

# SYSTEM OF EXERCISES FOR TEACHING STUDENTS MAJORING IN TOURISM ESP SPOKEN PRODUCTION

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**Abstract.** *The study was aimed to ground the system of exercises for teaching students majoring in tourism ESP spoken production. On the basis of scientific literature analysis it has been concluded that teaching students ESP spoken production should cover the following stages – preparatory aimed at developing students’ grammar, lexical, phonetic skills, strategic awareness and promoting knowledge of organizing information, using speech formulae, connective words, discourse-signalling systems; basic meant to form skills of information analysis, retelling, summarizing, persuasion of audience and final with the focus on improving spoken production skills and abilities to produce unprepared monologue. A system of exercises for teaching students majoring in tourism ESP spoken production, that consists of three syb-systems, each of which comprises groups of exercises, has been presented.*

**Key words:** *students majoring in tourism, ESP spoken production, system of exercises, stages, skills, knowledge, strategies.*

**Introduction.** The necessity to expand international relations with other countries, attract more tourists to Ukraine sets the requirement to improve the quality of ESP training of students majoring in tourism. Speech production is an important aspect of foreign language learning as it helps to express different thought and ideas in different professional contexts, for example, while presenting the company or services it provides, informing foreign customers about the services, conducting an excursion etc.

Though there are a number of studies on teaching ESP students spoken production (L. Bodnar, I. Fedorova, O. Vashchylo and others), the analysis of modern scientific literature shows that the methodology of teaching students majoring in tourism English professional monologue still needs further investigation.

Thus, the article focuses on a system of exercises aimed at teaching students majoring in tourism ESP spoken production.

**Results.** To ground a system of exercises it is necessary to define stages of teaching spoken production. There are different views on the problem. For example, L. Bondar suggests two stages of teaching spoken production to technical students – introductory (aimed at activating lexical, grammatical and phonetic skills, introducing learning strategies) and basic (presupposes developing students’ knowledge of persuasion monologue, their skills to combine the material, express ideas, views etc.) [1, p. 115–118].

O. Vashchylo considers the following stages of teaching spoken production to engineering students with the help of podcasts: 1) preparatory (aimed at developing students skills to analyse a model), 2) principal (presupposes the development of problem solving skills and abilities to present orally the solution suggested); final (public presentation of the results) [2]. The first two stages consist of substages some of which are meant to be realized outside classroom.

The analysis of the investigations showed that scholars determine different stages of spoken production depending on the focus of the research.

Taking into account the analysed studies, peculiarities of ESP spoken production in the sphere of tourism we determine three stages of teaching students ESP spoken production: preparatory, basic, final.

The preparatory stage is aimed at developing students’ grammar, lexical, phonetic skills, their strategic awareness and promoting knowledge of speech formulae, usage of connective words, discourse-signalling systems, organizing information etc.

On this stage it is necessary to introduce effective communicative and learning strategies, which can be regarded as conscious and motivated actions that learners or speakers take to achieve a goal.

Communication strategies are usually used when problems that can spoil communication arise [4]. They can be viewed as verbal or non-verbal devices to compensate for insufficient knowledge of the target language system; overcome own-performance problems that may prevent a speaker from reaching a particular communication goal by activating self-repair mechanisms, using an alternative speech plan when the original plan cannot be successfully fulfilled; deal with difficulties in the speaker's output production, time pressure problems when speakers need extra time to plan messages and thus may use, for example, hesitation devices [5; 8; 9].

Learning strategies help to enhance students' learning. One of the most well-grounded and widely recognized classifications of learning strategies is that suggested by R. Oxford. The scientist distinguishes direct (memory, cognitive and compensation) and indirect (metacognitive, affective, social) strategies [7]. In terms of our investigation the most important are memory strategies aimed first of all at memorising vocabulary (imitation, making sentences, associating, using context, placing new words in context, semantic mapping, representing in memory etc. [3, p. 72]), cognitive strategies (analysis, argumentation, translation, activation of speech patterns [3, p. 72]), metacognitive strategies (planning, taking notes, self-control, self-evaluation, preliminary listening or reading with the aim of getting information, systematization of knowledge by using tables, semantic maps, monitoring the success of communication etc. [3, p. 72]). We regard compensatory strategies which are of utmost importance for speech production as such belonging to communication ones.

