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TURIZM YO‘NALISHI TALABALARIGA KASBIY YO‘NALTIRILGAN INGLIZ TILINI O‘QITISH METODLARI

МЕТОДЫ ОБУЧЕНИЯ ПРОФЕССИОНАЛЬНО ОРИЕНТИРОВАННОМУ АНГЛИЙСКОМУ ЯЗЫКУ СТУДЕНТОВ ТУРИСТИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ

METHODS OF TEACHING PROFESSIONALLY ORIENTED ENGLISH TO TOURISM STUDENTS

Annotatsiya Maqolada turizm mutaxassisligi talabalariga kasbiy yo‘naltirilgan ingliz tilini o‘qitishning zamonaviy metodlari ko‘rib chiqiladi. Tadqiqotning maqsadi – global turizm industriyasida kasbiy faoliyat uchun zarur bo‘lgan kommunikativ kompetensiya, kasbiy lug‘at boyligi va madaniyatlararo tushunishni rivojlantirishga qaratilgan samarali metodik

yondashuvlarni aniqlashdir. Tadqiqot davomida ilmiy adabiyotlar tahlili, o‘qituvchilar va talabalar o‘rtasida so‘rovnomalar o‘tkazish hamda darslarni kuzatish metodlaridan foydalanildi. Asosiy e’tibor kommunikativ, loyihaviy va fan bilan tilni integratsiyalashgan holda o‘qitish (CLIL) metodlariga qaratildi. Natijalarga ko‘ra, real materiallar, rolli o‘yinlar, simulyatsiyalar hamda Kahoot, Padlet kabi raqamli platformalar talabalarning qiziqishini oshirib, kasbiy muhitda ishonchli va erkin muloqot qilish ko‘nikmalarini rivojlantiradi. Tadqiqot til va kasbiy mazmunni integratsiyalashgan holda o‘qitish nazariya va amaliyotni uyg‘unlashtirishini ko‘rsatadi. Ushbu metodik yondashuv talabalarning kasbiy muloqotga tayyorgarligini oshirib, Qozog‘istonning turizm sohasini xalqaro darajada tanitish qobiliyatini shakllantiradi.

Tayanch so‘zlar: kasbiy yo‘naltirilgan ingliz tili, turizm, ESP, CLIL, kommunikativ metod, raqamli ta’lim, madaniyatlararo kompetensiya.

Аннотация. В статье рассматриваются современные методы обучения профессионально ориентированному английскому языку студентов туристических специальностей. Цель исследования – определить эффективные методические подходы, способствующие развитию коммуникативной компетенции, профессиональной лексики и межкультурной осведомлённости, необходимых для работы в сфере международного туризма. В работе использованы методы анализа научной литературы, наблюдения за учебным процессом и анкетирования преподавателей и студентов. Особое внимание уделено коммуникативному, проектному и предметно-языковому интегрированному обучению (CLIL). Результаты показывают, что использование аутентичных материалов, ролевых игр, симуляций и цифровых инструментов (Kahoot, Padlet, виртуальные туры) повышает мотивацию студентов, их уверенность и беглость речи в профессиональных ситуациях. Исследование доказывает, что интеграция языка и профессионального содержания сокращает разрыв между теорией и практикой. Такой подход повышает готовность студентов к реальному профессиональному общению и способствует их способности представлять туристическую отрасль Казахстана на международной арене.

Ключевые слова: профессионально ориентированный английский язык, туризм, ESP, CLIL, коммуникативный подход, цифровое обучение, межкультурная компетенция.

Introduction

The rapid development of tourism as one of the most dynamic sectors of the global economy has created a demand for specialists proficient in foreign languages at a professional level. In the context of globalization and expanding international relations, English proficiency has become essential for effective communication within service industries. In the tourism industry, English functions not only as a means of communication but also as an essential tool for professional interaction, the promotion of tourism services, and intercultural exchange.

In Kazakhstan, special attention is devoted to preparing competitive professionals capable of representing the nation's cultural heritage on the international stage. Therefore, the teaching of professionally oriented English to tourism students holds particular significance. However, despite the growing importance of English for Specific Purposes (ESP), many educational institutions still rely on outdated, grammar-centered methods that do not adequately prepare students for real professional communication.

Students may have difficulties speaking foreign languages in a real professional environment even if they know all grammar structures and rules very well, it means he/she lacks communicative competence. Observations conducted in tourism faculties and discussions with teachers and students demonstrated that they often struggle to use English fluently in authentic professional situations such as welcoming guests, explaining tourist routes, handling complaints, or writing business correspondence. To develop students' communicative competence, it is necessary to create conditions for students to speak fluently, using materials they have learnt, as if they are in a professional environment.

