ESP Curriculum
for Higher Education in Uzbekistan

ESP CURRICULUM FOR HIGHER EDUCATION IN UZBEKISTAN

The Curriculum is aligned to the Uzbek national standards and the international standards of the Common European Framework of Reference (CEFR 2001/2016/2018).

The Curriculum has been developed in the framework of ENSPRIE-U project run in partnership with the Ministry of higher and secondary specialised education of Republic of Uzbekistan and the British Council by the team of specialists represented from different Universities of Uzbekistan (the full list is attached) and the British Council, Tashkent.

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2. **Authentic Assessment**

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Attachment 1 Sample syllabus on Tourism

Attachment 2 Further Readings (If there is no supplementary document, suitable references are included at the end of the Curriculum.)

Attachment 3 GLOSSARY

STATEMENT OF PURPOSE

This Curriculum provides key information about the new ESP Curriculum to be used in HE institutions from August 2020.

It will be of use to the Government, students and their families, teachers, employers and HE institutions.

The first 3 sections of this document explain the values being promoted by the Curriculum. Section 4 shows how those values can be put into practice.

1 RATIONALE:

This Curriculum is based on Uzbek National Standards for Language Learning and the Common European Framework of Reference for Language Learning (CEFR 2001/2018). This version is based on previous versions of the University Languages Curriculum, taking account of two innovations:

a) The adoption of national standards related to the CEFR.
b) Presidential decrees relating to the innovation in language teaching (2012) and university reform (2016).

While the Decree of Cabinet Ministers of Uzbekistan about 'The requirements of knowing languages for all stages of education' states that all students of non-linguistic faculties in Uzbekistan's higher education institutions should be able to attain CEFR level B2 within 7 semesters of study, this has to be recognized as a long-term goal which cannot be attained by the majority of students in the current language teaching/learning context of Uzbekistan. For this reason, level B1 should be regarded as an acceptable level of attainment and attainment in a foreign language at any level should be recognized as a positive achievement.

The Curriculum has been designed so that it can be used flexibly to enable each institution to address the specific academic and professional language needs of its students, covering different genres, topics and teaching materials. Teachers will plan lessons based on specific traits of the chosen genre and the discourse structure of relevant texts.

This document covers teaching foreign languages[1] in two stages:

1   Languages for General Purposes (LGP)
2   Languages for Specific Purposes (LSP)

In order to reach proficiency levels of B1 or B2, foreign languages should be taught in all years of undergraduate programmes. General language should generally be taught in year 1; languages for special purposes should normally be taught in years 2-4 (see section 4.8 for 'Time allocation').

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[1] This Curriculum covers all foreign languages but the Presidential Decree on foreign language learning (December 2012) recognizes the special place of English

Given most courses are likely to be only 3 years long, it may be necessary to combine LGP with LSP in the first year, depending on the level of students.

The following sections set out key changes that must be considered for the successful application of the new Curriculum. They cover methodology (1.1 and 1.2), principles of ESP (1.3), Autonomous learning (1.4), Wordlists (1.5), 21st century skills (1.6), and ICT (1.7). The supplementary documents and the references section provide further information on these areas.

1.1   Approach to methodology

While the CEFR does not advocate any particular approach or methodology, the courses covered by this Curriculum are based on the principles of communicative approaches to teaching foreign languages and principles of teaching languages for specific purposes.

Some widely-recognised principles of the **Communicative Approach** to language learning/teaching are:

• Learners learn a language through using it to communicate
• Lessons are essentially task-based, ie based on the completion of specific tasks. The language is derived from the task[2]
• Teachers teach mainly in English, but are pragmatic rather than dogmatic about its use[3]
• Authentic and meaningful communication should be the goal of classroom activities.
• Spoken fluency is an essential dimension of communication.
• Communication involves the integration of different language skills
• Learning is a process of creative construction involving trial and error, so that an error should be regarded as part of the language-learning process rather than a mistake for immediate correction.

Links: Supplementary document: Authentic materials

1.2   Differences between the old and the new ESP Curriculum.

The following table outlines the key differences between the traditional approaches to ESP teaching and the modern approach. The modern approach places considerable freedom but also responsibility on the shoulders of individual institutions.

Traditional approach to ESP teaching	Modern approach to ESP teaching
One common programme for all institutions with common learning outcomes	Syllabus that is developed by each institution based on the Ministry's Curriculum
No transparent definition of language levels	Explicit reference to CEFR levels
Does not link learning outcomes to topics and assessment	Strong link between learning outcomes, content, and assessment
Focus on language (grammar and phonetics rules)	Based on the specific needs of ESP learners
	Involves employers' reviews of syllabus

[2] See Second Language Acquisition and Task-Based Language Learning (Long, M. 2015)
[3] See The use of mother tongue in the classroom, Harbord J (1992) ELTJ 46/4

Theoretical approach, e.g. linguistics (syntax, phonetics, morphology, semantics, stylistics)	Learner-centred approach with more focus on specialized language used in specific contexts
Historical approach: history of the language	Skills-based approach to learning the language: reading, writing, listening, speaking skills
Cultural approach: literature and high culture of UK and USA	Practical approach, e.g. grammar, vocabulary, pronunciation needed for communication.
Much teaching is in the mother tongue; emphasis on translation Emphasis on rote learning and memorization	Focus on genre and discourse Contemporary approach: English as an international language Cultural approach: understanding intercultural differences
Assessment: emphasizing knowledge (knowing words, structures)	
Teacher controlled learning (in class only)	Most teaching is in the target language; emphasis on communication
Immediate and frequent correction of all errors	Delayed correction of only errors that impede communication
One common textbook for all	Emphasis on practical application of language
	Assessment emphasizes skills and tasks
Topics based	A transparent system for assessing, based on the levels and criteria of the CEFR
	Encourages independent learning E.g. using moodle
	Appropriate to learning needs authentic materials
	Encourages teachers to adapt, develop materials to meet needs
	Modules-based

Links: Section 1.1 for more information about methodology recommendations

1.3   Key Principles of ESP

The Curriculum advocates the following key ESP principles to ensure successful learning outcomes.

The main principles[4] of teaching **Languages for Specific Purposes (LSP)** are:

    1 **Absolute characteristics**:
- LSP is designed to meet the specific language needs of the learner;
- LSP makes use of the underlying enquiry-based methodology and activities of the discipline it serves;
- LSP is centred on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities.

    2 **Variable characteristics**
- LSP may be related to or designed for a specific discipline (LSAP/LSPP – language for a specific academic/professional purpose) or for a range of related disciplines (LGAP/ LGPP – language for general academic/professional purposes);
- LSP may use, in specific teaching situations, a different methodology from that of languages for general purposes (LGP);
- LSP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation.
- LSP is generally designed for intermediate (B1-B2) or advanced (C1-C2) students. Most LSP courses assume basic knowledge of the language system, but it can be used with beginners.

1.4   Autonomous and Independent Learning

The Curriculum is also intended to encourage **learner autonomy**, to give learners greater control over their learning and to enhance learner awareness of their learning processes[5]:
- Students will be able to set their own language-learning goals
- Students will be able to identify their own weak points and progress working independently.
- Students will develop the ability to work with professional literature.

Autonomous learning is learning done *without* the intervention of the teacher. Students take responsibility for their own learning. Teachers first need to develop Independent learning: that is learning that students do by themselves under the direction of the teacher.

Links: 1.6 on the development of other 21st Century skills
    Section 4.6 for examples of how teachers can develop independent and
    autonomous learning

1.5   Wordlists

Another consequence of a needs-based approach to teaching ESP is that teachers need to identify domain-specific lexis that needs to be included in the task-based approach to teaching. They are encouraged to access specialised wordlists or to use corpus linguistics tools to create their own collections of texts (corpora). Corpus tools allow teachers to:

- build domain-specific vocabulary lists as well as semi-technical vocabulary

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[4] See Dudley-Evans & St John 1998: 4-5
[5] See CEFR 2001: 141

- explore the use of vocabulary in context. E.g. through frequency counts and collocations, as well as inferring the meaning of unknown lexical items in authentic texts.
- encourage an enquiry-based approach to learning in teachers and learners

These tools are particularly useful given the specialised nature of the different ESP domains.

Links: References by Boulton, Coxhead and Nelson in the references section

1.6   21st century skills

An important part of the goal of the new Curriculum is to develop modern, efficient workplace skills. In addition to language development, courses should include the following social and cognitive skills. This can be done through careful organisation of the classroom to promote the following:

- collaboration: learners working together in the classroom for mutual benefit, e.g. pairwork, groupwork, joint project work, peer assessment.
- research: ability to search for relevant information and materials independently. e.g. finding and sorting relevant data on the internet.
- critical thinking: analysing and evaluating issues independently in order to form judgments and recognise 'fake news'.
- problem-solving: finding solutions to difficult or complex issues.
- creativity: the use of imagination or original ideas to create something. E.g. role-plays, posters, films.
- learning to learn: developing awareness of different learning methods and choosing effective strategies to learn.
- the management and appreciation of diversity: being aware of differences within and outside the classroom. E.g. cultural differences, learning disabilities.
- communication skills: improving ability to make your message more effective and listen actively to your interlocutors
- awareness of English as a global language: understanding the implications of English as a lingua franca

Links: Supplementary document: Self assessment

1.7   ICT in language teaching

Following developments in the rest of the world and the Presidential Decree on University Reform of 2017 advocating 'wide use of the latest innovative technologies', teachers are encouraged to integrate ICT (Information and Communications Technology) into teaching and learning languages. The use of ICT in Language teaching is referred to as TELL (Technology Enhanced Langauage Learning). This integration is part of the information and communication revolution which helps prepare countries become active players in a more globalised world. ICT has had considerable impact on teaching methodology, resources and assessment.

Institutions should ensure there is sufficient time and resources to include TELL. They should consider the following when planning the incorporation of TELL into their ESP programmes:

1. **Impact on methodology and the role of the teacher**
   How will teachers take on more of a facilitator's role? How will learners be encouraged to increase their autonomy by learning independently? Will flipped-learning be a preferred approach (i.e. learners getting input online before coming to classes and using face-to-face time to activate their new knowledge)? How will learners be encouraged to do independent research online? How can lessons incorporate learners' use of their own devices?

2. **Impact on materials**
   The internet represents an excellent resource for ESP authentic materials. How can teachers access this information? Where should it be stored? How can teachers and students be trained to use authentic materials?

3. **Impact on assessment**
   To what extent will teachers test online? How can they be prepared for this?

4. **Skills audit**
   Do the teachers and learners have the requisite skills to use TELL? Have institutions run a skills audit to identify existing skills and required skills? Have training programmes been put into place?

5. **Internet support**
   Do institutions have the appropriate technology in place with appropriate support staff?

6. **Development of resources including materials, programs, management systems.**
   Are institutions keeping up to date with new materials, programs, methodology available for teaching and learning?

Links: Supplementary document 1: *Use of TELL in the Curriculum.*
Supplementary document 2: *Authentic materials*
Section 4.4 (selection or creation of material)

2   THE AIMS OF THE LANGUAGE SUBJECT CURRICULUM

The broad aims of the subject are to develop communicative language competences and performance relevant to learners' future academic and professional activities within the framework and standards of the CEFR. The CEFR provides a model of language with four dimensions (see Figure 1):

2.1 Communicative language competences imply ability and readiness to build communication in the target language; an insight into the culture of the countries and contexts where the language is used; and a better understanding and ability to present the culture of the home country in the foreign language. The following competences underlie the Curriculum:

Linguistic competence is the ability to apply the language material (phonological, grammatical, lexical) in communication with others. A foreign language, especially English, may be used as a lingua franca between people who have different mother

tongues rather than simply communication with native speakers. Teachers are therefore advised to include a variety of sources of English which are relevant to their students. E.g. English spoken by Indians, Germans, Chinese, Koreans Turks, Emiratis.

