Museum-Based Approach to Teaching English for Specific Purposes for Tourism

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Abstract: *The museum-based approach to EFL teaching has been successfully applied in education in the U.K. Regarding the model's high achievements, we transferred it to EFL learning in the Bulgarian context, experimenting with sixty-four Tourism students from Burgas University "Prof. Asen Zlatarov". It proved to facilitate the learners' progress in English for Tourism and raise their motivation to develop occupationally, building a bridge between the classroom and global communication, addressing target, national, international cross-cultural issues. The topics encompassed Bulgarian and British history, traditions, customs; broadened the learners' horizons, views, interests and engagement, deepened their understanding and respect to others, improved their knowledge. The experiment used digital museum software, allowing visiting exhibits in British and Bulgarian museums, attracting the students' interest in cross-culturalism, artefacts, and historical heritage.*

Keywords: *Museum-Based English Foreign Language Teaching and Learning; Cross-Cultural Studies; Tourism Student; Motivation*

Музейно-базираният подход при преподаването на английски за специализирани цели в туризма

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Резюме: *Музейно-базираният подход към преподаването на английски като чужд език е успешно приложен във Великобритания. Водейки се от високите постижения на модела, ние го трансфирахме в обучението по английски в България. Експериментирахме с 64 студенти по туризъм от Бургаския университет „Проф. Асен Златаров". Подходът доказа, че улеснява напредъка в английския език за туризъм на обучаемите, повишава мотивацията им за професионално развитие, изгражда мост между класната стая и глобалната комуникация, насочен към целевата, националната и международната културна проблематика. Темите обхващат българската и британската история, традиции, обичаи; разширяват кръгозора, възгледите, интересите и ангажираността на обучаемите, които задълбочават толерантността и усъвършенстват знанията им. Използваният дигитален музеен софтуер позволи посещение на експонати в британски и български музеи, което привлече интереса на студентите към междукултурализма, артефактите и историческото наследство.*

Ключови думи: *Музейно-базиран подход при преподаването и ученето на английски като чужд език, междукултурни науки, студенти по туризъм, мотивация*

1. Introduction

Boosting the Development of Tourism during Covid 19 and the Russian-Ukraine war, research and innovation in diverse aspects of Tourism, including education, contributes to strengthening this field that is so important for the Bulgarian economy. Museum-based approach to learning improves the educational quality of teaching English for Specific Purposes in Tourism. The final purpose is to contribute to society, make Bulgarian Tourism recover from near bankruptcy and enhance competitiveness. New services and approaches in Tourism are welcome if intended to transform the current status of tourism and turn from loss to prosperity. Enrolment, English as foreign language acquisition, knowledge, skills, and performance in Tourism as a university discipline are vital for tourism's wide-ranging benefits to Bulgaria's GDP. An indispensable part of it is ESP education.

The latter course introduced the museum-based approach to ESP spanned a bridge between the classroom/ lecture hall and everyday life, including global communication with like-minded mates, peers, adults, or authorized representatives. The present study also approaches cross-cultural issues as part of the Communicative competence development, necessary for the University students studying Tourism to achieve progress in EFL and increase their motivation. The EFL acquisition, knowledge and skills acquired in tourism proved helpful for their future professional practice and training. The applied interdisciplinary approach related to Bulgarian and British history, traditions, customs and sciences broadened the learners' horizons and views, deepened their understanding and respect to others and triggered their interest and engagement. The current experiment used digitalization and ICT applied in museum education for online visits and visits on location in a few British and Bulgarian museums. It also brought a breath of fresh air and attracted the students' interest in cross-culturalism, the study of artefacts, and historical heritage. They assessed the educational program as self-paced, uniquely applied in museum settings, enhancing their culture-related knowledge, suitable for communication and socialization with peers globally, self-efficient, motivation raising. The program aligned with the curriculum, using a well-established engagement framework constructed on cognitive, behavioural, and emotional engagement principles, guided by creative EFL learning methods and approaches in teaching Academic English as a Foreign Language. The close relation between English for Tourism education and young people's professional and daily lives required museum-based informal learning settings. We identified education in such an environment as an excellent opportunity to enhance students' knowledge through visualization and "hands-on" experience, which raised their motivation to study and develop due to its relevance.

