CREATING ESP PROJECT IN ENGLISH FOR BUSINESS PURPOSES (EBP)

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Annotation: This ESP course is designed to assist business managers with the English language competence and communication skills required to be successful in their areas. For this ESP project, I have selected English for Business Purposes (EBP) context as business English is highly desired skill in our modern world. Implementing English for Business project provides valuable information and skills. While creating Business context, overall language proficiency is enhanced as it focuses on business related vocabulary and grammar, writing conventions that can be beneficial for communication skills. As an ESP practitioner, I need to have enough knowledge and skills such as communication competences and intercultural competence to accommodate my learners' need.

Key words: ESP, EBP, project, business context, communication competences and intercultural competence, needs analysis, Assessment, syllabus outline, course materials, ESP course objectives.

Annotatsiya: Ushbu ESP kursi biznes menejerlariga o'z sohalarida muvaffaqiyat qozonish uchun zarur bo'lgan ingliz tilini bilish va muloqot qilish ko'nikmalariga ega bo'lishga yordam berish uchun mo'ljallangan. Ushbu ESP loyihasi uchun men biznes uchun ingliz tili (EBP) kontekstini tanladim, chunki biznes ingliz tili

zamonaviy dunyomizda juda talab qilinadigan mahoratdir. Biznes uchun ingliz tili loyihasini yaratish menga qimmatli ma'lumot va ko'nikmalar beradi. Biznes kontekstini yaratishda, mening umumiy til bilimim yaxshilanadi, chunki u biznes bilan bog'liq lug'at va grammatika, muloqot qobiliyatlari uchun foydali bo'lishi mumkin bo'lgan konventsiyalarni yozishga qaratilgan. ESP amaliyotchisi sifatida men o'quvchilarimning ehtiyojlarini qondirish uchun aloqa kompetentsiyalari va madaniyatlararo kompetentsiya kabi etarli bilim va ko'nikmalarga ega bo'lishim kerak.

Kalit so'zlar: ESP, EBP, loyiha, biznes konteksti, kommunikatsiya kompetentsiyalari va madaniyatlararo kompetentsiya, ehtiyojlarni tahlil qilish, Baholash, o'quv rejasi, kurs materiallari, ESP kurs maqsadlari.

Аннотация: Этот курс ESP предназначен для того, чтобы помочь бизнес-менеджерам овладеть английским языком и коммуникативными навыками, необходимыми для достижения успеха в своих областях. Для этого проекта ESP я выбрал контекст «Английский для деловых целей» (EBP), поскольку деловой английский является весьма желательным навыком в нашем современном мире. Создание проекта «Английский для бизнеса» предоставило мне ценную информацию и навыки. При создании бизнес-контекста мое общее знание языка улучшается, поскольку основное внимание уделяется деловой лексике и грамматике, а также правилам письма, которые могут быть полезны для навыков общения. Как практик ESP, мне необходимо обладать достаточными знаниями и навыками, такими как коммуникативные компетенции и межкультурная компетентность, чтобы удовлетворить потребности моих учеников.

Ключевые слова: *ESP, EBP, проект, бизнес-контекст, коммуникативные компетенции и межкультурная компетентность, анализ потребностей, оценка, план учебной программы, материалы курса, цели курса ESP.*

ESP course is intended to help executives in business gain the English language proficiency and communication skills they need to succeed in their roles. Creating the English for Business project has given me invaluable knowledge and skills. My overall language ability improves when I create Business context, which focuses on business-related terminology and syntax, as well as writing standards that can help with communication skills. As Woodrow (2018) "As the Business world keeps changing, it is an ongoing process to the map the knowledge, capabilities and skills that are required of international business professionals" (p. 247). I have chosen the framework of English for Lawyers by Jill Northcott from Woodrow (2018) article for my ESP project. This framework consists of Rational for ESP course, Participants, Lenth of course, Needs analysis, Approach to course design, Course aims, Syllabus list, Assessment, Special issues and constraints encountered, Course materials. Northcott (2018) claimed that "The course has primarily targeted European commercial lawyers who need to develop their English for use either with clients from other jurisdictions and language backgrounds or colleagues from other law firms" (p. 206). My context and selected context have much in common with their participants' needs, required skills and other crucial features that are helpful to design my framework. Participants in both contexts have specific and clear needs to success in their fields. Furthermore, practitioners in both contexts are experienced employers and the size of group is limited. As Northcott (2018) defined that "The participants for this course are experienced law professionals with at least two years' experiences. The group size is limited to eight" (p. 206). While researching this particular context, I took some comments to include into my own. According to the needs analysis section, participants need to develop their language skills for meetings, presentations and writing letters that

