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بعنوان: ESP Course Design and English for Tourist Industry

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MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

UNIVERSITY OF RELIZANE

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF ENGLISH

Course Handouts

Elaborated for obtaining The grade of « professor »

ESP Course Design and English

For Tourist Industry

Designed for LMDstudents

Branch : English Language
Module : ESP / Semesters 1&2
Level *: Master 1 / Language and Communication*

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        Academic Year: 2024 /2025

Course Description

The present course includes multiple lectures and tutorials that encompass the entire ESP curriculum for Master 1 level over a year. ESP is being taught to M1 students for the second consecutive year, as they have previously studied it for one year. Master 1 students are expected to possess a foundational understanding of ESP, including definitions, principles, theories, and practical applications of ESP within the teaching realm. The current course is designed to enhance students' understanding of ESP and lead them towards a successful teaching process. During the course, students are required to expand their knowledge in ESP and play a role in designing their future ESP courses. This would certainly clarify the hands-on aspects of certain components of the course. The teacher plays a crucial role in the course by equipping learners with essential knowledge about ESP, enabling them to take on a more proactive role in designing efficient ESP courses tailored to specific fields. Regarding the student's responsibility, it involves gaining a deeper understanding of ESP and cultivating independent learning skills for instructing a specific type of English to a particular group of learners.

Regarding the organization of the course, it is structured around two major axes: First, ESP course design. Second, English for tourist Industry (See figure 01) Each one of the axes exposes a number of lectures and tutorials that serve the stated Course objectives.The initial axe is primarily based on theory and encompasses the first half of the academic year. It aims to highlight the key factors in designing an ESP course by looking at the essential elements of a thriving ESP course. The goal is to equip learners with the required skills for creating ESP courses and empower them to have a greater role in teaching successful ESP.

The second semester focuses mainly on the second axe, which covers English for tourism (ETP), a branch of ESP. The focus is on addressing ETP definitions, the scope of its study, its features, and, crucially, how to instruct this

form of ESP to ETP learners. Much discussion in this axe, particularly in the different tutorials, is about how to design effective lesson plans in the four language skills, vocabulary and grammar.

At the end, it should be noted that many of the present lectures and even tutorials require multiple sessions to achieve the desired goals as they include classroom communication tasks, group discussions, and project presentations.
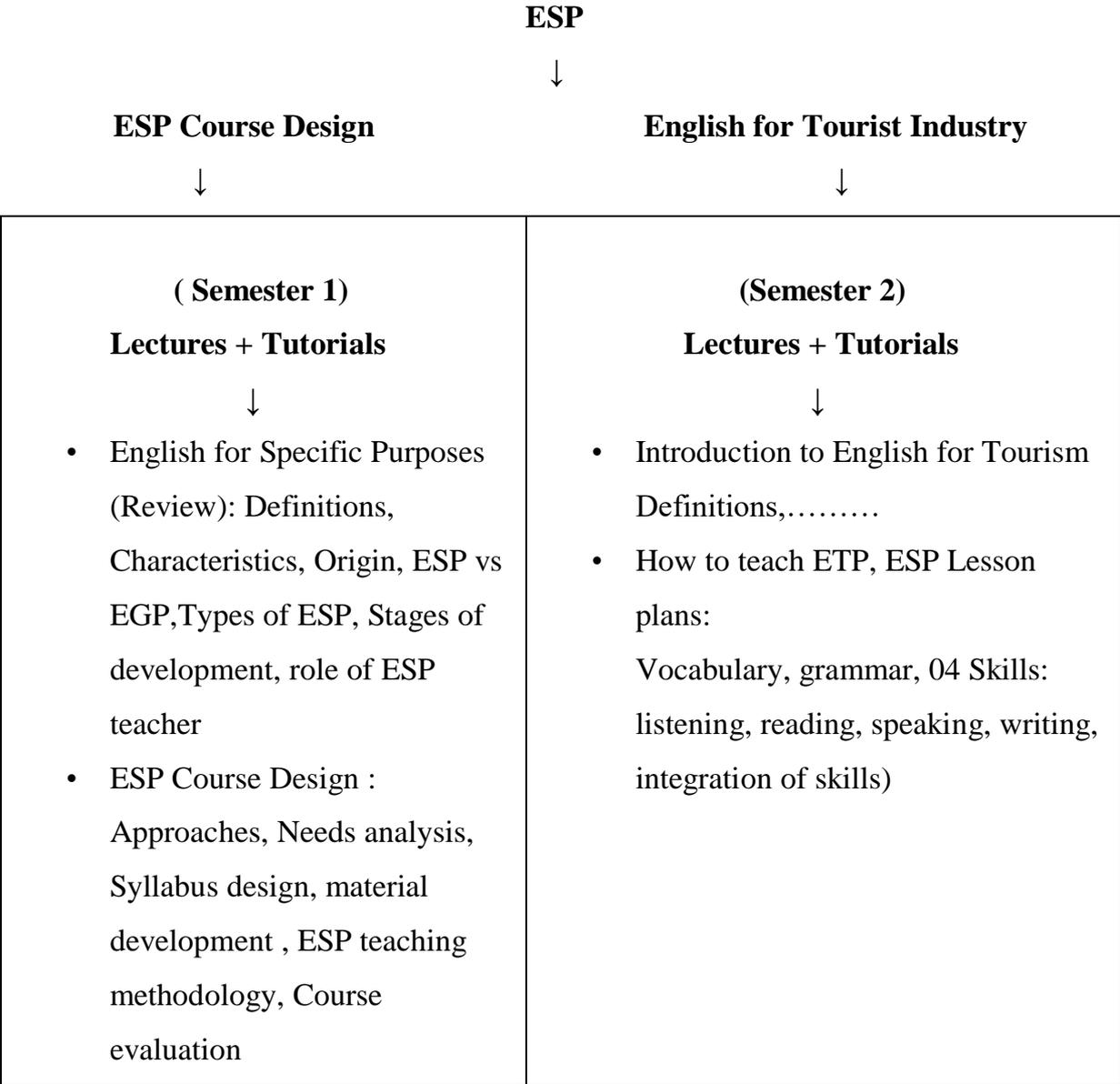
Course Chart

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ESP

↓

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ESP Course Design	**English for Tourist Industry**
↓	↓
(Semester 1) **Lectures + Tutorials** ↓ • English for Specific Purposes (Review): Definitions, Characteristics, Origin, ESP vs EGP,Types of ESP, Stages of development, role of ESP teacher • ESP Course Design : Approaches, Needs analysis, Syllabus design, material development , ESP teaching methodology, Course evaluation	**(Semester 2)** **Lectures + Tutorials** ↓ • Introduction to English for Tourism Definitions,......... • How to teach ETP, ESP Lesson plans: Vocabulary, grammar, 04 Skills: listening, reading, speaking, writing, integration of skills)

Figure 01: **Organization of the Course**

Learning Outcomes

At the end of the present course, my students will have the ability to accomplish the following goals:

- Expand their understanding of ESP and become familiar with handling various concepts associated with the field.

- Understand the process of teaching ESP clearly.

- Understand how to design successful ESP courses.

- Be able to differentiate the teaching processes of EGP and ESP.

- Allow learners to recognize their own needs, choose their own materials, and execute their syllabus.

Course Content

Unit 1: ESP Course Design

Unit 2: English for Tourist Industry

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List of Acronyms

EAP	English for Academic Purposes
EBE	English for Business and Economics
ELT	English Language Teaching
EOP	English for Occupational Purposes
ESP	English for Specific Purposes
ESS	English for Social Sciences
EST	English for Science and Technology
GE	General English
LSA	Learning Situation Analysis
NA	Needs Analysis
NESC	Non English Speaking Countries
PSA	Present Situation Analysis
TSA	Target Situation Analysis

Unit 1
ESP Course Design

Lecture1   English for Specific Purposes (General review)

- **Lesson Description**

 Thefirst lesson for Master 1 students is a summary of 3rd year main lessons that revolve around ESP definitions, principles, theories and practical implications of ESP in the teaching field.

- **Lesson Objectives**

 The main objective of the present lesson is to consolidate what has been already learnt about ESP.

- **Lesson Content**

3.1- Definitions of ESP

Although ESP, as a discipline, has existed for more than decades, there still has been a considerable debate about its exact meaning. To grasp the real meaning of ESP, one should consider many aspects such as: the characteristics of ESP, the learners' age and the time of learning, the purposes and the objectives of the courses, the materials and the methodology.

For Hutchinson and Waters (1987) ESP is an approach to language teaching based on learner's needs and reasons for learning a language , it is not a product but "an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning".

With regard to **John Munby (1978)** "ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner.

Mackay and Mountford (1978) regard English for Specific Purposes as:

> A restricted repertoire of words and expressions selected from
> the whole language because that restricted repertoire covers
> every requirement within a well defined context, task or
> vocation.

Dudley-Evans and St. John (1998) have modified Strevens'(1988) definition and define ESP in terms of 'absolute' and 'variable' characteristics.

3.3- Characteristics of ESP

A)-Absolute Characteristics

1. ESP is defined to meet specific needs of the learners

2. ESP makes use of underlying methodology and activities of the discipline it serves

3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

B)-Variable Characteristics

1. ESP may be related to or designed for specific disciplines

2. ESP may use, in specific teaching situations, a different methodology from that of General English

3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level

4. ESP is generally designed for intermediate or advanced students.

5. Most ESP courses assume some basic knowledge of the language systems

The above definition reveals the absolute characteristics that can be found in any field of ESP. Within the variable ones, the changes from one branch to another can be noticed in ESP which has witnessed an amount of affecting factors that contribute tremendously in the rise and development of this new discipline.

3.2- Origin of ESP

Three main reasons affected the rise and development of ESP: First, economic circumstances. Second, linguistic factors and third, psychological needs.

3.2.1- Economic Reasons

Technology and commerce were two major factors behind the emergence of ESP. In fact, they did not only contribute to the progress of humanity but they also gave birth to an international language which could create a new generation of learners who knew specifically why they were learning a language." Situations where the student has some specific reasons for wanting to learn a language" (Harmer, 1983).Thus, English which was the language of USA, the great powerful country in the world after the First World War, could serve better for that goal.

Hutchinson et al (1987) affirm that the end of the Second World War and the oil crisis of the early 1970s were two key historical periods in the life of ESP.

First, the need to learn English after the end of the Second World War to meet the challenges of the 'New World' as described by Hutchison et al (1987) is of a significant importance in ESP emergence. During this period, i.e., in the mid 1940s till the present time, a great development occurred and still occurs, basically reflected in the progress of science and technology. As a result, and in order to ensure better access to scientific and technological

knowledge; a vast majority of people who are in most cases Non-Native Speakers of English (NNS) tend to learn English because most scientific researches and publications are written in English.

Second, the World Oil Crisis of the early 1970's revealed the importance of English as a language of knowledge especially among the rich countries. Therefore, "English suddenly became big business and commercial pressures began to exert an influence" (Hutchinson and Waters,1987).On the whole, the general effect of this development made the language teaching profession a necessity not to deliver the required goods but also to express the needs, wishes and demands.

3.2.2- Linguistic Factors

The second key reason cited as having a tremendous impact on the emergence of ESP was a revolution in linguistics. The latter could be easily explained through the shift from describing the features of language by traditional linguists to the focus on the way in which language is used in real communications. Flowerdew et al (2001) argue:

> A revolution in linguistics was brought by the three linguists: Halliday, McIntosh and Strevens 1964 who state the view that language should be seen as a source of communication which may vary according to the situations or the contexts. As opposed to theoretical linguists who traditionally saw language as an abstract system.

This new attitude towards English helped Hutchinson and Waters (1987) to conclude that spoken and written vary. i.e., English may change according to the context in which it is used. That's why the late 60's and the early 70's witnessed many attempts to describe English for science and technology. In 1964, Halliday, McIntosh along side with Strevens agree on the type of linguistic analysis which they introduced and which they refer to as register analysis. Another prominent type of analysis related to language description is discourse analysis.

3.2.3- Psychological Needs

The final reason Hutchinson and Waters (1987) cited as having influenced the emergence of ESP was rather psychological. Here, more attention was given to the ways in which learners acquire language and the differences in the ways language is acquired. In other words, learners were taught to use many learning strategies and different skills to express different needs and interests. As a result, the learners 'needs became as necessary as

transmitting the linguistic knowledge. This paved the way to what was later called learner-centred approach. This is based on the belief that learners' needs and interests seem to have an influence on their motivation as well as the effectiveness of their learning. As far as ESP courses are concerned, one may notice that since the focus on the learner is of a vital value, needs analysis is of equal importance, too. In this way, learners along side with their needs consist the primary concerns for the ESP practitioner while he draws his/her syllabus and design his courses.

3.3- Objective of teaching ESP

The purpose of teaching ESP is to develop linguistic competences of a specific group of learners in a specific period of time taking into account their language or learning needs. ESP Learners are then, more aware about their learning objectives, the reason why a great number of learning theories in adult learning have showed that adult ESP learners are less interested in learning for the sake of learning, that is to say, they learn to achieve some immediate life goals. In his model of " need analysis" Munby (1978) puts the term" needs" at the centre of ESP where the target situation for which learners are being prepared has to be clearly defined. In the same context, Chambers (1980) states:

> By the language I mean the language of the target situation. Thus, needs analysis should be concerned with the establishment of communicative needs and their realizations, resulting from an analysis of the communication in the target situation-what I will refer to from now on as target situation analysis (TSA).

However, one cannot only talk about target situation analysis without shedding light on needs analysis which is in turn divided into three types such as: First, deficiency analysis, strategy analysis and means analysis (Alwright, 1982). The first type is concerned with what target situation needs, i.e., what learners lack or feel they lack. The second one emphasizes the learners preferred learning methods and learning strategies. The last type deals with the educational environment where the ESP course takes place. In the same respect, Mayo (2006) stated: "In looking at the target situation, the ESP course designer is asking the question What does the expert communicator need to know in order to function effectively in this situation""Here, the term learners' needs can either refer to goal-oriented needs or process-oriented needs. The former is concerned with what the learner wants to do with language, whereas, the latter focuses much more on what the learner needs to do to actually acquire the language.

Generally speaking, the aim of ESP courses is to develop the learners' good command of receptive skills (listing and reading) and productive skills (speaking and writing).

3.4- ESP Vs EGP

General English mostly refers to the English taught at primary or secondary schools with an immediate objective for exams. According to Mackay and Mountford (1978), General English is generally taught with a general educational aim in mind. For him, if ESP is associated to needs analysis that aims to determine exactly what learners need to learn English for, one cannot assume that GE has no teaching aims.

However, Hutchinson and Waters (1987) stated that what distinguishes ESP from General English is not the existence of a need as such but rather an awareness of the need. Here lies the distinction of age that is mostly assumed that GE is taught at primary and secondary schools and ESP is mostly taught at the tertiary level because as stated by Mackay and Mountford (1978)**:**

> Inevitably what is taught to primary and secondary level children is
> not a communicative knowledge of how the syntactic and lexical rules
> of English operate.

In fact, GE is taught for different social or cultural reasons without a directed communicative objective. Anyway, is GE really different from ESP? Hutchinson and Waters (1990) say that in theory nothing, in practice a great deal. Besides the fact that it is not only ESP that has a specifiable need because all EFL enterprise has special aims and needs; the reason why one could argue that ESP is a learner-centred approach to need analysis.

Moreover,

> …the only practical way in which one can understand the notion
> of special language is a restricted repertoire of words and
> expressions selected from the whole language because that
> restricted repertoire covers every requirement within a well-
> defined context, task or vocation. (ibid:4)

Yet, in this sense, Mackay and Mountford (1978) claimed :

> However, such restricted repertoires are not languages, just as a
> tourist phrase book is not a grammar. Knowing a restricted
> 'language' would not allow the speaker to communicate
> effectively in novel situation.

The restricted repertoires are often analogous to ESP in the sense that the different branches to ESP cover different linguistic properties, lexical items and sentence structures but the syntax is similar to GE. Hence, GE and ESP are the same language with different linguistic structures.

What we have is the same language employed for similar and different uses employing similar and different usages. (Ibid: 5)

All in all, it is usually agreed on that ESP learners have already acquired some linguistic competence in the target language. It is often assumed that ESP students will not be beginners but will have already studied GE for some years. (Robinson,1991).

Furthermore, Widdowson quoted Basturkmen (2006) made a remarkable comparison between general ELT and ESP. For him, General ELT distinguishes between teaching *aims* and *objectives*. The former referred to the eventual target behaviors of the students whereas the latter referred to the pedagogical means hoped to enable the students to achieve the eventual target behaviors.

The aim of General ELT is to provide learners with general language capacity, i.e. it enables students to solve communication difficulties that they face after finishing the language course through a wide range of strategies and means. On the contrary, the aim from ESP courses is to provide learners with a restricted set of language competencies that may help in specific target situation. As a consequence, ESP courses are not offered for the sake of facing all communicative situations.

3.5- Types of ESP

3.5.1- EAP and EOP

Researchers such as Dudley-Evans and St. Johns (1998), and Strevens (1988) divided ESP into two main branches: English for Occupational Purposes (EOP) and English for Academic Purposes (EAP).

3.5.1.1—English for Academic Purposes (EAP)

EAP aims at helping learners to study, conduct research or teach. In other words, EAP is a study-oriented branch of ESP (McDonough, 1984) which shows the learner how to study through the medium of English. In the same vein, Robinson (1980: 7) posits: "English for Academic Purposes or study skills, i.e. how to study through the medium of English regardless of the subject matter or of the studies." In other words, EAP courses seek to help the students specialize in a particular field of study in an educational institution so as to be able to update knowledge and keep abreast of the latest developments in their specialties. This

is supported by Kennedy and Bolitho (1984: 4) who write: "EAP is taught generally within educational institutions to students needing English in their studies". This branch of English language teaching involves the learning of specific skills such as listening to lectures, note taking, reading in the specialized field, writing reports and research articles, taking part in group discussions, maintaining a point of view, interpreting graphs, diagrams and tables, and so on.

3.5.1.2- English for Occupational Purposes (EOP)

English may also be required in employment situations; in such a case, its teaching is activity-oriented and this area of ESP is referred to as EOP. In this sense, Kennedy and Bolitho (1984: 4) write: "EOP is taught in a situation in which learners need to use English as part of their work or profession." Thus, EOP applies more to every day needs of working people. It includes professional purposes in administration, medicine, law and business. To illustrate this point, we may say that a businessman will need English to specialize in commercial language.

3.5.2-- Hutchinson and Waters' Classification of ESP

Today, ESP is taught in overall the scientific and technological fields and is divided by many specialists into different branches. According to Hutchinson and Waters (1987) ESP is broken down into three branches:

- English for Science and Technology (EST)
- English for Business and Economics (EBE)
- English for Social Studies (ESS).

Each of the subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). It should be mentioned that although Hutchinson and Waters (1987) keep the same division in their ELT tree, they state that the distinction made between EAP and EOP is not definite for the simple fact that learners can study and work simultaneously.

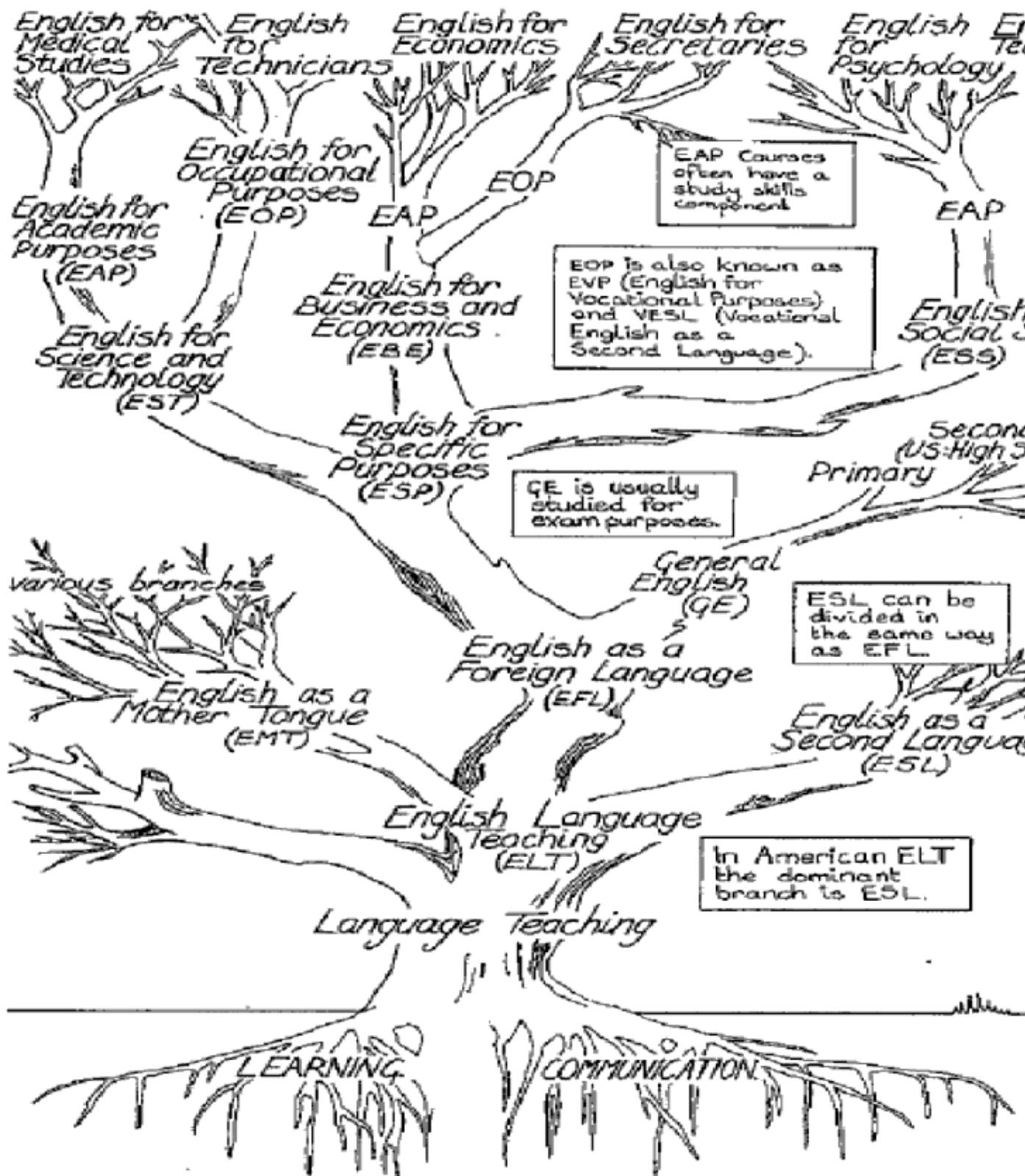Hutchinson and Waters (1987) represent the tree of ELT as follows:

Figure 4: ELT Tree (Hutchinson and Waters, 1987: 17)

3.5.3-- David Carter's Classification of ESP

David Carter (1983) identifies three types of ESP:

- English as a restricted language.
- English for Academic and Occupational Purposes.
- English with specific topics.

