

**ENSINANDO GUIAS DE TURISTA LÍNGUAS ESTRANGEIRAS:  
ENCONTRANDO MÉTODOS EFICAZES**

***ENSEÑANZA DE GUÍAS TURÍSTICOS IDIOMAS EXTRANJEROS:  
ENCONTRAR MÉTODOS EFECTIVOS***

***TEACHING TOURIST GUIDES FOREIGN LANGUAGES: FINDING  
EFFECTIVE METHODS***

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**RESUMO:** O estudo trata das questões da formação de guias turísticos em línguas estrangeiras. Ficou estabelecido que o sistema de formação de especialistas em turismo para actividades de excursão carece de aperfeiçoamento, nomeadamente, o aperfeiçoamento da competência em língua estrangeira, determinação do conteúdo dos métodos de formação de especialistas nesta área. O objetivo do estudo é desenvolver uma metodologia para a formação da competência em língua estrangeira na fala dialógica de futuros guias turísticos. A metodologia desenvolvida para a formação das competências linguísticas no discurso dialógico inclui as etapas de formação: “replicação”, domínio da unidade dialógica, mini-diálogos e diálogos de determinados tipos funcionais; sistema de exercícios; métodos de ensino - interativo, método de projeto; auxiliares de ensino, componentes de critérios eficazes de competência linguística no discurso dialógico. Os resultados do estudo mostraram a eficácia da competência de linguagem na técnica de formação de fala dialógica de acordo com a abordagem indutiva.

**PALAVRAS-CHAVE:** Turismo. Guia-intérprete. Competência em língua estrangeira. Discurso dialógico. Sistema de exercícios.

**RESUMEN:** *El estudio trata los temas de la formación en idiomas extranjeros de los guías turísticos. Se ha establecido que el sistema de formación de especialistas en turismo para actividades de excursiones requiere una mejora, es decir, la mejora de la competencia en lenguas extranjeras, la determinación del contenido de los métodos de formación para especialistas en esta área. El propósito del estudio es desarrollar una metodología para la formación de la competencia en lenguas extranjeras en el habla*

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*dialógica de los futuros guías turísticos. La metodología desarrollada para la formación de la competencia lingüística en el habla dialógica incluye las etapas de formación: “replicación”, dominio de la unidad dialógica, mini-diálogos y diálogos de ciertos tipos funcionales; sistema de ejercicio; métodos de enseñanza: método interactivo, de proyectos; ayudas didácticas, componentes de la competencia lingüística con criterios de eficacia en el habla dialógica. Los resultados del estudio mostraron la efectividad de la competencia lingüística en la técnica de formación del habla dialógica de acuerdo con el enfoque inductivo.*

**PALABRAS CLAVE:** *Turismo. Guía-intérprete. Competencia en lengua extranjera. Discurso dialógico. Sistema de ejercicio.*

**ABSTRACT:** *The study deals with the issues of foreign language training of tourist guides. It has been established that the system of training tourism specialists for excursion activities requires improvement, namely, the improvement of foreign language competence, determination of the content of training methods for specialists in this area. The purpose of the study is to develop a methodology for the formation of foreign language competence in dialogical speech of future tourist guides. The developed methodology for the formation of language competence in dialogical speech includes the stages of formation: “replication”, mastering dialogical unity, mini-dialogues and dialogues of certain functional types; exercise system; teaching methods – interactive, project method; teaching aids, criterion-effective components of language competence in dialogical speech. The results of the study showed the effectiveness of the language competence in dialogical speech formation technique in accordance with the inductive approach.*

**KEYWORDS:** *Tourism. Guide-interpreter. Foreign language competence. Dialogical speech. Exercise system.*

## **Introduction**

Tourism as an active form of human communication contributes to the development of mutual understanding of nations and the establishment of cultural and economic ties between peoples (SEGÚI-AMORTEGUI *et al.*, 2019). One of the important functions of tourism activities is the expansion and strengthening of communication channels between different societies (VAPNYARSKAYA, 2017, p. 40). Thus, the tourism industry is a service sector that provides for a certain information contact, communication, and development of interpersonal relations and requires a competent approach to the performance of professional duties.

