

AMERICAN UNIVERSITY OF ARMENIA

College of Humanities and Social Sciences

An ESP Coursebook for Armenian Tour Guides

A design project submitted in
partial fulfillment of the requirements for the degree
Master of Arts in Teaching English as a Foreign Language

By

Nare Janvelyan

Talin Grigorian, Adviser

Irena Galikyan, Reader

Yerevan, Armenia

9 May, 2022

We hereby approve that this capstone

By

Nare Janvelyan

Entitled

An ESP Coursebook for Armenian Tour Guides

Be accepted in partial fulfillment for the requirements of the degree

Master of Arts in Teaching English as a Foreign Language

Talin Grigorian, Adviser

Irena Galikyan, Reader

Irshat Madyarov, Ph.D.

MA TEFL Program Chair

Yerevan, Armenia

9 May, 2022

ACKNOWLEDGEMENTS

I would like to thank my adviser Talin Grigorian for her constant support and useful feedback. I would also like to express my deepest gratitude to everyone at AUA MA TEFL faculty for letting me go beyond standardized practice and making this project come true.

My participants and the tour agency also had a huge role in developing this course, since it would not have been possible without their participation.

Lastly, I would like to thank my grandfather who taught me how to love my country. With the help of this design project, I expressed my love for my country by designing a coursebook which are the first steps of benefiting the tourism field of the country.

TABLE OF CONTENTS

Chapter One: Introduction	1
Chapter Two: Literature Review	3
2.1 What is ESP?	3
2.2 ESP Course Requirements	9
Chapter Three: Proposed Plan and Deliverables	13
3.1 Course Description	13
3.2 Governing Values	13
3.3 Needs/Situation Analysis	14
3.4 Goals and Student Learning Outcomes	14
3.5 Assessment Plan	17
3.6 Scope and Sequence.....	19
3.7 Piloting Procedure	21
3.8 Deliverables	21
Chapter Four: Reflections and Recommendations.....	22
4.1 Reflections	22
4.2 Recommendations	26
References	29
Appendix A	33
Appendix B	34
Appendix C	35
Appendix D	36
Appendix E	38
Appendix F	40

LIST OF TABLES

Table 1 Chapter Three: Goals and Outcomes.....	15
Table 2 Chapter Three: Assessment Plan	18
Table 3 Chapter Three: Scope and Sequence	19

LIST OF FIGURES

Table 1 Chapter Four: Reflections.....	23
Table 2 Chapter Four: Reflections	24
Table 3 Chapter Four: Reflections	25

CHAPTER ONE: INTRODUCTION

Introduction

Over the last few years, Armenia has become a popular tourist destination. Every year tourists from Russia, Italy, France, Germany, Iran and many other countries from numerous continents come to explore Armenia. Ancient churches, temples, historical monuments and museums, as well as a growing wine industry along with a rich cultural night life offer tourists a new venue looking for something different. In addition, hiking trails and alternate nature tourism is another aspect of tourism in Armenia that has become popular during the last decade offering a variety of sightseeing choices including nature trails. Since tour guides play an important role in “shaping tourists’ experience” (Huang et al, 2010, p. 3), and since English dominates the tourism industry all over the world, it is crucial to have good English-speaking tour guides who will be able to communicate effectively when presenting visitors to Armenia.

This is one of the main reasons for designing an ESP coursebook for Armenian tour guides. The course book is designed to teach specific skills and vocabulary, such as speaking, listening and target vocabulary/phrases which the members of the tourism industry. Additionally, there is a conspicuous lack of English for Specific Purposes (ESP) courses for tour guides in Armenian universities, especially for professions which are not majoring in the English language. Most of the Armenian Universities offer ESP for lawyers or ESP for business. However, the field of tourism and hospitality only has EFL where general English is offered after the second year of studying. However, it is not effective since tour guides need to learn specific vocabulary or phrases, they also need to practice listening and speaking skills, along with improving their pronunciation to be able to communicate with English speaking tourists. Thus, the lack of ESP in Armenia affects professions, such as tour guides.

The course is designed for eight Armenian tour guides, whose English proficiency level is pre-intermediate to intermediate, as determined by one of the local language school's placement test during the needs analysis. The learners are currently working at travel agency, located in Yerevan. The management decided to expand their company by hiring English speaking tour guides and agreed to have their employees attend the piloting of the course to help them gain the necessary and specific language knowledge and skills to continue their work at the travel agency. The course was designed to also contribute to the learners' professional growth, and the growth of the company by incorporating speaking practice and the necessary target vocabulary to effectively communicate with tourists.

The next chapter of the paper reviews the existing literature about the need for ESP courses by discussing what it entails, comparing it to general English and showing the importance of ESP for tour guides and the tourism industry. The literature also reviews vocabulary acquisition in ESP and the textbooks and materials used for the course. The third chapter discusses how the needs analysis was conducted, the kind of instruments used, the description of the course, along with goals, student learning outcomes, and the learning plan based on the course book designed. The final chapter includes the reflections of the learners and findings based on the questionnaires /survey questions given after each lesson. The chapter also gives recommendations for future implementations of the course.

Keywords: Tour guides, ESP, tourism, English for tour guides, specific skills, vocabulary, needs

CHAPTER TWO: LITERATURE REVIEW

Introduction

English for Specific Purposes (ESP) focuses on the specific language needs of the students working in specialized fields. Today, more than ever it is essential to develop ESP courses that assist students in better preparing for their future jobs by considering the specific linguistic needs of the learners. This chapter first discusses the importance and the need of ESP specifically in the field of tourism. Then, ESP course development and textbooks are discussed, along with effective tasks, strategies and activities. Finally, the role of the ESP teacher is discussed, in terms of developing materials and coursebook based on the needs of the students.

2.1 What is ESP?

English for Specific Purposes (ESP) has become one of the most significant areas of EFL instruction since its inception in the early 1960s (Kitkauskienė, 2006). Some define ESP as “teaching of English for any purpose that could be specified” (Aini, 2014, p. 1). Others refer to it as academic English instruction or English instruction for professional purposes (Ghafournia & Sabet, 2014). ESP is also defined as “an approach to language teaching which aims to meet the needs of particular learners” (Hutchinson & Waters, 1987, p.19).

2.1.1 The Need for ESP

According to Grudeva (2020), today almost all the universities in the world incorporate ESP courses into their curriculum. The main reason is the rise in international relations, as well as globalization in different fields. In the countries where English is considered as a second or foreign language, the demand of ESP is high, since it increases the appropriateness of what learners are studying. (Grudeva, 2020).

2.1.2 What ESP Entails

General English classes offer a broad and basic knowledge of the language, which is language-centered and covers all the language skills (Gani & Damayanti, 2018). It gives its learners “a broad foundation” where “four skills are stressed equally” (Far, 2008, p. 6). However, general English is limited when it comes to necessary language connected with the specialized field and the needs of the learners. In contrast, ESP focuses on learning English in a context which is going to be used and it is based on the needs analysis of the learners. Far (2008) brings an example of teaching specific and necessary skills for certain professions in ESP courses, like developing speaking skills for tour guides and developing reading skills for someone who wants to work in the field of business administration.

