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REVIEW OF COMMUNICATIVE LEARNING APPROACHES TO TEACHING ENGLISH FOR TOURISM

The paper presents review of the issue of forming foreign language communicative competence in tourism area; particular attention is paid to finding the most effective methods of solving this issue. The use of natural approach, experiential interactive learning along with constructivist blended learning approach to teaching English for tourism has been considered. The results of the study prove that experiential interactive learning and constructivist blended learning approach enhance the effectiveness of forming foreign language communicative competence in tourism area.

Keywords: *foreign language communicative competence, methods, approaches, tourism area, learning skills, experiential interactive learning, constructivist blended learning approach.*

Introduction. Modernisation in the area of teaching English for tourism at higher educational institutions is very topical. It includes higher responsibilities of the higher education institutions, transparent internal and external evaluation of educational programmes, enhanced system of attestation, certification, and follow-up control procedures, increased participation in and co-operation with international quality assessment bodies.

Consequently, this phenomenon raises the possibility of the sustained improvement of the educational process, its enhanced openness, efficiency, and ensures lifelong education in an information society [9].

Moreover, the development of the information society or knowledge society has had a radical impact on higher education. Information-driven changes in social relations in Europe and across the globe have sufficiently affected higher education, in particular teaching English for tourism. Owing to such changes, various social institutions, organisations, and enterprises increasingly assume educational functions.

As a result, informal, non-traditional approaches to education, in our case to teaching English for tourism, counterbalance drawbacks and contradictions of traditional methods, approaches, techniques frequently applied in the learning process [9].

Likewise, a transition is taking place from one-off or periodical education to continuous education and perpetual retraining. The attitude towards adult education has undergone radical changes. Internationalisation of education entails competition, greater institutional independence and flexibility, development of national and international systems of licencing and accreditation. Academic mobility is rising and, as education standards converge, transparent schemes of international comparison and compatibility of education become more necessary than ever [9].

New forms, methods, approaches, technologies of teaching English for tourism are rapidly developing. They integrate information and communication technologies

and provide continuous, lifelong learning relatively easily. Such methods of acquiring foreign language skills in tourism allow students to increase their competitiveness in the labour market.

Thus, innovations in teaching English for tourism in the higher education sphere are among the most important mechanisms of social and economic development [9].

So, in the twenty first century, a great number of modified approaches have appeared and have been adopted in the language teaching and language learning process. Therefore, foreign language teachers should adjust language teaching tools appropriate to the current trends and apply modern pedagogical methodologies and approaches to teaching foreign languages for tourism. The basic objective of teaching foreign languages for tourism involves not just transmission of the language teacher's views or knowledge about a language [6]. Language teaching plays an important role in opening up its resources for the learners to enable them to find the right expressions to convey the intended meaning to the listeners [10].

On balance, the topicality of the current pedagogical research is determined by the necessity to find out suitable communicative approaches, methods, techniques while teaching English for tourism in higher educational institutions.

With reference to teaching foreign language for tourism, in particular in the general area of teaching methodology, scholars talk about approaches, methods, procedures, and techniques. In the framework of our study, we intend to clarify the meaning of these interrelated terms and provide examples of each.

Firstly, *an approach* is a theory about language learning or even a philosophy of how people learn in general. They can be psychologically based on behaviourism or cognitivism, or older philosophies, such as idealism or realism. Learning approaches are ambiguous and hard to define because they are broad in nature [6; 12].

Secondly, *a method* is an application of an approach in the context of language teaching. An example of a method is the grammar-translation method. This method involves the memorisation of various grammar rules and the translation of second-language material into the students' native language. In such a way students develop the intellectual capacity in order to understand the new language through a deductive process of acquiring the rules of the language [6; 12].

Thirdly, *a procedure* involves taking the step-by-step measures to put a method in practice.

Finally, the above-mentioned step-by-step measures form *a technique*, which is a single activity that is based on a procedure. Naturally, various methods include various techniques [6; 12]. So, teaching foreign languages for tourism involves the use of approaches that consist of methods, methods that are broken down into procedures, and procedures that are a collection of techniques. Understanding how these concepts interrelate can help a teacher know the reasons for their choice in teaching.