The most common type of tourism is cultural and educational, the main purpose of which is to familiarize tourists with nature, cultural and historical heritage, and the modern life of the country (KRASNAIA, 2006; ILINA *et al.*, 2018). This is facilitated by information and excursion work, which is carried out by the main subjects of

excursion activities, guides and guides-interpreters (SKOBELTSYNA; SHARUKHIN, 2010).

The relevance of this study is due to the fact that the effective implementation of excursion is possible only if provided with highly professional specialists trained based on in-depth and improved educational programs. Future specialists in the field of tourist and excursion services can be trained in various educational institutions in specialties focused on the tourism sector.

The training of a specialist in the field of tourism in excursion is required to be a coordinated set of educational components (disciplines, practices) aimed at mastering competencies (sociocultural, professional, and personal) for the implementation of components of professional activity (excursion; educational; management; marketing; scientific and pedagogical; organizational) (EMELIANOV, 2007, p. 24).

The issue of professionalization of teaching foreign languages in a non-linguistic higher education institution is especially relevant in the professional training of future tourist guides, whose leading activity is customer service, which consists in providing foreign tourists with social and cultural services in the process of communicating with them.

However, the features of the formation of the foreign language competence of future tourist guides remain insufficiently studied, in particular, there is a discrepancy between the requirements for the foreign language training of representatives of this profession in a multicultural environment and their insufficient level of proficiency in foreign language dialogical speech; between the orientation of tourism education towards the training of competent specialists and the underestimation of the foreign language component in the structure of professional competence.

#### *Literature Review*

The analysis of studies and publications suggests that many researchers have dealt with this issue of training tourist guides. A significant contribution to the study of the process of training specialists in the excursion business was made by: A.S. Skobeltsyna, A.P. Sharukhin (2010), B.V. Emelianov (2007), T.V. Ishekova (2007), and others. In the methodological literature (FEDORTSOVA, 2012, p. 47) it is indicated that the professional competencies of the guide and guide-interpreter differ due to the functions they are called upon to perform. The main function of the guide is to carry out information work with tourists, the guide-interpreter adds the translation to the main functions, as well as the provision of services by the enterprises of the services acquired

by tourists of a specified range and quality. The guide-interpreter acts as an intermediary between the travel company, tourist and service enterprises and performs two tasks: ensures the company's profit and high-quality services. Thus, the guide-interpreter combines the functions of a guide, an interpreter, and a group guide.

However, a proper systematic approach to solving the issue of foreign language training of tourist guides has not yet been developed. Moreover, quite often in the scientific literature, as well as in the practice of tourism, one can meet with various approaches to determining the content and essence of the activities of the specialists (Table 1).

**Table 1** - Defining the content and nature of the activities of tourist guides

Source	Definition
ARISTOVA; MOSHCHANSKAIA; PROTOPOPOVA, 2015	a person who has professional information about the country (locality) of stay, attractions, objects of display, as well as the language of foreign tourists or a language common to them, provides excursion and information, organizational services, and qualified assistance to tour participants within the framework of the agreement on the provision tourist services
SAZONOVA, 2017	a professional accompanying tourist group who provides information, organizational services, and qualified assistance to group members within the framework of an agreement on the provision of tourist services

In studies devoted to the training of specialists in the field of tourism in the world, several factors have been identified that contribute to improving its quality: an increase in the amount of study time for the practical training of students, including practical classes (at least 50%), the organization of short-term and long-term language courses and programs. Attention is paid to the need to develop communication skills – grammar, discursive, strategic, and sociolinguistic (GÜZELLER; YILDIZ; SONUÇ, 2009); among teaching methods (for example, in Turkish colleges (PADUREAN; MAGGI, 2009)), professional and business games dominate, during which students learn to comprehend and analyze issue situations in conditions close to a certain tourist organization (GOLUBKOV; AGUREEVA, 2018; PODDUBNAYA *et al.*, 2020).