2. The Role of Museums in Teaching ESP for Tourism

Falk and Dierking (Falk and Dierking, 1997) found out that visits to museums are linked to the long-term recall of content. Researchers consider museums an appropriate informal environment for reproducing vividly historical events and traditions. Museums are

publicly accessible sites that promote participation, enlarge learners' knowledge, improve their presentation skills, motivate them to creatively use data to broaden access and equity in Tourism, thus increasing economic profits. Gardner reports that museums have "the potential to engage students, to teach them, to stimulate their understanding ... to help them assume responsibility for their own future learning" (Gardner, 1991: 202). Students' achievement and motivation in EFL acquisition for specific purposes have significant implications for their participation in post-University occupational Tourism pathways. EFL acquisition is an University discipline the assessment of which via examination is challenging for many students. Learners' strive to succeed in ESP acquisition is related to making progress, choice of FL activities, tolerance to effort making they invest in education, and how long they persist in studies. Predictors of students' willingness to make progress depend on proper visualization in teaching, which is best introduced in museum settings, self–efficiency, and stubbornness to finish the course. Willingness and aspirations influence students' performance as professional guides and are essential for their development and realization. Students who value-successful professional performance have perceptions of significance and find their role in tourism necessary. They have aspirations to succeed, are motivated to improve their studies and experience enjoyment on the site training. They are the ones who have a successful career later. They make the utmost of their education and contribute to society's more considerable benefit and recognize the everyday relevance of Tourism excellent work. On the contrary, students who take a course in ESP for tourism and do not hold positive future aspirations for development lack personal relevance and gradually drop off. If perceived relevance is missing, a student's life results in low-interest levels, decreased motivation. Poor achievement or bad exam demotivates learners. Therefore, the achievement is a factor relevant to participation; the desire to represent Bulgarian culture and values, aspirations and other motivation variables are also vital factors in the focus of the involvement. Consequently, the relevance of ESP in tourism to everyday life is a central consideration in increasing active participation in education and training. It is essential to:1.Explore ways to develop student's achievement and progress; 2. Enhance motivation factors;3. Identify factors that enhance the relevance of ESP to students' everyday lives and inspire young people to practise occupations in tourism. Constructed on well-established educational principles, the current research explores how a museum-based ESP course influences the students and promotes FL progress and optimization of outcomes. The study explores museum-based education on sites and virtually in British and Bulgarian museums as influencing the students' motivation, engagement, and EFL profieciency.

3. Course Design

The course design administered the museum-based approach as aligned with the program for ESP, the purposes set and the expected results. Concerning the experimental group, it resulted in faster ESP progress, communicative competence development, leading to ascents in their occupational aspirations. The present study examines the capacity of a museum-based course to enhance young people's relevance and application

of acquired knowledge, the practice of ESP in tourism and improvement of motivation. It explored the outcomes, the young people's emotions and perceptions of career developments. The educational principles under focus in the current museum-based course had characteristic features: autonomous learning, self-paced educational process, based on interest and motivation, emphasizing the importance of interactive educative materials in the FL instruction. The program encompassed 60 sessions on distinct topics distributed over one academic year. The initial sessions were intended to entertain, break the ice and bring fun and enjoyment. Given recent theorizing around the valuable elements of quality education, the course targeted EFL progress, engagement and motivation. English for specific purposes language progress, achievement, and communicative competence development were the main goals set before the museum-based course for both groups. Although we taught the experimental group in a museum environment, the system did not include tasks specific for the Experimental group. The two groups used the same vocabulary, grammar, discourse, topics, tasks, case studies, assignments, and assessments. The Experimental group participated in various on-site activities which were not pre-planned, and every student contributed to the Tourism class by their tempo, imagination and ideas.

