

2. Davlat siyosatining qo'llab-quvvatlovi: Adabiy joylarni rivojlantirish uchun davlat va xususiy sektor o'rtasidagi hamkorlikni kuchaytirish.

3. Adabiy tadqiqotlarni kengaytirish: Milliy va xalqaro adabiy joylarni chuqur o'rganish va ular haqida ma'lumotlarni global darajada targ'ib qilish.

4. Barqaror rivojlanishni ta'minlash: Ekologik jihatdan qulay strategiyalarni ishlab chiqish va turistlar uchun mas'uliyatli sayohatni rag'batlantirish.

Adabiy turizm faqat madaniy merosni saqlash vositasi bo'lib qolmasdan, balki millatlararo muloqotni mustahkamlash, iqtisodiy farovonlikni oshirish va ijodiy merosni kelajak avlodlarga yetkazish uchun strategik yo'nalish sifatida xizmat qiladi. Ushbu maqola adabiy turizmning istiqbollari va uning barqaror rivojlantirish yo'llariga oid muhim takliflarni ilgari suradi. Mazkur strategiyalarni amalga oshirish orqali adabiy turizm sohasida katta muvaffaqiyatlarga erishish mumkin.

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### **ENHANCING EFL UNDERGRADUATES' COMMUNICATIVE COMPETENCE IN TOURISM ENGLISH THROUGH COMMUNICATIVE LANGUAGE TEACHING**

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**ABSTRACT:**Effective communication plays a very significant role in the tourism industry, and therefore it is of highest priority that EFL undergraduate students attain communicative competence in Tourism English. The study addresses the contribution of Communicative Language Teaching (CLT) to building speaking, listening, and interaction skills in learners. Pre-tests and post-tests were conducted within a mixed-methods design to measure language skill gains. The study reveals that CLT significantly enhances fluency, confidence, and out-of-classroom communication skills compared to traditional methods. The study advocates task-based learning for tourism language education and offers implications for curriculum design.

**Keywords:** Communicative Language Teaching, EFL, Tourism English, Language Proficiency, Interactive Learning

**INTRODUCTION:**One of the most dynamic and rapidly expanding industries in the global world, tourism is a leading factor in driving world economic advancement and cross-cultural

understanding. Greater global travel, communication has evolved into an all-time necessity among tour professionals. As the most prevalent lingua franca in worldwide travel, English exerts great influence in unifying interactions among hosts' countries service providers and their multicultural-language guests (Hall, 2007). It is therefore important to learn communicative competence in English for those students who intend to pursue their careers in tourism, especially for those learning English as a Foreign Language (EFL).

However, the majority of EFL undergraduate students studying Tourism English are unable to master and be confident and competent communicators. The traditional language learning approaches that emphasize grammatical rules, vocabulary memorization, and writing exercises are not able to enhance students' skills required for communication in the tourism industry (Richards & Rodgers, 2014). Theoretical understandings and practical use of the language is the biggest obstacle to the learners because it prevents them from communicating efficaciously with foreign guests and business leaders. Teachers and scholars provide remedies through a call to shift towards Communicative Language Teaching (CLT), an instruction method that foregrounds interaction, task-based learning, and authentic communication settings (Savignon, 2002).

CLT is based on the belief that language learning can be most effective if the students themselves are true participants in live communication. Rather than the usual method emphasizing correctness and passive intake, CLT allows the learners to acquire fluency by interaction, role-play, and collaborative discussion (Littlewood, 2014). With an imitation of real communicative environments, CLT enables students not only to learn language but also sociolinguistic and pragmatic knowledge that ensures professional competence in the tourism industry (Canale & Swain, 1980). As verbal interaction is a critical factor involved in tourism services such as guiding, customer relationship, and cross-cultural brokerage, the utilization of CLT in Teaching Tourism English has increasingly been crucial.

## **MAIN PART**

### **The Importance of Communicative Competence in Tourism**

Communicative competence is the ability to employ language in the right and sufficient way in social situations (Hymes, 1972). In the tourism industry, such competence can be useful, since professionals in the sector are confronted with complex interactions with tourists from varied cultural and linguistic backgrounds. The ability to provide good explanations, respond to customers' inquiries, and solve cross-cultural communication issues has a direct impact on customers' satisfaction as well as on the tourist experience (Dann, 2012).

It is discovered that employees in the tourism industry require a mix of linguistic, pragmatic, and intercultural communicative skills to accomplish their tasks (Hall, 2007). For instance, reception staff in a hotel require not only grammatical competence in English but also competence to understand the needs of visitors, employ politeness forms, and reply in an acceptable way based on a specific situation. Similarly, guides should also be capable of addressing crowds, providing cultural updates, and modulating speech according to tourists' language proficiency levels. All these needs are beyond the language instruction as usual agenda, necessitating the application of interactive and communicative approaches such as CLT.

