

Triangulation Matrix

Category	Interview	Workshop	Observation	Interpretation
Importance of English in the tourism context	In the sample, it was evidenced that English is considered essential for job performance as part of the tourism context. This conclusion is supported by the participants' responses in which the majority explicitly stated that English is increasingly required in their workplace and necessary for interacting with international tourists. English is now a professional necessity , according to some participants, who used phrases like "every day it is more required in the workplace" to show how important it is for communicating with foreigners and getting better job possibilities. These answers show that English is more than just an extra skill for some people.	The data obtained from the pedagogical workshop shows that participants know the importance of English in tourism-related environments. Participants were very interested in the workshop tasks when they were set in real-life tourism situations, like talking to tourists or working in a service setting. Their involvement to participate in communicative tasks shows that they see English as a necessary tool for doing well at work. This shows that the workshop activities helped make the connection between English and their performance in tourism sector.	Through the observation, it was evidenced that participants' behavior reflects an understanding of the value of English for tourism-related communication . During the observed sessions, students were asked to turn on their cameras so their behavior was more evident, and most of the instructions were followed by the participant, when they were asked to show their ideas about the topics and the connection with their jobs, they associate English use with real professional situations, reinforcing its perceived value in their occupational context.	Exploring the data from the instruments it is understood that participants viewed English as a fundamental element for their productivity in the tourism sector. This finding directly addresses of the present study, which aims to identify participants' perceptions and needs regarding the use of English in tourism-related contexts. Results show that participants think English is important for their jobs, especially when they need to talk to tourists, find better jobs opportunities, and communicate with people from other countries. When the activities were proposed in a context of tourism situations, students showed more motivation, participation, and effort. The data obtained suggests that participants perceive English not just as an academic discipline, but as a professional instrument.
Communicative skills and difficulties	In the interview instrument was identified that participants share the idea that speaking and listening skills, are the most difficult ones. Most participants reported feeling uncomfortable or insecure when speaking English, specially in working situations that require spontaneous interaction with tourists and certain degree of professionalism. This can be understood as limited exposure to authentic spoken English. Their perception reveal a distance between the communicative demands and the participants' current language abilities. This evidence suggests that employees acknowledge their communicative deficiencies and understand the necessity to enhance their practical oral skills. So, the interview results help us figure out what the most important language needs are, which is in line with the goal of looking at the learning environment and the English language needs of tourism workers in Boyacá.	When people tried to speak English at the workshops, it was clear that they had trouble communicating. At first, a lot of people felt unsure , stopped a lot, didn't know many words, and switched to Spanish a lot. It was also hard to listen, especially when the instructions were given at a normal speed. But as the activities became more organized and connected to real life, the people taking part slowly got better at speaking and understanding. This shows that their main problems were not only with language knowledge, but also with low self-esteem and not enough practice in real-life situations .	Field observation reflect that the participants to had difficulties to understand spoken English and respond quickly, especially when they weren't expecting it. They often needed to hear the instructions again, asked for more information, or used gestures to understand. Many people used short or broken sentences and relied on phrases they had memorized when they spoke. But as the activities were linked to work situations that the participants were already used to, they slowly became more confident and willing to talk to each other. This shows that their problems aren't just with language knowledge; they're also with not having enough practice and not feeling confident in real-life situations. Overall, the observations show how important it is for learning to happen in real-life situations that are related to work, where people can practice English in situations that are similar to what they do at work.	Taking into account the three instruments it is clear that the biggest problems are talking and listening. A lot of people felt nervous and unsure of themselves when they have to speak English, especially with tourists. At first, people had trouble speaking during the workshops and often used their first language. But when the activities were about tourism, they felt more sure of themselves and took part more. It was also noted that participants had trouble understanding spoken English, but they got better when the activities were clear and related to their jobs. This results show that tourism professionals require greater practice in spoken and listening English in everyday situations and also, establish the initial communicative baseline before to the pedagogical intervention and identify the primary areas demanding instructional support.