According to researchers, the profession of a guide as a specialist in tourist services and support provides for contacts with foreign citizens (KABAKCHI, 2004), while the effectiveness of communication depends on the proper proficiency of such specialists in dialogic speech (KRASILNIKOVA, 2010; AGUREEVA; MERKULOVA, 2019).

The issue of mastering dialogical speech is not completely new in psychological and pedagogical science. For example, the theory of dialogical speech is presented by fundamental research (PASSOV, 2015; BLOKH; POLIAKOV, 1992); foreign language competence in dialogical speech is the subject of scientific research (DROZDOVA, 2017; LYLE, 2008).

The result of mastering a foreign language dialogical speech is Foreign Language Competence in Dialogical Speech (FLCDS) (Table 2).

**Table 2** - Definition of the concept “foreign language competence in dialogical speech”

Source	Definition
DROZDOVA, 2017	the ability to implement oral-speech foreign language communication in a dialogical form in vital areas and situations of communication in accordance with the communicative task
LYLE, 2008	the ability (practical possession of communication skills and speaking and listening skills) and readiness (the required level of formation of these skills and abilities) of the communicant to carry out foreign language communication, using specific stylistically observed, clichéd linguistic means, as well as considering the conventional norms of communication between representatives of two different cultural and linguistic societies
SAVIGNON, 2002	socially-oriented interactive activity of two or more persons, which takes place in the form of alternation of situationally conditioned speech actions, focused on solving communicative tasks, in which verbal and nonverbal communication means inherent in the professional and cultural spheres are used
MIKHEEVA; ERESHCHENKO, 2018	integrated personality quality, a component of foreign language professional competence, which provides for the presence of professionally oriented (professional) knowledge, as well as those

	concerning the theoretical foundations of dialogical speech (subject); appropriate phonetic, lexical, and grammar skills related to both listening and speaking; skills to proactively start a dialogue, react to the interlocutor’s remarks, encourage them to continue conversations, considering the regional and linguistic features of the speaker
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The structural components of FLCDS, according to researchers (MIKHEEVA; ERESHCHENKO, 2018), are knowledge, skills, and abilities, as well as communication skills. Among the knowledge, there are declarative (linguistic, speech, and regional) and procedural (for example, sociocultural) knowledge (MIKHEEVA; ERESHCHENKO, 2018). Skills include speech, learning, intellectual, organizational, and compensatory. Language skills in this study are represented by three groups – phonetic, lexical, and grammar. Communication skills (for example, internal motivation, the ability of the communicant to organize his speech, orientation in a communication situation) complete the structure of the FLCC (foreign language communicative competence) in dialogic speech.

According to A.V. Agureeva, L.P. Merkulova (2019), the most common types of dialogues of specialists in tourist support are dialogue-inquiries, dialogue-agreement, dialogue-exchange of impressions, each of which has certain types of dialogical unity.

One of the psychological features of dialogical speech is situationality. The situational nature of teaching foreign languages E.I. Passov (2015) to a large extent connects with speaking and claims that teaching this type of speech activity should take place on the basis and with the help of situations, and the situation, in turn, considers the basis for the functioning of communication. Communicative situations are classified into the following types: natural (occur spontaneously) and artificial (conditional, educational, specially created); given (those that are offered, described by the teacher) and created (arising in the educational process); standard (stable) and nonstandard (variable); extra-speech (extralinguistic) and speech; situations of social and status relationships, roles, relationships for joint activities, moral relationships, etc.

Therefore, the hypothesis of the study: effective teaching tourist guides foreign languages calls for a high level of the FLCDS formation, which can be achieved in the context of the implementation of a methodology that provides for the gradual formation of this competence when performing a system of exercises developed for professionally

oriented English-language material in accordance with the use of communicative situations.

The objectives of the study:

- find out the state of the study of the issue of teaching tourist guides based on the analysis of psychological, pedagogical, and methodological literature;
- develop a methodology for the FLCDS formation for future tourist guides and an appropriate system of exercises;
- experimentally check the effectiveness of the developed methodology.

The study consists of an introduction, literature review, methods, research results, discussion, and conclusion.

