attitude toward English use, Learning environment conditions, and Development of communicative skills for tourism purposes. These

categories contributed to interpreting the results and ensured consistency surrounded by instruments.

Finally, a triangulation of the results is presented to compare the three instruments' results.

Hernández Sampieri et al. (2010) state that triangulation allows researchers to contrast data obtained from different instruments, facilitating a more comprehensive and precise interpretation of the findings. This process improves the study's validity by highlighting patterns and contrasts in the data, which supports solid interpretations and conclusions about English language needs in tourism.

Analysis of Interview Instrument

1. Description of the Instrument

This instrument consists of an online interview using Google Forms. Its purpose is to gather information about tourism employees' English usage, their confidence levels, skills they find most difficult, previous training, and the importance they assign to learning English for their professional and personal context.

2. Objective of the Instrument

To collect information on tourism employees' English learning needs, perceived skill gaps, and contextual factors that influence their language performance.

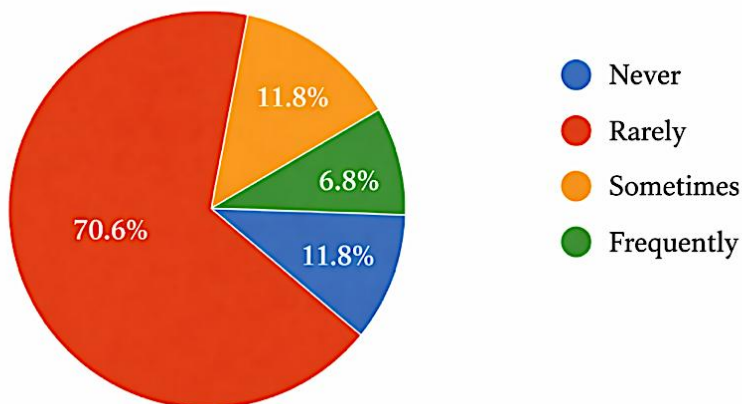
3. Data Summary

This section includes the visual summaries generated based on the responses. The interview was originally conducted in Spanish; however, for presentation purposes and to maintain coherence with the rest of the document, the questions and answers are included here in their English-translated version. The translation preserves the original meaning of the responses without altering their content.

Figure 1

Frequency of English Use Among Tourism Workers

1. Do you interact with foreign tourists?

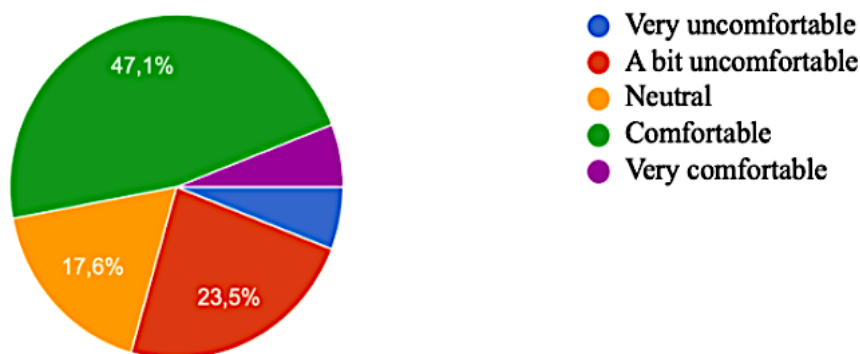


Note. Own elaboration based on Google Forms data.

Figure 2

Participants' Self-Perception English Proficiency Level

2. "Do you feel comfortable using English in your job?"

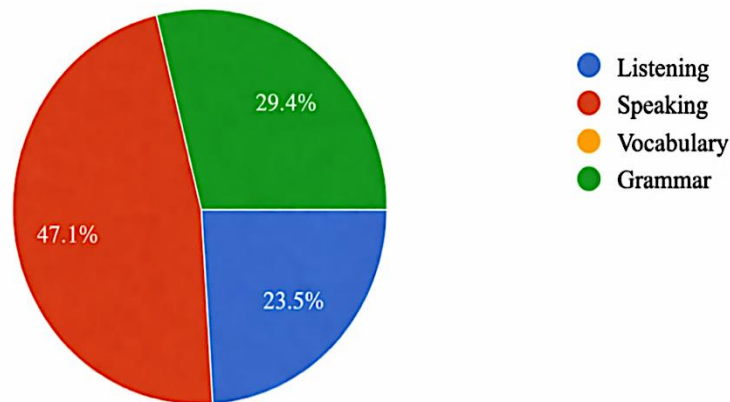


Note. Own elaboration based on Google Forms data.