I have to include in my ESP project. These skills are essential to master for my specific learners. The focus is on enhancing language skills for professional legal contexts such as meetings, negotiations, presentations, client advice, writing letters, and contract management (Northcott, 2018). The course used needs-driven approach and task-based approach to develop participants' productive skills: speaking and writing. As I mentioned in the first part of my work, my learners need to develop speaking, writing and listening skills to achieve success in their work. The course employs a needs-driven, task-based approach, focusing on productive skills like speaking and writing, with materials designed to maximize language use and improvement opportunities (Northcott, 2018). I will employ task-based approach for my context and one more another approach such as PBL, Case-study approaches. In the course goals in the selected context, a number of course activities are provided that will be beneficial and relevant for my own context, such as role-playing, giving brief presentations, vocabulary development exercises, and reading and discussing the text.

Participants

The participants of this EBP (English for Business Purposes) course are sophisticated employers at Business company who need to master English language for their work to achieve their success. They have Bachelor's degree diplomas and their overall language levels are pre-intermediate. This target group consist of seven learners: two female and five male learners. When it comes to their ages, two of them are twenty-seven years old men, three of them are thirty years old men and two of them are thirty-two years old women. All participants come from all walks of life. Two female learners are Tadjik, three male learners are Uzbek and two males are Russian. While teaching them I need to use English as a lingua-franca to communicate in the classroom since I do not know Russian and Tadjik languages well. Participants' targets are the same to master English language and boost their language proficiency. ESP learners are

essential for designing ESP course since they have a clear and specific goal to acquire English language. ESP learners are more active in course design due to their clear understanding of their needs, extensive knowledge of the subject area, and access to specialist texts, making it crucial to utilize their expertise in ESP course design. (Woodrow, 2018).

Needs analysis.

In ESP course, needs analysis play a vital role to design a specific course effectively and relevantly, and fulfill learners' specific needs. The target of needs analysis is to identify the main needs of participants in EBP course. As Serafini et al (2015) defined that "…a well-conducted NA can lead to courses designed to ensure that students will learn precisely what they need" (p. 1). To conduct effective and relevant needs analysis, I will employ diverse strategies that include variety of data collection methods. I will also use course readings to get deeper insight about these methods. Flowerdew (2013) mentioned that "Needs analysis, carried out to establish the "what" and the "how" of a course, is the first stage in ESP course development, followed by curriculum design, materials selection, methodology, assessment, and evaluation" (p. 325). I will employ both qualitative and quantitative methods to conduct needs analysis since the combination of these methods provides a deeper insight of needs of a target group of learners, and it allows to compare and contrast the needs of different groups of learners. Woodrow (2018) defined that "Information about learner needs can be collected using quantitative methods, such as questionnaires, language audits and language tests, and/or qualitative methods, such as interviews, observations and discourse analysis" (p. 24). I will conduct semi-structed interviews with EBP participants to identify their target needs and problems. Questionnaire will be created according to interviews that was taken in the first step to identify the challenges, language and cultural backgrounds or personal goal for mastering English language

and so on. Date gathered with the assistance of in-service professionals to determine the most difficult and important activities that EBP participants may experience during the course.