## Methods

### Study design

A set of interrelated methods to carry out planned stages of the study was used:

- theoretical: analysis of psychological, pedagogical, and methodological literature to clarify the essence of the basic concepts of the study; comparison, generalization, induction, deduction, as well as modeling of the educational process were used to develop a methodology for the FLCDS formation in future specialists in tourist support;
- empirical: conversations with teachers to study the pedagogical experience on the research issue; performing diagnostic tasks and testing were used to diagnose the level of the FLCDS formation of future specialists in tourist support; methodical experiment to test the effectiveness of the proposed methodology for the FLCDS formation.

Eighty-nine people took part in the experiment. The experimental group (EG) consisted of 46 people, the control group (CG) – 43.

The organization of the experiment provided for the solution of the following tasks:

- conducting a pre-experimental section to determine the initial level of the FLCDS formation;
- implementation of experimental training in accordance with the developed methodology; conducting a post-experimental cut of the formation of the specified quality;

comparative analysis of the results of two sections to determine the effectiveness of the proposed technique.

#### Procedure, research tools

The research included several stages:

1. Development and testing of a methodology for the FLCDS formation for future tourist guides and the corresponding system of exercises.

The main sphere of communication is professional. Among the types of communication, the advantage is given to the individual contact of the dialogical form and the corresponding topics for communication (“Our Region for Tourists”, “Tourism in Russia”, “Places to Visit in Russia”). The criteria for the selection of speech (communicative orientation, professional orientation, cognitive value, frequency) and linguistic (frequency/applicability, typicality, cultural orientation, thematicity of material for teaching dialogical speech of future tourist guides were determined; taking into account these criteria, the most used material was selected for the implementation of foreign language communication, and also developed thematic content of the content of speech situations (choice of a tour to the outstanding places of the region, etc.).

When creating the methodology, an inductive approach was used, according to which this process provides for familiarization with individual replicas of dialogical unity, as well as further assimilation of the content of the dialogue as a whole based on the proposed educational communicative situation, which does not exclude listening to sample dialogues, that is, elements of the deductive approach.

The method of teaching dialogical speech, in accordance with the inductive approach, aims at the implementation of the following stages: Stage I – “replication”, II – mastering dialogical unity, III – mastering mini-dialogues, IV – mastering dialogues of certain functional types, at each of which are used appropriate exercises.

The defining component of the methodology is the system of exercises aimed at the FLCDS formation. Despite the fact that its core is speech competence, attention was focused primarily on the stage-by-stage mastering of basic dialogic skills – “replication”, mastering dialogical unity, mini-dialogues, and dialogues of certain functional types (Table 3).

**Table 3** - Exercise system for the FLCDS formation of future specialists in tourist support



Exercise groups	Exercise types
Stage I	
Exercises for the formation of the “replication” skill.	substitution, transformation, multiple choice; filling in gaps, completing a speech sample; exercises using the imitation-role component; recognition during the listening of replicas that express certain speech intentions (filling in the table); request for information on the sample; listening to audio clips with subsequent analysis of norms of behavior in communication situations.
Stage II	
Exercises for the formation of the ability to use dialogical unity	predicting the content of the dialogue before listening; exchange of views in pairs/small groups on the content of the sample dialogue; reproduction of certain parts of the dialogue at the level of dialogical unity; paraphrasing remarks; finding and correcting errors; filling in gaps.
Stage III	
Exercises to develop the ability to use mini-dialogues	analysis of speech material; predicting the further course of the listened dialogue; establishing sequences of dialogical unity; analysis of the structure of the exemplary dialogue; substitution of replicas, recording of dictated text; expressing one’s own opinion on the content of the exemplary dialogue; creating mini-dialogues for a situation similar to the exemplary dialog.
Stage IV	
Exercises to develop the ability to use dialogues of certain functional types.	discussion in pairs, groups, and small groups; creation of one’s own communicatively directed dialogues of various functional types on a given situation.