Figure 3

Most Challenging English Skills for Participants

3. What is your main difficulty when using English? Choose one.

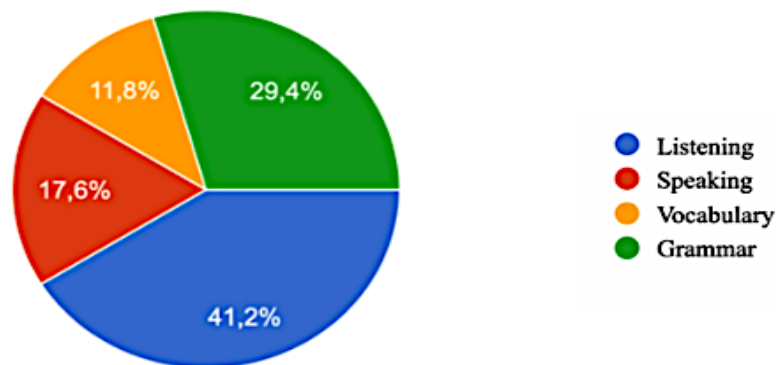


Note. Own elaboration based on Google Forms data.

Figure 4

Main language skill strength among Participants

4. What is your main strength when using English? Choose one.

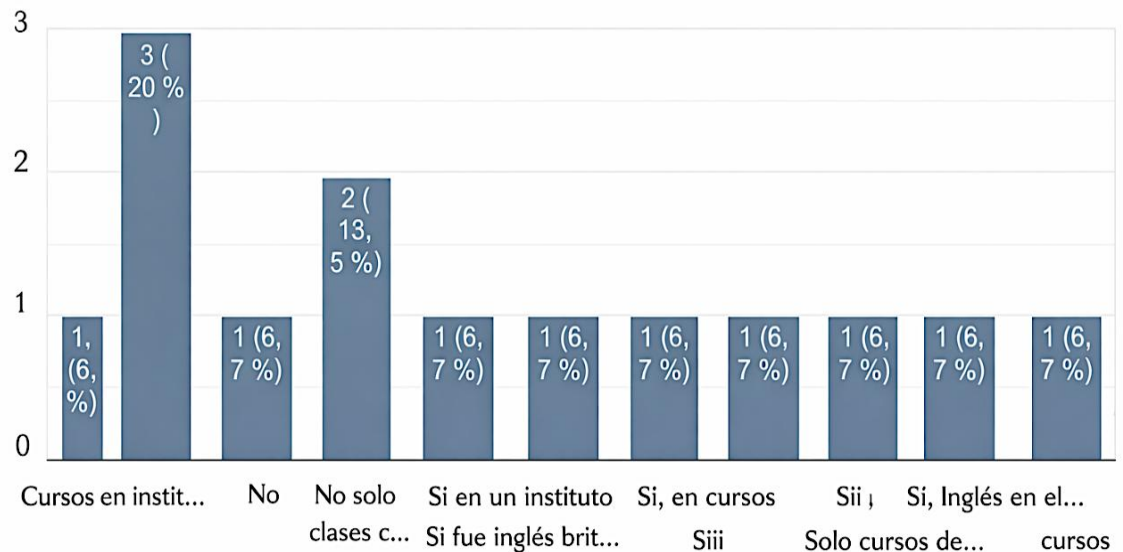


Note. Own elaboration based on Google Forms data.