Approaches to ESP Course Design

I chose PBL (Problem-based learning) and Discourse analysis approaches for ESP course design. Since I picked an EBP setting for my project, I discovered that these approaches are acceptable and relevant for my target group of students. Furthermore, these approaches allow me to meet the demands of my learners, who are primarily concerned with improving their communication skills. Problem-based learning is a learner-centered learning strategy that aims to strengthen learners' critical thinking, problem-solving, and communication abilities by presenting them with problems to solve. It can help improve collaboration in the classroom by allowing students to collaborate in small groups to analyze and debate problems. As Woodrow (2018) mentioned that "The focus of the PBL approach to learning and teaching is based on the premise that learning occurs during the process of investigating and producing a solution to a problem" (p. 131). Furthermore, Woodrow emphasized the positives of PBL approach in his article, such as how it is student-centered, requires a high degree of communication, aligns with current methodological approaches, and is motivating to learners. For ESP practitioner, the content knowledge is not essential. According to Woodrow's (2018) explanation "The role of content in PBL is central. PBL can compensate for an ESP practitioner's lack of subject knowledge because of the student-driven nature of the approach. The solution of the problem in PBL does not depend on the ESP practitioner's expertise" (p. 134). I will implement diverse discussions and debates according to my learners' field using authentic materials in this course. The second approach that I will use in my course design is the discourse analysis approach, which emphasizes the use of language in various contexts to

produce meaningful interaction. As Woodrow (2018) defined that "Discourse may be classed as the central elements of ESP courses" (p. 110). It is relevant and appropriate for ESP students who need to comprehend and utilize English successfully in a variety of circumstances.

Assessments

Assessing students is essential in ESP course since educators should know their students' progression during the course and at the end of the course. Woodrow (2018) defined that "In ESP, evaluation and assessment play an important role, as stakeholders typically want to know how effective the program is" (p. 57). I have chosen diagnostic test to identify participants' weakness and strengths in the beginning of the course. Woodrow (2018) defined that "Diagnostic tests are used to identify the strengths and weaknesses of the students" (p. 57) The next assessment will be formative, which will examine participants' progress and provide relevant feedback for their accomplishments. I intend to design a variety of activities for formative assessments, such as a short presentation, role-playing, matching, filling in the gaps, home assignments, and debates based on authentic materials relevant to their fields. Formative assessment aims to promote learning by identifying areas for improvement and promoting learning through tasks like literature reviews in EAP classes (Woodrow, 2018). The final evaluation is a summative assessment to determine learners' language ability and how much English they have learned over the course. I will provide summative assessments at the conclusion of the course to examine and evaluate participants' overall language ability in their EBP setting. Course designers should consider summative assessment, which provides a snapshot of student achievement, such as exit tests and progress tests, to ensure the course's aims are met. (Woodrow, 2018). I will develop some questions, project work or portfolio to assess how my learners have mastered this course at the end of the course. Woodrow (2018) defined

that "Assessment can be informal and formative, involving classroom tasks and tests that aim to consolidate and inform learning. Assessment can also be summative, measuring student performance at a more formal level" (p. 57).

Course Materials.

Choosing appropriate ESP course materials is challenging and curial process to achieve success in ESP course. Woodrow (2018) claimed that "In ESP the role of materials has an added significance in comparison to EGP, since the learners are often concerned with learning both language and disciplinary content" (p. 152). The course materials should be selected to accommodate the participants' needs. All course materials should be chosen from authentic texts and blogs to teach participants effectively. Woodrow (2018) mentioned that "The most important aspect of ESP materials is that they reflect the target communicative situation. ESP courses usually include authentic materials: that is, texts that are not designed for language-learning purposes but for experts in the ESP field" (p. 152).

Conclusion

Throughout the ESP course, I have acquired valuable knowledge that make educators professional in ESP field. Never have I taught ESP participants and I totally did not know to teach them, how to design ESP project. While studying ESP course with sophisticated professor, I have gained crucial knowledge that help me how to design my own ESP project. In ESP course, I have learners to select appropriate authentic materials to accommodate learners' specific needs, how to teach ESP participants according to their specific needs, interests, how to integrate approaches in ESP course design and how to overcome the challenges while integrating technologies and assessing ESP participants. The most informative course reading is Woodrow's article as it provided the different ESP contexts that I have used as a framework for my ESP

project. I have chosen EBP context for my project and I have selected English for Lawyers by Jill Northcott as a framework from Woodrow (2018) articles. This course reading gave clear instruction and model with each section such as who is participants, length of course, needs analysis and other important points. As Woodrow (2018) defined that "Each of the course outlines needs analysis, an approach to course design, course outlines and sample classroom task" (p. 185).

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