Confidence and attitude	The interview results show that most of participants don't feel very good about their English-speaking skills. A number of participants mentioned that they feel uncomfortable or insecure when they talk to other people and this shows that they do not have enough confidence, even though they know how important English is for them. When they speak English, they often get nervous, especially because they are afraid of make mistakes. Most of the people who took part of the workshop said they were generally positive about learning English. A lot of them said they were very motivated to get better at English because they need it for work, travel, and personal growth and another reason was that the workshop was free so, they just needed a computer and internet connection. These answers show that even though people aren't very confident, they really want to learn and are motivated to do so. In general, the results show that there is a clear difference between how motivated participants were to use English to communicate and how confident they were in doing so. This situation shows how important it is to create places where people can learn that do more than just teach grammar and vocabulary. Learners also need help, practice with guidance, and positive feedback to feel more at ease and confident using English in real conversations.	Many people in the proposed workshops did not feel very good about speaking English at first. At the start of the sessions, people often hesitated , didn't want to give long answers, and used Spanish or maybe denied to answer because they did not how to say things in English. This showed that they were scared and worried about making mistakes. As the sessions went on and the activities got more organized and people worked together, the people who were there became more sure of themselves. A lot of people began to talk more, use longer sentences, and feel better about speaking English. People seemed to feel less anxious and more willing to participate when they were allowed to say things in Spanish and then in English. These results show that confidence can be built up slowly in educational settings that are supportive and low-pressure. The workshops were very helpful for changing how students felt about English because they gave them safe places to practice and try new things.	Observational data confirms that confidence levels directly influence participants' communicative performance. In situations where participants felt unsure , they avoided interaction or used minimal language. Conversely, when participants were familiar with the context or task, they showed greater confidence and engagement. The observation records also reveal non-verbal indicators of confidence , such as eye contact, willingness to initiate interaction, and reduced hesitation over time. These behaviors suggest that confidence is dynamic and context-dependent rather than fixed. Overall, the observation supports the idea that confidence in English communication improves when learners feel supported and when tasks are clearly related to their professional reality in the tourism sector.	The triangulation of data from the interview, pedagogical workshop, and observation indicates a consistent correlation between participants' favorable attitudes towards learning English and their diminished levels of communicative confidence. Even though the participants know that English is important for their personal and professional growth and are very motivated to learn it, many of them feel unsure about using it, especially when they have to speak it. This lack of confidence is mostly due to a fear of making mistakes and not having enough chances to practice real communication. The results from the pedagogical workshops and observations show that confidence is not set in stone and can be improved. Participants were more willing to take part and showed more confidence when the learning activities were guided, collaborative, and related to real tourism situations. The analysis shows that even though motivation is high, confidence is still a big problem. This shows how important it is to have supportive, contextualized learning environments that encourage participation and gradually build learners' communicative confidence.
