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Research Article

Bridging Language Learning and Industry Practice: Content-Based Instruction in Hospitality ESP Classrooms

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ABSTRACT

This study explores the implementation of Content-Based Instruction (CBI) in teaching English for Specific Purposes (ESP) to hospitality students at a vocational higher education institution in Indonesia. Using a qualitative research design, seven diploma-level students and two English lecturers were selected through purposive sampling. Data were gathered through classroom observations, semi-structured interviews, and document analysis, and analysed thematically. The findings show that lecturers employed authentic materials, including industry-related videos, PDF-based texts, and audio recordings, to create an immersive and professionally relevant learning environment. Problem-solving tasks and multimedia resources effectively linked language instruction with real-world hospitality contexts, enhancing student engagement and perceived career readiness. While active verbal participation was encouraged to develop communicative competence, some students experienced difficulties in listening comprehension and speaking confidence. To reduce learner anxiety, lecturers strategically used code-switching between Indonesian and English. Despite the overall effectiveness of CBI in this vocational ESP context, limitations were identified in structured feedback practices. The study recommends scaffolded listening activities and confidence-building speaking tasks to strengthen future instruction. These findings contribute to the growing literature on CBI in hospitality-focused ESP education.

Keywords: *Content-Based Instruction (CBI), hospitality, ESP, pedagogy, vocational English.*

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INTRODUCTION

In the era of globalization, English language proficiency has become a crucial requirement for individuals in various professional fields, including the social, tourism, maritime, commercial, and vocational sectors (Astawa et al., 2024; Cetinavci, 2012; Chen, 2023; Labiste, 2019). The ability to communicate in English has always been considered an asset for companies (Abilasha et al., 2018). However, little studies have explored the use of Content-Based Instruction (henceforth CBI) in the hospitality sector. This creates disparities in job opportunities and economic potential in that context. Countries with strong language education infrastructure have a competitive advantage in attracting investment and creating jobs, while countries without adequate access to English education may lag behind in global competition. Recognizing this need, the Indonesian government has implemented various educational reforms to improve English proficiency. However, many initiatives have not achieved their goals, highlighting the need for more effective pedagogical approaches.

One such approach is CBI, an approach that integrates language acquisition with subject-specific content (Mahsar L, 2022). CBI is designed to provide second language learning that simultaneously combines language acquisition and content comprehension. In this approach, language is positioned as a means to access and construct knowledge, not as the sole goal of learning. CBI is developing globally in line with the increasing use of second or additional languages, particularly English, as a medium of instruction in various educational contexts (Duran et al., 2019). This approach emphasizes the use of authentic materials and meaningful learning contexts, enabling learners to acquire language skills more naturally through active engagement with academically and professionally relevant content. The implementation of CBI is flexible and can be implemented in various forms, depending on the learning objectives, institutional context, and learner needs.

Content-Based Instruction in vocational hospitality English education

CBI has emerged as a pedagogical approach that bridges language learning and discipline-specific content (Khanh, 2015). CBI models fall into two archetypal frameworks: the thematic model, where units are organized around topics such as "tourism sustainability" or "cultural hospitality," and the augmented model, which combines language courses with content courses to reinforce learning. These models operate on a continuum from content-oriented (prioritizing subject mastery) to language-oriented (focusing on linguistic proficiency). For example, in protected content learning—used when students lack second-language proficiency—educators use support techniques such as visual aids and controlled vocabulary. At Poltekpar Makassar, where hospitality students require both industry-specific knowledge and English language competency, CBI's dual focus on authentic contexts (e.g., hotel management scenarios) and the integration of language skills (speaking and writing) aligns with their career needs. However, challenges such as uneven proficiency and reliance on the first language (Abilasha et al., 2018). This study was guided by the following research questions:

(1) How are authentic materials implemented in English instruction for hospitality students within a CBI framework?

(2) How does CBI facilitate meaningful and contextually relevant language learning in hospitality-focused English classrooms?
(3) How do students respond orally to CBI-based instruction during the English learning process?
(4) What challenges do students experience in developing English language skills within a CBI-oriented hospitality classroom, and how are these challenges addressed by lecturers?

LITERATURE REVIEW

Content-Based Instruction

CBI is a language teaching approach that integrates language learning with the study of subject matter content. In CBI classes, language instruction is contextualized within meaningful and relevant content areas, such as science, history, or literature. This integration of language and content not only provides learners with the opportunity to develop language skills but also enhances their understanding of academic concepts and disciplinary knowledge (Chen, 2023).

