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FRAMEWORK OF ESP COURSE FOR HOTEL EMPLOYEES

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ABSTRACT

In the given article, framework of ESP course for hotel employees is given. This ESP course aims to enhance hotel administrators' spoken interaction, listening comprehension, and cultural awareness, considering students' language proficiency, hotel authority demands, and relevant business news. While creating this course participants' background knowledge, their motivation are taken into consideration. Stakeholders' expectations have influenced on the course aims, length and assessment.

KEYWORDS

Language proficiency, CLIL, Tourism and Hospitality, TBLT, spoken interaction, cultural awareness, ESP, CLT, syllabus list, formative assessment, summative assessment.

INTRODUCTION

ESP Context Selection

As stated by Nazeer et al. (2023), ESP is important for improving language proficiency as well as contributing to global communication competencies. English Tourism and Hospitality is my choice for this ESP context. Participants in this ESP course are

professionals—that is, employees of hotels—who work in the tourist and hospitality sectors. The total number of students is expected to be around 10, and their native language is Uzbek.

These learners have basic background knowledge on the language. Their current English language

proficiency level is intermediate. According to IELTS, their current level is 4,5 -5,0 which is B1. The students manage to understand the general meaning of most situations and have a limited command of the language, however they are prone to making a lot of blunders. They ought to be competent in their field in fundamental communication. Students are capable of requesting things from the staff. Nonetheless, they still struggle and feel like their words are moving slowly while talking about a subject they are familiar with. Although students are progressing beyond the fundamentals at this level, they are still unable to work or study only in English. They can, however, handle issues that come up in daily life and handle situations like striking up a discussion they weren't prepared for.

This ESP course is designed for hotel administrators who are expected to improve their spoken interaction, listening comprehension as well as cultural awareness. While creating course, students' language proficiency, requests and demands of hotel authority are taken into consideration. Relevant information, news on hotel business and formative and summative assignments are also provided in order to improve their overall language and professional skills.

Selected ESP course examples

I have selected two model courses from Woodrow's (2018) Part 3 because they offer a clear and useful framework for teaching English in a particular context,

which is comparable to the method I want to employ when creating English for Hotel Administration which is a course designed for hotel administrators working with local and international guests who came from all over the world.

The first selected course is Language in the workplace by Catherine Nickerson. This is a great illustration of how a project-based learning style is used in a business English course. It exhibits a discipline-based approach. The setting is a university undergraduate business English course. Although the course is research-driven, there was no formal needs analysis conducted. The research is provided in the article by Nickerson (2015). The course is intriguing because it offers a viewpoint on how ESP classes can be made specific and relevant in spite of institutional limitations, time constraints, and different English skill levels.

English for nursing is covered in Susan Bosher's second course. The course covers cultural concerns in patient-nurse interaction and is designed with immigrant and foreign nursing students and professionals in mind. Bosher has created two student course books, and the course has been explored and developed over a number of years. The path from needs analysis to course material is very well explained in this well-documented course. Stakeholders identified ten language-related tasks that were challenging based on the needs analysis. Formal tests and informal journals

are just two of the many evaluation tasks used in this course.

I choose this example since it helped me greatly in creating the components of my own ESP course. Making my own needs analysis of the ESP course participants was much simpler for me after I became familiar with the participants and needs analysis section. The tourism and hospitality course syllabus was also very successfully created using the course syllabus list. I will be able to construct my ESP course for tourism and hospitality in an orderly and effective manner with the help of the course objectives and strategy. I will undoubtedly be able to incorporate objectives into my course and monitor their progress at the conclusion to see if the goals were met.

Description of learners

Professionals in the tourism and hospitality industries, or those employed by hotels, are the participants in this ESP course. The anticipated total of students is approximately ten, with Uzbek serving as their native language. Participants of the course are between the ages of 23 to 28. They all have degree in hotel management and administration and their work experience is minimum 1 year.

