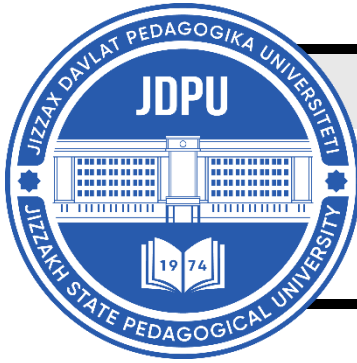


**MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**ADAPTING LANGUAGE LESSONS PLANS AND MATERIALS
FOR FUTURE TOURISM PROFESSIONALS****Eldorbek Khamitov***A senior teacher of Chirchik state pedagogical university**E-mail: khamitoveldorbek@gmail.com**Uzbekistan, Chirchik***ABOUT ARTICLE**

Key words: Tourism English, language teaching, skill integration, vocabulary pre-teaching, role-play, teaching challenges, authentic materials.

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Abstract: Instructing English to prospective tourism professionals necessitates tailored modifications to address the linguistic and practical requirements of students in the travel and hospitality industries [3, pp-29]. This article examines the difficulties instructors encounter while utilizing authentic content, such as industry-specific articles, in the classroom. Factors like linguistic complexity [1], content relevance [4], student involvement, and skill integration are analyzed. The article outlines techniques for addressing these problems, such as pre-teaching vocabulary, curating pertinent content, and creating multi-skill activities that enhance engagement and facilitate practical language application [2]. These tactics are exemplified through a sample lesson plan designed for tourism professionals.

Introduction.

In the tourist sector, proficient communication is essential for delivering exceptional service to foreign clientele. Tourism professionals, including hotel personnel, tour guides, and travel brokers, must manage diverse linguistic requirements, ranging from addressing client inquiries to resolving disputes [3, pp-29]. Consequently, instructing English to this cohort need tailored lesson plans that focus on industry-specific terminology and situations. Utilizing actual materials, such as articles, might pose several obstacles in the instructional process.

This essay seeks to examine prevalent challenges faced in tailoring language instruction for tourism workers and provides pragmatic alternatives to facilitate the acquisition of essential language competencies for their positions.

Challenges in Adapting Language Lessons

When designing a language lesson for future tourism professionals utilizing an article as a pedagogical resource, future educators may face several challenges. The issues arise from the characteristics of tourism-related materials and the requirements of students in the industry. The four primary areas where issues may emerge encompass linguistic complexity, content pertinence, student involvement, and skills amalgamation.

Table 1: primary areas of issues [2]

	challenge	solution
Language Complexity	Tourism articles may use complex or industry-specific vocabulary that may be difficult to understand. Students with little English proficiency may find "concierge," "itinerary," and "amenities" confusing. Professional publications' idiomatic vocabulary and formal tone may make understanding harder.	Teachers may offer complex terminology before students read the text to fix this. This involves introducing key phrases, providing specific definitions, and encouraging students to complete sentences using the new vocabulary. A dictionary of terminology for rapid reference during the presentation can also help manage language complexity.
Content Relevance	The articles selected for tourism professionals must be directly relevant to their job responsibilities. For instance, hotel personnel may not find an article concerning airline regulations advantageous. Students may become disengaged if the content does not meet their daily obligations, as they may be unable to comprehend its practical application.	Future teachers must carefully select articles that authentically portray tourism workers' real-world challenges. If needed, generic courses can be linked to student duties to modify curriculum. An essay on "Managing Difficult Customers" can be tailored to hotel receptionists, tour guides, and airline staff, who handle customer complaints differently.
Student Engagement	Tourism students must be enthusiastic to learn languages. Long, technical, or unrelated articles can bore pupils. If the lesson emphasizes reading without active speaking or listening, engagement may diminish.	Divide the article into smaller, digestible pieces and include interactive tasks like group discussions or quizzes to boost interest. Adding films or visuals to the text can also make the lesson more interesting. Real-life role-plays or simulations based on article content let students use language in dynamic contexts.
Skills	Tourism professionals need more than reading comprehension in English. They	Teachers should incorporate reading, speaking, listening, and writing into

need good speaking, listening, and writing abilities to guide tourists, handle guest inquiries, and write emails. Concentrating on one ability can hinder the lesson and pupils' language development.	lessons. Students can role-play, listen to audio or video, and write about their workplace after reading an article. Students practice and improve all the language skills they need for their job using this comprehensive approach.
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Table 2: Sample Lesson Plan:

TOPIC: Handling Complaints from International Guests at Hotels	
Pre-Teaching Vocabulary:	dissatisfied, amenities, concierge
Reading Activity:	<p style="text-align: center;">Handling Guest Complaints</p> <p>Handling guest complaints is a critical skill in the hospitality industry, particularly in hotels. Guests may express dissatisfaction for various reasons, such as room cleanliness, service quality, or unavailable amenities. Successfully addressing these concerns not only resolves the immediate problem but also enhances overall guest satisfaction.</p> <p>When dealing with complaints, the first step is active listening. This involves giving the guest your full attention and allowing them to explain the issue without interruption. It's important to show empathy and understanding, as this reassures the guest that their concerns are being taken seriously.</p> <p>After listening, apologizing is essential—even if the problem wasn't your fault. A sincere apology shows that you care about the guest's experience. For example, you might say, "I'm really sorry for the inconvenience this has caused you."</p> <p>Next, offer a solution. This could be an immediate fix, such as arranging for housekeeping to clean the room again or offering a complimentary service, like free Wi-Fi or a meal voucher. The goal is to resolve the issue quickly to restore the guest's satisfaction.</p> <p>Finally, it's helpful to follow up with the guest after the issue has been addressed to ensure they are happy with the resolution. This shows a commitment to excellent service and can turn a negative experience into a positive one.</p>
Speaking Activity (Role-Play)	<p>The teacher should give these questions to the students and check where it is necessary.</p> <ol style="list-style-type: none"> 1. What is the first step you should take when a guest expresses dissatisfaction? 2. Why is active listening important when addressing a guest's complaint? 3. What should you do after listening to a guest's complaint? 4. If a guest complains about room cleanliness, what is an appropriate response? 5. How can you show empathy when handling a guest complaint? 6. Why is it important to follow up with a guest after addressing their complaint? 7. What is a potential solution you could offer if a guest is unhappy with the service they received? 8. What phrase can you use to apologize to a guest? 9. If a guest is upset about unavailable amenities, what should you do? 10. What is the goal when handling a guest's complaint?
Listening Activity:	Play the video on YouTube:

		General information https://www.youtube.com/watch?v=wyqfYJX23lg dirty room https://www.youtube.com/watch?v=ey-Vb4JChD8
Evaluation and Conclusion	marks	<ul style="list-style-type: none"> • pre-teaching vocabulary improve comprehension • a student is engaged through the role-play and multimedia elements • a student gives more detailed explanations in writing
	5	<ul style="list-style-type: none"> • pre-teaching vocabulary improve comprehension • a student is engaged through the role-play and multimedia elements
	4	<ul style="list-style-type: none"> • pre-teaching vocabulary improve comprehension • He / She gives few explanations in writing
	3	<ul style="list-style-type: none"> • pre-teaching vocabulary improve comprehension • He / She gives few explanations in writing

Example:

Effectively managing guest complaints is crucial in the hospitality industry. For instance, if a guest approaches the front desk dissatisfied with their room's cleanliness due to dust and unclean bathroom fixtures, the staff member would first engage in active listening, allowing the guest to express their concerns fully, which helps them feel valued. The staff member would then offer a sincere apology, acknowledging the inconvenience caused. To resolve the issue, they would contact housekeeping for an immediate clean and offer a complimentary breakfast voucher as compensation. Later, they would follow up with the guest to ensure their satisfaction and check if any further assistance is needed. This structured approach can turn negative experiences into positive ones, enhancing our hotel's service quality and guest satisfaction.

Discussions

To demonstrate the application of these tactics, consider a lesson centered on an article entitled "Managing Complaints from International Guests in Hotels." This is an illustration of how the lesson can tackle the aforementioned difficulties.

Pre-Teaching Vocabulary: Prior to reading the piece, familiarize pupils with essential terminology such "dissatisfied," "amenities," and "conciierge." Facilitate a debate among students in which they articulate definitions of the words and provide instances of their application in their work.

Reading Activity: Students peruse a segment of the essay that elucidates tactics for managing visitor grievances. Following each paragraph, pose comprehension questions to ascertain understanding, then engage in a discussion regarding the relevance of the tactics outlined to the students' experiences.

Speaking Activity (Role-Play): After the reading, facilitate a role-play in which students alternate portraying a hotel staff managing a challenging visitor. This speaking exercise enables

students to refine their polite and effective communication skills, employing the terminology and concepts they have recently studied.

Listening Activity: Play a video of a similar guest-employee interaction in a hospitality setting, then have students compare it to the article's advice. Ask them to identify any additional strategies or language used in the video that might be useful in their workplace.

Writing Activity: To reinforce what they've learned, students can write a short reflection or a report on how they would handle a similar complaint in their own work environment. This encourages students to think critically and apply the language to real-world situations.

Evaluation and Conclusion Following the lesson delivery, educators had to assess its efficacy by contemplating the usefulness of the employed tactics. Did pre-teaching vocabulary enhance comprehension? Did the role-play and multimedia components enhance student engagement? Did the integration of skills facilitate balanced practice for students?

Conclusion

By recognizing and mitigating potential obstacles in the instructional process, educators may develop more efficient and captivating language sessions for tourism workers. By meticulously selecting materials, engaging in active problem-solving, and integrating skills, aspiring tourism professionals can be better prepared with the linguistic competencies necessary for job success.

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