Figure 5

English training background

5. Have you ever received English training? If your answer is yes, what type of training was it?

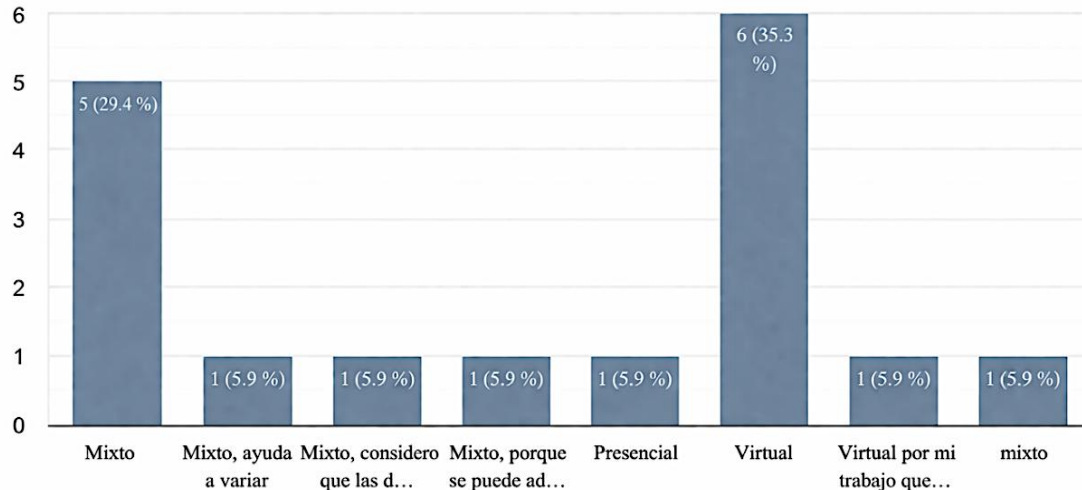


Note. Own elaboration based on Google Forms data.

Figure 6

Participants' Main learning environment preference.

6. What type of training format do you prefer (in-person, virtual, or hybrid)? Why?"



Note. Own elaboration based on Google Forms data.

Example of Qualitative Analysis

Question 7

The participants agree that English is highly relevant to their job performance, especially in contexts related to tourism. Most of them highlight that the language has become an increasing requirement within the professional field, which reflects a widespread perception that mastering English is now more of a necessity than an added value. As one participant stated, *"Every day it is more required in the workplace"*, a phrase repeated by several interviewees, reinforcing the idea of an urgent work-related need.

Additionally, several participants point out that English facilitates interaction with international visitors, which is key in tourism and service-related activities. One of them mentioned that English is important *"to be able to interact with other cultures"*, indicating that the language serves as a bridge for intercultural communication.

Finally, some interviewees emphasized the potential of English to open professional

opportunities, noting: *“It is a language of great importance because it can open professional doors for us.”* This shows that participants not only recognize a present need, but also future benefits related to employability and professional growth.

In summary, the results show that students perceive English as an essential resource for assisting foreigners, fostering intercultural communication, and enhancing job competitiveness, especially in the tourism sector.

Example of Qualitative Analysis

Question 8

The answers provided by participants reveal clear and recurring themes regarding their real needs for learning and applying the English language. The most prominent theme is work-related needs. Several participants mention that English is essential for their current or future job performance, especially in tourism and service-related contexts. This indicates a perceived professional demand and a desire for better employment opportunities.

A second strong theme is the use of English for travel purposes, as multiple respondents associate the language with mobility, international interaction, and the ability to communicate abroad. This shows that learners understand English as a practical tool for navigating global environments.

Another relevant theme that emerges is the need for English for interpersonal or global communication, reflecting an understanding of English as a lingua franca that facilitates interaction with international visitors or digital communication across borders.

Finally, a smaller but important theme is academic purposes, where students highlight the usefulness of English for studying or accessing educational resources. Overall, the responses demonstrate that participants perceive English not only as a subject to learn but as a practical skill needed across multiple real-life contexts, particularly employment, travel, and communication. These findings align with the context of tourism-oriented English learning and support the relevance of

strengthening communicative and practical English skills in local training programs.

4. Analysis of Results

The interview responses reveal that most participants use English rarely, typically 1–2 times per month, indicating limited exposure. Fluency and listening comprehension emerge as the most challenging skills. Most participants prefer virtual or mixed learning environments due to work conditions.

The majority consider English extremely important for their jobs, mainly for interacting with tourists, gaining better job opportunities, and traveling. Several participants also express personal motivation, such as self-improvement or academic goals. Overall, the data indicates a strong need for practical English instruction focused on speaking fluency, listening comprehension, and tourism-related vocabulary.

5. Conclusions

The implementation of ten practical English workshops provided a valuable instrument for observing participants' communicative performance in realistic tourism-related situations. The

progression of workshop topics allowed participants to develop familiarity with functional language commonly used in their professional context. The combination of role plays, guided speaking tasks, interviews, and collaborative activities facilitated oral practice, interaction, and increased confidence when using English. These findings highlight the importance of contextualized and practical communicative workshops for strengthening English use among tourism employees.

