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***EFFECTIVE WAYS OF TEACHING SPEAKING IN ENGLISH TO THE STUDENTS
OF TOURISM SPECIALTY***

Abstract. *This research explores the crucial role of English language proficiency in the tourism and hospitality sectors, emphasizing the need for effective teaching strategies to enhance speaking skills among students. Through qualitative analysis, the study examines current instructional practices, identifies challenges such as understanding accents and using industry-specific vocabulary, and evaluates the importance of English fluency for career success. Preferred activities include group discussions, storytelling, and role-plays, highlighting the value of interactive learning. The study also underscores the significance of technology and real-life conversation opportunities in language learning. Recommendations include prioritizing tailored language instruction, embracing experiential learning, and leveraging technological resources to foster proficiency. Ultimately, the research aims to equip future tourism professionals with the necessary linguistic and communicative competencies to excel in a globalized industry.*

Key words: *Teaching English language, speaking skills, tourism, hospitality, proficiency, role-playing, intercultural communication*

Introduction. English Language is a global language that connects people from different cultures. Nowadays majority of people across the world understand the need to learn English language. Travelling and communicating with diverse people have become smoother and more convenient with regard to the knowledge of English as a lingua franca. Therefore, proficiency in the English language holds significant importance across various industries, notably in sectors such as tourism and hospitality. For individuals employed in these fields, acquiring foreign language skills is indispensable, serving as the primary mode of communication with international tourists. Furthermore, linguistic proficiency facilitates the provision of services for tourists and a deeper understanding of cultural nuances, thereby enhancing the overall quality of the tourism industry [39]. English language proficiency holds integral importance for professionals in hospitality and tourism, highlighting its pivotal role in bridging communication gaps with foreign visitors and fostering cross-cultural understanding [6]. Thus, for professionals in the tourism and hospitality sector, mastery of foreign languages is highly essential for effective communication and the development of intercultural competence. As representatives of the local population and culture, it is crucial to equip tourism specialists with the ability to communicate effectively and pragmatically

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in English with visitors from diverse backgrounds. With proper linguistic knowledge and practice, tourism students will be able to engage with varied audiences, deliver exceptional customer service, and competently represent their destinations. Educators play a pivotal role in achieving this by implementing effective teaching strategies that foster English speaking proficiency among their students. Strong English-speaking skills enable tourism professionals to engage with international visitors, enhancing their experience and encouraging positive feedback. For tourism students, proficiency in English adds significant value to their education and career prospects. These students must master pronunciation, fluency, and tone to ensure clear and effective communication. By honing these skills, they can better support the smooth operation of travel services and achieve greater success in the tourism sector. Therefore, this article explores effective methods for teaching English speaking skills to future tourism and hospitality professionals. The research also aims to identify successful strategies by examining current teaching practices, analyzing instructional approaches, and determining effective techniques to enhance speaking proficiency in tourism students.

Literature review

Teaching English to students in the tourism sector is a multifaceted task that involves integrating language proficiency with industry-specific vocabulary and contexts. This literature review explores the complexities of this endeavor, examining key themes, methodologies, challenges, and strategies associated with English language instruction in tourism. As speaking skills play a crucial role in effective communication across personal, professional, and academic settings, the review also provides insights into the significance of speaking skills, factors influencing their development, and effective strategies for enhancing them within the tourism domain.

Brown (2007) emphasized that speaking skills facilitate the expression of thoughts, emotions, and intentions, enabling individuals to convey messages clearly and persuasively [4]. In academic settings, speaking skills are essential for presentations, class discussions, and collaborative projects, fostering critical thinking and knowledge dissemination. Moreover, in professional contexts, proficient speaking abilities contribute to effective leadership, negotiation, and career advancement [41]. In the tourism industry, effective speaking skills are essential for engaging with tourists, providing information about destinations, promoting attractions, and delivering quality customer service. According to Brown (2007), clear and articulate communication enhances tourists' experiences and fosters positive interactions, contributing to customer satisfaction and loyalty [4]. Moreover, effective English language instruction for tourism students requires a holistic approach that integrates language proficiency with industry-specific vocabulary and contexts [33]. Researchers emphasize the importance of incorporating real-life scenarios, such as customer interactions and tour guide narratives, into language lessons to enhance students' practical communication skills within the tourism sector [13].