This problem highlights the insufficient methodological adaptation of English language teaching to the real needs of the tourism industry. Therefore, the absence of integrated, practice-oriented methods of teaching professional English in Kazakhstan's higher education institutions indicates both a theoretical and practical gap that this research seeks to address.

The relevance of this study lies in the need to enhance English language teaching methodologies that reflect the professional requirements of future tourism specialists, not only to acquire linguistic competence but also to develop the ability to apply it in specific professional contexts.

Furthermore, the emergence of new digital tools and blended learning environments provides unprecedented opportunities to modernize ESP instruction. While global studies have explored communicative and CLIL-based approaches, their systematic application in Kazakhstani higher education—particularly within tourism programs—remains under-researched. Thus, the study introduces a new pedagogical object: the integration of communicative, project-based, and Content and Language Integrated Learning (CLIL) methods enhanced by digital technologies for developing professional English competence. The novelty of this work lies in adapting these contemporary methodological approaches to the specific professional and cultural realities of Kazakhstan's tourism education.

The main purpose of the research is to identify, justify, and implement effective methods of teaching professionally oriented English to tourism students that ensure the development of communicative competence, professional vocabulary, and intercultural understanding.

To achieve the objectives of the study, the following research methods were employed: analysis of scientific literature, surveys of students and teachers, design and implementation of communicative, project-based, and CLIL-oriented learning activities adapted to the needs of tourism students, classroom observations.

The research work assumes that the integration of communicative, project-based, and CLIL approaches significantly improves students' ability to use English in authentic professional situations. It suggests that the use of digital learning tools such as virtual tours, Kahoot, Padlet, and online collaboration platforms increases students' motivation and engagement in ESP learning.

The theoretical significance of the research lies in contributing to the development of ESP methodology by systematizing modern approaches that combine language acquisition with professional

competence formation. The study provides a scientific rationale for integrating communicative and CLIL principles in teaching tourism-related English. It also expands the understanding of how digital technologies can be effectively utilized to enhance the process of teaching foreign languages in professional contexts.

The practical significance of the research is reflected in its direct applicability to real educational settings. The use of authentic materials, project work, and interactive digital platforms helps teachers create an engaging learning environment that mirrors real-life professional communication. As a result, students develop not only linguistic competence but also the confidence, adaptability, and intercultural sensitivity required in global tourism.

Literature Review

Teaching professionally oriented English, commonly referred to as *English for Specific Purposes (ESP)*, has gained growing significance in higher education, particularly in training future specialists for the tourism and hospitality industries. ESP emphasizes not only linguistic competence but also the ability to apply language skills in authentic professional contexts such as customer interaction, travel management, and intercultural communication. Research in this field reveals that traditional grammar-based methods are insufficient for developing the communicative competence required in professional tourism. According to Hutchinson and Waters [6], ESP instruction must be needs-oriented, reflecting learners' real communicative purposes and professional situations. Dudley-Evans and St John [4] also highlight that effective ESP teaching integrates both linguistic and pragmatic aspects, ensuring learners' readiness for workplace communication.

Several empirical studies confirm the importance of methodological innovation in ESP for tourism. Khoirunnisa et al. [7] found that many students possess theoretical grammatical knowledge but face difficulties in spontaneous professional speaking. Oktarin, Syahrial, and Harahap [12] emphasized that ESP courses should include authentic tourism dialogues and task-based scenarios to promote fluency and vocabulary

retention. In Kazakhstan, Rizakhojayeve et al. showed that applying interactive and communicative activities in ESP increased students' speaking performance by 30% and their professional vocabulary acquisition by 28%, demonstrating measurable pedagogical benefits.

Communicative and task-based approaches have become key components of effective ESP methodology. Purnomo proved that task-based learning enhances motivation and real-life problem-solving skills. Similarly, Hermawati [5] and Marsakawati [8] highlighted that role-plays, simulations, and situational dialogues improve fluency and pragmatic awareness, preparing students for realistic situations in tourism.

The integration of *Content and Language Integrated Learning (CLIL)* in ESP instruction has emerged as an effective strategy for combining language acquisition with professional content. Coyle, Hood, and Marsh [3] describe CLIL as a dual-focused approach where students simultaneously learn subject knowledge and foreign language skills. Martinez-Soto and Prendes-Espinosa [9] confirmed that CLIL combined with Information and Communication Technologies (ICT) enhances listening, speaking, and critical thinking. Likewise, Morgado and Vesala-Varttala [10] demonstrated that digital storytelling in CLIL contexts encourages creativity and digital literacy — both essential for modern tourism professionals.

