

**“ALIGNING CURRICULUM, MATERIALS AND ASSESSMENT IN
ESP: THE EXAMPLE OF AVIATION ENGLISH”**

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Abstract: *This project is based on Aviation English which has emerged as a focused area of English for Specific Purposes (ESP). The course duration is consisting of six months, which incorporates aviation-specific vocabulary, communication protocols, and emergency procedures, all while addressing the linguistic challenges posed by diverse passenger inquiries. By focusing on practical language skills and authentic assessments, this Aviation English course effectively prepares participants for real-world scenarios in the aviation sector, ultimately contributing to their success as competent and confident flight attendants. Professional relevance encompasses two key elements: content and function. The content aspect includes topics such as flight approaches, delays, adverse weather conditions, ill passengers, hydraulic malfunctions, and runway incursions. Equally important for aviation professionals are the specific language functions necessary to address these scenarios, including describing situations, making requests, seeking clarification, and confirming information.*

Keywords: *real-world scenarios, content and function, needs analysis, authentic assessments, materials for ESP courses.*

Annotatsiya *Mazkur maqolada ESP (English for Specific Purposes) kurslarini tashkil etishda o'qituvchining vazifalari, ehtiyojlar tahlilining (needs analysis) o'rni hamda o'quvchilar uchun samarali material va yondashuvlarni tanlash masalalari yoritilgan. Avvalo, kursni yaratish jarayonida o'quvchilarning ehtiyojlarini aniqlash, ularning qiziqishlari va til ko'nikmalarini hisobga olish zarurligi ta'kidlangan. Bu jarayon kurs davomida ham uzluksiz olib borilishi*



kerakligi qayd etiladi. Shuningdek, o'quv dasturining maqsadlari va baholash mezonlari o'zaro uyg'unlashsa, o'qitish samaradorligi oshishi haqida fikr yuritiladi. Baholash jarayonida intuitiv, sifat va miqdoriy yondashuvlardan foydalanish mumkinligi aytiladi.

Tanlangan ESP loyihasi – Aviatsiya ingliz tili kursi bo'lib, unda aviatsiya sohasiga oid texnik terminlar, xavfsizlik yo'riqnomalari, favqulodda vaziyatlar va yo'lovchilar bilan muloqot kabi mavzular qamrab olingan. Kursning asosiy maqsadi – tinglash va gapirish ko'nikmalarini rivojlantirib, ishtirokchilarni C1 darajaga yetkazishdir. Baholash usullari sifatida tinglab tushunish topshiriqlari, rol o'yinlari va kommunikativ mashqlar qo'llanadi. Kurs davomida autentik materiallardan foydalanish, real vaziyatlarga mos mashg'ulotlarni tashkil etish o'quvchilarning mustaqil va professional bo'lishiga xizmat qiladi.

***Kalit so'zlar:** ESP, ehtiyojlar tahlili, aviatsiya ingliz tili, autentik materiallar, baholash usullari, kommunikativ yondashuv.*

Introduction

Aviation English is designed for future flight attendants that is considered as an ESP context that aims to develop the communicative skills in their specific field and situations. The participants are male and female young adults who are successfully interviewed and get a job opportunity for this vacancy and needs for specific training for passenger safety and effective communicative skills during the domestic and international flights. Most of them are bilingual participants who can speak fluently Uzbek and Russian and highly motivated in education. In IELTS (The International English Language Testing System) they have language proficiency certificates overall 6.0-6.5 and current level is B2 but ESP course provides to increase their level till the C1 focusing on listening and speaking skills. English for Aviation course duration is designed for six months and ESP classes will be held two times a week. At the end of the course, they will be able to use specific vocabulary and terminology which are related to the aviation and identify the safety instructions, emergency procedures, and evacuation protocols in communication comprehending the passenger inquiries, requests, and concerns, which may involve



accents or non-native English speakers. All these requirements are considered in ESP context and course designs according to the learner's needs analysis also materials and tasks focus on mainly speaking and listening skills including grammar vocabulary and pronunciation as a subskill. The course aims to provide practical language skills that can be immediately applied in real-world aviation settings. Selecting Language in the workplace frame for English aviation course is reliable because this frame is also contributing the disciplinary knowledge and skills in communication. This model can be adoptable for designing the course syllabus for English aviation which focuses on aviation terminology, assessments with authentic tasks improving speaking and listening skills. Woodrow (2018) mentions that Assessment which is based on the projects helps in the student's real-life situations which are applicable for the flight-attendant's flight situations.

