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ESP PROJECT

Annotation: This project outlines an ESP (English for Specific Purposes) course designed for students training to be historical tour guides in Uzbekistan. Students at "Silk Road" International University with intermediate to upper-intermediate English proficiency. Develop students' confidence and effectiveness in guiding tourists through historical sites using clear and engaging language. The article highlights the valuable experience gained in designing and delivering an ESP course.

Key words: Tourism and Hospitality, Needs Analysis, Cross-Cultural Nursing framework, Vocabulary Strategies, Case Study Approach, Authentic Materials, Artifacts and Customer Service

Introduction

I have chosen tourism and hospitality English content for my ESP course because the tourism industry in Uzbekistan is developing day-by-day. Many people want to study English to effectively communicate within a field that includes several sectors, such as business, trade, travel, and the economy, all of which rely on tourism. According to Dudley-Evans (2001) and Spiro (2013), the specific goals of ESP courses typically align with either a learner's professional needs or their academic requirements. The course addresses both a learner's professional goals and their academic needs. This is because learners will eventually use these skills in their careers. Furthermore, academic programs include assessments that simulate scenarios with real tourists, evaluating students' ability to speak effectively in these situations. Students take courses to learn what they need in the best way possible.

1. "English for cross-cultural nursing" Susan Boshier

I have chosen the "English for Cross-Cultural Nursing" Susan Boshier framework. This course framework includes all four language skills, but speaking and listening are especially important for developing student-centered activities in the Tourism and Hospitality course. Despite the differences in vocabulary and topic, focusing on learning vocabulary strategies and improving reading and listening skills effectively can provide a strong framework for my ESP course. The course duration is similar to my chosen project, which is between 12 and 15 weeks of responsibility. The tasks and assessment align with my project because they include a variety of activities such as tests, oral presentations, quizzes, and note-taking. Tourism and hospitality cover a wide range of services, such as transportation, accommodation, sightseeing, activities, hotels, resorts, restaurants, and services to travelers. One of the fields is guiding historical tours for travelers, which makes it a special area for our target context. A significant aspect of ESP involves spoken communication, like meetings, presentations, and consultations, where people actively listen and respond. The "English for cross-cultural nursing" Susan Boshier framework encourages speaking and listening skills with a methodological approach. This approach directly supports my aim of preparing students for successful communication with tourists. Students listen to lectures on various historical sightings and tourism topics delivered by guide faculty and practice their note-taking skills and communication skills. Besides that, students improve their reading skills and learn tourism words by reading textbooks about historical places and articles from tourism magazines. They also practice different ways to understand what they read. Taking quizzes with matching words and definitions can help students learn new vocabulary.

A description of participants

Students at "Silk Road" International University of Tourism and Cultural Heritage with a special faculty for training travel guides are enrolled in this course. Their English proficiency ranges from intermediate to upper-intermediate, which is suitable for the CEFR B1 and B2 levels. There are 16

students in the class, with 4 boys and 12 girls. These students' expertise in guiding historical tours allows them to share their deep understanding of Uzbekistan's rich history with visitors. While fluent in conversation, they struggle to explain and demonstrate architectural details and the history of specific dynasties. The course helps to improve their speaking and listening skills that emphasizes both field-specific and general vocabulary. Students have difficulty to answer tourist questions and artifacts in their practicum curriculum. They have to understand guides and historical recordings to demonstrate to foreigners. Hence, they decide to take ESP course to understand visitors' inquiries and requests. They are lack of fluency and vocabulary which is technical and semi-technical. Teaching technical terms is a complex task for ESP instructors. Hutchinson and Waters (1987) argue that ESP instructors should not teach technical terms; that's the subject specialist's job. However, students can learn specific vocabulary from the ESP course. Technical Vocabulary (Apse, buttress, frieze, quoin and Tympanum) in historical buildings and semi- technical vocabulary (Clan, decline, era, lineage and patronage) in Dynasties. Moreover, students have to learn note-taking and catch information while listening tasks. Woodrow (2018) suggests that listening can be passive, where one person delivers information (like in talks or lectures), or it can be active, with two or more people exchanging ideas (like in conversations or interviews). Speaking is important for a learner to work anywhere. According to Woodrow (2018), studying collections of spoken English (corpora) has been helpful in understanding how people speak in academic settings. This course offers resources to help students become confident speakers in their chosen field. The total duration of the course is three months and three days, with classes held on Mondays, Wednesdays, and Fridays for two hours each day.