According to Carter (1983), the language used by waiters is an example of English as a restricted language. Hence, Mackay and Mountford (1978:5) posite that:

> Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situations, or in contexts outside the vocational environment. English for Academic and Occupational purposes are respective examples of 'English for Biological studies and English for Technicians'.

As far as English for Specific topics is concerned, Carter (1983) notes that it is only here where emphasis shifts from purpose to topic. This type of ESP is uniquely concerned with anticipated future English needs of, for example, scientists require English for postgraduate reading studies, attending conferences or working in foreign institutions.

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Tutorial 1   Open Discussion about ESP Definitions

Communication assignment

Type of the assignment : Individual work

Question:

Paraphrase the definition of ESP below in few lines of your own referring to the main points raised by the authors and justifying your answer by a number of examples.

> English for Specific Purposes (ESP) is a movement based on the proposition that all language teaching should be tailored to the specific learning and language use needs of identified groups of students—and also sensitive to the socio cultural contexts in which these students will be using English. Johns and Price-Machado's (2001, p. 43)

1- Lesson Description

The current lecture provides an overview of ESP development, focusing on the various stages of its development and the key traits of each phase. Therefore, students are anticipated to explain, examine, and respond to the various methods.

2- Lesson Objectives

The main goal of the lesson is to provide students with the essential information on the historical development of ESP and to help them to understand the ESP movement since it first appeared in the 1960's. Additionally, they are invited to describe and assess the characteristics of each phase.

3- Lesson Content

3.1-Introduction

The rapid expansion of ESP has been widely recognized globally, progressing through multiple phases. The five stages of ESP evolution are acknowledged. Indeed, every phase is unique in terms of the type of task it involves, all connected to the concept of specialized languages. Therefore, the current course offers a concise summary of the various stages of growth experienced by the ESP movement starting from the 1960s. The initial stage of development focused on analyzing registers.

3.2- The Stages of ESP Development

3.2-1-Register Analysis Phase(1965 / 1974)

This phase is also referred to as "lexicostatistics" (Swales, 1988:189) or "Frequency analysis" (Robinson, 1991:23) as defined by Spolsky (1998:34) as register. Different types of language are expected to be used in certain situations and with specific roles and statuses. Possible examples include giving a speech at a wedding, commenting on a sports game, or engaging in baby talk. A register is distinguished by the words selected and various elements of   style.

Analysis of registration is based on the idea that language changes depending on the various individuals speaking it and the different uses it is intended for. Therefore, specific languages must have diverse types. Registers are the language varieties associated with

various purposes. The primary goal of register analysis is to recognize the specific grammatical and lexical characteristics of different registers. Therefore, its main focus is on the grammar and the vocabulary of the language.

In ESP, material authors analyze grammar and vocabulary across various registers to develop specialized courses, syllabi, and curricula. The English course by Ewer et al (1969) provides a solid example of register analysis in scientific study. Certain writers see the abundance of particular speech components, formats, or arrangements in scientific writing and verbal communication as a unique characteristic. Materials writers were mainly focused on words and sentences, particularly concentrating on analyzing register at the word and sentence level, giving importance to certain lexical and grammatical forms, and not going beyond those levels. Basturkmen (2006:35) outlines the previous viewpoint through analysis of Barber's (1962) research on scientific and technical texts called "Some measurable characteristics of modern scientific prose." Barber stresses that the differences between scientific English and general or literary English go beyond just the technical or specialized vocabulary. Hence, practicing can consist of displaying scientific statements using a substitution table, as demonstrated in the table. The company is currently introducing fresh tactics to enhance customer happiness.

This machine	Differs Is different	From	The other one	In	Its shape Several respects The fact that it is more powerful
	Can be distinguished			By	Its shape
It is useful to	Differentiate Distinguish Make a distinction		Between		A blower and a liquid pump
This engine	Unlike As distinct from As opposed to		The earlier one has six cylinders		
This engine as six cylinders	As against As compared with As opposed to		The four cylinders of the earlier one		

Table. 1: The Structure of Technical English (A. Herbert, 1965)

Critics argue that the register analysis phase lacks explanation and is solely descriptive. It only works at the word and sentence levels. Thus, in response to this stage of growth, a

different method arose beyond just focusing on individual sentences, which is called Rhetorical or discourse analyses.

3.2-2. Rhetorical or Discourse Analysis Phase (1974 / 1980)

As stated by Dudley-Evans et al (1998:87), discourse analysis is described as: A discourse study pertains to the examination of language or text beyond the sentence level. This could include researching connections between sentences, paragraph organization, or the overall structure of the text. The findings from this form of analysis provide insights into the functioning of all types of texts.

Discourse analysis marks the next stage in ESP's evolution, transitioning from sentence-level language analysis to higher-level discourse organization. Robinson (1991:24) argues that the emphasis should be on the text, not the sentence, and on the writer's purpose, not the form. Put simply, discourse analysis examines how sentences are connected to convey a message, and this forms the basis of the syllabus and course material. Allen and Widdowson (1974:49) view this method in the following way: One could effectively differentiate between two types of skills that an English course at this level should focus on enhancing. The first skill is recognizing how sentences are utilized in communication, understanding how language functions rhetorically. The second skill is being able to identify and control the structural elements that connect sentences to form a coherent piece of writing. The initial point pertains to the rhetorical consistency of speech, while the latter relates to the grammatical unity of the written material.

On the whole, Discourse Analysis puts much emphasis on the way sentences are used when performing acts of communication. Its concern is to develop appropriate materials to carry out a number of functions such as: defining, explaining, exemplifying, generalizing, describing, etc.

3.2-3. Target Situation Analysis (TSA)

According to Hutchinson et al (1987:12), target situation is described as the context where learners will apply the language they are acquiring. During this stage of growth, ESP focused more on the communicative approach where the goal of an ESP course is to help students effectively operate in the specific environment. As a result, the ESP course design first identifies the target situation, then analyzes the linguistic features rigorously, and finally, incorporates the identified features into the syllabus of the ESP course. Needs analysis is

commonly referred to as a process that prioritizes the needs of learners in the course design process. Munby (1978) came up with the concept of Situation Analysis in designing Communicative Syllabus. He assessed the requirements of students in relation to:

a) - the communication goals

b) - the setting where a particular language would be used to communicate.

c) - the means which can be either oral or written.

d) - the language skills possessed by the learners.

e) - the function and the structures.

3.2-4. Skills and Strategies

During this stage of development, ESP has shifted its focus from language form surface to language use processes. Hutchinson et al (1987:13) claim in this regard: There is no necessity to closely examine the superficial aspects of the language; instead, attention should be placed on the fundamental interpretive strategies that help learners deal with those superficial aspects.

Dudley-Evans et al (1998) contend that connecting skills with communicative language teaching has led to the evolution of interests from 'functional-notional material'. Therefore, Strategy analysis focuses more on the learners' preferred methods of learning rather than their specific learning goals. This clarifies the reliance on specific traits of a common scenario, the justification for ranking skills, meaning that the skill suitable for one situation may not be suitable for another. Dudley-Evans and colleagues (1998:24) emphasize: In numerous cases, particularly in non-English speaking countries like Latin America, the emphasis was on reading. In different scenarios, it could require a different ability, like listening for international students starting academic programs in the UK.

In general, the phase of skills and strategies development focuses heavily on the thinking processes related to language acquisition, emphasizing the importance of developing learners' abilities and techniques for mastering a second or foreign language.

3.2.5- The Learning-Centered Approach

The most recent stage of ESP advancement has seen an emphasis on placing the learner at the core of the teaching and learning process. Recognizing the requirements of the students

is seen as the initial step in designing any ESP course. This will assist in identifying the type of curriculum and make it easier to choose the right educational materials. According to Hutchinson et al (1987:81), a syllabus is defined as a guide to what needs to be learned, including the recommended sequence of learning and the meaning assigned to it. Therefore, it is evident that an ESP curriculum must be developed based on the needs, desires, and shortcomings of the learners. This procedure is often referred to as 'Needs Analysis', which is also a crucial part of the material design process. Yet, this cannot be effectively accomplished without conducting a course evaluation and assessing the learners.

In summary, the ESP learner, together with the needs analysis process, is seen as the central focus of this approach in the current stage of ESP evolution.

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Tutorial 2   **Analysis of an ESP phase of Development**

Communication Assignment

Type of the assignment : Pair Work

Question:

An information leaflet about the Brazilian ESP project summarizes its aims as follows:

'The "specific purpose "most common within the participant universities is the reading of specialist literature in English. Consequently, there is a consensus within the project to focus on the reading strategies with the use of authentic materials and the use of the native language in spoken classroom discourse. The teaching of grammar is based on the minimum necessary for understanding academic texts. The emphasis is largely on a general course content to cover common problems (such as reading strategies) rather than specific courses according to the student's subject specialism (e.g. "English for Engineers")

a) - Why do you think this approach has been adopted?

b) - Do you think that the approach is a justifiable response to the needs of the students?

c) - How do you think students and teachers will react to this approach?

(Hutchinson

Lecture 3   **The Role of the ESP Teacher**

1-Lesson Description

A big part of the present lesson takes the form of a comparative study which exposes the distinctive specific roles of an ESP practitioner by referring to the major features that make him less similar to the General English language teacher. It is an attempt to provide ESP teachers with some personal qualities to reveal the secret of success for their jobs.

2-Lesson Objectives

The fundamental aim of this lesson is to explain the various roles played by ESP teachers who are not only supposed to have the qualities of good general language teachers but have to accomplish a number of responsibilities and duties which make their job more demanding.

3-Lesson Content

3.1-Introduction

It is generally known that the role of a language teacher is changing over time due to wide range of reasons such as: the differences in syllabi, courses and teaching contexts (Jordan, 1997). This affects the field of ESP and makes the role of an ESP teacher quite different from that of a general language teacher. Accordingly, Dudley-Evans & St. John (1998) have identified some specific roles of an ESP practitioner who does not only own the qualities of a good language teacher but also performs other duties and responsibilities such as: designing courses and providing materials, collaborating with other subject specialists, conducting continuous research, evaluating students' achievements and courses' objectives, and finally understanding students' cultural differences..

3.2-The ESP Teacher's Role

3.2.1- Possessing the same Qualities of a Good General Language Teacher

According to Robinson (1991) an ESP practitioner plays the same role as an EGP teacher for they share the same teaching qualities. In the same context, Dudley-Evans & St. John, (1998) point out that even the ESP teaching methodology may not be

different radically from that of General English. However, the specificity of ESP in the strict sense imposes a variation of roles of an ESP teacher that he is required to play: the classroom organizer, the consulter, and the negotiator. In most cases, he needs to be flexible. Dudley-Evans et al (1998) state that: "The willingness to be flexible and to take risks is one of the keys to success in ESP teaching".

Unlike an EGP teacher, an ESP practitioner is not 'the primary knower' of the carrier content of the material (ibid). He is mainly trained in language skills and may have no specific knowledge of the target situation; that is to say, the field of knowledge or profession. Therefore, learners may know more about teaching material or content than teacher. A skilled teacher can channelize students' knowledge to bring forth effective communication strategies in the class. For Robinson (1991) an ESP teacher plays the role of a 'consultant'; the one who involves his learners when designing his ESP course so as to meet their language and learning needs. Another role of the ESP practitioner as a teacher is that of a' mentor'. He offers one-to-one advice to his students and helps them achieve communication skills and 'linguistic accuracy' (Dudley-Evans & St. John, 1998).

3.2.2- Designing Courses and Providing Materials

Unlike EGP teachers who are strictly guided when preparing their courses, ESP teachers are required to design their own courses and look for the appropriate materials that serve the expected goals and satisfy the students learning needs. This is not an easy task for it demands enough time and much efforts to find appropriate textbooks that respond to most of linguistic and communicative needs of students in a certain context (Dudley-Evans & St. John, 1998). An ESP teacher can either collects his materials from different sources through selection or adaptation, or writes his own ones when the desirable are not available. (Kennedy& Bolitho, 1984). However, this is not the end of the story because an ESP teacher is also asked to evaluate those materials during and after the ESP course. According to Dudley-Evans & St. John(1998), this process constitutes of: First, choosing suitable material which has been published. Then, adopting this material if it is not suitable. At a last step, ESP practitioners are invited to write their own materials when it is not possible for them to

find something suitable. In contrast, the General English language teachers are required to follow a ready-made syllabus and use students' textbooks as materials recommended by the curriculum developers and the educational authorities.

3.2.3- Collaborating with Subject specialists

One of the ESP teacher's responsibilities is to have certain knowledge of his learners' subject specialism to design effective ESP courses. In practice, an ESP teacher cannot master specific requirements of all disciplines he may be asked to teach. (Dudley-Evans & St. John, 1998). Consequently, he is advised to work in collaboration with the subject specialists of the disciplines he is supposed to teach. For Dudley-Evans & St. John, (1998) collaboration in ESP can take different forms; simple cooperation, specific collaboration and the fullest collaboration (ibid). With regard to the simple cooperation, ESP teachers resort to subject specialists to help them know about the subject syllabus and the professional responsibilities of their students. Dudley-Evans et al (1998) refer to the term cooperation:

> When the ESP teacher finds out about the subject syllabus in an
> academic context or the tasks, the students have to carry out in a
> work or business situation.

In the specific collaboration, subject specialists provide ESP teachers with an access to the actual content of the subject course which can be used in classroom activities, and evaluate the teaching materials designed by ESP teachers.(ibid). In the last form of collaboration; the fullest collaboration, ESP teachers and subject specialists can teach together and form what is called 'team-teaching.(Robinson, 1991).In the same line of thought, Kennedy et al (1984) relate the success of team-teaching to cooperation from both sides; that of the subject teachers and ESP specialists along side with mutual trust. Cooperation and trust are considered to be the most essential ingredients for the success of such process.

3.2.4- Conducting a Research

Teaching ESP requires updating knowledge of the teaching methodology, techniques and strategies on how to conduct a needs analysis design a course or select appropriate materials. Here, the role of an ESP practitioner is to conduct continuous

research to identify his learners' needs, find relevant texts and materials, and improve their own knowledge related to the field they are teaching. According to Dudley Evans et al (1998:15):

> An ESP practitioner has to go beyond the first stage of Needs Analysis –Target Situation Analysis (TSA) which identifies key target events, skills and texts- to observe as far as possible the situation in which students use the identified skills, and analyze samples of the identified texts.

3.2.5- Evaluating Courses and Assessing Students

Unlike the EGP teacher whose only concern is to assess his students' linguistic knowledge and learning achievements, an ESP practitioner plays the role of evaluating the designed course and the selected materials. The interaction with his students and the identification of their language and learning needs can be very helpful to improve the teaching style and reform the course deficiencies, and thus achieve successful teaching process. In this vein, Dudley Evans et al (1998:17) write:

> It is important to follow up with students some time after the course in order to assess whether the learners have been able to make use of what they learned and to find out what they were not prepared for.

They, even, go further to state that "Evaluation through discussion and on-going needs analysis can thus be used to adapt the syllabus."

3.2.6 – Cultural Understanding as a Role of ESP Teacher

An ESP teacher is supposed to teach different learners with various academic or professional cultures, the reason why he needs to take into consideration the cultural sensitivities of his students who may come from non-native setting.(ibid). Cultural awareness should be accounted during the different stages of the course design; while identifying students' needs, selecting course materials and instructing the class. In the same context, William (1981) argues that an ESP teacher should have suggests that an

ESP teacher should have the 'knowledge of students' world'. The latter may refer to students' culture and personal concerns as well as their specialism (Robinson (1991).

3.3- Conclusion

Unlike EGP teachers, ESP practitioners are required to play a number of roles and bear some responsibilities which make their job more demanding. While performing his traditional role like an EGP teacher, an ESP practitioner has to become a material designer, an organizer, a councilor, a facilitator and researcher at the same time. The diversity of his roles needs to be highly reflected in the practices carried out in his classes for the attainment of his teaching objectives. As compared to EGP teachers, ESP practitioners have to be more flexible in their approaches because of ever-changing teaching situations and autonomous students in ESP contexts. Both EGP and ESP teachers should be skilful and trained to produce fruitful results in their fields. But it can safely be assumed that ESP teachers must be given special training in the required skills like need analysis and material designing to enable them to meet the specific needs and high expectations of their students.

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| Tutorial 3 | The Role of the ESP Learner |

Communication Assignment

Type of the task: Group work

Question:

On the light of what you have studied in Lesson 3 where much talk was about the specific role of the ESP teacher, what do you think of the ESP learner? Does he play the same role as an EGP learner? Explain and give examples.

Lecture 4   Approaches to ESP Course Design

1-Lesson Description

The present lesson highlights the key methods for designing a course. It outlines the characteristics of each method while also highlighting the primary drawbacks and critiques of each kind. **2-Lesson Objectives**

By the end of the lesson students will be able to identify the type of approach used in a given course design and determine the factors that may influence course designers when designing ESP courses.

3-Lesson Content

3.1-Introduction

Creating a course involves understanding students' learning needs to develop a set of teaching and learning experiences that leads to a specific level of knowledge for them. (Hutchinson and Waters, 1987) This entails placing the theoretical choices regarding goals in a specific situation. Robinson (1991:41) is the source of this information. Various designers have developed distinct methods for designing courses. In this regard, three primary approaches can be recognized: Language-focused, Skills-focused, and Learning-focused approach.

3.2.1-Language-Centred Course Design

Although it seems, at first glance, a learner-centred approach to course design, it has nothing to deal with its principles. (Hutchinson and Waters,1987). They add:

> We must, however, avoid the mistake made by the Audio lingual
> Approach of believing that because language has been describable
> system, describing that system will induce systematic learning. (ibid)

n reality, explaining language, primarily focused on what should be taught, does not involve teaching how to learn. This might clarify why the language teacher followed the advice of the linguist and grammarian, incorporating the linguist's language description categories into their teaching methods. (Mackay and Mountford, 1978) - According to Mackay and Mountford in 1978

According to Hutchinson and Waters (1987), the language-focused course structure links the examination of the desired scenario with the material of the ESP course.

However, Hutchinson and Waters (1987) argue that the method is not focused on the learner's needs, but rather limits the learner. They add:

> The learner is simply used as a means of identifying the target situation, instead of taking the whole of English and teaching it to the learner, as happens in General English, only a restricted area of the language is taught....the learner is used solely as a way of locating the restricted area.

This method is also condemned for its lack of flexibility, rigidity, and failure to recognize the important factors that should be considered when designing a course. Moreover, the analysis focused on language in the target situation only scratches the surface and does not provide much insight into the underlying competence behind the performance.
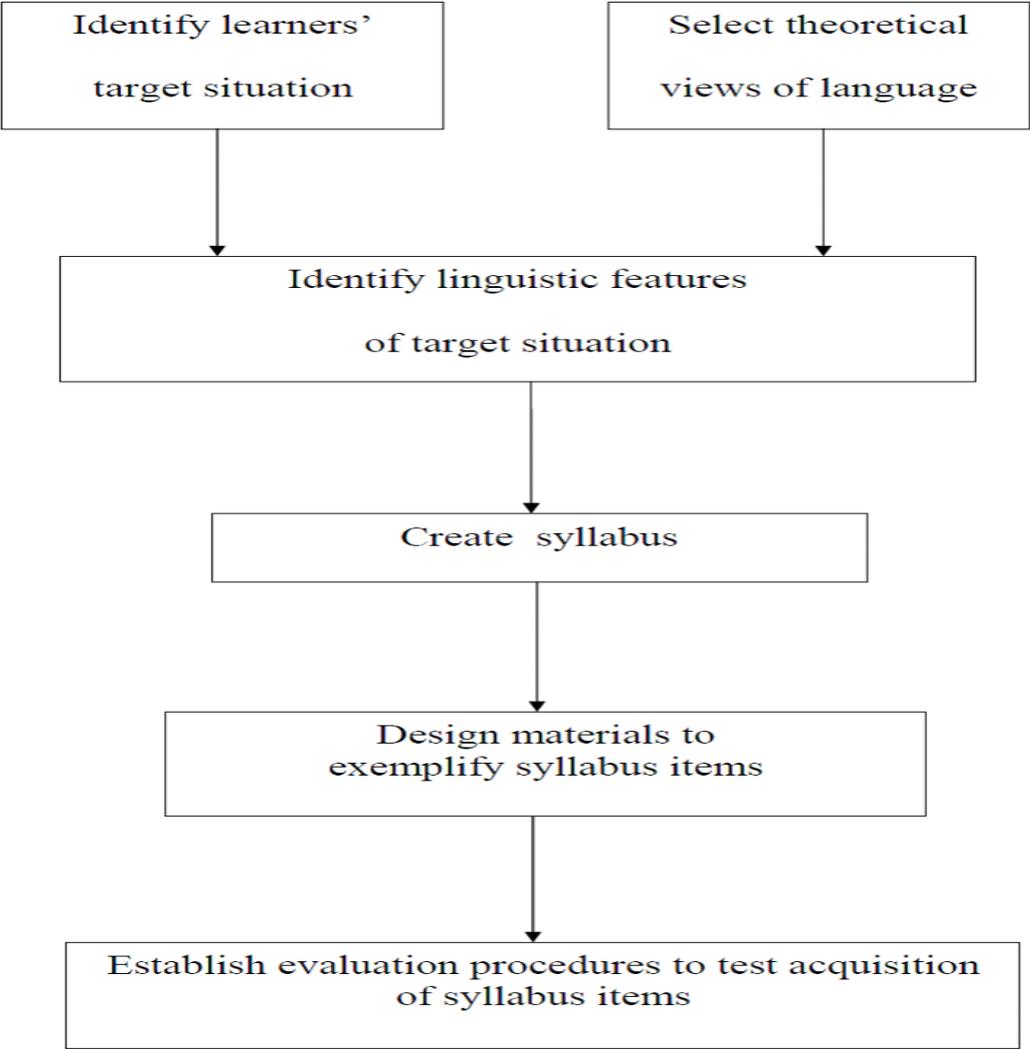
Figure 5: A Language-centered Approach to Course design (Hutchinson & Waters (1987)

3.2.2-Skills-Centred Course Design

The skills-centred approach is grounded in two core principles, one theoretical and the other pragmatic. (Hutchinson and Waters, 1987) stated. They claim that the theoretical hypothesis relies on learners using learning strategies to process information. Nevertheless, the pragmatic theory relies on Widdowson's (1981) differentiation of objective-driven programs and procedure-driven programs. The process oriented approach is defined by Holmes (1982) as:

> The process-oriented approach…. Is at least realistic in concentrating on strategies and processes of making students aware of their own abilities and potential, and motivating them to tackle texts on their own after the end of the course, so that they can continue to improve.