The researcher applied the engagement framework to the museum-based course design and interpretation of findings. We preliminary executed a needs analysis, ensuring the availability of intellectually accessible, professional direction, relevant, and attractive to the participants, aligned with the learners' zone of "proximal development" (Vygotsky, 1978: 86), the notion of "active learning" (Prince, 2004) and participation activities. The museum-based course included diverse instructional stimuli addressing the students' cognitive, behavioural and emotional engagement. We used approbated listening and reading material, digital and Internet resources, exhibits, artefacts, visualization grabbing the attention. The students from the experimental group demonstrated greater willingness to make an effort to learn and discern cultural notions characteristics, differences and mastered more skills than the control group students due to the well-measured and organized design. The material was intellectually accessible, relevant, and interesting for the Tourism students. In contrast, we matched the content appropriately to participants' professional range, thanks to the opportunities the museum's real and virtual environment offered. "Behavioral engagement refers to physical participation and active involvement" (Fredricks et al., 2004), (Martin, 2012), (Reschly and Christenson, 2012). The course enhanced active participation and interaction in every session. The students' workload was reasonably planned and under control, so they actively worked on group tasks, filled in work-sheets, took notes, gave presentations, and practised group and self-assessment at the end of each session. The Experimental group students experienced more positive emotions and enjoyment by the course; they reported almost null work under pressure, no stress, compared to the Control group, thus providing valuable information for the researcher on their feelings during the educational experience. "Emotional engagement draws on positive and negative feelings, orientations, and affect inherent in the learning process" (Fredricks et al., 2004), (Martin, 2012), (Reschly & Christenson, 2012).

Long- and short-term memory could differ in two fundamental ways, with only short-term memory demonstrating (1) temporal decay and (2) chunk capacity limits. "Working memory has been conceived and defined in three different, slightly discrepant ways: short-term memory applied to cognitive tasks, a multi-component system that holds and manipulates information in short-term memory, and the use of attention to managing short-term memory". (Cowan and Alloway, 2009). Working memory is the conscious part of cognition used to process information and perform tasks by continually retrieving information stored in long-term memory and applying it to the task at hand (Kirschner et al., 2006), (Sweller, 2012). Avoiding overloading working memory in this and any course is essential to motivation and progress made. Proper, systematic instruction, friendly attitude, explanatory teaching, allowing personal pace and tempo of work made students overcome stress and exam anxiety and wish to acquire new knowledge and skills, relying on their well-trained long-term memory. Therefore, we believe that a calm, scientific working environment as the museum-based one sets students free of stress and anxiety and makes them use learning strategies, leading to progress and achievement. The constructed course in museums with organized sessions, explicit instruction and defined targets allowed participants to keep calm, be self-efficient and follow each one's own pace and rhythm of studies. The essential information was appropriately delivered, avoided burning out, and followed well-planned tasks and activities—this reduced ambiguity and the burden on working memory, giving autonomous, self-directed ESP learning opportunities. The museum-based approach proved to comply with the learners' progress, and the resources on-target were relevant to the learning aims. Finally, it led to language progress and development of communicative competence, optimizing knowledge and motivation pertinent to EFL acquisition.

4. Methodology

4.1. Goals of the Current Study

To assess the quality of the museum-based ESP educational program for Tourism, we applied a placement test to distribute the students into two groups- experimental and control; an entry and an exit test design to evaluate their EFL progress in the field of ESP for Tourism. Further, the participants completed questionnaires on motivation. We used scientific indexes to measure and enhance students' psychological motivation factors, influencing progress and professional development: interest and engagement, confidence and interest, aspirations to practice the profession, flexibility, adaptability, self-efficiency, autonomous learning, etc. We assessed the development of communicative knowledge and skills in EFL acquisition (cultural skills and values and understanding of content in Tourism).

