

WP3: Profession-Specific Language Curriculum and Training

State-of-the-Art Report for EmpowerHer Profession-Specific Language Curriculum & Training



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Introduction

This State-of-the-Art Report supports EmpowerHer's Project Result 2 (PR2): the development of a profession-specific language curriculum and training program. Targeted at low-literacy refugee women, this curriculum prepares participants for vocational roles in hospitality through structured language learning from A0 to B1 levels in Spanish, German, and Greek.

The report incorporates research across four key sections

- language learning methodologies,
- benchmarking of hospitality language programs,
- digital tools for language acquisition, and
- role-specific vocabulary frameworks.

These insights guide the design of a practical and comprehensive curriculum that empowers learners in hospitality roles.

Scope of the Document

The report aims to provide a comprehensive foundation for creating a profession-specific language curriculum. It includes:

1. Best practices in teaching language to low-literacy adult refugee learners, providing structured progression frameworks and vocabulary acquisition techniques.
2. Benchmarking of existing hospitality language programs to identify effective teaching methods and progression models.
3. Digital tool assessment that support low-literacy, beginner-level language learners with job-specific vocabulary and practical language use.
4. Role-specific language framework that defines vocabulary, progression stages, and practical scenarios for four hospitality roles: kitchen assistant, housekeeping, stock management, and front desk assistant.

The **document is intended for curriculum designers, language instructors, and program implementers**, equipping them with research-based methods and practical tools for training low-literacy refugee women in hospitality roles.



Methodology

To create a structured and cohesive report, each partner contributed to specific sections using a shared methodology:

SoA Components			
1. <i>Literature Review</i>	2. <i>Benchmarking of Existing Hospitality Language Programs</i>	3. <i>Digital Tool Assessment for Language Acquisition</i>	4. <i>Role-Specific Vocabulary and Language Progression Framework</i>
<i>Partner 1</i> conducts a literature review on language learning for low-literacy refugee women, identifying effective teaching methods, progression frameworks, vocabulary techniques, and adaptive strategies for low-literacy learners.	<i>Partner 2</i> analyzes 3 hospitality language programs to extract best practices and successful teaching structures, providing models for curriculum development.	<i>Partner 3</i> reviews 3 digital language tools, evaluating usability, engagement features, and relevance to hospitality tasks. The findings inform tool selection for curriculum support.	<i>Partner 4</i> develops a progression framework with vocabulary lists, practical language use scenarios, and teaching methods for each role in hospitality.

Each partner followed a structured template for consistency, resulting in a document that combines best practices, instructional strategies, and recommendations for curriculum development.



Instructions for Each Partner

Partner	Objective	Key Areas	Deliverable
Partner 1 <i>Literature Review on Language Learning for Refugees</i>	Conduct a literature review focused on teaching methods for low-literacy adult refugee women.	• Effective teaching methods • Progression frameworks from A0 to B1 • Vocabulary acquisition techniques • Adaptive strategies	5–7 pages
Partner 2 <i>Benchmarking of Existing Hospitality Language Programs</i>	Benchmark 3 successful hospitality language programs to highlight best practices.	• Program overview • Teaching methods such as role-playing • Role-specific vocabulary • Progression and milestones	5–7 pages
Partner 3 <i>Digital Tool Assessment for Language Acquisition</i>	Assess 3 digital tools that support language learning for low-literacy adults in hospitality.	• Usability and accessibility for low-literacy learners. • Engagement & vocabulary support - interactive elements • Task-based learning hospitality • Feedback mechanisms.	4–5 pages
Partner 4: Role-Specific Vocabulary and Language Progression Framework	Develop a structured vocabulary and language progression framework for each of the four roles in hospitality.	• - Essential vocabulary with 20–30 essential terms per role. • Conversational phrases with 5–10 role-specific phrases • Progression levels, detailing vocabulary and phrase progression from A0 to B1. • Practical scenarios and teaching guidelines	6–7 pages

Summary of Partner Roles and Responsibilities



Partner	Task	Pages	Key Outputs
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Partner 1	Literature Review	5–7 pages	Summary of best practices for A0–B1 teaching methods, language progression structures.
Partner 2	Benchmarking Programs	5–7 pages	Best practices from 3 hospitality programs, practical curriculum techniques.
Partner 3	Digital Tool Assessment	4–5 pages	List and evaluation of 3 digital tools, recommendations for curriculum use.
Partner 4	Role-Specific Vocabulary Framework	6–7 pages	Vocabulary lists for 4 roles, A0–B1 progression framework.
Partner 1 (Lead)	Finalization with a short summary		Finalized report with structured sections, findings, and recommendations.

Templates



1. Literature Review on Language Learning for Refugees

Introduction

This literature review focuses on language acquisition strategies tailored to low-literacy refugee women, with a focus on the hospitality sector. The insights will inform the EmpowerHer curriculum, providing a research-based foundation for A0 to B1 language instruction in hospitality roles.

Purpose and Scope of the Study

This literature review aims to identify evidence-based approaches to **teaching language to low-literacy adult refugee women who are new to the language of their host countries and preparing for vocational roles in hospitality.**

The **target audience includes low-literacy adult learners** with limited exposure to formal education, which reflects the demographic of the EmpowerHer project's refugee women participants.

Topics Covered in the Literature Review

The following sections cover four key topics essential to structuring an effective language curriculum for low-literacy refugee women entering the hospitality sector:

1. Teaching Methods for Low-Literacy Adult Learners

This section explores effective methods that help low-literacy learners build language skills through practical and supportive techniques like repetition, task-based learning, and role-playing.

2. Language Progression Frameworks from A0 to B1

A progression framework offers clear milestones, guiding learners in acquiring language skills essential to their workplace.

3. Job-Specific Vocabulary Acquisition Techniques

This section explores techniques like context-based learning, visual aids, and practical drills that make vocabulary retention more effective and meaningful.

4. Addressing Challenges Faced by Low-Literacy Learners

Low-literacy learners face specific challenges such as memory retention issues, low confidence, and difficulty with reading and writing. This section discusses adaptive teaching strategies that provide support, ensuring that learners overcome these barriers and gain the language skills they need.



1. Teaching Methods for Low-Literacy Adult Learners

Effective teaching methods are crucial for creating a curriculum that meets the needs of low-literacy adult learners.

Section	Details
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1.1 Repetition

Repetition methodologies are fundamental to increase vocabulary retention, especially



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and Drills

for essential words and phrases, because they leverage the brain's ability to encode and



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strengthen neural connections through repeated exposure and practice.



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Repetition is effective because it capitalizes on the brain's natural learning processes,



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making essential vocabulary more accessible for long-term use. The combination of



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techniques like spaced repetition, active recall, and contextual practice creates a



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comprehensive strategy for vocabulary retention.



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1.2 Task-Based

Describe examples of using real-life tasks (e.g., setting a table, checking stock) to teach



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Learning

relevant vocabulary and phrases.



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Using real-life tasks is a practical and engaging method that aligns language learning with



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job requirements. Here are some examples:



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1. Checking Stock



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- Activity: Create a mock stockroom and have learners practice checking items and



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updating a written or digital inventory list.



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- Phrases:



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- "Check if there are enough napkins in the stockroom."



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- "Scan the barcode to update the inventory list."



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- "Make a note of items that need reordering."



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4. Handling Complaints



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- Activity: Provide complaint scenarios and have learners practice responding



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appropriately in a professional and empathetic tone.



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	- Phrases: - "I'm sorry for the inconvenience. Let me see how I can help." - "I'll inform the manager and get back to you right away." - "Would you like a replacement or a refund?" 5. Cleaning a Room - Activity: Assign tasks in a simulated hotel room setup, using English instructions for cleaning and organizing. - Phrases: - "Replace used towels with fresh ones." - "Make sure the toiletries are restocked." - "Vacuum the carpet and sanitize the high-touch areas." 6. Checking Guests In - Activity: Role-play a front desk interaction, using a mock reservation system and guest profiles. - Phrases: - "May I see your ID and reservation confirmation, please?" - "Your room is on the third floor; here's your key card." - "Would you like to upgrade to a suite for an additional fee?"
1.3 Role-Playing	Role-playing is widely accepted as a powerful tool in simulating job tasks, especially in the context of language learning and conversational practice. Some practical examples are: 1. Simulating Real-World Scenarios: Role-playing creates realistic job-related scenarios, such as conducting a meeting, handling customer inquiries, or collaborating with colleagues. This helps learners practice language in context. 2. Improving Conversational Fluency: By engaging in dialogue that mirrors workplace conversations, learners develop fluency and adaptability in professional exchanges, including formal and informal interactions. 3. Building Confidence: Practicing job-specific interactions in a low-stakes environment boosts learners' confidence in using the language in real workplace settings. 4. Targeting Job-Specific Vocabulary: Role-playing allows learners to focus on industry-specific terms, phrases, and jargon relevant to their roles, which enhances their communicative competence. 5. Practicing Problem-Solving and Decision-Making: Scenarios often involve resolving conflicts, negotiating, or making decisions, helping learners develop both language and soft skills. 6. Receiving Feedback and Adjusting: Instructors or peers can provide constructive feedback during role-playing sessions, enabling learners to refine their pronunciation, grammar, and contextual appropriateness. By simulating real job tasks, role-playing bridges the gap between theoretical knowledge and practical application, making it an essential method in language learning and professional development.



2. Language Progression Frameworks from A0 to B1

A structured language progression framework is essential for guiding learners from A0 to B1 proficiency, with incremental goals for vocabulary acquisition and conversational skills.

Section	Details
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2.1 A0–A1

Outline basic vocabulary (nouns, simple verbs) and essential commands (e.g., “Pick up,”



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"Put down").



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Nouns



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1. Common items:



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- Plate, Glass, Cup, Fork, Knife, Spoon, Napkin, Tray, Bottle, Menu, Bill/Check, Table,



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Chair, Room, Bed, Towel, Soap, Key, Luggage, Elevator, Door, Window.



