THE MINISTRY OF HIGHER AND SPECIAL SECONDARY EDUCATION OF THE REPUBLIC OF UZBEKISTAN

GULISTAN STATE UNIVERSITY

"APPROVED"

Vice- rector for Academic Affairs of

Gulistan State University

_____ H.Ko'shiyev

"____" _____2021 year.

Department of Foreign Languages for Inter-faculties

ESP - syllabus

For the 2nd course students

The field of knowledge: 100000 - Humanitarian

The field of education: 110000 - Pedagogy

Direction of education: National idea

Year of education ....3-4 semesters

Volume of specialty.............. 4credits

General hours 240

Practical hours 120

Self study hours 120

Type of assessment .... Formative/Summative (ICW,FCW)

Language of education .... Russian

Gulistan -2021-2022

The given syllabus is compiledon the basis of ESP Curriculum for Higher Education in Uzbekistan which is aligned to the Uzbek national standards and the international standards of the Common European Framework of Reference (CEFR 2001/2016/2018).

The curriculum was approved by the Council of Gulistan State University
___ _____ 2021. Order _____

Compiler: _____ **L. Kodirova.** Senior teacher of the Foreign languages for Inter-faculties Department

Reviewer: _____ **Kh. Tojiev.** Associate professor of the English Language and Literature Department

The dean of the faculty
Of Philology:
2021 "__" "___" _____ **dots.Mamatkulov**

The head of the Foreign languages
for Inter-faculties Department:
2021 "__" "___" _____ **E.Khamdamov**

The head of the curricular –
methodological branch:
2021 "__" "___" _____ **I. Xudoyberdiev**

Introduction

This syllabus is for students of all departments who are aiming to start a career in purposed specialty, E.g. as tour operators, managers in foreign companies etc… The syllabus was written in conjunction with the faculty departments in Gulistan state university. They informed the selection of English language and professional skills that students are likely to need in future.

The syllabus is divided into four 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 concordancingprogrammes 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 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 different-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]

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

Writing [SEP]

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

Listening

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

Spoken Production:

giving an introduction to their job, responsibilities, working conditions, work and study (e.g. speaking to foreign visitors)
giving professional talks/ presentations with hand-outs, Power Points to hotel staff, other hotel representatives, tour guides and hotel lean management members)
giving 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).

3rd semester

Syllabus plan

Module no.	Module title	Weighting	Practical hours	Self-study hours
1	**Getting acquainted and working on basic communication**	26%	16	16
2	**Working on grammar and vocabulary**	24 %	14	14
3	**Written Communication**	26 %	16	16
4	**Spoken interaction**	24 %	14	14
Total		**100 %**	**60**	**60**

Module number: 1 [Getting acquainted and working on basic communication]
Introduction
This is a module for working on basic communication. It focuses on the essential language used for interaction and getting acquainted purposes.
Aims of the Module
To develop students' ability to communicate effectively in situations related to situations where they deal with foreign people.
Objectives of the Module
By the end of the module students will be able to:
   ✓ give a clear introduction to their relations
   ✓ deal with enquiries with people
   ✓ provide basic information regarding the things
   ✓ listen to professional telephone conversations
   ✓ 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 analyze those text types according to functions and exponents
Examples of text types:
Grouped according to genre: working with people, things, place and job descriptions, telephone conversations sourced from real life, movies
Indicative topics and notions

Subject-related notions: People description, modal verb can, Describing places, Inquiries, Telephone Conversation, Listening activities, describing things, writing descriptive letter for the purpose, writing invitations.

№	Themes for practical	hours	Themes for self – study	Hours
1	Uzbekistan: progress and achievements	2	Present simple	4
2	Getting to know you	2		
3	Working on grammar exercises	2	Working on grammar exercises	4
4	Climate and weather	2		
5	The way we live	2	Working on vocabulary exercises	4
6	Working on communicative exercises	2		
7	Everyday English	2	Spoken interaction	2
8	Classification and composition	2	Making leaflets	2
		16		16

Selection of published books:

1. Evans V. Dooley J. Enterprise 1. Express publishing. – 2008.
2. Evans V. Successful writing intermediate. Express publishing – 2000
3. Hadkins H, Samantha L. Interactive. Students book 1. CUP 2012
4. Swick. E. Writing better English. McGrow Hill. 2016
5. Wowshin Y. M. The way of writing English letters and documents. Minsk. - 2003.
6. John Hughes, Telephone English, Macmillan Education, Macmillan Publishers Limited 2006
7. 11. International English for Call Centres; Language, Culture and Empathy, B. Tomalin, S.
8. Antonia Clare, J.J. Wilson and Diamond _ Bayer. Speak out2nd edition ntermediae
9. Liz and Joan Soars, Headway,. Oxford University Press 2005-208.
10. Thomas, Macmillan Publishers India Limited., 2009