These students possess rudimentary linguistic proficiency. They are currently at an intermediate level of skill in English. IELTS indicates that they are currently at a B1 level, which is 4,5–5,0. Despite their limited

language proficiency and ability to get the gist of most situations, the pupils are prone to making a lot of mistakes. They should possess basic communication skills necessary for their line of work. Pupils have the ability to make requests of the staff. Even so, people continue to have difficulty and feel as though they are speaking slowly when discussing a topic they are knowledgeable about. Students at this level are moving beyond the basics, but they are still not able to work or study in English exclusively. On the other hand, they are able to deal with problems that arise in everyday life and circumstances such as initiating a conversation for which they were unprepared.

Needs Analysis

In order to create English courses for specific goals, Woodrow (2018) states that the unique settings in which students will use the language must be considered. For this reason needs analysis is conducted before designing course so that learners can achieve their target level and improve their English proficiency to use during their work. Ellen et al. (2015) state that if needs analysis is done correctly from the start, it can ensure that a student learns exactly what was intended. In addition to pointing out the importance of questionnaires and interviews in gaining a precise picture of language requirements throughout a normal workweek, Serafini et al. (2015) assert that both methods are legitimate and dependable NA practices.

Initially, quick survey is required to be filled out which asked their personal details, interests and their language background. Then, one-to-one interview is taken to evaluate students` oral competence and identify their target. During the interview, candidates are asked questions about their job and career plans in future. As their job involves hospitality business and working with different people, they are given case studies related to their job. It also allows the instructor to observe what common mistakes they do during the speech and what should be done to have better speaking. Interview is recorded to analyze their spoken performance better and written feedback is also taken and provided to students. 3 minutes is given to fill out the survey, 7 minutes is given for interview. After interview is done, students are given a quiz to identify their grammar and listening and reading skills. Afterwards, students are asked to write an apology e-mail to a client. 45 minutes is given for a quiz and 15 minutes is provided to write an apology e-mail.

Sample questions for interview

- What specifically have you done to reduce expenses without reducing the quality of the customer experience?
- How has your leadership style changed over the past several years and what is it like today?
- Describe a time when...
- What are Adventure Tourism, Attraction, Back of The House, and Amenities?
- What are The Qualities That a Hotel Manager Should Possess to Be Effective?
- Describe Your Daily Routine as Hotel Manager
- Describe a Time You Failed in This Role and The Lessons You Learned
- How Do You Stay Motivated at Work?
- How Will You Handle Negative Feedback from an Irritated Customer?
- Where do you see yourself in 5 years?

Favorite Things

QUESTIONNAIRE

Let's get to know each other better!

WHO I AM	
Name:	
Nickname:	
First language:	
Language I speak:	
Birthday:	
Marital status:	

THINGS I ENJOY	
Hobbies	
Sports	
Music	

THIS OR THAT	
I am	
introvert	<input type="checkbox"/> <input type="checkbox"/> extravert
I prefer to	
avoid the problem	<input type="checkbox"/> <input type="checkbox"/> communicate and solve
I'm great at	
Physical Activities	<input type="checkbox"/> <input type="checkbox"/> Mental Exercises
I really like	
job satisfaction	<input type="checkbox"/> <input type="checkbox"/> money

MY WISHLIST	
If I could go anywhere, I'd be in/at:	
If money weren't an issue, I would:	
My biggest career achievement:	

Made with Canva

Picture 1

Approach to ESP course design

According to Lesiak-Bielawska (2015), ESP teachers who create materials for particular courses should keep in mind that these classes have a set duration and that the goals must be met in that time frame. As a result, I intend to create my ESP context using a needs-based methodology in accordance with the ideas outlined in Flowerdew (2013). This method entails carrying out a thorough needs analysis to pinpoint the language requirements and objectives of the target learners as well as the particular domains in which they will employ English. I'll employ a variety of techniques to carry out the needs analysis, such as surveys, interviews, and monitoring how target learners use the language at work or in the classroom.

