

## A SHORT-TERM ESP COURSE FOR RESTAURANT CHEFS IN UZBEKISTAN

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### **Abstract**

The goal of this study is to create a course that would meet the level and requirements of Uzbek restaurant chefs. The course's cultural material was chosen with a focus on "food" in order to relate to their line of work. The course syllabus is for three months' period, including two lessons in a week in an evening shift. Initially, the choice of the entire syllabus is discussed following with materials selection and assessment development. At the end, the goals for the six-session syllabus and a sample lesson plan are highlighted with exercise materials in appendix.

**Key words:** English for Specific Purposes, receipt, chefs.

*The choice for the entire syllabus.* This study examines English for Specific Purposes (ESP) in Uzbekistan, concentrating on the creation and implementation of syllabus in the context of restaurant chefs. The profession of restaurant chefs is one of the major branch of ESP and needs to focus closely on this field. According to Nation and Macalister's (2010) model, the curriculum design process encompasses needs analysis, environment analysis, the application of principles of teaching and learning, syllabus design and course evaluation. At the beginning of the project, I visited various restaurants in Uzbekistan to analyze the environment and conduct needs analysis among restaurant staff, particularly with chefs. As Flowerdew (2013) stated that needs analysis, carried out to establish the "what" and "how" of a course, is the first stage in ESP course development, followed by curriculum design, materials selection, methodology, assessment and evaluation. For the initial part, it is created a triangular approach for needs analysis in order to be sure to decide the goals and objectives of the course program for restaurant chefs as it plays an essential role for designing the syllabus, assessment and evaluation. First, restaurant chefs are observed by interviewing about how to use their English within the context. During the interview, the questions that we are interested to know are asked and then conducted questionnaire with them in order to proof whether they answered the same during the interview. Needs analysis came in handy to know the target situation analysis, concerned with "needs" of the learner and the present situation analysis, addresses learners' "lacks" and "wants". After this process, it is time to design syllabus for the course, but there is still some discussion to decide right things for restaurant chefs. As Viana (2018)

pointed out that students are acknowledged as important stakeholders who have decided to study this language for particular reasons. After these reasons are mapped, it would be easy to help them reach their goals. For six session syllabus, thinking about the merits of task-based and project-based approaches and it is decided to focus on TBL because learners are free of language control and use all their language resources than just focusing on one pre-selected skill or item. Moreover, authentic different materials are utilized to teach as much as possible in six session syllabus. Materials that are used in syllabus reflect real life situations which have connection with the context of restaurant chefs. Assessment part of the syllabus reflects general criteria of assessing role-play of learners and there is not any formal assessment of the learners because the course is voluntary, not compulsory. This very syllabus will possibly work well for the context of restaurant chefs in Uzbekistan to reach their goals.

*Materials Selection.* After conducting needs analysis, next step is making the syllabus and deciding appropriate materials for the course, assessment and evaluation. According to Tomlinson “materials refer to anything used by teachers or learners to facilitate the learning of a language” (Tomlinson 2011, 2). However, it does not always work for ESP classes to use anything from outside. Materials should be decided based on the results of need analysis of learners and goals, objectives of the course. Sometimes materials adversely impact on objectives of the ESP course if the teacher cannot get the true inside of the needs analysis. To facilitate learners, it is not right to focused on one particular text book, instead, utilizing various materials and sources such as websites, YouTube videos and other authentic materials from real life comes handy. As this is ESP course and intended for restaurant chefs, it is a little bit difficult to decide the textbook of the course because there are not a wide range of sources in the library. Among several textbook in university library, the textbook named “Career Path: Cooking” for my ESP course is chosen. It is multilevel textbook intended for A1, A2 and B1 level students and very adequate for class as it consists of different level learners of English. The authors of this textbook are Virginia Evans, Jenny Dooley and Ryan Hayley. Career Paths: Cooking is another instructive asset for culinary experts who need to improve their English correspondence in a workplace. Joining profession explicit vocabulary and settings, every unit offers step by-step guidance that submerges learners in the four key language segments: reading, listening, speaking and writing. Career Paths: Cooking tends to themes including the parts of a kitchen, flavors, cooking strategies, nutrition and profession choices. Moreover, to facilitate learning processes, some culinary websites like [www.chakchak.uz](http://www.chakchak.uz) and make some authentic materials are used with colorful pictures to conduct in the lesson. Besides that, integration of technology into the classroom and making Kahoot based activity to make the lesson more interesting for learners are also consider. And most importantly, all these

materials reflect the target communicative situation and meets the objectives of the lesson.