According to Kitkauskienė (2006), English for Specific Purposes (ESP), includes Business English, English for IT, English for Medical Professionals, English for Waiters, English for Tourism, etc. Similarly, Ghafournia & Sabet (2014) state that ESP employs an approach that slightly differs from General English.

2.1.3 ESP vs General English

Lo & Sheu (2008) state that both general English and the ESP courses help students improve their oral or written communication skills. The accuracy of grammar rules, right word choice, and clarity of meaning are all part of linguistic expertise in both circumstances (Lo & Sheu, 2008). Similarly, Ratminingsih et al. (2018) state that the major purpose of ESP instruction is to give students the necessary and practical English skills (both oral and written) while also reinforcing previous information. ESP focuses not only on the recognition of specific sentence structures or combinations of words, but also on the selection of terms and word meanings in various text types (Ghafournia & Sabet, 2014). Grammatical competence is under the purview of language learning, whereas specific competence covers

an interdisciplinary field as well as a grasp of the context in which the language is employed (Ghafournia & Sabet, 2014).

However, Widiyati (2017) argues that ESP and general English should not be ‘pitted’ against each other, since ESP is always based on a basic understanding of general English. Similarly, Gani & Damayanti (2018) state that ESP is derived from General English. General English is just more focused on acquiring grammatical structures and vocabulary in general, while ESP seeks to improve grammar, pronunciation, and other skills, as well as to acquire a specialized understanding of vocabulary in professional work settings (Gani & Damayanti, 2018).

ESP differs from standard English teaching in that the one who teaches must not only have a good command of standard English, but also have technical knowledge (Kitkauskienė, 2006).

Some of the ESP scholars offer a "two-level" ESP course, which includes containing general information about a field or a profession, followed by covering the specifics of learners’ expertise (Petliovana, 2020; Orang’i, 2021; Asrifan et al, 2020). Thus, general English language is integrated into ESP courses to some degree, since the content of general English goes together with the target language.

2.1.4 Methodology of ESP

According to Anthony (1997), ESP uses “underlying methodology and activities of the discipline it serves” (p. 2). In terms of vocabulary, grammar and learning skills, ESP is focused on the language that is suited for these tasks (Dudley-Evans, 1997, as cited in Anthony, 1997). According to Petliovana (2020), although ESP is designed for adult students, it may be relevant and helpful to high school students as well. Kitkauskienė (2006) argues that an essential element of the ESP is that the course is designed for intermediate or

advanced learners, since ESP courses depend on the learner's basic knowledge of the target language.

English for Specific Purposes has other methodologies which slightly differ from that of general English. The main difference is that the components of ESP, including vocabulary, grammar and learning skills are appropriate for the learners, who can use them in specific learning situations.

2.1.5 ESP for Tour Guides/Tourism

“Being skillful in foreign language skills is necessary for people working in the tourism and hospitality sector” (Leslie & Russell, 2006, as cited in Zahedpisheh et al, 2017, p. 88). Similarly, Ratminingsih et al. (2018) state that the lack of English knowledge can make attracting and entertaining tourists challenging.

According to Widiyati (2017), the ability to communicate effectively as well as improved management skills can be improved with the help of basic English knowledge. On the other hand, Gani & Damayanti (2018) suggest that the importance of basic/primary English as a fundamental subject for tourism courses in higher education institutions and universities cannot be overstated.

However, Tanaka et al. (2020) state that much of the terminology used by tour guides are very specific to tourist destinations, and the basic knowledge of English is not enough to be a tour guide. Ratminingsih et al (2018) in their case study focused on the importance of ESP for tour guides, found that the participants, aside from basic knowledge of English, also needed ESP and context-based English learning to become professional. They concluded that the purpose of an ESP course is “to enable learners to function adequately in a target situation, that is the situation in which the learners will learn language based on their needs” (Ratminingsih et al, 2018, p. 2).

2.1.6 The Need of ESP for Responsibilities of Tour guides

Cohen (1985) describes a guide as a person who shows tourists the sights of the city. However, Prakash & Chowdhary (2010) claim that the role of the tour guide is not limited to only showing the places of interests. They supervise a group of tourists and plan meals for them during trips to museums, monuments, galleries, etc. (Prakash & Chowdhary, 2010). According to them, the guide must speak many languages where that they can answer any questions of the group members, explain to them what is not clear, which often is in English (Prakash & Chowdhary, 2010).

Sompakdee & Danvivath (2020) state that the guides, aside from leading excursions, are required to solve various organizational issues. That is why it is crucial for tour guides to know the specific English for the situations that they regularly face in their jobs (Sompakdee & Danvivath, 2020). On the other hand, a professional tour guide should be able to establish contact with the group, correct the route if necessary, and answer the questions of the tourists in a qualified way, which makes the need of ESP for guides even more significant (Chanwanakul, 2021).

The main duties of a guide include: development of excursion programs and routes; history of the sights and interesting facts about them; meeting, accompanying a group of tourists and informing them about interesting places; interaction with local guides along the route; filling out the necessary documentation; briefing guests on safety, rules and etiquette; providing first aid if necessary; coordination of actions in emergency situations; conflict resolutions; answering any questions (except personal); conducting conversations with tourists; acting as an interpreter (Cohen, 1985; Chanwanakul, 2021). The guides need English which is connected with their real world and which integrates the subject matter with the language (Chanwanakul, 2021).

On top of that, Sompakdee & Danvivath (2020) state that medical assistance is also a part of tour guides' responsibilities. In case of injuries or sudden illness, tour guide should provide medical assistance, organize the call of rescue services, as well as doctors, and they should take measures to eliminate panic; all of this cannot be done without the particular knowledge of English, where the guides are trained to react to such kind of situations in the target language (Sompakdee & Danvivath, 2020).

Koroglu & Koroglu (2012) and Gültekin & Icigen (2019) also mention emotional intelligence (EI) and problem-solving skills to be a part of the guides' responsibilities. Oftentimes when the guide sees that there is a potential for conflict escalation, they need to have the language to deescalate conflict situations and offer resolutions (Koroglu & Koroglu, 2012; Gültekin & Icigen, 2019).

Thus, in order for the guides to operate effectively in a given context, they should be taught English for specific purposes since it includes different responsibilities which are specific to that profession. A basic knowledge of English will not allow the guides to carry out all of the responsibilities required from a tour guide.

2.1.7 Vocabulary acquisition in ESP

According to Richards & Renandya (2002), vocabulary is “a core component of the language proficiency and provides much of the basis for how well learners speak, listen and write” (p. 255).

It is crucial for ESP learners to be familiar with specialized vocabulary in a professional context (Bates & Byrne, 2018). Coxhead (2013) suggests that in ESP courses, learners should focus early on specialized vocabulary, instead of general academic vocabulary. Richards & Renandya (2002) state that the choice of the vocabulary needs to be based according to the specific needs of the learners and their specialization. They also add that when there are texts with lots of new words and phrases, the teacher should be

responsible for selecting specific vocabulary which are relevant to the learners (Richards & Renandya, 2002). Aside from selecting the words, it is also the teachers' job to work on the pronunciation of those words and phrases, which is one of the main differences between specialized vocabulary and general academic vocabulary (Coxhead, 2013).