Other authentic and non-authentic resources

http://iteslj.org/
http://iteslj.org/Techniques/Yang-Writing.html
http://iteslj.org/Techniques/Ross-ListeningComprehension.html
http://www.teachingenglish.org.uk/think/articles/listening
http://www.usc.edu/dept/education/CMMR/CMMR_BTSA_home.html#Resources_BeginningTeachers
http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html
http://www.inspiringteachers.com/
http://teachnet.org/ntpi/research/prep/Cooper/http://www.alt-teachercert.org/Mentoring.html

Module number: 2 [Working on grammar and vocabulary]
Introduction
In order to speak effectively students must be aware of necessary vocabulary and basic grammar
Aims of the Module
To develop students' ability to describe and/or draw attention to introduction sphere via means of information.
Objectives of the Module
By the end of the module students will be able to:
- ✓ give clear introduction to the listeners
- ✓ deal with enquiries related to informal writing
- ✓ provide information regarding vocabularies
- ✓ give related advice, recommendations and instructions
- ✓ listen to and understand telephone calls
- ✓ 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 students, telephone conversations with family members, small talk, email
Indicative topics and notions
Subject-related notions: Time management, working on grammar, writing agreements, welcome to our city, listening activities, writing e –mails, organizing interview, writing friendly letters.
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

№	Themes for practical	hours	Themes for self - study	hours
1	The World of work	2	Working on grammar tenses	4
2	Working on grammar: Present simple	2		
3	What time is it?	2	Present continuous tense	4
4	The place we live	2	Working on vocabulary exercise	4
5	Vocabulary exercises	2		
6	Communicative exercises	2	Spoken interaction (interview)	2
7	Different types of Environmental pollution	2	Working on presentations	2
		14		14

Selection of published books:

1. Evans V. Dooley J. Enterprise 1. Express publishing. – 2008.
2. Evans V. Successful writing intermediate. Express publishing – 2000
3. Hadkins H, Samantha L. Interactive. Students book 1. CUP 2012
4. Swick. E. Writing better English. McGrow Hill. 2016
5. Wowshin Y. M. The way of writing English letters and documents. Minsk. - 2003.
6. 10. Telephone English, John Hughes, Macmillan Education, Macmillan Publishers Limited 2006
7. 11. International English for Call Centres; Language, Culture and Empathy, B. Tomalin, S.
8. Antonia Clare, J.J. Wilson and Diamond _ Bayer. Speak out2nd edition ntermediae
9. Liz and Joan Soars, Headway,. Oxford University Press 2005-208.
10. Thomas, Macmillan Publishers India Limited., 2009

Other authentic and non-authentic resources

http://iteslj.org/
http://iteslj.org/Techniques/Yang-Writing.html
http://iteslj.org/Techniques/Ross-ListeningComprehension.html
http://www.teachingenglish.org.uk/think/articles/listening
http://www.usc.edu/dept/education/CMMR/CMMR_BTSA_home.html#Resources_BeginningTeachers
http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html
http://www.inspiringteachers.com/

http://teachnet.org/ntpi/research/prep/Cooper/http://www.alt-teachercert.org/Mentoring.html
www.examenglish.com
http://www.education.gouv.fr/
http://www.educnet.education.fr/
http://www.educationprioritaire.education.fr/
http://www.educasource.education.fr/ (Base des ressources en ligne)
http://www.elodil.com/historique.html (Eveil aux langues)
http://www.edufle.net
http://www.francparler.info/accueil
http://www.francparler.info/accueil
http://www.leplaisirdapprendre.com
http://www.enseigner.tv(Enseigner avec TV5)

Module number: 3 [WrittenCommunication]
Introduction
This module focuses mainly in written communication carried out in the field of food. 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.

Indicative topics and notions

Working on vocabulary exercises, Reading and listening (enjoy your meal), Writing and answering emails, reading and responding to menus, dealing with letters of complaint, writing letters of apology, writing recipes.