The researcher hypothesises if Experimental group students taught by the museum-based approach will make faster progress in EFL and achieve better results; their motivation will be higher than the Control Group. They will be more adaptable to real-life situations, demanding good command of EFL, presentation and practice in Tourism. The control group of Tourism students were taught conventionally (teacher-taught only) in the

seminar hall, relying on textbooks only. The experimental group visited museums live and virtually, prepared presentations, and presented to real tourists on-site. These participants engaged in an autonomous, self-paced educational course, carefully pre-designed. Finally, all students were assessed through exit-test measures and questionnaires on motivation. We also examined their improvement of ESP communicative and presentation skills and the relevance of their application.

4.2. Participants

Sixty-four University students majoring in tourism from "Prof. Asen Zlatarov" Burgas University, Bulgaria, participated in the museum-based experiment. We randomly distributed into an Experimental and Control Group. Participants' samples were N = 64 (upper) male (35%) and female (65%), a proper gender ratio for such a sample. The mean age was 22.68 (range = 19-23; SD = 1.78) . The sample comprised of a proper gender ratio for such a low-scale study. Their social status was also various – some descended from low-income families (40 %), others from agricultural land-tilling parents (32 %). Still, others had a prosperous family business and ran their hotels at the seaside resorts (28 %). Forty-eight per cent of our participants reported they were of Roma and Turkish descent: ethnic minorities typical for the region and demographics. Learners easily overcame diversities, respecting differences in ethnicity and origin, working in a tolerant and peaceful atmosphere.

4.3. Venue, Context and Resources

Students majoring in tourism participated in the current museum-based course virtually visited and worked in the British Museum, the Aquarium and the Dungeons in London. In Burgas, they attended live the Ethnographic Museum, the Regional History Museum, the Archeological museum, the Natural History museum, Petia Dubarova museum, the Aviation Museum, the Museum of Salt Pomorie, Tsarvets Veliko Tarnovo and Twida Fortress Sliven - all museums located in Bulgaria.

Museum attendance in Bulgaria is low. We also suggest that participants in this study are atypical in museum attendance. In Bulgaria, it is not very common for students to visit museums as a part of the curriculum. Compared to the U.K. practice, art galleries and museum education is much more far-fetched and widely spread on the curriculum for primary, secondary and university levels. In Bulgaria, such visits are usually carried out once or twice a year and are devoted to national or international celebrations. The staff in the Bulgarian museums consists of a reduced number of curators, and it does not include educational halls, guides, presenters and software. It is a niche that future tourism graduates can occupy as guides and educators. Thus, informal museum education will have multiple effects, and learners will start visiting museums not only to "be shown around" but to undertake science-oriented studies and observations, which would lead to creative results. Museum-based learning depicts the natural environment, makes the educational experience uniquely visual and has the advantage to complement theory with practical experiences on location. A museum-based approach should be entangled in the Bulgarian curriculum. Bulgarian children visit a museum at a time different from the school

schedule; what is more, it is forbidden to conduct lessons outside the school edifices. The self-paced museum-based course applied to the Experimental group aimed at increasing their knowledge of ESP for Tourism to achieve EFL acquisition and improve learners' motivation. Students' interest was attracted by the visual software allowing visits to distant museums from the comfort of their home or EFL classroom. The group and self-assessed performance proved to be influenced by self-motivation.

Success energized learners in practising activities in Tourism heightened their engagement, interest, aspirations for professional development, which generalizes the sample more broadly. The museum focuses on changing patterns in the sessions: Bulgarian, British and world history, artefacts, ancestors' way of life, cooking, habits, traditions, national costumes and celebrations. The wealth of information resources and activities provided reading material, images, diagrams, jigsaws, and puzzles. Students found the topics funny, interesting, engaging. They highly appreciated the informal learning environment. During their participation in the course, they made extraordinary presentations, brilliantly gave them and successfully passed the exam.