In a coursebook about English for tourism, Žiger (2012) included internationally used words of six European countries' origin. She used specific words while introducing each country, for instance, island, mild climate, sobrassada, etc. were used for the unit about Spain; erupt, volcanic cone, lava, geysir, etc. were used while talking about Iceland (Žiger, 2012). The choice of the vocabulary was culturally motivated, and it was also specific for each country.

Overall, vocabulary acquisition is essential while teaching an ESP course which focuses on specialized industry like tourism. It also helps learners get familiar with practical/specialized words needed to communicate for in a professional capacity.

2.2 ESP Course Requirements/Considerations

2.2.1 ESP Course Development

According to Masyhud & Khoiriyah (2021), teachers are usually responsible for creating and developing materials for ESP courses which are defined according to the needs analysis done prior to the course. Teachers also need to take into account that ESP courses are learner-centered, thus they need to be developed according to that principle (Masyhud & Khoiriyah, 2021). Similarly, Zahedpisheh et al. (2017) state that it is crucial to develop contextualized materials for ESP courses, which directly meet the needs of the learners. There are two criteria in developing an ESP course, one of them being goal-orientation by focusing on the goals of the learners, and the other criteria is developing the course based on needs analysis (Masyhud & Khoiriyah, 2021).

According to Lo & Sheu (2008), aside from needs analysis, other factors should be taken into consideration while designing an ESP syllabus/course, such as goal and objective formulation, content, selection of ESP learning materials, course planning, and course evaluation (Lo & Sheu, 2008). Needs analysis, in turn, is formed by ‘wants’ meaning the desires and personal purposes of the learners; ‘lacks’ referring to the gaps of their knowledge and language proficiency; and ‘necessities’, addressing the target needs of the learners to operate effectively in a given context (Hutchinson & Waters, 1987).

Course development is an ongoing process where the instructor makes required adjustments to satisfy the learners’ needs, by setting clear goals and objectives and by designing appropriate learning.

2.2.2 ESP Textbooks and Materials

For Ghafournia & Sabet (2014), in the learning process, teaching materials are instruments which are designed to fit the requirements, skills and preferences of learners. Again, ESP materials are based on the needs of the learners. According to Zahedpisheh et al. (2017) learners are “more attracted to practical activities rather than theory and reflection” (p. 90). On a similar manner, Petliovana (2020) states that the textbooks should have a specific topic orientation where task-based exercises should be designed around the professional interests of the students.

Most of the ESP textbooks about tour guides include sections/units about greeting tourists and introducing yourself; answering questions; showing directions; explaining safety, rule and etiquette; showing places of interest (Komalasari, 2012; Zahedpisheh et al, 2017; Marjanovikj-Apostolovski, 2019; Masyhud & Khoiriyah, 2021).

Masyhud & Khoiriyah (2021) included context-based activities in their English for tourism textbook. Similarly, Marjanovikj-Apostolovski (2019) incorporated sample conversation in the textbook for practical learning and connected it to the specialized needs

of the guides. Žiger (2012) also included practical speaking activities in the coursebook (e.g. Imagine you are a tour guide in an art gallery. Choose one of the paintings and describe it).

In a case study conducted by Gaffas (2019), where the learners were taught English with both ESP and general English textbooks, they stated that they gained more technical knowledge through the ESP coursebook. General English textbooks tend to be limited in areas of specific skills, also EGP textbooks are not based on the specific needs of the learners (Gaffas, 2019).

Thus, it is crucial to design ESP textbooks for various professions, including tourism, that targets areas such as architecture, history, phrases and set forms of descriptive language. ESP textbooks also directly address the necessities and professional interests of the learners by including practical and context-based activities by focusing on specific skills.

2.2.3 The role of the teacher in teaching ESP course

Teachers are responsible for designing and developing materials for ESP teaching; It is one of the main differences between ESP teachers and General English teachers (Górska-Poręcka, 2013; Ahmed, 2014). Another difference between EGP and ESP teachers is that in the latter, the teacher has “far less knowledge and experience in the subject than their learners” (Basturkmen, 2010, as cited in Ahmed, 2014, p. 5). Ahmed (2014) states that an ESP teacher should act as a ‘negotiator.’ He brings an example of teaching how to write a business report in an ESP course; in this case the teacher may not be familiar with business field, but he/she has “the knowledge of communication practices” (p. 16), and thus needs to negotiate with the learners how to develop their skills and meet the students’ needs and goals (Ahmed, 2014).

Aside from creating long and short-term goals for students, an ESP instructor must understand learners’ specific requirements in order to identify the goals or the problems that face them at some point of their studies; thus, it is crucial ESP teachers to have professional

information about the learners. (Orang'i, 2021). Having information on the setting where the course will be conducted is another responsibility of an ESP teacher (Ghafournia & Sabet, 2014).

Overall, the goal of ESP instruction is to improve communicative and professional skills, along with knowledge and competence. Also, it is the teacher's responsibility to fully understand the needs of the learners and design the course and develop materials accordingly.

CHAPTER THREE: PROPOSED PLAN AND DELIVERABLES

3.1 Course Description

The course is designed for eight tour guides, aged from 29 to 41, who at the moment employed at a travel agency located in Yerevan. The management decided to hire English speaking tour guides and expand the scope of the company. This course was designed specifically to train the tour guides in improving their English language skills as well as

All participants have more than one year of experience as a tour guide (three have more than five years of experience). Their English proficiency level was assessed as pre-intermediate to intermediate based on the “Study for Success” placement test. The course aimed to strengthen both speaking and listening skills of the guides. It focused on the specific target vocabulary needed for the tour guides to greet the tourists, to answer their questions and, most importantly, to be able to explain the history and describe the specific attractions of Armenia, since the needs analysis (placement test, surveys and questionnaires) showed that the participants didn't have the necessary vocabulary, and needed to improve their listening and speaking skills. Finally, with the help of situational role plays, tour guides were able to practice problem-solving skills and manage conflicts situations. At the end, the tour guides participated in a mock guided tour, where they applied the knowledge they have gained during the course. The course incorporated real life situations and provided opportunities for practice tourism specific tasks.

3.2 Governing Values

Since the demand of International tourism has increased over the past few years, it is important to have English speaking tour guides to present Armenia to a wider audience, since Armenian Universities who offer tourism classes only teach General English. With the advent of English for Specific Purposes (ESP), it is easier to create a course specifically for tour guides, which will meet their needs and concentrate on what is specifically essential in

becoming a good English speaking tour guide. It is also important for tour guides to have certain skills, effective listening and speaking skills, as well as conflict resolution skills. This course was designed with these concepts in mind as well as practicing target vocabulary.

3.3 Needs/Situation Analysis

The instruments used for needs analysis were the interview with the manager of the tour agency (see Appendix A) and the questionnaire for the eight participants (see Appendix B). The placement test from a language center was given after the questionnaires to determine the learners English proficiency level. The placement test determined that two of the participants were Intermediate, and six were Pre-Intermediate. This was taken into account while designing the coursebook.