One of the defining characteristics of CBI is its focus on the use of authentic and engaging content that aligns with learners' interests, experiences, and academic objectives (Cenoz, 2015; Figueiredo et al., 2024; Stryker et al., 1997). The selection of meaningful and intellectually challenging materials encourages active student involvement in both language use and subject-matter learning. In addition, CBI promotes interdisciplinary integration by organizing instruction around themes that cut across multiple fields of study, enabling learners to construct a more comprehensive understanding of academic concepts and their interconnections. This integration supports the development of cognitive flexibility and higher-order thinking skills. CBI also facilitates language development through sustained exposure to authentic texts, tasks, and learning activities that mirror the linguistic demands of academic discourse (Snow et al., 2023). Engagement with complex readings, academic discussions, and content-based assignments supports the acquisition of advanced language skills and academic literacy strategies. Moreover, academic language proficiency is strengthened through explicit instruction in linguistic forms and functions embedded within subject-specific contexts. Through structured scaffolding and targeted language support, learners are guided to interpret disciplinary texts, internalize disciplinary conventions, and communicate effectively in academic settings. Consequently, CBI has attracted increasing scholarly attention as a response to the growing need for graduates who possess both disciplinary expertise and functional English proficiency in globalized professional environments.

The implementation strategies for content-based instruction

The effectiveness of CBI largely depends on how it is implemented in classroom practice. By integrating language learning with content subjects, students develop a deeper understanding of academic content (Shykun, 2023). Authentic materials such as texts, videos, simulations, and industry-related case studies are widely considered core components of CBI because they expose learners to real-world language use and

professional discourse. Studies in vocational and higher education contexts have shown that authentic materials increase learner engagement and facilitate the transfer of language skills to the workplace. Other important strategies are task-based activities and problem-solving, which require learners to apply language to process content knowledge. Students gain insights into different cultures and the ability to communicate and collaborate with individuals from diverse linguistic backgrounds. These tasks encourage meaningful interactions and help learners develop linguistic accuracy and professional reasoning skills.

Content-based instruction in ELT

In English Language Teaching (ELT), CBI has been widely adopted in English for Specific Purposes (ESP) programs, where language instruction is designed to meet students' academic and professional needs (Amiri et al., 2014; Brinton, 2013). Through CBI, language learning is not isolated from disciplinary content but is used as a means to access and develop knowledge relevant to students' fields of study or future careers, such as tourism, hospitality, and business. In the ESP context, implementing CBI allows students to develop functional English skills while directly engaging with content that reflects workplace demands. Communicating in a foreign language is a crucial requirement in today's job market, and there is constant pressure on education systems to produce professionals who can communicate effectively in a foreign language (especially English) in their workplace. (Marcu, 2020). Therefore, education systems are faced with the challenge of producing graduates who possess not only general English knowledge but also communicative competencies specific to their professional contexts. CBI in the context of English language teaching (ELT) supports the development of communicative competence, particularly speaking and listening skills, by providing learners with opportunities to use English in authentic, meaningful, and goal-oriented situations. Thus, CBI serves as a pedagogical approach that bridges language learning and professional communication needs in ESP contexts.

Previous relevant studies in content-based instruction.

Previous studies have shown that Content-Based Instruction (CBI) has long been recognized as an effective approach to second and foreign language teaching (Figueiredo et al., 2024; Garner et al., 2005; Shrosbree, 2008). First developed through French immersion programs in Canada in the mid-1960s, CBI has been shown to improve students' language competence without sacrificing mastery of academic content. Early Canadian research reported that students participating in immersion programs not only achieved better language skills but also demonstrated higher levels of motivation and engagement in learning than students in traditional language classes (Lazaruk et al., 2007; Swain, 2000).

Subsequently, in the 1970s and 1980s, the CBI approach began to be widely adopted and developed in the United States, particularly in the context of English as a Second Language (ESL) (Stryker et al., 1997). Studies conducted at universities and higher education institutions in the United States have shown that the use of authentic academic materials such as science, history, and social studies texts in language learning helps students develop academic reading skills, technical vocabulary, and critical thinking skills. These studies confirm that language is learned more effectively when used as a tool for understanding

content, rather than as a separate goal (Kasper, L. F.,1997).