5. Procedure and Data Analysis of the Results

The experiment encompassed one academic year- two semesters, 60 classes. the session duration was typically about an hour and a half, and it was the same for the two groups. We collected data for a total of two semesters - one academic year from the participants who voluntarily participated in the Experimental group. Before the course, all students completed an entry-test which we finally compared to the exit-test results to provide information about the learners' progress in ESP, development of Communicative Competence skills and their achievement. Further, the Experimental and the Control group were compared, giving valuable feedback confirming the experiment's hypothesis.

Kind of Group	Entrance Level		Exit Level	
	Number of learners	Grades	Number of learners	Grades
Control Group	4	Poor (2.00)	2	Poor (2.00)
	20	Average (3.00)	15	Average (3.00)
	6	Good (4.00)	12	Good (4.00)
	2	Excellent (6.00)	3	Very Good (5.00)
	Average Grades	Average (3.25)		Good (3.50)
Experimental Group	24	Average (3.00)	6	Good (4.00)
	6	Good (4.00)	21	Very Good (5.00)
	2	Very Good (5.00)	5	Excellent (6.00)
	Average Grades	Poor(2.90)		Very Good (4.90)

Table 1. Comparison of the English for specific Purposes Progress in Tourism between the Experimental (Museum -Taught) Group and the Control Group (Textbook-Only-Taught).
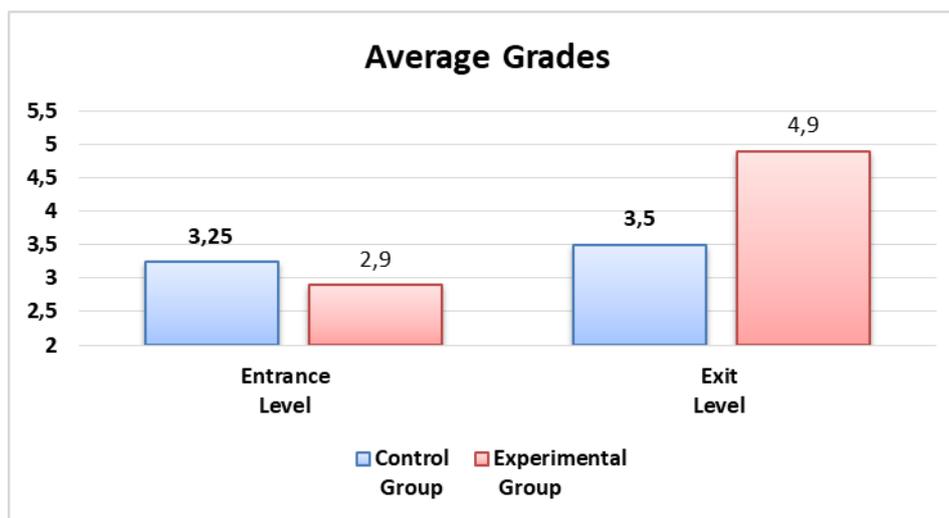
Figure 1. Graphic Comparison of the ESP for Tourism Progress between the Experimental (Museum -Taught) Group and the Control Group (Textbook-Only-Taught)

Table 1 and figure 1 show that the Experimental Group reached better progress in ESP in Tourism than the Control Group and implies the museum-based education facilitates foreign language progress, develops better skills and knowledge in occupational tourism English- English for specific purposes, which is a pre-requisite for better learners' realization in the field of Tourism in the future. The first set of analyses determined the extent and nature of the ascends (or descends) in ESP progress and CC development; the psychological- motivational factors as a function of the museum-based EFL course for Tourism. As hypothesized, there isn't a significant difference in performance between the Experimental and the Control group entry test; there is a considerable difference between the two groups in the exit tests: the EG group students performed better than the Control Group.
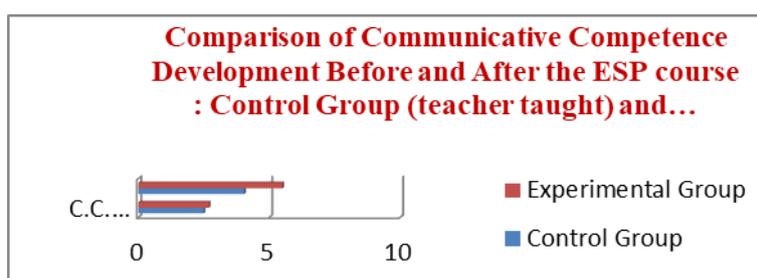