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2. Food and Drink:



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- Coffee, Tea, Water, Juice, Wine, Beer, Bread, Salad, Soup, Meat, Fish, Dessert



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3. People:



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- Guest, Customer, Waiter/Waitress, Chef, Manager, Housekeeper, Concierge,



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Receptionist



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4. Places:



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- Restaurant, Bar, Kitchen, Lobby, Room, Hallway, Bathroom



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Simple Verbs



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Pick up, Put down, Clean, Serve, Carry, Take, Bring, Open, Close, Turn on, Turn off, Help,



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Wait, Ask, Check, Call, Restock, Write, Read, Prepare.



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Essential Commands



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1. Serving and Handling:



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"Pick up the tray.", "Put down the plate.", "Serve the coffee to table three.", "Bring



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water to the guest.", "Clear the table."



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2. Cleaning and Organizing:



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"Clean the table.", "Wipe the glass.", "Restock the napkins.", "Organize the silverware.",



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"Empty the trash."



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3. Guest Interaction:



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"Welcome the guest.", "Take the order.", "Ask if they need anything else.", "Help with



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the luggage.", "Show them to their table."



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4. Room Service and Housekeeping:



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- "Make the bed.", "Change the towels.", "Clean the bathroom.", "Deliver the food to



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room 202." "Check the minibar."



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5. Miscellaneous:



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- "Open the door.", "Close the window.", "Turn on the lights.", "Turn off the air



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conditioning.", "Call the manager."



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2.2 A1–A2

Simple sentences:


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- "I serve the food.", "You clean the table.", "The guest requests a drink."



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Adding Politeness:



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Use modal verbs like “can”, “could”, “would”, or “please” to soften requests or



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instructions.



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- "Could you bring more water?", "Would you like dessert?", "Please follow me to your



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table."



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Greeting Guests:



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- "Welcome! How can I assist you today?", "Good morning/afternoon/evening!", "Do you



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have a reservation?"



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Taking Orders:



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- "What can I get for you today?", "Would you like anything else?", "How would you like



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that cooked?", "Can I confirm your order?"



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Serving Food and Drinks:



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- "Here is your order. Enjoy your meal!", "Would you like some more water?", "Let me



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know if you need anything else."



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Handling Payments:



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- "How would you like to pay?", "Here's your receipt. Thank you!", "Have a great day!"



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Giving Directions or Instructions:



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"The restroom is to your left/right.", "Please wait here for a moment.", "Your table will



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be ready shortly."



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Dealing with Complaints:



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- "I'm sorry to hear that. Let me fix it for you.", "I'll let the manager know



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immediately.", "Thank you for bringing this to our attention."



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Ending Interactions:



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- "Thank you for dining with us!", "We hope to see you again soon!", "Have a wonderful



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day!"



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Room Service:



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"Your room service is on the way.", "Is there anything else you'd like?", "Enjoy your stay!"



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Housekeeping:



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- "May I clean your room now?", "Can I replace your towels?", "Let me know if you need



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extra toiletries."



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Host/Reception Duties:



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"Your table is ready. Please follow me.", "May I take your name for the reservation?",



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"We're fully booked at the moment, but we'll try to accommodate you."



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- *Politeness and Warmth:*



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- Use friendly and professional language: "Good morning! Welcome to [Hotel Name]."



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How may I assist you today?"



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-Smile and maintain appropriate eye contact.



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- Address guests by name, if known: "Welcome back, Mrs. Davis. It's great to see you



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again!"



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2. Responding to Requests



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- *Active Listening:*



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- Pay close attention to the guest's words and tone.



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- Paraphrase to confirm understanding: "So you'd like extra towels and a late checkout?"



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- *Empathy and Assurance:*



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- Acknowledge the guest's concern or request: "I understand how important this is to



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you."



- Reassure them of your commitment to resolving their issue: "Let me take care of that



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for you right away."



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- *Clear Communication:*



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- Be concise and precise when explaining solutions or providing information.



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- Use positive language: Instead of "We don't have rooms available yet," say, "Your room



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will be ready shortly. May I suggest a comfortable spot in the lounge?"



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3. Handling Complaints



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- *Stay Calm and Professional:*



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- Never interrupt or argue with a guest.



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- Use phrases like, "Thank you for bringing this to our attention," to acknowledge their



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concern.



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- *Apologize and Act:*



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- Offer a sincere apology: "I'm sorry for the inconvenience you experienced."



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- Provide a solution or escalate the issue promptly: "Let me check on this and get back



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to you within 10 minutes."



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4. Anticipating Needs



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- *Proactive Engagement:*



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- Observe body language or verbal cues to anticipate needs. For example, if a guest looks



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confused, approach and ask, "Can I help you find something?"



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- *Personalization:*



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- Offer tailored recommendations or services: "I noticed you enjoyed our spa. Would



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you like me to book another session for you?"



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5. Closing Conversations



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- *Gratitude and Farewell:*



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- Thank guests for their visit: "Thank you for staying with us, and we hope to see you



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again soon!"



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- Ensure a lasting positive impression with a personalized goodbye: "Safe travels, Mr.



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Smith!"



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2.4 Milestones &

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Vocabulary Goals

Goals:



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- Understand and use basic everyday expressions.



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- Recognize and name common objects in a hospitality setting.



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- Respond to simple instructions and questions.



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Vocabulary:



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1. Nouns



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- Common objects: table, chair, menu, plate, knife, fork, spoon, bill, room, key.



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- People: guest, waiter, chef, manager, receptionist.



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- Places: lobby, kitchen, dining room, bar.



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2. Verbs



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- Basic actions: clean, serve, take, give, open, close.



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3. Adjectives



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- Basic descriptions: hot, cold, big, small, clean, dirty.



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4. Phrases



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- Greetings: Hello, Good morning, Welcome.



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- Basic customer interaction: Thank you, please, Here you go.



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Level A1 (Elementary)



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Goals:



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- Engage in simple interactions using rehearsed phrases.



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- Begin to describe basic items or services in the hospitality context.



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- Follow short, clear instructions.

Vocabulary:

1. Nouns

- Expanded list: reservation, luggage, napkin, appetizer, main course, dessert.

2. Verbs

- Simple present tense: book, reserve, order, carry, prepare, help.

3. Adjectives

- Additional qualities: delicious, fresh, full, empty.

4. Phrases

- Questions: Would you like...? Can I help you?
- Responses: Yes, please. No, thank you. Just a moment.

Level A2 (Pre-Intermediate)

Goals:

- Handle routine tasks requiring basic conversation.
- Describe work-related activities in simple terms.
- Understand simple directions or instructions.

Vocabulary:

1. Nouns

- Customer needs: *complaint, tip, bill, discount, menu options.
- Facilities: conference room, swimming pool, parking lot.

2. Verbs

- Modals: can, must, should.
- Past tense for routine actions: cleaned, served, prepared.

3. Adjectives

- Comparatives: bigger, smaller, cheaper, more expensive.

4. Phrases

- Offering help: How can I assist you? Is everything alright?
- Directions: Go straight, turn left, on your right.

Level B1 (Intermediate)

Goals:

- Engage in more detailed customer interactions.
- Handle basic complaints or special requests.
- Provide information about services and procedures.

Vocabulary:

1. Nouns

- Advanced customer service terms: allergy, preference, feedback, amenities.
- Specialized terms: buffet, à la carte, concierge.

2. Verbs

- Polite requests and explanations: could, would, suggest, recommend.
- Continuous tense: I am preparing, they are waiting.

3. Adjectives

- Polite and professional descriptors: comfortable, available, convenient, satisfied.

4. Phrases

- Handling complaints: I'm sorry for the inconvenience. Let me check that for you.
- Describing options: You can choose between..., The price includes....



3. Job-Specific Vocabulary Acquisition Techniques

Acquiring job-specific vocabulary is vital for learners to effectively perform their tasks in hospitality.

Section	Details
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3.1 Context-

Teaching vocabulary within real-life job scenarios enhances retention and relevance by



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Based Learning

aligning language learning with practical, immediate applications. Learning vocabulary



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related to cleaning supplies, for instance, is learned in the environment where it will be



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used. This situational learning anchors the words in real experiences, making them easier



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to recall. Additionally, learners can practice using the new vocabulary immediately in



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their tasks, reinforcing their understanding and confidence.



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Daily use of job-specific vocabulary in housekeeping tasks (like labeling items, reading



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cleaning instructions, or discussing tasks with teammates) provides repeated exposure,



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a key factor in memory retention. For example, a housekeeping staff member who learns



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the term “disinfectant” while actively using it to clean will associate the word with the



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task and item directly. Tailoring vocabulary to specific scenarios ensures that learners



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focus on the language they truly need, such as terms for tools, procedures, or safety



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protocols. This eliminates extraneous learning and sharpens their skill set for their role.



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3.2 Visual Aids

Visual tools, such as labelled images, flashcards or VR videos, directly link a term to its



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and Flashcards

corresponding object. For instance, a picture of a "teapot" labelled with its name helps



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learners or staff associate the object with the word. In addition, combining visual



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elements with textual or verbal explanations caters to multiple learning styles,



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reinforcing memory retention. For example, pairing the word "check-in desk" with an



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image of the desk in a hotel context creates a stronger connection.



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In hospitality, terms can vary in meaning across cultures. Visual aids provide context



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and reduce misunderstandings. Digital tools like interactive maps, virtual reality videos,



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or touchscreen menus can dynamically display word-object pairings. These tools engage



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users more effectively, enhancing the learning experience. In staff training, using visuals



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like instructional videos, role-play scenarios, or augmented reality simulations helps



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employees learn essential hospitality terms in context, such as "turn-down service" or



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"housekeeping trolley."



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3.3 Practical

Overview:



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Drills

These exercises are designed to help hospitality workers master essential vocabulary



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specific to their job functions. The focus is on repetition, context, and gradual complexity



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to ensure long-term retention and practical application.



