

TEACHING ENGLISH FOR SPECIFIC PURPOSES

*Fuzaylova Nargiza Abdusamatovna**Teacher of Tashkent State University of Oriental Studies**nargizafuzaylova89@gmail.com*

Abstract: In this article, the ideas and methods of Teaching English for Specific Purposes (ESP) are examined. With a focus on task-based learning and the use of real materials, it examines efficient approaches for delivering ESP training and emphasizes the significance of needs analysis in curriculum design. The study also takes into account the opportunities and difficulties brought about by the changing demands of students in many academic and professional settings.

Key words: academic, professional, vocational contexts, skill, task-based learning, real materials

Абстракт: В данной статье рассматриваются идеи и методы преподавания английского языка для специальных целей (ESP). Особое внимание уделяется обучению на основе задач и использованию аутентичных материалов; исследуются эффективные подходы к обучению ESP и подчеркивается важность анализа потребностей при разработке учебных программ. В работе также учитываются возможности и сложности, возникающие в связи с меняющимися требованиями обучающихся в различных академических и профессиональных контекстах.

Ключевые слова: академический, профессиональный, профессионально-ориентированный контекст, навык, обучение на основе задач, аутентичные материалы.

Annotatsiya: Ushbu maqolada ingliz tilini maxsus maqsadlar uchun o'qitish (ESP) g'oyalari va usullari tahlil qilinadi. Vazifaga asoslangan ta'lim va haqiqiy materiallardan foydalanishga e'tibor qaratgan holda, ESP o'qitishning samarali yondashuvlari ko'rib chiqiladi va o'quv dasturlarini ishlab chiqishda ehtiyojlar tahlilining muhimligi ta'kidlanadi. Tadqiqot, shuningdek, turli akademik va kasbiy muhitlarda talabalarning o'zgaruvchan talablari tufayli yuzaga keladigan imkoniyatlar va qiyinchiliklarni ham hisobga oladi.

Kalit so'zlar: akademik, kasbiy, kasb-hunar kontekstlari, ko'nikma, vazifaga asoslangan ta'lim, haqiqiy materiallar

Introduction: Nowadays, teaching English is developing in every field and sphere. By the way, I want to mention teaching English for specific purposes (ESP). It is a part of English language teaching and learning that focuses on developing English language skills for a specific purpose or particular field of study. ESP courses are created to fulfill the unique linguistic requirements of students in their academic, professional, or vocational contexts.

The major objective of ESP is to assist learners in acquiring the linguistic abilities required to excel in their chosen fields. As Viana et al. (2018) mentioned, ESP's gold standard is to let pupils meet their needs. ESP emphasizes the specialized language and communication requirements of particular occupational or academic specialties rather than the general language abilities that are the focus of General English classes.

A wide range of topics can be covered in ESP classes, including English for Business, English for Tourism and Hospitality, English for Engineering, English for Medicine, English for Law, and many others. A specific field's demands, objectives, and language proficiency requirements are taken into account when developing the content and approach of an ESP course.

I also teach an ESP course at the Tashkent state university of oriental studies for the Tourism and Hospitality group; moreover, my learners are evening class students. I have more than two lessons in a week, and they are freshman. English is very important in the tourism and Hospitality spheres, and especially receptionists should acquire more knowledge to achieve in their field. Mainly, they focus on communicative skills, so I try to cover my objectives for this skill. According to Viana et al. (2018), since these professions will deal with clients, coworkers, and visitors, listening and speaking abilities are perhaps the most crucial. So I try to produce more activities related to speaking and listening, as well as vocabulary, during lessons.

Learning English for specific purposes is crucial for receptionists because it helps them communicate effectively and achieve their job responsibilities. They learn English for some reasons. The first and main reason is professional communication, and in order to communicate effectively in their particular industry, hotel receptionists need to have the language abilities taught in ESP classes. They acquire the particular language, expressions, and communication techniques necessary for their job, which includes welcoming visitors, managing reservations, responding to questions, and informing customers about the amenities offered by the hotel. With the help of ESP training, receptionists can interact with clients, coworkers, and other parties involved in the hospitality sector in a confident and professional manner. The next reason is multicultural communication, and this is an important feature of receptionists. According to this, in the increasingly internationalized hospitality sector, receptionists deal with visitors from various cultural backgrounds. Learning ESP gives receptionists the language proficiency and cultural awareness needed to interact effectively with visitors from many nations and cultures. I also note that another crucial factor is confidence and professionalism. Learning ESP increases the confidence of receptionists in their language skills and promotes a sense of professionalism in their position. Receptionists can communicate more effectively, answer questions with ease, and present a professional image when they have a strong command of English for their particular professional setting. Their performance at work is improved, they grow personally and professionally, and they are more satisfied with their jobs overall.