The findings of the English workshops confirm the importance of contextualized needs related to English training programs in tourism contexts, as Tuberquia Henao and Osorio Hincapié (2022) emphasizes, that English programs in the tourism sector often lack a clear focus on learners' specific needs. The application of progressive and contextualized workshops allowed participants to engage in communicative activities related to their professional reality, such as welcoming customers, giving

directions, and handling service-related situations. It supports the English for purposes described by Dou, Chan, and Win (2023) which emphasizes that language instruction should be aligned with workplace demands and professional communication practices.

Furthermore, the use of simulated tourism scenarios and guided communicative activities reflects the conception of learning environments proposed by León Corredor et al. (2020), who view learning environments as socially constructed spaces where pedagogical, emotional, and social factors interact. The workshops provided a supportive and human-centered learning environment that fostered interaction, confidence, and meaningful engagement, particularly in a rural tourism context such as Boyacá, where exposure to English is limited. These results reinforce the importance of designing contextualized, authentic, and meaningful learning experiences that respond to the specific socio-cultural and professional realities of tourism workers, rather than implementing generalized or standardized English training programs.

1. Description of the Instrument (Observation format)

The third instrument used in this study was a non-participant observation format, the one was applied to analyze authentic communicative interactions through the different English learning activities in a tourism-related teaching context. The observation was applied by one of the researchers through a virtual session via Zoom, without interfering in the lesson.

The observation took place on November 25th, 2025, during the fifteenth session of the training process. The instrument focused on four main dimensions: pedagogical, learning environment, social-affective, and communicative. These dimensions enabled us to analyze participants' behavior, their interaction patterns, and their attitudes, it also facilitated to review the use of language in contextualized situations.

2. Objective of the Instrument

The objective of the observation instrument was to identify several factors, such as socio-cultural, motivational, and professional and how they influence the English learning process of tourism workers in Boyacá, this was possible by analyzing how English is used in guided activities and how participants interact within a contextualized learning environment.

3. Data Summary

The observation collected qualitative data related to:

- Level of interaction and collaboration among participants.
- Use of English in guided communicative activities.
- Participants' attitudes toward learning and using English.
- Fluency and comprehension during oral interaction.
- The organization and effectiveness of the virtual learning environment.

4. Analysis of Results

The observation results show contextualized English directed and guided in semi-controlled contexts, through activities like role-play tasks related to tourism scenarios. The results also indicate that instructions provided by the teacher were clear and supported participants' task comprehension. Additionally, they showed how content and resources promoted participants' engagement.

However, limited spontaneous oral participation was observed during the process, especially at the beginning of tasks or during direct questions. This was evidenced when some participants showed hesitation or anormal oral pauses. This implies challenges related to fluency and confidence rather than lack of understanding. Despite these situations, participants demonstrated willingness to participate in the different stages of the lesson and positive attitudes toward the process.

The virtual learning environment was well organized and implemented, and the use of interactive, contextualized materials helped to increase participation and trust. These pedagogical resources fostered interaction, comprehension, and motivation even though the professional practice context was simulated rather than authentic.

Triangulation of results

Triangulation is presented as a methodological approach in this investigation, employed to reinforce the credibility and dependability of the study's outcomes through the cross-examination of data derived from diverse research tools. This methodological framework facilitates the discernment of convergences, complementarities, and discrepancies within the results generated by the interview, the pedagogical workshop, and the observation instrument.

The triangulation process centers on shared thematic categories that surfaced across the three instruments, encompassing the significance of English language proficiency for professional efficacy, challenges encountered in communicative competencies, preferred learning environments, and the necessity for practical and context-specific English instruction within tourism-related contexts.

By examining these categories from different perspectives, this study provides a more complete understanding of the participants' English learning needs and how they use the language in real life.

This combined analysis allows us to confirm patterns found in individual tools and to support the interpretation of the data with multiple sources of evidence. This, in turn, leads to a more thorough and consistent analysis of the research findings.

Table 2

Matrix of Key findings Across Research Instruments



CATEGORIES	INTERVIEW	WORKSHOP	OBSERVATION
Importance of English in the tourism context	- Necessary - Communicating - Essential	- Necessary - Communicative - Importance	- Necessary - Communicating - Essential
Communicative skills and difficulties	- Uncomfortable - Unsecure - Distance	- Unsure - Low self-esteem - Real-life situations	- Link - Willing - Confident - Real life situations
Confidence and attitude	- Comfortable - Better - Confident	- Comfortable - Better - Confidence	- Unsure - Familiar - Confidence
Learning environment and Preference for practical contextualized	- Difficult - Accessible - Realistic - Comfortable - Associate	- Participation - Collaborative - Engagement - Relevance	- Influence - Engaged - Confident - Supportive - Participation
Progressive development of	Real- life communication	Real-life communication	- Vocabulary of tourism - Confidence

communicative skills for tourism	- Lack confidence - Practice - Participation	- More confidence - Participate more - Had the chance to talk	- Use more - More active participation
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Note. Own elaboration.