3.4 Goals and Student Learning Outcomes

The four main goals of the course are developing speaking and listening skills of the tour guides, in order to communicate with the tourists and understand their speech; learning specific vocabulary connected with tourism; and finally practicing conflict management and problem-solving skills. For more details regarding the goals and SLOs, refer to the table below:

Table 1*Goals and outcomes*

Goals	Outcomes	Assessment			
		Role-plays	Listening	Recording and listening to their own speech	Mock Guided Tour Practice
1. Develop speaking skills of tour guides.	1.1 Enhance tour guides' communicative skills when talking about tourist attractions.	X			X
	1.2. Give clear instructions/directions to tourists on tours.	X			X
	1.3 Improve speaking skills when conversing with tourists.	X			X
	1.4 Improve pronunciation in target language.	X	X	X	
2. Learn specific vocabulary connected with tourism.	2.1 Use specific vocabulary needed to talk about tourist attractions.	X			X
	2.2 Use appropriate target vocabulary while giving directions/instructions/explanations to tourists.	X			X
	2.3 Adequately answer tourists' questions with the help of target vocabulary.	X			X
3. Strengthen receptive skills.	3.1 Strengthening listening skills and strategies to clearly understand the speech of the tourists.	X	X	X	X

	3.2 Improve listening comprehension, cultural cues, expressions, sounds, intonation, correctly interpreting various language cues to fully understand the meaning.	X	X		X
	3.3 Improve tour guides' reading texts relevant to the tourism industry, (information on Armenian history, architecture, monuments, etc.).	X	X		X
4. Practice problem-solving skills and conflict management in target language.	4.1 Solve difficult/complex issues related to tourists' behavior/complains. Having the language to deescalate conflict situations, offer solutions and respond effectively in written or spoken formats.	X			X
	4.2 Easily manage and handling conflicts of the tourists with the help of situational role-plays in written and spoken formats.	X			X

3.5 Assessment Plan

Recording and listening to their own speech was done to improve pronunciation and other language errors. During the lessons and at home, students regularly recorded their speech and listened to it. They self-reflected and analyzed their pronunciation, language choice, vocabulary usage, delivery and the tone of their speech. This was done throughout the course for every unit. They were then assessed on their speech, delivery, vocabulary usage, appropriateness and general improvement (see Appendix C).

Throughout the course, the tour guides did eighteen situational role-plays, both individually and in pairs and were assessed based on the rubric which was adapted from TEFL 304 Classroom Assessment class in 2021 (see Appendix D). The ESP course provided opportunities for the students to apply their newly gained knowledge of the unit and practice in real life context.

At the end of the course, after covering all the units, the tour guides participated in a guided tour presentation and they were assessed based on the same rubric from the role-plays (see Appendix D). During the last two sessions, the class was taken to Kotayk Province and to the center of Yerevan where each student was assigned to providing a tour of a specific place of interest and talk about the architecture, the history and the discovery of the ancient artifacts found at the site. Students applied their acquired knowledge and were assessed on their delivery, fluency, language usage and correct usage of target vocabulary.

There were 20 listening activities throughout the course and each of them were worth 0.5%. As regards pronunciation activities, each of them were worth 7% and there were three activities. Eighteen role-plays, constituting 27%, were each worth 1.5%.

Table 2*Assessment plan*

Assessment Tasks	Weight
Listening activities 20x0.5%	10%
Recording and listening to their own speech + assessment of pronunciation, language choice, vocabulary usage, delivery and the tone of their speech. 3x7%	21%
Role-plays 18x1.5%	27%
Field trip (Practicum)	42%
Total	/ 100%

3.6 Scope and Sequence

	Topic	Vocabulary	Speaking	Listening	Language Focus
Unit 1: Greetings	1) How to Greet and Welcome Tourists? 2) How to Introduce Yourself?	Words/phrases for formal/informal greeting and introduction (E.g. Welcome to ..., How was your travel? Let me introduce myself).	Role-play where each of the students greets/welcomes everyone and introduces themselves by using the target vocabulary.	Listening to an audio about salutations of tour guides and filling in the missing words.	Pronunciation: Long vowels (E.g. introduce - [ˌɪntrəˈdjuːs], pleased - [pliːzd]).
Unit 2: Rules, Safety and Etiquette	Explaining Rules and Safety Regulations	Sentences/phrases about regulations, safety and etiquette (E.g. Please keep your seatbelts fastened at all times. Please do not wear revealing clothes in the church since it is considered disrespectful).	Role-play on explaining rules and safety to the tourists.	Listening to an audio about safety and rules, followed by a quiz.	Imperatives
Unit 3: Attractions	Nouns	Words describing places/things (E.g. architecture-> design of a building, art gallery-> place to look at professional paintings and drawings).	Creating a dialogue with a partner on target nouns.	Listening to an audio about attractions tourists have visited and filling in the missing words.	Articles
Unit 4: Narration	Verbs	Words describing actions (E.g. permit-> allow, proceed-> go forward).	Creating a dialogue with a partner using target nouns.	Listening to an audio of woman who took the tour and filling in the missing words.	Pronunciation: Long vowels (E.g. proceed - [prəˈsiːd])
Unit 5: Describing Attractions	Adjectives	Words describing things (E.g. ancient-> very old, heritage-> of historical importance).	Creating a dialogue with a partner using target adjectives.	Listening to an audio of people talking about what they liked or didn't like	Comparatives/Superlatives

				about each tour and ticking in the corresponding box.	
Unit 6: Giving Directions While Showing Places of Interests	On Your Right/Left You Will See...	Sentences/phrases about showing tourist attractions (E.g. In front of you is ..., As we turn the corner here, you will see ...).	Role-play on showing tourist attractions in Armenia.	Listening to an audio about a guide pointing out the places of interest and filling in the missing words.	Preposition of place, time and direction, comparative and superlative adjectives, passive voice
Unit 7: Questions	Asking and Answering Questions	Sentences about answering tourists' questions (E.g. Do you have a question, Sir?)	Role-play on asking and answering questions	Listening to an audio about a guide answering questions and filling in the missing words.	Forming yes/no questions
Unit 8: Conflict Resolution	How to Manage Conflicts and Solve Issues?	Sentences/phrases about conflict management (E.g. Let's see what we can do to make sure it doesn't happen again).	Role-play on conflict resolution and problem-solving.	Listening to an audio about a tour guide handling problems of the tourists and filling in the missing words.	Pronunciation of voiced /ð/ and unvoiced /θ/
Unit 9: Field Trip (Practicum)	Trip to Kotayk Province	All of the above target vocabulary	Role-play on showing places of interest in Kotayk Province (real guided tour).		All of the above language functions
Unit 10: Field Trip (Practicum)	Trip to the center of Yerevan	All of the above target vocabulary	Role-play on showing places of interest in Yerevan (real guided tour).		All of the above language functions

3.7 Piloting Procedure

Throughout the course, students were expected to do various speaking activities and role plays. They also practiced listening, vocabulary practice by matching pictures with the words, filling in the missing words and completing multiple choice questions and true or false questions after each reading and listening tasks. The students were also focused on grammar and pronunciation. Moreover, they were also introduced to vocabulary banks at the beginning of every unit, and the activities were connected with the target vocabulary. For the last two sessions, the students were taken on field trips and practiced their skills by presenting guided tours. The course started on February 21 and finished on March 31 of 2022.