Sociolinguistic competence denotes skills and abilities to recognise and choose the appropriate linguistic form and method of expression according to the academic/professional communicative situation, aim or request.

Pragmatic competence is concerned with the user's/learner's knowledge of the principles according to which messages are:
a) Organised, structured and arranged (**discourse competence**)
b) Used to perform communicative functions (**functional competence**)
c) Sequenced according to interactional and transactional schemata or moves in different academic/professional genres (**design competence**)

Plurilingual & pluricultural competence involves learners' ability to learn to relate to different languages and cultures.[6] Learners will:
a) Take an interest in the communicative competence of other speakers
b) Take an interest in the cultural background of other speakers
c) Build their sensitivity and ability to communicate taking cultural differences on board

Links: references on Genre Analysis

2.2 Global language performance refers to the ability to deploy the foreign language for a range of general but relevant purposes. The CEFR describes this dimension as 'a simple global representation that will make it easier to communicate the system to non-specialist users and will also provide teachers and Curriculum planners with orientation points' (2001: 24). Global performance is described at six levels, A1-C2 (see Requirements below).

2.3 Language skills refer to the receptive skills of listening and reading comprehension and the productive skills of speaking and writing. A further distinction is made between **interaction** (e.g. speaking where the language user acts alternately as speaker and listener with one or more interlocutors) and **production** (e.g. where the language user produces an oral or written text which is received by an audience). The CEFR has scales for five main language skills, all described in terms of general language use:

- Oral production
- Spoken interaction
- Listening comprehension
- Reading comprehension
- Written production

Figure 1 (below) illustrates the components of the CEFR

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[6] See Coste, Moore and Zarate (2009) https://rm.coe.int/168069d29b

PERFORMANCE SCALES

COMMUNICATIVE LANGUAGE ACTIVITIES

Examples:	Examples:	Examples:	Examples:	Examples:
Public announcements	Obtaining goods & services	Listening as a member of a live audience	Reading correspondence	Writing reports & essays
Addressing audiences	Using telecommunications	Listening to announcements & instructions	Reading instructions	Correspondence
(CEFR 2001: 60)	(CEFR 2001: 80; CEFRX 2016: 35)	(CEFR 2001: 67)	(CEFR 2001: 69 & 71)	(CEFR 2001: 62 & 83)

LANGUAGE SKILLS

ORAL PRODUCTION	SPOKEN INTERACTION	LISTENING COMPREHENSION	READING COMPREHENSION	WRITTEN PRODUCTION
(CEFR 2001: 58)	(CEFR 2001: 74)	(CEFR 2001: 66)	(CEFR 2001: 68)	(CEFR 2001: 60)

GLOBAL LANGUAGE PERFORMANCE

GLOBAL LANGUAGE PERFORMANCE
(CEFR 2001: 24)

COMPETENCE SCALES

COMMUNICATIVE LANGUAGE COMPETENCES

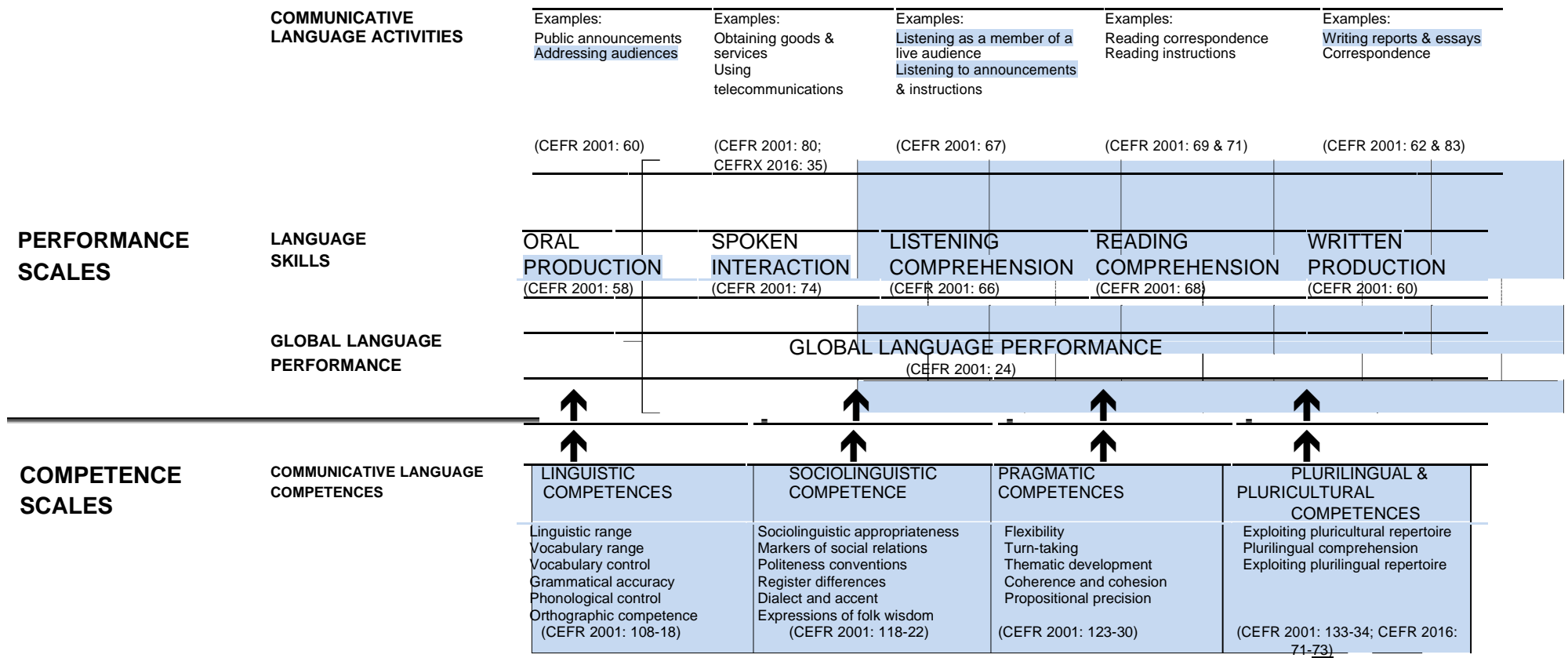| LINGUISTIC COMPETENCES	SOCIOLINGUISTIC COMPETENCE	PRAGMATIC COMPETENCES	PLURILINGUAL & PLURICULTURAL COMPETENCES
Linguistic range	Sociolinguistic appropriateness	Flexibility	Exploiting pluricultural repertoire
Vocabulary range	Markers of social relations	Turn-taking	Plurilingual comprehension
Vocabulary control	Politeness conventions	Thematic development	Exploiting plurilingual repertoire
Grammatical accuracy	Register differences	Coherence and cohesion	
Phonological control	Dialect and accent	Propositional precision	
Orthographic competence	Expressions of folk wisdom		
(CEFR 2001: 108-18)	(CEFR 2001: 118-22)	(CEFR 2001: 123-30)	(CEFR 2001: 133-34; CEFR 2016: 71-73)

Figure 1: Dimensions of Language Competence & Performance

2.4 Language activities refer to real-world communicative genres or activities relating to a user's academic/professional needs, e.g. reading an academic article, writing a professional e-mail, listening to an academic lecture or taking part in a professional telephone conversation. The CEFR suggests some appropriate language activities but the specific language activities required in any academic or professional situation will have to be established through needs analysis (see Section 4 below). The Uzbekistan National Baseline Study carried out in 2016-17 lists the major academic/professional language genres and activities required and the activities taught should be selected from this list:

Rank	Need
1	Listen to professional talks, presentations, etc
2	Listen and follow hand-outs, Powerpoints, etc (e.g. talks/ lectures at conferences, meetings, etc)
3	Read reference materials (dictionaries, directories, Yellow Pages, Wikipedia, etc)
4=	Listen to professional telephone conversations
4=	Give introduction to one's job, responsibilities, working conditions. etc (e.g. speaking to foreign visitors)
6	Read professional/academic e-mails
7	Read academic articles and abstracts
8	Give introductions to your place of study, work, office, laboratory, production unit (e.g. speaking to foreign visitors)
9	Completing forms
10=	Read posters (at exhibitions, conferences)
10=	Take part in professional telephone conversations
12	Write one's own Curriculum vitae/ resume
13	Read professional/technical articles
14	Read reviews of professional books
15	Give professional talks/ presentations with hand-outs, Powerpoints, etc
16	Listen to descriptions and explanations of equipment, processes, etc
17	Read professional/scientific books
18	Read price lists and catalogues
19	Listen to academic lectures
20	Read Curriculum vitae/resumes
21	Take part in academic discussions, seminars
22	Read academic textbooks
23	Read product/service descriptions, design specifications
24=	Read advertisements (job advertisements, product advertisements)
24=	Write professional/academic e-mails
26	Read professional/academic letters
27	Listen to instructions and warnings, e.g. safety procedures, operating instructions
28=	Give descriptions and explanations of equipment, processes, machines, etc (e.g. speaking to foreign visitors)
28=	Listen to talks/lectures and take notes (e.g. at meetings, training sessions, etc)
30	Read proposals, recommendations
31	Take part in negotiations
32	Take part in academic meetings, tutorials, etc
33	Take part in professional/ academic interviews, e.g. job interviews, scholarship interviews, media interviews,
34	Read operating manuals, instructions, safety instructions, warning labels, etc
35	Write academic articles and abstracts
36	Write professional/academic letters
37	Write professional/technical articles
38=	Read job descriptions, profiles
38=	Write hand-outs/Powerpoints (for presentations, lectures, meetings, etc)
40	Give to academic lectures with hand-outs, Powerpoints, etc (exhibitions, conferences)
41	Write proposals and recommendations
42	Give instructions and warnings, e.g. operating instructions, safety procedures
43	Write job descriptions, profiles
44	Produce forms
45	Read professional/technical reports
46	Write product/service descriptions, design specifications, etc
47	Write applications and tenders
48	Read academic/professional notices, internal messages
49	Take part in professional consultations and discussions (e.g. talking with doctor, lawyer, bank manager, engineer, etc)
50	Read applications and tenders

Figure 2: Academic & professional language activities[7]

Links: Supplementary Document: How to create a syllabus

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[7] Taken from *The State of English in Higher Education in Uzbekistan: a Baseline Study, Appendix E* (2017)

3   REQUIREMENTS OF THE CURRICULUM

This section provides more detailed information on the learner requirements mentioned in section 1. It also specifies teacher requirements. In order to teach the broad range of skills associated with delivering the ESP syllabus teachers will need to be offered appropriate teacher development support by their institutions. Such support should include TELL, Materials writing, assessment, communicative skills, and teaching study skills. This is part of teachers' CPD (Continued Professional Development).

3.1   Teacher language level and background knowledge requirements

See National Standards for a description of the required teacher language level. Ideally, ESP teachers will be at C1 level, but it is understood that there may need to be a transition period to achieve this.

Teachers are primarily language teachers: they do not need to be experts in their students' professional/academic fields. However, an understanding of the key concepts of these areas will be highly beneficial.