In the United Kingdom, a similar approach gained traction through education policies that emphasized academic literacy across multiple subjects. Studies during this period highlighted the importance of language integration across all subject areas, assuming that academic language skills were key to student learning success. This principle aligns with the fundamental philosophy of CBI, namely that language and content learning should occur simultaneously and support each other (Brinton, 2012).

Entering the 1990s, research on CBI flourished in Europe through the Content and Language Integrated Learning (CLIL) framework. Several studies in European countries reported that CLIL/CBI had a positive impact on foreign language acquisition, particularly in academic and professional contexts. The results showed that CLIL students had better language skills, particularly in academic reading and writing, and demonstrated positive attitudes toward foreign language learning (Goris et al., 2019; Papaja Katarzyna, 2023; Pérez-Cañado, 2012).

In the Asian context, including Indonesia, interest in CBI has increased significantly since the early 2010s. Several studies at Indonesian universities have demonstrated the effectiveness of CBI in teaching English as a Foreign Language (EFL), particularly for non-English majors (Kuswanto, 2025; Sariani et al., 2022; Suharso, 2015). These studies generally report that students perceive learning as more relevant to their field of study, thus increasing their motivation to learn and class participation. Furthermore, the use of materials relevant to students' disciplines helps them develop academic vocabulary and deeper understanding of texts.

This is in line with (Mahsar L, 2022)'s argument that the Content-Based Instruction (CBI) approach emphasizes not only the structural aspects of language but also student engagement in more meaningful and authentic learning contexts, thus increasing motivation to learn and developing applicable language skills in real-life situations.

Although previous studies have demonstrated the potential of CBI in ELT and ESP contexts, there is limited qualitative research examining how CBI is implemented in vocational hospitality education in Indonesia, particularly from the perspectives of lecturers and students. Recent research by (Regidor at al., 2024) also identified several challenges in CBI classes. For example, not all students participate equally, and there can be a struggle between understanding the subject matter and using the target language correctly. These findings suggest that while CBI has a strong theoretical basis, its implementation in real-world classrooms is challenging and highly dependent on the specific situation. Furthermore, little research has explored the teaching strategies used in CBI classes and the challenges encountered during implementation. Therefore, this study aims to address this gap by investigating the implementation of CBI in teaching English to hospitality students in a vocational higher education context in Indonesia. By focusing on teaching practices, learner engagement, and emerging challenges, this study aims to provide empirical insights into the growing literature on CBI in vocational English education.

METHOD

Research Design and Context

This research uses a qualitative case study design to explore the implementation of CBI in teaching English to hospitality students at Poltekpar Makassar, Indonesia. A qualitative approach was chosen because it focuses on the characteristics of a specific entity and its key distinguishing attributes. This includes a focus on a single unit, an in-depth description of a phenomenon, a real-life scenario, and the use of multiple data collection methods (Wiltshire et al., 2021). Using a qualitative case study design was deemed appropriate because it focused on a limited system, namely the teaching practices of English lecturers implementing CBI in a specific hospitality program.

Participants

The people involved in this study came from the English for Hospitality program at Poltekpar Makassar in Indonesia. They included English teachers and diploma-level hospitality students who were directly involved in teaching English using CBI in their classes.

Table 1
Characteristics of the participants

Participant Group	Number	Role / Status	Relevant Characteristics
English Lecturers	2	Lecturers in the hospitality programme	responsible for designing and implementing CBI-based instruction
Hospitality Students	7	Diploma-level students	actively engaged in CBI-based English learning activities

Purposive sampling was used to select the participants because it allowed the researcher to choose individuals who had direct experience with CBI. This method was appropriate because only teachers and students who were actively involved in CBI-based English classes could provide relevant and meaningful insights into the teaching and learning process. A total of nine participants took part in the study, consisting of two English teachers and seven diploma-level hospitality students.

The teachers were responsible for planning and teaching English lessons integrated with hospitality content, while the students were enrolled in and actively participated in these CBI-based classes. Only participants who were directly involved in the observed classes during the data collection period were included in the study. The small number of participants is typical in qualitative case studies, as the focus is on gaining in-depth understanding rather than producing generalizable findings. Ethical considerations were followed by informing participants about the study and obtaining their consent, and pseudonyms were used to protect their confidentiality.