Holmes (1982), quotes in Hutchinson and Waters (1987)

In simpler terms, the skills-centered approach views ESP courses as aiding learners in acquiring skills and strategies that will further progress even after the course ends. Its goal is not to offer a set body of linguistic knowledge but to turn learners into more efficient information processors. Hutchinson and Waters published in 1987.

In general, this falls under the principles of learner-centeredness as identified by Clark (1987) in his educational philosophy, prioritizing process over product and highlighting learner diversity, strategies, and independence.Therefore, according to Tom Hutchinson & Alan Waters (1987), the role of needs analysis in a skill-centred approach is twofold.

• It works as a basis for pinpointing the learner's competence that enables them to achieve a linguistic competence in the target situation.

• It highlights the learner's capabilities and abilities in ESP classrooms for the course designer.

Yet, the skill-centred approach is criticized for considering the learner as a user of language rather than a learner of language
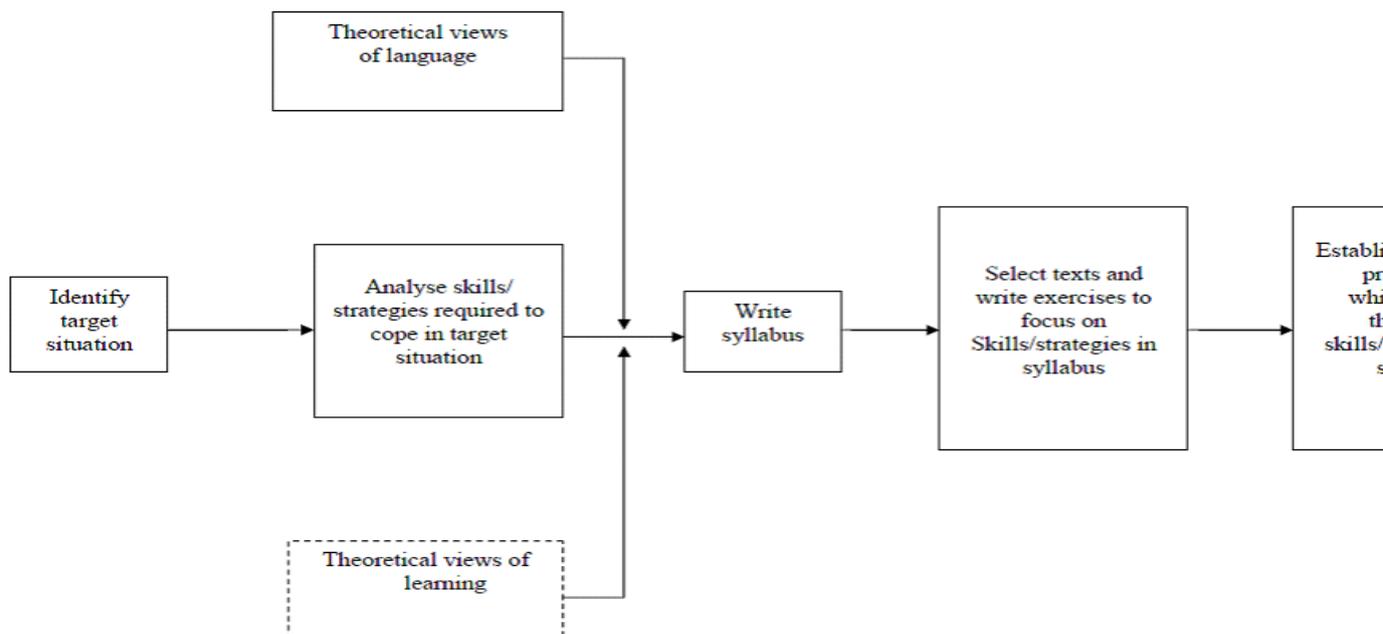
Figure 6: A Skills-centered Approach to Course Design .(Hutchinson & Waters ,1987)

3.2.3-A Learning-Centred Approach to Course Design

This method is defined by concentrating solely on the learner during the learning process. Learning is reliant on the learners' existing knowledge, abilities, and motivation, making it an internal process. Hutchinson and Waters conducted a study in 1987. Nonetheless, when designing a course with a focus on learning, the learner is considered throughout the entire design process. Therefore, this consists of two parameters:

a) The design of a course differs depending on the situation. The nature of the syllabus, materials, methodology, and evaluation procedures will be influenced by both the ESP learning situation and the target situation, as stated by Hutchinson and Waters (1987). Stufflebeam et al (1985:111) pointed out that it is common for information to be contradictory. In other words, the data collected from needs assessment.

b) Designing a course is an ever-evolving process. It does not progress in a straight line from beginning analysis to finished course. Hutchinson and Waters (1987:74) are the sources of this information. It should rely on evaluations and ongoing feedback to assess the effectiveness of each stage in the process.   The present approach is represented by the diagram below:
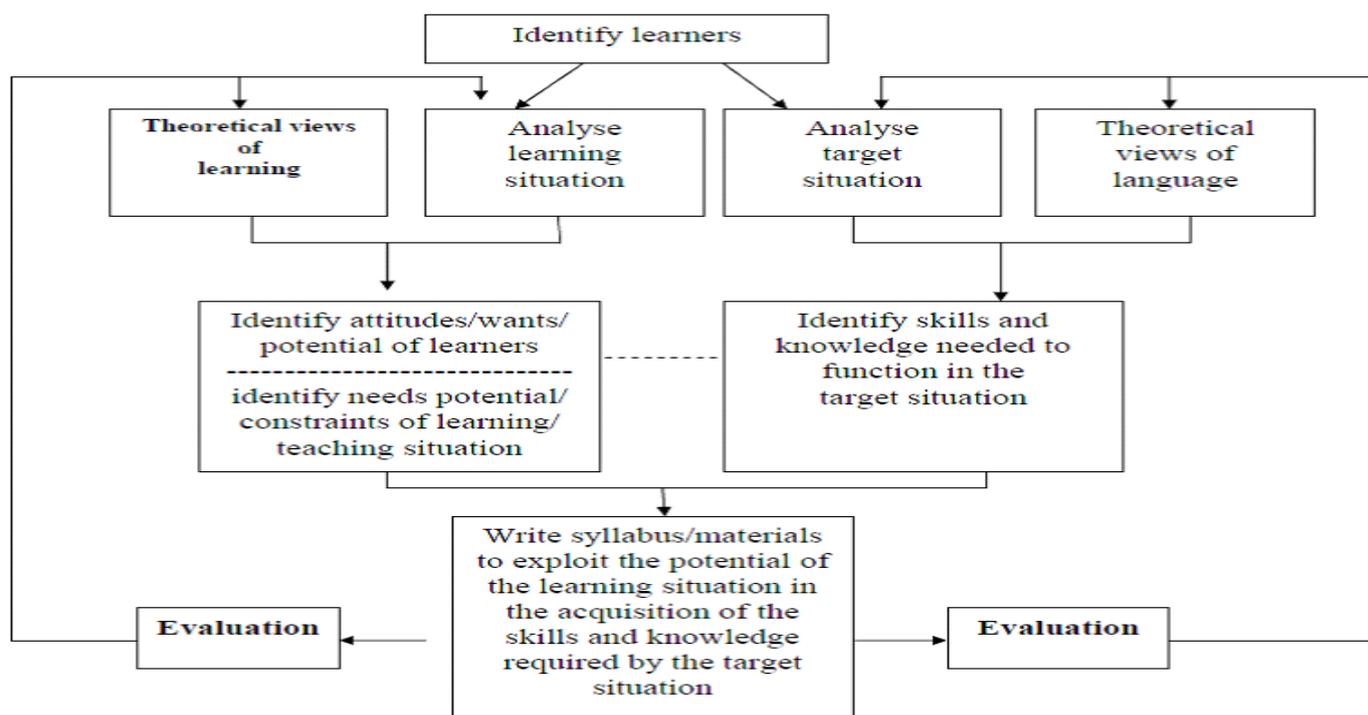
32

Figure 7:A Learning-centered Approach to Course Design .(Hutchinson & Waters (1987: 74)

3.3-Conclusion

The main goal of teaching ESP is to create successful ESP courses. Therefore, a course designer must choose the right method when creating their courses and consider various other factors that may be involved in the course planning process. Yet, creating a course mainly involves posing inquiries to establish a foundation for syllabus creation, creating materials, teaching in the classroom, and evaluating. (Hutchinson and Waters, 1987). The majority of inquiries serve as the foundation for language description, learning theories, and needs analysis. This will be discussed extensively in the lessons that come before.

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Tutorial 4   ESP Course Design Analysis

Communication Assignment

Type of assignment: Group discussion

Question:

Take an ESP course as a model. Analyze it and decide what approach has been used to design it. What are the weaknesses of the course? What do you suggest?

Lesson Description

  The present lesson takes the form of a lecture through which the lecturer deals with the theoretical aspects of needs analysis and clarifies the different classifications of the term "needs" by emphasizing the vision of Hutchinson and Waters of needs analysis. It also highlights the different approaches to needs analysis as well as NA sources and the role of identifying student needs in the design of effective ESP courses.

Lesson Objectives

  By the end of this lesson, my students will be able to conduct a needs analysis based on the theoretical aspect of identifying students' needs.

Lesson Content

3.1-Introduction

  According to Dudley-Evans and St. John (1998) Needs analysis (NA) is neither unique to language teaching nor within language training but it is regarded as being "… the corner stone of ESP and leads to a much focused course" i.e. any ESP course is based on an analysis of the learners 'needs.

3.2--Definitions

  Several researchers have provided different definitions of "needs". Brindley (1984) suggests that the term "needs" encompasses wants, desires, demands, expectations, lacks, constraints, and requirements. Regarding Richterich (1972), ... A person is always tied to a need, they cannot exist separately. Individuals create their perceptions of their necessities based on information about themselves and their surroundings.

  Language needs and learning needs can be distinguished by classification when defining the term "needs." The initial type focuses on the course's subject matter while the second one pertains to the approach used for teaching, meaning a specific teaching process or method.

  According to Richterich (1972), needs can also be categorized as objective and subjective needs. Objective needs are determined by observable facts, while subjective needs are influenced by the individual's attitudes or cognitive processes. Nevertheless, Tony-Dudley Evans and Maggie Jo St John (1998) categorize needs as either product-oriented or process-oriented. The initial classification is focused on the specific requirements of the target

situation, placing significant importance on the ultimate result or the final learning product. The second category, on the other hand, is centered around the learners' learning environment, specifically emphasizing the learning process. Similarly, Widdowson (1981) explains that product-oriented needs pertain to how the learner uses language, whereas process-oriented needs relate to the learner's methods of acquiring language.

Close to this concept, Hutchinson and Waters (1987) address the concept of target needs and learning needs. For them, target needs are about the learner's requirements in the target situation. However, learning needs refer to the processes and methodology that the learners are comfortable with. They divide target needs into necessities, lacks and wants.

Necessities are the specific needs dictated by the circumstances, which are what the learner must understand to perform well in the given situation. Hutchinson and Waters (1987) provide an example of a businessman who may require comprehension of business correspondence to effectively communicate at sales meetings, or to extract essential information from sales brochures, among other tasks. It may also be necessary for him to understand the typical language characteristics used in the identified scenarios.

Hutchinson and Waters argue that merely identifying necessities is insufficient for ESP, as the focus should be on the needs of specific learners when considering the item labeled "lacks." Therefore, it is important to understand the learner's current knowledge in order to identify any lacking requirements. In short, deficiencies are the difference between the learner's current proficiency level and the desired proficiency level.

Regarding the third term, "wants" refer to learners' personal desires for what they hope to gain from the course. Learners may have a clear idea of what they need in a given situation, but their views may differ from those of the course designers, sponsors, or teachers. Hutchinson and Waters (1987) exemplify this perspective by providing a specific case study of José Lina, a salesperson from Brazil. The second person must have the capability to communicate with customers and colleagues over the phone. He must also review catalogs and corporate correspondence. Howevereven though he is fluent, his spoken English lacks precision. The employer believes it is important to improve José's accuracy in spoken English as it could negatively impact the company's reputation if one of its representatives speaks incorrect English. Therefore, he chooses to dedicate a few English classes to meet José's requirements. José sees the English classes as a critique of his sales performance, believing his spoken English is effective for communication. As a result, he lacks the incentive to go to

classes. In summary, it can be observed that there is no correlation between the learner's needs and desires. On the flip side, discussing the desires of the learners is closely connected with the concept of "motivation in learning".

In relation to the current investigation, it is important to consider that the assessment of learners' needs is based on the needs of the majority of learners because it is impractical to analyze the needs of every single learner.

3.3-The Role of Needs Analysis in ESP Course Design

Teaching English through English for Specific Purposes is seen as an approach that focuses on the learner. Therefore, creating an ESP course primarily involves recognizing the needs of the learners, considering their particular fields like medicine, science, technology, etc. Hence, a successful ESP course must certainly prioritize Needs analysis as it is the appropriate method for obtaining necessary information to determine the goals and teaching objectives of the course. Moreover, Needs Analysis is seen as the basis for selecting the right materials, tasks, classroom tasks, and assessments. Jordan (1997) suggests that the starting point for creating a syllabus, course materials, and classroom activities should be a needs analysis.

According to Mc Donough (1984), the language needs of the learners form the foundation for course development as understanding the learners' needs helps in establishing course objectives and content. In the same context, Clark (1980) states:

> The first step in any language teaching project must surely be to design a syllabus that will reflect the language needs and wishes of the learner concerned and that will accord with a responsible theory of language learning

However, language problems can also be traced through socio-logical context where Shutz and Derwing point out:

> A detailed analysis of the of the situations of the language use is a pre-requisite even to the selection of the particular linguistic forms or structures that ought to be taught.

On the whole, needs analysis helps the course designer place a learner on an appropriate course, and gives focus to the course. It is true that when we design any course, we begin with

certain assumptions about what the students need but, it is only through needs analysis that we come to know about the real needs of the learners.

3.4 - Approaches to Needs Analysis

In general, there are two primary types of analysis for determining the needs of learners. The terms used are "Register Analyses" and "Discourse Analysis". The prior emphasizes vocabulary and grammar. It denotes a particular use of language for a particular field. When we say register, we are not referring to a unique type of English, but rather a specific way of using English. Analysis is the examination of a specific linguistic register. The belief is that various fields have varying styles of communication. The second one relates to the structure of language used to convey significance. Put simply, it's about how a text is structured to convey a message. It involves not just the meaning of individual sentences, but also the arrangement of sentences. The emphasis is on language purposes and concepts, assuming that specific fields have unique organizational structures.

Currently, in order to develop an ESP course, one must utilize one of the following methods for needs analysis as outlined below:

3.4.1- Present Situation Analysis (PSA)

This kind of analysis is mainly concerned with the strengths and the weaknesses of the learners. Its objective is to assess the learners' lacks through looking at their current use of language.

3.4.2-Learning Situation Analysis (LSA)

This analysis focuses on discovering the desires of the learners, aiding the course designer in understanding the learners' prior learning background, motivations for learning, and what they anticipate from the course. It focuses on how learners learn, their motivation level, and their experience with teaching methods.

3.4.3- Target Situation Analysis (TSA)

Analyzing the target situation helps course designers understand the language needs of learners by considering their goals and the specific needs related to the product. This will simplify the process of discovering additional activities and tasks suitable for English usage.

Considering these three approaches is extremely important when creating a needs analysis, which is definitely the foundation of an ESP course. In fact, Hutchinson and Waters (1987) effectively illustrate the connection between these methods as a journey starting with PSA,

continuing through LSA, and ending at TSA with a clever depiction. This comparison clarifies that the various forms of NA do not compete but instead work together. Additionally, it is important to remember that the ultimate goal of conducting a needs analysis is to utilize the findings from NIA for the benefit of the target students. Dudley-Evans and St John (1998: 125) offer a detailed perspective on needs analysis in this scenario, covering all approaches to NA mentioned earlier and including the following components:
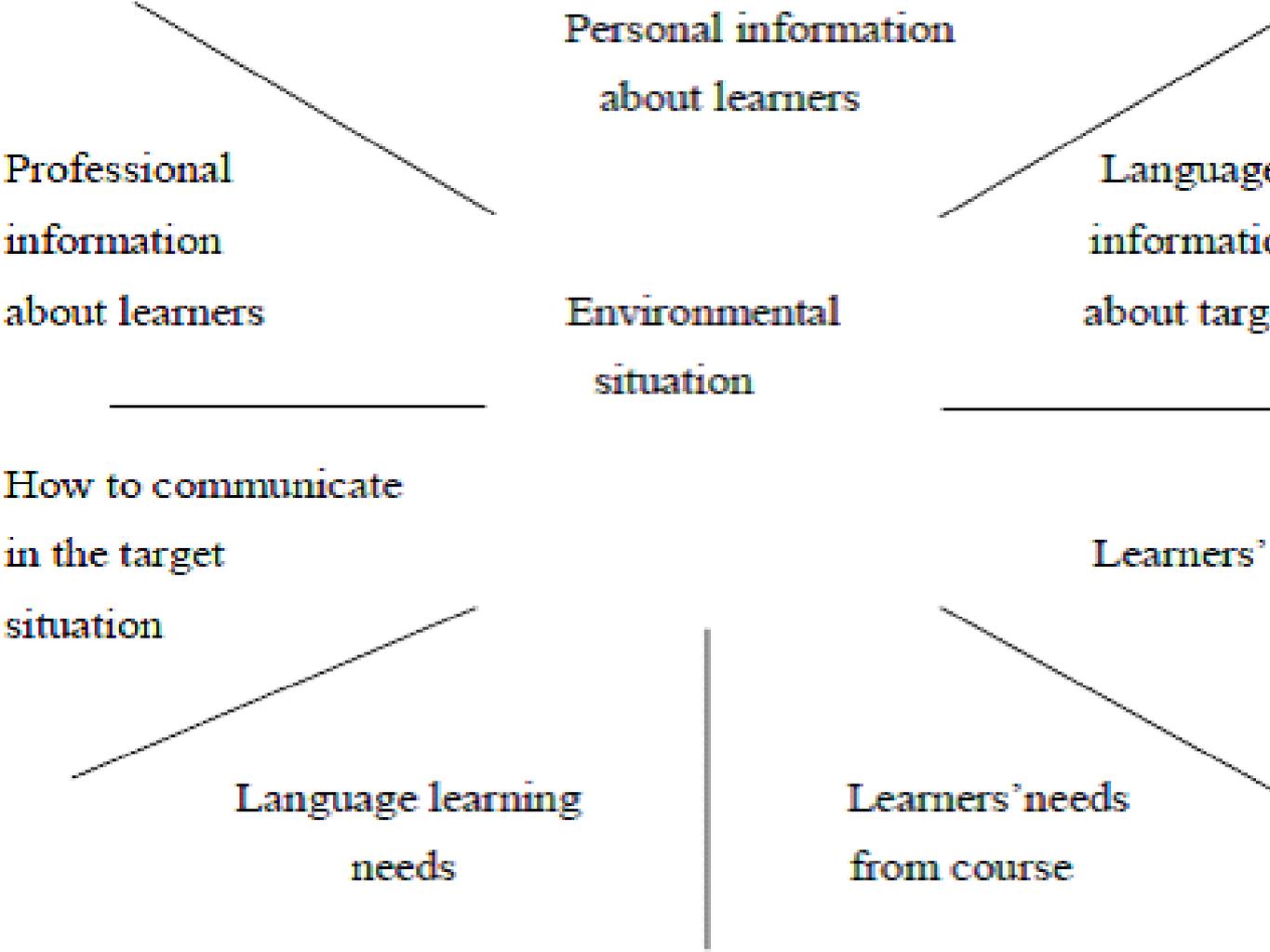
Personal information
about learners

Professional
information
about learners

Language
informatic
about targ

Environmental
situation

How to communicate
in the target
situation

Learners'

Language learning
needs

Learners'needs
from course

Figure 10: What Needs Analysis Establishes (Dudley- Evans and St John, 2009:125)

3.5-Sources for Needs Analysis

Needs analysis can be achieved through a wide range of sources which are, for some researchers, agencies that might be approached for realizing effective needs analysis. They

are, indeed, different elements that are interrelated and work together to ensure successful courses. They can be summarized as follow:

A) Learners

B) Sponsors/employers

C) Teachers

D) Former Students (to see what problems they faced during their student life)

E) Colleagues

F) Other ESP researchers in the area / field

Because ESP centers around learners as the primary focus of course design, learners can be viewed as a valuable resource for conducting needs analysis. According to Munby (1978), ESP courses are defined as ones in which the syllabus and materials are based on an analysis of the learners' communicative needs.

Sponsors or employers, who understand the contexts in which learners must use the language, are just as important as the learners themselves for needs analysis.

In terms of educators, they have insight into the needs of students as they are the primary connection to students who provide feedback on the courses they create, whether it's positive or negative.

When it comes to ex-students, examining the various language difficulties they may encounter while studying could be a compelling factor in seeking them out for a needs assessment.

Ultimately, coworkers who have taught comparable courses in the identical subject area as well as other ESP educators are able to communicate their knowledge, aiding in the development of a comprehensive understanding of the students' true needs assessment.

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Tutorial 5   **How to analyze Language and Learning Needs**

Communication assignment

Type of assignment: Group work / PROGECT

Project Assignment:

A group of Algerian tourist guides wishes to take an ESP course. You are supposed to design the course. Use the questionnaire as a research tool to perform a needs analysis, as a start-up step, to identify the language and learning needs of your learners. Take the views of Hutchinson and Waters to need analysis as the basis of your work.

- **Lesson Description**

     The present lesson takes the form of a lecture through which the lecturer presents the different types of syllabi and explains the characteristics of every type.