3.2   Student language level requirements

All students of non-linguistic faculties in Uzbekistan's higher education institutions should be able to attain CEFR B1 level within four years of study, and many should be able to attain B2. The students are supposed to attain the following levels of achievement[8]:

Listening	
B2	Can understand standard spoken language, live or broadcast on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.
	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation.
	Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.
B1	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.
	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.

Spoken interaction (dialogue)	
B2	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.
	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with proficient speakers of the target languagequite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.
B1	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc. Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

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[8] All levels in this section describe general language achievement and are taken from the CEFR.

Spoken production (monologue)	
B2	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.
B1	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.

Reading	
B2	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.
B1	Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.

Writing	
B2	Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources.
B1	Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.

4 APPLYING THE CURRICULUM

Sections 1 to 3 reviewed the principles behind the new ESP Curriculum. This section offers practical advice on applying those values to develop syllabuses, methodological and teaching materials, and assessment instruments, according to the seven course components set out in the CEFR (2001:7):
• the identification of needs
• the determination of objectives
• the definition of content
• the selection or creation of material
• the establishment of teaching/learning programmes
• the teaching and learning methods employed
• evaluation, testing and assessment

This section also considers time allocation (4.8) and syllabus review (4.9).

Links: Supplementary documents: *Common European Framework of Reference (CEFR); How to create a syllabus*

4.1 Identification of needs
The institutional syllabus should be derived from the Curriculum by selecting relevant **Language Activities** such as those listed in Figure 2 above. The selection should be made through a regular (each semester or year) needs analysis procedure consulting students, content teachers and employers[9].

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[9] The national needs of language students are set out in broad terms in Figure 2. For a detailed, classroom-based approach to needs analysis, see Allwright & Allwright 1977.

Links: Chapter 11 of Baseline Study for examples.

4.2 Determination of objectives

The syllabus content should consist of the **Language Activities** identified through the needs analysis (see Figure 2 above), with the appropriate language needed to carry out these activities at the specified level[10]. The objectives for each language activity should be specified from the 'can-do' statements of the CEFR at the appropriate levels.

Links: Supplementary document: *How to create a syllabus*

4.3 Definition of content

The syllabus should consist of relevant **Language Activities** identified through needs analysis. Topics handled in teaching/learning materials for each language activity should be related to students' academic disciplines and professional areas.

4.4 Selection or creation of material

Language activities should be based on the results of the needs analysis; topics should be le, based on students' professional areas. Teachers are then free to select or create materials from any source – national, international, in-house or on-line. Materials should reflect the needs-based LSP approach outlined in this Curriculum. The Curriculum requirements will not be found in one textbook – so teachers must increasingly make use of resources and authentic materials for modern LSP, which are freely available on the internet and from professionals in the domain they are working in. This requires expanded access to the internet, in line with the Presidential Decree of 2012, which specifically mentions "significantly increasing access to international educational resources via "Ziyonet" educational network, promote publication of foreign language textbooks, magazines and other materials".

Teachers will also find a plethora of online tools which they can use to edit audio, video or to encourage interaction and collaboration (e.g. wikis, moodle activities, H5p, audacity). See supplementary document 1: *Use of TELL in the Curriculum* for more ideas on this.

Links: Supplementary document: *Authentic materials*

4.5 Establishment of teaching/learning programmes

Institutional syllabuses and the materials selected or created to deliver them should form teaching/learning programmes in two stages:

1 **General stage** This aims of this stage are:
   - The development of general (LGP) foreign language skills and competences attained in previous stages of education (academic lyceums and colleges) to CEFR A2 level.
   - Preparing students for professional communication in all language skills.
2 **Professional orientation stage** The aim of this stage is to develop language skills related to students' specialties. These programmes may be broad or narrow:
   - **Broad** LSP programmes cover a range of related disciplines (LGAP/ LGPP – language for general academic/professional purposes).

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[10]Grammatical inventories for CEFR A2, B1 and B2 levels are given in the following Council of Europe publications: *Waystage English, Threshold Level English* and *Vantage*. For academic vocabulary, see Coxhead (2000); for business vocabulary, see Nelson (n/d) (see References and Further Reading)

- **Narrow** LSP programmes are tailored to a specific discipline (LSAP/LSPP – language for a specific academic/professional purpose).

4.6 Teaching and learning methods employed

The teaching and learning methods employed to deliver the syllabus should conform to the student-centred principles of the **Communicative Approach** outlined in this Curriculum. [11] Where possible, TELL should be embedded in the teaching and learning. As mentioned in section 1.4, they should also promote and develop independent learning. For more information on the online programs mentioned in the above section see supplementary document: *Use of TELL in the Curriculum.*

As mentioned in section 1.4, independent and autonomous learning should be encouraged throughout the course.

To develop independent learning students must be *shown* what they can do by themselves. This should include use of an electronic platform such as moodle.

Students will need clear instructions and are more likely to do the tasks if know *why* they are doing them and have a specific *deadline*. Independent learning tasks should be motivating and they are a good opportunity to differentiate between stronger and weaker students. i.e. the teacher can give less demanding tasks to weaker students. Alternatively, weaker students could be paired with stronger students.

Autonomous learning is likely to develop later as a result of practising independent learning. Common tools aimed at developing autonomy are learner contracts, electronic exercises with automatic feedback, search tasks using concordancing programs, web research tasks, reflective blogs.

Links: Supplementary document: *Use of TELL in the Curriculum.*
    Supplmentary document *Self assessment*
    Reference to autonomous learning in the References section

4.7 Evaluation, testing and assessment

The following types of assessment are used: formative (continuous, mid-term, etc.) and summative (final, assessment).

- Continuous or on-going assessment involves the day-to-day participation of students during the lesson and the marks allocated for learning exercises and tasks.
- Mid-term assessment takes place at particular time intervals.
- Summative assessment is held at the end of the Bachelor's programme. It identifies a student's overall performance and level in the foreign language according to the levels of the CEFR.

Assessment is to be related to the institutional syllabus and should not be viewed as a separate component of the teaching/learning process. It should reflect the content and methodology of teaching as closely as possible and assess all four language skills (reading, writing, listening and speaking) through tasks based on relevant language activities.

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[11] See also Richards, 2006 for a more detailed list of the features of Communicative Language Teaching

Assessment should also conform to the CEFR in two principal ways:

- **Levels** Results should be expressed according to the levels of the CEFR – A1, A2. B1, B2, C1 and C2. Wherever possible, these results should be in the form of a **profile,** indicating areas of strength and weakness in various key elements of language achievement as well as overall performance.
- **Criteria** The CEFR recommends particular criteria for assessing spoken and written language, which can be used for providing feedback in the form of a **profile**:

Spoken language[12]	**Written language**
Range	Range
Accuracy	Accuracy
Fluency	Coherence
Interaction	Description
Coherence	Argument
OVERALL	OVERALL

The material gathered during self-study can also be used for assessment purposes in the form of portfolios.[13]

Formative assessment

Whenever it is appropriate, teachers are strongly recommended to use authentic or semi-authentic tasks for the formative assessment. This fits with the ethos of basing teaching needs on real-life needs, since authentic assessment attempts to assess simulations of real-life activities and allows students to demonstrate knowledge through application. These assessments are usually based on scenarios that students are likely to meet in their future professional life such as giving a presentation on a relevant topic, conducting a meeting on an important issue, preparing a podcast on a work-related issue, preparing draft plans of a project. Since the scenarios are based on real-life situations, authentic materials should be incorporated into them as far as possible (e.g. newspapers, films, emails, brochures, recorded announcements). These assessment scenarios are task-based and are linked to the task-based approach to teaching mentioned in section 1.1.

Assessment is usually top-down in nature (i.e. it evaluates overall ability to achieve the task) and constitutes a totally different approach to discrete-item testing, which prioritises individual elements of language. The above-mentioned scenarios should take account of the **people**, the **purpose** and the **context** of the task.

As with the syllabuses, authentic assessments should be based on can-do statements such as those in the CEFR. Teachers will need to become familiar with skills-based subjective assessment practice.[14]

LMSs (Learner Management Systems) such as moodle make it increasingly easy to conduct assessment online. It is also possible to help learners monitor their own progress online.[15] **Links:** Supplementary document: Authentic Assessment Supplementary document: Self Assessment

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[12]CEFR 2001: 28-29
[13]See examples of the Council of Europe's *European Language Portfolio:* https://www.coe.int/en/web/portfolio
[14]See McNamara, 2000 for a useful introduction to language testing.
[15]See Glynn, 2018 for an overview of assessing using moodle.

4.8 Time allocation

Foreign languages should be taught in all years of undergraduate study. The General Stage should last no longer than one year.

Foreign languages should be taught for at least four contact hours per week plus self-study. The exact number of hours required will vary according to the levels of the students. The following table[16] indicates the number of hours that may be required and teaching hours should be allocated accordingly:

Target level Entry level	A2	B1	B2	C1
A1	200 hours	400 hours	600 hours	850 hours
A2	Ÿ	200 hours	400 hours	650 hours
B1	Ÿ	Ÿ	200 hours	450 hours
B2	Ÿ	Ÿ	Ÿ	250 hours

In the General Stage, the proportions of time spent on developing each language skill may be approximately equal, whereas in the professional orientation stage (LSP) the proportions will vary according to students' needs and the communicative language activities required. The following table is intended for broad guidance and can be amended according to the needs of a given subject.

	General Stage	Professional Orientation Stage
Speaking	25%	40%
Listening	25%	30%
Reading	25%	20%
Writing	25%	10%

Syllabuses derived from the Curriculum should reflect the Curriculum in terms of the rationale, aims, objectives, anticipated learning outcomes, content, advice on teaching and assessment. They should contain a breadth and depth of content that is achievable at defined standards within the time allocation prescribed in the Curriculum.

4.9 Syllabus review

Syllabuses should be seen as working tools and subject to yearly review so that helpful modifications can be made to them. It is recommended that teachers conduct regular needs analyses and course evaluations to gather feedback from stakeholders which they can use to improve the future versions of their syllabuses.

Links: Supplementary document on Course Evaluation

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[16]Source: ALTE. See *Introductory Guide to the Common European Framework of Reference (CEFR) for English Language Teachers.* Available for more information.

ATTACHMENT 1   SAMPLE ESP SYLLABUS FOR TOURISM

Authors: Dildora Mamaraimova, Narghiza Vahidova, Feruz Akobirov

Introduction

This syllabus is for students of Tourism who are aiming to start a career in Tourism, E.g. as tour operators, tour agents or hotel managers. The syllabus was written in conjunction with Tourism professionals of Tourism Development Departments within the State Committee of Tourism Development of the Republic of Uzbekistan. They informed the selection of English language and professional skills that students are likely to need in future.

The syllabus is divided into six modules. These are based on can-do statements which were selected and modified as a result of a needs analysis which was conducted with subject specialists. These cover key social skills, professional and academic skills that students will need in English. E.g. English for socializing, giving presentations, reading professional papers.

The target goal for this syllabus is **B2** of the **CEFR.** (See curriculum for more information on the CEFR). However, it is recognized that many students come to the syllabus with a relatively low level of English. With this in mind, many of the activities in the first module are at A2 level. The main focus of the syllabus is on developing language skills, but sometimes there is an overlap between language skills and professional skills. E.g. learning how to give a presentation, preparing a podcast. Teachers need to ensure both language and professional skills are covered. Teachers are also encouraged to develop independent learning skills after each lesson. See curriculum for more information on this and examples of how to do it.