FLCDS is a component of foreign language professional competence, the structure of which, in addition to speech, linguistic, socio-cultural, and educational-strategic competence, is formed in a complex way, in the interconnection of these components. Therefore, the developed system of exercises also included exercises for the formation of language (activating language material; pronouncing

sentences/statements by analogy; formulating answers to questions and posing questions to the interlocutor), linguistic sociocultural (using background vocabulary, correct interpretation of English phraseological units, proverbs, etc.); acquaintance with the life and culture of the country of the target language; mastering the means of verbal and non-verbal behavior of native speakers of a foreign language) and educational-strategic (development of memorization processes, search and sorting of necessary information, development of the ability to cooperate with others) competencies.

To improve the FLCDS of future tourist guides, we used interactive teaching methods (“association”, “discussion”, “interview”, etc.), the method of projects.

2. Experimental verification of the effectiveness of the developed technique. The criteria for the FLCDS formation of future tourist guides were:

- the use of appropriate speech material in speech;
- the number of spoken remarks, their correctness to the situation of dialogical communication, the percentage of initiative remarks;
- achieving the goal of dialogical communication (realization of speech intention) of the communicant and communication tasks in the communicative situation being implemented;
- correspondence of the dialogue to its functional type;
- the ability to direct the communication situation;
- the correct use of speech formulas, clichés, and regional material.

### Statistical analysis

The study used the methods of mathematical statistics to quantitatively and qualitatively analyze the results obtained and to prove their reliability. Statistical analysis of the results when comparing two empirical distributions by Student’s t-test was carried out using the statistical software platform SPSS.

## **Results**

The generalization of the results of the ascertaining stage allows us to conclude that the formation of the experimental and control samples was correct, since the distribution of participants by the levels of the FLCDS formation, respectively, is: high – 13% and 14%; medium – 56.5%, 55.8%; low – 30.5%, 30.2%.

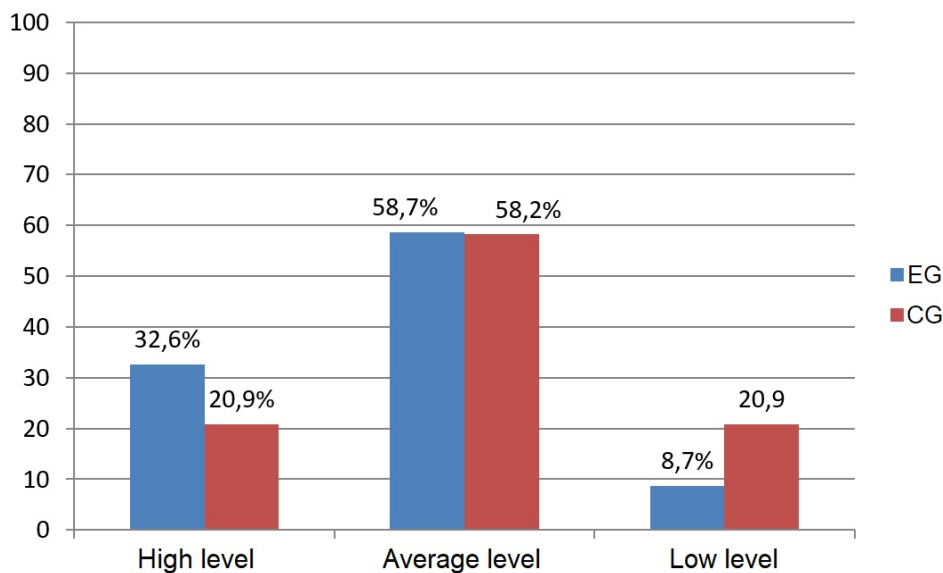
At the formative stage of the experiment, the developed methodology of the FLCDS formation of future specialists in tourist support was introduced into the educational process of the EG. In the CG, this competence was formed according to a

well-established methodology. According to the results of the control testing, the dynamics of changes were determined in comparison with the ascertaining stage. The analysis and generalization of the results of the experimental work allowed us to conclude the positive influence of the proposed method, since the indicators of the levels of the FLCDS formation in the EG showed more positive changes than in the CG: high – +19.6%, +6.9%; medium – +2.2%, +2.4%; low – -21.8%, -9.3% (Table 4, Figs. 1, 2).