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Exercises:



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1. Flashcard Drills



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- Objective: Reinforce recognition and recall of key terms.



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- Materials: Flashcards with vocabulary on one side and definitions/examples on the



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other.



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- Steps:



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1. Review flashcards for 10 minutes.



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2. Test yourself or with a partner by saying the definition when shown the word and



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vice versa.



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3. Gradually increase speed to improve fluency.



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2. Matching Activities



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- Objective: Build connections between terms and their meanings.



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- Materials: Printed or digital matching sheets.



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- Steps:



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1. Match words to their definitions.



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2. Pair terms with visual cues (e.g., images of items, actions).



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3. Complete matching exercises in timed intervals to add challenge.



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3. Fill-in-the-Blank Sentences



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- Objective: Practice using vocabulary in context.



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- Steps:



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1. Provide sentences with missing words.



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- Example: "The ____ will bring your bags to your room." (Answer: bellhop)



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2. Increase difficulty by including synonyms or similar-sounding words as distractors.



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3. Discuss answers in pairs or groups to reinforce understanding.



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	4. Role-Playing Scenarios - Objective: Use voc- Steps: 1. Assign roles (e.g., receptionist, guest, server). 2. Provide role cards with specific vocabulary and phrases to use. 3. Practice interactions like checking in guests, taking orders, or handling complaints. 4. Rotate roles to ensure exposure to various scenarios. 5. Categorization Challenges - Objective: Group related vocabulary by themes or functions. - Steps: 1. Provide a list of terms and categories (e.g., Food & Beverage, Front Desk, Housekeeping). 2. Sort words into the correct categories. 3. Time the activity to encourage quick thinking. 6. Sentence Construction - Objective: Develop fluency in using vocabulary creatively. - Steps: 1. Provide a list of vocabulary words. 2. Ask participants to create sentences using one or more words. 3. Share sentences in small groups or write them on a board for discussion. 7. Listening and Response Drills - Objective: Improve comprehension and active usage. - Materials: Audio clips or live readings. - Steps: 1. Listen to dialogues or sentences featuring vocabulary. 2. Answer questions or complete sentences based on the audio. 3. Repeat the sentences to practice pronunciation and fluency. 8. Crossword Puzzles and Word Searches - Objective: Reinforce vocabulary through fun, engaging activities. - Steps: 1. Use puzzles that feature job-specific terms. 2. Challenge participants to find or fill in words related to hospitality. 3. Review answers together and discuss any challenging terms.
3.4 Suggested Vocabulary for Hospitality Roles	Housekeeping Dusting, Sanitizing, Linen, Towels, Turnover, Guest, Soap, Amenities. Kitchen Assistance Ingredients, Meat, Vegetables, Chopping, Utensils, FIFO (First In, First Out), refrigerator, pantry Stock Management Inventor, Restocking, shelf, Damaged Goods, cans, packaging Front Desk Check-in, ID, Reservation, computer, booking, Concierge



4. Addressing Challenges Faced by Low-Literacy Learners

Low-literacy learners often encounter specific challenges, such as memory retention, confidence issues, and difficulties with reading and writing. Adaptive strategies that address these challenges are essential to creating a supportive learning environment.

Section	Details
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4.1 Promoting

Regular Review Sessions: Revisit learned words frequently to strengthen memory



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Memory

connections. This could involve scheduled sessions where you practice using the words



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Retention Issues in context, quiz yourself, or review flashcards.



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Spaced Repetition: Utilize systems like spaced repetition software to review vocabulary



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at increasing intervals. This technique leverages the psychological spacing effect, which



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improves long-term retention by presenting information right before it's likely to be



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forgotten.



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Active Usage: Incorporate new words into your writing, speaking, or daily interactions.



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Using words in meaningful contexts reinforces understanding and memory.



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Mnemonic Devices: Create associations, such as vivid mental images, acronyms, or



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rhymes, to make words more memorable.



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Thematic Grouping: Learn words in thematic clusters (e.g., words related to travel or



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emotions) to create mental connections between related terms.



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Contextual Learning: Engage with authentic materials like books, articles, or movies



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where the words naturally appear. Understanding words in context helps cement their



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meaning and usage.



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4.2 Limited

Low-Stakes Role-Play



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Confidence &

- Description: Use simple, non-threatening scenarios that simulate real-life



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Anxiety

conversations (e.g., ordering food, asking for directions).



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- Implementation:



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- Allow learners to practice in pairs or small groups to minimize pressure.



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- Provide scripts or prompts to guide initial interactions.



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- Gradually increase complexity as learners gain confidence.



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Positive Reinforcement



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- Description: Use encouragement and praise to highlight learners' successes and



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efforts.



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- Implementation:



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- Offer specific praise (e.g., "Great use of the past tense in that sentence!").



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- Acknowledge progress over time, not just outcomes.



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- Celebrate small wins, like correct pronunciation or using a new word.



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Scaffolded Challenges



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- Description: Gradually introduce more challenging tasks while providing support.



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- Implementation:



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- Start with tasks learners are likely to succeed in and increase complexity



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incrementally.



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- Provide clear instructions, examples, and opportunities for clarification.



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- Use visual aids, sentence starters, or vocabulary lists as needed.



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Error-Tolerant Environment



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- Description: Create a classroom culture where mistakes are viewed as part of the



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learning process.



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- Implementation:



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- Use corrective feedback in a constructive and non-punitive way.



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- Share examples of common mistakes and how to learn from them.



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- Encourage peer collaboration, where students support each other.



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Regular Opportunities for Success



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- Description: Incorporate frequent, manageable activities where learners can



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demonstrate their skills.



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- Implementation:



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- Use quick, engaging tasks like fill-in-the-blank exercises or short speaking drills.



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- Provide tasks tailored to each learner's proficiency level.



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- Include review activities to reinforce previously learned material.



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Peer Support and Collaborative Learning



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- Description: Pair or group learners to complete tasks together.



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- Implementation:



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- Assign roles to ensure equal participation.



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- Encourage learners to give each other constructive feedback.



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- Use activities like partner interviews or group storytelling.



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Encouraging Autonomy



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- Description: Empower learners to take control of their language learning journey.



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- Implementation:



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- Provide tools for self-assessment and goal-setting.



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- Encourage learners to use language-learning apps, podcasts, or real-world practice



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outside the classroom.



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- Offer optional challenges or projects aligned with their interests.



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4.3 Reading &

Simplified Texts:



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Writing

- Use graded readers or materials written at an appropriate language proficiency level.



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Difficulties

- Include texts with clear, simple sentence structures and a limited vocabulary.



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- Provide glossaries for new or challenging words.



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Visual Aids:



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- Use images, diagrams, and infographics to support comprehension.



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- Pair visuals with text to provide context and enhance understanding.



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- Incorporate videos and animations that complement the reading material.



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Interactive Learning:



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- Engage students with activities like labelling pictures, matching words to images, or



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creating storyboards.



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- Use digital tools, such as language learning apps, that combine text with visuals and



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	interactive elements. Bilingual Resources: - Provide texts with side-by-side translations in the student’s native language and the target language. - Use bilingual dictionaries to assist in vocabulary building. Chunking and Scaffolding: - Break texts into smaller, manageable sections to focus on comprehension one piece at a time. - Scaffold lessons with pre-reading activities, guided reading sessions, and post-reading discussions. Active Reading Strategies: - Encourage annotation (highlighting key points, underlining unfamiliar words). - Use graphic organizers like mind maps or story grids to structure understanding. Multisensory Approaches: - Combine auditory input (e.g., listening to the text being read aloud) with visual and tactile learning. - Incorporate physical props or manipulatives when teaching vocabulary or concepts.
4.4 Adaptive Strategies for EmpowerHer	All the above-mentioned strategies are suitable to use them on our EmpowerHer project, adapting them to the needs of refugee women participating in our project. Simplified Materials: We will Use materials with controlled vocabulary and grammar, incorporating visuals such as pictures, diagrams, and infographics. We will level-appropriate texts according to need of the women and we will create definitions for challenging words. Frequent Practice Opportunities: During sessions we will integrate short, daily practice (e.g., 15–30 minutes), encouraging them practice through pair or group activities. We will use listening exercises using audio clips or videos with subtitles and we use spaced repetition tools for vocabulary and grammar review. Confidence-Building Activities: We will be careful to start with simple tasks that women can accomplish successfully and use positive reinforcement and praise for effort and progress. As one of our project goals is to foster a supportive community for the refugee women, we will create a non-judgmental and supportive learning environment where we can incorporate games, role-playing, or other fun, low-pressure activities to foster peer-to-peer learning. Multimodal Learning and Technology Integration: We will combine audio, visual, and kinesthetic learning methods as well as we will encourage the use of language learning apps (e.g., Duolingo, Memrise) for practice. During the learning process we will include VR videos where learners can simulate real life situations. Real-World Applications: It is important to incorporate authentic materials (e.g., menus, maps, news articles), practicing real-life scenarios like ordering food or asking for directions using role play techniques. Encouraging Collaboration: Building a support community is it important to promote pair learners with a language buddy or mentor, organizing group discussions, debates, or collaborative projects.



Practical Applications and Recommendations

Summarize 3–6 key takeaways that can be directly applied to the EmpowerHer curriculum, such as using repetition for vocabulary reinforcement or integrating job-specific flashcards.

After the literacy review, we consider that the most relevant takeaways which better suits with our EmpowerHer project are:

Repetition for Vocabulary Retention: We will incorporate structured repetition techniques, such as spaced repetition, to reinforce vocabulary. Using practical examples that align with daily life and workplace scenarios.

Job-Specific Language Integration in Hospitality Sector: We can develop and use flashcards, role-plays, VR reality videos and exercises focused on job-specific vocabulary and phrases for housekeeping, kitchen assistance, stock management, and front desk.

Cultural and Contextual Relevance: We will incorporate culturally relevant examples, scenarios, and materials.