There are three important repercussions of a syllabus based on a needs analysis:

- no single published course book can cover all the areas in the syllabus. Therefore, teachers will need to refer to a variety of sources, which may occasionally include published teaching materials. The bulk of the materials will be authentic and obtained from relevant organizations and the Internet.
- wordlists need to be created for students which are specific to this particular topic. It is recommended that teachers use concordancing programmes like Sketch Engine to do this https://skell.sketchengine,co.uk/. Teachers are encouraged to explore/investigate words and to look at useful English examples taken from authentic texts. Teachers are encouraged to help learners learn these words in enjoyable, communicative ways.
- published tests are no longer appropriate for students. To match the authentic materials the teachers will use and the authentic tasks that they create will also need to include authentic assessments.

2. Aims of the syllabus

General aims

1   Prepare students to use professional English in the tourism industry
2.   Acquire positive attitudes and values towards individual and professional issues
3.   Develop critical and analytical skills in assessing issues for objective decision-making
4.   Use enquiry and problem-solving skills for solving personal and work problems
5.   Broaden students' outlook on tourism-related issues.
6.   Raise students' intercultural awareness and intercultural sensitivity

3. Objectives Language Skills

By the end of the course students will to be able to:

Language skills:

Reading ⌞SEP⌟
- 5 read reference materials (dictionaries, directories, Yellow Pages, Wikipedia)
- 5 read professional e-mails, letters, articles, books, reports, posters (at exhibitions, conferences)
- 5 read price lists and catalogues
- 5 read curriculum vitae/resumes, job descriptions, profiles
- 5 read product/service descriptions, design specifications
- 5 read advertisements (job advertisements, product advertisements)
- 5 read proposals, recommendations, tenders, applications
- 5 read operating manuals, instructions, safety instructions, warning labels.
- 5 read professional notices, internal messages

Writing ⌞SEP⌟
- 3 complete forms, write curriculum vitae, professional emails, professional letters
- 3 write hand-outs/Power Points (for presentations, lectures, meetings.)
- 3 write proposals and recommendations
- 3 write job descriptions, profiles
- 3 produce forms
- 3 write product/service descriptions, design specifications

Listening
- • listen to professional talks, presentations
- • listen and follow hand-outs, Power Points (e.g. talks/ lectures at conferences, meetings)
- • listen to professional telephone conversations
- • listen to descriptions and explanations of service.
- • listen to instructions and warnings, e.g. safety procedures, operating instructions
- • listen to talks/lectures and take notes (e.g. at meetings, training sessions) ⌞SEP⌟

Spoken Production:
- 7 give an introduction to their job, responsibilities, working conditions, work and study (e.g. speaking to foreign visitors)
- 7 give professional talks/ presentations with hand-outs, Power Points to hotel staff, other hotel representatives, tour guides and hotel lean management members)
- 7 give descriptions and explanations of services, warnings, safety procedures (e.g. speaking to foreign visitors)

Spoken Interaction
- 1 take part in professional telephone conversations (negotiations, meetings, tutorials related to bookings hotel amenities and special offers)
- 1 take part in professional interviews, e.g. job interviews, media interviews.
- 1 take part in professional consultations and discussions (e.g. talking with doctor, lawyer, bank manager, engineer)

Study skills
By the end of the course students will be able to:

Information location
✓ locate tourism-related information using library catalogue, Contents and Index page, reference books and dictionaries, Internet;
✓ ask questions to obtain relevant information for tourism-related purposes;
✓ predict information (using clues, such as headings, sub-heading, by-lines.)

Organisation and self-awareness
✓ develop individual study plans;
✓ organize study resources effectively (e.g. dictionaries, reference books, Internet resources);
✓ identify individual learning/thinking styles;
✓ keep learning/reflection diary;
✓ keep careful record of reading, and of important references, quotations.

Language knowledge
By the end of the module students will have a working knowledge of:
✓ grammatical structures needed to express appropriate functions and notions flexibly and rules of English syntax to understand and produce a wide range of texts in the area of economics
✓ language forms appropriate to formal and informal professional registers and a wide range of relevant vocabulary (including terminology) needed in the area of tourism.

Approach to methodology:
The syllabus is based in Communicative Language Teaching (CLT). Communicative is the key word. In other words, classes should not focus on talking mainly about the language, but should give students the opportunity to practice needs-based skills as much as possible. Common characteristics of the CLT approach are that teachers speak less, there are many opportunities for interaction and collaboration, and the students are helped to learn individually. See curriculum for more information on this.

Approach to assessment
Each module below includes examples of formative (authentic) and summative (pedagogical) assessment tasks. Formative assessments should include reference to people, context and purpose.

See curriculum for more information on this.

Approach to materials
At the heart of the new curriculum is the relationship between language learning and the ability to function in English in the chosen vocational area. Needs analyses are used to define the key areas of English to be learned. The needs that are identified can be practiced by choosing authentic materials which are as close as possible to the needs. Once teachers have those **authentic texts** they should identify real-world tasks – authentic tasks – that students would need to achieve using the authentic texts. e.g. Students read a letter of complaint to the manager and get ready to respond to the complaints and decide if the complaints are reasonable. It is important that instructions for the authentic tasks are very clear. They can usefully analyze texts from a macro point of view (e.g. organization of texts into steps or moves) and a micro point of view (how they are coherent, why stylistic choices are made).

Syllabus plan

Module no.	Module title	Weighting
1	Basic tourism Interaction	20 %
2	Advertising in Tourism	20 %
3	Written Communication in Tourism	15 %
4	Making Arrangements in tourism	20 %
5	Administrative matters in Tourism	15%
6	Safe Tourism	10%
	Total	100%

Module number: 1 [Basic tourism interaction]

Introduction

This is a module for all Tourism (International and Domestic) major students. It focuses on the essential language used for interaction for tourism purposes.

Aims of the Module
To develop students' ability to communicate effectively in situations related to tourism where they deal with foreign tourists.

Objectives of the Module
By the end of the module students will be able to:
2 give a clear introduction to their job
2 deal with enquiries related to their job and duties
2 provide basic information regarding travel
2 listen to professional telephone conversations
2 take part in professional telephone conversations

Text types
It is the teacher's responsibility to find texts that relate to the above-mentioned language skills. Teachers can usefully analyse those text types according to functions and exponents

Examples of text types:
Grouped according to genre: working with tourists (job descriptions, telephone conversations sourced from real life, movies ("1408", "Hilton", "Hotel Babylon"), internet brochures)

Example Text types	Example Functions	Example Exponents
Telephone enquiry between customer and travel agent	listening to tourist inquiries	Good morning. X speaking. How can I help you?
Face to face enquiry at a travel agent's	giving information (spoken)	You can buy freshly baked local bread in the bakery just round the corner.

Face to face enquiry at a travel agent's	giving advice and recommendations	If you are travelling to x, you might like to see y.

Indicative topics and notions
Subject-related notions: Greetings and leave taking, Job description, Describing facilities, Inquiries, Telephone Conversation, Giving messages, Passing messages, Taking personal Details, Requests, Giving directions, Travel information, Dealing with complaints, Giving recommendations, Polite language, Speaking with a client at the Restaurants, Communication and Culture, Body Language, Checking in, Checking out, Money matters.

a) Example of an authentic task: (including people, context and purpose)
Scenario 1: A tourist has just arrived at the hotel. A receptionist has to ask his personal details in order to check him in.

b) Example of an authentic task: (including people, context and purpose)
Scenario 2. During a tour about a city a tourist is inquiring about the best place to buy souvenirs from tour guide. A tour guide needs to provide information about these places.

c) Example of an authentic task: (including people, context and purpose)
Scenario 3. A customer comes to a travel agency and wants him to arrange his travel. A travel agent takes his personal details and details of the intended travel.

d) possible pedagogical tasks:
1. Students are given a close test with the script of a telephone conversation between a hotel receptionist and a tourist.
2. Listen to telephone conversation between receptionist and a tourist and fill in the gaps.
3. Watch the video about hotel facilities and answer the questions provided.

Potentially useful supplementary materials
Wherever possible teachers should try to use authentic materials. The published sources below may also be useful. Teachers will need to set aside time to identify and adapt authentic materials for use in class.

Authentic materials appropriate for this module include the text types mentioned above. These are all available on the internet or from local industry.

A selection of published books:

1. Career Path Tourism, Virginia Evans, Jenny Dooley, Veronica Garza, Express publishing, 2011.
2. English for International Tourism, Iwonna Dubicka & Margaret O'Keeffe, Pearson Education Limited, 2003
3. English for International Tourism (new edition), P. Strutt, M. O'Keeffe, I. Dubicka, Pearson, 2015
4. Yates C. St. J. Check In. A Course for Hotel Reception Staff. Audio. Prentice-Hall, 1990. (English in Tourism Series).
5. Harding K., Henderson P. High Season: English for Hotel and Tourist Industry. Oxford University Press, 1994. — 176 p

6. <u>Lawrence J. Zwier, Nigel Caplan, Casey Malarcher. Everyday English for HospitalityProfessionals (Book and Audio CD)</u> Compass Publishing. Publication date: 2006.

7. <u>O'Hara Francis. Be My Guest. English for the Hotel Industry. Student's Book. Part 1</u>. Cambridge University Press, 2002

8. <u>O'Hara Francis. Be My Guest. English for the Hotel Industry. Student's Book. Part 2</u> Cambridge University Press, 2002.

9. O'Hara Francis. Be My Guest. English for the Hotel Industry. Student's Book. Part 3 Cambridge University Press, 2002.

10. <u>Telephone English, John Hughes, Macmillan Education, Macmillan Publishers Limited 2006</u>

11. <u>International English for Call Centres; Language, Culture and Empathy, B. Tomalin, S. Thomas, Macmillan Publishers India Limited., 2009</u>

Other authentic and non-authentic resources

1. https://www.youtube.com/watch?v=hjpb1PaOWhU   A dialogue "At the hotel" from the series English Basic Communication.

2. https://www.youtube.com/watch?v=zKeIMFMlae0   A dialogue on Hotel Reservation-Checking in and checking out.

3. https://en.islcollective.com/resources/search_result?Tags=tourism&searchworksheet=GO&type=Printables   FREE ESL tourism worksheets

4. https://www.oxbridgeacademy.edu.za/blog/top-10-careers-tourism-hospitality/ Information about jobs in Tourism sector

5. http://www.nvtc.ee/e-oppe/Varkki/tourguide/1_how_to_welcome_tourists.html Tips for tour guides on how to welcome tourists.

6. https://www.fluentu.com/blog/english/english-for-hotel-receptionist/   20 Essential English phrases for receptionists.

7. https://www.youtube.com/watch?v=T_5lhHFKAdE   A video of a tourist and a hotel receptionist.

8. https://www.youtube.com/watch?v=wyqfYJX23lg   A video of checking into a hotel.

9. http://www.takamatsuu.ac.jp/library/06_gakunaisyupan/kiyo/no34/34_085-131_ikeuchi.pdf Travel English dialogues. The teachers can divide their students to 2-3 small groups and practise the dialogue

Module number: 2 [Advertising in Tourism]

Introduction
Advertising is one of the most important components of tourism and the students are required to have knowledge and skills in advertising in order to be successful in tourism industry.

Preparation of hotel/tour brochures, fliers, videos on services provided can be examples of the skills and knowledge this module offers.

Aims of the Module
To develop students' ability to describe and/or draw attention to specific services relevant to tourism sphere via means of advertising.