3.8 Deliverables

These resources were created during the design and piloting of the course:

1. After unit questionnaires
2. After course questionnaires
3. Scope and sequence
4. Assessment plan
5. Goals and outcomes
6. Rubrics for role-plays, pronunciation activities and field trip (practicum)
7. An ESP coursebook for tour guides covering speaking and listening skills, vocabulary and grammar
8. Recorded materials for listening tasks, adapted and written for the course

CHAPTER FOUR: REFLECTIONS & RECOMMENDATIONS

4.1 Reflections

Armenia has become a popular tourist destination in the past few years. From its historical and ancient churches to its old winery and cognac, Armenia has lots of things to offer. The country has managed to attract tourists from Russia, Italy, India, Iran, France, just to name a few. Since the language of communication with the tourists is English, there is a need for English speaking tour guides in the country who can present Armenia in a way that tourists would fall in love with it. Also, it is important to present our history, culture and religion, thus making the need for good English-speaking tour guides even more important. There are tourism courses offered in a few Armenian Universities, however, they teach general English to the learners. Tourism is a specific field which needs specific English. That is the reason I decided to design a course/coursebook for tour guides, which will teach them the English that they need in their profession.

The aim of the course was to focus on the speaking skills of the learners and introduce them to the specific vocabulary for tour guides. However, after doing the needs analysis, I have included listening activities and some grammar points in the book. The grammar included comparatives, superlatives, prepositions of place and time, passive voice, etc. Moreover, after doing the needs analysis, I have realized that the learners want to focus on pronunciation, as well. Thus, that section was included in the book, where the learners were constantly recording their speech and were listening to it over and over again to improve their pronunciation.

The course was taught twice a week and the lesson lasted for two hours. The book consisted of ten units related to welcoming tourists, showing places of interests, giving directions, answering questions, explaining safety rules and etiquette, etc. Each unit was covered in those two hours. To understand whether or not the course was effective, students were given questionnaires after each lesson, which gave them a space for evaluation. There

were five open-ended questions (see Appendix E). Based on their answers, the following units were modified to fit the needs and desires of the learners.

Most of the learners stated that they have liked role-play activities (see Figure 1), but it was way too challenging for them (see Figure 2), since they had some difficulties communicating in the target language. However, after few units, almost all of them included the speaking activities to their favorite list. Also, they didn't include speaking/role-play activities under the most challenging activities in the unit. It was a good progress.

Figure 1

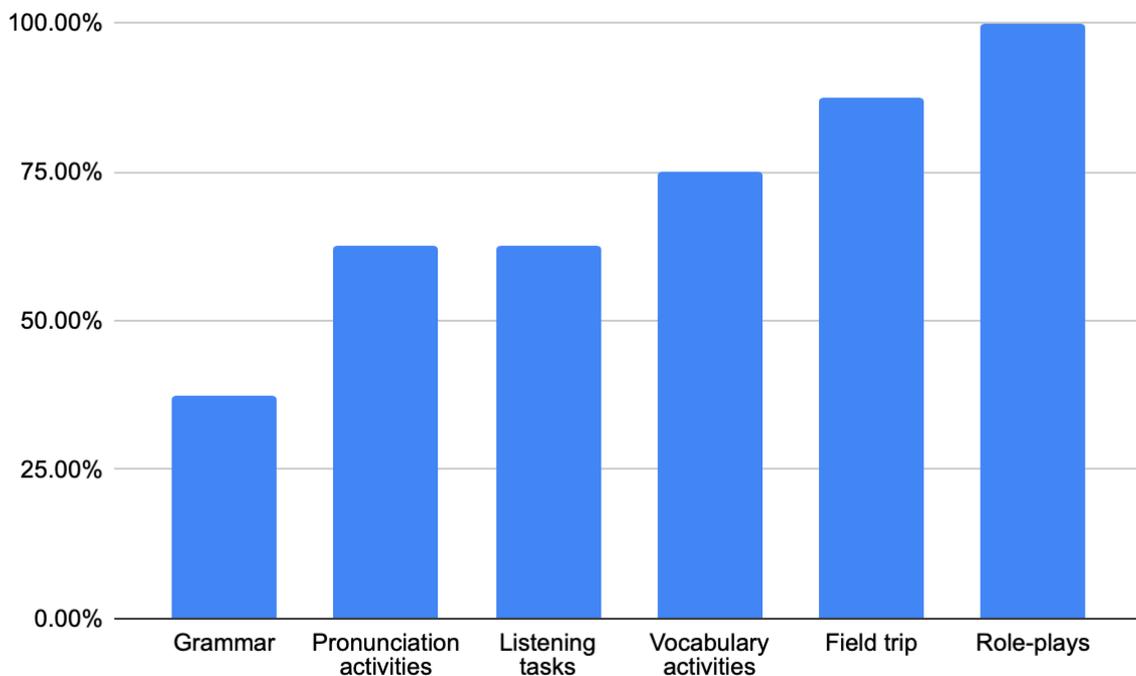
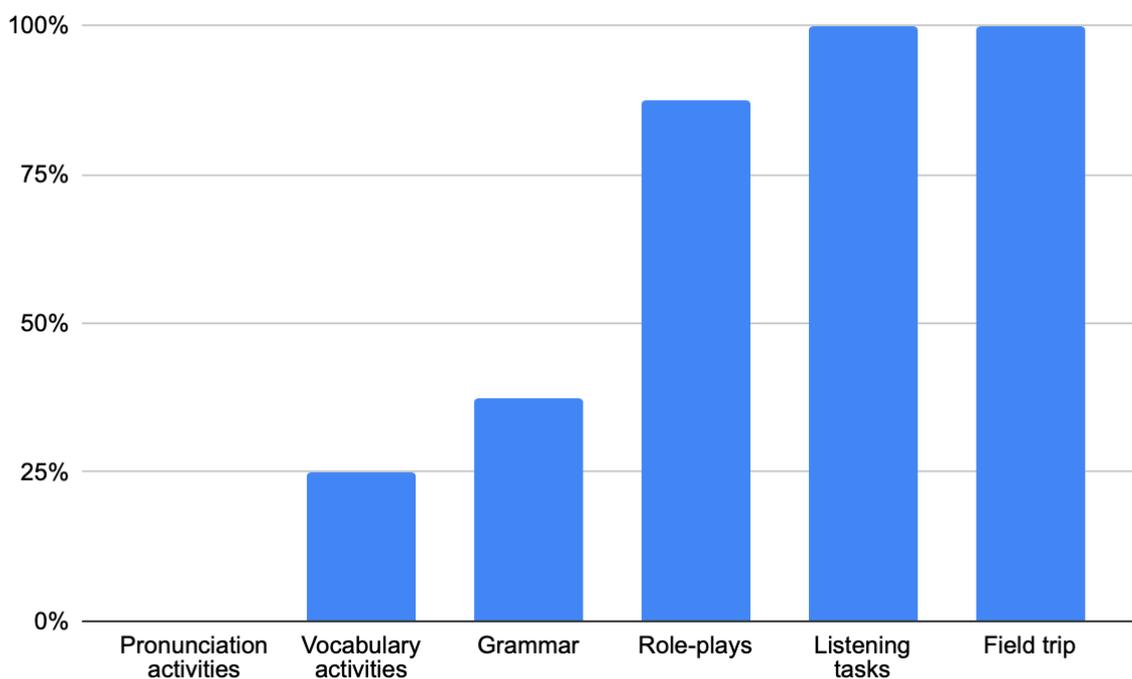