Data Collection

Data were collected using multiple qualitative instruments to ensure data triangulation. These instruments included classroom observations, semi-structured interviews, and document analysis. Classroom observations were conducted to capture lecturers' instructional practices, classroom interactions, and the use of authentic materials in real teaching situations. Semi-structured interviews were used to elicit participants'

perspectives, experiences, and challenges related to the implementation of CBI. In addition, relevant instructional documents, such as lesson plans and teaching materials, were analysed to support and contextualise the observational and interview data. The data were analysed using thematic analysis following systematic coding procedures. The analysis involved data familiarisation, initial coding, categorisation, and theme development to identify recurring patterns related to CBI implementation, student engagement, and instructional challenges. Analysis involves a constant moving back and forward between the entire data set, the coded extracts of data that you are analysing, and the analysis of the data that you are producing. Writing is an integral part of analysis, not something that takes place at the end, as it does with statistical analyses. Therefore, writing should begin in phase one, with the jotting down of ideas and potential coding schemes, and continue right through the entire coding/analysis process (Braun et al., 2006) The coding process was conducted manually without the use of qualitative data analysis software, as the dataset was manageable and allowed for close, iterative engagement with the data. The use of multiple data sources and systematic analysis enhanced the credibility and trustworthiness of the findings.

Data Analysis

The data were studied using thematic analysis, a method used in qualitative research. It helps find patterns and meanings in different types of data. This method was chosen because it matches the study's design, which is a qualitative case study. The goal was to understand how CBI is used in classes, how students react to it, and what problems happen during teaching. Analysis involves a constant moving back and forward between the entire data set, the coded extracts of data that you are analysing, and the analysis of the data that you are producing. Therefore, writing should begin in phase one, with the jotting down of ideas and potential coding schemes, and continue right through the entire coding/analysis process (Braun et al., 2006).

First all the information from class observations, interviews, and teaching materials was read many times to get a good understanding. During this time, notes were made about ideas that came up, like teaching methods, how students participate, and issues that come up in teaching. Then, open coding was done to mark important parts of the data. These initial labels were grouped into bigger groups through axial coding, which helped to see how different parts of the data relate to each other. Next, these groups were improved and combined into main topics that directly answer the study's questions. These topics were developed by comparing data both within and between different sets to make sure the analysis was accurate and deep. All the coding and topic development were done by hand, without using special software, because the amount of data was not too big and allowed for close, detailed work with the data. To make sure the analysis was reliable and strong, several steps were taken. One was data triangulation, which means checking results from classroom observations, interviews, and documents to see if similar patterns appeared. Another step was keeping a clear record of how codes were created and how topics were developed throughout the analysis. This careful and thoughtful method made the findings more trustworthy and dependable. The way the data was analyzed was closely connected to the

research plan and the questions being asked. By looking at patterns in different types of qualitative data, the thematic analysis gave a detailed picture of how CBI works in a specific vocational hospitality setting. This supports the study's case study approach and helps answer its exploration goals.

FINDINGS

This part of the report shares the study's results in a clear and organized way, grouped around the main ideas that came up from the data. The results are based on what was seen in the classroom, interviews with students, and important teaching materials. To keep everyone's identity private, all the people involved are given fake names or codes.

The use of authentic materials in teaching

> *Media yang digunakan seperti slide presentasi PowerPoint dan ada materi yang dibagikan sebelumnya yaitu berupa buku dalam bentuk PDF jadi selain dari pdf yang disuruhkan untuk baca sebelum mulai kelas, ada juga dia Tampilkan dalam flash ada sebuah foto video atau audio. Jadi kita disuruh menonton atau memerhatikan gambar dan diminta untuk memberi tanggapan terhadap foto tersebut.*

The media used is like a PowerPoint presentation slide and there is material distributed beforehand in the form of a book in PDF form so apart from the pdf that we are told to read before starting

class, there is also a photo video or audio shown in flash. So, we are told to watch or pay attention to the picture and asked to respond to the photo.

> Extract 13 (S4, 7/8/2023)
> *..Jadi dari buku nah kemudian buku itu dibagikan Ki dalam bentuk PDF.*
> ...So, from the book then the book is distributed in PDF form...