Figure 2. Comparison of the Communicative Competence Development between the Experimental (Museum -Taught) Group and the Control Group (Textbook-Only-Taught)

Next, all the students filled in a questionnaire on the following motivation indexes: interest, engagement, autonomous learning abilities, adaptability, flexibility, aspirations for future professional development, self-efficiency, availability of stress and anxiety during presentation-giving. They were based on Likert's scale: rated by students on a 1 (strongly disagree) to 7 (strongly agree) scale. For example, a question in the questionnaire was as follows: "I think I'm good at dealing with pressure and stress during my Tourism practice") refers to an ability to deal with 'everyday' anxiety effectively, work under pressure with

many people, and cope with setbacks, challenges, and adversity in one's occupational life. Adaptability measure: (e.g., "When faced with anxiety, a new or uncertain situation I can adjust my thinking or attitude to help me through") has been defined as individuals' adjustments in response to novel or uncertain circumstances, conditions and situations. Both measures were reliable. (Cronbach's alphas of .66 (pre-test) and .90 (post-test) for flexibility and .71 (pre-test) and .88 (post-test) for adaptability; for interest 70 (pre-test) and .87 (post-test), for engagement 68 (pre-test) and .89 (post-test), for autonomous learning abilities .69 (pre-test) and .90 (post-test). The designed middle tests are intended to give feedback on the current topic, determine the course's effectiveness in increasing students' knowledge and skills, FL progress rate, and improving their presentation abilities. Most tests and presentation themes based on the ESP for Tourism program aligned with students' future practice. The experimental group heightened their motivation more than the Control Group. We administered a 9-item index quiz concerning the improvement in the applicable rate of the Tourism practical training in ESP after the participants had completed the course. Items, rated from 1 (much less important than before the ESP course) to 5 (much more critical than before), addressed a set of practical tourism items relevant to the daily occupation in this field. For example, a quiz item was "How important is it to you to prepare a preliminary presentation on "Trifon Zarezan Holiday" before taking tourists to visit Chateau Karnobat winery and introduce Bulgarian cuisine to foreign visitors?". The sets of analyses performed with SPSS 2.00 were applied as a strategy for data analysis. The researcher tested the interrelation of the development and extent of ascend (or descends) on target indexes: progress making and communicative competence and the psychological motivational indexes as a function of participation in the museum-based course. The ESP tests involved multiple choice answers, open questions, true and false, writing on a topic. Assessment of the results included evaluation of the four foreign language skills. (listening, reading, speaking and writing). The analysis of the results shows an association between the learners' ascends and descends as related to motivation factors (self-efficiency, aspirations, etc.) The participants reported progress in the ESP course as improvements in the psychological aspects and practical training presentation. Lastly, based on the results, we made predictors of ESP language progress and improvement of the motivational indexes. It became a control marker for shared variance between the ESP indexes, enabling us to identify unique variance attributable to the construct ESP progress and Communicative competence in predicting improvements in psychological, motivational factors which influence the students' practical presentation. The psychological-motivation factors change between the two groups before and after the course. All of the motivation-focused measures differ as well. Specifically, as a function of the course, there are significant ascends in ESPFL progress and CC, $F(1,163) = 4.17$, $p < .05$, science self-efficacy, $F(1,163) = 4.72$, $p < .05$, autonomous learning skills, $F(1,163) = 6.85$), $p < .05$, flexibility and adaptability 5.17, $p < .05$ and aspirations, $F(1,163) = 4.88$, $p < .05$. In contrast, no significant gains were found for the measures of anxiety $F(1,163) = .31$, $p = .58$. Follow-up analyses indicated that there is a significantly greater gain in reduction of stress during presenting, engagement and aspirations among Experimental group students than the Control group, $F(1,49) = 5.63$, $p < .05$.
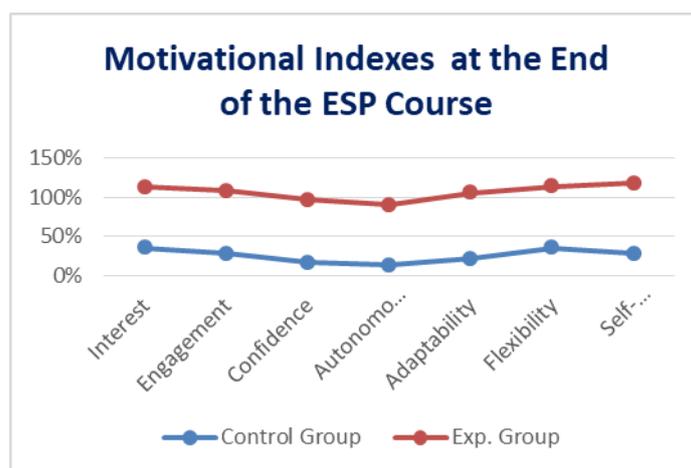
Figure 3. Motivational Indexes at the End of the ESP Course