In order to guarantee that students will experience real information from the industry while concurrently improving their language abilities, I will also be concentrating on the principles of content and language integrated learning, or CLIL. The foundation of the CLIL approach is the idea that language acquisition works best when it is combined with subject-matter knowledge (Coyle, H., & Marsh, 2010). I chose this strategy because I think CLIL has a lot to offer advanced students (Brunton, 2013, as quoted in Woodrow, 2018). Considering students' language proficiency, this method would be more appropriate and effective for them to achieve their target in the intended timeframe. The ability to acquire language abilities in a real-world setting that aligns with one's

future employment makes this approach extremely appropriate for ESP courses. The advantages of CLIL in the English language learning setting are mentioned by Elisabet et al. (2014). They state that when language and subject are combined, learners feel more motivated and eager to learn.

Various resources from the travel and hospitality sectors will be used to help students apply the CLIL method to their careers. These resources, which include role plays, case studies, authentic texts, and films, will teach students about the tourism and hospitality industries while also giving them opportunities to practice their language skills in authentic settings. For example, I would encourage students to watch a video about hotel check-in procedures before having them role-play using terminology related to customer service.

Students' intercultural communication skills and cultural awareness will receive special focus. Given that it entails international engagement, this is extremely important in the context of tourism and hospitality. Learners will be better equipped to interact with foreign visitors and colleagues by honing the aforementioned abilities. To introduce various communication methods and cultural norms, I will utilize real materials from other civilizations. By fusing language training with material from learners' academic or professional contexts, this method gives

students the chance to see language skills being used in real-world situations.

METHODICAL APPROACH

The course uses authentic hotel content to work on academic and discipline-specific language skills and cultural content. For example, students read chapters from hotel administration textbooks and work on reading strategies and skills also expand their academic and hotel-specific vocabulary, including abbreviations. They write e-mails, blogs about hotel, improve their note-taking skills. They also review what they have written and do practical part of the course. CLIL and CLT are mostly used to improve their cultural knowledge. TBL and CLL are used to tackle other skills.

Rationale for ESP course

The goal of this ESP course is to help students improve their professional English level with the consideration of raising their cultural awareness. The foundational goal of an English for Specific Purposes (ESP) course is to address students' unique language demands within their respective academic or professional contexts. The language education provided in ESP courses is specifically customized to meet the specific communication needs of students in the fields they have selected. This guarantees that the language skills students learn will be instantly useful to their academic or professional endeavors.

Participants

Participants of this course are administers of the hotel who work with international guests.

Length of the course

It is a special designed course which is intended to last for 8 weeks. Students have classes 3 times per week which last 2+ hours.

Course aims

The following given are main course objectives:

While creating course aims, participants' language proficiency and their professional background are taken into consideration. The course is designed for 2 months. It is aimed to help them to reach their target level within the desired time limit.

Oral competence:

- Demonstrate understanding requests and inquires of guests and being able to hold effective communication
- Showcase their cultural awareness during conversation using appropriate gestures
- Active participation in argument and meetings as well as expressing their opinions and offers to improve hotel services supporting with reasons and examples
- Listening and note-taking

- Demonstrate effective note-taking skills while having conversation with guests
- Demonstrate effective note-taking skills during phone calls and taking their requests with no mistakes and confusion

Reading

- Use reading comprehension techniques to deal with the hotel administration textbook chapters and journal article articles as well as instruction and manuals related to hotel administration
- Recognize, define, and apply abbreviations and terminology used in hotel administration.

Writing

- Demonstrate improved writing work e-mails to employers and clients
- Demonstrate effective blog-writing which provides reliable information about hotel services and attracts more clients

Background knowledge on cultural awareness

- Show awareness of hotel administration.
- Show awareness of how culture, especially host countries` affects the hotel and travel business.
- Show that you have the capacity to critically think about cultural challenges in the hotel market.

- Show background knowledge and a greater degree of comfort when discussing culturally sensitive subjects like sexuality and mental illness.

Assessment

Based on a survey of interviewees, Cumming (2001) outlines three primary purposes of assessment: formative, final summative assessment, which serves as a final check upon course completion, and beginning assessment. As a result, formative evaluations like role-playing or case studies are suitable for evaluating students' progress in the constructed ESP scenario. In order to evaluate students` progress, students are given two formative assignments, one group work project and one individual summative assessment.