- **Lesson Objectives**

     At the end of the current course, my students will be able to distinguish the different types of syllabi and select the appropriate one based on the nature of the course design and the needs of the students.

3-**Lesson content**

3.1-Introduction

A syllabus outlines the key components needed to plan a language course and sets the structure for its content and how it will be taught. Different syllabi have been developed in the course of ELT history in an effort to enhance the teaching and learning of English. The main difference is found in the specific assumptions and beliefs that syllabus designers have about language learning and teaching approaches. However, selecting a specific syllabus structure for a course is a significant choice in language instruction as planners are swayed by various factors such as their understanding and beliefs regarding the subject, research and theory, common practices, and local or global teaching trends. Generally, syllabi are categorized into two types: product-oriented and process-oriented.

3.2- Types of Syllabi

A syllabus outlines the key components for organizing a language course and establishes the structure for its content and how it will be taught. Throughout the history of English language teaching (ELT), numerous syllabi have been developed in order to enhance the learning of the English language. The main difference is in the specific assumptions and beliefs held by syllabus designers regarding the method of language learning and teaching. However, the decision of selecting a specific syllabus framework for a course is a significant choice in language teaching, as planners are swayed by various factors such as their understanding and beliefs about the subject, research and theory, established practices, and local or global teaching trends. In general, Syllabi are categorized into two types: Product-based and process-based.

3.2.1-Product Oriented Syllabus

The synthetic syllabus is frequently referred to as the product-oriented syllabus. It utilizes teaching to stress student education. Usually, it shows a variety of graded items that should be mastered. Therefore, a synthetic method is compared to an analytic method that seeks to have no influence over the learning atmosphere. Possible inclusions on this type of syllabi could be: **Grammatical Syllabus**

It revolves around elements of grammar. Historically, grammatical syllabuses have been employed to design standard courses, especially for novice learners. When creating a grammatical syllabus, designers aim to organize items in a way that aids learning and select a diverse set of grammatical items to help learners develop fundamental communication skills. The syllabus received criticism for focusing too heavily on grammar as the sole indicator of language proficiency. It prioritizes form over significance and does not consider communicative abilities. In conclusion, the learner is advised to gather a passive understanding of the language. As a result, these students are not confident in their ability to actively use language.

B-Lexical Syllabus

Syllabuses focusing on vocabulary were among the initial types of syllabuses created in the field of language education. They establish a specific set of words to be taught to students, typically organized by levels like the initial 500, 1000, 1500, 2000 words (Richards). In the year 2001 (2001). The syllabus consists of segments of lexical expressions, collocations, idioms, fixed, and semi-fixed phrases. Harmer (2001) argued that implementing this syllabus would be difficult due to the numerous aspects of vocabulary. Due to the fact that vocabulary is found in every form of language material, a lexical syllabus is just one part of a larger syllabus.

C-Functional-Notional Syllabus

The functional-notional syllabus centers on communicative functions like asking, expressing dissatisfaction, making suggestions, and showing agreement. Harmer (2001) specified that "The syllabus creator then selects examples for how to convey each function". In simpler terms, language teaching focuses on the functions carried out using the language. Functional syllabuses were initially introduced in the 1970s within the framework of the communicative language teaching approach. From then on, they have served as the foundation for numerous language courses and textbooks. White (1988) critics argued that language typically does not exist on its own. Richards (2001) stated that functional syllabuses

are commonly seen as just one part of a communicative syllabus. Other options for designing communicative syllabuses include task-based and text-based approaches.

- **Situational Syllabus**

It is another type of syllabuses where language items are organized in terms of different learning situations. Richards (2001) defines the situational syllabus as*:*

> One that is organized around the language needed for different situations such as the airport, at a hotel. A situation is a setting in which particular communicative acts typically occur.

This structure is organized based on a series of scenarios that demonstrate the typical usage of language and behavior in real-life situations beyond the academic setting. Syllabuses based on specific situations are beneficial because they teach language in context and focus on practical language use. This idea aligns well with the English for Specific Purposes approach, which prioritizes the situation and setting of communication in curriculum development. (Munby 1978; Feez 1998). The situational approach has the advantage of increasing motivation because it focuses on the learner rather than the subject (Wilkins, 1976). Nevertheless, this structure is not sufficient for acquiring universal English skills.

3.2.2-Process-Oriented Syllabus (Analytic Syllabus)

More recently, applied linguists have been interested in the pedagogical processes of how learners can achieve their outcomes and enhance communicative language skills. Thus, much more focus was oriented on specifications of the learning process by the use of tasks and activities. Nunan(1988).claimed that the focus is on the learning process rather than the learning product and there is little or no attempt to relate these processes to outcomes. Likewise, this type of syllabi may include:

A-Competency Based Syllabus

The foundation is established on a defined set of skills that students should acquire for particular scenarios and tasks. Richards (2001) described an approach to teaching as one that centers on interactions in specific contexts and the corresponding competencies and actions. This method aims to enhance teaching accountability by connecting instruction to measurable outcomes and performance standards. Competency Based Education emphasizes the results of learning. It focuses on the actions the learners should take rather than on the information they should acquire. It originated in the US in the 1970s and involved a movement in education

that promotes setting specific, measurable descriptions of knowledge, skills, and behaviors that students should have by the end of their studies (Richards & Rodgers). The year 2001. Criticism of using competencies in program planning was based on misunderstandings and overlooked the hidden values in competency specifications.

B-Topical or Content Based Syllabus

The topical syllabus Is organized based on themes, topics, or units of content instead of focusing on grammar, functions, or situations, according to Richards (2001). Harmer (2001) described it as providing students with relevant and engaging topics in a sequence, but also criticized it for not being enough for organizing a syllabus.

C-Skill Based Syllabus

The content of the language teaching is a collection of specific skills to use the language. Skills are things that people must be able to do to be competent in a language. Richards (2001) defines it as "One that is organized around the different underlying abilities that are involved in using a language for purposes such as reading, writing, listening, or speaking".

While situational syllabuses group functions together into specific settings of language use, skill-based syllabuses group linguistic competencies (pronunciation, vocabulary, grammar, and discourse) together into skills, such as listening to spoken language, writing well-formed paragraphs, giving effective oral presentations, and so on.Skills based syllabuses have the advantage of focusing on performance in relation to specific tasks and therefore provide a practical framework for designing courses and teaching materials. However, skills syllabuses have been criticized because they focus on separate aspects of performance rather than on developing more global communicative skills.

D –Task Based Syllabus

Richards (2001) defines the task based syllabus as one organised around tasks that students will complete in the target language. According to Skehan (1996) tasks *are:*

> Activities which have meaning as their primary focus. Success
> in tasks is evaluated in terms of achievement of an outcome, and
> tasks generally bear some resemblance to real-life language use
> (cited in Richards, 2001).

The task based syllabus is based on activities that have been specifically created to support the learning of a second or foreign language. Tasks or activities form the fundamental

building blocks of syllabus creation. There are two types of tasks suggested for syllabus design: Pedagogical tasks aimed at stimulating second language learning processes and strategies, and real world tasks that require learners to engage in problem-solving activities to enhance their practical use of English in real-life situations. Task-based syllabuses may effectively fulfill the need for learning based on meaning, however, without a method for determining appropriate task placement, this type of syllabus may not gain enough support from teachers and methodologists to be universally embraced.

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Tutorial 6   **Discussion about syllabus design**

Communication assignment

Type of assignment : Pair work

Questions:

•   Make a table of the advantages and disadvantages of having a syllabus

•   « A syllabus is a statement of an ideal» How far would you agree with this? What implications does it have for the use of syllabus?

•   Study an ESP textbook that you know. On what criteria has it been organized? What hidden syllabuses can you find?

Lecture 7   **Material Development**

1-Lesson Description

The present course takes the form of a lecture through which the lecturer tackles an important component of ESP course design which is material development. ESP course designers are required to produce their own materials either through adaptation, selection or writing their own ones. Thus, the present course highlights the principles, the strategies and mainly the characteristics of material design.

2-Lesson Objectives

By the end of this course, my students will be able to select, adapt and produce their own materials.

3-Lesson Content

Material development is one of the most crucial tasks of an ESP teacher. The matter of materials evaluation, development or adaptation is not easy to get; that is why most of the ESP teachers are lost in the search and selection of appropriate materials which are most of the time far from their reach, and even if they are available they do not meet the objectives of the designed courses and satisfy the students' needs in language learning. As a result, most of them, in many faculties and departments, feel free to teach whatever they judge to be relevant to their students far from any kind of guidance or control from the official administrative or pedagogical authorities of the university.

However, material design is one of the most arduous assignments of the ESP teacher who is required to tailor his materials according to the needs of his learners and the course goals he has already set. For Hutchinson and Waters (1987) an ESP teacher should consider a number of principles when producing his own materials. First, he is needed to select materials that motivate learners and stimulate learning. For example; selecting interesting texts and topics, setting enjoyable activities and assignments, and enabling students to use their existing knowledge and skills to cope with the course content. Second, materials model should be clear and systematic, but also flexible to allow variety and creativity. Third, materials have to reflect the

teachers' expectations and opinion about the learning process. Fourth, materials should reflect the complexity of the task but make it appear manageable. Finally, materials should expose teachers to new techniques so as to avoid repetition and students' disgust.

3.1- Characteristics of Material Design

3.1.1- Authenticity

Authentic materials are used to create indispensable communication context in the classroom and simulate as much as possible the communication observable in the real world outside (Richards, 2001).

3.1.2- Specifity

Another key feature of ESP materials is that of specificity. Since ESP focuses on specific, purposeful uses of language, it is common practice that materials designed for teaching ESP are directly targeted at a particular learner group and/or related to their reality. For that reason, it is necessary that the materials developer determines particular features of the target language that should be taught to a particular learner or learner group. Alongside the course specialization, there are also some additional factors that need to be taken into consideration as they are likely to influence the design and use of ESP materials. They include the following variables:

- Type of institution, e.g. enterprise or university;
- Context, e.g. ESL or EFL educational context;
- Classroom setting, e.g. traditional classroom or conference room;
- The use of information technology (IT);
- Learner qualities, e.g. proficiency level;
- Group make-up, e.g. heterogeneous/homogeneous proficiency levels
  - Teacher qualities, e.g. experience, expertise in the specific content area .All of these factors need to be considered as part of needs analysis before needs-specific materials are selected, designed and used.

- **Material Design Model**

According to Hutchinson and waters, any attempt to design materials should start by identifying learners' needs so as to measure the existed level of their competence in the target situation. It is through this stage that teachers come to determine their students' lacks and expectations. Thus, analyzing the learning situation would provide the necessary information about the environment of the learning situation where the ESP course or materials will be presented; that is to say the pedagogic approach. The latter combined with the learners' needs analysis and the learning environment would determine the appropriate materials and content for the intended course. The figure below illustrates the immense relation between the aforementioned factors.
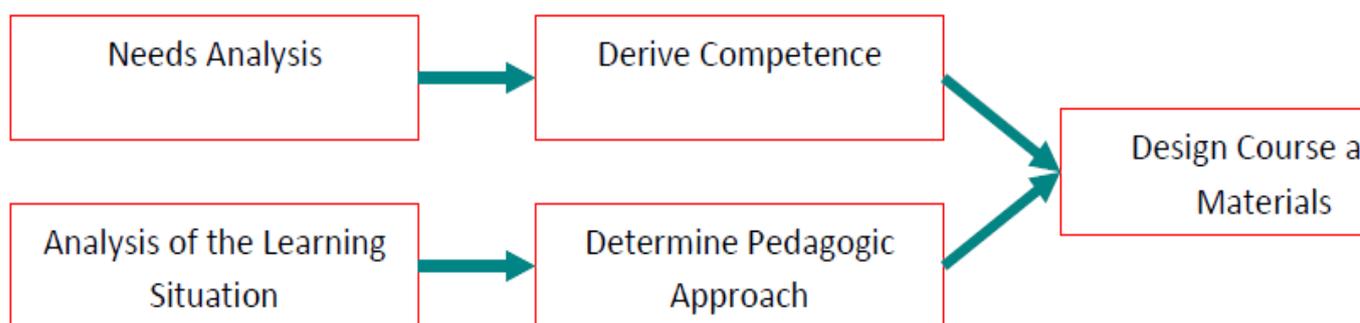
Figure 11: Approach to Course Design (Hutchinson and Waters, 1987)

Hutchinson and Waters' design model (1987) consists of four main elements such as: input, content focus, language focus and task.

- Input: This may be a text, dialogue, video recording, diagram or any piece of communication data.
- Content focus: Language is not an end in itself, but a means of conveying information and feelings about something. Non-linguistic content should be exploited to generate meaningful communication in the classroom.

- Language focus: Learners should be provided with the necessary language knowledge before setting communicative tasks and activities. Language can be taken to pieces, studied and put back together again.
- Task: Materials should be designed to lead towards a communicative task in which learners use the content and language knowledge they have built up through the unit.
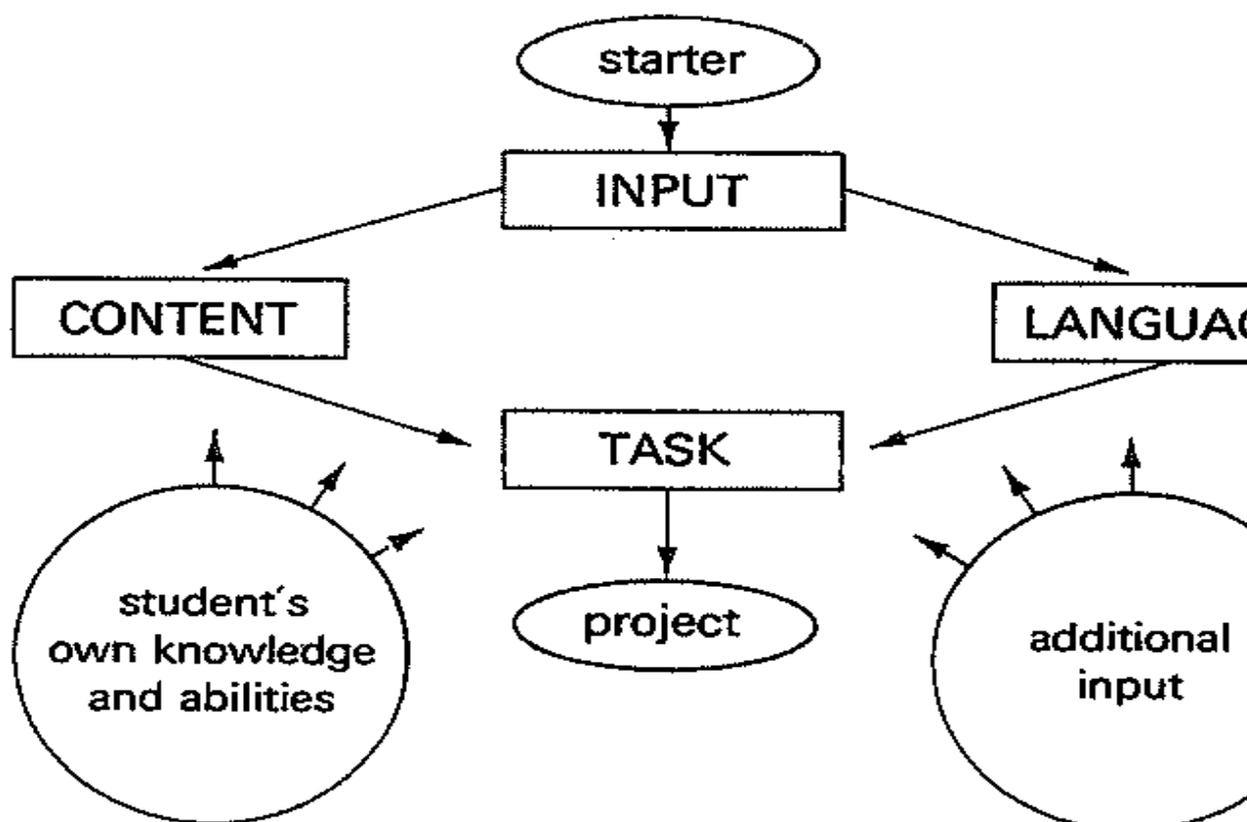
Figure 12: An Expanded Materials Model (adapted from Hutchinson and Waters' model of Material Design, 1987)

On the ground, ESP teachers have a wide range of options to select their authentic materials. They can resort to journal articles, scientific magazines or some web sites on the internet. They can also rely on certain research articles considering the level of proficiency, interests and students' needs. The most important thing is to negotiate with content instructors and the students themselves whenever they decide to make such materials into practice. Indeed, the selection of materials should be based on the criteria whether they stimulate learning and

motivate learners, meet the learning objectives and the students' needs are available and easy to get. In this respect, Brown (1995) asked for preparing a checklist of convenient materials. For him, those which do not match the objectives of the course or the students' needs should be eliminated.

At the end, one should note that the non- selection of appropriate materials make, most of the time, the English teacher in many faculties and departments free to teach whatever he determines to be appropriate to his students.

Tutorial 7   The practical Phase of material Design

Communication assignment

Type of assignment: Pair work

Question

1-The main purpose of ESP materials is to present models of correct language use in the target situation. How far would you agree with this?

2- What materials writing do you do? Why do you write your own materials?

3- Study your own ESP materials. What model underlies them?

Lecture 8   **Evaluation in ESP**

1- Lesson Description

The present lesson takes the form of an integrated course (theory and practice) and sheds light on an important stage of ESP course design which is evaluation.

2-Lesson Objectives

At the end of the lesson, my students will be able to know how to evaluate their ESP courses and assess their learners' achievements.

3-Lesson Content

Evaluation is the last important component to be described, and considered as one of the most significant parts of an ESP course design; without it, ESP teachers fail to improve the quality of instruction and measure the effectiveness of their teaching methods. It is through evaluation that we come to analyze and interpret our learners' achievements, and turn the received feedback into formative recommendations and summative decisions. For Nunan (1998) the results of evaluation can determine the success or failure of the objective and the goals set for the ESP course. Thus, the need to take measures to modify or remedy the shortcomings of the course is very necessary. Evaluation in an ESP course is:

> ...an ultimate measure for making decisions on curriculum changes, documenting events, measuring cost-effectiveness, identifying intended and unintended outcomes and clarifying the objectives.(See: HandanÇelika, 2016)

With regard to types of evaluation in ESP, Hutchinson and Waters (1987) made a distinction between two prominent levels of evaluation: learner assessment and course evaluation. However, these two forms may not be always distinct as the evaluation of learners does not only reflect the students' performance but can also give the ESP teacher a vision about the effectiveness of his course.

3.1-Learner Assessment

As mentioned above, learner assessment focuses on students' performance through submitting three different types of tests; placement tests, achievement tests and proficiency tests.

3.1.1- Placement Tests

The first kind is mainly diagnostic and examines the students' competencies and skills. It generally takes place at the beginning of the course where the ESP teachers feel the need to know about their learners' existing knowledge in the different aspects of language such as: grammar, spelling, vocabulary, speaking skills, writing abilities, communication...etc. "The aim of the placement test is to determine the learners' state of knowledge before the ESP course begins" (Hutchinson &Waters, 1987).

3.1.2- Achievement Tests

The second type is internal and takes place during the course process. "It reflects the nature and the content of the course itself". (Alderson &Hughes, 1981). There are some basic principles for achievement test to be constructive:

- Test what you can reasonably assume the learners have learnt.
- Your test should test what you actually want it to test.
- Avoid bias in the test.   (Hutchinson &Waters, 1987).

3.1.3- Placement Tests

The third type; proficiency test refers to: "the type of testing designed to assess whether candidates will be able to perform the language tasks required of them" (Davies &West, 1984). In fact, this fits the concept of ESP which revolves around enabling learners to perform specific language tasks. What matters in this kind of test is not the pass/ fails distinction, but rather the scale of degrees of proficiency in the task.

3.2- Course Evaluation

Course evaluation is generally conducted after learner assessment and is mainly concerned with evaluating the course itself. The course designer seeks assessing the realization of the desired objectives and goals set for the course. This form of

evaluation is, most of the time, a unique characteristic of ESP and is rarely applied in the General English context (Hutchinson &Waters, 1987).

There are a number of methods and several data collection techniques to conduct a course evaluation, among which: Summary of responses to questionnaires, interviews surveys, formal or informal talks, observations, and checklists. Whatever the means are, combination of appropriate ones can definitely provide invaluable feedback for the identification of areas in which some revisions and improvements might be made. On the whole, ESP teachers can evaluate their courses either quantitatively or qualitatively. They can also resort to an outsider evaluator to guarantee an objective evaluation and ensure reliable data or they can do the job themselves as inside evaluators.

………………………………………………………………………………….

Tutorial 8   **Course evaluation / The practical side**

Communication assignment

Type of assignment: Group discussion

Question:

- How does ESP testing differ from General English testing?

- Evaluate your own ESP course. What should you evaluate? Who would you involve? What would you do with the information?

Unit 2

English for Tourist Industry

Lecture 1   **Introduction to Hospitality and Tourism**

Introduction

English for Tourism is a branch of ESP. It typically involves instructing individuals who will either travel to an English-speaking nation or work in the tourism sector, such as hotel staff, travel agents, tour guides, airport personnel, and so on.

1-Typical Scenarios

These are common situations experienced in English while traveling.

- travel problems and vocabulary

- Airport vocabulary

- hotel vocabulary

- booking tours, hotels, flights, etc

- dealing with complaints

- types of accommodation

Time should also be dedicated to improving telephone skills as they are likely to be significant in the job.

2-Needs Analysis

T he initial stage involves conducting a thorough needs analysis to identify precisely what information your group will require. A team of hotel employees will require diverse skills compared to a team of airport security personnel, who in turn will require different skills from a group of first-time visitors to London who are retired.

It is crucial that you dedicate time to this area. After completing this task, you can create a curriculum that will guide students through each stage of their journey and address typical situations they may come across.

- Inquiries and reservations

- Reception vocabulary and role plays

- Hotel services and their availability, prices, etc

- Food service

- Local tours, itineraries, booking, etc

- Complaints and how to deal with them

- Checking out, presenting bills, etc

While many ETP courses focus on speaking and listening skills, reading and writing skills should also be given equal importance. However, they need to be related to what the students require.

3-Course Books

Several helpful course books have been published that are suitable for most situations, and for certain classes in typical scenarios, these are adequate for the basics. Nevertheless, a significant portion of this content is too specialized and doesn't completely align with the curriculum in your class. This situation is common when teaching in regular universities, where your students have not specialized in a particular area of the tourism sector. Another issue with textbooks is that they address the most typical scenarios. While they might be suitable for a hotel receptionist, there is frequently a scarcity of suitable resources for a hotel manager or more senior roles.