*Assessment Development.* Assessment is an essential part of every curriculum, both for EGP and ESP as it is used for ensuring whether course objectives are met and monitor the progress of the program. For ESP course for restaurant chefs, I utilized formative and summative forms of assessment. For each lesson feedback is used as a formative assessment. As Lindy Woodrow (2018) stated that feedback on productive skills of speaking and writing is particularly important as success in these skills is not as readily measurable as in reading and listening. For this course feedback is used by the teacher and the classmates. Feedback tells learners the area of improvements and assessment helps to facilitate learning. Assessment of the ESP course for restaurant chefs is similar to course tasks and it is in the form of exercises:

- Vocabulary to remember and translate (formative)
- Grammar and vocabulary based controlled tasks: drills, matching and gap-filling exercises (formative)
- Role-plays/presentations (summative)

Role-plays and presentations are formal, summative-assessment components of the course and are held at the end of every three sessions.

### **Course Syllabus**

Learners: Restaurant Chefs

Max Group Size: 12 (8 men and 4 women)

Age: between 25-32

Levels: elementary and pre-intermediate

Course duration: 3 months (twice a week)

Hours per lesson: 90 minutes (20:00-21:30)

Course days: Mondays & Wednesdays

Goals of overall program:

- Listen, read, compose and talk at intermediate level (B1) to empower them to satisfy the prerequisites of the restaurant interchanges with outside visitors.
- Keep on eye to eye and telephone discussions on job related themes, for example, taking reservations, narrate recipes and taking a request.
- Create social affectability and the capacity to distinguish and utilize an assortment of procedures for contact with those from different societies by getting presented to subjects, for example, ways of life and culture shock.

Goals for the six-session syllabus

Session A	Food: By the end of the session, Ss will be able to explain food, narrate recipes, and take orders by utilizing typical expressions and structures.
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Session B	People in the kitchen and restaurant: By the end of the session, Ss will be able to describe the staff in the kitchen and restaurant and their job.
Session C	The Kitchen: By the end of the session, Ss will be able to work with kitchen checklist vocabulary, narrate restaurant tools of kitchen, and write kitchen safety reports.
Session D	Basic Actions: By the end of the session, Ss will be able to use verbs for the process of cooking like: blend, chop, dice, drain and describe the order of events in the recipe.
Session E	Menu: By the end of the session, Ss will be able to explain the sequences of menu: starter, main food and dessert, and also how to give special food in the menu.
Session F	Culture Shock: By the end of the lesson, Ss will be able to listen and comprehend discusses about foreign guests’ culture shock and talk about alike experiences of tourists they have encountered.

### A Sample Lesson about Food

Language Objectives:

- Students will be able to demonstrate recipes to cook particular Uzbek food utilizing imperative sentences

Lesson Objectives: By the end of the lesson learners will be able to ...

- Understand and tell the steps of recipes
- Compose a note containing the ingredients and the recipe of Uzbek dishes
- Present how to cook food in front of class

Skill focus: Integrated skills

Materials: Textbook, over-head projector, video and recipes.