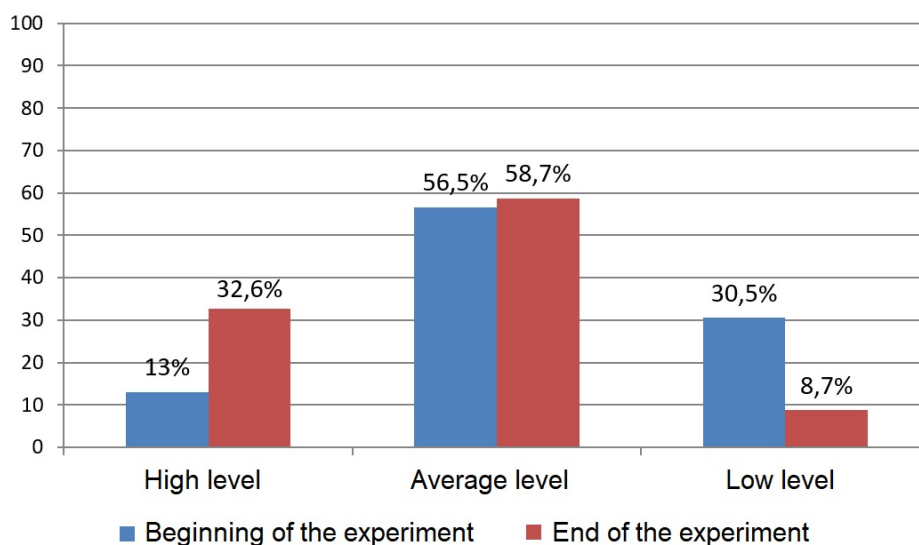
**Table 4** - Distribution of students by levels of the FLCDS formation

Group	Beginning of the Experiment						End of the experiment					
	Formation levels											
	High		Medium		Low		High		Medium		Low	
	absol ute	%	absol ute	%	absol ute	%	absol ute	%	absol ute	%	absol ute	%
EG	6	13	26	56.5	14	30.5	15	32.6	27	58.7	4	8.7
CG	6	14	24	55.8	13	30.2	9	20.9	25	58.2	9	20.9

**Figure 1** - Comparative analysis of the results of the EG and CG at the end of the experiment



**Figure 2** - Comparative analysis of the EG results at the beginning and end of the experiment



The reliability of the data was checked using the methods of mathematical statistics (Student's t-test for independent samples), as a result of which the null hypothesis was rejected and the statistical significance of the research results was established.

## Discussion

As shown in the *Methods*, the methodology for teaching dialogical speech used in the study consists of the following stages: “replication”, mastering dialogical unity, mastering mini-dialogues, and mastering dialogues of certain functional types, each of which uses appropriate exercises.

In the methodology of teaching foreign languages (GALSKOVA; GEZ, 2004, p. 152), it is noted that “to learn the construction of dialogical unity, one should first teach logically, using statements of different types (question, message, urge), to give responses to a given stimulating response (it is desirable that it is not a question), that is, to teach “replication”. This stage in the formation of competence in dialogic speech is called preparatory or zero (KITAIGORODSKAIA, 1991, p. 39). We consider it the first and correlate it with the beginning of learning a foreign language. When teaching replication, the teacher can use receptive-reproductive and reproductive conditioned-communicative exercises for imitation, substitution, answering questions, requesting certain information (according to a sample), communicating information, and the like.

The second stage in the process is the mastery of certain dialogical unity, which presupposes the ability to construct a stimulating (initiative) replica and a corresponding

response. Unlike the replication stage, the teacher only proposes a situation and gives a communicative task, and the students themselves are the participants in the communication. The means of mastering FLCDS at this stage are receptive-productive conditioned-communicative exercises for the exchange of replicas.

After the students have mastered the ability to use certain dialogical unity and the exchange of remarks occurs automatically and constructively, they move on to the next stage – the construction of micro-dialogues. Micro-dialogue is considered as an implicit structural basis of an expanded dialogue, including interconnected chains of dialogical unity, which is also called a dialogical whole (GALSKOVA; GEZ, 2004, p. 219). Here it is worth focusing on performing lower-level receptive-productive communication exercises (using verbal supports).