Needs Analysis

The needs analysis is important to create ESP design for university students who have studied travel guides for historical sightseeing. Trimble (1985) highlights that traditional needs analysis concentrated on examining the language used in the specific situations' learners would be involved in. Before beginning course, Surveys help to compare responses easily in order to identify patterns. According to Petrescu, Helms-Park, and Dronjic (2017), a person's native language background can significantly influence how easily they learn the specialized vocabulary of a particular field. The questionnaire involves Previous tourism education and experiences such as volunteering to know foundation in tourism, Professional goals within the tourism industry (travel agent, guide) and learning styles (online, offline and group working). I should know students background knowledge in English. I choose to use a diagnostic test for this purpose because it helps identify the strengths and weaknesses of the students. Pilbeam's concept of a "linguistic audit" (1979) involves gathering data and analyzing the language requirements of different stakeholders. Identifying authentic resource for learner help simplified the course-design task. Textbook, articles, podcasts and blogs focused on topic.

This course starts by understanding the need for analysis. Quick check to see students' current English level and areas for improvement. Then, a short survey helps us learn about their career goals and favorite ways to learn English related to their field. According to this information, we created a course for target learners using real-world materials rich in historical terms. Diagnostic test to know students' strengths and weaknesses, especially with historical vocabulary. This helps to choose appropriate materials and tasks for them. By the end of the course, students will confidently understand and use historical terms in speaking and listening and will be able to think critically to use English effectively in their chosen profession.

Approach to ESP Course Design

Despite the fact that there are many approaches, I chose the case study approach for my context due to its suitability for the topic, which is tourism and hospitality. Woodrow (2018) believes that the case study develops communication and decision-making skills. Our discussion is on historical

sightseeing. We will explore a real scenario with tourists, similar to the ones we talked about. Daly (2002) describes the case-study procedure into three stages: case-study introduction, case-study class, and debriefing. According to the case study procedures, students work by building knowledge of historical buildings, communication skills, and practice. By examining this case closely, we will gain insights into how these ideas translate to the real world, including any practical difficulties we might encounter. Tourists may ask surprising questions, or things might not go exactly as planned. This case study will explore how a guide handles these situations, giving us tips on how to deal with challenges in these situations.

Course Duration: 3 Months

Overall Goal: By the end of this 3-month program, students will be able to confidently and effectively guide tourists through historical sites using clear, concise, and engaging language.

Month 1: Building Knowledge in Historical Buildings

Task: Students should explore history with audio guides, interview real historians, and watch captivating documentaries. They should focus on vocabulary related to historical periods, architectural styles, fascinating artifacts, and the cultural significance of the sites they guide.

Month 2: Communication Skills

In the class, students work with their classmates to develop storytelling techniques that make historical information come alive for tourists. They learn how to transform facts and figures into engaging narratives. They use role-playing exercises to simulate various tour situations. They will practice managing groups, handling unexpected events, and answering tourist questions with confidence.

Month 3: Practice

Students conduct mock tours for their classmates, simulating real-world scenarios with diverse groups of tourists. They should make a presentation for 10 minutes with their peers.

Course Aims

SWBAT:

- Learn all about the historical periods, famous figures, and important events related to the places to guide visitors.
- Acquire a comprehensive vocabulary for discussing historical sites and artifacts.
- Learn to communicate clearly, directly, and in a way that keeps people interested, even if they have different levels of knowledge.
- Develop storytelling techniques and public speaking skills to make presentations.
- Answer visitor questions without a hitch and adjust your tours for different types of visitors and situations.

Assessment

Formative and summative assessment are one of the best methods of assessment. Woodrow (2018) highlights that formative assessments are distinct from diagnostic procedures. Formative assessments are designed to actively support learning by providing ongoing feedback that helps students improve. Summative assessment: they should collect assignments and improve with their feedback from instructors.

The ESP course duration is 3 months. Students will submit 3 assignments, one at the end of each month. Formative assessments are included throughout the course, with two formative and one summative assessment.

First Formative Assessment: Students will deliver a 3-minute speech about the historical building design, architecture, and history of a chosen sightseeing.

Second Formative Assessment: Students will listen to a broadcast aimed at tourists and then write a paragraph summarizing the information.

Summative Assessment: Imagine that one of the students is a tour guide. The class members go there turn-by-turn with different tourists. They work with a touristic agency to submit assessments, but they volunteer as guides for the agency's visitors. Students pick a historical place they like and create a 10-15-minute tour for tourists. Students should talk about the history of the place and interesting facts, just like a real guide would. Students should remember to use all the historical words they learned in class.