Figure 2

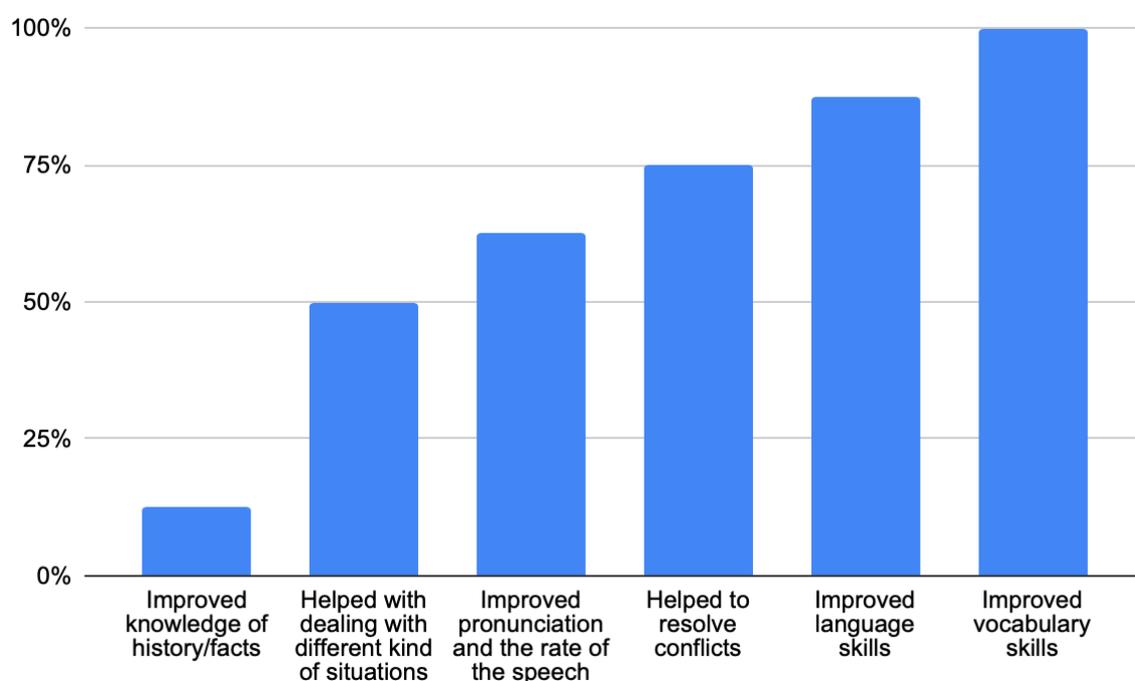
After the first unit, where the main focus was introducing yourself and welcoming tourists, some of the learners stated that the listening activity was too difficult and challenging for them. After their evaluations, the listening activities were modified and reduced.

Surprisingly, none of the learners felt the pronunciation activities to be challenging and only three students stated that grammar section had been difficult for them (see Figure 2). During the first two unit, some learners marked the material as too challenging, but the last units, they got used to the pace of the course and marked the unit as adequate. The last session was involved having the students put their learned knowledge to practical use, to show their speaking and tour guide skills gained after participating in the piloting of the course and using the ESP textbook. Almost all of the tour guides liked the activity, some stated that it was a good opportunity for them to test and challenge themselves. Although some included it in the challenging part, all agreed that it was an excellent assessment tool.

At the end of the course, the tour guides were given a final questionnaire (see Appendix F) to reflect on the whole course. It was also an opportunity for me to see if the course was successful and useful for them.

Based on the learners' answers, it can be said that the course was effective and useful. All stated that they had improved their vocabulary and language skills (see Figure 3). They also felt that the course helped them to resolve conflicts.

Figure 3



At the beginning of the course, one of the learners wrote in the questionnaire that his listening skills were so bad that he could not even understand his classmates. However, closer to the end of the course, he demonstrated excellent progress. According to the tour guides, all of the activities were appropriate for their profession, and few stated that situational role-plays were an excellent idea. Others expressed their appreciation of including Armenian context in all of the activities (speaking, listening and grammar). All eight of the learners stated that they

would recommend the course to their co-workers and other tour guides who wanted to improve their speaking and listening skills, and gain tourism-specific vocabulary. One of the learners said that the course was designed to meet her needs.

Based on the analysis of questionnaires, which were completed after each lesson, the units were revised and reassessed. Overall, the students improved their speaking, listening skills, enriched their vocabulary, improved language skills and practiced conflict management. Some of the shortcomings are not including more detailed questionnaires with options where the students could have chosen all the applicable answers, rather than just filling out open-ended questionnaires. Sometimes students may not have the language to answer the open-ended questions which can result in avoiding them. It can impact the information collected and the needs analysis. The next step is to pilot this at a university/college that offers tourism degree, where the questionnaires will be revised and they will be more close-ended questions with given options.

4.2 Recommendations

The course was successful since it met the requirements and the needs of the tour company and their guides. Getting immediate feedback and adjusting the units each lesson was very effective and helped with the following unit plan.

In retrospect, the following recommendations should be considered for designing an ESP textbook and course:

- More number of piloting sessions need to be added to the course to fully cover all the units. Piloting session should be closer to 45 hours which is standardized class hours for a semester at the universities.
- The practical practice (guided tour practice sessions) would benefit from having more hours on a weekly basis. Instead of just having it at the end, the

students should practice every week by going on various field trips, including museums.

- Adding more units about cultural awareness, since tour guides work with people from different parts of the world and they need to have better knowledge of other cultures.
- Adding listening activities with different English accents can also help improve listening skills, since most of the tourists in Armenia are not native English speakers and comprehension is essential.
- Internship experience should be included in the course where students are matched with different tour companies and get to go and shadow tour guides as part of their practicum for a number of days/hours.
- More Units need to be added to the coursebook focusing on a much wider aspects of tourism including reading (looking at brochures, readings about history, art, legends, folklore, myths, architecture, monuments, etc.) and writing tasks (creating brochures/posters, writing notes for guests about directions, emailing, announcement, creating tour itineraries, etc.).
- Piloting at a university/college which offers a tourism degree

The piloting session was helpful in observing the needs, strengths, weaknesses and the abilities of the course and helped fill the missing gaps.