Interpretation of Triangulated Findings:

The triangulation of the three implemented instruments shows some patterns that imply the validity of the findings. According to Hernández Sampieri et al. (2014), triangulation of results enables researchers to compare data from various sources to recognize patterns, similarities or differences in this research, the instruments used for interviews, workshops, and observations suggest a substantial unanimity on the necessity of English language skills for tourism professionals' work. The interview results for example, reveal that the participants consider English as a necessary skill for their jobs. This is especially true for engaging with international tourists, finding better job prospects, and improving the quality of service. These perceptions also align with of English for Specific Purposes framework, which emphasizes that language learning should respond to learners' necessities and professional contexts (Dou, Chan, & Win, 2023).

Workshop findings further reinforce this interpretation. Participants demonstrated greater understanding throughout the use of communicative contextualized tasks; they showed strong interest and motivation when the activities were clearly connected to real-world tourism issues. Which also aligns with qualitative educational principles, where qualitative research tries to understand

participants' experiences in their natural context through interaction and meaningful activities (Hernández Sampieri, Fernández Collado y Collar Baptista, 2014).

Similarly, observations in the field indicated that English is commonly needed in real-world communication, such as welcoming guests, delivering information, and answering inquiries from tourists. Despite acknowledging its value, employees often avoid utilizing English in unplanned situations. This added to the different behavioral classroom dynamics implies qualitative research principles, since observation instruments permit to track behaviors and interactions in a natural context (Hernández Sampieri, Fernández Collado y Collar Baptista, 2014), The combined findings from the three tools suggest that English is seen as a vital professional skill, not just an optional one and should prioritize communicative focus and contextualized tasks; in the same way English learning process should be framed in building performance confidence, allowing this way to recognize English as an essential competence, acquire it naturally and using it effectively.

A further consistent theme across the three assessment tools concerns the challenges tourism employees face in both productive and receptive communication abilities, with a specific emphasis on speaking fluency and listening comprehension. Interview data reveal that participants frequently cite speaking as their primary difficulty, often linked to apprehension about errors, insufficient vocabulary, and diminished self-assurance. Listening comprehension was also indicated as a significant issue, particularly during interactions with native or highly proficient speakers.

These challenges were further illuminated during the workshops, as participants exhibited reluctance to engage in impromptu speech and necessitated supplementary assistance to comprehend verbal directives or authentic audio materials. Field observations corroborated these conclusions; employees frequently resorted to rudimentary expressions or circumvented English interactions entirely when confronted with genuine communicative exigencies. The converging outcomes imply that restricted exposure, infrequent utilization of English, and insufficient communicative practice

substantially impact employees' performance, thereby underscoring the imperative for training initiatives centered on speaking proficiency, listening techniques, and contextualized communicative exercises.

This category of analysis examines how participants' confidence levels influenced their participation and use of English in tourism-related contexts. The data collected from interviews, workshops, and observations revealed a clear relationship between confidence, task structure, and communicative participation.

Interview data showed that participants experienced low confidence when required to use English in spontaneous tourism-related interactions. Participants expressed feelings of insecurity and fear of making mistakes, which limited their oral production and reduced their willingness to engage in extended communication with foreign tourists. This lack of confidence affected their ability to use English effectively, even when they had basic knowledge of relevant vocabulary and expressions.

Data from the practical English workshops indicated that participants demonstrated increased confidence when engaging in guided speaking tasks. The use of structured prompts, contextualized activities, and peer support reduced anxiety and encouraged oral participation. As participants received linguistic and situational support, they showed greater willingness to use English and interact during tourism-focused communicative activities.

Observation data revealed greater participation when activities were conducted in supportive and collaborative learning environments. Participants were more actively involved in oral interaction when tasks encouraged peer collaboration and provided a non-threatening atmosphere. Increased turn-taking, longer responses, and more frequent use of English were observed, suggesting that supportive settings positively influenced participants' confidence and participation.