The final stage of this process is the ability to conduct dialogues of certain functional types (in our case: dialogue – answering questions, dialogue – sharing impressions) based on the proposed educational communication situations and within the language and speech material for future specialists in travel support. Bringing acquired skills to automatism in dialogic broadcasting is ensured by performing receptive-productive communication exercises of the highest level (without using verbal supports).

The second approach in teaching dialogical speech is deductive (or synthetic), which is also called the ‘top-down’ approach. Teaching dialogical speech in the context of this approach is realized through the following stages: mastering integral dialogues of certain functional types (repeated listening, reading, learning by heart sample dialogues, etc.); mastering dialogical unity; assimilation of individual cues.

At the first stage of this approach, students should understand the content of the dialogue, not relying on the teacher’s explanation of each of their individual remarks, but as a result of guesswork about the context of the dialogue and referring to the accumulated language experience. This approach is considered to be optimal for mastering standard, typical dialogues (SHCHUKIN, 2011, p. 232).

In accordance with the deductive approach, mastering FLCDS is carried out primarily as a result of memorizing sample dialogues, which become a standard for constructing their own statements in similar communication situations and serve as a linguistic reserve. However, the inability of students with different levels of learning to master a large number of dialogues, which became the foundation for mastering a

foreign language dialogical speech, somewhat limits the use of this approach in the process of teaching a foreign language.

Undoubtedly, both approaches are possible and do not contradict each other. Based on the achievements of scientists in this aspect (MIKHEEVA; ERESHCHENKO, 2018; GALSKOVA; GEZ, 2004; SHCHUKIN, 2011), we consider the inductive approach, which represents the practical nature of mastering the educational material, to be more effective in the process of the FLCDS formation of future tourist guides. Its advantage is that students form their skills “from simple to complex” as they master certain linguistic units and grammar structures and use them in replication; exercise in building dialogical unity, combining them into mini-dialogues; build dialogues on the proposed topic. However, we note that at certain stages of training, the use of the deductive approach is considered rational and productive.

The developed substantive support of the FLCDS formation process made it possible to single out the components of the content of teaching the English language for future specialists in tourist support and select topics for professional communication. Teaching methods occupy a prominent place in the structure of the proposed methodology. The pedagogical term “active methods and forms of teaching” unites a group of technologies, the use of which ensures a high level of students’ educational activities.

Analysis of scientific literature (STUPINA, 2009; AGUREEVA, 2018; SHISHOV *et al.*, 2018; SEKERIN *et al.*, 2018) allows us to assert that interactive methods, the method of projects are effective methods of the FLCDS formation of future specialists in tourist support. They used the following provisions: one of the effective forms of stimulating activity in speech interaction is interactive learning; a characteristic feature of the project method, in addition to creativity, integrativeness, and manufacturability, is dialogue. This method ensures high communication of project developers, stimulates them to communicate in a foreign language, and also considers the need to motivate students to this type of activity.

Modern requirements for the level of formation of this quality aim at using appropriate means in teaching a foreign language, the use of which contributes to the development of students’ thinking, as well as their speaking skills through involvement in the active creative process of speech activity and interaction with each other.

In the process of the FLCDS formation, both artificial supports (handouts specially created by the teacher in accordance with a specific educational topic) and natural (materials surrounding students during educational activities) are widely used.

## Conclusion

Since the profession of a guide as a specialist in tourist support involves contacts with foreign citizens, the effectiveness of communication depends on the proper proficiency of such specialists in dialogical speech.

As a result of the study, the hypothesis of the study was confirmed that the effective teaching of tourist guides in foreign languages provides for the achievement of a high level of FLCDS formation, which can be achieved in the context of the implementation of a methodology that provides for the gradual formation of this competence when performing a system of exercises developed on professionally-oriented English-language material in accordance with using communicative situations.

The prospect of further scientific research is seen in the study of the issue of the FLCDS formation by means of interactive technologies.

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