



PECULIARITIES OF TEACHING ENGLISH BASED ON A COMMUNICATIVE APPROACH TO STUDENTS OF THE TOURISM DEPARTMENT

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ABSTRACT

Traveling outside one's typical area for personal, business, or professional reasons is known as tourism, and it is a social, cultural, and economic phenomenon. Visitors—tourists, excursionists, residents, or non-residents—are these individuals, and tourism has to do with their activities, some of which involve spending money on tourism. We'll talk about the value of communication in the hospitality sector, why having strong communication skills is advantageous for hospitality professionals, and how to expand your hospitality skill set. The characteristics of teaching English to students in the tourist field using a communicative method are covered in this article.

KEYWORDS

Dynamic and competitive market, hotel industry Communication, communicative approach, skill set, self-esteem, educational tourism, Tourism English, English-speaking professionals.

INTRODUCTION

Tourism is a dynamic and competitive market that requires the capacity to consistently adapt to the shifting wants and aspirations of consumers since the satisfaction, safety, and enjoyment of customers are

particularly vital to the businesses in this sector. There are several methods for estimating the size of the tourism sector because it does not meet the conventional classifications of businesses like



manufacturing, forestry, and other industries. The tourism sector is made up of numerous industries and provides a wide range of products and services to tourists. However, these businesses also provide goods and services to locals in the area. Although many of us have experienced being "tourists" at some point in our lives, defining what tourism actually is can be difficult. Tourism is the activities of people traveling to and staying in places outside their usual environment for leisure, business or other purposes for not more than one consecutive year.

Due to the increasing demand for English-speaking professionals in the tourism and hospitality industries, the aim of this study was to investigate the effects of using Communicative Language Teaching (CLT) on developing undergraduate students' communicative competence in Tourism English in an EFL classroom. A strategy of mixed methods was adopted in this study. Results revealed that both in oral and written exams, pupils' communicative competence had significantly improved. The results were supported by their evaluations of their communication abilities. According to the study's findings, Communicative Language Teaching (CLT) helps students learn English more quickly, builds their self-esteem, and enhances their ability to communicate in tourism English. In the end, this study makes useful recommendations for pedagogy.

Nowadays, English is regarded as a lingua franca—a language that people from different countries can communicate in. English is utilized as a communication medium in business, academia, trade, tourism, world politics, and other areas of international events. As a result, there has been a noticeable increase in attention paid globally to enhancing the English communication abilities of travel industry personnel. However, there is a shortage of English-speaking

professionals in the Uzbek tourism industry. Since their intermediate level of English proficiency does not match the language criteria for the global tourism industry, students lack the English communication skills required to work and intern successfully in the tourism sector.

The activities of self-employed and employees, as well as those of investors, businesspeople, etc., are all regarded as being part of the business and professional purpose of a tourism trip as long as they do not correspond to an implicit or explicit employer-employee relationship with a resident producer in the country or place visited. A statistical result lacks representativeness when there is a systematic distortion present, as opposed to a random error, which can create distortion on any particular occasion but averages out.

To close the knowledge gap between what the tourism industry needs and what university students study, it is crucial to improve undergraduates' communicative proficiency in tourism English.

However, the majority of the current research in English for Tourism and Leisure Purposes (ETLP), which focuses on curriculum design, textbook analysis, vocabulary acquisition, needs analysis, and learning perceptions, suggests that there is a lack of research interest in teaching strategies for fostering students' communicative competence in Tourism English. Additionally, Erazo et al. (2019) argued for additional study of university-level teaching methods for enhancing students' fluency in tourism English.

Fortunately, the pedagogical elements required to meet learners' communication demands for tourism English are part of Communicative Language Teaching (CLT), a communication-based approach to language training. Learner-centered, dynamic, active learning

and a large-scale input/output learning environment for language are strongly emphasized in CLT. English language learners can improve their communication abilities in class by using realistic materials and communicative tasks. By examining the impact of Communicative Language Teaching (CLT), a style of instruction that places an emphasis on communication, on undergraduates' communicative competence, this study aims to promote research in tourism English.

The role of communication in the hotel industry Communication is a key component of the hospitality industry. Any hospitality firm that wants to succeed needs to be able to communicate effectively, whether it's with clients to ensure their satisfaction or with workers to coordinate excellent service. Effective communication abilities are highly valued in the hospitality industry because they may be used to build rapport with guests, resolve conflicts, and enhance their overall experiences. It's easier to avoid misconceptions and miscommunications that could interrupt the operation's flow when communication is clear and succinct.

The objective of this study is to discover how Communicative Language Teaching (CLT) affects the development of undergraduates' communicative competence in Tourism English in an English as a Foreign Language setting:

1. Is there a significant difference between the students' communicative proficiency in Tourism English scores on the paper-based pretests and posttests before and after Communicative Language Teaching (CLT) was implemented?
2. Does the performance on the oral-based pretests and posttests of students' communicative proficiency in tourism English before and after the use of

Communicative Language Teaching (CLT) have a significant relationship?

3. How do students in a Communicative Language Teaching (CLT) Tourism English course view their growth in communicative competence?

Based on the findings of the study, the research participants were generally in agreement that Communicative Language Teaching (CLT) enhances their acquisition of Tourism English. Undergraduate students studying English as a Foreign Language (EFL) felt more confident using Tourism English thanks to the learner-centered approach and the numerous interactions and communication possibilities in class.

There is no distinct interpretation or classification of the term "educational tourism," according to an analysis of contemporary dictionaries and explanatory dictionaries in the Uzbek language on tourism and education, as well as in the "classifier of services for the types of activities of the Republic of Uzbekistan." The following definition of educational tourism is provided by foreign researcher B. Ritchie in his book "management of educational tourism": "Educational tourism is the activity of an excursion or overnight tourist whose main or secondary objective is education and study." In other words, there is a portion of trip where learning is the primary goal. The researcher makes reference to this section of school field trips, university coursework, and study at language institutes.

Another group of travelers prioritizes tourism, with education or tehsil acquisition as their secondary travel goals. The author introduces ecotourism, cultural tourism, and educational tourism in this passage. This offers adult educational, environmental, and cultural tourism programs. In fact, there is a part of travel when the primary objective is to learn new things. Many



foreign authors think that this section comprises going to university, attending a language school, and taking other field trips while in school. And to other groups, assimilation of new knowledge is seen as a secondary goal to education and is seen as secondary to tourism.

CONCLUSION

Due to the market's growing demand for English-speaking tourism workers, English for Specific Purposes has attracted a lot of attention (ESP). However, Tourism English's educational assistance has not yet been thoroughly established in circumstances where English is being used as a foreign language (EFL). From this study, researchers and educators in the field of Teaching English to Speakers of Other Languages (TESOL) can learn more about how Communicative Language Teaching (CLT) might assist students in developing stronger communication skills in the tourism sector.

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