

Methodology For Integrating Translation And Oral Communication In The Professional Training Of Future Guide-Interpreters

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Abstract: This article explores a methodological approach to integrating translation and oral communication in the professional training of future guide-interpreters. In the context of growing international tourism and intercultural mobility, guide-interpreters are required to perform complex communicative tasks that combine real-time oral interaction with accurate and culturally appropriate translation. Traditional language teaching methods often fail to address the integrated nature of these professional demands, treating translation and speaking skills as separate competencies. The study argues that an integrative methodological framework enables learners to develop communicative competence more effectively by engaging in authentic professional tasks. The article outlines key methodological principles, instructional strategies, and pedagogical conditions for integrating translation and oral communication in guide-interpreter training.

Keywords: Guide-interpreter training, translation skills, oral communication, professional competence, integrative methodology, ESP.

Introduction: The rapid development of international tourism and cross-cultural communication has significantly increased the demand for professionally trained guide-interpreters capable of mediating between languages, cultures, and social contexts. Unlike general language users, guide-interpreters are expected to perform multiple communicative functions simultaneously, including providing oral explanations, interpreting culturally specific information, responding to spontaneous questions, and translating tourism-related content in real time. These professional requirements place guide-interpreters at the intersection of oral communication and translation activities, making their training a complex pedagogical task.

Despite this complexity, many existing training programs continue to approach translation and speaking skills as separate components of language education. Oral communication is often developed through general speaking activities, while translation is taught as an isolated academic discipline focusing on

written texts. Such a fragmented approach does not fully reflect the real communicative conditions of guide-interpreting, where translation and oral interaction are inseparable and mutually reinforcing. As a result, graduates may demonstrate adequate linguistic knowledge but experience difficulties in applying their skills effectively in authentic professional situations.

From a methodological perspective, this gap highlights the need for an integrative approach to guide-interpreter training that aligns language instruction with professional communicative practices. Integrating translation and oral communication allows learners to engage in tasks that mirror real-life guiding scenarios, such as explaining historical landmarks, mediating cultural meanings, or adapting translated information to diverse audiences. This integration not only enhances linguistic accuracy but also contributes to the development of professional communicative competence, intercultural awareness, and pragmatic flexibility.

Therefore, the purpose of this article is to examine methodological principles for integrating translation and oral communication in the professional training of future guide-interpreters. The study focuses on identifying pedagogical strategies that support the simultaneous development of speaking and translation skills within professionally oriented learning contexts. By addressing this issue, the article seeks to contribute to the improvement of guide-interpreter training programs and to offer methodological insights relevant to foreign language education in professionally oriented settings.

LITERATURE REVIEW

The professional activity of guide-interpreters occupies a unique position at the intersection of oral communication, translation, and intercultural mediation. Unlike general translators or language learners, guide-interpreters are required to perform spontaneous spoken translation while simultaneously managing interaction with diverse audiences. This dual communicative function has attracted increasing scholarly attention in the fields of foreign language teaching, translation studies, and English for Specific Purposes (ESP).

Research on communicative competence has long emphasized that effective professional communication involves not only linguistic knowledge but also pragmatic, discourse, and sociocultural components. Hymes' concept of communicative competence laid the foundation for understanding language use as context-dependent and socially situated. Subsequent models expanded this notion by incorporating discourse competence, strategic competence, and intercultural awareness, all of which are essential for guide-interpreters who must adapt messages to situational and cultural contexts. In tourism-related professions, communication is rarely scripted; instead, it requires flexibility, responsiveness, and the ability to reformulate information dynamically.

Within translation studies, scholars have increasingly recognized the limitations of teaching translation as a purely text-based or written activity. Traditional approaches often focus on accuracy, equivalence, and linguistic form, with limited attention to oral mediation and real-time interaction. However, professional interpreting and guide-interpreting demand rapid

decision-making, audience-oriented reformulation, and pragmatic adaptation. Studies on interpreting competence highlight the importance of cognitive processing, contextual awareness, and oral fluency, suggesting that translation skills cannot be fully developed in isolation from speaking abilities.

In the context of guide-interpreter training, several researchers have pointed out the inadequacy of fragmented instructional models. When speaking and translation are taught separately, learners may struggle to transfer their knowledge to authentic professional situations. ESP research emphasizes that language instruction should be closely aligned with learners' future professional tasks. From this perspective, guide-interpreter education requires an instructional framework that integrates linguistic, communicative, and professional components within meaningful contexts.