Objectives of the Module
By the end of the module students will be able to:

9	describe services and facilities in brochures
2	give clear introduction to the services
2	deal with enquiries related to tourism
2	provide information regarding travel
2	give related advice, recommendations and instructions
2	listen to and understand telephone calls
2	take part in professional telephone conversations

Text types
It is the teacher's responsibility to find texts that relate to the above-mentioned language skills. Teachers can usefully analyse those text types according to functions and exponents

Examples of text types:
Transactional conversations with customers, telephone conversations with customers, small talk, email

Example Text types	Example Functions	Example Exponents
Brochure	Giving information	The tour package includes airfare, accommodation, meals and city tours.
Conversation between tourist agent and customer	giving advice and recommendations	We recommend you visit X… We offer you a variety of services including… The best way to spend your time is by sightseeing in the morning, resting in one of our spas in the afternoon and then enjoying Uzbek cuisine in the evening.
Telephone dialogue	answering phone enquiries	Hello, Golden Star Travel. How can I help you?

Grouped according to genre: working with clients (catalogues, leaflets, advertisements, brochures, tour dossiers, travel books, fliers, videos, travel related TV programmes)

Indicative topics and notions
Subject-related notions: Tour packages, Tour dossiers, Welcome to our hotel, Hotel facilities, Creating a brochure, Selling a tour package, City tours, Shopping recommendations, Places to visit, Entertainment, Cruise ships, Resorts.

Assessment
a) Example of an authentic task: (including people, context and purpose)

Role-play. Scenario 1
A tourist is inquiring about the contents of a tour dossier at the travel agency. A travel agent must provide necessary information.

b) Example of an authentic task: (including people, context and purpose)
Scenario 2. A tourist is inquiring about places to do shopping from a tour guide during a tour. A tour guide gives information about shopping centers in the city describing what they offer.

c) Example of an authentic task: (including people, context and purpose)
Project: Students create a brochure with the information about a tour/hotel/resort/cruise. Audience: prospective guests. Purpose: to sell the idea.

d) Example of an authentic task: (including people, context and purpose)
Project: Students record a video describing hotel facilities and service. Audience: prospective guests. Purpose: to sell the idea.

e) possible pedagogical tasks
1. Students watch a video describing a hotel/ tour and answer a True/False test

2. Students do gap filling tests related to travel information.

Potentially useful supplementary materials
Wherever possible teachers should try to use authentic materials. The published sources below may also be useful. Teachers will need to set aside time to identify and adapt authentic materials for use in class.
Authentic materials appropriate for this module include the text types mentioned above.
These are all available on the internet or from local industry

A selection of published books:
1. Career Path Tourism, Virginia Evans, Jenny Dooley, Veronica Garza, Express publishing, 2011.
2. English for International Tourism, Iwonna Dubicka & Margaret O'Keeffe, Pearson Education Limited, 2003
3. English for International Tourism (new edition), P. Strutt, M. O'Keeffe, I. Dubicka, Pearson, 2015
4. Yates C. St. J. Check In. A Course for Hotel Reception Staff. Audio. Prentice-Hall, 1990. (English in Tourism Series).
5. Harding K., Henderson P. High Season: English for Hotel and Tourist Industry. Oxford University Press, 1994. — 176 p
6. Lawrence J. Zwier, Nigel Caplan, Casey Malarcher. Everyday English for HospitalityProfessionals (Book and Audio CD) Compass Publishing. Publication date: 2006.
7. O'Hara Francis. Be My Guest. English for the Hotel Industry. Student's Book. Part 1. Cambridge University Press, 2002
8. O'Hara Francis. Be My Guest. English for the Hotel Industry. Student's Book. Part 2 Cambridge University Press, 2002.
9. O'Hara Francis. Be My Guest. English for the Hotel Industry. Student's Book. Part 3 Cambridge University Press, 2002.
10. Teleph one English, John Hughes, Macmillan Education, Macmillan Publishers Limited 2006

11. International English for Call Centres; Language, Culture and Empathy, B. Tomalin, S. Thomas, Macmillan Publishers India Limited., 2009

Other authentic and non-authentic resources:

1. https://kopywritingkourse.com/brochure-examples/ Tips on creating a brochure.

2. https://www.lonelyplanet.com The official webpage of Lonely Planet, a large travel guide book publisher.

3. https://www.advantour.com/uzbekistan/   The official website of Advantour, Uzbekistan travel guide

4. https://www.advantour.com/uzbekistan/tours.htm Tours around Uzbekistan

5. http://www.wendywutours.com/resource/upload/pdf/e77425f6c5d14ec1a7d5429dbd08e740.pdf   A tour dossier of Wendy Wu tours

6. https://www.expedia.com   The official website of Expedia Group, an American global travel technology company

Module number: 3 [Written Communication in Tourism]

Introduction
This module focuses mainly in written communication carried out in the field of tourism. It

includes professional e-mail, formal letters, memos, cover letters, surveys, reviews and etc. In the field of tourism, it is important to learn how to enquire information, deal with inquiries or write reviews to products or tourism related services.

Aims
The aim of the module is to develop students writing and reading skills necessary in tourism related situations.

Objectives
By the end of the module students will be able to:
- read professional emails, letters and faxes
- write professional emails
- write professional letters
- write service reviews
- complete forms
- produce forms

Text types
It is the teacher's responsibility to find texts that relate to the above-mentioned language skills. Teachers can usefully analyse those text types according to functions and exponents

Examples of text types:
Formal letters, letters of inquiry, letters of complaint, letters of apology, e-mails, job related forms, faxes, reviews.

Example Text types	Example Functions	Example Exponents
Formal letter	Asking for information	Dear Sir or Madam, I am writing to inquire about your preference regarding the three travel package options.
Formal letter	Thanking	Thank you for your interest in our tour…
Email about tour product	Comparing products	You'll find that tour b lasts 2 hours longer and is probably a little more tiring.

Indicative topics and notions

Writing and answering emails and formal letters, reading and responding to customer reviews, dealing with letters of complaint, writing letters of apology, creating faxes, filling in forms, writing instructions for customers, writing Customer Satisfaction Surveys

Assessment
a) Example of an authentic task: (including people, context and purpose)
Scenario 1. A hotel manager writes a letter of apology in reply to a letter of complaint.

b) Example of an authentic task: (including people, context and purpose)
Scenario 2. A hotel manager creates a customer satisfaction questionnaire.

c) Example of an authentic task: (including people, context and purpose)
Scenario 3. A travel agent writes a reply to a customer's email providing details of a tour.

d)   possible   pedagogical   tasks
1. Students read a letter of complaint and do a multiple choice test.

2. Students fill in the gaps in the letter given.

3. Students complete a close test based on a text on tourism

Potentially useful supplementary materials
Wherever possible teachers should try to use authentic materials. The published sources below may also be useful. Teachers will need to set aside time to identify and adapt authentic materials for use in class.

Authentic materials appropriate for this module include the text types mentioned above.

These are all available on the internet or from local industry

A selection of published books:

1. Career Path Tourism, Virginia Evans, Jenny Dooley, Veronica Garza, Express publishing, 2011.
2. English for International Tourism, Iwonna Dubicka & Margaret O'Keeffe, Pearson Education Limited, 2003
3. English for International Tourism (new edition), P. Strutt, M. O'Keeffe, I. Dubicka, Pearson, 2015
4. Yates C. St. J. Check In. A Course for Hotel Reception Staff. Audio. Prentice-Hall, 1990. (English in Tourism Series).
5. Harding K., Henderson P. High Season: English for Hotel and Tourist Industry. Oxford University Press, 1994. — 176 p
6. Lawrence J. Zwier, Nigel Caplan, Casey Malarcher. Everyday English for HospitalityProfessionals (Book and Audio CD) Compass Publishing. Publication date: 2006.
7. O'Hara Francis. Be My Guest. English for the Hotel Industry. Student's Book. Part 1. Cambridge University Press, 2002
8. O'Hara Francis. Be My Guest. English for the Hotel Industry. Student's Book. Part 2 Cambridge University Press, 2002.
9. O'Hara Francis. Be My Guest. English for the Hotel Industry. Student's Book. Part 3 Cambridge University Press, 2002.
10. Telephone English, John Hughes, Macmillan Education, Macmillan Publishers Limited 2006
11. International English for Call Centres; Language, Culture and Empathy, B. Tomalin, S. Thomas, Macmillan Publishers India Limited., 2009

Other authentic resources

     2   https://www.sampleletters.org/inquiry-letter.html
This website contains different kinds of letters.

2. www.lettoratiinglese.unito.it/download/2_tour_wr_1112.doc

This downloadable document includes different types of Tourism letters, instructions on how to write them and samples.

3. https://rinakurniawati.files.wordpress.com/2012/05/business-correspondence-draft.pdf
Business correspondence for Tourism and Hospitality by Rina Kurniawati

4. https://www.careerfaqs.com.au/career-resources/travel-and-tourism-cover-letter-examples
Travel and tourism cover letter examples

5. http://exploresamplelettershere.blogspot.com/2016/12/sample-letter-of-formal-request-to-travel-agency-for-arranging-holiday-trip.html
Sample job-related letters

6. https://www.wikihow.com/Write-a-Formal-Email   Tips for writing formal e-mails

7. https://bizfluent.com/how-5859505-handle-customer-complaints-writing.html
Tips for dealing with complaint letters

Module number: 4 [Making arrangements in Tourism]

Introduction

This module focuses on the language used in the process of making arrangements in Tourism. As tour operators liaise with coach operators, airlines, hoteliers and resort representatives, they need to communicate and negotiate with them. Developing the language skills to make an effective contact in these situations and in working with customers to accommodate their needs is very important.

Aims
The aim of the module is to develop students' language skills to interact effectively while making arrangements in Tourism sphere.

Objectives
By the end of the module students will be able to:
- give descriptions and explanations of services
- take part in professional telephone conversations (negotiations)
- take part in professional consultations and discussions (e.g. talking with resort managers, airlines, bank managers, customers)
- listen to professional telephone conversations
- listen to descriptions and explanations of service.
- read price lists and catalogues
- read product/service descriptions, design specifications

Text types
It is the teacher's responsibility to find texts that relate to the above-mentioned language skills. Teachers can usefully analyse those text types according to functions and exponents

Examples of text types:
Service descriptions, catalogues, price lists, brochure.

Example Text types	Example Functions	Example Exponents
Service description	Explaining	The tour starts on April 21 and lasts 10 days.
Conversation between a travel agent and a customer	Negotiating	What is your bottom line?
Telephone call	Finishing a phone call	Anyway, it's been good talking to you and I'm delighted that we'll be able to work together. I look forward to speaking you again once you have feedback from your team.

Indicative topics and notions

Arranging a tour, Hotel reservations, Airline ticket booking, Negotiating a price, Making reservations, Booking, Car hire, Arranging catering services

Assessment
a) Example of an authentic task: (including people, context and purpose)
Scenario 1: At the front desk a tourist asks a hotel manager to arrange a tour to local historical places.

b) Example of an authentic task: (including people, context and purpose)
Scenario 2. A tourist calls the hotel and makes reservations.

c). **possible** **pedagogical** **tasks:**
1. Students read a brochure of the hotel and make up a dialogue between a tourist who wants to make reservations and a hotel manager on the basis of the information given in the brochure.

2. Students listen to a dialogue between a tourist and a tour agent who is arranging a trip and do a gap filling activity.