At the preparatory stage students are supposed to activate and get acquainted with communicative and learning strategies which are to be further applied at the subsequent stages.

The basic stage presupposes comprehension of information from valuable sources – texts, audiotexts, video. It is meant to form skills of skills of organizing opinion argument, information analysis, summarizing information.

On the basic stage students' strategic awareness is still developed. Besides, students acquire sociolinguistic knowledge and skills that help to communicate with view of sociocultural peculiarities of the customers.

The final stage is aimed at improving skills to produce a professional monologue with the correct use of means of communication typical of the target culture.

The next step is to ground a system of exercises for teaching students majoring in tourism ESP spoken production. Taking into account the peculiarities of professional activities of tourism managers the conclusion has been made that the exercises should:

- 1) take into account psychological and psycholinguistic regularities of speech production skills acquisition;
- 2) be aimed at developing both prepared and unprepared monologues;
- 3) presuppose coherent development of necessary skills;
- 4) consider the contents of teaching (sphere – professional, situations – presentation of the tourist company and services it provides, informing foreign customers of the services, conducting an excursion, consulting customers, making a speech at the conference etc.; roles – tourism manager, guide etc., intentions – to present information, show advantages, persuade the audience, demonstrate facts etc.; topics; texts; selected material; knowledge; skills);
- 5) teach to avoid and overcome communication difficulties;
- 6) correspond to the students' level of language proficiency;
- 7) apply integrated approach to teaching ESP spoken production which means using a number of sources, combination of activities involving different skills with the main focus on speech production;
- 8) develop students' reflective skills and autonomy.

The system includes three subsystems of exercises which correlate with the above-mentioned stages.

The first subsystem is aimed at developing students' lexical/grammar/pronunciation skills, promoting knowledge of organizing information, developing strategic awareness and includes the following groups of exercises:

- 1.1. Developing students lexical skills.
- 1.2. Developing students grammatical skills.
- 1.3. Developing students pronunciation skills.
- 1.4. Promoting knowledge of speech formulae, usage of connective words, discourse-signalling systems, organizing information.
- 1.5. Building strategic awareness.

The examples of exercises presented below and made up with the help of some sources [6; 10] demonstrate the peculiarities of the first subgroup.

**Example 1, group 1.1.**

**Objectives:** activating students' knowledge of vocabulary, developing lexical skills.

**Instruction:**

**A.** Look at the photos of attractions. Do you know their names? What countries are they situated at? Have you visited any of them? If yes, what were your impressions?

**B.** Look at the list of attractions and match them to the pictures.

Castle, beach, temple, ski resort, carnivals, zoos, natural geographic feature, theme park, mosque, living history museum.

**Example 2, group 1.3.**

**Objectives:** developing skills of reading transcription, pronunciation skills, lexical skills, activating students' cultural knowledge.

**Instruction:**

**A.** Can you read the following transcription of some countries? Listen and check if you read the transcription correctly. Repeat after the tape.

[ˈdʒə:məni], [ˈpəʊlənd], [ˈɪtəli], [ˈkænədə], [spem], [ˈtə:ki], [ˈi:dʒɪpt], [krəʊ'eɪʃə], [frɑ:ns], [ˈʃʌɪnə], [dʒə'pan], [ˌmɒntɪ'ni:grəʊ]

**B.** Can you show the countries on the map? Do you know the capitals of the countries? What are the countries famous for?

**Example 3, group 1.5.**

**Objective:** building students' metacognitive awareness.

**Instruction:**

**A (reflection).** Think over the way you study and answer the following questions:

1. Do you set goals and develop a plan for your speaking development?
2. Do you use any opportunities to develop speaking skills outside classroom. If yes, what are they?
3. Do you use any strategies to improve your communication? If yes, which?
4. Do you monitor the development of your spoken production skills?
5. Do you monitor what you say?
6. Can you say that your speaking skills have improved considerably over the semester?
7. Do you experience any negative emotions while speaking?
8. Can you identify the problem area you still need to improve?

**B.** Read the information about metacognitive strategies. Fill in the first line of the table below. Fill in the second line of the table in the middle of the semester, the third – at the end of the semester.