№	Themes for practical	hours	Themes for self - study	hours
1	Life skills	2	Reading and working on translations	4
2	Working on grammar: The modal verb "Can"	2		
3	Super Kids	2	Reading and responding to questions	4
4	Then and now	2		
5	Working on grammar: Past simple	2	Working on vocabulary	4
6	Working on communicative exercises	2		
7	Water pollution	2	Preparing posters	4
8	Food you like	2	FQA questions	2
		16		16

Assessment

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

Selection of published books:

1. Evans V. Dooley J. Enterprise 1. Express publishing. – 2008.
2. Evans V. Successful writing intermediate. Express publishing – 2000
3. Hadkins H, Samantha L. Interactive. Students book 1. CUP 2012
4. Swick. E. Writing better English. McGrow Hill. 2016
5. Wowshin Y. M. The way of writing English letters and documents. Minsk. - 2003.
6. 10. Telephone English, John Hughes, Macmillan Education, Macmillan Publishers Limited 2006
7. Antonia Clare, J.J. Wilson and Diamond _ Bayer. Speak out2nd edition intermediate
8. Liz and Joan Soars, Headway,. Oxford University Press 2005-208.
9. Thomas, Macmillan Publishers India Limited., 2009

Other authentic and non-authentic resources

http://iteslj.org/
http://iteslj.org/Techniques/Yang-Writing.html
http://iteslj.org/Techniques/Ross-ListeningComprehension.html
http://www.teachingenglish.org.uk/think/articles/listening
http://www.usc.edu/dept/education/CMMR/CMMR_BTSA_home.html#Resources_BeginningTeachers
http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html
http://www.inspiringteachers.com/
http://teachnet.org/ntpi/research/prep/Cooper/http://www.alt-teachercert.org/Mentoring.html

Module number: 4 [Spoken interaction]

Introduction

This module focuses on the language used in the process of making arrangements with famous people. Developing the language skills to make an effective contact in these situations and in communicating with people to advise 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 direction
•   take part in professional telephone conversations (negotiations)
•   take part in professional consultations
•   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.

Indicative topics and notions

Working on grammar, giving directions, making suggestions, writing letter of asking advice, writing giving letter of advise, working on listening activities, writing then and now article, self assessment.

№	Themes for practical	hours	Themes for self – study	hours
1	Working on communicative exercises	2	Working on speaking skills	4
2	Working on grammar:	2		

	much, many, some, any			
3	Food around the world	2	Reading and responding to menus	4
4	Everyday English	2		
5	Origin of life	2	Working on vocabulary	2
6	Revision exercises	2		
7	Bigger and better	2	Preparing posters	4
		14		14

Assessment

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

Selection of published books:

1. Evans V. Dooley J. Enterprise 1. Express publishing. – 2008.
2. Evans V. Successful writing intermediate. Express publishing – 2000
3. Hadkins H, Samantha L. Interactive. Students book 1. CUP 2012
4. Swick. E. Writing better English. McGrow Hill. 2016
5. Wowshin Y. M. The way of writing English letters and documents. Minsk. - 2003.
6. John Hughes, Macmillan Education, Macmillan Publishers Limited 2006
7. Antonia Clare, J.J. Wilson and Diamond _ Bayer. Speak out2nd edition intermediate
8. Liz and Joan Soars, Headway. Oxford University Press 2005-208.
9. E. Thomas, Telephone English Macmillan Publishers India Limited., 2009

Other authentic and non-authentic resources

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http://www.teachingenglish.org.uk/think/articles/listening
http://www.usc.edu/dept/education/CMMR/CMMR_BTSA_home.html#Resources_BeginningTeachers
http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html
http://www.inspiringteachers.com/
http://teachnet.org/ntpi/research/prep/Cooper/http://www.alt-teachercert.org/Mentoring.html
www.examenglish.com
http ://www.education.gouv.fr/
http ://www.educnet.education.fr/
http ://www.educationprioritaire.education.fr/
http ://www.educasource.education.fr/ (Base des ressources en ligne)
http ://www.elodil.com/historique.html (Eveil aux langues)
http://www.edufle.net
http ://www.francparler.info/accueil
http ://www.francparler.info/accueil
http ://www.leplaisirdapprendre.com
http ://www.enseigner.tv(Enseigner avec TV5)

4ᵗʰ semester

Syllabus plan

Module no.	Module title	Weighting	Practical hours	Self-study hours
1	**Basic interaction on description**	26%	16	16
2	**Giving information provided**	24 %	14	14
3	**Written Communication**	26 %	16	16
4	**Making reflection about time change**	24 %	14	14
Total		**100 %**	**60**	**60**