Potentially useful supplementary materials
Wherever possible teachers should try to use authentic materials. The published sources below may also be useful. Teachers will need to set aside time to identify and adapt authentic materials for use in class.

Authentic materials appropriate for this module include the text types mentioned above.

These are all available on the internet or from local industry

A selection of published books:

1. Career Path Tourism, Virginia Evans, Jenny Dooley, Veronica Garza, Express publishing, 2011.
2. English for International Tourism, Iwonna Dubicka & Margaret O'Keeffe, Pearson Education Limited, 2003
3. English for International Tourism (new edition), P. Strutt, M. O'Keeffe, I. Dubicka, Pearson, 2015
4. Yates C. St. J. Check In. A Course for Hotel Reception Staff. Audio. Prentice-Hall, 1990. (English in Tourism Series).
5. Harding K., Henderson P. High Season: English for Hotel and Tourist Industry. Oxford University Press, 1994. — 176 p
6. Lawrence J. Zwier, Nigel Caplan, Casey Malarcher. Everyday English for Hospitality Professionals (Book and Audio CD) Compass Publishing. Publication date: 2006.
7. O'Hara Francis. Be My Guest. English for the Hotel Industry. Student's Book. Part 1. Cambridge University Press, 2002
8. O'Hara Francis. Be My Guest. English for the Hotel Industry. Student's Book. Part 2 Cambridge University Press, 2002.
9. O'Hara Francis. Be My Guest. English for the Hotel Industry. Student's Book. Part 3 Cambridge University Press, 2002.
10. Telephone English, John Hughes, Macmillan Education, Macmillan Publishers Limited 2006
11. International English for Call Centres; Language, Culture and Empathy, B.   Tomalin, S. Thomas, Macmillan Publishers India Limited., 2009

Other authentic and non authentic resources
1. https://www.eslfast.com/robot/topics/travel/travel18.htm A dialogue "Arranging a tour of the city"

2. https://www.eslfast.com/robot/topics/travel/travel.htm Different types of dialogues on travel related topics can be found in this website.

3. http://www.takamatsuu.ac.jp/library/06_gakunaisyupan/kiyo/no34/34_085-131_ikeuchi.pdf (Travel English dialogues. The teachers can divide their students to 2-3 small groups and practice the dialogue)

4. https://www.acs.edu.au/info/hospitality/tourism/package-tours.aspx
Tips for organizing packages tours.

5. https://www.youtube.com/watch?v=zkieQSzK9hY A video "At the travel agent". A step by step video of arranging a tour

Module number: 5 [Administrative matters in Tourism]

Introduction

The focus of this module is on developing the language and skills necessary for carrying out administrative tasks as conducting a meeting, submitting reports in the sphere of tourism.

Aims
The aim of the module is to develop students' language skills to interact with co-workers, administration in job-related situations

Objectives
By the end of the module students will be able to:
- take part in professional conversations (negotiations, meetings)
- give professional talks/ presentations with hand-outs, Power Points, etc.
- take part in professional discussions
- write hand-outs/Power points (for presentations, meetings.)
- write proposals, reports and recommendations
- listen to professional talks, presentations
- listen and follow hand-outs, Power Points (e.g. meetings)
- listen to talks/lectures and take notes (e.g. at meetings, training sessions)
- read proposals, recommendations, tenders, applications
- read professional notices, internal messages
- read curriculum vitae/resumes, job descriptions, profiles

Text types
It is the teacher's responsibility to find texts that relate to the above-mentioned language skills. Teachers can usefully analyse those text types according to functions and exponents

Examples of text types:
Internal messages, reports, presentations, meeting agenda, proposals, cover letters, CVs, memos.

Example Text types	Example Functions	Example Exponents
Presentation slide	Referring to a slide	The annual flow of tourists is displayed in the graph.
Presentation	Clarifying (in answer to audience questions)	So you're asking me what the most common mode of transport is for tourists? Well according to a survey undertaken in 2013 it's the minibus.
Report	Giving a report overview	The findings presented in this report are provided from the Uzbekistan International Visitor Economy Survey 2014 Study undertaken in collaboration with the National Company Uzbektourism and the World Tourism Organisation (UNWTO)

Indicative topics and notions

Getting a job, writing a cover letter, writing a Curriculum Vitae, having a job Interview, participating in a a meeting, giving a presentation, conducting a survey and writing a report, describing graphs, At the conference, Networking.

Assessment
a) Example of an authentic task: (including people, context and purpose)
Scenario 1: At a tourism conference a speaker makes a presentation about the development of local tourism using graphs. The audience is tourist agents from other countries who might be interested in developing their business in Uzbekistan.

b) Example of an authentic task: (including people, context and purpose)
Scenario 2: A candidate for a job as hotel manager comes to an interview with the head of HR. The candidate should persuade the head that she or he is the right person for the job.

c) Example of an authentic task: (including people, context and purpose)
Scenario 3. A hotel director has to write a report to the Toursim Committee, who will review the official status of the hotel. The data is provided.

d) Example of an authentic task: (including people, context and purpose)
Scenario 4. A job applicant writes a cover letter to the employer. He wants to get a job of a conference event coordinator

e) possible pedagogical tasks

1. Students write a line graph description.

2. Students listen to a presentation on Tourism related problems and do a multiple choice test.

Potentially useful supplementary materials
Wherever possible teachers should try to use authentic materials. The published sources below may also be useful. Teachers will need to set aside time to identify and adapt authentic materials for use in class.

Authentic materials appropriate for this module include the text types mentioned above.

These are all available on the internet or from local industry

A selection of published books:

1	Networking in English; Informal Communication in Business, B. Barrett and P. Sharma, Macmillan Education, Macmillan Publishers Limited, 2010
1	Presentations in English, E.J.Williams, Macmillan Education, Macmillan Publishers Limited, 2008
1	Career Path Tourism, Virginia Evans, Jenny Dooley, Veronica Garza, Express publishing, 2011.
1	English for International Tourism, Iwonna Dubicka & Margaret O'Keeffe, Pearson Education Limited, 2003
1	English for International Tourism (new edition), P. Strutt, M. O'Keeffe, I. Dubicka, Pearson, 2015
1	Yates C. St. J. Check In. A Course for Hotel Reception Staff. Audio. Prentice-Hall, 1990. (English in Tourism Series).
1	Harding K., Henderson P. High Season: English for Hotel and Tourist Industry. Oxford University Press, 1994. — 176 p

1   Lawrence J. Zwier, Nigel Caplan, Casey Malarcher. Everyday English for HospitalityProfessionals (Book and Audio CD) Compass Publishing. Publication date: 2006.
1   O'Hara Francis. Be My Guest. English for the Hotel Industry. Student's Book. Part 1. Cambridge University Press, 2002
1   O'Hara Francis. Be My Guest. English for the Hotel Industry. Student's Book. Part 2 Cambridge University Press, 2002.
1   O'Hara Francis. Be My Guest. English for the Hotel Industry. Student's Book. Part 3 Cambridge University Press, 2002.
1   Telephone English, John Hughes, Macmillan Education, Macmillan Publishers Limited 2006
1   International English for Call Centres; Language, Culture and Empathy, B. Tomalin, S. Thomas, Macmillan Publishers India Limited., 2009

Other authentic resources
1. https://zety.com/blog/how-to-write-a-cover-letter How to write a cover letter in 8 steps?

2. https://www.prospects.ac.uk/careers-advice/cvs-and-cover-letters/example-cvs   Example CVs

3. https://www.youtube.com/watch?v=epcc9X1aS7o Job Interview tips

4. https://www.youtube.com/watch?v=ncuCMZRG1wo Job Interview tips

5.https://lc.hkbu.edu.hk/sall/english/doc/Introduction_Steps_writing_graph_description.pdf Introduction to graph description

6.
http://cf.cdn.unwto.org/sites/all/files/pdf/150910_uzbekistan_visitor_economy_survey_jc_final.pdf Uzbekistan visitor survey

Module number: 6 [Safe Tourism]

Introduction
Safety of tourists is the main concern of people working in the sphere of tourism. That's why

the focus of this module is to help students acquire language skills needed for providing safety of tourists in job related situations and deal with different safety related situations in English.

Aims
The aim of the module is to develop language skills needed for providing safety of tourists in different situations

Objectives
By the end of the module students will be able to:
- 4   give warnings and safety procedures
- 4   write instructions
- 4   listen to instructions and warnings, e.g. safety procedures, operating instructions
- 4   read operating manuals, instructions, safety instructions, warning labels.

Text types
It is the teacher's responsibility to find texts that relate to the above-mentioned language skills. Teachers can usefully analyse those text types according to functions and exponents

Examples of text types:
Safety rules, instructions, manuals, warnings.

Example Text types	Example Functions	Example Exponents
Safety rules	Warning	It is not safe to stop any car that is not a taxi.
Safety talk	Giving advice	to be on the safe side you should avoid talking to strangers
Hotel rules	Explaining	As you can see from the hotel rules, you should not make loud noises after 10pm

Indicative   topics   and   notions
Safety rules, Emergency situations, Weather conditions, Staying healthy while travelling, At the Doctor's, Tourism Police

Assessment

a) Example of an authentic task: (including people, context and purpose)
Scenario 1: a night receptionist at a hotel has to deal with a health problems of a tourist.

b) Example of an authentic task: (including people, context and purpose)
Scenario 2: a tour guide gives safety instructions to a group of tourists during a tour.

c) Example of an authentic task: (including people, context and purpose)
Scenario 3: a hotel manager has to develop a safety instructions for tourists

d) possible pedagogical tasks: Students listen to a dialogue or instructional video on safety issues and complete a True/False test.

1. Students read safety instructions and do a multiple choice test.

Potentially useful supplementary materials
Wherever possible teachers should try to use authentic materials. The published sources below may also be useful. Teachers will need to set aside time to identify and adapt authentic materials for use in class.

Authentic materials appropriate for this module include the text types mentioned above.

These are all available on the internet or from local industry.

A selection of published books:

1. Networking in English; Informal Communication in Business, B. Barrett and P. Sharma, Macmillan Education, Macmillan Publishers Limited, 2010
2. Presentations in English, E.J.Williams, Macmillan Education, Macmillan Publishers Limited, 2008

3. Career Path Tourism, Virginia Evans, Jenny Dooley, Veronica Garza, Express publishing, 2011.

4. English for International Tourism, Iwonna Dubicka & Margaret O'Keeffe, Pearson Education Limited, 2003

5. English for International Tourism (new edition), P. Strutt, M. O'Keeffe, I. Dubicka, Pearson, 2015

6. Yates C. St. J. Check In. A Course for Hotel Reception Staff. Audio. Prentice-Hall, 1990. (English in Tourism Series).

7. Harding K., Henderson P. High Season: English for Hotel and Tourist Industry. Oxford University Press, 1994. — 176 p

8. Lawrence J. Zwier, Nigel Caplan, Casey Malarcher. Everyday English for HospitalityProfessionals (Book and Audio CD) Compass Publishing. Publication date: 2006.

9. O'Hara Francis. Be My Guest. English for the Hotel Industry. Student's Book. Part 1. Cambridge University Press, 2002

10. O'Hara Francis. Be My Guest. English for the Hotel Industry. Student's Book. Part 2 Cambridge University Press, 2002.

11. O'Hara Francis. Be My Guest. English for the Hotel Industry. Student's Book. Part 3 Cambridge University Press, 2002.