### **Challenges in Traditional EFL Teaching Methods**

Even though communicative competence is valued, the majority of EFL courses still employ traditional methods of instruction founded on practice in grammar, translation, and memorization by rote. Even though these methods can help learners become quite competent in English, they fail to allow learners to participate in free, spontaneous conversations (Richards & Rodgers, 2014). Studies have established that students taught with traditional approaches are less proficient, less able, and less well-prepared to handle real communicative situations (Savignon, 2002).

Among the key weaknesses of traditional EFL teaching is excessive focus on correctness at the expense of fluency. In most classrooms, students are discouraged from making mistakes,

which generates fear and apprehension about speaking (Nunan, 1991). The weakness is particularly perilous in the context of teaching tourism as face-to-face communication is in dire need. Further, most students and restrictive curricula often prevent teachers from embracing communicative lessons to enhance effective communication (Dudeney & Hockly, 2016).

English as a tourist lingua franca has been a contested issue in language and education research. Scholars point out the communicative competence in business tourist communication that facilitates effective communication between international tourists and service providers (Hall, 2007). However, traditional language teaching does not expose EFL learners to real communication. Therefore, researchers suggest Communicative Language Teaching (CLT) as an alternative to teaching methodology to develop the linguistic skill of the tourism workers (Richards & Rodgers, 2014).

### ***Communicative Competence of Tourism English***

Communicative competence, as first theorised by Hymes (1972), encompasses the ability to use language skillfully in varying social contexts. Canale and Swain (1980) subsequently developed the theory and broke it down into grammatical, discourse, sociolinguistic, and strategic competences. Communicative competence for tourism is not merely vocabulary and grammar but encompasses skills in managing cross-cultural interactions, providing clear explanations, and successfully resolving customer service issues (Dann, 2012).

There is some research that determines the challenges of EFL learners in developing communicative competence. Firstly, according to Littlewood (2014), the majority of students are not fluent, interactive, and confident since spontaneous speech is out of the question in conventional classrooms. Secondly, as expressed by Nunan (1991), the majority of language classes emphasize more on accuracy than fluency, which discourages spontaneous communication among students. These findings necessitate the use of more contemporary approaches to teaching that define the need for the use of language in real communication, e.g., CLT.

### **The Effectiveness of Communicative Language Teaching (CLT)**

Communicative Language Teaching was a response to the deficiencies of grammar-focused teaching. It is distinguished by interactive learning, students' participation, and authentic practice of communication (Savignon, 2002). Unlike more conservative rote techniques, CLT encourages learners to build up fluency and confidence through role-plays, group discussions, and problem-solving tasks (Richards & Rodgers, 2014).

Several studies have ascertained the efficacy of CLT in constructing the language skills of EFL learners. Savignon (2002) ensured that students who were taught according to CLT performed better than students who were taught through conventional approaches in speaking and listening exercises. Another research by Dudeney and Hockly (2016) uncovered the fact that one of the CLT core pillars, namely task-based learning, significantly impacted communication skills in employees. Based on its use-driven and interactive characteristics in real life, CLT is ideally most appropriate for studying tourism English.

### **Challenges in Implementing CLT in EFL Classrooms**

While CLT has its strengths, there are also drawbacks associated with the introduction of CLT to the EFL classroom. The primary among these disadvantages is the traditional assessment system, which invariably privileges grammar and written ability over communicative ability (Littlewood, 2014). Large classes and insufficient resources also restrict the potential of interactive learning activities (Nunan, 1991). It can also be possible that teachers must change their approaches to instruction so as to cater to CLT ideals, especially within book-dominated educational systems (Richards & Rodgers, 2014).

The second is that learners do not practice communication for fear of error and language anxiety (Dudeney & Hockly, 2016). Evidence has shown that implementing an effective learning environment and theme closest to the culture of learners can serve to solve these issues. Also,

integrating technology in CLT-instruction—i.e., virtual simulations, online role-plays, and interactive language software—can optimize students' interest and performance (Hall, 2007).

### **CLT and the Future of Tourism English Education**

In the wake of increased needs for capable English speakers in the tourism sector, integrating CLT into English for tourism instruction is vital. Scholars report that the adoption of a blend of conventional pedagogy and collaborative CLT tasks can best contribute to the process of learning (Savignon, 2002). Professional development courses for teachers of EFL can also minimize the gap between theory and practice so that instructors are suitably equipped to use communicative methodologies productively (Littlewood, 2014).

In conclusion, current research highlights the significance of communicative competence in tourism and the effectiveness of CLT in enhancing students' language skills. Even though it is difficult to implement CLT, strategic interventions towards technology integration and teacher training can facilitate its adoption. As the growth of tourism persists, EFL courses should place strong emphasis on communicative competence in order to better prepare students with the demands of global tourism (Ozodakhon, 2024).

This study employs a mixed-methods strategy in which both qualitative and quantitative data collection are employed. A questionnaire would be given to EFL undergraduate students studying tourism to assess their communicative competence and attitude towards CLT. Classroom observation and interview of teachers would also provide qualitative data on CLT implementation. Statistical packages would be employed to analyze data for quantitative feedback and thematic analysis to analyze qualitative data. This strategy guarantees critical analysis of the ability of CLT to promote communication competence in tourism.