From the extract above it is known that there are two media that are used by the lecturer when teaching in the classroom namely, a PowerPoint Presentation Slide that serves to convey ideas and information to students that are made as interesting as possible so that students can focus. Besides providing the material, the lecturer also displayed the video and then the students responded to the video in English. And the second medium is the Book in PDF format: The material was previously distributed to the students to be understood before the class started by the lecturer. The use of such media is authentic material that creates a richer and more interactive learning atmosphere because of the presentation of material in the form of videos and photos that are relevant to their field of study

Extract 14 (S8, 9/8/2023)
…, sir hasrul provided us a module in pdf n shared it, also when giving some examples of the subject always taken from the internet. From youtube video that show real scene … usually through photo or picture, and also video. Especially when it is about listening so, sir will play an audio.
… it was made in power point, showing some slides

Extract 15 (S7, 9/8/2023)
internet ada beberapa ada juga dari modul tapi lebih kebanyakan dari modul-modul saat ditampilkan berupa foto atau video audio file terus ada semacam penjelasan diberikan penjelasan atau ada diskusi kemudian kayak gitu bu. … biasanya saat di tampilkan video atau audio terus foto kemudian dilemparkan ke mahasiswa memberikan pendapat Seperti apa foto atau video yang tersebut.

Based on the extract three and four, provided highlights several key points related to the lecturer's teaching approach where the module was shared in PDF format for the students. This material likely contains essential information for the course. Besides, the lecturer uses examples sourced from the internet to enrich the material content. These real-world examples can enhance understanding and relevance. Regarding the authentic materials the lecturer incorporates various multimedia elements, such as photos, pictures, videos, and audio. For instance, during listening exercises, audio clips are played. Additionally, the content is presented using PowerPoint slides.

Extract 16 (S6, 9/8/2023)
.. seperti video misalkan kalua lagi bosan, kita disuruh dengarkan lagu lalu disuruh artikan Dan mencari kosakata yang tidak kita pahami lalu diartikan.
... like a video, for example, when we are bored, we are told to listen to a song and then told to interpret it and look for vocabulary that we don't understand and then interpret it.

As the extract showed, the lecturer suggested a method to alleviate boredom by engaging with music in an interactive way. It proposes that when one is bored, they could listen to a song, interpret its lyrics, and look up unfamiliar vocabulary to translate. This activity not only serves as entertainment but also as an educational exercise, enhancing language skills and expanding one's vocabulary. The process of translating and understanding the lyrics can provide a deeper appreciation of the music and its cultural context, making it a productive and enriching experience. This approach combines leisure with learning, suggesting that even during downtime, one can find ways to engage the mind and learn something new. It proves that the lecturer applied authentic material using songs.

Making language learning in meaningful context

The findings about making language learning in meaningful context are in extract below;

Extract 17 (S1, 7/8/2023)

…beberapa dijelaskan dulu terus ya kasihkan misalnya tentang ada 1 topic permasalahan nanti dikasih tugas Apa contoh lain dari topic tersebut atau mencari problem solving dan itu menguunakan English.

...some are explained first and then given, for example, about one topic of problems, then given the task of what other examples of the topic or looking for problem solving and that uses English.

Extract 18 (S8, 9/8/2023)

.. media internet nya kayak video-video biasanya tentang hospitality nah setelah menonton video mahasiswa di suru membuat rangkuman lalu dipresentasikan dalam Bahasa inggris

.. media from the internet is like videos usually about hospitality, well after watching videos students are asked to make a summary and then present it in English.

Extract 19 (S8, 9/8/2023)

…, sir hasrul provided us a module in pdf n shared it, also when giving some examples of the subject always taken from the internet. … usually through photo or picture, and also video. Especially when it is about listening so, sir will play an audio. … it was made in power point, showing some slides

..., pak hasrul memberikan kami modul dalam bentuk pdf dan membagikannya, juga ketika memberikan beberapa contoh materi selalu diambil dari internet. ... biasanya melalui foto atau gambar, dan juga video. Apalagi kalau tentang listening, pak hasrul akan memutar audio. Dibuat dalam bentuk power point, menampilkan beberapa slide.

The data from Extract 17 shows that the lecturer uses a problem-solving approach in their English instruction. The teacher begins by explaining the teaching material, providing a foundational understanding, and then introduces a sample problem related to the topic. Afterward, students are tasked with finding additional examples and solutions to similar problems, which must be articulated in English. This method indicates that the teacher emphasizes both comprehension and application, encouraging students to engage with the content in a meaningful context by using English to solve real-world problems related to their field.