4-Authentic Materials

Genuine materials hold significance in this context. Motivate your students to bring in actual real-life materials that you can utilize during class (such as brochures, schedules, itineraries, etc). Similarly, it is beneficial to visit common scenarios - if your group has tour guides, have them organize a visit to a nearby attraction and lead the way!

5-Videos

Videos demonstrating pertinent situations on YouTube or tourist websites can be highly beneficial for providing practice opportunities in English language classrooms. .

6-The language of Hospitality and Tourism

Hospitality and Tourism is frequently referred to as 'the pleasure industry' or 'the welcome industry'. Communication is the primary aspect in this sector. It is a global sector that includes a variety of cross-cultural interactions. The industry predominantly uses the English language on a global scale, which is not only for communication but also for meeting service requirements, understanding and pleasing customers, and resolving issues.

The focus in teaching is on practical language skills like giving information, making recommendations, and solving problems. Emphasis is also on practicing in realistic situations to demonstrate and develop language functions with a focus on service-oriented performance

6.1-Grammar and Vocabulary in English for Tourism

While grammar will be significant, in ESP, grammar should be seen as subordinate rather than dominant. The sequence of encountering grammatical structures in language learning may differ from what is typically seen in a standard English or high school curriculum. Question forms are of great importance and are used more often than affirmative and negative statements. The frequency of past tenses is lower compared to present and future forms. Due to the fact that most individuals go on trips and take vacations, educators and regular English speakers will be more acquainted with the specific terms related to Hospitality and Tourism compared to other ESP topics, such as package tour, five-star hotel, travel agents, and tour operator, even though there will also be some unfamiliar technical vocabulary. Are you familiar with the terms TIC, pax, and fam trip? Similar to other ESP subjects, the semi-technical vocabulary, also known as enabling terms, is just as crucial as the technical vocabulary. Consider the actions involved when you arrive at a hotel: complete the paperwork, use the elevator, swipe your key card, breakfast is provided, have a pleasant stay, etc. The combination of words and the surroundings in which they are used hold significance.

6.2-Practice fluency

Students should practice fluency to be easily understood while speaking for long periods of time. Increasing the amount of time students spend talking in your class is the most effective method for improving fluency. Allocate a significant portion of the class time for students to engage in pair or group discussions in order to increase their speaking practice. An enjoyable way to enhance fluency is by engaging in group storytelling. Start the game by sitting in a ring and kicking off with the first sentence of a story. One time, there was an ancient structure that had once served as a fortress. The subsequent student has to contribute a line that fits in logically with your line, and continue in this manner until the final student concludes the story.

Another method to enhance fluency involves lowering the frequency of filler words utilized during speaking. In order to help students recognize the filler words they naturally use in their language, engage them in a 30-second activity similar to the one where they answered questions. Provide students with a question or a subject to respond to, while observing the frequency of non-English noises or fillers they use. After that, instruct them on suitable English filler words such as, like, uh, um, well, okay. Additionally, remember that it is not practical or natural to speak without filler words, but incorporating more English filler words can improve understanding. Have students do another 30-second speaking exercise on a

spontaneous topic while monitoring each other's filler words. Ensure that you, the teacher, also demonstrate this activity to illustrate the challenges of speaking without using filler words.

6.3-Practice presentations

A tour guide's role involves engaging with visitors and also providing information and narratives about historical locations. Practicing longer periods of continuous speaking helps students feel more confident when speaking in this manner. One effective method for honing this skill is to give presentations in your classroom. Allow students to select their own historical location or be given one to research as a way to practice conducting research. Next, have students deliver brief, uninterrupted presentations lasting around 3-5 minutes each. Make sure to provide them with instructions on how to arrange their presentations, incorporate transition words for better listener comprehension, and utilize intonation effectively.

6.4-Keep it light

Tourists are fond of jokes! Include humor in your class since many people vacation to unwind and have fun. Teaching humor in a different language can be challenging, therefore, your students will require ample practice. Give your students the task of watching sitcoms as homework in order for them to improve their ability to recognize various types of humor. Introduce different cartoons to help students understand the humor. Tour guides can also provide riddles to their students as a fun way of entertainment. Educating students on puns will also enable them to explore humor further. And naturally, allow students to explore with their own jokes. Humor will not only benefit their future in tourism but will also enhance classroom effectiveness by reducing their affective filter.

7-Challenges

Teaching English for Specific Purposes (ESP) comes with excellent benefits, yet it also presents difficulties. Due to the topic's nature, Hospitality and Tourism likely faces fewer challenges compared to other ESP subjects; however, it is crucial to recognize and address them effectively. Here are a few suggestions:

7.1-Mixed levels and abilities

Knowing your students' strengths and weaknesses and grouping them accordingly can often help overcome the challenge of having a common subject among learners.

7.2-Motivation

Certain vocational students may not be motivated in their English studies, especially if they did not find their previous language learning experiences enjoyable. Ensure that the

materials are engaging and appealing while staying on topic and catering to the students' preferences. Allow the focus and the subject to guide the language process, rather than the opposite.

7.3-In-work / Pre-work

If your students are already employed in Hospitality and Tourism, they can contribute relevant experiences to the classroom, and you can customize the instruction accordingly. To prepare pre-work students effectively, it is important to establish clear contexts and situations, leveraging their prior experiences with hospitality services while ensuring they transition into the provider/professional role.

7.4-Teacher knowledge

Some ESP teachers fear that they may not have the same level of expertise in the subject as their students. You must stay ahead of the learner by learning about topics and subjects in advance. Obtain a simple Vocational Course textbook. Yet, it is also permissible for you to utilize your students' understanding and have them clarify ideas and processes.

Tutorial 1	A Unit plan Model for a Tourist group

Communication assignment
Type of assignment : Group work
Question : Study the Unit plan below, explain the objective of every topic and elaborate independent lesson plans on the basis of the suggested topics.

The units are brief, designed for one class and highly hands-on. The emphasis is on real-life communication situations rather than grammar. Just go look at it!

I selected the most important units for my Tourism group.

Unit name:
U1 Numbers: Boarding an airplane. Finding your seat
U3 Landing Card: Filling in an arrival form and a landing card.
U4 Welcome to the United States: Going through immigration and customs control. Expressing family relationships.
U5 Baggage in Hall: Collecting baggage.
U6 A Ride Downtown: Requesting tourist information. Asking for clarification. Explaining meaning.
U7 Arriving at a Hotel: Checking into a hotel
U9 An Appointment: Making an appointment.

U10 Breakfast Buffet: Arriving in a restaurant. Selecting food from a breakfast buffet.

U12 City Guide: Location.

U13 Concierge Desk: Asking for and giving directions.

U14 Instructions: Giving instructions.

U15 Wrong Number: Making telephone calls. Asking for repetition.

U18 Itineraries: Getting information from a timetable.

U19 Visitors: Receiving visitors. Offering drinks. Introducing yourself and stating your job.

U20 Connections: Using communication devices.

U21 Fast Food: Requesting and paying for food.

U22 Gift Store: Shopping for gifts.

U24 Car Rental Inquiries: Asking for car rental information.

U25 Picking Up a Car: Picking up a rental car. Following instructions.

U26 Routines: Going over a work schedule. Extending an invitation.

U28 Lunch: Going to a business lunch.

U29 Dealing with Problems

U33 About Yourself: Talking about yourself.

U34 Getting Through: Getting through on the telephone.

U37 Polite Inquiries: Making polite inquiries.

U39 Important Messages: Collecting your messages.

U40 Telephone Service: Directory assistance and other telephone services.

U41 Attractions: Describing city attractions. Describing places / attractions.

U43 The Menu: Ordering a meal.

U44 At the Table: Receiving food orders. Restaurant etiquette.

U48 Flightseeing: Talking about vacations.

U53 Your Cabin: Being shown your room.

U54 North to Alaska: Understanding facts and figures.

U56 Computer Problems: Giving advice on computers

U60 Good-Bye: Saying good-bye. Thanking for help.

Lecture 2   **Teaching English for Tourism**

What is the rationale behind Teaching English for Tourism Purposes (ETP)?

Leslie & Russell (2006) stated that proficiency in foreign language abilities is essential for individuals employed in the tourism and hospitality industry. This is because it enables communication with foreign tourists and helps in understanding cultural distinctions. For individuals looking for jobs in tourism, hospitality, and service sectors, staying motivated is crucial to master professional service language fluently. Indeed, they must achieve a high level of proficiency in English for the purpose of tourism (Cravotta, 1990). Additionally, Cho (2005) suggests that English focused on the tourism industry is considered a subset of business English, combining elements of business English and English for academic purposes to connect communication in the workplace with classroom instruction. This could contribute to the growth of job prospects in the global market.

English for tourism is considered a popular topic because most people will travel as tourists at least once in their lives. Additionally, it is essential to learn English for tourism-related jobs in places like hotels, travel agencies, restaurants, information centers, and tourist attractions, where guest-host interactions are common. English language is now an essential topic in industrial areas, with hospitality training aiding workers in mastering English for their job duties (Hsu, 2010; Chen, Chiu, & Lin, 2011; Kuppan, 2008).

Buhler (1990) states that English for tourism is similar to other languages and can be analyzed based on key characteristics like functions, structures, and tenses. Actually, English used in the field of tourism is a systematic language with clear grammar guidelines. According to Dann (2001), the terminology in the tourism sector of English is unique and communicates meanings using a traditional set of symbols and codes. For example, the language needed for hotel check-in, providing details about hotel amenities, meal schedules, offering directions, requesting or providing tourist information, and other forms of communication commonly used in hospitality situations. Strutt (2003) introduces his textbook (English for International Tourism) as not requiring any specialized knowledge, as it is not technical or overly specialized. Indeed, ESP textbooks bear a significant resemblance to typical English textbooks. As an example, grammar is employed in these books as a method of organization. Nevertheless, the examples provided come from the fields of tourism, medicine, or business, distinguishing them from a typical ELT textbook (Brieger & Sweeney, 1994).

Indeed, English for Tourism Purpose (ETP) is crucial for learners because it enables them to gain expertise in specific language skills and knowledge related to the industry. Therefore, acquiring the particular English skills enables their effective and suitable application in various professions, work settings, and fields of study.

2- Characteristics of ESP and ETP courses

2.1-Curriculum Designing

Edwards (2000) states that in designing an ESP curriculum for ETP (English for Tourism Purposes) courses, tasks and activities should provide high surrender value, allowing learners to apply their knowledge effectively in their jobs. 292). Gardner and Walqui (2000) argue that developing a curriculum grounded in this belief can boost students' natural motivation, assisting and bolstering their educational journey. McCarten (2007, page The statement notes that personalizing vocabulary enhances its memorability.

Hutchinson and Waters (1987) suggest that ESP course decisions should always be grounded in the learners' reasons for studying. Johns and Evans (2001) argue that there are recognizable components in the target English situations of students when implementing a curriculum design or syllabus (p. _. 117). Hence, curriculum design can move forward once all the components are identified. Regrettably, nowadays numerous ESP courses are abandoned without conducting a target situation analysis. Educators have taken into account various factors when designing curriculum, individual courses, and classroom materials for teaching ETP in order to quickly boost learners' motivation and enhance their language abilities. Nunan, (1987) claims that educators who are actively involved and accountable for implementing the English for tourism purpose (ETP) as a theoretical framework have multiple responsibilities and tasks. Nunan (1987) made multiple observations on curriculum designers and developers in education, pointing out that enhancing curriculum requires expertise, time, and significant backing. The necessary skills for effective communication in professional environments, the difference between learning specific content language and learning general English, and the key considerations in designing ESP curriculum. Furthermore, the teaching of English for tourism purposes (ETP) needs to take into account these key factors on a global scale (Nunan, 1987).

2.2 Organizing Course

An essential step in reaching a successful objective involves structuring the ESP course. Numerous factors are essential in the organization of the ESP course. The learning process would not be successful without their presence. In ESP, the term specific denotes a particular reason for learning English and teachers need to be knowledgeable about it. The educators

need to discover an appropriate reaction to the concept of language description as outlined by Hutchinson and Waters (1992). Indeed, certain inquiries arise from the language description, such as... "What is it that the students must acquire knowledge of?""Which subject areas require coverage?""Which language components are necessary and how will they be explained?" (Hutchinson & Waters, 1992) must be cited. Discovering the correct responses to these inquiries will lead to establishing specific goals and objectives for the course. Syllabus analyses determine the course content, objectives, and goals, which are essential.

Additionally, the manner in which the learning process is conducted is another aspect of course structuring. As stated by Hutchinson and Waters (1992), the theory of learning sets the theoretical foundation for the methodology. Understanding how individuals learn will be beneficial. Different strategies of learning vary based on learners' level, age, and purpose for studying. The method in which beginners learn a language differs from advanced learners, just as adults expect a different approach compared to children. Teachers need to clearly identify which areas of ESP learning will be emphasized in order to effectively address the expectations and requirements of the students. Another factor impacting the ESP course is mentioned by Hutchinson and Waters (1992). It pertains to exploring the queries of 'why', 'who', 'when' and 'where' in connection with the learning environment and a specific goal. The needs analysis are defined by them (p. 22) Establishing and organizing the ESP course in an effective manner is essential in order to achieve a successful outcome and to ensure that all relevant factors are taken into consideration.

2.3 Learning Style

Learning styles in the field of tourism, travel, and hospitality diverge from those in other English courses. (Barron and Arcodia conducted research in 2002, while Dale and McCarthy published a study in 2006). Cassidy (2004) stated that a learning style combines individuals' emotional, thinking, and mental characteristics. According to Conner (2007), learning styles are primarily linked to processes, how learners perceive, organize, and process information that has been built up over the last few decades. Neil Fleming created VARK in 1987, and it was first published in 1992. Fleming demonstrated that individuals possess favored sensory pathways for learning according to their learner type. He categorized them as the four learning styles in the VARK model (Visual/seeing, Aural/listening, Read/Write, Kinesthetic/experiencing). Furthermore, Honey and Mumford (1995) examined four primary learning styles that individuals possess, affecting how they engage in the learning process: theorist, pragmatist, activist, and reflector. Research has shown that students prefer hands-on tasks over theoretical concepts and introspection. Therefore, teachers must use various

methods of teaching to cater to the preferences of learners in specific programs (Barron & Arcodia, 2002; Lashley, 1999; Lashley & Barron, 2006; Dale & McCarthy, 2006).

2.4 Selecting Material

Effective ESP materials should help teachers in structuring the course or even serve as an introduction to innovative learning methods. It will assist educators and students during the teaching and learning journey. Selecting ESP materials has a significant impact on how the course is conducted and highlights the lesson's content. Moreover, materials serve as a form of reflecting on teaching. They have the ability to accurately reflect your thoughts and feelings regarding the process of learning (Hutchinson & Waters, 1992). Indeed, quality materials should be centered around engaging activities and a variety of engaging texts that offer a diverse set of skills. Teachers must indicate the specific areas of ESP learning that need to be emphasized. Nevertheless, a single resource can be utilized to enhance multiple skills such as expanding vocabulary, reading, writing, speaking, and more. "Teaching resources can be metaphorically dissected into parts and reorganized to meet the requirements, skills, and preferences of the students in the class" (Graves, 1999, p. 27). Hutchinson and Waters (1992) argue that teachers must consider if the materials chosen are appropriate for the subject, meet course objectives, and cater to the needs of both students and teachers. Materials must serve as a bridge

2.5 English Efficiency

Blum-Kulka (1982) argues that a greater amount of linguistic knowledge is necessary to facilitate successful language communication. According to Spolsky (1989), in the theory of second language acquisition, language learners typically progress faster in listening and reading than in speaking and writing. The language proficiency levels are indeed altered by the language domains in communication. The language skills include speaking, listening, writing, and reading. Lisboa (2004) provides a definition for every language domain. In oral communication, a learner must actively participate in various situations, as stated by Lisboa (2004). Listening involves comprehending, deciphering, and assessing spoken words in different scenarios. Writing involves intentionally participating in various forms of written communication, while reading entails interpreting and evaluating written language symbols and text with comprehension and fluidity. According to Cravotta (1990), those using English for Tourism Purposes (ETP) should strive to uphold their abilities in communication, accuracy, and fluency. It is crucial for individuals working in the international tourism and service industry to develop proficiency in English, as it equips them with the necessary language skills for traveling and working in various professions. .

2.6 Types of Activities with Text

Text can be utilized in an ESP course for both learning and practicing skills. Indeed, it can serve as a resource for improving reading and communication proficiency as well as expanding one's vocabulary. When it comes to ESP activities, it is important to consider the context which should align with the content being studied. Various types of activities, such as warm-up tasks, activities focused on understanding, activities centered on creation, and activities that come after, can be utilized in ESP instruction. Warming up is a type of preparatory step. During warm-up exercises, the educator must engage in pre-teaching, engaging in discussions related to the subject, and introducing new vocabulary or grammar concepts. Different types of plays, collocation grids, puzzles, and questionnaires can be utilized to spark the learners' curiosity and guide them towards more challenges. As stated by Wallace (1992), warm-up activities are crucial and indispensable stage crucial to the success of the writing process.

Engaging with a text, whether through reading, listening, or working with it directly, all fall under the category of receptive activities. Several reading approaches can be carried out during the receptive task, such as skimming, scanning, with or without translation, and informative. It is necessary for them to motivate the students. Indeed, methods based on language such as gap-filling can also be recognized, or methods related to the text's content. Both individuals must strive to encourage students to be highly engaged and thoughtful. Engaging in productive activities involves applying the knowledge that has been obtained. This task involves working collectively in groups or pairs, or individually under the supervision of a teacher who ensures the use of the target language is being observed. For learners to demonstrate their understanding of the topic, they need to summarize the lessons themselves. In subsequent tasks, it is important to acknowledge the proper application of acquired knowledge and skills. It is achievable through completing exercises and engaging in imaginative assignments. Harmer (1991) outlines a wide range of activities and skills that can be enhanced through the follow-up activities. They are engaging in discussions and participating in dramatic activities.

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Tutorial 2   **The Language of English for Tourism**

Communication assignment

Type of assignment : Pair work

Question: Discuss with your partner the characteristics of the language of English for tourism . Give examples.

Lecture 3   **Teaching Vocabulary in an ESP Context**

1- Lesson Description

The Present course focuses on a crucial aspect of language acquisition: vocabulary. Much talk will be aboutthe language used in ESP, covering key methods and approaches to effectively learning, reinforcing, and applying specialized vocabulary in specific subject areas.

• **Lesson Objectives**

The lesson's goal is to give learners the essential knowledge on effectively choosing, presenting, reinforcing, and especially practicing vocabulary.

3-Lesson Content

3.1-Introduction

Words are present in every language. The significance of acquiring vocabulary is recognized by the majority of learners. Thornbury suggests that the learning of new words is an ongoing process. Establishing a strong vocabulary base is crucial when beginning to learn a new language. Individuals continuously acquire new vocabulary and comprehend their definitions. Nonetheless, vocabulary acquisition is not formally categorized as one of the language proficiencies (listening, speaking, reading, and writing). However, one cannot progress in language without developing a vocabulary that can be used in grammar and creating meaningful sentences. Therefore, students struggle to communicate effectively without establishing and expanding their own vocabulary.

3.2-ESP vocabulary teaching

English for Specific Purposes (ESP) represents a specific reason for learning a foreign language.Two types of ESP are identified: English for Occupational Purposes (EOP - focusing on English for work) and English for Academic Purposes (EAP - focusing on English for academic studies). Currently, these streams encompass various other disciplines such as English for Technicians.

3.3-Technical Vocabulary

For instance, the students in the furniture industry vocational secondary school need to learn ESP vocabulary, in particular English for Technicians. As stated by Hatch and Brown (312), nearly every profession contains specific vocabulary terms, with each field having unique words for discussing abstract ideas. Kennedy and Bolitho (56-58) categorize these types of words   for   instructing   technical   vocabulary.

Technical abbreviations, symbols, and formulae pose some challenges which teachers must patiently explain and students should practice in both verbal and written exercises.

- Sub-technical terminology refers to words that are not specific to a particular technical field but are commonly used in scientific and technical literature, such as derivation and conversion.

3.4-Selecting vocabulary

The first thing to do when teaching ESP vocabulary is to identify the words and special terms that should be taught. Gairns and Redman (59) highlight cultural factors and the importance of necessity and skill levels. Writers of educational resources and educators need to consider the factors of ease of learning and ease of teaching. Harmer (154) states that a common principle for choosing vocabulary is to start with concrete words and then move on to abstract ones. Words such as chair, table, sofa, and wardrobe are simple to illustrate and describe, as students can visually perceive or envision the tangible objects they denote. In contrast, it is harder to clarify abstract concepts such as density, qualifications, and safety. Several words related to furniture include chair, table, sofa, and wardrobe. Words that share this thematic connection are considered to be part of the same lexical domain. The practical part texts also include words related to tools, such as hammer, screwdriver, and saw, which partially coincide with furniture words, along with terms associated with trees, like hardwood and softwood.

After choosing words for educational use, it is crucial to determine the content to be taught for each word category. Per Harmer (158) and Thornbury (15), understanding a word includes being aware of its:

- **Meaning** : meanings in context, sense of relation (synonyms/antonyms),

- **Form** : spelling and pronunciation, affixes, parts of speech,

- **Grammar** : plurals, countability, past simple/participle forms,

- **Usage**: appropriate register.

3.5-Presenting vocabulary

The primary goal of introducing vocabulary is to implant the definition, the proper structure, and suitable application of the new word in the student's memory. There are numerous ways and tactics to showcase the form and meaning of new lexical items. The most appropriate presentation form for a specific topic relies on the teachers. Gairns and Redman (73) state that there are conventional methods and techniques for introducing new vocabulary.

3.5.1-Visual Techniques

- Visuals: photographs, blackboard drawings, pictures, videos, wall charts, pictograms and real objects; they are useful for teaching concrete words.

- Demonstrating : mime/facial expression and gesture – useful for teaching action verbs

3.5.2-Verbal Techniques

· Illustrative situations (oral or written) – this technique is helpful when the words are more abstract

· Synonyms and antonyms – using the words students have already known to teach them similar words

· Definitions and explanations – appropriate for intermediate learners. To make definition of words can be difficult, especially at elementary levels.