Course materials

- 1 Universidad Nacional. Centro Mesoamericano de Desarrollo Sostenible del Trópico Seco (CEMEDE). (2017). Basic English for tourism: listening and speaking skills. San José, Costa Rica: Author.

Learn to interact effectively with people from different cultures and backgrounds.

- 2 **Scott, B. (2023). Free history course modules, grades 5-7. Online course** <https://bestedlessons.org/2023/11/28/free-history-course-modules-grades-5-7/>

This website offers free history lesson plans (modules) for students. It explains why history is important and provides engaging activities for students to learn about US and world history. The lessons include overviews, discussion prompts, and materials needed for each topic. They should know world history to comparison with Uzbekistan history to storytelling of situations.

3. UZBEKISTAN'S TOURIST ATTRACTIONS

<https://www.centralasia-travel.com/en/countries/uzbekistan/places>

This is an article about Uzbekistan and its tourist attractions [summarized content]. It discusses the country's architectural heritage, including minarets, mosques, madrasahs, mausoleums, fortresses, palaces, as well as ancient Zoroastrian and Buddhist temples and ruins of ancient settlements

4. Smith, A. (2019). Flash on English for Specific Purposes. ELI s.r.l.

This book teaches English specifically for tourism students, focusing on tourism vocabulary, language skills, and practical exercises.

5. Usbekistan – Irina & Bodo Thöns

This comprehensive and up-to-date German guidebook offers unique insights into Uzbekistan, making it an invaluable resource for German-speaking travelers, especially those planning extended stays. Students should read and practicing to retell tourists.

6.Sankar, P. R. (2021). How to speak fluent English. Notion Press.

It offers practical strategies, exercises, and tips to help students improve their speaking skills. The book covers various aspects of English language proficiency, including grammar, vocabulary, pronunciation, and conversation techniques.

A syllabus outline or a sample unit plan

Course	Lesson	Topic	Covered skills	Assignment
Unit 1	1	The history of tourism: from ancient times to modern-day travel.	Historical context of tourism	Case studies
	2	Special interest tourism: adventure, cultural, eco, and history	Communication and interpersonal skills	Oral presentation
	3	The importance of customer service in tourism	Service delivery and management	Role-playing
Unit 2	4	The Silk Road and Uzbekistan	Historical research, cultural understanding, presentation skills	Presentation
	5	Islamic Architecture in Uzbekistan	cultural appreciation, critical analysis	Discuss the historical and cultural significance of these buildings.
	6	Uzbek Traditions and Customs	intercultural communication, observation	Writing report about culture
Unit 3	7	Storytelling Techniques for Tour Guides	communication, audience engagement	Develop a short storytelling exercise about a historical or cultural aspect of

				Uzbekistan
	8	Scriptwriting for Tours	Scriptwriting, organization, clarity	Write a tour script for a specific historical site
	9	Tour Guide Professionalism	Intercultural communication, customer service,	Role-play various tour guide scenarios
Unit 4	10	Technology and the Tourist Experience	Technology trends, customer experience, innovation	Research and present on the latest technological advancements in the tourism industry
	11	Festivals and Events Tourism	Event planning, marketing, cultural understanding	Presentation
	12	Time Management and Problem Solving	problem-solving, adaptability	Unexpected challenges during their mock tour

Reflection

This ESP course has been a valuable experience for my understanding of how to design and deliver effective English language learning programs for specific purposes. By combining theoretical knowledge gained from the course readings with the practical application through my ESP project, I have developed a strong foundation in this field.

Viana et al.'s (2019) textbook on Teaching English for Specific Purposes provided a strong foundation for my understanding of ESP. It clearly explained key concepts like identifying learners' needs, creating student-centered courses, and using authentic materials. The section on needs analysis was particularly helpful. It gave me a clear method for determining the exact language skills needed by people working in tourism and hospitality. I could design my ESP project to directly address the language requirements of my target audience. Woodrow's emphasis on integrating authentic materials was particularly helpful in developing engaging and relevant tasks for my ESP project.

My ESP project for the tourism and hospitality industry gave me a chance to use what I learned in class in a real-world situation. By figuring out the exact language skills my target students needed, I could create project materials and activities that directly addressed their specific requirements.

This ESP course, combined with the development of my project, has significantly enhanced my ability to design and deliver effective English language learning programs tailored to specific purposes. I feel confident in my ability to conduct needs analyses, construct learner-centered curriculums, and utilize authentic materials to create engaging learning experiences for a diverse range of learners.

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