12. Telephone English, John Hughes, Macmillan Education, Macmillan Publishers Limited 2006
International English for Call Centres; Language, Culture and Empathy, B.   Tomalin, S. Thomas, Macmillan Publishers India Limited., 2009

Other authentic resources

1. https://www.betterhealth.vic.gov.au/health/HealthyLiving/travel-safety-tips   Safety tips for tourists

2. https://www.usatoday.com/story/travel/advice/2015/02/19/safety-tips/23617237/   Safety tips for travellers.

3. https://www.jnto.go.jp/safety-tips/eng/index.html   Safety tips while staying in Japan

ATTACHMENT 2 FURTHER READING & REFERENCES

ESP in Uzbekistan

West R & E Sheykhametova (eds)	(2017)	*The State of English in Higher Education in Uzbekistan: A* *Baseline Study,* Tashkent: British Council, Uzbekistan World Languages University, Uzbekistan Scientific-Practical Innovation Centre, Ministry of Higher and Secondary Specialised Education

Common European Framework

Cambridge University Press	(2013)	*Introductory Guide to the Common European Framework of* *Reference (CEFR) for English Language Teachers.* Available online at: *http://www.englishprofile.org/images/pdf/GuideToCEFR.pdf*
Council of Europe	(2001)	*Common European Framework of Reference for Languages:* *Learning, teaching, assessment,* Cambridge: Cambridge University Press. Available online at: www.coe.int/en/web/common-european-framework-reference-languages
	(2016)	*CEFR Illustrative Descriptors Extended Version (*available online at www.coe.int/t/dg4/linguistic/Source/Formal/Consultation.pdf)
	(2018)	*CEFR Companion Volume with new descriptors* (available online at https://www.coe.int/en/web/common-european-framework-reference-languages)
	(2018)	*European Language Portfolio* (available online at https://www.coe.int/en/web/portfolio*)*
Van Ek J & J Trim	(1991a)	*Threshold Level 1990,* Strasbourg: Council of Europe
Van Ek J & J Trim	(1991b)	*Waystage 1990,* Strasbourg: Council of Europe
Van Ek J & J Trim	(2001)	*Vantage*, Cambridge: Cambridge University Press

Languages for Specific Purposes (books for teachers)

Alexander O, S Argent & J Spencer	(2008)	*EAP Essentials,* Reading: Garnet
Brieger N	(1997)	*Teaching Business English*, York: York Associates
Day J & M Krzanowski	(2011)	*Teaching English for Specific Purposes: An Introduction,* Cambridge: Cambridge University Press. Available for download from: http://peo.cambridge.org/images/espbooklet.pdf

Dudley-Evans T & M-J (1998) St John	*Developments in English for Specific Purposes*, Cambridge: Cambridge University Press
Hutchinson T & A Waters (1987)	*English for Specific Purposes*, Cambridge: Cambridge University Press
Jordan R (1997)	English for Academic Purposes, Cambridge: Cambridge University Press

Assessment

Douglas D	(1997)	'Languages for specific purpose testing', in Clapham C & D Corson (eds), *Encyclopedia of Language and Education, Volume 7: Language Testing and Assessment*, Dordrecht: Kluwer Academic Publishers, pages 111-19
Douglas D	(2000)	*Assessing Languages for Specific Purposes*, Cambridge; Cambridge University Press. Available for download at: https://goo.gl/R3re Jz
McNamara T	(2000)	*Language Testing,* Oxford; Oxford University Press
West R & A Tompos	(2000)	`From generic to specific: a genre-based approach to ESP testing', in Beaumont M & T O'Brien (eds), *Collaborative Research in Second Language Education*, Stoke: Trentham Books, pages 195-206

Needs analysis

Allwright J & R Allwright	(1977)	'An approach to the teaching of Medical English' in Holden S (ed), *English for Specific Purposes*, Oxford: Modern English Publications, pages 58-62

Genre analysis

Bhatia V	(1993)	*Analysing Genre: Language in Professional Settings*, Harlow: Longman
Swales J	(1990)	*Genre Analysis*, Cambridge: Cambridge University Press

LSP vocabulary

Boulton, A	(2016)	*Integrating corpus tools and techniques in ESP courses* Available for download at https://journals.openedition.org/asp/pdf/4826
Coxhead A	(2000)	'A new academic word list', *TESOL Quarterly* 43/2 pages 213-38 (available online at www.victoria.ac.nz/lals/resources/academicwordlist)
Nelson M	n/d	*Business English Lexis*, available for download at users.utu.fi/micnel/business_english_lexis_site.htm

Communicative Language Teaching

Richards J   (2006)   'Communicative Language Teaching Today', CUP. Available
online at:
http://faculty.mu.edu.sa/public/uploads/1347871288.356924906
420-Jack-C-Richards-Communicative-Language-Teaching-
Today.pdf

Long, M   (2015)   Second Language Acquisition and Task-Based Language Learning.

Autonomous learning

Benson, P   (2007)   'Autonomy in language teaching and learning', *Language Teaching*, Vol 40, Issue 1, CUP

ICT in Education

Meenakshi   (2013)   'Importance of ICT in Education'
OSR Journal of Research & Method in Education (IOSR-JRME)e-ISSN: 2320–7388,p-ISSN: 2320–737X Volume 1,
Issue 4 (May. –Jun. 2013), PP 03-08www.iosrjournals.org.
Available online at:
http://www.iosrjournals.org/iosrjrme/papers/Vol1%20Issue-4/B0140308.pdf

Glynn, Mark   (2018)   'Assessments with Moodle'
Available online at:
https://enhancingteaching.com/moodle-2-how-to-tutorial-guides/moodle-2-how-to-tutorial-guides-for-teachers/assessmentwithmoodle/

activity	In this Curriculum, language activities refer to real-world communicative activities relating to a user's academic/professional purposes, e.g. reading an academic article, writing a professional email, listening to an academic lecture or taking part in a professional telephone conversation. A language activity corresponds to a text-type or a spoken or written **genre**. The 50 language activities of the Curriculum are listed in section 2.4.
assessment	The process of judging something. In this Curriculum, assessment specifically refers to the process of judging a student's language performance, involving devising, administering, marking (grading), analysing and reporting scores. The following types of assessment are used: **formative** (continuous, mid-term, etc.) and **summative** (final assessment). See also **authentic assessment**, **peer assessment.**
Audacity	Audio recording software: an open-source audio editor and recorder, which provides the capability to perform several functions on recorded texts. Download available from https://sourceforge.net/projects/audacity/
authentic/ authenticity	Authentic usually means "real" and that is what it means in the context of this Curriculum. An **authentic text** is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort. In other words, it is *not* a made-up text produced by an imaginary speaker or writer for an imaginary audience and designed to practise specific language points rather than to convey real information. (See **Supplementary Document – Accessing and using authentic materials)**
authentic assessment	Assessment based on real-world texts and real-world tasks. **Non-authentic assessment** includes objective question types such as multiple choice, true/false, short answer, gap-fill, matching. (See **Supplementary Document – Guide to authentic assessment)**
autonomy/ autonomous learning	Autonomy is the ability to take charge of one's own learning, both language learning and the learning of other subjects. When learners are autonomous, The role of the teacher is to provide support or 'scaffolding'. Common tools aimed at developing autonomy are learner contracts, electronic exercises with automatic feedback, search tasks using concordancing programs, web research tasks and reflective blogs. See also **independent learning.**
baseline study	A baseline study researches the current context and conditions of the area to be reformed, identifies problem areas and makes recommendations for implementing reform.
CEFR	**Common European Framework of Reference for Languages:** A Council of Europe document published in 2001 that sets out standards for foreign-language teaching at six levels (A1, A2, B1, B2, C1, C2). Uzbekistan is not a member of the Council of Europe but the levels of the CEFR are often used and,

C2	**Advanced**
C1	
B2	é
B1	
A2	

	according to the National Standards for Foreign Languages and the Ministry Curriculum, non-linguistic students in universities should reach CEFR level B2 by the time they graduate.	
CoE	**Council of Europe:** A political, cultural, educational and legal association of European nations. Uzbekistan is not a member.	
collocation	The way in which some words are often used together. In English, 'language' typically collocates with 'learn', 'love', 'bad', etc but not with 'believe' or 'smell'.	
Communicative approach	**An approach** to language learning/teaching in which learners learn a language through using it to communicate. The principles of the communicative approach are set out in section 1.1 of this Curriculum.	
competence	Competences are defined by the CEFR as the sum of knowledge, skills and characteristics that allow a person to perform actions through language. There are several underlying communicative competence:

Discourse competence denotes skills and abilities to recognise and choose the proper linguistic form and method of expression according to the academic/professional communicative situation, aim or request.

Linguistic competence is the ability to apply the language material (phonological, grammatical, lexical) in communication with others.

Pluricultural competence involves the learners' ability to learn to relate to different languages and cultures.5 Learners will:
a) Take an interest in the communicative competence of other speakers
b) Take an interest in the cultural background of other speakers
c) Build their sensitivity and ability to communicate taking cultural differences on board.

Pragmatic competence is concerned with the user's/learner's knowledge of the principles according to which messages are:
a) Organised, structured and arranged (**discourse competence**)
b) Used to perform communicative functions (**functional competence**)
c) Sequenced according to interactional and transactional schemata or moves in different academic/professional genres (**design competence**) | |
| **Continuing professional development (CPD)** | The process of professional development that enables academics and teachers to improve their linguistic and professional skills. This includes both formal training beyond initial training (e.g. at master's level), informal training (e.g. in-service courses and workshops) and personal development (e.g. reading a book or article about language teaching or 'reflective practice'). | |
| **corpus/ (*pl* corpora)** | A collection of written or spoken texts that can be used for studying the language.

Corpus linguistics is the study of language through analysing *corpora*. | |
| **creativity** | The use of imagination or original ideas to create something as part of language learning, e.g. role-plays, posters, films. | |
| **critical thinking** | Analysing and evaluating issues independently in order to form judgments. Critical thinking is often seen as an important part of EAP. | |