Module number: 1 [Basic interaction on description]
Introduction
This is a module for descriptive issue (International and Domestic) major students. It focuses on the essential language used for interaction for describing purposes.
Aims of the Module
To develop students' ability to communicate effectively in situations related to situations where they deal with foreign people.
Objectives of the Module
By the end of the module students will be able to:
- ✓ give a clear introduction to their relations
- ✓ deal with enquiries with people
- ✓ provide basic information regarding the things
- ✓ listen to professional telephone conversations
- ✓ 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 analyze those text types according to functions and exponents
Examples of text types:
Grouped according to genre: working withpeople, things, place and job descriptions, telephone conversations sourced from real life, movies
Indicative topics and notions
Subject-related notions: People description, modal verb can, Describing places, Inquiries, Telephone Conversation, Listening activities, describing things, writing descriptive letter for the purpose, writing invitations.

№	Themes for practical	hours	Themes for self - study	Hours
1	Describing people	2	Present Perfect Tense	4
2	Modal verb can	2		
3	Describing places	2	Working on	4

4	Inquiries, Interviews	2	grammar exercises	
5	Home! Sweet home.	2	Working on vocabulary exercises	4
6	Describing things	2		
7	Telephone Conversation	2	Spoken interaction	2
8	Writing descriptive letter	2	Making leaflets	2
		16		16

Selection of published books:

11. Evans V. Dooley J. Enterprise 1. Express publishing. – 2008.
12. Evans V. Successful writing intermediate. Express publishing – 2000
13. Hadkins H, Samantha L. Interactive. Students book 1. CUP 2012
14. Swick. E. Writing better English. McGrow Hill. 2016
15. Wowshin Y. M. The way of writing English letters and documents. Minsk. - 2003.
16. John Hughes, Telephone English, Macmillan Education, Macmillan Publishers Limited 2006
17. 11. International English for Call Centres; Language, Culture and Empathy, B. Tomalin, S.
18. Antonia Clare, J.J. Wilson and Diamond _ Bayer. Speak out2nd edition ntermediae
19. Liz and Joan Soars, Headway,. Oxford University Press 2005-208.
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http://iteslj.org/Techniques/Ross-ListeningComprehension.html
http://www.teachingenglish.org.uk/think/articles/listening
http://www.usc.edu/dept/education/CMMR/CMMR_BTSA_home.html#Resources_BeginningTeachers
http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html
http://www.inspiringteachers.com/
http://teachnet.org/ntpi/research/prep/Cooper/http://www.alt-teachercert.org/Mentoring.html
www.examenglish.com
http://www.education.gouv.fr/
http://www.educnet.education.fr/
http://www.educationprioritaire.education.fr/
http://www.educasource.education.fr/ (Base des ressources en ligne)
http://www.elodil.com/historique.html (Eveil aux langues)
http://www.edufle.net
http://www.francparler.info/accueil

Module number: 2 [Giving information]

Introduction

Time management is one of the most important components of daily routine and the students are required to have knowledge and skills in giving information in order to be successful in work places. Preparation city brochures 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 introduction sphere via means of information.

Objectives of the Module

By the end of the module students will be able to:
- ✓ give clear introduction to the listeners
- ✓ deal with enquiries related to informal writing
- ✓ provide information regarding vocabularies
- ✓ give related advice, recommendations and instructions
- ✓ listen to and understand telephone calls
- ✓ 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 students, telephone conversations with family members, small talk, email

Indicative topics and notions

Subject-related notions: Time management, working on grammar, writing agreements, welcome to our city, listening activities, writing e –mails, organizing interview, writing friendly letters.

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

№	Themes for practical	hours	Themes for self – study	hours
1	Giving information about time	2	Working on grammar tenses	4

	management			
2	Working on grammar	2		
3	Writing proposals	2	Present perfect tense	4
4	Listening activities	2	Working on vocabulary exercise	4
5	Organizing interview	2		
6	Working on communicative exercises	2	Spoken interaction (interview)	2
7	Writing agreements	2	Working on presentations	2
		14		14

Selection of published books:

