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METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –  
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**TEACHING ENGLISH TO TOURISM AND HOSPITALITY  
STUDENTS*****Kamola Sh. Alautdinova****Senior lecturer, PhD**National University of Uzbekistan**Tashkent, Uzbekistan**E-mail: [kamola.mansurovna.phd@gmail.com](mailto:kamola.mansurovna.phd@gmail.com)***ABOUT ARTICLE**

**Key words:** English for Specific Purposes (ESP), English for Tourism, English as a Foreign Language (EFL), teaching, learning, foreign language, competences, students.

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**Abstract:** Nowadays, English has become one of the most widespread languages around the world. Due to its developing utilize, an inclination for planning specialized courses for the English classroom that target more particular results and businesses is observed. By tending to particular groups of audience and catering for particular needs English for Specific Purposes (ESP) may be a simple of this category. In this paper, accentuation is put on English for Tourism as well as Hospitality and the instructing techniques that are utilized in arrange to enhance the course to learners' needs. The article is divided into four parts: the primary part offers an presentation to the significance of English in this field and an generally introduction of the target populace; the moment part centers on the categories of competences that instructors ought to create amid the remote dialect lesson; the third part makes reference to the instructing materials to be utilized with a see to improving students' dialect capability; the final part presents a few conceivable challenges language teachers and their students need to adapt with to effectively fulfill the learning targets.

**INTRODUCTION**

The sphere of tourism is rapidly developing in Uzbekistan as this sunny country is located in the heart of the Central Asia; the Republic of Uzbekistan is famous for its numerous architectural monuments, incredible natural landscapes, magnificent palaces, and ruins of fortresses of past civilizations, outstanding cultural events, gastronomic delights and famous craft workshops. From

the first visit, this country evokes extraordinary feelings that prompt tourists to come here repeatedly. Here, tourists can take a walk in the most beautiful metro in the world or see the most ancient manuscript – the Koran of Usman. In the historical cities included in the UNESCO Cultural Heritage List – Samarkand, Bukhara, Shakhrisabz and Khiva, guests can visit the most ancient architectural monuments that have preserved echoes of past eras. Depending on the time of year, you can go skiing in the foothills of the Tien Shan or climb the highest point of Big Chimgan. Hence this amazing country is attracting more and more tourists, it is essential to develop English language skills and competence of tourism and hospitality among young generation.

Nowadays, English is one of the most widespread languages around the world. In this paper, emphasis is placed on English for Tourism and the teaching strategies that are used in order to enhance the course learners' competence.

English represents a requirement in an important number of occupational standards in Uzbekistan and abroad in a such spheres as: travel agent, receptionist, manager in tourism activities, mountain guide, hotel or restaurant manager, concierge etc. Moreover, it is a fact beyond doubt that good competences of this language represent the basis for achieving customer satisfaction, given that outbound tourist flows within the travel and tourism industry have constantly increased at global level lately [10].

These all mentioned factors highlights the importance of English in teaching tourism and hospitality and should always be considered by language teachers at academic level, especially the university has to enhance students' language proficiency, so as for future graduates to be well prepared for an extremely challenging labor market.

## **MATERIALS AND METHODS**

### **Development of students' competence and skills**

While making curricular of teaching English for tourism students, it is important to consider the level of English language, the age of students and their interests. Nevertheless, irrespective of the students' language level and of their grouping, the ultimate aim of the language teacher should define objectives which foster their practical use of the language and find appropriate ways to thoroughly prepare them for the future world of work, through the development of their skills and competences.

Communication is the center components of tourism and industry. Understanding of execution desires are keys to the achievement of visitor fulfillment. Great verbal and composed communication abilities are the foremost critical abilities to tourism practitioners at diverse position levels. Great English communication amid the ponder will include esteem to students' instruction. In the tourism industry supply and request side must communicate perfectly in arrange to guarantee quality and required execution standards. Both practicing verbal communication and composed communication are appraised high.