Key themes and methodologies: Research has highlighted several important themes and methodologies for teaching English to tourism students. These include content-based instruction, task-based learning, and experiential learning approaches [33]. Content-based instruction combines language learning with tourism-specific content, enabling students to simultaneously develop language skills and industry knowledge [2]. Task-based learning emphasizes practical language tasks pertinent to tourism settings, encouraging active language use through meaningful activities [45]. Experiential learning techniques, such as role-plays and simulations, offer students hands-on experiences to practice English in realistic tourism scenarios, thereby improving their

communicative competence [19].

Challenges in English Language Instruction: Despite the critical role of English proficiency in the tourism industry, educators encounter several challenges in teaching English to tourism students. These challenges encompass limited access to authentic materials, inadequate language support for non-native English speakers, and the necessity to balance language instruction with tourism-specific content [11]. Moreover, the varying levels of language proficiency among students further complicate the creation of a standardized curriculum that effectively meets the needs of all learners [17].

Effective Methods of Teaching Speaking in Tourism: Speaking skills are fundamental in tourism education, enabling students to effectively communicate with customers, colleagues, and stakeholders. Research suggests several effective strategies for enhancing speaking skills, including communicative activities, pronunciation practice, and peer interaction [28]. Followings are the strategies believed to be effective by the research findings.

Role-Playing and Simulations: Role-playing activities allow students to simulate real-life tourism scenarios, such as hotel check-ins, guided tours, and customer inquiries [32]. Through role-plays, students practice speaking in various roles, develop language fluency, and improve their ability to handle diverse communication situations encountered in the tourism industry.

Authentic Materials and Contexts: Incorporating authentic materials and contexts relevant to tourism enhances students' speaking proficiency [12]. Using tourism brochures, advertisements, travel guides, and videos as teaching resources exposes students to authentic language and communication styles used in tourism settings, fostering language acquisition and cultural understanding.

Interactive Tasks and Group Discussions: Interactive tasks and group discussions promote active participation and collaborative learning among students [29]. Engaging students in discussions on tourism-related topics, such as cultural heritage, sustainable tourism, and hospitality management, encourages them to express opinions, share experiences, and develop speaking confidence in a supportive environment.

Field Trips and Experiential Learning: Field trips to tourist attractions, hotels, and hospitality establishments provide students with firsthand experiences and opportunities to practice speaking skills in authentic contexts [35]. Experiential learning enables students to interact with tourists, observe professional communication practices, and gain insights into the operational aspects of the tourism industry.

Technology-Enhanced Learning: Integrating technology into speaking instruction offers innovative opportunities for student engagement and skill development [20]. Utilizing multimedia resources, online language platforms, and virtual reality simulations enables students to interact with authentic spoken language samples, receive immediate feedback, and enhance their speaking proficiency in virtual tourism environments.

Methodology

The present research employs a qualitative descriptive method to provide an in-depth analysis of contemporary phenomena within their real-world contexts, focusing on human behavior quality [46]. This approach involves the researchers' direct immersion at the research site to understand and study situations, events, groups, or specific social interactions.

According to Moleong (2007), qualitative research aims to understand phenomena as experienced by the research subjects, including behavior, perceptions, motivations, and holistic

actions [25]. This is achieved using natural language and various scientific methods within specific contexts. Nasution (1988) emphasizes that qualitative research selects sources capable of providing relevant information, including people, events, or situations, as the sample [27]. Data collection is based on natural observations of these situations. Lofland and Moleong (2007) assert that the primary data sources in qualitative research are actions and words, supplemented by additional sources such as documents [22]. Thus, this study investigates the process and activities of teaching speaking skills at the International University of Tourism and Hospitality. It examines how university teachers develop effective strategies for teaching speaking. Student perspectives were analyzed to enhance data validity and provide a comprehensive understanding of the phenomena. The study aims to understand how behaviors and processes are influenced by context through detailed observation and analysis.