· Scales – if students know 'big' and 'small', for example, other steps could be to teach 'short' and 'long' etc

· Translation – it has been the most widespread activity used for presenting the meaning in classes

· Examples of the type – give examples of words you want to introduce.

·. Guessing from the context, matching/ labeling – learners match words to words or sentences or pictures. It is part of discovery techniques, which engage the learner's existing language knowledge and start working with new vocabulary. Discovery methods require independent students who have a strong grasp of the English language.

Considering the particular aspects of teaching ESP vocabulary, many traditional ELT techniques can be used effectively in ESP vocabulary teaching, especially in the initial stages when both subject and language content are basic (Kennedy and Bolitho 59). As a result, the introduction of ESP vocabulary can be effectively achieved through the methods and techniques described earlier. Frequently, translation is beneficial, required, and suitable due to the students' proficiency level at vocational secondary schools and to prevent serious misinterpretations. While teaching wood/furniture vocabulary, educators can take advantage of a valuable opportunity to clarify the meaningful significance of a word within the setting of practical, hands-on work in school workshops. Nevertheless, this type of delivery should be uncomplicated, engaging, and entertaining in order to inspire and stimulate students' curiosity.

3.6- Vocabulary consolidation

According to Thornbury (23), learning is actually remembering. Grammar learning is based on rules, whereas vocabulary acquisition involves learning individual words. He identifies three fundamental kinds of memory. (23):

- Short-term store : Students can recall a recently heard word from their teacher within a few seconds as it is temporarily stored in their memory.

- It is a place where a student stores information to remember and use a word frequently. It goes on for approximately 20 seconds.

- · Long-term memory: The space is vast and its contents are lasted over time.

Learners face the difficult task of moving vocabulary from short-term memory to long-term memory and converting passive vocabulary knowledge into active usage. Research on memory indicates that several principles need to be adhered to for information to be transferred into lasting long-term memory. The utilization of something is one of them. Using words in an engaging manner is the most effective method for storing them in your memory for an extended period of time. The principle is commonly referred to as Use it or lose it (Thornbury 24). Words should be introduced in their typical situations to help learners understand their meaning, tone, and common pairings. During individual vocabulary tasks, words are frequently displayed in groups based on their meanings. It is widely acknowledged that learning words organized thematically with loose relations is easier than lexical sets. It is important to carefully structure the practical exercises to prevent overwhelming the student with too many unfamiliar words.

3.7- Vocabulary practice

Presenting a word in class does not guarantee it will be remembered for an extended period. There are numerous practice exercises that involve the repetition of new vocabulary to solidify the new words in the learners´ memory. The practice exercises are separated into two primary categories: receptive and productive.

3.7.1-Receptive practice: (the learner does not really produce the target words) includes these types (Thornbury 94-99):

1) Identifying – means finding words in a text or listening, e.g. underline specific words or expressions in the text, or tick, put in the correct column or list items that you hear.

2) Selecting – means recognizing words and making choices among them, e.g. circle the odd word in the line.

3) Matching – includes recognizing words and then pairing them with their synonym, antonym, definition, pictures to words etc. It can be intended to matching parts of lexical items to create collocations

4) Sorting – putting the lexical items into different categories, e.g. put these adjectives in two groups – positive and negative.

5) Ranking and sequencing – putting the lexical items in some kind of order, e.g. ordering items chronologically, ranking items according to personal preference etc.

3.7.2-Productive practice (the productive skills – writing or speaking – are incorporated in the vocabulary teaching,) includes these types (Thornbury 100): completion and creation.

- **Completion tasks** (context is given), often called gap-fills, are widely used not only in practice but also in revision stages. They include open gap-fills or closed gap-fills (multiple choice activities), crosswords,

- **Creation tasks**: the learner use the word in a sentence or a story, in writing, speaking or both forms, use affixes to build new naming units from given words.

In general, vocabulary practice is categorized into controlled and free exercises. Controlled practice needs to be prioritized, as these activities demand students to generate a specific structure, focusing on accuracy and reinforcing the pattern. The next stage, requiring effective utilization of words, is unrestricted practice. Experts highlight the importance of incorporating free practice in the classroom, citing Lewis (151-152) who emphasizes that understanding a word entails knowing how to utilize it effectively for communication in real-life situations. This is a common instance of the lexical approach, where words play a crucial role in shaping grammar. The main goal of free practice is to improve fluency and generate results. Gairns and Redman caution about the stress that comes with productive practice (137). They believe that practice should be difficult, yet not overwhelming or anxiety-inducing for the learner. They provide various reasons supporting the active use of vocabulary in classroom settings (137). Most importantly, it enhances fluency and pronunciation, aids in word retention and recall, boosts motivation through English conversations, and boosts learners' confidence as they anticipate practicing new language.

Another category consists of verbal and written exercises. Various vocabulary exercises implemented in the classroom involve conversations, dialogs, explanations, role-playing, or written assignments. It is now included in communication lessons through activities such as "Find someone who...", memory games, and entertaining games like hot seat.

3.8-How to Practise and Consolidate ESP vocabulary

It is important to motivate students to consider the significance of the word, so the examples in context are very beneficial. Furthermore, it is important to concentrate on students in this strategy, ensuring that each section includes specific goals, interesting subjects, and difficult hands-on tasks. The relevant matters need to be discussed within the framework of the actual vocational school setting, where young individuals have various chances to engage in meaningful learning opportunities (Buchanan 6). Maehr suggests that teachers can help facilitate the organic process of acquiring vocabulary, creating a rich environment where learners are motivated by genuine reasons to learn a new language.

Morgan and Rinvolucri (7) suggest that new words are not acquired through rote memorization, but through making connections. Hence, the most advanced strategies for teaching ESP vocabulary involve organizing words based on processes or activities, categories (such as hard and soft wood), word families (like join, joiner, joinery), themes/topics (such as types of furniture), and synonyms/antonyms. Modern additional vocabulary textbooks are commonly structured based on themes similar to those found in this dissertation. Additionally, it enables students to engage in self-directed study of vocabulary topics that pique their interest.

Similar methods and techniques can be used to practice and strengthen ESP vocabulary as those used for general vocabulary. Writing assignments may entail crafting reports and various guidelines for wood/furniture processing, summarizing technical journals, explaining methods and techniques, labeling diagrams and images, detailing graphs and providing

commentary on charts, etc. Presently, many students engage in diverse competitions where they showcase their projects and, as a result, may be required to generate a brief English synopsis of their presentations. Various exchange practices are conducted with vocational/technical secondary schools in the European Union, along with school trips, e-learning activities, and involvement in Comenius and Socrates programmes, allowing students to enhance their ESP vocabulary in practical circumstances.

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Tutorial 3   Vocabulary lesson plan for ESP learners/ The practical phase

Communication assignment

Type of assignment : Group work

Question :   Examine the vocabulary lesson plan provided and analyze the lesson objective, activity goals, and recommended tasks. What are your comments? What other alternative methods could you suggest for teaching vocabulary in a lesson?

Age: Adults

Level: Intermediate

Sub-skill: Vocabulary

Time Allotment: 90 minutes

Materials used: Handouts- White board- Worksheets

Objectives: By the end of the lesson students will be able to:

• To recognize the common phrases used in giving advice and assistance to guests

• To understand the meaning of each phrase and use it appropriately

• To practice using the phrases in a real-world context

Timing	Procedure	Aims	Materials
15min	**Warm up:** -The teacher checks the assignment he assigned to his students in the last session -The teacher and students discuss the situations they identified when giving advice and assistance is needed Some answers:	*To encourage students to interact with the teacher and discuss the*	

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	-" guests ask for good local restaurants or coffee shop" -" guests seek assistance concerning transportation" -" Room issues" -" Medical assistance"	*topic*	
	Practice: -The teacher provides his students with the following dialogues. ### *Assistance:* **Dialogue 1:** **Guest:** Excuse me; I didn't know how to access the Wi-Fi? Could you help me please! **Staff:** Certainly, let me assist you. The Wi-Fi login details are on the card in your room. If you encounter any issues, just give us a call. **Dialogue 2:** **Guest:** Any cool places to visit nearby? **Staff:** Sure, here are a few recommendations. The city museum is really interesting, and there's a nice garden for a peaceful time. Enjoy your time! **Dialogue 3:** **Guest:** Where's the nearest pharmacy? **Staff:** There's a pharmacy near the hotel. Take a left when you exit the hotel, and you'll find it on your right. **Guest:** Thank you! **Staff:** Feel free to ask. Enjoy your stay! **Dialogue 4:** **Guest:** I can't find the TV remote. Can you		

	help? **Staff:** Certainly, I'll bring a spare remote to your room right away. Apologies for the inconvenience. **Guest:** Thanks. Appreciate it! **Staff:** Let me know if there's anything else I can do for you. **Dialogue 5:** **Staff:** May I suggest indulging in our spa services for a relaxing experience during your stay? **Guest:** Yes, it sounds great.		
15min	_Task1:Highlight the expressions used in giving advice and assistance._	_To enable students to identify key phrases used in giving advice and assistance_	_Handouts_
15min	_Task2: Match the following phrases with the correct meaning._ 1- Certainly, let me assist you. 2- Here are a few recommendations. 3- Feel free to ask. Enjoy your stay! 4- Let me know if there's anything else I can do for you. 5-May I suggest……? a- Offering specific suggestions. b- Seeking permission to provide advice. c- Indicating readiness to assist.	_To recognize the appropriate meaning of_	

	d- Offering additional help. e- Asking for further questions or assistance. *Key:*	*other phrases used in giving advice and assistance*	*Worksheets*

Key:

1	2	3	4	5
C	a	e	d	b

-Task3: Complete each dialogue with the correspondent phrase from task 2.

1- **Guest:**"I had a disappointing experience at the restaurant."

Staff:"………………… trying a different dish on the menu?"

2- **Guest:**"I appreciate your help with the luggage."

Staff:"…………………………………………..."

15min

3-**Guest:**"I'm having trouble connecting to the hotel Wi-Fi. Can you check the problem?"

Staff:"…………………………."

To use the phrases appropriately in their context

Worksheets

4- **Guest:**"I'm looking for a good place to have lunch."

Staff:"…………………………………..."

5-**Guest:**"Thank you for the suggestions on local attractions."

Staff:"…………………………………………?"

Key:

1- May I suggest……?

2- Let me know if there's anything else I can do for you.

3- Certainly, let me assist you.

4- Here are a few recommendations.

	5- Feel free to ask. Enjoy your stay!		
10min	*Production:* *-Task1: Complete the following table by filling with the appropriate expression.* 1- Welcome to our hotel! How may I assist you? 2- May I clean your room now, or would you prefer later 3- Your order will be delivered to your room shortly 4- We can provide extra towels or toiletries if you need 5- Would you like to order from our in-room dining menu 6- If you have any questions about the local area or hotel amenities, feel free to ask | *Housekeeping*	*Front desk*	*Room service*
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-	-	-
-	-	- | *Key:* 2-4: Housekeeping	*To know the expressions related to each hotel department*	*Worksheets*

20min	1-6: Front desk 3-5: Room service *-Task2*: **Work in groups according to your department, each group chooses a scenario and try to act a dialogue using the phrases you learnt.** **1-** It's my daughter's birthday. I need a good restaurant nearby. **2-** The Room is not clear! **3-** I fell and my leg is swollen **4-** I want to visit the national museum here, how can I go there?	*To enable students to reinforce the vocabulary and use it in real-world context*	

Lesson description

The current lesson exposes the main principles of teaching grammar in an ESP context.

Lesson objectives

The primary goal of the lesson is to empower ESP learners to create successful lesson plans for teaching grammmar.

Lesson content

Introduction

There is no denying that strong scientific writing relies on proper syntax and accurate structuring of sentence elements. An accomplished writer selects the right words organized into phrases and sentences to convey suitable connections between ideas that are effectively communicated when linked together. Nevertheless, depending solely on syntax and organization to create sentences and construct complete paragraphs is insufficient in guaranteeing coherence and effectively communicating ideas in the absence of grammatical and punctuation regulations. Therefore, utilizing grammatical rules in writing proves to be effective in addressing certain challenges students face when writing about scientific or medical topics.

It is crucial to teach medical students effective grammar skills in order to boost their writing confidence. Therefore, any instruction on grammar must be delivered with maximum efficiency. In his book "How to Teach Grammar," Scott Thornbury (1999) recommends three key factors to consider when giving grammar writing assignments for optimal efficiency in teaching. The economy, ease, and effectiveness are key factors. In terms of the economy, teachers must be brief and efficient when delivering grammar lessons to maintain student motivation; the less time spent on grammar, the better it is understood. Regarding the second factor, it is recommended that teachers use simple examples to clarify grammatical points and steer clear of complex activities for practicing the input rules. Hence, the more straightforward a task is to establish, the more desirable it is. When it comes to effectiveness, teachers can assess the advancement of their students' learning through tests and exams, giving them feedback on the effectiveness of the teaching and learning process. The effectiveness of grammar exercises can be assessed based on the level of students' focus, which is insignificant without comprehension. Without memory, the former is also useless. .

So, students should pay attention, understand and memorize grammatical rules in order to use them in their writing attempts.

Another important aspect to consider when teaching grammar is appropriateness, as learners vary in their needs, interests, attitudes, and even beliefs and values. Thornbury states that there are certain factors that need to be taken into account when deciding appropriacy. These factors include:

- *Age of learners*
- *Their level*
- *The size of the group*
- *The constitution of the group, eg. monolingual or multilingual*
- *The learners' needs, eg. to pass* BAC exam
- *The learners 'interests*
- *The available materials and resources*
- *The learners' previous learning experience.*
- *Any cultural factors that might affect attitude. E.g. their perception of the role and status of the teacher.*
- *The educational context. E.g. private school or public school, at home or abroad.*

Overall, teachers need to remember that teaching grammar effectively should be done using either the PPP model or the Task-based model. Language is acquired sequentially through the stages of introduction, application, and expression. Fluency arises from accuracy and practice leads to acquiring grammatical knowledge. In the latter scenario, language acquisition occurs through communicative activities, with accuracy improving following fluency. In this approach, learners acquire grammar skills through interaction, with syllabus objectives aligning with authentic language use. Therefore, teachers are responsible for implementing the suitable method for teaching various grammatical concepts, while considering the previously mentioned factors.

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Tutorial 4   **Grammar Lesson Plan**

Communication assignment

Type of assignment

Question: Work together with a partner to create a lesson plan for teaching grammar based on the following information.

« The use of present simple» / Topic : showing directions / Time: 02 hours / Teaching method: Communicative teaching method / Learners: Tourist guide students.

•   **Lesson description**

It involves teaching skills within an ESP setting. Listening is considered the primary skill of reception. The topic of the lecture focuses on primary methods and approaches that can be utilized successfully to enhance the auditory skills of ESP students. .

2- Lesson Objectives

The primary goal of the lesson is to help ESP learners create successful lesson plans for improving their listening skills. This can be easily accomplished by providing a brief overview about the skill.

3- Lesson content

3.1-Introduction

Listening, reading, speaking, and writing are the four fundamental language abilities. A needs analysis will indicate to an ESP teacher which skills should receive emphasis in their ESP class. In different situations, the importance placed on certain skills may differ, but in a lot of colleges and universities, students usually require English for Specific Purposes (ESP) to comprehend English and will thus desire assistance primarily with improving their listening and reading abilities. Nevertheless, no skill should be taught independently. This part explains the skills in language, outlines goals for enhancing each skill, and offers recommendations and ideas for classroom exercises to help students gain experience.

3.2- LISTENING

While essential for English communication, listening comprehension tends to be the least focused on language skill in English programs. This skill is especially needed at conferences or seminars because attendees are required to respond to various questions and explain unclear points to their audience in English. Nevertheless, even though "our ability to comprehend is more extensive than our capacity to speak" (Widdowson, 1979), ESP students from countries where English is not spoken often struggle to grasp English conversations and discussions   during   conferences   and   meetings.

The goal of teaching listening comprehension in ESP is to help learners handle listening in various real-life scenarios, such as: listening to announcements, the radio, face-to-face conversations, TV, meetings, seminars, discussions, phone calls, etc. Lindsay and Knight (2006) also outline four main reasons for listening: specific details, general meaning, gist, and enjoyment or social interactions. When creating a listening activity, teachers should determine the skills they want their students to improve. An effective teaching approach would aim to

integrate the aforementioned objectives in order to allow students to actively engage in listening to real-life scenarios and interpret the messages being communicated by speakers. Following the six-step listening process helps students improve their hearing ability significantly. Nunan (2001) defines Listening as encompassing Hearing, Attending, Understanding, Remembering, Evaluating, and Responding. These phases happen one after the other in quick progression.

Teachers must adhere to a specific methodology when assigning listening activities to students in actual practice. Bueno, Madrid, and McLaren (2006) recommend following the teaching sequence of pre-listening, listening, and post-listening activities for effective listening instruction. In the initial phase, teachers must inspire and get their students ready for what they will encounter in the following stage. The next step involves requesting students to respond to queries, navigate a map, jot down information, or engage in similar activities that require them to employ their strong listening skills to resolve various scenarios. During the final phase, students can reinforce their knowledge and offer input to their teachers on addressing specific listening challenges and creating supplementary assignments.

In order to implement the method in practice, educators must choose suitable activities and tasks based on the objectives for teaching listening skills. Therefore, it is extremely important to cultivate students' enthusiasm and enhance their drive while creating activities. Teachers must pay close attention and be clear while providing instructions and explanations for each task in order to increase student engagement and facilitate the exchange of ideas, feelings, opinions, and experiences among learners.

Encouraging students to have fun during listening activities and cultivate a strong interest is extremely important. There are multiple methods for utilizing listening skills, however educators must remember that achieving genuine success necessitates providing clear instructions and explanations for every activity to ensure complete comprehension. It is recommended to present new words before any listening activity to prevent confusion and clarify any grammar concepts that may be challenging for learners.

As a teacher of English for Specific Purposes (ESP), you possess a special opportunity to enhance your students' listening comprehension abilities. All comments made during class can help improve the students' listening skills.

In order to be successful, your verbal interactions with the class need to be understandable. Unintelligible language is simply considered as "noise" and does not support students in acquiring the language. It is crucial to assess your students' level of understanding and adapt your language accordingly. It is important to allocate some time at the start of your course to ensure that you are effectively communicating. Your students might be used to listening to a particular accent, so they might require some time to get used to yours. Observe your students closely as you communicate in order to gauge their understanding. Ensure understanding by regularly prompting discussions that test listening comprehension, such as questioning content or inviting inquiries and feedback.

In order to improve students' listening ability, they should also practice listening to themselves while reading aloud. This will help them become acquainted with various English objects and improve their pronunciation skills. Learners can practice their work and evaluate themselves through reading out loud.

The nearby activity is an effective method to evaluate your students' ability to understand what they hear. Provide them with a brief excerpt with certain words omitted. Recite the paragraph two times. If they cannot complete the blank spaces, they cannot understand the text. Alternative methods for utilizing cloze exercises involve removing articles or verbs, such as when targeting these forms, in order to direct students' focus towards these particular language   structures.

Tape recorders and mobile phones are important tools for language educators. It is possible to record listening exercises beforehand so that you can move around the classroom while students are working on them. You can have other native English speakers record cloze or other passages for students to practice hearing different accents and speakers of the opposite gender.

Provide students with opportunities to hone their note-taking skills while listening. Your students might be accustomed to writing word for word notes as if they were dictating, and will require practice in identifying key information. Aid them in identifying hints to understand the message presented by the speaker. Figure 1 shows the varieties of hints that you should point out to your students.

A summary of such clues includes:

a) Numerical statements, such as "There are two reasons ..."

b) Rhetorical questions.

c) Introductory summaries: "Let me first explain..."; "The topic which I intend to discuss is interesting because..."

d) Development of an idea, signaled by statements such as: "Another reason..."; "On the one hand..."; "Therefore..."; "Since..."; "In addition...", etc.

e) Transitions, such as "Let us turn our attention to..."; "If these facts are true, then..."; etc.

f) Chronology of ideas, signaled by "First...1'; "The next..."; "Finally...,"; etc.

g) Emphasis of ideas, such as "This is important because..."; "The significant results were..."; "Let me repeat..."; etc.

h) Summary of ideas, signaled by "In conclusion ...; "As I have shown...°: etc.

(Adapted from Richard C. Yorkey, gtudv fo; gtu fAeDts 2t English As A gecond Language,. Used by permission of McGraw Hill Book Co.)

CHOLERA	
Let me tell you**, right at the beginning of this talk**, I believe that with the correct use of available resources, epidemics of cholera can be controlled.	**Introductory summary**
But before saying how I believe cholera can be controlled, I want to look at **two questions**: **first**, why does cholera occur in certain communities and not others? **Second**, why, despite all advances in medical science, do people-kin-die from cholera?	**Numerical statements** **Numerical statements**
To answer the first question, cholera occurs in conditions where germs spread easily From one person's feces to another person's mouth. These germs are generally spread in food and water, in places where there is no safe water and no latrines. These conditions are found in poor overcrowded communities, where people's resistance to disease is already weakened by Development of malnutrition. **In addition**, many traditional practices such as Idea the washing of dead-bodies and feasting during funerals can help spread epidemics of cholera.	**Development of idea** **Transition** **Numerical statements** **Rhetorical question**
I now want to turn to the second question. Modern methods of treatment can limit the number of deaths among victims to 1%, yet death rates of 30-40% continue to be seen. **Why** ? The basic reason for this high death rate is the insufficiency of medical supplies and trained health workers to help the victims.	**Rhetorical question**
So what can be done to control cholera? There are three main ways of preventing the disease: 1) by improving sanitary - Rhetorical facilities, such as latrines, 21 by	**Numerical statements**

Saving a safe water supply, question and 1 by encouraging hygienic preparation of food. All three ways should be taught in health education programs. **Furthermore**, when epidemics do occur, centers to help victims should be quickly set up. Most cholera cases can be treated with oral rehydration therapy - that is, giving those suffering from cholera clean water mixed with sugar and salt. This treatment can be given by a trained health worker without professional education, if proper supplies of' water, sugar and salt are available. **To summarize,one imoortant part** of cholera control is the providing of better sanitary conditions, supported by health education. And **the second important part** is the training of health workers in a simple and inexpensive treatment, oral rehydration therapy. **Figure 2**:Note taking Clues	**Development of idea** **Summary** **Numerical statements** **Emphasis of ideas**

3.3 - Objectives for developing listening Comprehension

 1. Students will understand short lectures in the content area when vocabulary is familiar, as demonstrated by their ability to answer questions about the lecture.