11. Evans V. Dooley J. Enterprise 1. Express publishing. – 2008.
12. Evans V. Successful writing intermediate. Express publishing – 2000
13. Hadkins H, Samantha L. Interactive. Students book 1. CUP 2012
14. Swick. E. Writing better English. McGrow Hill. 2016
15. Wowshin Y. M. The way of writing English letters and documents. Minsk. - 2003.
16. 10. Telephone English, John Hughes, Macmillan Education, Macmillan Publishers Limited 2006
17. 11. International English for Call Centres; Language, Culture and Empathy, B. Tomalin, S.
18. Antonia Clare, J.J. Wilson and Diamond _ Bayer. Speak out2nd edition ntermediae
19. Liz and Joan Soars, Headway,. Oxford University Press 2005-208.
20. Thomas, Macmillan Publishers India Limited., 2009

Other authentic and non-authentic resources

http://iteslj.org/
http://iteslj.org/Techniques/Yang-Writing.html
http://iteslj.org/Techniques/Ross-ListeningComprehension.html
http://www.teachingenglish.org.uk/think/articles/listening
http://www.usc.edu/dept/education/CMMR/CMMR_BTSA_home.html#Resources_BeginningTeachers
http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html
http://www.inspiringteachers.com/
http://teachnet.org/ntpi/research/prep/Cooper/http://www.alt-teachercert.org/Mentoring.html
www.examenglish.com
http://www.education.gouv.fr/
http://www.educnet.education.fr/

Module number: 3 [WrittenCommunication]
Introduction
This module focuses mainly in written communication carried out in the field of food. 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.

Indicative topics and notions
Working on vocabulary exercises, Reading and listening (enjoy your meal), Writing and answering emails, reading and responding to menus, dealing with letters of complaint, writing letters of apology, writing recipes.

№	Themes for practical	hours	Themes for self – study	hours
1	Foods (enjoy your	2	Reading and	4

	meal)		working on translations		
2	Writing recipes	2			
3	Working on texts for reading	2	Reading and responding to menus	4	
4	Working on listening exercises	2			
5	Dealing with letters of complaint	2	Working on vocabulary	4	
6	Working on vocabulary	2			
7	Writing letters of apology	2	Preparing posters	4	
8	Spoken interaction	2	FQA questions	2	
		16		16	

Assessment

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

Selection of published books:

10. Evans V. Dooley J. Enterprise 1. Express publishing. – 2008.
11. Evans V. Successful writing intermediate. Express publishing – 2000
12. Hadkins H, Samantha L. Interactive. Students book 1. CUP 2012
13. Swick. E. Writing better English. McGrow Hill. 2016
14. Wowshin Y. M. The way of writing English letters and documents. Minsk. - 2003.
15. 10. Telephone English, John Hughes, Macmillan Education, Macmillan Publishers Limited 2006
16. Antonia Clare, J.J. Wilson and Diamond _ Bayer. Speak out2nd edition intermediate
17. Liz and Joan Soars, Headway,. Oxford University Press 2005-208.
18. Thomas, Macmillan Publishers India Limited., 2009

Other authentic and non-authentic resources

http://iteslj.org/
http://iteslj.org/Techniques/Yang-Writing.html
http://iteslj.org/Techniques/Ross-ListeningComprehension.html
http://www.teachingenglish.org.uk/think/articles/listening
http://www.usc.edu/dept/education/CMMR/CMMR_BTSA_home.html#Resources_BeginningTeachers
http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html
http://www.inspiringteachers.com/
http://teachnet.org/ntpi/research/prep/Cooper/http://www.alt-teachercert.org/Mentoring.html
www.examenglish.com
http://www.education.gouv.fr/
http://www.educnet.education.fr/
http://www.educationprioritaire.education.fr/

Module number: 4 [Making reflection about time change]

Introduction

This module focuses on the language used in the process of making arrangements with famous people. Developing the language skills to make an effective contact in these situations and in communicating with people to advise 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 direction
•   take part in professional telephone conversations (negotiations)
•   take part in professional consultations
•   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.

Indicative topics and notions

Working on grammar, giving directions, making suggestions, writing letter of asking advice, writing giving letter of advise, working on listening activities, writing then and now article, self assessment.