**Metacognitive strategies** are extremely important as they help to plan, monitor and evaluate your learning.  
Here are some tips how to use them effectively.

<b>Planning:</b> <ul style="list-style-type: none"> <li>• set personal goals and develop a plan how to develop speaking skills;</li> <li>• identify areas that require special attention;</li> <li>• seek opportunities to practice speaking skills;</li> </ul> <b>Monitoring:</b> <ul style="list-style-type: none"> <li>• reflect on your speaking development;</li> <li>• determine whether you have achieved the previous goals;</li> <li>• check if you have the same mistakes as some period of time before;</li> </ul> <b>Evaluating:</b> <ul style="list-style-type: none"> <li>• assess your progress over a period of time;</li> <li>• assess the effectiveness of your methods;</li> <li>• identify areas that still require special attention [6, p. 245].</li> </ul>
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	<b>Your personal speaking goal</b>	<b>Your plan how to develop speaking skills</b>	<b>Your areas of special attention</b>	<b>Opportunities for practice</b>
<b>Planning (date)</b>				
<b>Monitoring (date)</b>				
<b>Evaluating (date)</b>				

The second subsystem presupposes the development of spoken production skills and correlate with the basic stage. It includes reading texts, listening to audiotexts or watching video and involves the following groups of exercises:

- 2.1. Forming skills to organize opinion argument.
- 2.2. Forming skills of information analysis.
- 2.3 Forming skills of summarizing information.

Here are some examples of the exercises.

**Example 4, group 2.2.**

**Objectives:** developing listening comprehension skills, the ability to analyse the information.

**Instruction:**

You are working in a tour company which is interested in attracting British tourists. You are asked to analyse the reasons why British people travel and how much money they usually spend on it. Listen to the information about types of tourism British people prefer and the amount of money they spend on each of them. Be ready to present the information, analyse the results and suggest how it can be used by the company.

**Example 5, group 2.3.**

**Objectives:** developing skills to find the necessary information, summarise information from different sources, build persuasive arguments.

**Instruction:**

**A.** You are working in a tour company and are asked to analyse the reasons why people from different countries travel and how much money they usually spend on it. Find information about types of tourism people from different countries prefer and the amount of money they spend on each of them. Mind the following: leisure tourism, business tourism, other types of tourism.

Fill in the table below.

<b>Country</b>	<b>Reasons for travel</b>	<b>Money spent on travel</b>

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**C.** Present the information in the class. Dwell on how this information can be used by the company.

**D (reflection).** Compare your information and the suggestions with those of your groupmates. Reflect how well you presented the arguments. What could you add to the presentation? Which arguments were not persuasive.

The third subsystem is aimed to improve spoken production skills and develop abilities to produce unprepared monologue. It consists of two subgroups:

3.1. Improving spoken production skills.

3.2. Developing abilities to produce unprepared monologue.

**Example 5, group 3.1.**

**Objective:** improving spoken production skills.

**Instruction:**

**A.** You are working in a big tour company and have to prepare a report about the company to the potential foreign partners who are planning to sign a contract with you. Try to demonstrate best the achievements and advantages of the company. Mind the following: the most popular destinations it offers, the new destinations it offers, size, number of visitors, branches etc. You may use information from the Internet or /and speak with tour agents. Be ready to answer the questions.

**B (reflection).** Record the presentation and analyse it. Mind the following:

1. Was the report well-structured?
2. Did you use sufficient information? Was it important?
3. Did you use appropriate data?
4. Were the arguments persuasive?
5. What communication strategies did you use?
6. Did you speak coherently and fluently?
7. Did you speak correctly?
8. What do you think you need to improve?

**Conclusions.** Teaching students majoring in tourism ESP spoken production should cover the following stages – preparatory aimed at developing students’ grammar, lexical, phonetic skills, strategic awareness and promoting knowledge of organizing information, speech formulae, usage of connective words, discourse-signalling systems; basic meant to form skills of organizing opinion argument, information analysis, summarizing information and final focused on improving spoken production skills and abilities to produce unprepared monologue.

A system of exercises for teaching students majoring in tourism ESP spoken production consists of three sub-systems, each of which comprises groups of exercises.

The next task is to build the model of teaching reading English academic texts to philology students.

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