Interactive Learning Techniques: We will emphasize interactive activities such as group discussions, partner exercises, and games. This foster engagement and build confidence in spoken language creating a supportive community.

Supportive and Flexible Environment: We will create a learning environment that considers the unique challenges refugee women face, such as childcare or limited free time. We can offer flexible scheduling, on-site childcare, and a safe, supportive atmosphere to encourage participation.

Visual and Multisensory Tools: The use of visual aids, VR videos, and hands-on materials help to make abstract concepts more concrete. Multisensory approaches can enhance comprehension and memory retention, especially for beginners.



2. Benchmarking of Existing Hospitality Language Programs

Introduction

The aim of this section is to benchmark successful language training programs that focus on the hospitality sector or similar vocational fields, to extract best practices and effective methodologies. By analyzing established hospitality language programs, we will gather practical, proven approaches for teaching job-specific language and creating a supportive learning environment for low-literacy refugee women.

Scope and Purpose of Benchmarking

- Review successful hospitality language programs to identify effective methods, resources, and structures for vocational language training, focusing on low-literacy adult learners.
- Examine role-specific vocabulary and conversational skills to align EmpowerHer's curriculum with real-world language needs.
- Document language progression milestones from beginner to functional proficiency used by these programs.
- Identify challenges for low-literacy learners and strategies used to support them, ensuring an adaptable, inclusive curriculum.

Methodology for Benchmarking

- 3 **hospitality language programs** that are focused on beginner and low-literacy learners, particularly those designed for refugee or migrant populations.
- Each program is analyzed using a structured template, allowing to capture essential elements of language training, instructional methods, and role-specific language requirements.

Best Practice 1

Section	Details
Program Name and Provider	WELL Resources, William Angliss Institute of TAFE
Country and Language	Australia, English
Target Audience	• Indigenous learners of Australia, for those English is the second or third language, they have limited access to school education, particularly in remote and rural areas, and collected negative experiences during their schooling.





Learners from remote communities who are away from home may feel shy and



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lonely. Indigenous learners in urban settings may be dealing with identity issues



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and the effects of discrimination.



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- Including disengaged youth, people from culturally and linguistically diverse



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(CALD) backgrounds, people with disabilities



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Main Goals

Preparing learners for entry-level roles in hospitality and improving workplace



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communication



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Job Roles

Housekeeping, kitchen assistance, waitress, front desk, porter, stock management



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Covered



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Teaching

Task-based learning, role-playing, repetition drills, visual aids, simplified materials



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Methods

Recommended approaches: experiential, co-operative, reflective learning



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Role-Specific	Guest, cleaning supplies, kitchen equipment, hygiene procedures
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<https://www.angliss.edu.au/industry/well-resources/>



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**Progression**

Beginner (A0) to functional proficiency (B1)

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Framework and



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Milestones



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Identified

Memory retention issues, learner anxiety, difficulties with reading/writing



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Challenges

Dealing with identity issues, effects of discrimination, self-confidents questions



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Adaptive

Workbook



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Strategies

- **Clear Language:** Written in simple, easy-to-understand language.



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	• Visual Explanations: Uses photos and diagrams to explain concepts. • Structured Layout: Headings, bullets, and numbering break information into manageable stages and sub-parts. • Practice Activities: Includes models and practice activities for reading and writing skills, such as reading an MSDS and filling in a Maintenance Repair Tag. • Graphical Organization: Uses tables to organize information graphically rather than in paragraphs. • Key Words List: Provides a list of key words with plain English explanations to help learners recognize and acquire workplace terminology. • Page Layout: Clear layout with spaced text and easy-to-read fonts. Training Materials • Understandable Language: Uses language that is easy to understand on first reading. • Clear Presentation: Information is presented clearly, avoiding cramped pages and small fonts. • Supportive Graphics: Uses graphics, pictures, and tables to support or replace text where appropriate. Teaching Practices • Oral Activities: Includes discussion, small group work, and demonstrations. • Manageable Chunks: Information is presented in manageable chunks, with tasks broken down into smaller steps. • Explicit Terminology: Teaches workplace terminology explicitly, explaining new language clearly. • Visual Support: Writes new words and key words on the whiteboard, explains them, and gives learners time to copy them down. • Clear Reading Aloud: Reads complex printed information aloud clearly and without rushing. • Competency Assurance: Avoids asking individuals to answer questions or perform tasks unless they are confident and comfortable. • Frequent Practice: Provides opportunities for repeated practice of required reading, writing, and numeracy tasks, with support gradually reduced. Group Management • Classroom Arrangement: Arranges furniture so everyone can see and hear easily, keeping learners close to the front. • Encouragement to Ask Questions: Encourages learners to ask questions, emphasizing that it is a learning strategy, not a sign of failure. • Active Understanding Checks: Regularly checks for understanding by asking learners to actively use the information. • Non-Verbal Cues: Pays attention to non-verbal signs that a learner doesn't understand, such as confused looks, frowning, and avoidance behaviours.
Results Achieved	Improved learner retention rates, skill acquisition, and employment success among graduates



Best practice 2

Section	Details
Program Name and Provider	Contextualized Hospitality & Food Service Curriculum by Literacy Cooperative
Country and Language	United States, English
Target Audience	Adults, interested in enrolment in hospitality training programs, who do not initially meet eligibility guidelines. Lessons target English Language learners who are functioning in the NRS EFL levels 3-6.
Main Goals	Preparing learners for entry-level roles in hospitality and improving workplace communication. The primary goal is to foster student gains in academic knowledge and skill development in order to achieve necessary entrance exam scores for acceptance into vocational training programs. Ideally, the curriculum will guide instruction to promote test score achievement in the subject content areas of reading, mathematics and speaking American English. Second, students will acquire learning strategies, industryspecific knowledge, and workforce readiness skills to promote success in future postsecondary and career opportunities.
Job Roles Covered	Food preparation, cooking, kitchen assistance, customer service
Teaching Methods	Task-based learning, role-playing, repetition drills, visual aids, simplified materials Contextualized Learning • Real-Life Contexts: Instruction is delivered in career-focused contexts to make learning more relevant and easier to understand. • Building on Prior Knowledge: Utilizes familiar frameworks to connect new information to what students already know. • Low-Stakes Practice: Allows practice of new skills in a low-pressure environment, enhancing on-the-job success. Interdisciplinary Approach • Integrated Instruction: Combines multiple disciplines or subjects to build knowledge and skills. • Critical Thinking: Facilitates connections across topics, deepening understanding and enhancing critical thinking skills. Differentiation • Responsive Teaching: Addresses the diverse needs of learners with varied content, tools, tasks, and assessments.





- **Unique Needs:** Recognizes and meets the unique needs of each student to



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ensure multi-level success.



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CLOZE



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- **Fill in the Blanks:** Requires students to use context clues and background



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knowledge to complete sentences.



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- **Reading Comprehension:** Demonstrates understanding and vocabulary



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knowledge through completion of passages.



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(Wilson L. Taylor coined the term “cloze procedure” in 1953 for the reading comprehension assessment



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technique of deleting every 5th word in a sentence and requiring students to write in an answer. This technique



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has been widely adapted for instructional settings to give teachers feedback on individual student language



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skills.)



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	Vocabulary Building Exercises • MindMaps: Visual tools to help learn and organize vocabulary. • Graphic Organizers: Tools like Spider Maps, Timelines, and Venn Diagrams to improve vocabulary retention. • Flash Cards: Online and physical cards for spaced repetition practice. • Demonstrations and Samples: Using various exercises to introduce and practice vocabulary. Dialogue Activities • Realistic Dialogues: Provide models for correct usage and allow students to practice language generation. • Multiple Formats: Dialogues can be visual, audio, or printed for full sensory input. • Student Participation: Activities include role play, memorization, open response, and script writing. Problem Solving Conversations • Realistic Scenarios: Use real-life situations to teach critical thinking and workforce readiness. • Positive Discipline: Facilitates class meetings to address personal or academic problems collaboratively. • Structured Process: Involves positive affirmations, problem presentation, and group suggestions.
Role-Specific Vocabulary	Food preparation terms & food receiving, cooking techniques, customer service phrases, cleaning, safety, sanitizing, computer use https://www.literacycooperative.org/wp-content/uploads/2019/12/ContextualizedHospitalityCurriculum-web.pdf
Progression Framework and Milestones	Beginner (A0) to functional proficiency (B1)
Identified Challenges	Memory retention issues, learner anxiety, difficulties with reading/writing
Adaptive Strategies	Visual aids, simplified materials, frequent repetition, low-stakes speaking practice
Results Achieved	Improved learner retention rates, skill acquisition, and employment success among graduates



Best Practice 3

Section	Details
Program Name and Provider	English4Hotels, English4Hotels Software Platform Company
Country and Language	Various countries, English
Target Audience	Learners ranging from intermediate to advanced English levels (B1, B2, C1, and even C2 on the CEFR scale)
Main Goals	To train customer service personnel in the hospitality industry, including hotel management, reception, concierges, housekeeping, restaurant staff, tour guides, and other hotel staff positions. The program aims to improve job-specific language skills and overall communication abilities in a professional setting. The program provide tailored learning experiences through a software platform that can be used as an automatic teaching tool or a blended learning resource.
Job Roles Covered	housekeeping, kitchen assistance and further restaurant jobs, front desk, stock management, hotel management
Teaching Methods	Blended learning, automatic teaching tools, task-based learning, role-playing, repetition drills
Role-Specific Vocabulary	Guest, cleaning supplies, kitchen equipment, hygiene procedures https://www.english4hotels.com/#jumpto-activities
Progression Framework and Milestones	From B1 to C2
Identified Challenges	
Adaptive Strategies	• Task-Based Learning: Activities are designed around real-life tasks that learners will encounter in their hospitality roles. • Role-Playing: Learners practice scenarios they might face on the job, such as dealing with difficult customers or taking reservations. • Repetition Drills: Frequent repetition of key vocabulary and phrases to reinforce learning. • Visual Aids: Use of images, diagrams, and other visual tools to help learners understand and remember new information. • Simplified Materials: Providing content that is easy to understand, breaking down complex information into manageable parts. • Low-Stakes Speaking Practice: Encouraging learners to practice speaking in a low-pressure environment to build confidence. • Interactive Activities: Engaging learners with interactive exercises, including reading, writing, listening, and speaking tasks.