The other set of analyses explored the association between EFL progress and motivation factors. Findings show that. We found the following ascend indicating positive residuals (indicating EFL progress and development of CC and motivation factors between the CG and The EG entry and exit -testing) and negative residuals (indicating descends). Ascends in self-efficiency (confidence, and autonomous learning = .29, p < .001), engagement (r = .32, p < .001), and aspirations (r = .23, p < .001), were found to be significantly and positively correlated with improvements in motivation at the end of the course. The results suggest that the latter improvements are related to the more positive ascends the Experimental Gropu performed than the Control Group. The multiple linear regressions revealed that the set of predictors of increasing motivation explained the Experimental group's significant better progress and CC development, $F(4,162) = 5.36$, p < .001, Multiple R = .36. We found that ascends appeared to be the most significant predictor of positive motivation, P = .27, p < .05, leaving other predictors non-significant.

6. Discussion

Limitations refer to the random selection of participants in the study. Next, attending museums is a non-typical activity for Bulgarian students; our sample is considered atypical. We also suggest broader comparability in socio-demographics between our selection and the participants we generalize. Further, the effects explored are of a purposefully developed museum-based course, and it did not include learners at-risk of dropping off and students with special educational needs. We are planning to have such groups in a future research. The population should be vocational secondary school learners, allowing better generalizing of the results and larger sample sizes. It would be helpful to know if any session yielded a relatively more significant impact on outcomes in preference to another; aiding us to keep informed about the development and application of future museum-based teaching strategies.

The present study demonstrated the role of a museum-based ESP for Tourism course to enhance students' achievements in foreign language acquisition, progress and CC development, raising motivation. Findings show that ascends in EFL progress and

motivational factors were associated with improvements in adaptability, flexibility, engagement, autonomous learning, engagement, self-efficiency, reduction of stress and anxiety and the relevance of using ESP in Tourism at the end of the course. Concerning the Hypothesis, we found significant ascends in ESP progress (achievement, Communicative competence development and motivation by participation. Researchers, educators and course designers could use our findings to identify museum-based course design principles and practices that foster ESP progress and CC development in Tourism or other branches of ESP and motivation to learn and develop personally and occupationally.