Project-Based Learning (PBL) also contributes significantly to ESP development. Purnawati and Sari found that 80% of students believed project-based learning improved their teamwork, employability, and confidence in English. Rachmawati and Irawan and Qalandarova reported that digital platforms such as *Kahoot*, *Padlet*, and *Google Workspace* foster learner engagement and vocabulary mastery by providing interactive and collaborative environments.

Kazakhstani researchers have also contributed valuable insights into ESP development. Akhmetova [1] and Smailova highlighted the importance of culturally relevant materials in teaching English to tourism students, arguing that national context and local examples increase motivation and cultural pride. Yessimbetova and Nurgaliyeva pointed out that the implementation of CLIL and

blended learning models in Kazakhstan remains limited due to insufficient teacher preparation and lack of authentic materials. Nazarova emphasized that integrating professional case studies and simulations improves learners' readiness for international communication in tourism.

Globally, digitalization has revolutionized ESP teaching. Blin [2] noted that virtual learning environments and mobile applications enhance learner autonomy and intercultural collaboration. Reinders and White further argued that blended learning environments combining face-to-face and online activities provide flexible learning opportunities for ESP students. In line with these ideas, Zhang and Liu found that integrating virtual tours and gamified quizzes boosts learners' motivation and retention of professional vocabulary.

However, despite these advancements, challenges persist. Sintia, Pernada, and Karani identified limited teacher expertise in digital pedagogy and lack of institutional support as key barriers to implementing communicative methods. Shermatova and Usmonova stressed that continuous teacher training and collaboration between academia and industry are crucial to maintaining the relevance of ESP programs. Kalandarova also recommended establishing partnerships between universities and local tourism enterprises to align language education with industry needs.

In conclusion, the reviewed literature shows that ESP teaching tourism is most effective when it integrates communicative, CLIL, and project-based approaches supported by digital learning tools. These methodologies not only enhance linguistic competence but also develop critical soft skills such as teamwork, adaptability, and intercultural awareness. Nonetheless, ongoing professional development for teachers, the creation of authentic Kazakhstani learning materials, and institutional support are essential for sustainable improvement in ESP instruction.

Methodology

Teaching a professional foreign language aims to develop the linguistic skills required to perform specific professional tasks effectively. For tourism students, ESP instruction should encompass not only grammar and vocabulary acquisition but also

the mastery of language patterns commonly used in the tourism industry.

The methodology of this study was designed to evaluate the effectiveness and reliability of modern pedagogical approaches—specifically the communicative approach (CA), project-based learning (PBL), and Content and Language Integrated Learning (CLIL)—in teaching professionally oriented English to tourism students. These approaches were chosen for their focus on active learning, practical communication, and integration of language with professional content.

1. The communicative approach emphasizes the active use of English as a means of professional communication, which focuses on developing learners' ability to use language in authentic communication contexts.

It also highlights interaction through the simulation of real-life professional situations and the use of dialogues, role-plays, and case studies.

In this study, communicative tasks were structured around professional tourism contexts, enabling students to develop the competence necessary for real-world communication.

Table 1. Examples for communicative task

Role play 1	Hotel Reception- Students act as hotel receptionists, welcoming and assisting foreign guests.	Purpose: To develop students' ability to communicate effectively and professionally with international guests in real-life service situations
Role play 2	Tourist Information Desk- Students describe local attractions and landmarks using professional vocabulary	Purpose: To expand students' professional vocabulary related to tourism and improve their ability to give clear, engaging, and informative descriptions of local attractions

Case study 1	Managing an Overbooked Hotel - A travel agency has mistakenly overbooked rooms at a hotel during a large international conference. Several guests arrive and discover that no rooms are available.	Purpose: To practice problem-solving, negotiation, and polite complaint-handling language while maintaining customer satisfaction.
Case study 2	Designing a Marketing Strategy for a New Destination - The local tourism board wants to attract more international visitors to an underdeveloped but scenic rural area in Kazakhstan.	Purpose: To build skills in persuasive communication, marketing vocabulary, and teamwork while applying English to real-world tourism promotion.

The communicative approach also employed pair and group discussions, problem-solving dialogues, and email correspondence exercises where students had to respond to client requests or complaints. These activities encouraged spontaneous speech and critical thinking, improving both accuracy and fluency. Authentic materials such as brochures, hotel websites, and travel videos were used to simulate realistic situations. These materials enhanced vocabulary acquisition and listening comprehension.