Based on the piloting of this course a language school in Yerevan that specializes in ESP courses has shown interest in having an ESP course for tour guides and using the textbook once revised.

In addition contacting the programs/departments at universities where tourism is taught is the next step on the agenda, initially as a way to pilot the revised coursebook, then hopefully having the ESP course become part of tourism degree program.

Based on the feedback and the piloting process it has become apparent that an ESP approach, when it comes to tourism and tour guides in Armenia is crucial. If Armenia wants to expand its tourism industry, proficient English speaking tour guides are essential. Thus, there is a need for ESP focused coursebooks and courses specifically designed for Armenian context in the field of tourism and hospitality, where the needs of the guides are prioritized and where the guides can function adequately in target situations.

References

- Ahmed, M. K. (2014). The ESP teacher: Issues, tasks and challenges. *English for Specific Purposes World*, 42(15), 1-33.
- Aini, R. (2014). *Designing syllabus using an ESP approach in study English for tour guide* [thesis, Mataram University]. Mataram University Research Repository.
- Anthony, L. (1997). Defining English for specific purposes and the role of the ESP practitioner. *Center for Language Research 1997 Annual Review*, 1-5.
- Asrifan, A., Vargheese, K. J., Syamsu, T., & Amir, M. (2020). ESP course design: The need analysis on tourism department in Indonesia vocational high schools. *Journal of Advanced English Studies*, 3(2), 69-77.
- Bates, L. A., & Byrne, R. W. (2018, June). *The role of vocabulary in ESP teaching*. DOI: 10.15405/epsbs.2019.08.03.120
- Chanwanakul, S. (2021). English language proficiency of tour guides at a historical attraction. *Turkish Journal of Computer and Mathematics Education*, 12(13), 1905-1910.
- Cohen, E. (1985) The tourist guide: The origin, structure and dynamics of a role. *Annals of Tourism Research*, 12, 5–29.
- Coxhead, A. (2013). Vocabulary and ESP. *The Handbook of English for Specific Purposes*, 115-132.
- Far, M. (2008). On the relationship between ESP & EGP: A general perspective. *English for Specific Purposes World*, 7(1), 1-11.
- Gaffas, Z. M. (2019). Students' perceptions of the impact of EGP and ESP courses on their English language development: Voices from Saudi Arabia. *Journal of English for Academic Purposes*, 42, 10-22.

- Gani, S. A., & Damayanti, C. I. (2018). The ability to speak English of the local tour guides for promoting tourism at the Aceh Tsunami museum. *Studies in English Language and Education*, 5(2), 269-278.
- Ghafournia, N., & Sabet, S. A. (2014). The most prominent roles of an ESP teacher. *ERIC*, 7(11), 1–9.
- Górska-Poręcka, B. (2013). The role of teacher knowledge in ESP course design. *Studies in Logic, Grammar and Rhetoric*, 34(1), 27-42.
- Grudeva, E. A. (2020). The ESP course design (on example of students of tourism). *Международный Научно-Исследовательский Журнал*, 6(96), 42-45.
- Gültekin, S., & Icigen, E. (2019). A research on professional tour guides emotional intelligence and problem-solving skills. *Journal of Quality Assurance in Hospitality & Tourism*, 20(2), 230-258.
- Huang, S., Hsu, C. H., & Chan, A. (2010). Tour guide performance and tourist satisfaction: A study of the package tours in Shanghai. *Journal of Hospitality & Tourism Research*, 34(1), 3-33.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Cambridge university Press.
- Kitkauskienė, L. (2006). General English and English for specific purposes (ESP). *Santalka: Filologija, Edukologija*, 14(2), 88-92.
- Komalasari, F. (2012). *Syllabus design using ESP approach: ESP for tour guide* [Doctoral dissertation, University of Mataram].
- Koroglu, O., & Koroglu, A. (2012). The importance of using the emotional intelligence skills for tour guides and their performance. *Management and Education*, 8(3), 28-35.
- Lo, Y. F., & Sheu, C. M. (2008). The design, implementation, and evaluation of an English tour guide project. *The Asian ESP Journal*, 4(2), 79-95.

- Marjanovikj-Apostolovski, M. (2019). Developing teaching materials for ESP courses: The last option many ESP teachers resort to. *Seeu Review*, 14(1), 160-177.
- Masyhud, M., & Khoiriyah, K. (2021). Developing ESP materials for tourism industry in Malang. *PROJECT (Professional Journal of English Education)*, 4(3), 446-456.
- Orang'i, D. O. (2021). Listening and speaking skills as learning and target needs in business English program for tour guide diploma students in Kenya. *JOALL (Journal of Applied Linguistics and Literature)*, 6(1), 11-31.
- Petliovana, L. L. (2020, January 30). *The importance of appropriate materials for teaching ESP for tourism students in Ukraine*. Electronic Archive Khmelnytskyi National University.
- Prakash, M., & Chowdhary, N. (2010). Tour guides: Roles, challenges and desired competencies. A review of literature. *International Journal of Hospitality & Tourism Systems*, 3(1).
- Ratminingsih, N. M., Suardana, M., & Martin, A. (2018). English for tour guide: A need analysis of a contextual-based language teaching. *SHS Web of Conferences* 2(42), 1-6. EDP Sciences.
- Richards, J. C. & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge university press.
- Sompakdee, P., & Danvivath, U. (2020). Developing English for tour guides material: Khmer sanctuary guides. *Humanities, Arts and Social Sciences Studies*, 42-64.
- Tanaka, N., Morikoshi, K., & Fujita, R. (2020). Tour guide-interpreter education from the English for specific purposes perspective. *Research Bulletin of English Teaching: JACET*, 28-56.
- Widiyati, E. (2017, June). Analyzing the need of prospective tour guides in acquiring English to communicate with foreign tourists in Desa Menari as tourism village. *Proceedings*

Education and Language International Conference 1(1).

Zahedpisheh, N., Abu Bakar, Z. B., & Saffari, N. (2017). English for tourism and

hospitality purposes (ETP). *English Language Teaching, 10(9)*, 86-94.

Žiger, I. (2012). *ESP language course: English in tourism*. Vlastita Naklada.