Educators who like the idea can apply a museum-based approach in foreign language learning or other University disciplines/ school subjects. It aids in reducing exam-sitting anxiety, stress and facilitating difficulties students experience when coping with the material, the presentation-giving. Motivation is related to progress, confidence and self-expression, and it gives vent to aspirations attracts interest and engagement. Students' self-efficacy predicts their willingness to take courses and their performance in those courses (Andre et al., 1999), (Britner and Pajares, 2001), (Kupermintz, 2002), (Lau and Roeser, 2002). Given the correlation between educational progress, acquiring communicative competence and motivation, we report that the Experimental Group fulfilled the educational aims and reached better outcomes than the Control group, confirming the initial hypothesis. Consequently, we consider that the museum-based approach led to gaining much more ascends than descends in the students' development, based on the better exploitation of the motivational factors. Improved learners' interest, confidence, engagement were prerequisites for better performance. The Experimental Group proved to be more flexible and adaptable to new training environments than the Control Group. Museum-based learning caused further benefits and broader attributes, bettering the learners' presentation and social communication skills, recipients' positive impressions of the ESP course, knacks for problem-solving. However, from a methodological perspective, the findings support the discriminant validity of the study. We can infer from results that the dependent measures (enjoyment, confidence, engagement, aspirations, etc. reflect achievements, so we can consider them essential in influencing FL acquisition, leading to joy while educated.

Regarding learners' willingness to apply the effort necessary to comprehend ideas and master ESP skills, the course considers incorporating pre-planned resources used as instruction, matching the materials to the participants' needs. Regarding participation and involvement, museum educators can involve active influence through tasks, assignments and interaction of stimuli providing resources (e.g. worksheets, tests, quizzes). As positive and negative feelings often accompany the learning process, educators might look for opportunities to develop a theme/subject matter/purposefully fun-evoking, novel, humorous, self-paced activities that enhance autonomy and self-efficiency, leading to confidence. Ascends were related to efficient learning and FL acquisition and the type of structure: organized sessions and targets: work-sheets with questions and tasks; challenges, assignments- presentations, to complete activities. We also found that ascends and motivation predicted post-course ratings, improved perceptions about the

ESP course, everyday relevance and benefit. The lack of perceived relevance and individual usefulness has been linked to low levels of participation; consequently, motivating students to learn may help them reach occupational satisfaction, career development and promotion.

Gender, ethnic and social background were not central to analyses, and they cannot intersect achievement, progress results and outcomes. The findings show that changes in achievement did not act as a function of gender, ethnicity and social status, suggesting that change attributable to the museum-based approach generalizes across men and women. Significantly greater were the ascends in aspirations among women; maybe tourism is a field more open for women in the Bulgarian context. Therefore, the current museum-based ESP course may provide direction and promote more positive educational and occupational aspirations.

7. Conclusion

The museum-based approach to teaching ESP in Tourism offered an informal learning environment that appealed to the Experimental Group due to its relevance and optimizing the "hands-on" practical realization. It built a bridge between their occupational aspirations and university studies; they achieved faster progress in ESP in tourism better Communicative Competence development than the students from the Control Group. It promoted students' knowledge and motivation to learn and develop occupationally. We created a museum-based course in ESP for Tourism aligned with well-established principles of students; motivation factors, namely aspirations, autonomy in learning, self-efficiency, aspirations and engagement, stress and anxiety reduction, flexibility and adaptability to apply it a new interactive, museum-based educational/professional environment. Consistent with the initial hypotheses, the researcher identifies the ascends in EFL acquisition for specific purposes; skills and knowledge in tourism positively influence learners' development. These findings can be helpful for teachers, course designers or researchers in museum-based education and practical training of ESP in various occupational branches.

Museum-based education aids students of Tourism to use English for Specific purposes in practical training, knacks specific for the guide and other jobs in the field, broadening their horizons and their professional and empirical knowledge. It improves their professional development and realization based on enrichment of the experience, applying ICT, the best possible visual aids and " hands-on" tools. Students get inspired to initiate creativity, and novelty, to develop new solutions in Tourism. Museum-based learning improves their representation and speaking in public skills to such an extent that guest tourists feel influenced by their performance. It motivates them to improve and study further once they feel confident in their job- practising. Thus, driving students and visitors to active participation improves the educational quality in ESP for Tourism, hence their professional realization, making it more effective, valuable and efficient for learners. The museum-based approach fosters learners' knowledge and motivation, making learning in

museums an unforgettable and fruitful educational experience and facilitating professional development.

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