In Extract 18, the findings reveal that the teacher frequently integrates multimedia resources, such as videos, into the learning process. Videos relevant to hospitality are shown, after which students are required to summarize the content and present their findings in English. This strategy appears to foster active learning and reinforces language skills by immersing students in authentic materials related to their specific field. It highlights the use of content-based instruction by connecting language learning with subject matter directly applicable to the students' professional interests, thus making language use purposeful and contextually meaningful.

According to Extract 19, the teacher employs a variety of digital materials and resources to support English learning in the classroom. These include PDF modules, online photos, videos, and audio recordings, often delivered via PowerPoint presentations. This approach combines different media formats to cater to various learning styles and skills, such as reading, listening, and visual interpretation. The use of authentic materials from the internet, particularly those related to hospitality, suggests that the teacher is providing students with exposure to realistic language use and industry-specific vocabulary, further enhancing the meaningful context for language learning.

Oral response of the students in learning process

The findings are presented in extract below.

Extract 20 (S7, 9/8/2023)

Setiap pemberian materi itu selalu dikasih kesempatan sama mahasiswa barangkali ada yang kurang jelas tentang materinya ditanyain jika ada yang ditanyakan silahkan. Nah kalau misal di tengah video atau pelajaran ada yang ditanyakan langsung saja jadi tidak harus selesai videonya.

Every time the material is given, students are always given the opportunity to ask if there is anything unclear about the material. Now if for example in the middle of a video or lesson something is asked, just go straight so you don't have to finish the video.
Based on the extract above, students are given a chance to respond to the learning material verbally while in the learning process. It emphasizes the importance of interactive learning and the opportunity for students to ask questions during the material presentation. It suggests that whenever new material is presented, students are always given the chance to clarify any doubts or questions they might have about the subject matter. The text also encourages immediate inquiries, indicating that students do not need to wait until the end of a video or lesson to ask questions; they can do so as soon as they arise. This approach fosters a more engaging and responsive educational environment, where students can feel comfortable seeking clarification and instructors can address misunderstandings in real-time, enhancing the learning experience.

Extract 21 (S2, 7/8/2023)

Biasa mahasiswa disuruh ulang lagi apa yang terjadi dalam video itu atau kayak disuruh pahami videonya terus mahasiswanya aktif gitu pada saat dilemparkan pertanyaan atau seluruh mahasiswanya memberikan kesimpulan dari video ini jadi harus aktif karena harus dilatih

Usually, students are told to repeat what happened in the video or like being told to understand the video and then students are active when asked questions or all students give conclusions from this video so they must be active because they must be trained.

Based on the extract above, students are required to actively participate in making a conclusion orally in front of the class. as shown where students are expected to actively engage with video content. Typically, students may be asked to recount what happened in the video or to understand its content deeply. Active participation is encouraged, especially when questions are posed or when students are prompted to collectively summarize the video's key points. It shows the importance of active learning, where students are not passive recipients of information but are instead trained to analyze, question, and synthesize information presented to them.

Extract 22 (S3, 7/8/2023)

..Setiap pemberian materi dari dosen selalu ada diskusi kayak small group discussion

...Every time the lecturer gives material, there is always a discussion like a small group discussion.

Based on the extract above the students are always required to be in a small group where the delivery of material by a lecturer is consistently followed by discussions. This way allows for a more interactive and participatory learning environment. In such settings, students are encouraged to engage actively with the content, fostering critical thinking and deeper understanding.

Extract 23 (S7, 9/8/2023)

Kita semua dituntut untuk bisa speaking jadi masing masing harus punya ide, jadi nggak mesti satu orang dalam kelompok itu saja ya. Nah Biasanya kan kalau mau mengeluarkan pendapat ada yang menulis dulu takut lupa ada yang langsung speaking langsung ngomong tanpa melihat text.

We are all required to be able to speak so each of us must have an idea, so it doesn't have to be just one person in the group. Usually, if you want to express your opinion, some write first, afraid of forgetting, some speak directly without looking at the text.