Another category that triangulated findings also highlights is the significant role of the learning environment and the participants' good response towards practical and contextualized English

instruction. Interview data indicated that tourism employees prefer learning contextualized experiences, learning input that is directly connected to their professional tasks, such as greeting tourists and visitors, providing information, service and amenities interactions. Participants expressed how they are in favor of real communicative needs in the tourism sector.

The implementation of the ten practical English workshops confirms the need for contextualized English training programs in the tourism sector, as previously identified by Tuberquia Henao and Osorio Hincapié (2022), who argue that many existing programs lack a clear focus on learners' specific needs. The results of the workshops demonstrate that when instruction is directly connected to authentic professional tasks such as welcoming guests, giving directions, and managing customer interactions participants show greater engagement and functional language use. This finding supports the argument that English training in tourism contexts must move beyond generalized instruction and instead respond to localized professional realities. In the case of Boyacá, a rural tourism setting with limited exposure to English, contextualization becomes not only pedagogically desirable but essential for meaningful learning.

Furthermore, the workshops provide practical evidence supporting the principles of English for Specific Purposes (ESP). As Dou, Chan, and Win (2023) explain, ESP has evolved to align language instruction with industry demands and professional communication practices. Similarly, Londoño Gutiérrez (2021) emphasizes that needs analysis is fundamental for designing effective workplace-oriented language programs. The structure of the workshops based on tourism-related communicative scenarios reflects these principles, as it prioritized functional language use over isolated grammatical instruction. The gradual increase in participation during guided tasks suggests that when language learning is directly linked to professional performance, it becomes more purposeful and relevant, reinforcing Montes Román's (2022) assertion that general English programs often fail to address specific occupational communication needs.

Finally, the findings from the workshops reinforce theoretical understanding of learning environments as socially and culturally constructed spaces. León Corredor et al. (2020) define learning environments as complex spaces where pedagogical, emotional, and social dimensions interact. The supportive and collaborative atmosphere observed during the workshops aligns with this perspective, as emotional safety and peer interaction facilitated greater participation and confidence. Additionally, Torres (2022) highlights the importance of integrating social and cultural dimensions into English teaching, particularly in professional contexts requiring intercultural communication. In this study, the human-centered and contextualized design of the workshops created meaningful learning environment that responded to the socio-cultural realities of tourism workers in Boyacá, thereby validating the theoretical framework underpinning this research.

This perspective was also reflected during the application of the workshops, where participants showed meaningful engagement, high motivation, and participation when the different activities were designed around contextualized scenarios. Contextualized materials were facilitators allowing learners to relate language use to their work realities. Moreover, Observation data confirmed that a well-organized and interactive virtual learning environment, focused on tourism contextualized activities, fostered active interaction. Although spontaneous oral production was sometimes limited, participants demonstrated engagement when the activities were aligned with their professional context. To sum up, the triangulated data suggests that practical, contextualized learning environments lead to engagement, professional confidence, and competence among tourism workers in Boyacá.

The mission of this study was to examine and analyze how a contextualized learning environment can build the design of a pedagogical proposal to support English learning among tourism employees in Boyacá, Colombia. Analyzing the participants' workplace ideas, perceptions, and real communicative needs, a contextualized and authentic learning environment leads to the design of a more relevant and effective pedagogical strategy. The implementation of a contextualized and tourism-oriented approach significantly enhances learners' engagement, confidence, and communicative performance in English. Through a qualitative descriptive design under action research, it was possible to have a deep and situated analysis of the 15 participants' needs in Boyacá. In addition, throughout the triangulation of the different instruments, interviews, workshops, and observations, the communicative challenges and perceptions of the workers were meticulously validated. This approach ensured that the final pedagogical proposal was contextualized and pertinent to implement, converting the obtained data into a meaningful learning strategy with a real impact on the tourism sector.

Furthermore, this study proposed a general objective to formulate a pedagogical proposal aimed at enhancing the English learning process of tourism workers, and it was effectively achieved due to the possibility of analyzing participants' perceptions, needs, and communicative development inside a tourism-oriented learning environment, and, based on this analysis, a pedagogical strategy was proposed. The results demonstrate that when English instruction is aligned with professional demands and real-life communicative situations, it becomes more meaningful and applicable for learners.