The communicative approach to language teaching provides a theoretical basis for such integration. By prioritizing meaning, interaction, and real-life communication, communicative language teaching shifts the focus from isolated language forms to purposeful language use. In professionally oriented contexts, this approach supports the development of functional language skills required for specific occupational roles. Task-based learning, as an extension of the communicative approach, further reinforces this orientation by engaging learners in goal-directed activities that reflect real-world practices. For guide-interpreters, tasks such as presenting tour narratives, responding to visitor questions, and orally translating cultural information mirror authentic professional demands.

Recent pedagogical research has increasingly explored integrative approaches that combine language skills rather than treating them separately. Integrated-skills instruction has been shown to enhance coherence, transferability, and learner engagement. In guide-interpreter training, integration is particularly relevant because professional tasks inherently require the simultaneous use of multiple skills. Oral translation during guided tours, for example, involves reading or listening comprehension, cognitive processing, spoken production, and intercultural mediation occurring in real time.

Studies in tourism education and ESP contexts indicate that integrating translation and oral communication contributes to improved professional readiness. Learners exposed to integrated tasks demonstrate greater confidence, improved discourse organization, and increased awareness of audience needs. Moreover, integrating these skills fosters a more realistic understanding of professional roles, helping learners move beyond classroom abstractions toward authentic communicative performance.

Despite these findings, the literature also reveals gaps in methodological research specifically addressing guide-interpreter training. While communicative and ESP-based approaches are widely discussed, fewer studies offer detailed methodological frameworks for integrating translation and oral communication systematically. This gap highlights the need for pedagogically grounded models that explain how such integration can be implemented in practice, taking into account learner proficiency, professional objectives, and instructional conditions.

Therefore, the present study builds on existing research in communicative language teaching, translation pedagogy, and ESP by proposing an integrative methodological approach tailored to the professional training of future guide-interpreters. By synthesizing insights from these fields, the study aims to contribute to the development of more effective instructional practices that reflect the complex communicative realities of guide-interpreting.

METHODS

This study adopted a qualitative, practice-oriented methodological approach aimed at developing and substantiating an integrative model for teaching translation and oral communication in the professional training of future guide-interpreters. The methodological framework of the study is grounded in the principles of communicative language teaching, English for Specific Purposes (ESP), and integrated-skills instruction, which emphasize the alignment of language learning with authentic professional activities. The research design was descriptive in nature and focused on analyzing the instructional process and learner performance within a real educational context rather than conducting experimental comparison. Such a design was selected to reflect the complex and

dynamic nature of guide-interpreter activity, where professional competence is formed through continuous interaction, mediation, and oral performance.

The study was conducted with undergraduate students enrolled in a guide-interpreter training program at a higher education institution. The participants demonstrated an intermediate level of foreign language proficiency and had prior experience in general speaking practice and introductory translation courses; however, these skills had previously been developed separately. Instruction was carried out within a professionally oriented foreign language course focusing on tourism discourse, intercultural communication, and real-life guiding situations. This educational context provided suitable conditions for implementing an integrative methodological approach.

The instructional process was organized as a sequence of interconnected stages designed to gradually integrate translation and oral communication. At the preparatory stage, learners worked with professionally relevant source materials such as short informational texts, tourism brochures, and culturally specific descriptions. Lexical, terminological, and discourse-based scaffolding was provided to support comprehension and reduce cognitive overload. The main instructional stage involved integrative tasks that required learners to translate information and present it orally in simulated guide-interpreting scenarios. These tasks included orally explaining translated content to an audience, interpreting short passages during mock guided tours, and responding to spontaneous questions by reformulating translated information in real time. The tasks were designed to prioritize meaning-oriented communication, audience adaptation, and pragmatic appropriateness, thereby reflecting authentic professional practice.

The final stage focused on reflection and feedback, where learners analyzed their performance, discussed communicative difficulties, and identified strategies for improving fluency, accuracy, and intercultural mediation. Data collection was carried out through classroom observation, analysis of student oral performances, and learner reflective feedback. The collected data were analyzed descriptively to identify patterns in skill development, learner engagement, and professional communicative behavior. Ethical

considerations were observed through voluntary participation, informed consent, and anonymized reporting of results. Overall, the chosen methodology allowed for a comprehensive examination of how translation and oral communication can be effectively integrated in the professional training of future guide-interpreters.

RESULTS

The analysis of the instructional process revealed that the integrative methodology had a positive impact on the development of professional communicative competence among future guide-interpreters. Students demonstrated noticeable improvement in their ability to combine translation and oral communication within authentic professional contexts. Unlike previous learning experiences in which translation and speaking skills were treated separately, learners showed increased confidence in performing oral mediation tasks that required real-time reformulation of translated information.