- For the first formative assessment, students are required to write a blog about their own hotel. This should include facilities and offered services including restaurants, swimming pool and their prices.
- For the second formative assessment, students are asked to write an e-mail reply for the clients. Each student is given individual case so that they can compose their writing according to the given situations.
- Group work project is assigned to increase students` cultural awareness on the topics of diversity, people with disabilities and equality. Each group should make oral presentation on these

topics with appropriate visuals. Students are asked to provide peer feedback. Instructor also gives their own feedback after each presentation.

- For the summative assessment, students are required to provide proposals in written and spoken forms which could help to increase the number of visitors, enhance hotel services. Summative assessment is evaluated with extra feedback from the stakeholders of the course as well as instructor.

The current ESP course for Hotel Administration is designed based on the chapter “Language in the workplace” by Catherine Nickerson and “English for cross-cultural nursing” by Susan Bosher which are provided in Introducing Course Design in English for Specific Purposes. These chapters are taken as example to create the course as they included well-designed needs analysis, methodological approach, syllabus and assessments.

Course Materials

As the course is intended to last for 8 weeks, students are provided with authentic materials related to hotel the management and administration. Different videos, case studies and presentations are used to ensure effectiveness of course.

Using the right course materials is crucial when creating an English for Specific Purposes (ESP) course in order to meet the unique communication demands

of students on both a professional and academic level. The following elements can be used in the creation of an efficient ESP course:

- Real Texts and Records: Include workplace documents, technical manuals, reports tailored to a particular industry, academic articles, and reports that reflect the language and communication styles used in the professional or academic domains of the learners.
- Case Studies and Work Samples: Integrate case studies, work samples, and examples from the learners' fields to illustrate real-world language use, providing insight into the practical application of language within their specialized contexts.
- Subject-Specific Reading Materials: Include reading materials relevant to learners' areas of expertise, such as journals, research papers, trade publications, and industry reports, to expose learners to the language specific to their field of study or work.
- Workplace Communication Samples: To acquaint learners with language and discourse patterns typical in professional contexts, provide samples of workplace communication, such as emails, memos, project proposals, and other professional communications.
- Samples of Technical and Academic Writing: Provide students with examples of technical or academic writing, such as thesis, research papers,



presentations, and technical reports, so they can examine and model language usage relevant to their subjects.

- Multimedia Resources: Make use of audiovisual resources to expose students to real language use in a variety of communicative contexts. Examples include webinars, industry-specific podcasts, taped workplace encounters, and professional presentations.
- Expert Word Lists: Assemble industry-specific terms, glossaries, and specialist vocabulary lists pertinent to the subjects of study of the learners, with an emphasis on language resources and domain-specific vocabulary for efficient communication.
- Learning Resources Based on Tasks: Create discipline-specific language exercises, role-plays, and simulations that simulate real-world business settings and emphasize pragmatic language use and realistic workplace communication scenarios.
- Applications and Software that Interact: Use interactive software, digital resources, and

language learning apps specific to the fields in which learners are working to enable self-directed, focused language skill development.

- Information about Corpus Linguistics: Investigate corpus linguistic resources: these offer learners access to extensive sets of real language data relevant to their area, enabling in-depth language research and application.

It is ensured that learners are exposed to the language, discourse, and communication styles pertinent to their professional or academic disciplines by including a varied range of authentic and industry-specific materials. This also promotes meaningful and contextually relevant language skill development.

Syllabus list

The following table presents syllabus list for English for Hotel Administration course

The syllabus is organized based on hotel administration, skills and language learning strategies.

Table 1

Week	Topic	Skills	Additional information
1	Hello World!	Spoken interaction Listening vocabulary	Students do role play and show how they would react if they have arguable situation with clients
2	Blog about the most famous hotels of the world	Reading Writing Vocabulary Culture	Given task is evaluated and considered as formative assessment
3	How can I help you?	Listening Speaking Culture	Students do role play and show their professional and language skills
4	I require...	Writing Reading Vocabulary	Given task is considered as formative assessment
5	Services we offer	Speaking Writing Reading	Students are required to make leaflet about hotel services
6	The colorful world	Speaking Culture Vocabulary	Given task is considered as group work project
7	Prosperity	Speaking Writing Listening	Given task is considered as summative assignment
8	Revision	Speaking Reading Listening	Students are provided individual feedbacks by stakeholders and instructors

Justification

The book "Course design in English for Specific Purposes" by Woodrow, L. (2018) served as a helpful manual for me while I developed my ESP framework. I learned how to perform a comprehensive requirements analysis and several approaches to course creation. The examples I used as a model for my

own situation, which I acquired from this book, are the most crucial component.