To be more precise, we have conducted detailed analysis of approaches to teaching foreign languages developed by Ukrainian and foreign researchers. As the previous studies concerning *project-based teaching* conducted by V. Kopylova indicate, students are involved in self-determination and identification of their future prospects, that is, self-identification in a future profession and motivation to get additional information in the field of the studied discipline [1]. This advantage was pointed out in a publication by the English researcher D. Fried-Booth, who noted that project work allows each student to make a contribution to a shared project, which reflects individual abilities and gifts [7].

Besides, the strategy of teaching foreign languages in Ukraine was created by H. Kryuchkov who distinguished such important principles of socio-cultural competence as:

- humanistic perspective of language learning;
- constant language self-improvement;
- language is the best tool for communication and intellectual development of a person;
- holistic approach is perceptual unity of a person, ethnoscapes and cultures [2].

Socio-cultural approach was developed in Russia by professor V. Safonova in the early nineties. According to the scientist, socio-cultural competence, which is a part of bi/poly-cultural communicative competence, is necessary to every individual, including students, in order to get ready for intercultural communication [3].

Also, according M. Tukalo, to teach English for tourism means to teach and motivate students to communicate not only about accommodation, in the field of hotel management, catering, recreation, entertainment, but also in the field of science and technology or their professional interest. To his mind, the process of teaching has three aspects: *informative, interactive, and perceptual* [4]. Therefore, teacher's success in the classroom depends on the right combination of the knack, forms and methods of teaching, and the most expedient technical aids. Nowa-

days, there exist a great variety of multimedia systems. Obviously, M. Tukalo distinguishes such efficient aids as: *computer trainers; computer-aided master classes; educational films; multimedia presentations; video demonstrations* [4].

Interestingly, for investigating communicative methods in teaching English for tourism, G. Bolton, the internationally recognised drama educator and theorist of drama in education, developed a method "*drama for understanding*", which can be very useful in teaching different subjects. The participants work in groups and create an imaginary world, where they play different roles. Consequently, in this world they encounter the same kind of problems as in the real world, thus acquiring real knowledge and experience [5].

To sum up, the review of scientific literature has made it possible to conclude that the demand for English language education around the world is increasing, because it is the language of international business, technology, and science. In particular, English for tourism will flourish in non-native English-speaking countries. As a result, teaching English for tourism will increasingly require the intense application of computer-based, interactive, learner-centred methods in order to achieve the communicative purposes [10].

However, teaching English for tourism demands deeper and more detailed investigation in terms of implementation of a bit more sophisticated learner-centred curricula in the teaching process of higher educational institutions. In other words, the paper is aimed at finding out effective communicative methods for teaching English for tourism.

The paper is aimed at explaining the basic features of foreign language communicative competence in tourism as well as describing the most sufficient foreign language communicative approaches and techniques from the modern point of view.

Consequently, with the reference to the double aim, the paper involved coping with the following tasks. Firstly, to enumerate intrinsic foreign language learning skills in the area of education for sustainability; secondly, to study the method of language teaching developed by S. Krashen and T. Terrell and its application in teaching English for tourism; and, thirdly, to consider experiential interactive learning and constructivist blended learning approach to teaching English for tourism as its element [8].

Discussion. We are supposed to start our scientific research from the analysis of recent findings obtained by scholars and educators concerning foreign language communicative competence in tourism area. Foreign language communicative competence in tourism is the progressive acquisition of the ability to use a language to achieve one's communicative purpose. Therefore, it is context-specific; based on the situation, the roles of the participants and the appropriate choices of register and style (formal/informal style; the use of jargon, slang appropriate to tourism area) [10].

Foreign language communicative competence in tourism represents a shift in focus from the grammatical to the communicative properties of the language. It also addresses learning skills, perspectives, and values that guide and motivate people. To be successful in teaching English for tourism, education for sustainability must give students practical skills that will enable them to continue learning after they graduate, to contribute to a sustainable livelihood, and to live sustainable lives [8; 10].

Essentially, this list incorporates the types of skills students will need to fulfil their professional and personal goals and objectives in the face of the ever changing world: *future thinking, visioning; responsible innovation; critical thinking, ability to challenge; 'find your voice'; creative thinking; clarification and activation of value systems; leadership; self-directed, autonomous and reflective learning; practical, real-world knowledge; systemic thinking; consequential thinking; group collaboration and wider interpersonal competence; foreign language communication skills for tourism area* [6; 10].