To ensure data validity, multiple sources were utilized, including interviews, questionnaires, and direct observations. Data were collected from 97 respondents at the International University of Tourism and Hospitality located in the region of Turkistan, Kazakhstan, offering valuable insights into students' perceptions, preferences, and challenges regarding speaking English in the tourism sector. The majority of participants were female students (77.7%), with male students comprising 22.3%, including both first-year (59.8%) and second-year (40.2%) students.

Analysis & Discussion

Comfort level in Speaking English: The survey results on students' comfort levels in speaking English in tourism-related situations indicate varying degrees of confidence among students. With 32% of students rating their comfort level as a 3 on a scale of 1 to 5, it shows that while a significant portion of students feel moderately comfortable, there remains a substantial need for improvement. According to Tuan and Mai (2015), comfort and confidence in speaking a foreign language significantly influence performance and willingness to communicate [42]. The 25.8% of students who rated their comfort level as 5 are likely those who have had more exposure to English-speaking environments or possess a higher level of language proficiency [23]. Meanwhile, the 27.8% of students who rated themselves a 4 demonstrate a good level of comfort but still see room for growth. Only a small percentage of students rating their comfort level as 1 or 2 suggests that very few students experience significant discomfort in speaking English in tourism contexts, indicating that most students have at least a basic functional competence in English. These findings suggest that while there is a strong foundation, there is a clear need for focused instructional strategies to elevate the overall comfort and confidence levels in speaking English among all students.

Challenges in Speaking English in Tourism Contexts: Respondents identified several key challenges in speaking English within tourism contexts, highlighting areas that need targeted instructional focus. Understanding regional accents and dialects (22.9%) poses a significant challenge, suggesting the necessity for exposure to diverse English-speaking styles. This can be addressed by incorporating listening exercises featuring a variety of accents and dialects into the curriculum [14]. Handling unexpected questions or situations (22.9%) is another critical challenge, underscoring the need for teaching adaptive communication strategies. Hence, role-playing unexpected scenarios can help students develop the skills to respond confidently and appropriately [21]. Moreover, the difficulty in using appropriate vocabulary (21.9%) to describe attractions and provide information indicates a need for a stronger emphasis on industry-specific terminology in the curriculum [31]. Finally, the pronunciation of place names and tourist attractions (8.3%) and

effective communication with tourists from diverse cultural backgrounds (20.8%) were also significant challenges. These findings highlight the importance of phonetic training and cultural competence in language instruction [26]. Therefore, educators can use multimedia resources, such as videos and interactive software, to improve pronunciation skills and simulate multicultural interactions, enhancing students' ability to communicate effectively with a global audience [7].

Preferred Speaking Activities: The data on preferred speaking activities reveals that students favor interactive and engaging formats that promote active participation. Group discussions or debates were the most preferred by 47.7% of the respondents, indicating that students value opportunities for collaborative learning and the chance to practice speaking in a dynamic and supportive environment. These activities help students develop critical thinking and argumentation skills, which are essential for engaging with tourists and handling diverse questions [3].

Likewise, storytelling or narrative sharing was preferred by 37.1% of the participants while presentations or speeches were also highly favored by 35.1% of the participants, suggesting that students appreciate structured opportunities to express their thoughts and experiences. These activities can help build confidence and fluency by allowing students to practice organizing their ideas and delivering them coherently [18]. Role-plays or simulations were popular as well being preferred by 28.9%, offering practical, hands-on experiences that closely mimic real-life tourism scenarios. These activities provide a safe space for students to practice and refine their language skills, preparing them for actual interactions in the tourism industry [38].

Perceived Importance of Speaking English Fluently for Future Careers: The survey findings underscore the widespread recognition among students of the paramount importance of speaking English fluently for success in the tourism industry. A significant majority (54.6%) firmly believe that fluency in English is indispensable for thriving in tourism careers, while an additional 50.5% consider it very important. This resounding acknowledgment highlights the critical role of English proficiency as a cornerstone for future career prospects in the global tourism landscape. As English serves as the lingua franca of the tourism industry [10], possessing proficient communication skills in English is essential for effectively engaging with diverse international tourists and navigating cross-cultural interactions [16]. Therefore, ensuring that students attain a high level of fluency is crucial for enhancing their employability and competitiveness in the dynamic and interconnected tourism sector.