	• Customized Learning Paths: Tailoring the learning experience to meet the individual needs of each learner. • Certification: Offering digital certificates or diplomas upon completion of modules to validate learners' skills and knowledge.
Results Achieved	• Enhanced Communication Skills: Learners have shown significant improvement in their ability to communicate effectively in English, which is crucial for their roles in the hospitality industry. • Increased Job Readiness: Graduates of the program are better prepared for their job roles, with practical skills and knowledge that make them more competitive in the job market. • Positive Feedback from Employers: Employers have reported higher satisfaction with the performance of employees who have completed the program, noting better customer service and professionalism.

Practical Applications and Recommendations

Based on the three best practices, here the recommendations that can be adapted for EmpowerHer:

1. **Task-Based Learning:** WELL Resources and English4Hotels both employ task-based learning where activities are designed around real-life tasks that learners will encounter in their hospitality roles.

Recommendation: Implement task-based learning activities that simulate real-life hospitality tasks, such as handling guest inquiries, cleaning procedures, and food preparation. This approach will make learning more relevant and practical for low-literacy refugee women.

2. **Role-Playing and Interactive Activities:** Contextualized Hospitality & Food Service Curriculum and English4Hotels use role-playing and interactive activities to practice scenarios learners might face on the job.

Recommendation: Incorporate role-playing exercises where learners practice common hospitality scenarios. Interactive activities, such as dialogues and problem-solving conversations, can help build confidence and improve language skills in a supportive environment.

3. **Visual Aids and Simplified Materials:** WELL Resources emphasize the use of visual aids, photos, diagrams, and simplified materials to make learning more accessible.

Recommendation: Use visual aids, clear language, and structured layouts to present information. Providing simplified materials with plenty of visual support can help low-literacy learners better understand and retain new concepts.

4. **Vocabulary Building Exercises:** Contextualized Hospitality & Food Service Curriculum uses various vocabulary building exercises, such as MindMaps, graphic organizers, and flash cards.



Recommendation: Introduce vocabulary building exercises tailored to the hospitality industry. Use tools like MindMaps, graphic organizers, and flash cards to help learners acquire and retain job-specific vocabulary.

5. **Contextualized Learning:** Contextualized Hospitality & Food Service Curriculum delivers instruction in real-life, career-focused contexts to make learning more relevant.

Recommendation: Adopt a contextualized learning approach that connects new information to familiar frameworks and real-life contexts. This can help learners understand how their language skills apply directly to their job roles and everyday tasks in the hospitality sector.



3. Digital Tool Assessment for Language Acquisition

Introduction

The purpose of this section is to evaluate digital tools that support language acquisition for low-literacy, beginner-level learners, specifically those aiming for hospitality roles. We will assess digital tools and applications suitable for teaching foundational and job-specific vocabulary in Spanish, German, and Greek. These tools should provide accessible, interactive, and task-based learning experiences to reinforce vocabulary retention and support language progression from **A0 to B1**.

Purpose and Scope of the Study

- **Identify 3 digital tools** that offer beginner-level language support, with emphasis on job-specific vocabulary and context-based learning for hospitality tasks.
- Determine the usability, language options, and engagement features of each tool, with a focus on low-literacy learners and ease of use.
- Evaluate hospitality-relevant content
- Provide recommendations how each digital tool could be integrated into EmpowerHer.

Methodology for Digital Tool Assessment

- **Three digital language learning tools** that are beginner-friendly, accessible, and support language options in Spanish, German, and Greek.
- Each tool is analyzed based on its usability, language options, content relevance to hospitality, and specific features that support low-literacy adult learners.

Digital Tool 1

Section	Details
Tool Name and Provider	Duolingo – Developed by Duolingo, Inc.
Supported Languages	Spanish, German, and Greek are supported, along with over 40 other languages.
Target Audience	Duolingo primarily targets general learners across all ages and proficiency levels, but its beginner-friendly lessons make it accessible for low-literacy learners. The gamified approach is particularly appealing to those with minimal prior language-learning experience.





Usability and

- **Interface Simplicity:** Duolingo's interface is intuitive, with minimal text-heavy



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Accessibility	instructions. Activities are presented in small, manageable chunks suitable for low-literacy learners. • Navigation: Simple navigation with visual cues and progress tracking bars ensures accessibility. • Accessibility: Available on multiple platforms (web, iOS, Android), with offline mode options for mobile users.
Engagement Features	• Gamification elements include: ○ Streak tracking to encourage daily practice. ○ Leaderboards to foster competition. ○ Rewards system with gems and achievements. • Interactive exercises such as multiple-choice quizzes, drag-and-drop activities, and typing tasks maintain learner interest.
Progression Structure	Structured Pathway: Lessons follow a linear structure from beginner (A0) to intermediate (B1). Adaptive Learning: Difficulty adjusts based on performance. Milestones: Modules include checkpoints that test cumulative knowledge before advancing.
Vocabulary Support	General Vocabulary: Strong foundation in essential vocabulary (e.g., greetings, common objects). Hospitality-Specific Vocabulary: Limited direct support for job-specific vocabulary, though learners can create custom practice sets with Duolingo's "Duolingo for Schools" feature.
Context-Based Learning	Context is limited to general everyday scenarios (e.g., ordering food, asking for directions). Lacks explicit task-based or hospitality-relevant modules tailored to industry-specific scenarios.
Conversational Practice	Speaking Practice: Offers voice recognition exercises to improve pronunciation and fluency. Conversational Drills: Includes basic simulated dialogues, though hospitality-specific contexts are missing.
Visual and Audio Support	Visuals: Image-based prompts support vocabulary acquisition. Audio: High-quality native speaker recordings for listening practice. Speech is clear and at beginner-friendly speeds.
Simplified Language Options	Instructions and prompts use simplified, beginner-friendly language. Immediate translations and hints are available for unclear words.
Feedback and Reinforcement	Immediate Feedback: Instant correction for errors, with explanations provided for incorrect answers. Progress Tracking: Displays daily streaks, earned rewards, and skills mastered. Motivational Prompts: Encourages learners to maintain engagement through reminders and rewards.



Digital Tool 2

Section	Details
Tool Name and Provider	ChatGPT – Developed by OpenAI.
Supported Languages	While primarily designed for English, ChatGPT can support numerous languages, including Spanish, German, and Greek, for translation, conversational practice, and vocabulary building.
Target Audience	ChatGPT serves a broad audience, including educators, learners, and professionals. Its flexibility makes it suitable for beginner-level learners, including low-literacy individuals, as it can adapt to simple queries and provide tailored responses.
Usability and Accessibility	- Interface Simplicity: Easy-to-use interface with text-based input and output. Low-literacy learners benefit from simplified queries and responses. - Navigation: Highly flexible—accessible through OpenAI’s platform and integrated into third-party applications. - Accessibility: Available on web and mobile platforms.
Engagement Features	- Highly interactive, offering real-time, personalized conversations and explanations. - Customizable interaction styles based on user needs (e.g., simple explanations, structured lessons). - Encourages iterative learning through follow-up questions and suggestions.
Progression Structure	- Structured Learning: Not inherently structured but can mimic a structured progression when guided by prompts. - Personalization: Can create custom learning paths tailored to the learner's goals, including A0 to B1 progression. - Flexibility: Adapts to the learner’s pace and focuses on identified weak areas.
-	-
- Vocabulary Support	- General Vocabulary: Robust capability for teaching foundational vocabulary and grammar. - Hospitality-Specific Vocabulary: Excellent support for job-specific terms, including customized vocabulary lists and practice exercises for hospitality roles (e.g., “reservation,” “cleaning supplies,” “guest satisfaction”).
Context-Based Learning	- Excels in creating task-based learning scenarios, such as role-playing customer interactions in a hotel or restaurant. - Can simulate hospitality-specific conversations (e.g., taking orders, handling guest complaints).
Conversational Practice	- Speaking Practice: While it lacks voice interaction natively, it integrates with voice-to-text platforms for conversational exercises. - Dialogue Simulation: Creates realistic chat scenarios for practicing conversational skills in hospitality contexts.
Visual and Audio Support	- Visuals: Lacks inherent visual prompts but can guide learners to create flashcards or find image-based resources. - Audio: Requires integration with third-party tools for audio output, such as converting text-to-speech or vice versa.



Simplified Language Options	- Adjusts responses to match learner proficiency, using simplified language for explanations and practice. - Can translate complex instructions into beginner-friendly versions.
Feedback and Reinforcement	- Feedback: Provides instant corrections and explanations for errors, reinforcing learning. - Progress Tracking: No built-in tracking, but learners or instructors can track progress by saving interactions. - Motivational Prompts: Encourages continued learning through positive reinforcement and tailored suggestions.

Digital Tool 3

Section	Details
Tool Name and Provider	Busuu – Developed by Busuu Limited.
Supported Languages	Busuu offers courses in 13 languages, including Spanish, German, and Greek, with options suitable for beginners to advanced learners (A0 to C1).
Target Audience	Busuu is designed for learners across all levels, focusing on structured and practical language acquisition. Its beginner-friendly features make it accessible for low-literacy learners aiming to build foundational skills.
Usability and Accessibility	- Interface Simplicity: User-friendly and visually appealing interface. Lessons are intuitive, with clear instructions that support low-literacy learners. - Navigation: Straightforward and organized into bite-sized modules for ease of use. - Accessibility: Available on web, iOS, and Android, with some features accessible offline.
Engagement Features	- Gamified elements like: • Progress milestones to track achievements. • Interactive exercises, such as matching and typing tasks. - Peer-to-peer social features allow learners to interact with native speakers for feedback and practice.
Progression Structure	- Structured Pathway: Organized courses that guide learners from A0 (beginner) to B1/B2 (intermediate/upper-intermediate) levels. - Personalization: Tailors lessons to learners' goals, including professional or travel-specific objectives. - CEFR Alignment: Courses are aligned with the Common European Framework of Reference (CEFR).
Vocabulary Support	- General Vocabulary: Strong focus on foundational vocabulary and grammar. - Hospitality-Specific Vocabulary: Offers limited direct support for industry-specific vocabulary. However, learners can focus on professional-related topics using available modules and custom practice.
Context-Based Learning	- Includes practical, real-life scenarios, such as ordering food, asking for help, or navigating public transportation. - Contextual exercises mimic real-world tasks but are not tailored specifically for hospitality.