2. The **project-based learning approach** was introduced to develop collaboration, creativity, and professional autonomy—skills vital for future tourism specialists. In PBL, students take active responsibility for their learning through the completion of complex, real-world tasks that culminate in a tangible product or presentation.

Through project work, students practiced integrating linguistic, professional, and technological skills. The project method serves as an effective tool for fostering professional skills. Students may be assigned projects such as designing a tourist itinerary, preparing a mini-presentation, or creating an English-language promotional brochure. PBL proved particularly reliable for fostering teamwork, leadership, and presentation of competence.

Table 2. Examples for project work

Project 1	Designing an Eco-Tour. Students worked in teams to create an environmentally friendly tour package for foreign visitors. They researched destinations, prepared an English-language itinerary, designed marketing materials using Canva and Padlet, and presented their projects to peers.
Project 2	Virtual Tour Presentation. Using digital platforms such as Google Earth and YouTube 360°, students created virtual guided tours of famous Kazakh landmarks, narrating them in English to demonstrate both linguistic and professional skills.

3. The **Content and Language Integrated Learning** approach combines foreign language instruction with the study of professional subjects. According to D.Coyle [3], this method fosters not only linguistic competence but also cognitive development, enhancing students' ability to use the target language as a tool for professional reasoning and problem-solving. It's one of the most effective methods for preparing tourism students for real international communication and professional success. CLIL is implemented by following activities:

- a) Topic-Based Lessons. Integrate English learning with professional topics
- b) Integrated Reading and Listening Tasks. Use authentic tourism materials such as brochures, websites, interviews, or videos
- c) Collaborative Tasks and Discussions. Group discussions help students express professional opinions in English

Table 3. Examples for CLIL

a) Sustainable Tourism in Kazakhstan	Students read authentic articles about ecological tourism, discussed environmental challenges, and wrote reports proposing sustainable practices. This activity developed both critical thinking and specialized vocabulary.
b) Hotel Management Standards	Students listened to an interview with a hotel manager discussing service quality and identifying professional terminology.

c) Mass Tourism—Benefit or Threat?"	Students analyzed data on tourism impacts, prepared arguments, and conducted a debate in English, promoting cognitive engagement and intercultural understanding.
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CLIL activities proved reliable in enhancing both linguistic and conceptual knowledge. Students demonstrated higher retention of terminology and greater confidence in discussing professional topics in English

The application of digital technologies such as Kahoot, Edpuzzle, Wordwall, Mindmap and Quizlet, as well as virtual tours, makes the learning process more interactive and motivating. The use of digital technologies in teaching professionally oriented English to tourism students plays a crucial role in creating interactive, engaging, and authentic learning environments. Modern tools such as **Kahoot**, **Padlet**, **Quizlet**, and **Edpuzzle** make the learning process more dynamic and student-centered. These platforms support vocabulary building, listening comprehension, and collaborative learning through games, quizzes, and multimedia tasks. For example, teachers can use Kahoot to review tourism-related terminology in a fun and competitive way or employ Padlet for group projects where students design virtual travel brochures or share promotional videos.

Virtual tours and 360° videos allow learners to “visit” global landmarks and practice describing destinations in English, helping them to link linguistic skills with real professional contexts. Similarly, online collaboration tools like Google Docs and Canva enable students to work together on presentations, travel itineraries, or marketing materials, simulating authentic teamwork situations in the tourism industry.

The integration of digital tools enhances students’ motivation, autonomy, and digital literacy, which are essential for their future professional success. By combining communicative, project-based, and CLIL approaches with technology, teachers can transform traditional lessons into immersive, practice-oriented experiences that reflect the realities of modern tourism communication.

Results and discussion

The research was conducted among first-year tourism students at L.N.Gumilyov Eurasian National University. A total of 100 students and 10 English teachers participated in the study. Data were collected through classroom observations, surveys, and analysis of students’ performance before and after the introduction of communicative, project-based, and CLIL-based teaching methods.

The analysis focused on four main indicators of progress:

1. Communicative competence
2. Professional vocabulary development
3. Motivation and engagement
4. Confidence in using English in real-world tourism contexts

Before the implementation of innovative methods, most students showed adequate grammatical knowledge but limited ability to use English spontaneously in professional situations. After one semester of applying communicative and integrated learning strategies, the outcomes improved considerably.

According to the results of classroom observations and surveys:

81% of students reported feeling more confident in using English in professional settings such as travel agencies, hotels, or tourist information offices.

75% noted a marked improvement in their professional vocabulary and ability to use terminology in context.