Needs Analysis Protocol

Before planning the ESP, course or syllabus a course designer has to plan how to conduct a needs analysis so due to providing different types of needs analysis ESP practitioners can gain a comprehensive understanding of the learners' backgrounds, experiences, language proficiency, and specific needs in the context of English for Aviation and make a curriculum to the course and lesson plan assessments will be designed by providing needs analysis. For English aviation course it is planned to use at first review of existing training because these experiences can provide insights into their prior exposure to relevant content and identify strengths and weaknesses in their existing knowledge and skills related to aviation terminology and language proficiency. The second way is pre- course questionnaire where participants will be asked questions about any experiences in aviation field or knowledge of aviation terminology and about language proficiency and about their needs in relevant contexts where they feel less confident therefore, the last type of analyzing needs analysis will be data collection of individual interviews so in interview participants will be given real-life scenarios or cases they might encounter during flights, such as handling emergencies, communicating safety instructions, and dealing with passenger inquiries and complaints and how to



respond in communication. All these provided types of needs analysis can be crucial how to design lesson plans and assessments that align with the identified needs and goals of the learners. There are some steps provided in analyzing the needs analysis for the Aviation English.

Assessment

In the context of Aviation English for future flight attendants, the assessment information should be aligned with the specific goals and objectives of the course. Furthermore, course designer can include also summative assessments to the curriculum because placement test and progress test can draw the picture about the ongoing needs analysis but course aims to achieve the final result where the learners can widely use the language for their profession. For ongoing tasks to assess the participants' ability to use aviation-specific vocabulary and terminology accurately in context through the case studies because the case-study activities provide opportunities for ongoing formative assessment, where instructors can evaluate the learners' progress and provide targeted feedback. Instructor presents students with a real-world aviation communication scenario such as handling an emergency situation or communicating flight delays and learners analyze the case study and provide oral response outlining communication strategies and solutions. Provide audio recordings of authentic aviation announcements, safety instructions, or passenger communications to the listening and practical simulations to measure different aspects of language proficiency and communication skills. For summative assessment would be better providing individual project work which includes various case studies and they have to make a speech with real-life examples where measured their accuracy and fluency in the oral communication.

Course Materials

For English Aviation course is relevant to use authentic materials which is connected with real-life examples supports the effective learning and use in practice. Providing different authentic materials such as audio-materials, videos and including Call materials which is given in websites also can engage and will be essential tool



for achieving the learning outcome. For outlining the course ESP practitioner let learners to work individually which increases the learner-autonomy, however, integrate relevant materials and resources that simulate real-world aviation scenarios are initially having to be guided by instructor for instance, to acquire the vocabulary instructor can provide link where learners can access easily to aviation glossary and terminology lists. As course designed with case-study approach audio materials will be relevant in this case so instructor would assess the audio material which discuss various aviation cases in this field such as emergency crews rescue three people from flipped aircraft in Paso Robles or passenger flight attendant injured during severe turbulence on Southwest flight. Encourage students to prepare presentations on aviation-related topics or case-studies to practice their speaking skills in a structured format.

Reflection

The course Teaching English for Specific purposes helps to ESP instructors how to address the needs of learners in various specific contexts and design materials conducting different approaches that supports to develop ESP projects. As Viana (2019) notes that “ESP can therefore be seen as a collaborative partnership where there is a real information gap and a communication need between teachers and students” (p. 4). Mainly, before creating the course to the specific contexts the point is to analyze the needs analysis of the target learners. As Chan (2018) notes that continuous needs analysis can be carried out during the course to assist the teacher in addressing the individual requirements of the learners enrolled in the program, even after it has commenced. To provide before and ongoing needs analysis is important in ESP because according to the checking the interests and needs of the learners can collect data which follows the learning outcome at the end of the course.

Moreover, in selecting appropriate materials and approaches to the specific context contributes the effectiveness of the course aims and course alignment. Biggs (1996) points out that “when curriculum and assessment methods are aligned, the results of instruction are massively improved” (p. 350).



However, Abdel Rauf (2011, as cited in O'Sullivan 2012) outlined that the different approaches to developing assessment scales for LSP performance; intuitive, qualitative, and quantitative. The ESP instructor should focus on requiring skills of the target learners in their workplace. The chosen ESP project is based on English for Aviation course employs practical language skills and authentic assessments to prepare participants for real-world aviation scenarios. Woodrow (2018) emphasizes the importance of choosing texts that are relevant to the target communicative situation, considering criteria such as topic, genre, audience, register, rhetorical function, grammar, and vocabulary. It aims to equip them with the necessary vocabulary and terminology to handle safety instructions, emergency procedures, and passenger inquiries confidently. The ESP course includes units on Introduction to Aviation English, Communication Protocols, Emergency Situations, Technical Vocabulary, and Aviation Regulations. Assessment methods include listening comprehension tests and speaking assessments like role plays and communication tasks. The main objective of the ESP course is to enhance participants' language skills to a C1 level, with a focus on improving listening and speaking abilities. The course duration is six months, incorporating aviation-specific vocabulary, communication protocols, and emergency procedures. International Civil Organization (2009) describe that “the communicative nature of aviation English training, the intensity of classroom activities and maintaining optimum attention and participation (p. 38). For that reason, providing authentic materials or activities can engage learners and assess them how to act in real-life situations and assist them to be autonomy learner and expert in the specific field.

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