Main part: The ability to communicate effectively, provide exceptional customer care, comprehend the needs of guests, and handle interactions with people from different cultures is made possible for hotel receptionists by mastering ESP. Overall, ESP helps receptionists become more professional, advance in their careers, and enjoy their jobs.

Considering these factors, I created a six-session syllabus for my learners, which includes needs analysis, clear objectives, relevant and authentic materials, practical activities, ongoing assessment, feedback and reflection, support, and communication.

Needs analysis is very important in ESP courses. This analysis will assist you in adapting the course material to meet their unique needs.

The first step in an ESP course is a detailed needs analysis to determine the learners' individual language needs, objectives, and settings. This analysis aids in determining the course's emphasis, language requirements, and content. Needs analysis is the initial step in course development in ESP. The data gathered from the needs analysis should guide the creation of teaching materials and curricula (Hyland, 2006). To identify my learners needs effectively, I use some steps. They conduct surveys, perform interviews, analyze diagnostic assessments, engage in classroom observation, and review existing course materials. These steps help to complete the course efficiently. According to Macalister, J. (2016), the main purpose of a needs analysis is to

determine what the learners can currently do in the target language and what they should be able to do by the end of the course.

After identifying the learners' needs, I point out the main learning expectations and tools. They include language proficiency, communication skills, vocabulary and terminology, cultural competence, and technological skills. These are very essential skills that the receptionist should gain.

According to their syllabus, I pay attention to the course description, course objectives, course content, and assessment and evaluation. I use a notional-functional syllabus because this syllabus focuses on how language is used for communication and the ideas or concepts that are communicated through language.

During the creation of my syllabus, I designed six lessons, and we have six weeks in one term. I conduct one lesson a week, which consists of one credit hour. I chose different topics related to my learners field and created a lesson plan for one topic.

During my course, I use different resources that will be useful for my learners. As Hutchinson and Waters et al. (1987) mentioned, ESP course materials include published course materials, written course materials, real course materials, and modified course materials. At most, I utilize a course book such as "Going International." English for Tourism" by Harding, "Everyday English for Hospitality Professionals" by Lawrence, "Check In" by Yates, and authentic documents include original hotel documentation such as menus, reservation forms, and guest evaluation forms. Furthermore, I use audio and video resources from social media, online resources and interactive tools, reading materials, and language learning games and activities. All materials are useful and helpful to manage our lessons easily and effectively.

I use different methods in my lessons. Mainly, Communication Language Teaching (CLT), Audio-Lingua Methods (ALM), Task-Based Learning Teaching (TBLT), and Grammar Translation Method (GTM) are relevant to my learners sphere. In CLT, we focus on improving their communication skills, which is very important. ALM is common, and all learners should boost their listening skills to achieve their goals in their field. ALM centered on learning languages through listening to and acting out speaking drills and dialogues that illustrated linguistic patterns in the target language, which were always defined by an idealized native speaker standard (Rilling S., 2018). TBLT covers all skills that are necessary for my learners, so we do different activities and tasks related to all skills. GTM is also useful for receptionists because they should know many foreign languages, and this method is useful to them.

Conclusion: My evaluation part includes Participation and Communication, Discussion, Formative Assessments, Group presentations, and a course portfolio. Participation and Communication are very important parts of the lesson, so students should participate actively and live in the lessons. They are evaluated according to their active participation. Discussion is also necessary, and they discuss issues that they are interested in. Also, they comment on each other and receive peer feedback. Formative Assessments make up a high percentage of Evaluation. They prepare their creative work and are assessed according to rubrics, as well as receiving feedback from the instructor. Group presentations are very gripping, and students always enjoy working together. The fact that the teacher is in charge of both the input and the length of the output is a benefit in this situation (OSullivan, B., 2012). They create a friendly atmosphere during tasks. The course portfolio is the main part, with a huge percentage of the evaluation part, and students finalize the whole work that they learned during the course.