№	Themes for practical	hours	Themes for self - study	hours
1	Learning how to give directions	2	Working on reading skills	4
2	Learning how to make suggestions	2		
3	Writing letter of asking advice	2	Reading and responding to menus	4
4	Writing giving letter of advise	2		

5	Reading comprehension	2	Working on vocabulary	2
6	Writing then and now article	2		
7	Revision exercises	2	Preparing posters	4
		14		14

Assessment

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

<div align="center">Selection of published books:</div>

10. Evans V. Dooley J. Enterprise 1. Express publishing. – 2008.
11. Evans V. Successful writing intermediate. Express publishing – 2000
12. Hadkins H, Samantha L. Interactive. Students book 1. CUP 2012
13. Swick. E. Writing better English. McGrow Hill. 2016
14. Wowshin Y. M. The way of writing English letters and documents. Minsk. - 2003.
15. John Hughes, Macmillan Education, Macmillan Publishers Limited 2006
16. Antonia Clare, J.J. Wilson and Diamond _ Bayer. Speak out2nd edition intermediate
17. Liz and Joan Soars, Headway. Oxford University Press 2005-208.
18. E. Thomas, Telephone English Macmillan Publishers India Limited., 2009

Other authentic and non-authentic resources

http://iteslj.org/

http://iteslj.org/Techniques/Yang-Writing.html

http://iteslj.org/Techniques/Ross-ListeningComprehension.html

http://www.teachingenglish.org.uk/think/articles/listening

http://www.usc.edu/dept/education/CMMR/CMMR_BTSA_home.html#Resources_BeginningTeachers

http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html

http://www.inspiringteachers.com/

http://teachnet.org/ntpi/research/prep/Cooper/http://www.alt-teachercert.org/Mentoring.html

www.examenglish.com

http://www.education.gouv.fr/

http://www.educnet.education.fr/

http://www.educationprioritaire.education.fr/

http://www.educasource.education.fr/ (Base des ressources en ligne)

http://www.elodil.com/historique.html (Eveil aux langues)

http://www.edufle.net

http://www.francparler.info/accueil

http://www.francparler.info/accueil

http://www.leplaisirdapprendre.com

http://www.enseigner.tv(Enseigner avec TV5)

Evaluation, testing and assessment.
Summative 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.

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:

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

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.

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.

Weekly score ECTS	The equivalents of number score form	Percentage	Traditional form of score
A	4,0	95-100	Excellent -5
A–	3,67	90-94	
B+	3,33	85-89	Good - 4
B	3,0	80-84	
B–	2,67	75-79	
S+	2,33	70-74	
S	2,0	65-69	Satisfactory - 3
S–	1,67	60-64	
D+	1.33	55-59	Bad - 2
D	1,0	50-54	
F	0	0-49	

(Attachment from: Organizing curricular process in credit module system. T. -2020)

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

№	Formative assessment	Score
1	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options in oral and written.	5
2	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.	4
3	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she	3

	lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.	
4	Can not understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can not interact in a simple way provided the other person talks slowly and clearly and is prepared to help.	2

№	Summative mid – term assessment. Mid – term assessment is organized for the purpose of controlling Ss' knowledge based in units in written or test types	Score
1	Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	5
2	Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.	4
3	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need	3
4	Can not understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can not interact in a simple way provided the other person talks slowly and clearly and is prepared to help.	2

№	Summative final assessment. Final assessment is organized for the purpose of controlling Ss' knowledge on four language skills or test types	Score
1	Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options in all language skills. Can use wide range of grammar and vocabulary usages.	5
2	Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans. Be able to connect	4

	grammar and vocabulary usage in developing sentences.	
3	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.	3
4	Can not understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can not interact in a simple way provided the other person talks slowly and clearly and is prepared to help.	2

ATTACHMENT 2 FURTHER READING & REFERENCES

ESP in Uzbekistan West R &E (2017)
The State of English in Higher Education in Uzbekistan: A Sheykhametova (eds)
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   (2013)
Introductory Guide to the Common European Framework of Press
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- (2016) languages

CEFR Illustrative Descriptors Extended Version (available   online at (2018)
www.coe.int/t/dg4/linguistic/Source/Formal/Consultation.pdf)
 CEFR Companion Volume with new descriptors (available   online at
https://www.coe.int/en/web/common-european- (2018) framework   -reference-languages)

European   Language   Portfolio   (available   online   at
https://www.coe.int/en/web/portfolio)

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Alexander O, S Argent (2008)   EAP Essentials, Reading: Garnet & J Spencer

BriegerN (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
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Cambridge University Press. Available for download at: https://goo.gl/R3reJz
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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
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Genre analysis
Bhatia V (1993) Analysing Genre: Language in Professional Settings, Harlow: Longman
Swales J (1990) Genre Analysis, Cambridge: Cambridge University Press

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 https://journals.openedition.org/asp/pdf/4826
CoxheadA (2000)   'A new academic word list', TESOL Quarterly 43/2 pages 213- 38 (available online at www.victoria.ac.nz/lals/resources/academicwordlist)
Nelson   MBusiness   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.