Regarding the initial purpose, the results indicated that tourism employees perceived English as an important instrument for professional development, for better communicative relations when they have to interact with international tourists, and for access to better job opportunities. The data

obtained from the semi-structured interviews showed a difference between the perceived relevance of English and the participants' actual communication competence. They found it hard to speak and listen, did not know many words, and did not have a lot of chances to practice in real life. These results show that we need to construct lessons that focus on how to talk to people and utilize language that is specific to tourism.

Consequently, according to the second specific objective, the study identified some socio-cultural and professional factors influencing the English learning process. Confidence is the principal factor that affected participation because many participants expressed the insecurity of making mistakes when speaking. Also, the learning environment has a crucial role, as collaborative and contextualized settings encourage greater engagement and interaction. The findings show the preference for virtual learning modalities, due to participants' work conditions and rural context. In relation to the third specific objective, the implementation of contextualized workshops showed that tourism can effectively improve communicative performance. Some practical activities, such as role plays and simulations, increased confidence and participation in the participants, and the use of functional language according to their professional context. The results confirm that English used on real-life tourism scenarios fosters meaningful learning in communicative competence.

The triangulation of findings demonstrated consistent patterns across the study. English is recognized as a fundamental professional skill; however, its actual use remains limited due to low confidence and lack of practice. Additionally, the participants showed higher engagement and better performance when activities were contextualized and aligned with their real context. The results emphasize the relevance of designing pedagogical strategies that integrate communicative practice, realities, and confidence.

Moreover, the results obtained in this research paper enhance to establishing important theoretical positions, such as contextualized learning environments and English for Specific Purposes

(ESP). The evidence collected demonstrates that to have an effective and meaningful learning environment, it must be aligned with learners' professional needs and real-life tasks. The study also supports the argument that learning environments are social and cultural spaces where context, motivation, and interaction are important factors in an educational process, and they work as a transformative tool to encourage students' progress and build a sense of belonging by being part of a space conceived and designed to address their professional and academic needs.

Finally, from a personal and professional point of view, this research paper has allowed us to experience a deep understanding of bilingual education and how important it is to design English learning environments that are contextualized to meet the real learners' needs and expectations. Throughout the implementation of the pedagogical proposal instrument, it was evident how the role of the teacher goes beyond transmitting knowledge, and how vital it is to create a supportive, motivating, and meaningful learning environment where learners feel confident and motivated about using the language. During the implementation of the workshops, the teachers acted as mediators who facilitated interaction rather than instructors who only provided disconnected knowledge. The above grounded the opportunity of building communication and collaborative interactions while aligning with participants' needs.

This study also made it possible to identify certain limitations that influenced the learning process. Like the limited duration of the sessions and how this one directly restricted more complex communicative skills, especially in terms of fluency, completeness, and more spontaneous interaction. Additionally, another limitation identified was the rural context group in which the classes were deployed and the reduced exposure to English of the different participants outside the learning environment proposed, which also represented challenges for continuous practice. As well it is important to mention the differences in participants' English levels which also required more flexible and differentiated strategies.

Regardless of these learning limitations, the findings and experience by itself demonstrated that when an English process is deployed as a practical and functional tool intentionally connected to real-life situations or context, learners tend to show greater motivation, participation, engagement and self-confidence. Thus, this process strengthened our understanding of contextualized teaching content and approaches, changing our mindsets, and showing the importance of designing pedagogical proposals that are socially relevant. To conclude, this research reinforces the idea that English learning processes carried out in tourism contexts should be meaningful, accessible, and overall linked to professional practice and needs, contributing in this way to both individual development and societal development that leads to the growth of the tourism sector in Boyacá.



CONTRIBUTIONS TO BILINGUAL LEARNING ENVIRONMENTS

Based on the perspective of contributing to the pedagogical field, this study demonstrated that design and implementation made a significant contribution. The development of the study focused on a pedagogical proposal based on real-life tourism scenarios, which notably contributed to the English learning process of the participants. By incorporating communicative activities such as role plays and simulations, participants established a real connection and were able to engage in direct interactions related to their professional context. It was thus possible to corroborate that pedagogical strategies focused on real-life interaction need not only increase and improve language acquisition but also enhance learners' confidence and participation.

This study provides to teacher development by emphasizing the relevance of designing human-centered, contextualized, and flexible learning environments in English language teaching. These findings highlight the necessity for educators to move beyond traditional instructional approaches, especially within professional environments such as tourism. Also, this research reinforces the purpose of effective teaching practices could be to integrate socio cultural and motivational factors, allowing teachers to make meaningful learning situations that respond to learners' realities and create active engagement.