Classroom observations indicated that students became more fluent and coherent in their oral presentations when translation activities were embedded within communicative tasks. Learners were able to convey key ideas accurately while adapting translated content to the needs, background, and expectations of the audience. This finding suggests that the integrative approach supported the development of pragmatic competence, enabling students to move beyond literal translation toward meaning-oriented and context-sensitive communication. In addition, the use of profession-specific terminology improved, as students applied lexical items more appropriately in guided tour narratives and interactive communicative situations.

Further analysis of student performances demonstrated enhanced discourse organization and strategic competence. Participants showed greater ability to manage spontaneous communicative situations, such as answering unexpected questions, clarifying culturally specific concepts, and reformulating information when comprehension difficulties arose. These abilities are essential for guide-interpreters, whose professional effectiveness depends on flexibility, immediacy, and audience-oriented communication. The results indicate that

integrated instructional tasks facilitated the internalization of professional discourse patterns and supported their more natural use in oral communication.

Learner reflections corroborated the observational findings and revealed increased motivation and professional awareness. Many students reported that integrative tasks helped them better understand the real communicative demands of guide-interpreting and perceive translation as a dynamic communicative process rather than a purely academic exercise. Overall, the results demonstrate that integrating translation and oral communication contributes significantly to improving communicative fluency, professional readiness, and confidence among future guide-interpreters.

DISCUSSION

The findings of this study confirm the methodological relevance of integrating translation and oral communication in the professional training of future guide-interpreters. The observed improvements in communicative fluency, discourse organization, and audience-oriented mediation suggest that integrative instruction more accurately reflects the communicative realities of guide-interpreting than traditional fragmented approaches. These results align with communicative and professionally oriented language teaching principles, which emphasize meaningful interaction and contextualized language use.

One significant implication of the findings is that translation competence in guide-interpreter training cannot be developed effectively in isolation from oral communication. The results demonstrate that when translation tasks are embedded within spoken interaction, learners shift their focus from formal equivalence toward meaning negotiation and pragmatic adaptation. This supports theoretical views that consider translation as a communicative act rather than a purely linguistic operation, particularly in professional contexts requiring real-time mediation.

The enhanced ability of learners to manage spontaneous communicative situations further underscores the pedagogical value of integrative methodology. Guide-interpreters must respond to unpredictable questions, clarify culturally bound concepts, and adapt discourse according to audience

needs. The study shows that integrative tasks provide a pedagogical environment in which such skills can be practiced systematically, contributing to the development of strategic and intercultural competence.

In addition, increased learner motivation and professional awareness observed in this study highlight the importance of authenticity in instructional design. When students engage in tasks that closely resemble their future professional activities, they demonstrate higher levels of engagement and self-efficacy. This finding supports existing research in ESP and professional language education, which emphasizes the motivational benefits of profession-oriented learning.

Despite the positive outcomes, the study also points to certain methodological considerations. Integrative instruction requires careful task design, adequate scaffolding, and instructor expertise in both language teaching and professional content. Without these conditions, learners may experience cognitive overload or uneven skill development. Therefore, successful implementation of integrative methodology depends on thoughtful instructional planning and continuous pedagogical support.

Overall, the discussion of results suggests that integrating translation and oral communication constitutes an effective methodological solution for improving the professional training of future guide-interpreters. The approach contributes to bridging the gap between academic instruction and real-world professional demands, thereby enhancing the quality and relevance of guide-interpreter education.

CONCLUSION

In conclusion, the present study demonstrates that integrating translation and oral communication in the professional training of future guide-interpreters is a pedagogically effective and methodologically justified approach. Unlike traditional instructional models that treat speaking and translation as separate competencies, the integrative methodology reflects the authentic communicative conditions of guide-interpreting, where oral interaction and linguistic mediation occur simultaneously.

The findings indicate that integrative instruction contributes to the development of communicative

fluency, pragmatic competence, and professional discourse skills. By engaging learners in tasks that mirror real guide-interpreting situations, the methodology supports meaning-oriented communication, audience adaptation, and intercultural mediation. These competencies are essential for guide-interpreters, whose professional success depends on their ability to communicate flexibly and accurately in dynamic multilingual contexts.

Moreover, the study highlights the motivational and professional benefits of integrated instruction. Learners developed greater awareness of their future professional roles and demonstrated increased confidence in applying translation skills within oral communication. This suggests that integrative methodology not only enhances linguistic performance but also supports professional identity formation.

Despite its effectiveness, the implementation of integrative instruction requires careful task design, pedagogical scaffolding, and instructor competence in both language teaching and professional content. Therefore, guide-interpreter training programs should adopt systematic methodological frameworks that balance linguistic accuracy with communicative effectiveness.

Overall, integrating translation and oral communication offers a promising direction for improving guide-interpreter education. Future research may extend this study by incorporating quantitative data, longitudinal analysis, and comparative instructional models to further validate the effectiveness of integrative methodologies in professional language training.

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