Learning environment and Preference for practical contextualized	The results from the interview instrument evidence how participants let perceive a clear preference for virtual or blended learning environments. Most participants indicate that their work context, geographic location, and limited time make face-to-face learning process difficult to carry out. As a result, virtual or blended learning modalities are more accessible and realistic options for English learning. Participants also show that the learning environment plays a really important role regarding to reducing anxiety and increasing engagement. Several responses indicate that flexible environments like the implements allow learners to feel more comfortable , when practicing speaking skills taking into account this is usually perceived as a challenging task. This also indicates that participants associate learning not only with content, but also with the conditions this content is displayed	The pedagogical workshop provides evidence of how the learning environment promotes participation and effective performance. During the workshop and the activities designed around real-life tourism scenarios and collaborative tasks created a supportive and meaningful environment. Encouraging interaction, reducing fear of making mistakes, and promoting active participation. Additionally, the workshop show that a contextualized learning environment directly linked to professional realities, enhances engagement and relevance . Participants responded more positively when tasks were delivered through authentic real situations that they might find in their own working settings, such as tourism and service interactions	The observation instrument confirms the influence of the learning environment on learners' behavior and performance. Observational data shows that participants were more engaged and confident when the classroom environment was structured, supportive , and non-threatening. Clear instructions, collaborative dynamics, and realistic communicative tasks contributed to a positive atmosphere. Conversely, moments of confusion or lack of guidance led to reduced participation , highlighting the importance of intentional instructional design. These observations suggest that the learning environment is not neutral; rather, it actively shapes learners' attitudes, confidence, and willingness to communicate.	The triangulation of the three instruments reveals a strong convergence regarding the importance of the learning environment in English language acquisition for tourism employees. Across interviews, workshops, and observations, the data consistently indicates that flexible, supportive, and context-based learning environments facilitate engagement, reduce anxiety, and enhance communicative performance. This convergence strengthens the validity of the findings, as suggested by Samperi (2018), who emphasizes triangulation as a strategy to confirm patterns across multiple data sources. The results demonstrate that an effective learning environment—particularly one that integrates virtual or blended modalities and authentic professional contexts—is essential for improving English learning outcomes in the tourism sector.

Progressive development of communicative skills for tourism	Analyzing the interview, it was evident that, principally, the participants revealed their lack of confidence and knowledge when they spoke in English, and it was also evident that they were aware of the importance of improving their skills for professional purposes. It was relevant that they needed real-life vocabulary and a space to practice and develop their language skills, which led them to reflect and express interest in getting better in order to advance in their professional lives. Reviewing this information, the motivation and the recognition were noticeable, which can lead to representing a phase of communicative development. The interview data reveal initial deficiencies and indicate participants' willingness to join a process of continuous skill development related to tourism environments.	The workshop showed an important finding that participants raised their speaking ability due to tourism-oriented activities developed during this instrument. As the lessons were held, the participants showed that they were becoming better at speaking English, using more real-life vocabulary related to tourist services and especially their own areas in the tourism environment, and also having the ability to have conversations in English. Role-plays and simulated tourist scenarios promoted practical language usage, helping the learners to practice for real-life communication. Some activities allowed the participants to learn how to give directions, collect basic information from guests, and interact with clients and participate more, in general. The participants showed more confidence and increased their communication, and even though their effectiveness, compared to their previously stated challenges. When they had the chance to talk and they had the vocabulary needed, they could express themselves easily. These improvements indicate that contextualized and practice-oriented teaching helps them to communicate better and improve their professional requirements.	Through the observation instrument it was possible to corroborate the phase of improvement and progress in the students. During the development of the workshop it was possible to observe how the confidence of the students was evident, also their commitment during the sessions. Also, as an input had already been given such as vocabulary of tourism terms, they later were able to use more of the terms and were able to speak with more confidence. Some grammatical errors were still being presented, but it is normal understanding that the classes did not have a completely grammatical component, but definitely the students were more focused and their participation was more active. This notable growth is evident as was mentioned previously, since the students showed greater participation when they knew the answers; when the teacher asked about a term or a situation that was familiar to them they could respond with more confidence. This result helps to support the idea that English focused with practice in their environment and real practice leads to an improvement of their skills related to tourism.	At this point, the triangulation of the three instruments shows us how the participants' communication progressively increased as contextualized classes were implemented. While in the interview their needs and desire to improve were defined, in the workshop and the observation advances were demonstrated in their fluency, vocabulary, participation, and overall confidence. This evidence can be aligned with the principles of English for specific purposes, which emphasizes that English should be taught in specific contexts and with specific purposes in determined work environments (Dou, Chan, and Win (2023)). In this study, specific activities were planned and executed reflecting everyday situations with tourism vocabulary, allowing the participants to reflect and to practice in a functional way and to improve their communicative skills in their reality. In conclusion, the findings not only identified needs but also demonstrated a real impact on communicative performance, showing a shift from limitations to functional language use aligned with workplace demands.
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