Conversational Practice	- Speaking Practice: Features voice recognition to improve pronunciation. - Native Speaker Interaction: Offers opportunities to practice conversational skills with native speakers via the app's community feature.
Visual and Audio Support	- Visuals: High-quality illustrations and images accompany vocabulary and exercises. - Audio: Native speaker recordings with clear pronunciation to aid listening and speaking practice.
Simplified Language Options	- Beginner-friendly language is used throughout the courses. - Offers translations and explanations for challenging words and phrases.
Feedback and Reinforcement	- Instant Feedback: Provides corrections during exercises with explanations for mistakes. - Progress Tracking: Tracks overall progress, completed lessons, and CEFR levels achieved. - Motivational Prompts: Encourages consistency through reminders, streaks, and milestone celebrations.

Practical Applications and Recommendations

Suggest specific aspects and ways to incorporate the tool into lesson plans, such as for vocabulary drills, hospitality task practice, or conversational practice

4. Role-Specific Vocabulary and Language Progression Framework

Introduction

This section provides a framework for teaching role-specific vocabulary and supporting language progression from A0 to B1. Focused on vocabulary and language skills needed for 4 specific hospitality roles - kitchen assistant, housekeeping, stock management, and front desk assistant.

Purpose and Scope of the Framework

The framework aims to equip curriculum designers with a structured progression for language milestones, role-specific vocabulary, and practical teaching guidelines. By focusing on job-relevant language skills, the framework ensures that learners gradually develop the vocabulary and conversational skills needed to manage tasks confidently within their hospitality roles.

Methodology

1. A **set of essential vocabulary terms and phrases** for each role, focusing on commonly used words relevant to daily tasks, including functional vocabulary and conversational phrases.



2. Defined **language milestones** for each proficiency level:
 - A0–A1 with basic nouns and commands.
 - A1–A2 with short phrases and task-specific vocabulary.
 - A2–B1 with full sentences and customer interaction phrases.
3. **Practical job scenarios** for each role, enabling learners to apply vocabulary within a context.
4. **Teaching guidelines**, such as role-playing exercises, visual aids, and practical drills.

1. Kitchen Assistant: Role-Specific Vocabulary and Language Progression Framework

Section	Details
Essential Terms	Utensils Pan Knife Spatula Plate Bowl Pot Oven Stove Sink Soap Towel Cutting board Mixer Dish Trash bin Chop Wash Boil Cook Serve Clean Prepare Peel Stir Bake Fry Slice
Conversational Phrases	"Do you need help?" "Is this ready for serving?" "What's next?" "Where does this go?" "Should I wash these?" "How do I prepare this?"





"Where is the trash bin?"



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"Is this clean?"



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"Can you pass the knife?"



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"When is the food ready?"



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A0–A1

Nouns: Plate, pan, sink, soap, towel, trash.



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**Vocabulary Focus**

Verbs: Clean, wash, chop, stir, peel.

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Commands: "Wash this," "Clean the counter," "Pass the plate."



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A1-A2

Phrases



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Vocabulary Focus

1. "Wash the dishes."



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2. "Prepare the station."



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3. "Stir the soup."



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4. "Turn on the stove."



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5. "Put the pans on the shelf."



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6. "Wipe the counter."



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7. "Clean the cutting board."



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8. "Serve the meal."



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9. "Heat the oven."



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10. "Bring the ingredients here."



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Task-Oriented Expressions



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1. "Peel the potatoes."



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2. "Set the table."



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3. "Throw away the trash."



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4. "Chop the vegetables."



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5. "Mix the ingredients."



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6. "Add salt to the soup."



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7. "Stack the dishes."



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8. "Check if the plates are clean."



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9. "Wash the utensils after use."



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10. "Cut the bread into slices."



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11. "Organize the storage area."



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12. "Separate the trash and recyclables."



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A2-B1

Conversational Phrases



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Vocabulary Focus

1. "Let me know if you need anything else."



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2. "I'll finish chopping the vegetables."



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3. "Do you want me to start cleaning up?"



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4. "Is everything ready for serving?"



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5. "Do you have a preference for how this should be prepared?"



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6. "Where should I put these dishes after washing?"



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7. "What's the next step in the recipe?"



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8. "Would you like help with that?"



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9. "How should we arrange the meal on the plates?"



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10. "I'll handle this task while you finish the other."



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Instructional Phrases



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1. "Make sure the pans are clean before serving."



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2. "We need to restock the ingredients."



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3. "Wipe down the stove after cooking."



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4. "Organize the utensils in the drawer."



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5. "Ensure all food is stored properly in the refrigerator."



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6. "Rinse the vegetables thoroughly before cutting."



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7. "Dispose of the kitchen waste in the bin outside."



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8. "Arrange the plates and glasses on the table neatly."



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9. "Check the temperature of the oven before baking."



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10. "Label the containers with the date before storing leftovers."



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Scenario 1

Scenario 1: Setting Up a Meal Station



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	• Task Description: Organize plates, utensils, and serving dishes for a buffet. • Target Vocabulary: Plate, utensils, set up, prepare, station, clean, organize. • Target Phrases: ○ "Where do the plates go?" ○ "Prepare the utensils here." ○ "Clean the counter before setting up."
Scenario 2	Scenario 2: Washing Dishes and Cleaning • Task Description: Washing dirty dishes and ensuring the kitchen is tidy after service. • Target Vocabulary: Sink, soap, towel, trash bin, clean, wash, scrub. • Target Phrases: ○ "Scrub the pans thoroughly." ○ "Dry the plates with a towel." ○ "Throw away the trash after cleaning."
Teaching Guidelines	Provide instructional methods like role-playing, visual aids (e.g., flashcards of kitchen tools), and repetitive drills specific to kitchen tasks. - Role-Playing: • Simulate kitchen tasks, such as preparing ingredients or cleaning dishes, using the target vocabulary and phrases. - Visual Aids: • Flashcards with images of kitchen tools and equipment labeled with their names. - Practical Drills: • Repetition of commands (e.g., "Wash the sink," "Chop the onions"). • Pair learners to practice asking and responding with phrases like "Do you need help?" and "Yes, please." - Task Simulations: • Create real-world kitchen scenarios to practice multi-step instructions using role-specific vocabulary. - Games and Quizzes: • Matching tasks (e.g., matching utensils to tasks) and vocabulary quizzes to reinforce retention.



2. Housekeeping: Role-Specific Vocabulary and Language Progression Framework

Section	Details
Essential Terms	Nouns - Vacuum - Trash - Towel - Mop - Bucket - Broom - Dustpan - Detergent - Cleaning spray - Gloves - Duster - Sponge - Cloth - Laundry - Sheets - Pillowcase - Blanket - Carpet - Mirror - Window - Bathroom - Sink - Floor - Furniture - Closet





26. Shampoo



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27. Toilet paper



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28. Trash bag



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29. Curtains



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30. **Bedspread**



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Verbs



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1. Vacuum (e.g., "Vacuum the carpet.")



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2. **Dust** (e.g., "Dust the shelves.")



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3. **Clean** (e.g., "Clean the windows.")



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4. **Mop** (e.g., "Mop the floor.")



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5. **Wipe** (e.g., "Wipe the counters.")



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6. **Scrub** (e.g., "Scrub the sink.")



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7. Wash (e.g., "Wash the towels.")



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8. Dry (e.g., "Dry the sheets.")



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9. **Fold** (e.g., "Fold the laundry.")



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10. **Replace** (e.g., "Replace the towels.")



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11. **Organize** (e.g., "Organize the closet.")



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12. Polish (e.g., "Polish the furniture.")



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13. **Sweep** (e.g., "Sweep the floor.")



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14. **Empty** (e.g., "Empty the trash.")



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15. **Stock** (e.g., "Stock the toiletries.")



16. **Arrange** (e.g., "Arrange the bedspread.")



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17. **Remove** (e.g., "Remove the trash bag.")



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18. **Inspect** (e.g., "Inspect the bathroom.")



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19. **Spray** (e.g., "Spray the cleaner.")



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20. **Rinse** (e.g., "Rinse the sponge.")



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21. **Change** (e.g., "Change the pillowcases.")



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22. **Replace** (e.g., "Replace the toilet paper.")



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23. **Store** (e.g., "Store the cleaning supplies.")



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24. **Check** (e.g., "Check for missing items.")



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25. **Disinfect** (e.g., "Disinfect the surfaces.")



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Conversational

- "Hello, may I help you?"



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Phrases	- "Do you need more towels?"
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- "Can I clean your room now?"



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- "Would you like fresh sheets?"



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- "Is everything okay with your room?"



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- "Let me know if you need anything."



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- "Do you need extra pillows or blankets?"



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- "I can take the trash out for you."



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- "Please let me know when you're ready for cleaning."



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- "Could I replace your toiletries?"



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A0–A1

Basic Words

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Vocabulary Focus

1. Clean



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2. Mop



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3. Towel



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4. Trash



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5. Vacuum



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6. Bed



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7. Pillow



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8. Sheet



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9. Room



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10. Soap



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11. Sink



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12. Floor



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13. Shampoo



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14. Dust



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15. Mirror



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Basic Commands



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1. "Clean the room."