Tourism and Hotel instruction program could be a part of the wide tourism businesses. Tourism may be an inventive industry which creates and offer items based on imaginative work. Based on the reason over, the students of Tourism and Hotel Industry require a compelling way and educating media to assist them accomplish their career in Tourism and Hotel Industry.

### **Development of competences**

As regards the aim of the teaching process in the field of foreign languages, recent years have seen a shift from the focus given to the attainment of objectives, to that of the development of competences, which comprise knowledge, skills and attitudes [2]. The references in recent books, research materials and conferences go towards four categories of competences: inter-cultural, linguistic and discourse, some of them traditionally connected to foreign language teaching and learning, some others seemingly occupying only a marginal position [2], [6], [7], [12]. In what follows, emphasis is put on all these categories.

### **The intercultural competence**

According to E. Frendo, the intercultural competence refers to the attitude, behavior, beliefs and values which exist within national or organizational cultures and which help people communicate successfully with people from other cultures [5]. The same author emphasizes that there are specialists who opine that this competence should not be necessarily included in foreign language classes for business students, generally speaking, as, for certain programs of study, there are dedicated subjects to focus on this.

However, for tourism understudies, given that they are exceptionally likely to cooperate with a wide range of nationalities and corporate cultures within the future, hence they clearly require to have a few information of social differences and peculiarities. Consequently, this can be a competence worth creating within the English dialect course, in the event that not systematically, at slightest digressively.

Thus, the teacher may introduce the dimensions which are commonly used when comparing cultures, as devised by Hofstede et al., such as high vs. low context, femininity vs. masculinity, power distance, uncertainty avoidance, monochronic vs. polychronic conception of time, individualism vs. collectivism [7], but also elements related to non-verbal communication, such as oculistics (eye-contact), kinesics (body language), proxemics (body distance), haptics (touch), or paralanguage (the way we use tone, intonation, turn-taking or speed of talking) [5].

Another plausibility, indeed more likely to be utilized by language instructors, is that of taking advantage of perusing and tuning in activities, of case considers, in arrange to draw students' consideration to occurrences caused by cultural contrasts, generalizations or partialities, to welcome them to reflect upon social contrasts.

### **The linguistic competence**

According to E. Frendo, the linguistic competence focuses on the basic elements that together form a language, i.e. phonology, grammar and vocabulary [5].

Subsequently, it includes educating elements of stress, rhythm, sound, general language structure and sentence structure. But, at its turn, grammar can moreover be respected from a functional point of view, which makes it close to the following sort of competence we are reaching to concentrate on, the talk competence.

A. Vizental argues that, as regards vocabulary, for quite a long time, there used to be a prejudice according to which vocabulary teaching was equivalent to providing students with long lists of isolated words, generally organized in semantic fields, but not contextualized, which had to be learned by heart [134] (e.g. “jobs in tourism”: *travel and information consultant, cellar man, restaurant greeter, tour guide, sommelier, concierge, outdoor recreation guide, resort manager, night audit clerk etc.*).

Moreover, teaching vocabulary should always involve teaching “multi-word units”/ “lexical phrases”/ “chunks of language”/ “collocations”/ “word partnerships”. E.g.: tourist accommodation sectors, travel agent, package tour, growth rate, domestic trip, outbound trip, go on + expedition/ business trip/ guided tour/ voyage, take a risk. And all the related words should be given with their definition as shown in the table below:

#### Hotel Vocabulary

Word part of speech	Meaning	Example sentence
Amenity /ə'mi:nəti <i>Noun</i>	local facilities such as stores and restaurants	We are located downtown, so we are close to all of the amenities.
baggage <i>noun</i>	bags and suitcases packed with personal belongings	If you need help with your baggage we have a cart you can use.
Bed and Breakfast <i>noun</i>	a home that offers a place to stay and a place to eat	I can book you into a beautiful Bed and Breakfast on the lake.
bellboy <i>noun</i>	a staff member who helps guests with their luggage	The bellboy will take your bags to your room for you.
check-in <i>verb</i>	go to the front desk to receive keys	You can check-in any time after four o'clock.
housekeeping, maid <i>noun</i>	staff members that clean the rooms and linen	Put a sign on the door if you want housekeeping to
Inn <i>noun</i>	another word for hotel	There's an inn on the other side of town that has a vacancy.