Appendices

Appendix A

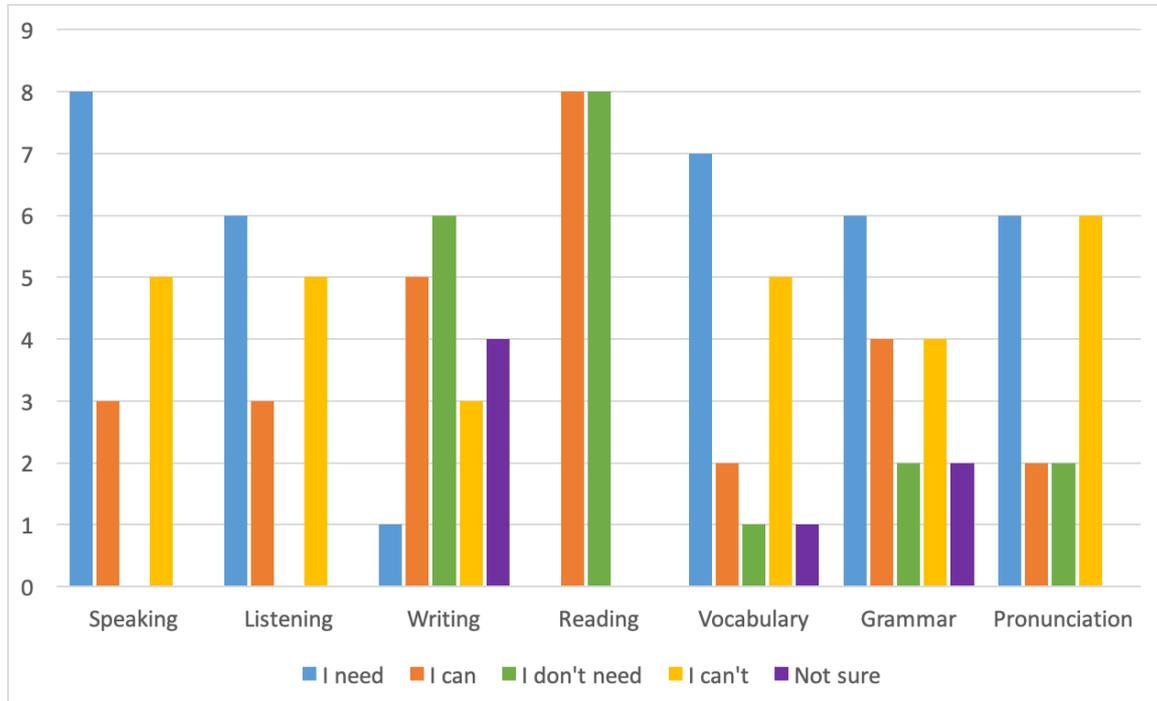
Interview with the tour company manager

1. Why did you decide to train tour guides?
2. Why do you want them to learn ESP instead of General English?
3. How many hours would you like the guides to have piloting?
4. Where the sessions are going to take place?
5. What are your expectations and priorities regarding this ESP course?
6. What skills would you like the tour guides to develop or improve?
7. What are their preferences regarding skills?
8. Do the students have basic computer skills?
9. Are there any specific tour sites which are essential to their job?
10. After the course, would you like all the newly hired tour guides to pass this course?

Appendix B

Needs analysis survey

Students' perceptions of their language needs before the course



Appendix C

Pronunciation Rubric

Excellent 100-93	Very rarely interferes with comprehension of the message. Ideas are expressed without unnatural pauses and at natural speed. The speech is coherent with almost no hesitations. The pace is normal.
Good 93-88	Seldom interferes with comprehension of the message. Ideas are expressed with few pauses at a speed that rarely distracts the listener. The speech is coherent with few hesitations. The pace may be a bit rapid/slow.
Fair 87-70	Often interferes with comprehension of the message. An effort is required on the part of the listener to understand what is being said. The speech is somewhat coherent, and includes lots of hesitations. The ideas are ambiguous and vague.
Poor 69-0	Consistently interferes with comprehension of the message. Even with extraordinary effort on the part of the listener, understanding is difficult. The speech is not coherent, and the pace is inadequate. The ideas are impossible to understand.

Teacher's comments:

Total score: -----/100

Adapted from

Sample assessment rubrics - new york state education department. Sample assessment

rubrics. (n.d.). Retrieved from

<http://www.nysed.gov/common/nysed/files/programs/world-languages/lotecassess.pdf>

Appendix D

Speaking Rubric and Field Trip (Practicum)

Excellent 100-93	<p>Excellent speech with minor grammatical errors (E.g. missing articles that do not hinder the meaning of the speech).</p> <p>Use of a wide range of vocabulary appropriate to the theme under discussion.</p> <p>The ideas are clear.</p> <p>Relevant and accurate content.</p> <p>Flow of information is easy to follow.</p> <p>Effective and clear speech.</p> <p>Errors are not significant enough to be likely to cause social misunderstandings.</p>
Good 93-88	<p>Very good speech with few grammatical errors that do not hinder the meaning of the speech.</p> <p>Use of a range of vocabulary appropriate to the theme under discussion.</p> <p>The ideas are mostly clear.</p> <p>Mostly relevant and adequate content.</p> <p>May be some gaps and redundancies.</p> <p>Mostly there is a flow of information with some mixed sequence of sentences.</p> <p>Mostly clear and effective speech.</p> <p>Misunderstandings may occasionally arise.</p>
Fair 87-70	<p>Satisfactory speech with occasional grammatical errors that hinder the meaning of the speech.</p> <p>Use of a limited range of vocabulary.</p> <p>Poor and weakly organized speech.</p> <p>Redundancies obscure the meaning of the content.</p> <p>The flow is hard to follow.</p> <p>Not clear and effective speech.</p> <p>Errors that cause major misunderstandings.</p>
Poor 69-0	<p>Weak speech with frequent grammatical errors.</p> <p>The vocabulary is inadequate.</p> <p>The content is not relevant or adequate.</p> <p>Too much redundancy.</p> <p>There is not a flow of information (incorrect use of transitions).</p> <p>The speech was poorly organized.</p> <p>The ideas were not properly delivered.</p>

Teacher's comments:

Total score: -----/100

Adapted from TEFL 304 Classroom Assessment class.

Appendix E

After-unit questionnaire for the students

1. Name activities you preferred in the unit. Choose as many as applicable.
 - a) role-plays
 - b) field trip
 - c) vocabulary activities
 - d) Pronunciation activities
 - e) listening tasks
 - f) grammar

2. Name activities you would like to change in the unit. Choose as many as applicable.
 - a) role-plays
 - b) field trip
 - c) vocabulary activities
 - d) pronunciation activities
 - e) listening tasks
 - f) grammar

3. Name activities you would like to see in the next unit.

4. Name the most challenging activities in the unit. Choose as many as applicable.
 - a) role-plays
 - b) field trip
 - c) vocabulary activities

d) pronunciation activities

e) listening tasks

f) grammar

5. Was the unit too difficult, too easy or adequate? Explain your choice.

Appendix F

After-course completion questionnaire

1. Name things you liked about the course. Choose as many as applicable.
 - a) role-plays
 - b) field trip
 - c) vocabulary activities
 - d) pronunciation activities
 - e) listening tasks
 - f) grammar

2. Name the most challenging things you have faced during the course. Choose as many as applicable.
 - a) role-plays
 - b) field trip
 - c) vocabulary activities
 - d) pronunciation activities
 - e) listening tasks
 - f) grammar

3. Did you see any progress in your speaking and listening skills? If so, how?

4. What would you change about the course?

5. Were the activities appropriate for the tour guide field?

6. Which are the areas where you saw the most improvement? Choose as many as applicable.
- a) Improved my language skills
 - b) helped me to resolve conflicts
 - c) improved my vocabulary skills
 - d) improved my pronunciation and the rate of the speech
 - e) improved my knowledge of history/facts
 - f) helped me with dealing with different kind of situations
7. Would you recommend this course to other tour guides? Why or why not?