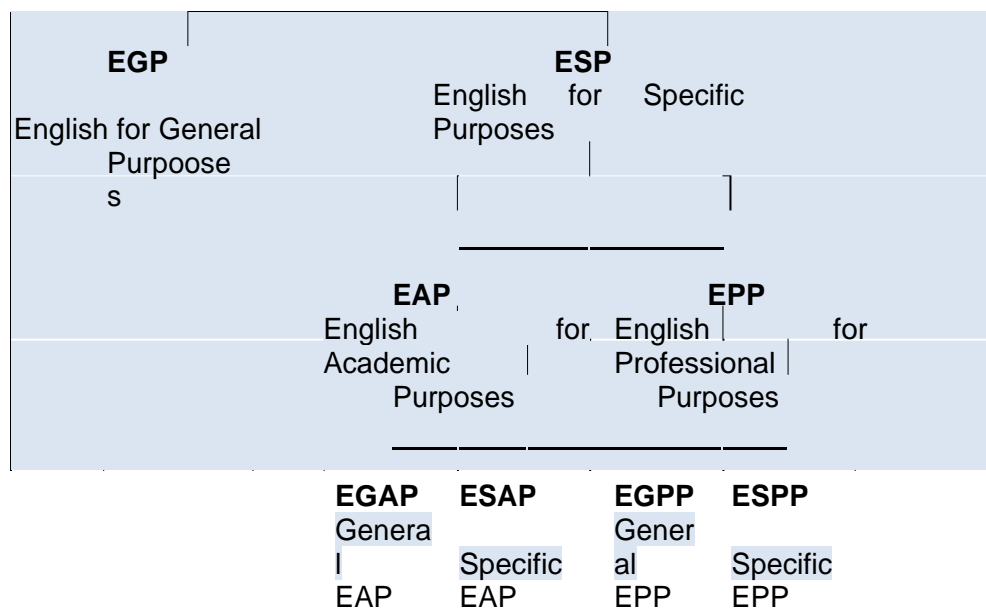|	
Curriculum	The term 'Curriculum' is used here to refer a Ministry document ('namunaviy dastur' or 'типовая программа') setting out the framework within which a university subjects is taught. It outlines the content with guidelines on aims, contact hours and assessment. (See also **standard, syllabus.)**
discourse	The language used in particular types of speech or writing. **Discourse analysis** The analysis of discourse to reveal its typical style, realisations, structure, etc.
	Discourse structure The structure or organisation of a spoken or written text. (See also **genre, genre analysis)**
diversity	The range of different types of people in a country, region or the world, including gender, ethnic, religious, etc differences. (See also **national group**)
domain	The subject or area of specialist knowledge of a student, academic or professional, e.g. physics, geography. Also referred to as their **speciality.**
EAP	**English for Academic Purposes:** The kind of English required for university study, e.g. reading academic books or journals, writing academic assignments or papers, listening to academic lectures, etc. EAP is usually divided into general (EGAP) and specific (ESAP). (See Figure 1.)
EFL	**English as a Foreign Language:** The situation in countries (e.g. Uzbekistan) where English is not the mother tongue of the majority of the population and has no formal administrative role.
EGAP	**English for General Academic Purposes:** A branch of English language teaching (ELT).The type of Academic English (EAP) that is taught to all students, regardless of their academic discipline or major. Usually contrasted with **English for Specific Academic Purposes** (ESAP).
EGP	**English for General Purposes:** A branch of English language teaching (ELT). The type of English that is usually taught in schools and which is not related to a particular study or occupational purpose. (See Figure 1.)
EIL	**English as an International Language:** The use of English as a medium of communication across the world and by international organisations, e.g. the United Nations.
ELF	**English as a Lingua Franca:** The use of English by one group of non-native speakers with another, e.g. Uzbeks speaking with Koreans.
ELT	**English Language Teaching:** The profession of teaching English to speakers of other languages. ELT includes several main branches:

ELT
English Language Teaching

	EGP English for General Purpooses	ESP English for Specific Purposes		
		EAP English for Academic Purposes	EPP English for Professional Purposes	
	EGAP General EAP	ESAP Specific EAP	EGPP General EPP	ESPP Specific EPP

Figure 1: Branches of English language teaching

EMI	**English as a/the Medium of Instruction**: Teaching which is delivered through the medium of the English language.
EPP	**English for Professional Purposes:** A branch of English language teaching (ELT) that is concerned with teaching the kind of English that relates to a person's occupation or profession, e.g. writing business letters, making business phone calls, reading professional reports, giving a business presentation, etc. (See Figure 1.)
error	In language learning, an **error** is an instance of incorrect language that the learner cannot correct. (See also **mistake**)
ESAP	**English for Specific Academic Purposes:** A branch of English language teaching (ELT) concerned with teaching the academic language of a particular discipline (e.g. Economics, Psychology, etc). This includes specialist terminology and the conventions for writing particular documents. Usually contrasted with EGAP. (See Figure 1.)
ESPP	**English for Specific Professional Purposes:** A branch of English language teaching (ELT) concerned with teaching the occupational language of a particular profession (e.g. accountants, airline pilots, doctors, etc). This includes specialist terminology and the conventions for writing particular documents. Usually contrasted with EGPP. (See Figure 1.)
ESP	**English for Specific Purposes:** A branch of English language teaching (ELT) concerned with teaching the language needed for a particular purpose. Usually divided into **English for Academic Purposes** (EAP) and **English for Professional Purposes** (EPP). (See Figure 1.) **Broad ESP:** English for general academic or professional purposes, e.g. English for Medicine (including doctors, nurses, paramedics, etc) **Narrow ESP:** English for specific academic or professional purposes, e.g. English for dentists.
feedback	Information and advice given about how successful something has been,

e.g. to a student on a piece of work, to teachers on a syllabus, course or textbook, etc.

flipped-learning	A learning/teaching approach in which the conventional notion of classroom-based learning is inverted, so that students are introduced to the learning material before class (e.g. online input), with classroom time then being used to deepen understanding through discussion with peers and problem-solving activities facilitated by teachers.
fluency	The ability to speak or write without hesitation or effort. Fluency is often used as a criterion when assessing language.
formative assessment	**Formative tests** are administered during the process of language learning and are designed to assist that process. **Placement, diagnostic** and p**rogress** tests are all formative. Usually contrasted with **summative assessment.**
frequency count	A statistical count of the frequency of words in a text or **corpus** of texts to determine which words are used most frequently**.** (See also **wordlist**)
genre	In this Curriculum, a genre is a type of **language activity** used in communication. Each academic or professional genre (e.g. an article in an academic or professional journal) has a typical structure which can be identified through **genre analysis.**
	Genre analysis is an approach to language analysis which breaks an authentic and complete spoken or written text (e.g. an academic article or a doctor-patient consultation) into a series of steps or 'moves'. Genre analysis is widely used in modern approaches to ESP.
H5p	Software which makes it easy to create, share and reuse content and applications. Available at https://h5p.org/
HE	**Higher education:** The sector of education, including universities, which delivers degree-level programmes and conducts research.
ICT	Information and Communications Technology (See section 1.7 and **TELL**)
Independent learning	Independent learning shifts responsibility for the learning process from the teacher to the student. This involved students acquiring an understanding of their learning, being motivated to learn, setting goals and objectives, and collaborating with teachers to structure their learning environment. When students are totally independent in their learning, they are said to have reached **autonomy.**
integration (of skills)	Teaching and using the four language **skills** in combination rather than in isolation. Skills integration reflects real-world language use, e.g. a telephone call involves speaking, listening and often writing and reading.
Interaction	The use of spoken or written language by at least two individuals, e.g. a conversation or e-mail. The CEFR contrast interaction with **production**, when language is used in isolation, e.g. when giving a lecture or presentation, or writing an article or essay. In production, the interaction is delayed.
interlocutor	Your interlocutor is the person you are speaking to.

language activity	See **activity**
learning to learn	The process of learning about how one can best learn a language or other subject. This involves identifying effective learning strategies, identifying one's strengths and weaknesses, etc. Also known as l**eaner training.**
learning outcome	**Learning outcomes** are statements which set out what a student is expected to be able to do at the end of a particular stage in the educational process. Learning outcomes are often expressed as 'can-do' statements, as in the *Common European Framework of Reference (CEFR).* The Bologna process requires that all university programmes and modules should have clear and achievable learning outcomes.
level	The degree of mastery of a language. Traditionally, this was given labels such as 'beginner', 'elementary', 'intermediate', 'advanced', etc. In this Curriculum, levels are identified using the Council of Europe's A1-C2 scale (see **CEFR**).
LGP	Language(s) for general purposes. See also **EGP.**
LSP	Languages for specific purposes. See also ESP and figure 1.
method	A planned way of doing something. In language learning, there are well-established methods, e.g. grammar-translation and the communicative method or approach.

Methodology A set of techniques and principles used when studying language. |
mistake	In language learning, a mistake is an instance of incorrect language that the learner can correct. (See also **error**)
Moodle	Moodle is a VLE (Virtual Learning Environment). It is a learning platform designed to provide users with an integrated system to create personalised learning environments. For more information see https://moodle.org/
morphology	The study of the way in which lexical elements (morphemes) are joined together to make words.
national group	Group of students at HEIs in Uzbekistan who are taught using the state language, Uzbek, as a medium of instruction.
needs analysis	**Needs analysis** (or training needs analysis) is the first stage in designing any modern education or training course or syllabus. The first stage is to list in detail the potential skills needed in the target situation. The second stage is to analyse students' current learning/training priorities.
objective	Something you are trying to achieve in language learning. The objectives for each language activity should be specified from the 'can-do' statements of the CEFR at the appropriate levels.
phonetics	The study of the sounds used in spoken language.

portfolio	A collection of pieces of work carried out by a student. The most appropriate example is the *European Language Portfolio* (available online at https://www.coe.int/en/web/portfolio*)*
production	The use of spoken or written language produced by an individual, e.g. when giving a lecture or presentation, or writing an article or essay. The CEFR contrasts production with **interaction**, when language is used with others, e.g. a conversation or e-mail. In production, the interaction is delayed.
profile	A description of someone's language proficiency, usually broken down by skill, e.g. Reading B2, Writing B1, Listening C1, Speaking B2.
project	A carefully-planned piece of work to get information about a topic or problem. In language learning, this is an **authentic** task when carried out in the target language.
Quizlet	Quizlet is a mobile and web-based study application that allows students to study information via learning tools and games.
register analysis	**Register analysis** is an approach to language analysis which seeks to identify the typical grammatical and lexical features of a particular text type. For example, textbooks typically use the present simple to express universal truths (*water boils at 100 degrees)* and instruction manuals use the imperative to set out instructions. The main vocabulary of academic texts is 'semi-technical vocabulary' and is listed in the *Academic Word List* (Coxhead 2000).
semantics	The study of the meaning of words and phrases.
skills	In language learning, these are usually listed as reading, writing, listening and speaking. The CEFR divides writing and speaking into writing **interaction** and writing **production**, and speaking into speaking **interaction** and speaking **production.** (See also **Integration of skills)**
specialty	The subject or area of specialist knowledge of a student, academic or professional, e.g. physics, geography. Also referred to as their **domain.**
standard	In this report, standards are State standards – a document setting out the framework within which subjects at all levels are taught. (See also **curriculum, syllabus.**) Since 2013, the National Standards for foreign languages have been aligned to the Common European Framework in the following way:

Primary schools	A1
Secondary schools	A2
Lyceums and colleges	B1
Universities (non-linguistic)	B2
Universities (linguistic)	C1
University language teachers	C1

stylistics	The study of style in written and spoken language.

syllabus	In this document, syllabus refers to an 'institutional syllabus' ('ishchi dastur' or 'рабочая программа') derived from the Ministry Curriculum ('namunaviy dastur' or 'типовая программа'). (See also **curriculum, standard.)**
	Syllabus review A periodic re-examination of an institutional syllabus, considering feedback from students, teachers and employers.
syntax	The way words are arranged to form sentences or phrases, or the rules of grammar which control this.
task	In language teaching, a task is a piece of work where the main aim is not simply to use language correctly. Role plays and projects are both examples of tasks.
	Task-based learning, as the name suggests, is learning based on a series of tasks rather than language exercises.
TELL	Technology-enhanced language learning. This includes what used to be called CALL – computer-assisted language learning.
tertiary level	Post-secondary education, including further (college-level) and higher (university-level) education.
topic	A subject that students talk or write about in language learning. In ESP, topics do not generally include language topics.
wiki	A website or database developed collaboratively by a group or community of users, allowing any user to add and edit content.
wordlist	A list of words to be learned by students. There are several types of wordlists:
	General wordlists: The most common words in the language, useful for all LGP. These are usually compiled from **frequency counts.** Most modern dictionaries use a general wordlist of around 2000 words for their definitions.
	Sub-technical/semi-technical wordlists: The most common words used in academic or professional texts. These are also compiled from **frequency counts.**
	Specialist wordlists: The specialist words and terms relating to a particular **domain** or **speciality.**