Based on the extract above the students are encouraged to actively speak in the class. It showed that everyone is expected to contribute ideas. It acknowledges that people have different methods of expressing their opinions; some prefer to write down their thoughts to avoid forgetting them, while others feel comfortable speaking directly without referring to a written text. The necessity for flexibility in communication styles is essential, as it is important to adapt to various preferences to enhance effective collaboration. It showed the need for everyone to take responsibility during group conversations as well as the different methods that people can be ready for and take part in these talks

Addressing Challenges in Skill Development

The findings are presented in extract below;

Extract 24 (S6, 9/8/2023)
.. Tidak bu. Bagaimana bisa bahasa Inggris saya meningkat kalau saya sama sekali tidak paham apa yang dijelaskan, jadi yang kurang akan semakin kurang.
.. No ma'am. How can my English improve if I don't understand what's being explained at all, so what's missing will be missing even more.

The extract above shows that not all students experience an increase in English language skills because some of them are still difficult to understand what is explained by the lecturer. It showed a common problem faced by people learning a new language: making progress can be very difficult if they don't have a basic understanding of the language. Without this foundation, their knowledge gap keeps widening. Building a strong basic understanding will help the learners advance and avoid falling further behind.

Extract 25 (S5, 9/8/2023)
…saat saya merasa bahwa jawaban saya dan susunan katanya benar saya biasa mengangkat tangan untuk speaking
...when I feel that my answer and my sentence are correct, I usually raise my hand for speaking

The extract showed that some students still lack confidence in speaking. This reflects the speaker's confidence in their response and readiness to communicate it verbally, typically in a classroom or discussion setting. Raising a hand is a universally recognized gesture indicating one's desire to speak.

Extract 26 (S1, 7/8/2023)
… Dan dosen juga setiap pemberian materi selalu ada diskusi kayak small group discussion begitu bu.
...And the lecturer, every time he gives material, there is always a discussion like small group discussion.

The extract shows that the lecturer usually makes small group discussions for students. This small group discussion is aimed to improve the speaking skills of the

students. Through discussion, it allows students to actively engage with the material, practice their communication abilities, and learn from each other's perspectives. It emphasizes the importance of interactive learning and the development of verbal skills in language learning.

> Extract 27 (S4, 7/8/2023)
>
> Saya pribadi tidak bu karena Bahasa inggris saya kurang bagus, jadi kalau saya diberi kesempatan kadang mix Indonesia. Tapi kalau misalkan ngomong begitu baru ada yang kita tidak tahu bahasa Inggrisnya bagaimana, itu biasanya pakai bahasa Indonesia dan minta tolong menanyakan Bahasa Inggrisnya apa
>
> I personally am not active ma'am because my English is not good, so if I am given the opportunity, sometimes I mix it with Indonesian. But if for example when we are talking about something that we don't know how English, we usually use Indonesian and ask for help asking what English is

The extract indicates that some of the students feel their English proficiency is inadequate. The students prefer to use a mix of Indonesian and English when given the opportunity but tend to revert to Indonesian when unsure of the correct English term. They also mention asking for help finding out what English vocabulary is to be used in some situations. It indicates that some students still need help from their friends and lecturers to improve their English proficiency.

Overall, the interview data showed that while lecturers at Poltekpar Makassar recognize the value of CBI in making English learning more relevant and practical for hospitality students, there are significant differences in how they implement it. The use of real-life scenarios and authentic materials, as described by the lecturer, enhances student engagement by connecting classroom learning to real-world contexts. However, challenges such as the difficulty in sourcing appropriate

DISCUSSION

This section discusses the study findings by linking them to CBI theory, pedagogical practices in English Language Teaching (ELT) and English for Specific Purposes (ESP), and relevant previous research.

The findings indicate that lecturers consistently used authentic materials, including PowerPoint slides, PDF modules, videos, images, audio recordings, and songs sourced from the internet. This practice aligns closely with the fundamental principles of Content-Based Instruction, which emphasizes exposure to real-world language and discipline-related content as a means of promoting meaningful language learning. Authentic materials are considered essential in CBI because they reflect how language is used in real professional and academic contexts, rather than in artificially simplified classroom settings. In the context of hospitality education, the use of industry-related videos, audio recordings, and texts allows students to become exposed to professional discourse and the demands of workplace communication. Previous studies have shown that authentic materials related to professional contexts increase learner engagement and support meaningful language use in ESP settings (McDougald, 2018). The findings of this study support this claim, as students

reported increased engagement and better comprehension when multimedia and hospitality related materials were used. Listening activities involving songs and audio clips further demonstrate how authentic materials can support vocabulary development and listening comprehension, consistent with CBI's emphasis on integrating language skills through content. However, while authentic materials increase engagement, they can also increase linguistic and cognitive demands, especially for lower-ability learners, highlighting the need for instructional support.