2. Students will understand spoken numbers, including percentages, fractions, decimals, and other numerical expressions common to the specialty field, as demonstrated by their ability to write those numbers when they hear them in context.

3. Students will be able to follow instructions given in class regarding assignments and activities, as demonstrated by their correct performance of such instructions.

3.4-Some SuggestedActivities for Teaching Listening

4.1-Mini-lectures. Provide a brief presentation at each class session to allow students the chance to enhance their note-taking and listening abilities. Ensure that your brief lessons are highly contextualized. Protests are especially impactful. Utilize visual aids and tangible objects whenever possible to enhance the clarity of your presentation. If feasible, accompany your students to the lab and show them an experiment or procedure. Plan interactive, experiential tasks for students to engage in. After your presentation, inquire about true/false and yes/no concepts to allow students to assess their understanding. One option is to conduct this activity verbally, while another option is to turn it into a written task using pen and paper, framing it as a self-assessment test for students to gauge their own development. It can be beneficial to create a cloze exercise after giving a mini-lecture, where students fill in the

blanks as you re-read certain parts if you have enough time for preparation. This task can be assessed in real time during class to provide students with immediate feedback on their comprehension.

4.2- **Reading aloud to your students**. They will find pleasure in listening to you read short passages out loud while following along silently. They have the ability to hear your intonation and pronunciation and pick up on some aspects of native speaker speech, which can help them understand difficult sentences that they may not have been able to understand otherwise. If feasible, students can access audio recordings of their reading assignments outside of class.

4.3-Number recognition. In order to succeed in any technical field, students must comprehend numbers when spoken. During the first assessment of your needs, you will have recognized specific math terminology that students must comprehend in English. Number identification activities help them hone this skill. These activities enhance English listening skills and numerical abilities, and can be prepared before every class. Request the students to list numbers on a piece of paper from one to ten. Next, take a look at a statement that contains a numerical value. Request that they write down the number they listen to. At first, you can use basic cardinal numbers (like sixteen and sixty) which students often find confusing. As the course advances, you can make the exercise more difficult by including numbers in the thousands or millions, monetary amounts, decimals, fractions, percentages, and other specialized numerical expressions found in the content area. Read every sentence two times. While reading the sentence for the third time, have a student at the blackboard write the number so that others can verify their answers and receive instant feedback on their understanding.

4.3-Dictation exercises. Dictation involves practicing both listening and writing skills simultaneously. When giving dictation, read the complete sentence three times at a regular pace, pausing for writing in between each repetition. When assessing dictation, don't prioritize spelling. Instead, view it as a listening comprehension task and assess if the written text accurately reflects the intended meaning. Plural or past tense endings are required to accurately understand the meaning. Mistakes in spelling that mirror the inconsistencies of English writing systems might not impact interpretation.

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Communicative assignment

Type of assignment : Pair work

Question: Do you have any other recommendations for methods or kinds of exercises to improve listening comprehension? Provide illustrations from the hospitality and tourism sectors.

Lecture 6   How to Teach Reading Skill for ESP Learners

Lesson description

The lesson focuses on explaining reading skills in an ESP setting with a case study from the medical field, but also applies to other fields for teaching effective reading to ESP learners.

Lesson objectives

The lesson aims to develop students' competence in designing effective lesson plans for teaching reading skill.

Lesson content

Introduction

Reading is viewed as the initial stage in the process of acquiring proficiency in a new language. Medical learners must possess the crucial skill of keeping up with constantly evolving and renewable information. The necessity of enhancing students' reading comprehension is heightened by the requirement to read medical articles and publications predominantly in English, in order to obtain precise information. The objective in reading is to help medical students feel at ease while reading English documents, similar to how they feel when reading in their native language or in French, which is used in teaching at Algerian medical schools.

Broadly speaking, reading involves a strategic process where readers utilize different strategies and techniques to interpret and gather meaning. Medical students, for example, need to use their prior knowledge, guess outcomes, inquire, infer, link information, examine patterns, and recap concepts. Students develop their own comprehension strategies and techniques through practice during problem-solving tasks, requiring them to think critically, make adjustments, modifications, and shift tactics to improve reading comprehension.

> *"Being strategic is not a skill that can be taught by drill; it is a method of approaching reading and reading instruction. Much more is required than knowing a strategy; becoming strategic calls for coordinating individual strategies. This coordinating involves altering, adjusting, modifying, testing, and shifting tactics as is fitting, until a reading comprehension problem is solved."*

(Trabasso and Bouchard, 2002)

The teacher plays a critical role in engaging students in active reading by getting them actively involved in the reading process. Their task involves more than simply reading and responding to questions; they must also grasp the underlying meaning of the text. This is achievable by:

A-Highlighting: Teachers must demonstrate to their students the proper techniques for highlighting important information. Failure to comprehend crucial information while reading

can lead students to underline or highlight all content they encounter. One way to demonstrate highlighting is by instructing medical students to mark titles of specific topics, dates, and words in bold or italics. This results in students feeling highly engaged in the reading process.

B-Reading Aloud and Thinking Aloud: Teachers must demonstrate to their students the proper techniques for highlighting important information. Failure to comprehend crucial information while reading can lead students to underline or highlight all content they encounter. One way to demonstrate highlighting is by instructing medical students to mark titles of specific topics, dates, and words in bold or italics. This results in students feeling highly engaged in the reading process. Teachers must demonstrate to their students the proper techniques for highlighting important information. Failure to comprehend crucial information while reading can lead students to underline or highlight all content they encounter. One way to demonstrate highlighting is by instructing medical students to mark titles of specific topics, dates, and words in bold or italics. This results in students feeling highly engaged in the reading process. Teachers must demonstrate to their students the proper techniques for highlighting important information. Failure to comprehend crucial information while reading can lead students to underline or highlight all content they encounter. One way to demonstrate highlighting is by instructing medical students to mark titles of specific topics, dates, and words in bold or italics. This results in students feeling highly engaged in the reading process.

C-Making predictions: By prompting students to predict the next event in a story or situation, they can engage in the reading process by making informed guesses. They are skilled in using their existing knowledge while reading to foresee future events and grasp concepts as they come across them (Paris, Wasik, & Turner, 1991). This could involve sharing narratives or recounting historical events specifically. After reading the initial section on a cholera outbreak in a rural town, a teacher might prompt their students to speculate on the fate of the town's residents. After that, the teacher is requesting the students to make hypotheses. As the students progress to the following section of the passage, they will determine if their predictions were accurate without needing any assistance.

- **D-Questioning:**Students can enhance their critical thinking skills by posing inquiries about the material they have read. Encouraging learners to ask pertinent questions while reading aims to verify their comprehension of the text and evaluate their understanding of the author's motives behind writing it. For example, while reading about a specific illness, medical students may ask the following questions:

1- What factors lead to the disease?

- 2- What impact does it have on the patient?
- 3-Can it be transmitted between individuals?
- 4-What can be done to prevent it?

• **Making connections:**Another effective approach is to help students comprehend the material they have read. According to Keene and Zimmerman (1997), learners need to be mindful of three types of connections.

1. Text-to-Self connections: the reader is supposed to connect between the text content and his own personal experiences.

2. Text-to-World connections: the reader makes connections with what he knows about the world.

3. Text-to-Text connections: the reader makes connections to other things he has read.

Successful reading comprehension involves recognizing new information and relating it to existing knowledge in order to make connections. This is achievable by engaging in various activities like discovering fresh information and relating it to existing knowledge, drawing connections between new and old information, verifying information with additional sources, and integrating different sources to collect or arrange new information.

Conclusion

In general, successful beginner readers are individuals who can choose and extract the most suitable parts of the text for their purposes. Their prior knowledge and critical thinking skills allow them to effectively analyze and sort through ideas in the text. Furthermore, they consistently assess the information they have read and adjust their interpretations of the text following predictions and speculation. This would result in them creating mental representations and visuals of various sections of the text. Simply put, skilled readers are individuals who utilize strategies. .

Tutorial 6   How to Design a Lesson Plan for Reading skill

Communicative assignment

Type of assignment : Individual work

How to Plan a Trip

Traveling can be tricky for a newbie. If you want to take a trip to a new place abroad or which is far away from where you live, you may need to make a good plan in order to avoid troubles during the trip. So once you know where you want to go, you should decide when and how you are going to go there.

Many people take a trip during holidays because that is the time when they can take a break from work or studies. Unfortunately, traveling during holiday season may not be a good choice as prices for flight tickets and hotel rooms are usually higher than the off-season period when tourism is not booming. If you have a limited budget, you may consider taking a day off work during the off-season when prices are lower and discounted.

Your budget will also determine what means of transportation you are going to use. Taking a road trip might be cheaper, but you should be in good shape and prepare your car for a long trip. If you choose to fly, you may have to take public transportation to get around in your holiday destination. Whether you take a taxi, subway or bus, you should know where you are going based on the itinerary that you have planned before and make sure you know the routes and the fares.

Next, calculate your costs. What kind of accommodation do you want? If you take a road trip, you may prefer to stay in a motel. Hostels are cheaper, but today you can search online and find hotels offering rooms with low rates. If the costs are more than you can afford, make cuts where you can. You may cut expenses for eating out or even cut the trip short and get back before the holiday season ends.

Once you are exactly sure of where and when you want to go, how you will get there and where you are going to stay, make your reservations. You can book your flight and accommodation online and even many attractions have ticket sales online so you can skip the lines and enjoy the attraction right in. You may also consider taking travel insurance. You will have some protection in case you could not travel during the time your tickets are booked for. If you plan to travel internationally, keep your passport, travel documents, visas and similar items in one place to ease you in accessing them.

Lastly, pack light. Heavy luggage will only restrict your movement and cause discomfort. A few basic shirts and pants or shorts will do and roll them when packing to save room for souvenirs.

Question:

Use the above text as a reading passage to design your lesson plan for reading skill. You are required to consider the following points.

- Students: Hotel English learners / non-native speakers
- Level : Intermediate
- Time : 02 hours
- Pr-reading / while reading / post reading stages should be respected.
- Aims of activities should be well-stated.

  Types of questions : MCQ / True, false / Comprehension Q / Gap filling / Reordering
  phrases... etc

Lecture 7   How to Teach Speaking Skill for ESP Learners

Lesson description

The current lesson highlights the primary methods and approaches for instructing speaking skill, with medical students as a specific example. **Lesson objectives**

The lesson's goal is to enhance students' ability to create successful lesson plans for teaching speaking skills.

Lesson content

- **Introduction**

The next phase involves enhancing medical students' speaking ability. After gaining the ability to comprehend the words of others, medical students feel the urge to express their own thoughts and participate in various medical discussions or interactions. Yet, mastering a foreign language is highly challenging as it necessitates a great deal of self-assurance and extensive practice in order to improve speaking skills. Bailey and Savage (1994) suggest that speaking in a second or foreign language is commonly seen as the most challenging skill out of the four. The challenge of mastering this language ability also causes issues for numerous teachers who typically invest all their class time attempting to instruct their students in writing, reading, and even listening in a second language (Bueno, Madrid and Mclaren, 2006), while disregarding the importance of teaching speaking skills and encouraging their learners to converse.

Most of the medical students support the idea of prioritizing speaking skill exercises and encouraging learners who have been studying English for years but still struggle to communicate effectively. They truly think that the importance of articulating their viewpoints, especially scientific ideas, accurately and cohesively requires them to use English at all times and in all places in addition to fulfilling their duty of medical knowledge. They believe that spoken English should not only be limited to temporary situations like international meetings or conferences, but should extend beyond those boundaries. As per Lindsay and Knight (2006), there could be multiple reasons for learners to require English language speaking skills.

> *"to be sociable, because we want something, because we want other people to do something, to do something for someone else, to respond to someone else, to express our feelings or opinion about something, to exchange information, to refer to an action or event in the past, present, or future, the possibility of something happening, and so on (Lindsay and Knight".*

ESP teachers have a lot of work to do in order to engage and motivate medical students to discuss scientific or medical topics relevant to their studies or interests and to improve their fluency in English. In order to accomplish that objective, they must initially define the tasks that learners can perform at various stages of proficiency in English. One way to do this is by using the Common European Framework (CEF) of Reference for languages as a basis for outlining their lessons. In the same vein, Rocío Segura Alonso (2013) mentioned in her thesis:

> *"The CEF describes in detail the different levels that a student can obtain in speaking activities and strategies (A1, A2, B1, B2, C1, C2), these levels refer to things that students can do. The table below shows these levels in Spoken Interaction and Spoken Production.*"

ESP teachers need to remember that their students are in a social, cultural, and linguistic environment where they don't regularly use English for communication in everyday situations. In simpler terms, they lack the optimal conditions for achieving the desired level. Teachers need to have their students investigate the features of effective speaking abilities and suggest methods for them to engage in speaking practice with feedback. Therefore, instructors should educate their students on how to understand not just the intended message of other speakers, but also consider other potential interpretations discussed by Harmer (2007) in the following quote:

> *"Speakers have a great range of expressive possibilities at their command. Apart from the actual words they use they can vary their intonation and stress which helps them to show which part of what they are saying is most important. By varying the pitch and intonation in their voice they can clearly convey their attitude to what they are saying, too; they can indicate interest or lack of it, for example, and they can show whether they wish to be taken seriously. At any point in a speech event speakers can rephrase what they are saying; they can speed up or slow down."*

When it comes to improving students' speaking skills, an ESP teacher can use discussions, free speeches, and role-play activities. Learners are motivated to share their thoughts and opinions freely, whether individually, in a group, or in pairs, after discussing scientific or medical topics following a listening or reading session. Discussions enable learners to

perform various language functions such as arguing, describing, narrating, prescribing, or presenting scientific information.

The teacher must select topics that are generally appealing in the medical field. For instance, he could generate conversation by displaying a picture of a patient with a specific illness and then prompting his students to discuss the image. This would incite learners to compete in expressing their opinions on what they observe and describing the situation in various   ways.

An effective way to promote a productive discussion among students is by giving them a scientific or medical reading material, like abortions or bioengineering, and having them share their findings with their peers. In these activities, it is more important to focus on the meaning rather than the form. However, it is important to note that grammar explanations and other language points should still be included. Conversely, a teacher must use students' performance to address problem areas during their conversations or presentations without interrupting them.

Another form of communication exercises that many medical students enjoy is creating a doctor-patient dialogue recording from a provided case study or assigning each student pair with a pre-determined role play scenario from the same case. Following the prepared dialogue, students are required to first review a case book description of the same case, and then recreate the dialogue from the prose passage, collaborating in pairs or groups. The conversation must be performed adequately. Here, the teacher's job is to point out the linguistic variations between the recorded doctor-patient conversation and the casebook description to the students. This activity of holding a case conference to discuss possible solutions to a case would be impressive to medical learners, as it is a genuine problem-solving task. (Pauline Webber, 1995) has written this text. When engaging in these activities, it is recommended to carefully choose materials for practice, like case studies, hypotheses, or scientific findings, as using articles from the popular press will not typically simplify the task. This is because:

> " ...the discourse structure, lexis and linguistic features of popular articles are quite different from those of scientific journals, and are usually more difficult for non-native speakers rather than easier. The content is often not scientifically valid, as, for example, a mere hypothesis tends to be represented as a new "breakthrough" in scientific discovery. . The vocabulary is often colloquial. In a serious scientific publication, although there may be idioms, we do not expect to find words such as "chum", "run riot" or "be up a gum tree", however popular they

(Pauline Webber, 1995).

Overall, there is a wide variety of speaking activities available for ESP teachers to use with medical learners, including both controlled and less controlled options.

The table provided outlines the various kinds of speaking tasks and their descriptions.

Type of activity	Explanation
• Drills	• Repetitive exercise focus on teaching grammar structures and vocabulary.
• Substitution drills	• They are used to practice structures as well as vocabulary (substituting one word for another).
• Transformation drill	• Students are asked to transform sentences, for example, an affirmative sentence into a negative sentence or an affirmative sentence into a question.
• Functional-situational drills	• Students are required to practice the language of a function such as giving advice or warning.
• Information gap activities	• Students are supposed to be working in pairs. One student will have the information that the other partner does not have and the partners will share the information.
• -Ranking activities	• They consist of creating a list of items about different subjects.
• Planning	• They consist of planning activities for a special event or for a place.
• Discussing and solving problems	• Students can talk about a topic (chosen by the teacher or by themselves) and then, they express possible solutions.
• -Debates	• Students can be given a statement and they have to decide whether they agree or disagree and why.
• Role-plays	• Each learner acquires a personality or interprets a character and receives a card with some information about their role and the situation.

	• They are often useful to liven up a lesson. For example: "I spy, yes/no questions, Simon says,…etc.
• Games	

Table.4.2: *Rocío's Speaking Activities (2013)*

Tutorial 7   A Lesson Plan for Speaking skill

Communicative assignment

Type of assignment : Group work

Question: Examine the lesson plan provided and identify the primary methods utilized for teaching speaking skills.

Age: Adults

Level: Intermediate

Skill: Speaking

Time Allotment: 90 minutes

Materials used: Handouts- White board- Worksheets

Objectives: By the end of the lesson students will be able to:

- To recognize the common phrases used in giving advice and assistance to guests

- To pronounce the expressions correctly

- To understand the meaning of each expression and use it appropriately

- To practice using the expressions in a real-world context

Timing	Procedure	Aims	Materials
15min	 -The teacher provides students with pictures and asks them to generate scenarios from. 	*To highlight the common situations they may encounter*	
20min	*Task1:Work in pairs and act out a dialogue between a hotel staff and a guest complaining about a noisy neighbour. Assist him, incorporate empathetic language, apologize for the inconvenience and offer potential solutions.*	*To improve students' communication skills and problem-solving*	

		capabilities	
20min	*Task2: Share a personal experience when you encountered a challenging guest situation. Explain how was it and how did you handle the situation by offering assistance and advice*	*To encourage students to discuss real-life situations*	
30min	*-Task3: Work in groups and pick one of the scenario cards. Each one has a different situation to role-play i.* *Card 1:* A family with children has checked into the hotel. The children have specific dietary requirements due to allergies. The hotel staffs need to ensure that the meals provided are safe for the kids while still being enjoyable for the whole family. How would you handle this? *Card 2:* A guest with mobility challenges has booked a stay at the hotel. The person requires assistance in accessing different facilities, such as the restaurant, pool, and other common areas. The hotel staffs need to ensure a comfortable experience for his considering his specific needs. How would you handle this? *Card3:* An eldery guest has chosen the hotel for a relaxing gateway. He may require extra assistance due to limited mobility and hearing impairments. The hotel staffs need to provide a warm and welcoming environment, ensuring the eldery guests feels comfortable and has access to necessary amenities. How would you handle the situation?	*To handle specific situation effectively*	

(Writing as a Process)

Lesson description

The current lesson is centered on explaining writing as a process and reveals the various steps of a successful writing process.

Lesson objectives

The goal of the lesson is to enhance students' ability to create successful lesson plans for teaching writing.

Lesson content

Introduction:

The process of writing involves multiple complex steps. It is an exercise that takes into account both the form and the content. It is crucial for successful writing to have clarity, organization, and precision. Before sending out or publishing your writing, you should always think about what you are going to write and review it multiple times. To create effective written content, one must adhere to the following steps.

1- Planning

2- Drafting
3- Revising
4- Editing and proof reading
5- Presenting

1- The Planning Stage

It is alternatively known as the pre-writing stage. During this phase, writers must consider both the content and the delivery of their message. In reality, it can be difficult to simultaneously come up with ideas and decide how to express them since it involves a lot of organization   and   meticulous   planning.

In general, the planning process begins with generating ideas, arguments, words, and phrases that are applicable to the chosen writing topic. Brainstorming involves the process of jotting down every idea that comes to mind regarding the subject, without dismissing anything as unsuitable or unrealistic. Some of the listed ideas may not make it into the final product, as they could be removed or altered, while others will be revised. At this stage of writing, spelling, punctuation, and coherence are not necessary to worry about. It involves free writing in which the learner delves into the topic to generate ideas for future use.

In this phase, writers must also consider how to structure and expand upon their existing

notes. Therefore, it is important for them to structure their thoughts in coherent order based on the objective and format of their written work. To effectively organize ideas, various methods such as mind mapping, charting, outlining, ladder technique, etc. are recommended.

2- The Drafting Stage

Once the writer has thoroughly examined the subject through prewriting, they can begin their initial draft with a primary focus on content, setting aside concerns about grammar, spelling, and punctuation. During this phase, the writer conveys his ideas and concentrates on crafting the meaning and coherence of his writing.

In contrast to free writing, a initial draft needs to be organized into paragraphs and backed up with examples, reasons, or illustrations. Overall, it is necessary to structure the three parts of an essay (introduction, body, and conclusion) at this point.

The first paragraph should introduce the subject of the text. Using a more powerful opening strategy is recommended in order to hook the reader and encourage them to continue reading. For instance, through asking a thought-provoking question, sharing a relevant story, or offering intriguing facts about the topic being talked about. Each body paragraph should focus on a single idea or aspect of the overall topic and should start with a topic sentence to guide the reader through the content of the paragraph. It is essential to include sufficient supporting sentences for the main idea by including examples, explanations, and quotes. Furthermore, it is essential to incorporate conjunctions and discourse markers such as and, or, but, because, however, moreover, etc during this phase to establish connections between ideas, sentences, and paragraphs. The concluding section should offer a summary of the main points and reiterate the central theme of the text.

3- The Revising Stage

Reviewing what has been written one or two times is crucial in order to prevent any errors in the final written piece. This process is known as revising. It finishes a task. It entails assessing the content of the text and ensuring that what is written matches the intended message during the planning stage. At this point, determining what to remove, incorporate, or modify is a challenging task. So, it is advised to do a lot of reading in order to get good outcomes. This is the reason why Veit R. and Gould C. (2003) argue:

> *"Many writers like to read their work aloud, either for themselves or for some one else. Some discover ideas as they recopy or retype what they have written, since this allows them to read their work slowly and attentively."*

To accomplish this stage, many aspects should be taken into account when revising any piece of writing such as:

1- Writing on the required topic and using relevant arguments and examples.

2- Using the right tenses and the appropriate connectors to link between the different parts of the written product.

3- Joining ideas together with relevant word choices and techniques such as parallelism and emphasis.

4-Diversifying sentence types and lengths (from simple to complex, short and concise to long and elaborate).