Helpful Strategies for Improving Spoken English Skills: Participants of the study identified a range of strategies deemed helpful for enhancing their spoken English skills tailored for the tourism domain. The most prevalent strategy cited was practicing speaking English while traveling or interacting with tourists (64.9%). This hands-on approach aligns with experiential learning theories [19], emphasizing the significance of real-world immersion in honing language proficiency. Additionally, engaging with English-language media such as movies, TV shows, or podcasts related to travel and tourism (57.4%) emerged as a favored strategy. These media resources offer authentic language exposure, enabling students to familiarize themselves with diverse accents and colloquial expressions, thereby enhancing their linguistic flexibility and comprehension [43]. Furthermore, participating in conversation exchanges with native English speakers (41.5%) was recognized as beneficial for improving fluency and cultural competence, aligning with the communicative approach to language learning [40].

Perceived Role of Technology in Learning English: The role of technology in facilitating English language learning for tourism purposes is highly valued by the students who participated in the present research. A majority (51%) perceive language learning apps featuring interactive

speaking exercises and tourism-specific vocabulary as effective tools for skill enhancement. These apps offer personalized learning experiences, catering to individual learning preferences and providing immediate feedback, thereby fostering autonomous learning [15]. Moreover, online platforms offering virtual conversation exchanges with native speakers (45.8%) are regarded as valuable resources for practicing speaking skills in authentic contexts. These platforms enable students to engage in real-time interactions and receive constructive feedback, thereby boosting their confidence and fluency [1]. Additionally, podcasts or YouTube channels focusing on travel and tourism for listening and speaking practice (38.5%) are perceived as valuable supplements to formal instruction, offering accessible and engaging opportunities for language exposure and skill development [24].

Desire for More Opportunities for Real-Life Tourism- Related Conversations: The survey results unveil a significant yearning among students for increased exposure to real-life tourism-related conversations in English. A notable 53.1% of respondents expressed this desire, underlining the perceived benefits such interactions could bring, such as heightened confidence and fluency in practical scenarios, and improved communication proficiency with tourists and colleagues in the tourism sector. This emphasizes the pivotal role of experiential learning in language acquisition, where authentic language practice fosters not only linguistic competence but also cultural sensitivity [5]. By offering more avenues for such immersive experiences, educators can effectively bridge the gap between classroom learning and real-world application, thereby equipping students with the essential skills needed for success in the dynamic and multicultural tourism industry.

Additional Support or Resources Needed: Students have identified several additional support mechanisms or resources that could greatly aid them in mastering English for tourism-related purposes. Chief among these is the demand for online forums or communities where students can seek guidance and advice from proficient English speakers (57.3%). These virtual platforms not only provide valuable mentorship opportunities but also facilitate peer learning and exposure to diverse language styles and cultural nuances [8]. Additionally, language exchange programs tailored to tourism-related conversations (44.8%) are seen as highly beneficial, as they offer students the chance to engage in reciprocal language practice with native speakers, thereby enhancing their conversational skills and cultural awareness [30]. Furthermore, the need for specialized vocabulary lists or glossaries catering specifically to the tourism domain (27.1%) underscores the importance of targeted resources in building industry-specific language proficiency [37]. By incorporating these supplementary resources into the curriculum, educators can provide students with comprehensive support and enhance their language learning journey.

Overall, the survey findings highlight the crucial role of effective teaching methodologies, student engagement initiatives, and technological resources in augmenting English speaking proficiency among students specializing in tourism. The expressed desire for increased exposure to real-life tourism-related conversations underscores the practical relevance and necessity of language skills in the tourism industry. By embracing experiential learning opportunities, leveraging online communities, and providing tailored resources, educators can create an immersive and supportive learning environment conducive to the holistic development of students' linguistic and communicative competencies. Ultimately, this will empower students to thrive in the dynamic and multicultural landscape of the tourism sector, equipping them with the skills needed to excel in their future careers.