Another important finding is that lecturers designed learning activities that connected English language instruction to meaningful hospitality contexts through problem-solving tasks and multimedia-based activities. This approach reflects the core premise of CBI that language is best acquired when used as a tool for processing and communicating content knowledge, rather than as an isolated subject. Problem-solving tasks, such as analyzing hospitality problems and presenting solutions in English, position learners as active users of language in realistic situations. This supports deeper cognitive processing and contextualized language use, which are central to CBI theory. Similar findings have been reported in ESP and vocational education research, where content-driven tasks enhance learners' ability to transfer language skills to professional contexts (Syarifah et al., 2025).

These findings suggest that by integrating hospitality-related content with English language instruction, students begin to view English as a functional tool for their future careers rather than simply an academic subject. This is particularly important in vocational education, where employability and workplace communication skills are key learning outcomes. However, the effectiveness of contextual learning depends on the balance between content complexity and learners' language abilities, which may require careful task design and sequencing.

The findings indicate that oral participation is a central component of classroom activities. Students are encouraged to ask questions, retell video content, participate in discussions, and convey conclusions orally. These practices reflect the communicative orientation of CBI, which prioritizes interaction and negotiation of meaning as essential mechanisms for language development. Consistent with previous research, opportunities for meaningful oral interaction have been found to support the development of students' communicative competence and self-confidence (Batenburg et al., 2019). Small group discussions, in particular, provide a supportive environment for students to practice speaking, exchange ideas, and learn from peers.

However, the findings also revealed variation in students' confidence in speaking. Some students relied on written preparation before speaking, while others spoke spontaneously. This variation suggests that while CBI encourages interaction, students with lower proficiency or higher anxiety may require additional support to participate fully. Differentiated speaking tasks and a gradual progression from supported to more independent oral production are needed.

Although the CBI strategy has been consistently implemented, the findings of this study indicate a number of challenges faced by students. Some students had difficulty understanding material explanations, particularly during listening activities, which ultimately hindered the development of their speaking skills. Furthermore, low self-confidence also impacted oral participation, with some students tending to speak only when they felt confident with their sentence structure. Reliance on code-switching between Indonesian and English emerged as a compensatory strategy when students faced limited vocabulary or speaking anxiety. Consistent with previous research findings, code-switching can serve as a pedagogical resource to reduce anxiety and support initial comprehension. However, excessive use of the first language has the potential to limit exposure to the target language and hinder the optimal development of English language competency.

The findings also indicate that lecturers used small group discussions as a strategy to address these challenges by creating a safer and more collaborative learning environment, allowing students to learn from peer support and gradually build confidence. However, the pedagogical support provided still needs to be systematically improved. In line with the views of (Roussel et al., 2017) teaching content through a foreign language in a CBI context requires the simultaneous processing of both content and language, which can increase cognitive and linguistic load, especially for learners with limited language proficiency. Therefore, this study emphasizes the need for more structured instructional support, such as gradual listening activities, directed speaking practice, and consistent feedback, to support the ongoing development of students' language skills in a content-based learning context.

Overall, these findings confirm that CBI is effective in vocational English language contexts such as hospitality education. The integration of authentic materials, contextualized tasks, and interactive classroom practices aligns with established CBI theory and previous empirical studies. However, successful implementation depends on the instructor's ability to balance content demands with students' language abilities and to provide appropriate support. Structured listening activities, graded speaking tasks, and explicit feedback mechanisms are crucial to ensure that all students benefit from CBI. These findings reinforce the view that CBI is not simply a methodological choice but a pedagogical framework that requires careful planning, material selection, and ongoing instructional support.

CONCLUSION

The findings reveal that a variety of effective CBI strategies are employed in the classroom to enhance language learning for hospitality students at Poltekpar Makassar. Lecturers integrate authentic materials, utilizing diverse media such as presentation slides, PDF books, modules, and internet resources, including videos, pictures, and audio clips, to create a rich and engaging learning environment. Additionally, students are encouraged to respond verbally, actively participate in group discussions, and engage in speaking activities. However, while CBI has the potential to improve language skills, not all students experience the same level of progress; some continue to struggle with listening comprehension and lack

confidence in their speaking abilities. The lecturer's adaptive approach, which includes allowing a mix of English and Indonesian, helps reduce anxiety and promote participation.

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