In order to form listed above skills, the natural approach should be applied. In particular, it is a method of language teaching developed by *S. Krashen and T. Terrell* in the late twenties of the XX century. It aims to facilitate natural language acquisition in a classroom, and to this end it is focused on communication. In the natural approach, language output is not forced, but allowed to emerge spontaneously after students have attended to large amounts of comprehensible language input. As a result, the syllabus is focused on activities which *T. Terrell* sees as promoting subconscious language acquisition. He divides these activities into four main areas: *content activities, such as learning a new subject in the target language; activities which focus on personalising language, such as students' sharing their favourite music, games; and problem-solving activities* [8].

According to *O. Tarnopolskyi*, interactive language learning provides acquisition of communication skills through the process of communicative interaction in the target language between learners and their teachers, among learners themselves, as well as between learners and native speakers with the aim of making communication mutually comprehensible and attaining its communicative goals [10]. The *experiential interactive learning* in the conditions of teaching English for tourism to tertiary school students is a form of learning that is implemented through a set of specific learning activities. They ensure the acquisition of the target language and communicative skills in it as true to life outcomes resulting from artificially created professional case studies in the learning process. In addition, *experiential learning* by its very nature requires students' cooperative interaction that dominates over individual learning activities but does not exclude them. It also involves students' interaction with the professional environment outside the classroom for using authentic target-language sources of professional information [10].

Consequently, the *constructivist blended learning approach to teaching English for tourism* is considered to be the sufficient implementation of experiential learning. In this way, students themselves "construct" their skills of professional communication in target language through the experience of direct participation in such professional communication. This makes experiential learning a fundamental feature of the constructivist approach [10].

What is more, the specific communicative methods for forming foreign language communicative skills, through which experiential learning can be implemented in the course of English for tourism, are listed further. The methods are represented by such tourism-related activities as: *role playing professional situations; simulating professional activities; project work; brainstorming some professional issues; case studies concerning some professional issues; discussions of some professional issues; students' presentations on some professional issues; students' search for professional extra-linguistic information through target language sources (internet, audio, audio-visual, and printed ones), that search being undertaken for finding some particular information required for doing some profession-oriented learning assignments* [6; 10; 12].

Conclusions. In conclusion, we would like to highlight the basic attractive characteristics of the techniques considered above, namely an increase in students' motivation for learning activity, development of interest in foreign languages, a focus on practical findings significant for all project participants, development of students' world view, conditions for enriching communication in foreign languages, and fostering the skills of professional communication.

It should also be noted that due to the use of experiential interactive learning along with constructivist blended learning approach to teaching English for tourism in arranging students' independent work, the role of the teacher changes greatly. Depending on the project stage, the teacher may be a consultant, observer, helper, source of new information, or coordinator. The application of innovative techniques in educational activity is an indicator of a teacher's high qualifications, his or her advanced teaching experience, and students' progress.

However, the findings of our investigation are not enough to cover teaching/learning English for tourism. Thus, further investigation in the sphere of appropriate methods for forming foreign language communicative competence in tourism is supposed to include: more detailed analyses of role plays, dramatisation, cases, project work, brainstorming, discussions, simulations and professional presentations.

In addition, it would be reasonable to come up with corresponding practical tourism-related examples, exact situations, and cases for every mentioned above method in order to achieve the highest level of clarification and show their sufficient empirical meaning in the framework of sustainable global education.

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ОГЛЯД КОМУНІКАТИВНИХ НАВЧАЛЬНИХ ПІДХОДІВ ДО ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ ФАХІВЦЯМ СФЕРИ ТУРИЗМУ

У представленому науковому дослідженні розглядається проблема формування іншомовної комунікативної компетентності в галузі туризму; особливу увагу приділено з'ясуванню найбільш ефективних методів вирішення цієї проблеми. Аналізується феномен іншомовної комунікативної компетенції в галузі туризму. Визна-