This research contributes to a deeper understanding of English learning needs in the tourism sector of Boyacá, a region that has been positioning itself as one of the country's leading tourist destinations, thus, a region with significant cultural and economic potential. By focusing on a rural context, this research provides valuable insights into the challenges and opportunities that tourism workers face daily, offering a framework and why not a foundation for future programs in similar settings around the country.

This research contributes to the understanding of adapting a pedagogical practice to learners' multiple proficiency levels and specific needs. The results suggest that pedagogical proposals in the

future should incorporate flexible materials, differentiated instructions, and adaptative activities to have an effective and inclusive learning process. Considering learners' linguistic competence, confidence, and professional backgrounds, this study supports the development of more equitable English training programs that help all the participants to benefit from the learning experience, regardless of their initial level of English.

Ultimately, this research has a social and professional impact that cannot be left aside, as it promotes a pedagogical proposal grounded on the development of communicative skills, fully contextualized, that can improve the quality of service offered in the tourism sector. Improving English proficiency level among tourism workers and enhancing intercultural communication, the above allows for increasing employment opportunities, and contributes to the economic growth of the region as well as to the transformation of both individual and societal landscapes.

These findings recommended that English training programs in the future could prioritize communicative skills, especially listening and speaking. The participants show weakness in those skills due to lack of practice and confidence. For that reason, it is important to include more role plays, simulations, and real-life communicative tasks that allow learners to actively use the language in meaningful contexts.

Another important recommendation is to create supportive and positive learning environments that promote confidence, participation, and anxiety reduction. Since fear of making mistakes was identified among participants, teachers should implement strategies that encourage peer support and positive outcomes. By focusing on a more human approach, the education process could be significantly transformed, and learners could feel more engaged and committed.

For English classes in the tourism industry, it is suggested that lessons be tailored to meet the needs and skill levels of each student. Even though they work in the same area, everyone in tourism has a different job and needs to talk to people in a different way. You should be aware of these differences and teach in ways that meet the needs and wants of all your students. Teachers can give each student better, more useful learning experiences that meet their real needs when they consider how each student's job, speech situations, and language skills are unique.

To make things clearer, it is recommended that English lessons for tourism workers be set up using the ideas of English for Specific Purposes (ESP). And this would make sure that learning a language fits with how the tourism business really needs to talk to people. To do this, you should use real-life situations, real-world materials, and tasks with clear goals. Things like dealing with foreign guests, giving help, and solving problems should be like what the participants do at work. People learn new languages and gain confidence and speaking skills that are useful at work when they have a reason to learn and can use what they are learning right away.

The results demonstrated that participants require sustained exposure and repeated practice to develop confidence and improve their communicative performance over time. Therefore, future training initiatives should incorporate a sequence of sessions that allow learners to revisit key topics, reinforce vocabulary, and practice communicative functions in a structured manner. This is particularly relevant in rural contexts such as Boyacá, where limited exposure to English outside the classroom makes continuity a crucial factor for achieving meaningful and lasting learning outcomes.

The implementation of a virtual learning environment proved to have certain pros, some of which are related to the flexibility regarding time and easy access of the tourism workers in Boyacá, especially considering their working schedules and rural context, which could make it difficult to move from there to a specific place. Consequently, it is recommended to continue using virtual or blended learning modalities in future programs. Nevertheless, it is also important to mention and to address limitations such as reduced opportunities for interaction and limited exposure to real-life communication. The research showed how practical the online learning environment is, but it also allowed us to conclude that by combining virtual sessions with occasional face-to-face sessions, better learning outcomes could emerge.

Future research should examine the application of this pedagogical concept across a broader spectrum of educational and professional contexts, particularly within the tourism sector. Further research should continue to examine the role of English for Specific Purposes (ESP) in enhancing communicative competence in practical contexts, as well as its impact on learners' professional development. Additionally, there should be more emphasis on using contextualized methods in language teaching, as these can improve education and help the tourism industry grow and the economy grow.

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APPENDIXES

[Appendix A](#)

Instruments

[Appendix B](#)

Formats of signed consent

[Appendix C](#)

Data Collection

[Appendix D](#)

Triangulation

[Appendix E](#)

Photos

[Appendix F](#)

Lesson plans