lobby <i>noun</i>	large open area at the front of the hotel	You can stand in the lobby and wait for your bus.
motels <i>noun</i>	accommodations that are slightly cheaper than hotels	Our motel is very clean and is close to the beach.
reservation <i>noun</i>	a request to save a specific room for a future date	They say they made a reservation but it doesn't show on the computer.
room service <i>noun</i>	delivery of food or other services requested by guests	If you would like a bottle of wine, just call room service.
vacancy <i>noun</i> vacant, <i>adj</i>	available rooms	We only have one vacancy left, and it is for a single room.

Word formation issues represent another aspect connected to teaching vocabulary, and not only the common one, but also initialisms – abbreviations and acronyms For example:

- ETA: estimated time of arrival,
- RFP: request for proposal,
- LOS: length of stay,
- WTO: World Tourism Organization,
- TOS: Tour operators,
- R&B: room and board.

And blendings – the merging of two lexemes in a single term (e.g. travelogue: travel + catalogue, traveller: travel + escalator, stagflation: stagnation + inflation, campsite: camping + site, ecotourism: ecological + tourism etc.) should be clarified by the teacher [1].

Moreover, to avoid misunderstanding and broaden the students vocabulary range, both British and American versions of the relevant sphere should be explained:

### BRITISH ENGLISH AND AMERICAN ENGLISH

<b>British</b>	<i>American</i>	<b>British</b>	<i>American</i>
alter	<i>Change</i>	provisional	<i>unconfirmed</i>
barman	<i>Bartender</i>	pub	<i>saloon/ bar</i>
bill(for food)	<i>Check</i>	purse	<i>pocket book</i>
cheque	<i>Check</i>	reception	<i>front desk/front office</i>
enquiry	<i>Inquiry</i>	receptionist	<i>clerk/ desk clerk</i>
fill in	<i>fill out</i>	rubbish	<i>garbage/trash</i>
form	<i>Blank</i>	shop	<i>store</i>
holiday	<i>Vocation</i>	starter	<i>appetizer</i>
interconnecting	<i>Adjoining</i>	sunglasses	<i>shades</i>
licence	<i>License</i>	syndicate room	<i>conference room</i>

lift	<i>Elevator</i>	taxi	<i>cab</i>
luggage	<i>Baggage</i>	toilet	<i>bathroom, restroom, washroom</i>
main course	<i>Entrée</i>	travelers cheques	<i>travelers checks</i>
note ( paper money)	<i>Bill</i>	venue	<i>locale</i>
page boy	<i>bell boy, bell hop, page</i>	waiter	<i>waiter/food server</i>
post	<i>Mail</i>	washbasin	<i>sink</i>

Among the topics which tend to be present in most of the materials supporting the teaching and learning of grammar, vocabulary and language skills for tourism, we can mention: *Travelling and Holidays, Countries and Nationalities, Employment in Tourism, Accommodation, Hotel Structure and Staff, Food and Restaurants, Sightseeing, Tour Guides, Tour Operators, Using the Telephone, Reservations, Complaints and Adjustments, Types of Tourism, Money and Payment* etc.

As types of activities to enhance the linguistic competence, the most frequently used ones mentioned in the specialized literature are: word formation, verbs in brackets, multiple matching, translations, find words/ phrases for explanations given, open cloze, error correction, information transfer, multiple choice [8], [13].

## RESULT AND DISCUSSION

All the afore-mentioned competences can be developed during the English language class only if the right teaching materials are used. Specialists in the field of teaching English for Specific Purposes have agreed that good quality materials have to meet certain requirements: to be authentic, to encourage students' cooperation and critical thinking, to meet students' needs, to integrate language skills [5], [6], [10].