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2. "Take out the trash."



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3. "Make the bed."



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4. "Vacuum the floor."



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5. "Mop the floor."



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6. "Dust the shelves."



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7. "Change the sheets."



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8. "Wipe the mirror."



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9. "Restock the soap."



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10. "Empty the trash bin."



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A1-A2

Simple Sentences for Tasks**Co-funded by
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Vocabulary Focus

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2. "Dust the shelves."



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3. "Change the pillowcases."



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4. "Sweep under the bed."



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5. "Clean the windows."



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6. "Replace the towels."



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7. "Organize the closet."



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8. "Wipe the table."



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9. "Empty the trash can."



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10. "Restock the toiletries."



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Simple Sentences for Guest Requests



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1. "Do you need fresh towels?"



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2. "Would you like me to clean the bathroom?"



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3. "Can I replace your bedsheets?"



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4. "Do you need more soap or shampoo?"



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5. "Should I vacuum the floor now?"



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6. "Let me know if you need anything else."



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7. "Would you like me to take the trash out?"



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8. "I'll clean your room now if it's convenient."



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9. "Would you like extra pillows or blankets?"



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10. "Is there anything else I can help you with?"



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A2-B1

"Is there anything else you need?"



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Vocabulary Focus

"I can come back later if it's more convenient for you."



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"Would you like me to clean the room now or at a later time?"



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"I've restocked your towels and toiletries; let me know if you need more."



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"I noticed the lightbulb is out; would you like me to replace it?"



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"Please let me know if there's anything specific you'd like cleaned."



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"I can assist with arranging your belongings if needed."



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"We're here to ensure your stay is comfortable; how can I assist you further?"



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"If something isn't working in the room, I can notify maintenance for you."



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"Could I confirm the time that works best for cleaning tomorrow?"



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Scenario 1

Description:



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In this scenario, a housekeeping staff member is greeting a guest as they enter the room.



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The goal is to make the guest feel welcome, offer assistance, and provide a professional,



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friendly experience.



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Target Vocabulary:



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1. Guest



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2. Room



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3. Clean



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4. Towel



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5. Toiletries



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6. Bed



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7. Trash



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8. Window



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9. Lightbulb



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10. Hygiene



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Target Phrases for Greeting and Offering Assistance:



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1. "Hello, welcome to your room!"



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A warm and polite greeting to make the guest feel welcome.



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2. "How may I assist you today?"



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Offering help and ensuring the guest feels attended to.



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3. "Is there anything you would like me to clean or arrange for you?"



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Encouraging the guest to ask for additional services or specific requests.



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4. **"Would you like fresh towels or toiletries?"**



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Offering additional supplies to meet the guest's needs.



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5. "Please let me know if you need anything else during your stay."



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Reassuring the guest that they can request further assistance at any time.



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6. "If you need any help with your room, I'm available to assist."



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Reaffirming availability to ensure the guest is comfortable.



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7. "I'll make sure everything is clean and comfortable for you."



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Providing reassurance and emphasizing a commitment to quality service.



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8. "Enjoy your stay!"



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A pleasant and polite farewell to close the interaction on a positive note.



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Teaching Focus:



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- **Vocabulary:** Focus on key nouns and verbs related to housekeeping tasks (e.g.,



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room, clean, towel, toiletries).



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- **Polite Interactions:** Emphasize the use of courteous phrases to ensure a positive



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guest experience.



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- **Language for Offering Help:** Teach simple and clear ways to offer additional



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services or ask for specific needs from the guest.



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By practicing these phrases, learners will develop confidence in using appropriate



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vocabulary and polite expressions to greet and assist guests effectively.



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Scenario 2

Outline another housekeeping task (e.g., "Cleaning a room after checkout") and include



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the vocabulary required for this activity.



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Teaching

Scenario 2: Cleaning a Room After Checkout (Housekeeping)



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Guidelines

Description:



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In this scenario, the housekeeping staff is preparing a guest room for the next check-in



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after a guest has checked out. The task involves cleaning and organizing the room,



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replacing linens, and ensuring the room is ready for new guests.



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Target Vocabulary:



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1. Bed



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2. Blanket



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3. Pillow



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4. Sheets



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5. Towel



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6. Trash



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7. Vacuum



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8. Duster



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9. Toiletries



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10. Mirror



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11. Floor



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12. Window



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13. Dust



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14. **Trash bin**

15. **Clean**

16. **Hygiene**

17. **Shower**

18. **Toilet**

19. **Mop**

20. **Restock**

Target Phrases for Cleaning the Room:

1. "I'll change the sheets and make the bed."
2. "I need to vacuum the floor and dust the furniture."
3. "Please let me know if you would like any extra towels or toiletries."
4. "I'll empty the trash bin and replace the bags."
5. "I'll clean the bathroom, including the sink, shower, and toilet."
6. "I'll restock the toiletries. I need soap, shampoo, and toilet paper."
7. "The room is ready for the next guest."
8. "If you need anything else, feel free to ask."

Teaching Focus:

- **Vocabulary:** Focus on key housekeeping terms related to cleaning tasks (e.g., bed, sheets, vacuum, mop, restock).
- **Task-Specific Phrases:** Teach practical phrases for cleaning actions (e.g., "empty the trash," "change the sheets").
- **Politeness and Customer Service:** Reinforce polite language when interacting with guests or supervisors (e.g., "Please let me know," "Feel free to ask").
- **Task Flow:** Help learners understand the sequence of activities in room cleaning, ensuring they can logically explain their actions.

By practicing these phrases and vocabulary, learners will be prepared to efficiently describe and perform the tasks involved in cleaning a room after checkout, while also being able to communicate professionally and courteously with guests or their supervisors.



3. Stock Management: Role-Specific Vocabulary and Language Progression Framework

Section	Details
Essential Terms	Essential Terms: - Inventory - Restock - Supply - Shelf - Box - Stock - Storage - Bin - Order - Product - Item - Barcode - Label - Quantity - Expiration - Reorder - Shelf life - Display - Stockroom - Distribution - Stocktaking - Pallet - Goods - Trolley - Tracking





26. Shipment



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27. Stock level



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28. Overstock



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29. Understock



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30. FIFO (First In, First Out)



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Conversational

1. "Do we have enough stock?"



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Phrases

Used when checking if the items are sufficient.



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2. "Where should this go?"



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Used when uncertain about the proper storage location of an item.



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3. **"Please restock the shelves."**



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Instruction to replenish the stock on shelves.



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4. "Can you organize the stock in the storage room?"



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Request to sort and arrange items in the stockroom.



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5. "I need to check the inventory levels."



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Request for a review of the current inventory count.



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6. "Is this item in the inventory system?"



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Question regarding whether a particular product is registered in the inventory.



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7. "Please label these products."



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Instruction for labeling products or boxes.



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8. "Check the expiration dates before restocking."



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Reminder to verify expiration dates to avoid stocking outdated products.



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9. "We need to reorder this product."



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Request to place an order for an item that is running low.



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10. "The stock is running low; we need to place an order soon."



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Alert that stock levels are diminishing and restocking is required.



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A0-A1

Basic words



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Vocabulary Focus

1. Box



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2. Shelf



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3. Bin



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4. Label Pallet



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5. Inventory



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6. Order



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7. Product



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8. Delivery



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9. Stockroom



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10. Quantity



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11. Barcode



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12. Shipment



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13. Goods



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14. Expiry Date



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Basic Commands



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1. "Check the stock levels."



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2. "Restock the shelves."



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3. "Label these items."



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4. "Organize the stock by category."



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5. "Count the inventory."



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6. "Move these boxes to the stockroom."



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7. "Scan the barcodes for tracking."



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8. "Replace the expired goods."



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9. "Arrange the products on the pallet."



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10. "Inspect the shipment for missing items."



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11. "Store these items in the correct bin."



12. "Reorder the out-of-stock items."



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13. "Verify the quantity of this delivery."



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14. "Clean and organize the stockroom."



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15. "Rotate the stock using FIFO (First In, First Out)."



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A1-A2

Simple Instructions for Stock Management



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Vocabulary Focus

1. "Check the stock levels."



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2. "Restock the shelves with these items."



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3. "Label the boxes before storing them."



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4. "Move these items to the stockroom."



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5. "Organize the items by category."



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6. "Replace expired goods with new stock."



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7. "Scan the barcodes to update the inventory."



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8. "Count the items on this shelf."



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9. "Separate the damaged products."



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10. "Arrange the boxes on the pallet."



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Short Phrases for Communication



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1. "Do we have enough stock?"



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2. "Where should I put this?"



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3. "Can you check the inventory levels?"



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4. "This product is out of stock."



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5. "We need to reorder these goods."



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6. "The shipment has arrived."



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7. "Please label these items before storing them."



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8. "Organize the storage area."



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9. "Check the expiry dates on the products."



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10. "The goods are ready for distribution."



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A2-B1

Complex Instructions



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Vocabulary Focus



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1. **"Ensure the shipment matches the order list before accepting it."**



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2. "Check the expiry dates and rotate the stock according to FIFO (First In, First



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Out)."