Index: [google scholar](#), [research gate](#), [research bib](#), [zenodo](#), [open aire](#).

https://scholar.google.com/scholar?hl=ru&as_sdt=0%2C5&q=wosjournals.com&btnG

<https://www.researchgate.net/search/publication?q=worldly%20knowledge>

<https://journalseeker.researchbib.com/view/issn/3060-4923>

Reference

1. O’ Sullivan, B. (2012). Assessing speaking. INC. Coombe, P. Davidson, B. O’ Sullivan, & S. Stoyloff (Eds.), *The Cambridge guide to second language assessment* (pp. 234-246). Cambridge University Press.
2. O’ Sullivan, B. (2012). Assessing speaking. INC. Coombe, P. Davidson, B. O’ Sullivan, & S. Stoyloff (Eds.), *The Cambridge guide to second language assessment* (pp. 234-246). Cambridge University Press.
3. Rilling S. (2018) Audio-Lingual Method. *The TESOL Encyclopedia of English Language Teaching*. Edited by John I. Lontas. John Wiley & Sons, Inc.
4. Wheeler, S., Yeomans, P., & Wheeler, D. (2008). The good, the bad and the wiki: Evaluating student-generated content for collaborative learning. *British Journal of Educational Technology*, 39(6), 987-995. <https://doi.org/10.1111/j.1467-8535.2007.00793.x>
5. Lontas, J. I. (2020). Gaming in the classroom and beyond: Breaking down the barriers to gamified language learning. IN J. I. Lontas (ED.), *The TESOL encyclopedia of English language teaching* (pp. 1-7). Wiley. <https://doi.org/10.1002/978118784235.eelt0997>
6. McGrath, I. (2016). *Materials evaluation and design for language teaching*. Edinburgh University Press
7. Viana, É., Serra, N., Fontes, A., Borges, F., & Cruz, R. (2018). Introduction. *Journal of Research in Education and Training*, 2(1), 12-18.
8. Nasretdinova, M. N. (2023). Figure Of Speech In Fiction And Studying The Concept Of Ellipsis. *PERFECT EDUCATION FAIRY*, 1(1), 23-35.
9. Abdujabarova, Kamola Husniddin Qizi. "Analysis of Speaking Methods in Teaching Foreign Languages." *Journal of Higher Education and Academic Advancement* 1.1 (2024): 219-223.
10. Fuzaylova, N. A. (2024). ANALYSIS OF THE EXPRESSION AND SPECIFIC CHARACTERISTICS OF NEOLOGISMS IN TRANSLATION. *Ta'lim innovatsiyasi va integratsiyasi*, 21(2), 175-180.
11. Fuzaylova, N. A. (2024). USE TECHNOLOGY IN MATERIAL DESIGN, LESSON PROCEDURES, AND ASSESSMENT. *INNOVATIVE DEVELOPMENTS AND RESEARCH IN EDUCATION*, 3(33), 141-143.
12. Fuzaylova N. A. Genre in Academic Prose: What Makes Academic Prose Different from Other Varieties // *Spanish Journal of Innovation and Integrity*. – 2023. – T. 25. – C. 34-37.
13. Kuryozova Gulshan Akmal qizi. (2023). Translanguaging and ELT (English language teaching). *International Scientific and Current Research Conferences*, 1(1), 404–408.
14. Abdullayeva, M. (2022). The Appearance Of The Term “Education Dictionary” In World Linguistics Is Analyzed. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(Special Issue 28-2), 48-52.
15. Abdullayeva, M. R. (2018). National color in artistic translation (Uzbek language). *Moscow Polytechnic University in South-Western State University (Russia). “Problems and perspective development of Russia: youth review in the future*, 2, 19-23.
16. Raxmonkulovna, A. M., Ilxomqizi, S. S., & Xaitbayevna, N. M. (2020). Principles of understanding a positive language in translation (in act of the agata Kristi works). *ACADEMICIA: An International Multidisciplinary Research Journal*, 10(4), 156-158.