5-Refraining from repeating the same ideas and words and using a rich and varied vocabulary.
6- Ensuring coherence and cohesion in sentences and paragraphs

4- The Editing and the Proofreading Stage

In this phase of writing, the emphasis is on evaluating the written text based on language mechanics rather than on its content. When revising, we carefully review every paragraph in our essay multiple times, focusing on our sentences and the words used. In the editing stage, proofreading might take place, and in the proofreading stage, additional editing might happen. In this case, the importance of language precision is emphasized, with the use of a dictionary highly suggested for checking spelling. Attention to punctuation, capitalization, numbering, and abbreviations is deemed essential for ensuring writing accuracy. Additionally, it is important to ensure that various conventions like word selection, subject-verb agreement, proper tense usage, and sentence structure are accurate. According to Veit R. and Gould C. (2003):

> *"it is the opportunity to delete imprecise and inappropriate words and ambiguous phrases as well as carefully checking punctuation and spelling"*

5- The Presentation Stage

This is the last stage for any written work. It focuses on adding final details to the text that has been created. Now that the writing piece is ready for printing, it is important to pay attention to key points in order to successfully complete the writing process. For example, the handwriting needs to be tidy and easy to read. Indentation and spacing between paragraphs should be applied consistently for better readability.

In conclusion, although the writing process can feel lengthy and exhausting, it is a surefire way to achieve success.

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Tutorial 8   A Lesson Plan for Writing skill

Communicative assignment

Type of assignment :Individual work

Question: Design a writing lesson plan where you instruct hotel employees to craft a menu for a luxury hotel restaurant. Take another look at the hints provided while creating your lesson plan.

Time: 02 hours / Teaching method : Communicative teaching method / Learners' level : intermediate. /

Lesson description : It presents a hands-on demonstration of how to instruct various integrated skills and competencies.

Lesson objectives: The present lesson aims to enable future ESP teachers to teach some skills in an integrated manner.

Lesson content:

Title of the Unit: Giving advice and assistance

Unit Objectives:

Students will be able to:

1- To be familiar with the common phrases used in giving advice and assistance

2- To recognize the meaning and the appropriate use of the phrases

3- To practice using suitable intonations and demonstrate politeness when assisting and giving advice

4- To understand the modal verbs and expressions used in offering suggestion and giving advice

5- To practice giving advice and suggestion appropriately in context

Introduction: (15min)

1- The teacher presents a set of pictures.

2- The teacher asks students "What can you understand from the pictures?" "What do you think Unit 4 will be about?"

3- The teacher writes the title of the unit and explains it.

Lesson1:

Age: Adults

Level: Intermediate

Skill: Listening and Speaking

Time Allotment: 90 minutes

Materials used: Audio- White board- Worksheets

Objectives: By the end of the lesson students will be able to:

- To identify the specific ideas and details from the provided audio

- To make the difference between giving advice and assistance

- To recognize the use of polite language in assisting guests

- To practice effective interaction with guests in a specific situation

Timing	Procedure	Aims	Materials
10min	**Pre-listening:** -The teacher asks students a question to discuss 1) Can you share an example of a situation where you had to provide assistance or advice to a guest in the hotel? How did you handle it?	*To encourage students to discuss about the topic*	
	While-listening: -The teacher asks students to listen carefully to the passage and answer the following questions. **Audio script** **Mrs Jones:** Excuse me; I seem to be having trouble with the Wi-Fi in my room. **Front desk staff:** I apologize for the inconvenience, Mrs Jones. Let me check that for you. Can I have your room number, please? **Mrs Jones:** Sure, it's room 305. **Front desk staff:** Thank you, Mrs Jones. I'll look into it right away. In the meantime, would you like any assistance with anything else? **Mrs Jones:** Actually, I'm not very familiar with the area. Could you recommend a good place to		

have dinner nearby?

Front desk staff: Of course! We have a fantastic restaurant on-site, but if you're looking to explore, there's a great Italian place just a short walk from here called "Bella Italia.". Would you like directions?

Mrs Jones: That sounds perfect! Yes, please, and thank you for the suggestion.

Front desk staff: You're welcome, Mrs Jones. Regarding the Wi-Fi, it seems there might be a temporary issue. I've alerted our technical team, and they're working on it.

Mrs Jones: That's very kind of you. I appreciate the quick response. What time does the restaurant close?

Front desk staff: The restaurant is open until 10:00 PM. If you plan to dine there, I recommend making a reservation, just to be safe. I can assist you with that if you'd like.

Mrs Jones: Yes, please, that would be great. And thank you again for your help.

Front desk staff: My pleasure, Mrs Jones. Your reservation is set for 7:30 PM at "Bella Italia." If you have any other questions or need further assistance, feel free to let me know. Enjoy your stay!

Mrs Jones: Thank you. I will.

Task1:Listen to the audio and circle the right answer

a)- What is the specific issue that Mrs Jones reports to the front desk staff?

    1- Air conditioner doesn't work

    2- Wi-Fi problem

    3- Room service problem

*b)-*What restaurant does the front desk staff

To enable

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15min	recommend to Mrs Jones?	*students grasp specific information and details*	*Audio-Worksheets*
	1- A Mexican restaurant		
	2- "Bella Italia" restaurant		
	3- A sushi restaurant		

c)- What additional help does the front desk staff offer Mrs Jones?

   1- Providing a list of local attractions

   2- Offering a room upgrade

   3- Assisting with dinner reservations

c)- What time is Mrs. Jones's reservation at the restaurant ?

   1- 07:30

   2- 09:00

   3- 07:00

Key:

a-2 / b-2 / c-3/ d-1

-Task2: Listen carefully and fill in the table with examples from the audio

Giving advice	**Offering assistance**
Ex: Recommending a restaurant. - -	- - -

Key:

Giving advice	**Offering assistance**
Ex: Recommending a restaurant. - Suggesting an	- Checking the Wi-Fi - Providing directions to the

To enable students distinguish between giving advice and offering assistance

Audio-Worksheets

	Italian place.	restaurant		
	- Offering to make a reservation	- Alerting the technical team		
		-Assisting with dinner reservation		

-Task3: Listen to the audio again and fill in the gap with the appropriate expressions.

Mrs Jones: Excuse me; I seem to be having trouble with the Wi-Fi in my room.

Front desk staff: ...., Mrs Jones. Let me check that for you. Can I have your room number, please?

Mrs Jones: Sure, it's room 305.

Front desk staff: Thank you, Mrs Jones. I'll look into it right away. In the meantime, ………………………………………………….?

Mrs Jones: Actually, I'm not very familiar with the area. Could you recommend a good place to have dinner nearby?

Front desk staff: Of course! We have a fantastic restaurant on-site, but if you're looking to explore, there's a great Italian place just a short walk from here called "Bella Italia." Would you like directions?

Mrs Jones: That sounds perfect! Yes, please, and thank you for the suggestion.

Front desk staff: ………………………... Regarding the Wi-Fi, it seems there might be a temporary issue. I've alerted our technical team, and they're working on it.

Mrs Jones: That's very kind of you. I appreciate the quick response. What time does the restaurant close?

Front desk staff: The restaurant is open until 10:00 PM. If you plan to dine there, I recommend making a reservation, just to be safe.

15min

To enable students to recognize the use of polite language when assisting guests

Audio script-Worksheets

	…………………………………………….. **Mrs Jones:** Yes, please, that would be great. And thank you again for your help. **Front desk staff:** My pleasure, Mrs Jones. Your reservation is set for 7:30 PM at "Bella Italia." If you have any other questions or need further assistance, feel free to let me know. ………………………………… **Mrs Jones:** Thank you. I will. *Key:* 1- I apologize for the inconvenience 2- would you like any assistance with anything else 3- You're welcome Mrs Jones. 4- I can assist you with that if you'd like 5- Enjoy your stay!		
20min	<mark>*Post-listening:*</mark> *- Task 1*: *While you are working, try to observe the hotel staff members and guests interactions and identify situations when* *Task2*: *The teacher asks students to work in pairs and act a dialogue between a hotel staff and a guest. (about a given situation)*	*To improve students' ability to handle a specific situation*	

Lesson2:

Age: Adults

Level: Intermediate

Sub-skill: Vocabulary

Time Allotment: 90 minutes

Materials used: Handouts- White board- Worksheets

Objectives: By the end of the lesson students will be able to:

- To recognize the common phrases used in giving advice and assistance to guests

- To understand the meaning of each phrase and use it appropriately

- To practice using the phrases in a real-world context

Timing	Procedure	Aims	Materials
15min	<mark>*Warm up:*</mark> -The teacher checks the assignment he assigned to his students in the last session -The teacher and students discuss the situations they identified when giving advice and assistance is needed Some answers: -" guests ask for good local restaurants or coffee shop" -" guests seek assistance concerning transportation" -" Room issues" -" Medical assistance"	*To encourage students to interact with the teacher and discuss the topic*	
	Practice: -The teacher provides his students with the following dialogues. ## *Assistance:* **Dialogue 1:** **Guest:** Excuse me; I didn't know how to access the Wi-Fi? Could you help me please! **Staff:** Certainly, let me assist you. The Wi-Fi login details are on the card in your room. If you encounter any issues, just give us a call. **Dialogue 2:** **Guest:** Any cool places to visit nearby?		

	Staff: Sure, here are a few recommendations. The city museum is really interesting, and there's a nice garden for a peaceful time. Enjoy your time! **Dialogue 3:** **Guest:** Where's the nearest pharmacy? **Staff:** There's a pharmacy near the hotel. Take a left when you exit the hotel, and you'll find it on your right. **Guest:** Thank you! **Staff:** Feel free to ask. Enjoy your stay! **Dialogue 4:** **Guest:** I can't find the TV remote. Can you help? **Staff:** Certainly, I'll bring a spare remote to your room right away. Apologies for the inconvenience. **Guest:** Thanks. Appreciate it! **Staff:** Let me know if there's anything else I can do for you. **Dialogue 5:** **Staff:** May I suggest indulging in our spa services for a relaxing experience during your stay? **Guest:** Yes, it sounds great.		
15min	***Task1:Highlight the expressions used in giving advice and assistance.***	*To enable students to identify key*	*Handouts*

		phrases used in giving advice and assistance	
15min	*Task2: Match the following phrases with the correct meaning.* 1- Certainly, let me assist you. 2- Here are a few recommendations. 3- Feel free to ask. Enjoy your stay! 4- Let me know if there's anything else I can do for you. 5-May I suggest……? a- Offering specific suggestions. b- Seeking permission to provide advice. c- Indicating readiness to assist. d- Offering additional help. e- Asking for further questions or assistance. *Key:* 	1	2	3	4	5
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c	a	e	d	B		*To recognize the appropriate meaning of other phrases used in giving advice and assistance*	*Worksheets*
15min	-*Task3: Complete each dialogue with the correspondent phrase from task 2.* 1- **Guest:**"I had a disappointing experience at the restaurant."	*To use the phrases appropriately in their*	*Worksheets*

	Staff:"………………… trying a different dish on the menu?"	*context*	
	2- **Guest:**"I appreciate your help with the luggage."		
	Staff:"……………………………………..."		
	3-**Guest:**"I'm having trouble connecting to the hotel Wi-Fi. Can you check the problem?"		
	Staff:"………………………."		
	4- **Guest:**"I'm looking for a good place to have lunch."		
	Staff:"…………………………………..."		
	5-**Guest:**"Thank you for the suggestions on local attractions."		
	Staff:"……………………………………?"		
	Key:		
	1- May I suggest……?		
	2- Let me know if there's anything else I can do for you.		
	3- Certainly, let me assist you.		
	4- Here are a few recommendations.		
	5- Feel free to ask. Enjoy your stay!		
10min	*Production:* *-Task1: Complete the following table by filling with the appropriate expression.* 1- Welcome to our hotel! How may I assist you? 2- May I clean your room now, or would you prefer later 3- Your order will be delivered to your room	*To know the expressions related to each hotel*	*Worksheets*

	shortly	*department*	
	4- We can provide extra towels or toiletries if you need		
	5- Would you like to order from our in-room dining menu		
	6- If you have any questions about the local area or hotel amenities, feel free to ask		
	<table><tr><td>***Housekeeping***</td><td>***Front desk***</td><td>***Room service***</td></tr><tr><td>- -</td><td>- -</td><td>- -</td></tr></table>		
	Key:		
	2-4: Housekeeping		
	1-6: Front desk		
	3-5: Room service		
	-Task2: **Work in groups according to your department, each group chooses a scenario and try to act a dialogue using the phrases you learnt.**		
	1- It's my daughter's birthday. I need a good restaurant nearby.	*To enable students to reinforce the vocabulary and use it in real-world context*	
20min	**2-** The Room is not clear!		
	3- I fell and my leg is swollen		
	4- I want to visit the national museum here, how can I go there?		

Lesson3:

Age: Adults

Level: Intermediate

Sub-skill: Pronunciation

Time Allotment: 90 minutes

Materials used: Audio- White board- Pictures- Worksheets

Objectives: By the end of the lesson students will be able to:

- To be familiar with the concept of intonation and its various types in giving advice and assistance

- To use appropriate intonation patterns to convey empathy and demonstrate politeness during assisting guests.

Timing	Procedure	Aims	Materials
15min	**Warm-up:** -Discuss the importance of suitable intonation and politeness when interacting with guests and its impact on the reputation of the hotel.	***To engage students by providing a discussion about the topic***	
	Practice: -The teacher provides students with an audio passage then asks them to focus on the intonation and rhythm. **Audio script** The hotel guest being worried after he didn't find his wallet, the guest rushes back to the hotel room hoping he finds it there , unfortunately he was wrong so he called the reception desk. morning , how can I help you today ? **Guest:** yeah good morning , this is Amy from room 905 , (the speaker seems nervous) I'm afraid that I couldn't find my wallet anywhere , I was hoping if the	***audio***	

	housekeeping cleaner has found it after I left my room .		
	Receptionist: oh !I see, what does it look like Madame ?		
	Guest: It is a black leather costume made wallet , it has my name on the side of it written in pink , with small cardcases to bi-folds with ID windows and both my ID and credit card are inside it.		
	The receptionist was all ears writing each detail		
	Receptionist: I will check the front desk if one of the hotel staff has found and handed your wallet there .Can you please wait 5 mn?		
	Guest: sure .		
	(After 5mn) **Receptionist:** we have found your wallet Madame it was just like you described , it is safe along with your personal things . Can you please come to the front desk to take you wallet Madame ?		
	Guest: (happy and satisfied) thank God , I was so worried to lose it forever . I will be there right away .		
	Receptionist: it's okay , it happens a lot to many guests , and the hotel staff make sure to provide both comfort and safety , we are at		
	your service .		
	Guest: thank you .		
	Receptionist: you are very welcome , have a nice day and enjoy your stay .		
	Guest: thank you .		
	-The teacher explains the intonation and		

	its types.		
20min	*Falling intonation:* **WH question** Which room is available? **Statement or greeting:** Hello madame! The hotel is empty. **Indicating understanding** Yes, I got you **Indicating an action or plan** I will check for you *Rising intonation:* The intonation rises up in : **Closed ended questions:** Can you help please with my bags? Will you hand me the key please? **Statement of surprise :** We have found you a room to stay. The hotel is very fancy!	*To explain the concept of intonation and its types*	*Whiteboard*
15min	**Wishing and inviting** Have a nice day! *Task1:Read the following phrases then identify the falling and rising intonation (↓) (↑)* a) "yeah good morning" b)"Can you please wait 5 min? c) "I will check the front desk"	*To enable students to distinguish between rising and falling intonation*	*Worksheets*

15min	d) "we have found your wallet Madame" e) "have a nice day and enjoy your stay" ***Key:*** a-↓ / b-↑ / c-↓/d-↓/ e- ↑ ***-Task2: Pronounce the following phrases using the suitable intonation*** **-** Is there anything else I can help you with? **-** Feel free to ask if you need any information - May I suggest our spa services - I recommend trying our local restaurant - "I'm here to assist you. - Enjoy your stay!	***To enable students to practice using the suitable intonation***	***Worksheets***
20min	***-Task3: Practice the appropriate tone while conveying different emotions*** ***Emergency:*** I need you to remain calm. We're addressing the situation urgently ***Sympathy:*** I understand this has been a difficult experience for you. Please know that we're here to support you in any way we can. ***Gratitude:*** We sincerely appreciate your patience and cooperation. ***Reassurance:*** I want to assure you that we are taking every necessary step to resolve this matter promptly.	***To enable students to practice and master the appropriate tone and intonation***	***Whiteboard***
	Practice ***-Task1:*** The hotel has recruited new receptionist, however her / she struggles with handling challenging situations when		

	assisting and offering help to guests, so you decided to give him / her a help. Imagine the dialogue between you , hotel receptionist and the hotel guest and the way you contained the situation and resolved to healthy communication and satisfaction using the right intonation and delivering polite assistance.	*To enhance students' ability to handle a challenging situation in a suitable and polite way*	
20min			

Lesson4:

Age: Adults

Level: Intermediate

Skill: Grammar

Time Allotment: 90 minutes

Materials used: Handouts- White board- Worksheets- cards

Objectives: By the end of the lesson students will be able to:

- To understand the modal verbs and expressions used in offering suggestion and giving advice

- To use these expressions appropriately according to different situation

- To practice offering suggestions and advice

Timing	Procedure	Aims	Materials
15min	**Warm up:** *Game:* Divide students into two groups A and B. prepare cards about common situations in a hotel. One student from group A picks a card and try to act out what's written without speaking. Group A members try to guess what is the scenario. *Examples:* -A guest can't find their room key - A guest is lost and needs directions to a meeting room. - A guest is having trouble connecting to the hotel's Wi-	*To create an interactive and fun atmosphere*	*Cards*

	Fi and seeks help. - A guest needs help with luggage		
20min	***Practice:*** -The teacher provides students with handouts. Ask them to read the examples then explains the rule of using modal verbs for suggestion and advice. **Examples:** - Why don't you try the spa services for relaxation? - I suggest exploring the nearby park during your free time? - Would you like using our express check-out service -could -should **Making Suggestions: Could vs. Shoul** 1. Suggestions or other possibilities/options — We could go on a picnic! — Might is also possible, but "could" is more common. 2. Advice • Should – strong advice — You should talk to your teacher. • Could – soft advice — You could talk to your teacher *Giving suggestions/ advice :* - Would you like + **v.ing** - Do you want me to+ **stem** - Would you like to+ **stem** - Why don't you + **stem** - I suggest	*To enable students to be familiar with the rule of using modal verbs and expressions of suggestion and advice*	*Handouts / whiteboard*

	- I recommend - You could + **stem** - You should + **stem**		
10min	**Noun/ v.ing**	*To use the expressions appropriately in context*	*Worksheets*
	-Task1: Complete the following dialogue with the correct expression. *Hotel Staff:* Good evening! Welcome to The Beverly Hills Hotel. How may I assist you today? **Guest:** Hi! I'm looking for something fun to do around here. Any suggestions? **Hotel Staff:** Certainly! ……………………… explore the local art scene? There's a fantastic gallery just a short walk away. **Guest:** That sounds interesting. What else can I do? **Hotel Staff:** Well, you ………….. also try the rooftop restaurant in our hotel. It offers a stunning view of the city.		

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10min	**Guest:** Great! Anything else?	*To select the correspondent expressions according to the situation*	*Worksheets*
	Hotel Staff: ………………. visiting the spa for a relaxing massage.		
	Key:		
	- Would you like to		
	- could		
	- I suggest		
20min	*-Task2: Underline the correct expression from the following*		
	- **You could /Do you want me to** arrange transportation to the airport for you?		
	-**Why don't you/I suggest** check out the fitness centre for your morning workout?		
	- **You should / Would you like** take advantage of our 24-hour room service for a midnight snack.		
	- **I recommend/ why don't you** exploring the nearby markets for unique souvenirs.		
	- **Do you want me to/ Would you like to** upgrade to a suite.	*To practice offering advice and suggestions*	*Worksheets*
	- **You could/ I suggest** enjoy a leisurely afternoon by the pool.		
	Key:		
	- Do you want me to		
	- Why don't you		
	- You should		
	- I recommend		
	-Would you like to		
	-You could		
	-Task3: Write 5 sentences in which you offer advice or suggestions then share them with your classmate.		

Timing	Procedure	Aims	Materials
15min	**Production:** **-Task1**: *Imagine you have been asked by your manager to create an advertisement for the hotel. Use the expressions of making suggestions and advice to promote the hotel.* *Each student says a sentence with the advertisement tone* **Examples:** Are you tired of boring hotels? You should try The Beverly Hills Hotel -Would you like to have a relaxing weekend, try our spa……..	*To create a fun interaction between students and enable them to reinforce the expressions they learnt*	

Lesson5:

Age: Adults

Level: Intermediate

Skill: Speaking

Time Allotment: 90 minutes

Materials used: Handouts- White board- Worksheets

Objectives: By the end of the lesson students will be able to:

• To recognize the common phrases used in giving advice and assistance to guests

• To pronounce the expressions correctly

• To understand the meaning of each expression and use it appropriately

• To practice using the expressions in a real-world context

Timing	Procedure	Aims	Materials
15min	**Warm up:** -The teacher provides students with pictures and asks them to generate scenarios from.	*To highlight the common situations they*	

		may encounter
20min	**_Task1:_Work in pairs and act out a dialogue between a hotel staff and a guest complaining about a noisy neighbour. Assist him, incorporate empathetic language, apologize for the inconvenience and offer potential solutions.**	*To improve students' communication skills and problem-solving capabilities*
20min	*Task2: Share a personal experience when you encountered a challenging guest situation. Explain how was it and how did you handle the*	*To encourage*

	situation by offering assistance and advice	*students to discuss real-life situations*	
30min	**-Task3: Work in groups and pick one of the scenario cards. Each one has a different situation to role-play i.** **Card 1:** A family with children has checked into the hotel. The children have specific dietary requirements due to allergies. The hotel staffs need to ensure that the meals provided are safe for the kids while still being enjoyable for the whole family. How would you handle this? **Card 2:** A guest with mobility challenges has booked a stay at the hotel. The person requires assistance in accessing different facilities, such as the restaurant, pool, and other common areas. The hotel staffs need to ensure a comfortable experience for his considering his specific needs. How would you handle this? **Card3:** An eldery guest has chosen the hotel for a relaxing gateway. He may require extra assistance due to limited mobility and hearing impairments. The hotel staffs need to provide a warm and welcoming environment, ensuring the eldery guests feels comfortable and has access to necessary amenities. How would you handle the situation?	*To handle specific situation effectively*	

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