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	3. "Organize the items by product type and label each section for easy access." 4. "Report any discrepancies in stock quantity to the supervisor immediately." 5. "Separate damaged goods from the rest and prepare a report for quality assurance." 6. "Monitor the stock levels weekly and submit an updated inventory report." 7. "Restock high-demand items first to avoid delays in customer orders." 8. "Ensure all products are labelled with barcodes before storing them in the warehouse." 9. "Prepare the delivery area by organizing outgoing shipments by priority." 10. "Coordinate with the logistics team to schedule timely restocking of supplies." Advanced Workplace Phrases 1. "We're running low on this item; let's reorder before the stock runs out." 2. "Could you verify if the quantities in the stockroom match the system records?" 3. "The new shipment needs to be sorted and stored in the designated area." 4. "Please update the inventory system to reflect the recent stock adjustments." 5. "We need to schedule a full stock count to reconcile the inventory differences." 6. "Could you confirm if the replacement parts have been included in the shipment?" 7. "Let's prioritize checking high-value items to ensure there's no discrepancy." 8. "Please notify the supplier about the shortage and request expedited delivery." 9. "Make sure the fragile items are packed securely for transport." 10. "We need to reorganize the stockroom to improve accessibility and efficiency."
Scenario 1	Description: Learners simulate organizing and replenishing a store's inventory. Target Vocabulary: Box, shelf, label, reorder, organize. Sample Phrases: "Please restock the cleaning supplies." "Check if the products are placed correctly on the shelves."
Scenario 2	Description: Learners practice tracking stock levels and identifying missing items. Target Vocabulary: Inventory, barcode, track, monitor, quantity. Sample Phrases: "Let's verify the current stock levels." "We need to identify the items that are running low."
Teaching Guidelines	Recommend methods such as role-playing for counting and restocking, visual aids (e.g., shelf images), and drills for common phrases.



4. Front Desk Assistant: Role-Specific Vocabulary and Language Progression Framework

Section	Details
Essential Terms	Reservation Check-in Check-out Guest Confirm Booking Reception Keycard Room number Suite Luggage Amenities Cancellation Payment Receipt Deposit Upgrade Bill Balance Available Occupied Vacant Rate Complimentary Customer service Itinerary Concierge Identification Late check-out Wi-Fi password
Conversational Phrases	"How may I assist you?" Standard greeting for guests at the front desk. "May I have your name, please?" Request to identify the guest. "Do you have a reservation with us?" Common question when verifying a booking. "Let me confirm your booking details." Phrase used to review reservation information. "Your room is ready; here is your keycard." Phrase to inform guests that check-in is complete.





"Breakfast is served from 7 a.m. to 10 a.m."



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Useful for providing information about services.



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"The Wi-Fi password is located on your keycard sleeve."



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Explains how to access internet details.



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"Please let us know if you need anything during your stay."



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Encourages the guest to communicate additional needs.



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"Would you like assistance with your luggage?"



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Offering help to carry bags.



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"I'll notify housekeeping about your request immediately."



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Used for relaying guest requests to staff.



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A0–A1

Greetings and Basics:



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Vocabulary Focus



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Hello



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Welcome



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Name



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Room



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Key



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Yes/No



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Please



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Thank you



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[Help](#)



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Goodbye



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Simple Commands:



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Wait



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Sign



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Give



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Take



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Show



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A1-A2

"Check-in time is at 3 p.m."



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**Vocabulary Focus**

Simple explanation of when the guest can check in.

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"Your room is ready."



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Phrase used to confirm the guest's room availability.



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"May I see your ID, please?"



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Request to verify the guest's identity.



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"Sign here, please."



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Instruction for completing a registration form.



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"This is your room key."



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Phrase to give the key to the guest.



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"The elevator is down the hall."



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Directional assistance.



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"We accept credit cards or cash."



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Informing payment options.



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"Breakfast is complimentary."



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Informing about included services.



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"You can call the front desk by dialing 0."



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Explaining how to contact the front desk.



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"Check-out time is 11 a.m."



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Providing information about departure time.



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A2-B1

"Let me confirm your reservation details."



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Vocabulary Focus

Used to ensure all booking details are correct.



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"Would you like a late check-out? There may be an additional fee."



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Offering and explaining late check-out options.



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"We've upgraded your room to a suite, complimentary of the hotel."



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Informing about a room upgrade.



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"Your total bill, including taxes, comes to \$150. How would you like to pay?"



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Communicating the total amount owed and payment options.



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"Please let us know if there are any issues with your room, and we will address them



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promptly."



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Encouraging guests to communicate problems.



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"You can use this map to locate nearby attractions."



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Providing additional assistance and materials.



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"If you'd like to cancel your reservation, please let us know 24 hours in advance."



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Explaining cancellation policies.



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"Would you like help arranging transportation to the airport?"



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Offering concierge services.



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"We're currently fully booked, but I can add you to the waitlist."



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Politely explaining room unavailability.



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"Please verify the details of your stay before I process the payment."



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Double-checking guest information before charging.



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Scenario 1

Description:



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The front desk associate assists a guest arriving at the hotel to check in. This includes



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confirming the reservation, assigning a room, and providing necessary information about



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the stay.



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Target Vocabulary:



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Reservation



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Check-in



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Room number



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Keycard



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Payment



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Confirmation



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	Amenities Example Phrases: "Welcome to [Hotel Name]. How may I assist you today?" "May I have your name to check your reservation?" "Could you please show me your ID?" "Your room is ready. Here is your keycard." "Breakfast is served in the dining area from 7 a.m. to 10 a.m." "Please let us know if you need anything during your stay."
Scenario 2	Scenario 2: Answering Guest Questions Description: The front desk associate answers a guest's inquiries about hotel services, local attractions, or transportation options. Target Vocabulary: Concierge Directions Map Attractions Transportation Services Example Phrases: "What can I assist you with today?" "You can find the fitness center on the second floor." "Here's a map of the city with nearby attractions marked." "Taxis are available at the entrance, or I can arrange one for you." "We offer a complimentary shuttle service to the airport." "Would you like me to recommend a local restaurant?"
Teaching Guidelines	Role-Playing: Set up mock scenarios for tasks like checking in a guest or providing directions. Learners take turns playing the roles of staff and guests to practice realistic interactions. Visual Aids: Use props like maps, fake ID cards, or keycards for learners to use in practice. Provide images or diagrams of the front desk setup and signage. Repetitive Drills: Practice essential phrases like "How may I assist you?" and "May I have your name?" repeatedly to build confidence. Simulations: Create a mini-hotel setup where learners perform all tasks related to front desk operations. Interactive Games: Use flashcards for matching terms like "Reservation" with their definitions or situations where they apply.



Practical Applications and Recommendations

The following practical steps and instructional recommendations provide a structured approach to teaching role-specific vocabulary and language progression for hospitality roles, such as housekeeping, stock management, and front desk operations. These activities aim to immerse learners in real-life scenarios, utilizing tools like role-playing, visual aids, and collaborative exercises to reinforce vocabulary retention and practical language skills. By incorporating context-rich tasks and gradually increasing language complexity, the framework ensures learners build confidence and fluency in performing job-relevant duties.

Create Real-Life Scenarios for Role-Playing:

- Design realistic simulations for each role (housekeeping, stock management, front desk) based on scenarios outlined in the framework.
- Example: Set up a "hotel front desk" with props like fake ID cards, keycards, and reservation forms. Learners take turns practicing phrases such as "May I have your name?" and "Let me confirm your reservation."

Use Visual Aids and Flashcards:

- Develop flashcards for essential terms, categorizing them into nouns (e.g., "reservation," "towel") and verbs (e.g., "restock," "clean").
- Display images of tools or equipment to reinforce vocabulary (e.g., a broom, a shelf) and encourage learners to match the word to the item.

Introduce Vocabulary in Context Through Task Descriptions:

- Present vocabulary and phrases embedded in task explanations.
- Example: For "Cleaning a room after checkout," explain, "Pick up the trash, dust the shelves, and vacuum the carpet," with visuals for each term.

Practice with Fill-in-the-Blank and Matching Exercises:

- Provide worksheets where learners complete sentences with key terms.
- Example: "The _____ (noun: room key) is needed to access the _____ (noun: guest room)." Matching tasks can pair phrases like "Check-in" with "Welcome to the hotel."

Utilize Listening and Speaking Drills:

- Play recordings of guest interactions or task instructions and have learners respond.
- Example: "Your room is ready. Here is your keycard." Learners respond with, "Thank you!" or "What time is breakfast?"

Create Collaborative Activities:

- Divide learners into small groups to complete tasks such as organizing an inventory or setting up a housekeeping checklist.



- Assign roles (e.g., stock manager or guest) and have learners use target phrases, such as “Where does this go?” or “May I have more towels?”

Incorporate Guided Observations:

- Use videos or live demonstrations to show real-world execution of tasks like front desk check-ins or cleaning a room.
- Follow up with discussions about the vocabulary and phrases used, encouraging learners to replicate the tasks.

Focus on Progressive Language Levels Through Role-Specific Tasks:

- Begin with A0–A1 vocabulary through labeling tasks and single-word instructions (“Clean,” “Mop”).
- Progress to A1–A2 with multi-step instructions (“Organize the items,” “Check the stock”).
- Advance to A2–B1 with conversational practice involving problem-solving, like, “I’ll notify maintenance if something isn’t working.”

Incorporate Memory Games:

- Create games like “Memory Match,” where learners pair a picture of a tool or task (e.g., a broom) with its correct term.
- Add time constraints to make it more engaging while reinforcing vocabulary recall.

Leverage Guided Question-and-Answer Sessions:

- Use guided interactions to simulate guest inquiries or team discussions.
- Example: A facilitator asks, “What time is check-out?” and learners respond, “Check-out is at 11 a.m.” This reinforces key phrases while practicing active listening.

Provide Step-by-Step Task Sheets:

- Give learners detailed task instructions incorporating new vocabulary and phrases.
- Example: For “Restocking shelves,” a sheet might include:
 1. “Check the inventory for missing items.”
 2. “Restock shelves with new items.”
 3. “Arrange items neatly on the shelves.”

Encourage Peer Feedback and Reflective Practice:

- After role-playing or task activities, have learners provide constructive feedback to peers on vocabulary usage, pronunciation, and fluency.
- Follow up with reflective questions like, “What phrase felt most natural? Which term was challenging?”

By combining interactive activities like simulations, visual aids, and guided tasks with progressive vocabulary levels, these instructional recommendations offer a comprehensive framework



for language learning in hospitality. Learners engage in realistic scenarios, collaborative problem-solving, and reflective feedback, enabling them to master essential terms, phrases, and conversational skills. This approach ensures learners develop the communication abilities needed to confidently manage their specific roles in the hospitality industry.



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