Conclusion. In conclusion, this research underscored the pivotal role of English language

proficiency in the tourism sector and provided valuable insights into effective teaching methods to enhance speaking skills among students. The analysis revealed varying comfort levels and challenges faced by students, emphasizing the need for targeted instructional strategies. Challenges such as understanding accents and using appropriate vocabulary highlighted the importance of tailored language instruction. The study also highlighted the strong recognition of English fluency for future careers, emphasizing the need for comprehensive language support within tourism education programs. The perceived role of technology, the desire for real-life conversation opportunities, and the demand for additional support mechanisms further underscored the importance of creating a supportive learning environment. Therefore, educators are urged to prioritize language instruction, embrace experiential learning, and leverage technological resources to foster English speaking proficiency among students. By doing so, the next generation of tourism professionals could be empowered to thrive in a globalized industry and contribute positively to its growth and development.

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**ТУРИЗМ МАМАНДЫҒЫНЫҢ СТУДЕНТТЕРІНЕ АҒЫЛШЫН ТІЛІНДЕ
СӨЙЛЕУДІ ОҚЫТУДЫҢ ТИІМДІ ТӘСІЛДЕРІ**

Аңдатпа. Бұл зерттеу туризм және қонақжайлылық секторларындағы ағылшын тілін білудің маңызды рөлін зерттеп, студенттердің сөйлеу дағдыларын жақсарту үшін тиімді оқыту стратегияларының қажеттілігін көрсетеді. Сапалық талдау арқылы зерттеу қазіргі оқыту тәжірибесін зерттейді, акценттерді түсіну және салалық лексиканы пайдалану сияқты мәселелерді анықтайды және мансаптық табысқа жету үшін ағылшын тілін еркін меңгерудің маңыздылығын бағалайды. Таңдаулы іс-әрекеттерге топтық талқылау, әңгімелеу және рөлдік ойындар кіреді, бұл интерактивті оқытудың құндылығын көрсетеді. Зерттеу сонымен қатар тіл үйренуде технологияның және нақты әлемдегі қарым-қатынас мүмкіндіктерінің маңыздылығын көрсетеді. Ұсыныстарға жекелендірілген тіл үйретуге басымдық беру, тәжірибелік оқыту және тілді меңгеруді жақсарту үшін технологиялық ресурстарды пайдалану кіреді. Қорытындылай келгенде, зерттеу болашақ туризм мамандарын жаһанданған индустрияда табысқа жету үшін қажетті лингвистикалық және коммуникациялық құзыреттермен жабдықтауға бағытталған.

Кілт сөздер: Ағылшын тілін оқыту, сөйлеу дағдылары, туризм, қонақжайлылық, біліктілік, рөлдік ойын, мәдениетаралық коммуникация.

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ЭФФЕКТИВНЫЕ СПОСОБЫ ОБУЧЕНИЯ ГОВОРИ НА АНГЛИЙСКОМ ЯЗЫКЕ СТУДЕНТОВ СПЕЦИАЛЬНОСТИ ТУРИЗМ

Аннотация. Это исследование изучает важную роль владения английским языком в секторах туризма и гостеприимства, подчеркивая необходимость эффективных стратегий обучения для улучшения разговорных навыков среди студентов. Посредством качественного анализа исследование изучает текущую практику обучения, выявляет такие проблемы, как понимание акцентов и использование отраслевой лексики, а также оценивает важность свободного владения английским языком для успеха в карьере. Предпочтительные виды деятельности включают групповые дискуссии, рассказывание историй и ролевые игры, подчеркивающие ценность интерактивного обучения. Исследование также подчеркивает важность технологий и возможностей реального общения в изучении языка. Рекомендации включают в себя приоритетность индивидуального языкового обучения, обучение на основе опыта и использование технологических ресурсов для повышения уровня владения языком. В конечном счете, исследование направлено на то, чтобы вооружить будущих профессионалов туризма необходимыми лингвистическими и коммуникативными компетенциями, чтобы преуспеть в глобализированной отрасли.

Ключевые слова: Преподавание английского языка, навыки речи, туризм, гостеприимство, мастерство, ролевая игра, межкультурная коммуникация.