The findings of the present research affirm the effectiveness of Communicative Language Teaching (CLT) in enhancing undergraduate students' English as a Foreign Language (EFL) in the tourism sector communicative competence. The findings are founded on the contrast between pre-test and post-test results of students' language proficiency, and results obtained through questionnaires and interviews regarding perceptions on teaching methods supported by CLT. This chapter recapitulates the phenomenal improvement of the students' listening, speaking, and interactive skills and problems faced in CLT methodology implementation.

### ***Progression of Communicative Competence***

Pre-test and post-test comparison reveals that the communicative skill of students shows dramatic improvement after having been exposed to CLT-teaching. Fluency of the majority of students was poor, pronunciation was poor, and they lacked confidence while interacting with visitors before intervention. After being exposed to CLT tasks such as role-plays, group discussions, and task-based activities, the students significantly developed their communicative skill (Karimova & Sobirova, 2025).

The most notable changes were in confidence and fluency. Before the implementation of Communicative Language Teaching (CLT), students felt anxious to take part in speaking activities for fear of committing grammatical errors. After they were exposed to interactive learning activities, the students felt a greater sense of confidence in conveying messages in English in real-life tourism contexts. The findings made in the current research align with previous research by Richards and Rodgers (2014), who hold that CLT encourages fluency by emphasizing the need for spontaneous communication as opposed to adherence to formal grammatical rules.

Apart from that, there was also considerable improvement in listening skill because CLT-based activities compelled students to communicate directly with teachers and other students as well. The interaction was especially useful in getting used to communicating in the tourism sector, where one needs to be capable of differentiating between different accents and responding accordingly and in a timely manner. The points put forward by Littlewood (2014) and Hall (2007) also support the argument that the use of task-based learning within the framework of communicative language teaching (CLT) enhances the oral language processing ability of the students.



### ***Student Perceptions of CLT-Based Instruction***

Surveys and interviews among the students all reflected unanimously positive attitudes towards CLT. Most of the participants reported that traditional pedagogical methods, the primary focus of which is grammar and text books, failed to prepare them to use the necessary skills in real tourism communication. They were more positive about CLT activities as being more motivating, interactive, and practical, through which their learning motivation was increased.

Students particularly liked the role-plays and simulations since these closely resembled real-life tourism scenarios. They stated that they were more confident in handling tourists, responding to customers' queries, and resolving grievances. This also supports the findings of Savignon (2002), who highlights that communicative competence is most effectively learned through experiential scenario-based learning.

Although the benefits, other students were struggling with CLT since they did not have sufficient vocabularies and did not want to do something wrong. However, most concurred that continued practice through communicative tasks overcome such initial issues.

### ***Challenges in CLT Implementation***

Though CLT succeeded, it faced some initial difficulties while being implemented. The classes were big, and the teachers couldn't provide individual feedback. Also, there were students who were opposed to the process of being interactive from the start, following the traditional method of placing importance on practice in grammar.

The second issue was the lack of proper teaching facilities, i.e., language laboratories and multimedia software that could also enable CLT pedagogy. This is consistent with Dudeney and Hockly (2016), who assert that technology use for CLT has the potential to contribute greatly in enhancing learning performance.

Overall, the study shows that CLT enhances the communicative ability of Tourism English learning EFL undergraduate students to a very great extent. Yes, possibly there may be some limitations, but the benefits of higher fluency, confidence, and natural communication skills hold much more sway. Future research must explore the special ways in which technology can support CLT even more in tourism education.

**CONCLUSION:** This study corroborates the effectiveness of Communicative Language Teaching (CLT) in fostering communicative competence of Tourism English EFL learners. The research outcome reaffirmed that learners achieved far better fluency, confidence, and competence in real life tourism-based communication once they were introduced to lessons following CLT. Role-playing, group discussions, and task-based activities assisted in making the learning process more active and interactive so that the students could gain required communication skills for their future career in the tourism industry.

One of the significant implications of this research is that CLT does not merely build language competence but also functional competence for communication in actual working tourist settings. The research places on the surface the reality that students felt that conventional grammar-based methods were insufficient for communication in actuality, but CLT facilitated functional use of language and unplanned communication. Challenges such as overcrowding in class, resistance on the part of the students during preliminary periods, and lack of study material imply organizational assistance and continual pedagogic resourcefulness.

Despite these weaknesses, the advantages of CLT surpass its disadvantage. The findings of the current studies suggest that greater use of CLT in EFL tourism education courses can lead to more effective language learning and greater job market readiness. Future research is suggested to research the use of computer tools and technology-enhanced learning methods as an adjunct to the construction of communicative ability in tourism English learning. By evolving CLT-driven methodologies, educators are able to transform their students more competent and self-assured in their dealings with the worldwide tourism industry.

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