Time: 90 min

10 min.	Warm-up activity: The teacher asks students to reply some discussion questions about the “Ratatuy”. Students are asked to guess the name of the food, discuss its ingredients, utilized tools and steps of preparing the food.
	Rationale: Asking students foundation inquiries about a point enables understudies to think about what the language focus and the substance of the exercise will be, which makes learners increasingly enjoy all through the exercise. Additionally, "discuss" in the guidance gives learners the inclination that there are

<p>no correct or incorrect answers. The inquiries are managed in pairs, which decreases the instructor talk and empowers communication.</p>
<p>Feedback: The educator screens the classroom circumstance, takes notes of learners' mistakes to address later.</p>
<p>20 min Introduction</p>
<p>To acquaint basic action words utilized with imperative verbs, a matching activity where the teacher requests that students coordinate basic articulations with related pictures is utilized. As the recipe is in a blended request, students are then approached to put the recipe into a right request. At long last, they are approached to peruse the recipe, close their books and attempt to disclose the steps to make a Ratatuy to their accomplices as they can recollect.</p>
<p>Rationale: One of the viable methods for exploring vocabulary is by methods for pictures. With this action, the 6 basic proclamations to make a Ratatuy is outlined with 6 pictures so students can match them. While doing such exercises, the instructor urges leaners to look into the word reference when they can't do the matching. The accompanying action that is putting the formula into a logical request and understanding it to disclose the means to a couple with the book shut appears to support critical thinking and communication abilities.</p>
<p>Feedback: The teacher strolls around the classroom and notes the articulation blunders to treat after the activity.</p>
<p>25 min Presentation Activities: For the following reading activity that is related to the recipe of soups, students answer reading related questions. Then Ss are given a paragraph of its recipe and asked both vocabulary and information questions. Concerning vocabulary, a few words that have comparable significance with the words underlined in the passage are given and the educator solicits students to discover which from these can be utilized for which underlined word. At long last, the instructor poses learners to get some information about the content to their accomplices by asking two more questions.</p>
<p>Rationale: To incorporate a perusing content, an authentic material about "The Style Diner" has been utilized. The content taken from Career Path: Cooking by Virginia Evans is included some vocabulary and data questions. Supplementary materials acquire this present reality the classroom to create abilities that they will use in real life. Giving students comparative words to the underlined ones in the given content likewise encourages them make associations between two word/s and learn two things at one time. The last action in this part is posing two additional inquiries about the section, which is as significant as responding to the inquiries. Scrutinizing and noting are the most widely recognized specialized devices we use in real life.</p>

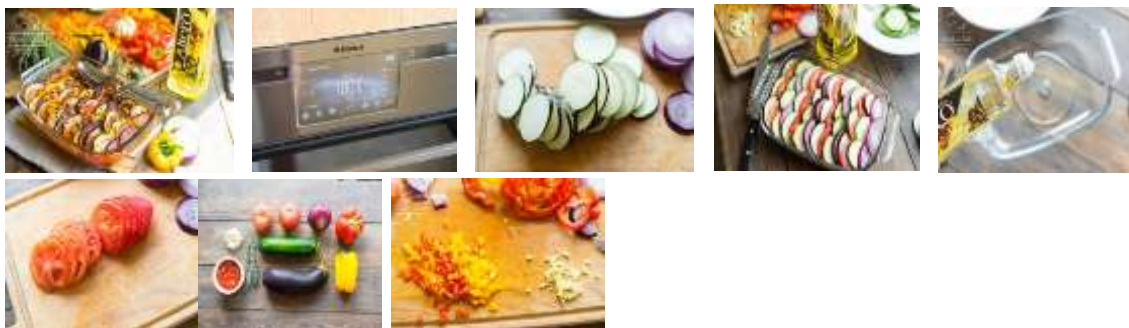
<p>Feedback: The instructor requires students to match their answers with other pairs.</p>
<p>30 min Structured Practice/Communicative Activities:</p>
<p>To urge learners about how to clarify a recipe, the educator asks about types of their favorite dish and demonstrates a video recorded by the instructor. While viewing the video, learners are approached to take note of the fixings as it were. The educator plays the video once again so students can put the given stages in the request as referenced in the video. At that point, learners are approached to close their books and attempt to recall the fixings and ventures with their pairs. One of them talks about the ingredients and another clarifies the means. At last, the instructor requests that learners compose the fixings and the formula of soup in the reading and read it to the entire class boisterously. While a learner is presenting, others will attempt to think about what food he/she is discussing. Moreover, learners are checked whether they remember vocabulary taught in lesson by using Kahoot.</p>
<p>Rationale: The consideration of a video arranged by the educator himself in a real kitchen is accepted to persuade learners. The video is played twice first to empower learners to get explicit words and second to listen for a progressively worldwide comprehension of the request of steps. The listening exercises are commonly masterminded in such a base up methodology, from explicit to progressively worldwide. To incorporate a composition movement, learners are offered time to consider a recipe and compose it following the previous organizations. Perusing loudly what is composed is a decent method for diagnosing learners' pronunciation mistakes. Technology integrated lesson is suited best for ESP classes and facilitates the lesson more interesting.</p>
<p>Feedback: The educator requests that learners check their answers with others for companion revision.</p>
<p>5 min Homework/Questions</p>
<p>As homework, the instructor requests that learners bring to the classroom the ingredients of the food and the recipe of the food they would like to present in front of the class and explain the steps of cooking. They act as if they were well-known chefs on a TV show.</p>