чено перелік умінь, необхідних студентам для досягнення своїх професійних, особистих цілей та завдань в умовах постійно мінливого конкурентного світу, як-от: критичне та творче мислення, лідерські якості, самостійне рефлексивне навчання, комунікативні навички тощо. Крім того, розглядається доцільність застосування в навчальному процесі «природного методу» викладання мов, запропонованого С. Крашеном і Т. Терреллом. Проведено огляд експериментального інтерактивного навчання, а також конструктивістського підходу до змішаного навчання англійської мови у сфері туризму. Перший тип навчання передбачає, що студенти самостійно формують навички професійної комунікації іноземною мовою, застосовуючи досвід участі в ній. Експериментальне інтерактивне навчання у процесі викладання англійської мови фахівцям сфери туризму реалізується за допомогою таких методів: рольові ігри, моделювання професійної діяльності, метод проектів, мозковий штурм, метод кейсів, дискусії на професійні теми тощо. Основні переваги зазначених підходів полягають у підвищенні мотивації студентів до навчальної діяльності, розвитку інтересу до вивчення іноземної мови, зорієнтованості на практичних результатах, розвитку світогляду майбутніх фахівців, забезпеченні умов для збагачення змісту комунікації іноземною мовою, вихованні навичок професійної комунікації. Також зазначається, що із застосуванням емпіричного інтерактивного навчання та конструктивістського підходу до змішаного навчання англійської мови у сфері туризму в організації самостійної роботи студентів значно змінюється роль вчителя. Він може виконувати роль консультанта, спостерігача, помічника, «джерела інформації» або координатора. Отримані результати підтверджують, що емпіричне інтерактивне навчання та конструктивістський підхід до змішаного навчання англійської мови у сфері туризму сприяють підвищенню ефективності формування професійних іншомовних комунікативних вмінь.

Ключові слова: іноземна мова, комунікативна компетентність, методи, підходи, сфера туризму, навчальні вміння, експериментальне інтерактивне навчання, конструктивістський підхід змішаного навчання.

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ОБЗОР КОМУНИКАТИВНЫХ УЧЕБНЫХ ПОДХОДОВ К ПРЕПОДАВАНИЮ АНГЛИЙСКОГО ЯЗЫКА СПЕЦИАЛИСТАМ СФЕРЫ ТУРИЗМА

В представленном научном исследовании рассматривается проблема формирования иноязычной коммуникативной компетентности в области туризма; особое внимание уделено выяснению наиболее эффективных методов решения этой проблемы. Анализируется феномен иноязычной коммуникативной компетенции в области туризма. Определен перечень умений, необходимых студентам для достижения своих профессиональных, личных целей и задач в условиях постоянно меняющегося конкурентного мира, как-то: критическое и творческое мышление, лидерские качества, самостоятельное рефлексивное обучение, коммуникативные навыки и тому подобное. Кроме того, рассматривается целесообразность применения в учебном процессе «естественного метода» преподавания языков, предложенного С. Крашеном и Т. Терреллом. Проведен анализ экспериментального интерактивного обучения, а также конструктивистского подхода к смешанному обучению английскому языку в сфере туризма. Первый тип обучения предполагает, что студенты самостоятельно формируют навыки профессиональной коммуникации на иностранном языке, применяя опыт участия в ней. Экспериментальное интерактивное обучение в процессе преподавания английского языка специалистам сферы туризма реализуется с помощью следующих методов: ролевые игры, моделирование профессиональной деятельности, метод проектов, мозговой штурм, метод кейсов, дискуссии на профессиональные темы и тому подобное. Основные преимущества указанных подходов заключаются в повышении мотивации студентов к учебной деятельности, развитии интереса к изучению иностранного языка, ориентированности на практический результат, развитии мировоззрения будущих специалистов, обеспечении условий для обогащения содержания коммуникации на иностранном языке, воспитании навыков профессиональной коммуникации. Также отмечается, что с применением эмпирического интерактивного обучения и конструктивистского подхода к смешанному обучению английскому языку в сфере туризма в организации самостоятельной работы студентов значительно меняется роль учителя. Он может выполнять роль консультанта, наблюдателя, помощника, «источника информации» или координатора. Полученные результаты подтверждают, что эмпирическое интерактивное обучение и конструктивистский подход к смешанному обучению английскому языку в сфере туризма способствуют повышению эффективности формирования профессиональных иноязычных коммуникативных умений.

Ключевые слова: иностранный язык, коммуникативная компетентность, методы, подходы, сфера туризма, учебные умения, экспериментальное интерактивное обучение, конструктивистский подход к смешанному обучению.

Подано до редакції 07.12.2016

Рецензент: д. пед. н., проф. Н. Б. Булгакова