The book's authentic ESP course examples were a great resource for structuring participant paragraphs and conducting needs analyses and assessments.

In addition, Cumming's (2001) readings on curriculum design and materials development have been a great resource for developing content for the ESP project. The significance of organizing course materials according to the individual language requirements and career objectives of the students became clearer to me after reading these texts. This has affected my choice to create future resources based on my students' recognized needs, ensuring that the information is both applicable and useful for the students.

Understanding how combining language learning with topic learning might be beneficial in ESP instruction was made possible by reading Coyle, Hood, and Marsh's (2016) book on content and language integrated learning (CLIL). This method, which teaches English language skills related to tourism to students pursuing tourism and hospitality courses, was highly pertinent to my ESP situation.

Lesiak-Bielawska's (2015) article on the essential elements of ESP materials selection and design offered useful guidelines for choosing and designing pertinent materials for my project. This made it easier for me to make sure the resources I'm going to use are appropriate, interesting, and real for the students I want to reach. This post will also help me with my final ESP project design since it offers examples of how to approach course design.

CONCLUSION

I have found that designing an English for Specific Purposes (ESP) course has been both demanding and enjoyable. Through my interactions with professional materials in a variety of fields, such as business, engineering, and medical, I've come to realize how important it is to comprehend the unique language demands of learners within their professional contexts. This assignment examines the fundamental ideas and methods used in ESP course instruction and emphasizes how they might improve student engagement and language learning.

Each lesson includes a variety of exercises aimed at enhancing the course's original goal competencies. The activities are selected with consideration for the students' ages, academic backgrounds, and preferred learning styles (Cohen and Ishihara, 2010). Most of the participants are operating at the same level. Since all of the chosen activities are at the same ability level, differentiated teaching is not necessary. These student exercises aid in the challenges of student engagement. Moreover, authenticity is given top attention in this course's teaching methodology. Since the student is expected to apply newly learned material outside of the classroom when interacting with the target society which is hotel management and administration, authenticity is one of the most crucial components of language learning, according to Hilliard (2014).

The process of creating an English for Specific Purposes (ESP) course has been illuminating and

pedagogically stimulating. This reflection addresses the essential elements pertinent to learner requirements and professional contexts while delving into the process of creating an ESP course.

It was made easier to identify the fundamental language abilities needed by professionals in their work environments by carrying out a thorough needs analysis. The inclusion of intentional language challenges that replicated real-world professional circumstances was made possible by the task-based approach's deployment. Through useful, work-related tasks, these programs helped learners use language abilities in context and improve their language ability.

Authentic materials related to the sector, including technical documents, reports, and scholarly books, were a fundamental component of the course design. By exposing students to language that is often used in their professional fields, these resources promoted authentic language learning and helped close the gap between language instruction and professional practice. It was crucial to modify the curriculum to fit the professional settings and competency levels of the learners. By creating competency benchmarks and tailored language targets, the course was able to maintain direct relevance to the needs of individual learners in professional communication, fostering a language-rich learning environment.

Important elements of the course design included creating focused feedback systems and matching exams to learners' professional contexts. By giving discipline-specific feedback and assessments, language faults could be evaluated and learners' communicative skills within their specialized professions could be improved.

Thinking back on the process of building an ESP course has brought to light how important it is to develop customized, context-specific language training that gives students the exact language abilities they need to succeed in the workplace. Through this experience, I have gained a deeper understanding of ESP pedagogy and a renewed appreciation for the effectiveness of language-focused skill development in certain professional settings.

The ESP course was designed after a careful examination of the communication requirements of the learners in their individual fields of expertise. It was essential to comprehend the unique language demands of the learners in order to customize the course objectives and material to meet both their linguistic needs and professional ambitions.

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