### Appendix

1. Discuss these questions with your pair.
  - What is the name of the national food in your country?
  - What are its ingredients?
  - What is your opinion about its made?

2. Match the steps to make “Ratatuy” with the picture.

- Wash all vegetables
- Cut red onion, eggplant, cucumber and tomato
- Peel the peppers in small cubes. Sprinkle 2-3 pieces of garlic
- Make some oil in the bowl
- Collect vegetables in sequence
- Cook in hot oven to a temperature of 180 degrees Celsius
- Serve



Adapted from www.chakchak.uz

3. Put the pictures above into a logical order
4. Before you read the passage, talk about these questions
  - What kinds of soups are made with vegetables?
  - What kinds of soups are made with meat and seafood?

5. Read the newspaper article about a soup restaurant from Career Path: Cooking by Virginia Evans on page 6. Then, choose the correct answers to multiple choice questions.

6. Write a word or phrase that is similar in meaning to the underlined part.

1 The thick soup with pieces of meat and vegetables is very filling. s \_ \_ \_

2 The restaurant specializes in foods made by heating ingredients in liquid. \_ o \_ \_ s

3 The last step in making a consommé is the process for removing solids and impurities. \_

1 a \_ \_ \_ i c \_ \_ \_ \_ n

4 The chef created a new recipe for a soup with the solids strained out. c \_ \_ \_ r \_ o \_ \_

5 The restaurant makes its liquid bases for soups in-house. \_ \_ \_ t h s

6 The customer prefers soups made with a mixture of solids. \_ h \_ \_ k s \_ \_ \_ s

7. Ask two more questions to your partner about the paragraph.

1. \_\_\_\_\_
2. \_\_\_\_\_

8. Watch the video with this link and put the steps to make Samosa below in order while listening.

- |   |                            |
|---|----------------------------|
| ___ Make the pan oil or clarified butter      | ___ Chop the garlic        |
| ___ Chop the ginger                           | ___ Add cumin              |
| ___ Chop green chilies                        | ___ Chop onion             |
| ___ Add nigella seeds                         | ___ Powder red chili       |
| ___ Add salt                                  | ___ Add lemon juice        |
| ___ Fry all together                          | ___ Add boiled potatoes    |
| ___ Chop cilantro                             | ___ Let stuffing cool down |
| ___ Mix flour with water and some ingredients |                            |
| ___ Add a tiny piece of samosas to the oil    |                            |

9. Close your books and try to remember the ingredients and steps with your partner in the video. One pair speaks about the ingredients and the other explains the steps.

10. Go to the website Kahoot.it and check your understanding of the lesson with the game pin:821222.

11. Write the ingredients and the recipe of Uzbek dishes and share it with the class. While you are reading, others will try to guess what food you are talking about.

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