67% became more motivated to learn English due to interactive tasks, digital technologies, and real-life simulations.

Observation data confirmed that students became more active participants in the learning process. They were able to use professional terminology in context and demonstrated greater intercultural awareness during discussions about tourism ethics and cultural diversity.

Our findings indicate that integrating communicative, project-based, and CLIL approaches contributes positively to the development of professional English competence among tourism students.

The result of the study supports the effectiveness of integrating professionally oriented content into

English language teaching. This integration allows students to link linguistic knowledge with real-life professional communication.

The communicative approach proved to be especially effective in developing speaking and listening skills. Role-plays and simulations helped students practice authentic communication, enabling them to respond appropriately in various professional contexts such as hotels, travel agencies, and tour organizations. Evaluation of the approach's reliability was conducted through pre- and post-tests measuring communicative competence. Results indicated that there is a notable increase in students' fluency and professional vocabulary use.

The project method enhanced teamwork and creative thinking. When working on projects such as designing eco-tours or preparing promotional brochures, students demonstrated improved use of professional vocabulary and developed soft skills such as cooperation, leadership, and presentation ability. Survey data revealed that students felt that project work helped them use English more confidently in professional contexts.

The CLIL approach provided a deeper cognitive dimension for learning. By studying professional topics through English, students acquired subject-specific knowledge while simultaneously developing their language competence. For example, lessons on sustainable tourism encouraged students to discuss ecological issues in English, improving their analytical and critical thinking skills. Results indicated that students improved their ability to explain professional concepts in English, confirming the cognitive and linguistic benefits of CLIL.

The use of digital tools such as Kahoot, Quizlet, and virtual tours increased student engagement and motivation. Interactive online platforms helped reinforce vocabulary, while virtual excursions created a more immersive and realistic learning environment.

These outcomes confirm that a multi-method approach combining CA, PBL, and CLIL is both reliable and transformative for teaching professionally oriented English. It not only strengthens linguistic proficiency but also prepares students to function effectively in multilingual, multicultural professional environments—crucial

for Kazakhstan's integration into the global tourism industry.

Overall, the study demonstrated that traditional grammar-focused instruction is less effective for tourism students, whose future work requires strong communication and problem-solving abilities in English. Combining communicative, CLIL, and project-based methods allows teachers to prepare students for authentic interaction in professional settings, both locally and internationally.

Conclusion

The article investigated the effectiveness of modern methodological approaches—namely the communicative, project-based, and Content and Language Integrated Learning approaches—in teaching professionally oriented English to tourism students. and integrating language instruction with professional content and real-world practice. The findings confirmed that integrating these methods enhances learners' communicative competence, professional vocabulary, and motivation.

The study shows that the communicative focuses on authentic interaction, role-play, and simulation prepares students for the realities of international tourism communication. It enriches students' professional vocabulary and strengthens their listening and comprehension skills. The project-based approach complements this by developing creativity, collaboration, leadership, presentation and problem-solving skills—competencies essential in the tourism industry where teamwork and innovation are key. The CLIL approach, meanwhile, integrates subject matter and language learning, allowing students to acquire both professional and linguistic knowledge simultaneously. It develops both language proficiency and subject-specific understanding.

The results demonstrated measurable progress in all key indicators. Students not only improved their fluency and accuracy but also gained confidence in using English for real professional purposes such as guiding tourists, handling guest requests, preparing promotional materials, and presenting tour projects. Teachers observed that students became more independent, active, and willing to engage in meaningful communication

The study's findings thus have both theoretical and practical significance. Theoretically, it enriches the field of ESP methodology by substantiating the interconnection between communication-focused and content-integrated instruction. Practically, it offers a flexible teaching framework that can be adapted to different educational contexts and disciplines.

The practical application of the study lies in its methodological recommendations for teachers of professionally oriented English. Instructors are encouraged to:

Integrate authentic materials such as brochures, videos, and online resources that reflect real tourism contexts;

Employ digital technologies to create engaging and interactive lessons;

Include project-based assignments that simulate professional challenges, fostering teamwork and creativity;

Apply CLIL principles to link English learning with tourism-related subjects, thereby enhancing both language and content knowledge.

These recommendations can serve as guidelines for curriculum designers and educators seeking to improve ESP courses for tourism students. As a result, students not only acquire professional vocabulary and grammatical accuracy but also gain the confidence and fluency necessary for effective communication in the tourism industry.

The research thus provides both a scientific basis and a practical pathway for improving ESP education, ensuring that future specialists can represent Kazakhstan's tourism sector confidently and competently at the global level.

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