The book showcase within the field of English for tourism and hospitality has of late been improved by the distribution of a lot of course readings which comply with these standards, the best known being the *English for International Tourism series* (Pearson Education Longman), *the Oxford English for Careers: Tourism series*, *the English for Tourism and Hospitality in Higher Education series* (Garnet Education), *Test Your Professional English: Hotel and Catering* (Pearson Education), *English for the Travel and Tourism Industry* (CUP). They are all English courses for tourism, generally speaking, without focusing on particular brunches, visually appealing, sometimes accompanied by additional materials such as workbook, teacher's book or even test booklets, which make them extremely attractive for students and convenient for teachers, had it not been for their sometimes prohibitive prices.

Apart from these books issued by publishing houses of international repute, there are also extremely valuable and useful materials published in our country: *English for Tourism and Hospitality Industry* (authored by experienced teachers in the University of Bucharest, C. Prelipceanu

et al., 2005), English for Tourism Professionals and Staff (Adriana Iacov, Casa de Editură Irecson, 2003), English for Tourism Managers (G. Rață, Editura Mirton, Timișoara, 2004).

In any case, in spite of their quality, most of these materials can as it were once in a while be utilized in course as such. This happens since, first of all, they cover numerous educating hours, by and large around one hundred, which implies that it would take more than three semesters to cover one level. This means that, most of the times, the instructor should adjust these materials for course utilize, skipping certain exercises or, in case essential, expanding on others.

Thus, the arrangement to truly meet students' needs lies within the customization of these materials. To begin with of all, agreeing to the students' needs, they can be combined with Web assets, which are exceptionally generous, with devoted web locales, which provide exceptionally valuable and assorted works out as followings: *alison.com/learn/English-for-Tourism*, *learnenglishfeelgood.com*, *esl-lab.com*, *englishformyjob.com*, *englishclub.com*, *business-english.com*, *bbcenglish.com*, *onestopenglish.com*, etc.

In addition, teachers should use authentic materials, such as: tourism magazines (*AFAR*, *The Travel Magazine*, *Today's Traveller*, *The Sunday Times Travel Magazine*, *Euro Travel Magazine* etc.), TV documentaries from well known TV channels (*Travel&Living*, *The Travel Channel*, *TV Touring* etc.), official sites (*culturalromtour.com*, *unwto.org*, *romaniatourism.com*), tourism blogs, brochures, recordings of conversations at the workplace. In addition, they may use both job pre-experienced (from their position as customers) and experienced students (from their position as employees in the field) as a teaching and learning resource.

The use of such authentic materials, which are not specifically prepared for classroom use and which sometimes present a significant degree of difficulty is perfectly suitable for ESP students, who, according to Dudley-Evens and St. John, are supposed to be at least at intermediate level [4].

The conclusion with respect to instructing resources is that planning tailor-made materials is by no implies a straightforward action, being greatly time-consuming and demanding, but in the long run it is undoubtedly fulfilling for both instructor and understudies.

## CONCLUSION

Taking into consideration the above mentioned, it is necessary to note that the ESP course is an approach that contains numerous subjects that aim at preparing learners efficiently for their future work. There are several distinctive features between ESP and EFL, and one of them is the age of the learners and of course the purpose for which they start class along with the way the English language is approached and taught in each of the cases. In the ESP there is more emphasis on the context and content of the subject taught through English, while in the EFL the English language is taught more structured covering all its aspects such as reading, writing, listening and speaking.

Moreover, the other dissimilarity is that EFL aims at teaching the foreign language from the beginning step by step and by covering all fundamental parts with brief details, in contrast to the ESP which is a more intensive course exclusively to prepare learners for their potential job.

In addition, ESP courses teachers should not depend on the same textbook, unlike more general courses, but learning also should be through web journeys and a lot of technology integration that simulates authentic tasks, dialogues for the professionals. In a nutshell, both teachers and students should have equal responsibilities for the procedures utilized in instructing and learning, separately.

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