

## Research on Practical Teaching Mode of Tourism English Major

Chuang Ding

Public English Department, Liaoning University of International Business and Economics, Dalian, 116052, China

2828921@qq.com

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**Abstract:** Reforming the practical teaching mode of the tourism English major is an urgent requirement for adapting to the development of tourism in the new era. In order to realize the training goal of tourism English major, the problems of practical teaching of tourism English major are analyzed. The practical teaching system consisting of classroom practice, intramural training and off-campus training is constructed. The practical teaching scheme of tourism English major is proposed: optimization and integration Relevant courses, highlighting practical teaching links; innovative practical teaching methods to improve students' vocational skills; incorporating professional skills appraisal into professional curriculum; taking the win-win mechanism as the premise, taking the road of school-enterprise cooperation; innovative practice teaching assessment mode, Ensuring the quality of practical teaching; building a "double-type" teacher team to improve teachers' compound teaching ability.

### 1. Introduction

The rise of China's tourism industry began after the reform and opening up. After the steady and rapid development in recent years, the influence of tourism has penetrated into people's daily production and life. Especially in the past ten years, with the continuous expansion of the scale of the tourism industry, the number of employees has been increasing, the operating system has been continuously innovated, and the operating environment has been continuously improved. The tourism industry has become an important service industry that stimulates economic growth and expands employment channels. As outbound and inbound tourism continue to heat up, the number of tourists and people continues to rise, and tourism English talents are particularly scarce. The shortage of tourism English talents will become a key issue restricting the vigorous development of China's tourism industry. Training tourism English talents that meet the needs of social and economic development and serving the front line of modern foreign-related tourism will play a positive role in filling the gap in the tourism market and promoting the further development of the tourism industry. Starting from meeting the needs of the tourism market, the tourism English major should develop a solid foundation in English language, strong communication skills, comprehensive tourism knowledge, skilled operation skills, professional quality and humanistic quality, market awareness and innovative spirit, and be fully competent in tourism-related Enterprises such as travel agencies, tourist hotels, tourist attractions and other first-line high-tech application-type compound talents engaged in reception, tour guides, tourism services and management.

### 2. Training Objectives of Tourism English Major

The training objective of the tourism English major is to cultivate the all-round development of morality, intelligence, body and beauty, and to face the front line of social development and economic construction. Students trained in this major should have solid basic knowledge of English language, basic theoretical knowledge and strong practical ability, and require students to master English linguistics, literature and related basic knowledge; understand and be familiar with the society and culture of our country and English-speaking countries. , economic, political, historical, geographical, tourism, economic and trade, diplomacy, and the development of science and

technology; master a wide range of humanities and social sciences; have the ability to listen, speak, read, write, translate, etc., and comprehensively use English language skills, English speaking guide ability, travel agency business ability, as well as contingency and cooperation and communication skills. In order to train students to achieve and realize these abilities, we must continually revise and improve the teaching plan, clarify the professional training objectives, focus on the cultivation of practical operational ability, and increase the practical teaching links in the teaching plan to ensure that students listen, speak, and While reading, writing, translating and other basic courses of comprehensive English skills training, it is necessary to increase the skills of oral English, English speaking guides and English interpreting courses.

### **3. Existing Problems on Practical Teaching of Tourism English Major**

Usually, the actual investigation and research found that there are many problems in the practical teaching of the tourism English major, which are summarized as follows:

(1) The teaching objectives are not clear. The goal of tourism English teaching is to train students to master the ability of listening, speaking, reading, writing and translating in English and to communicate English skills, so as to improve students' ability to apply English in foreign-related tourism and related work. At present, most of the teaching of tourism English follows the traditional teaching mode, emphasizes teaching, practice lightly, emphasizes grammar, and speaks lightly. The teaching method is single and boring, the theory teaching and practice are out of line, the students' listening and speaking ability is poor, the actual operation ability is low, and the school has no characteristics. The cultivated talents are difficult to meet the needs of the tourism market.

(2) The practice curriculum is not reasonable. In the setting of tourism English courses, teachers pay more attention to the teaching of theoretical courses, ignoring the development of practical teaching, resulting in unsatisfactory teaching results. From an objective point of view, the teacher neglects the cultivation of students' travel service practical skills and management skills, resulting in students with solid theoretical knowledge and strong learning ability, but the actual hands-on and operational ability is poor, cannot be in a short time Adapting to the job position, cannot complete the role change, and cannot meet the requirements of the tourism industry.

(3) School-enterprise cooperation is not deep enough. From the current teaching practice of tourism English, the on-campus training and off-campus training of most colleges and universities are at the initial stage. Even if there is a form of school-enterprise cooperation, the content of cooperation is lacking in depth and the level of cooperation is not higher. In order to complete the practical teaching plan, the school will send students to the cooperation unit for internship training. Some tourism companies only regard trained students as cheap labor. In order to reduce the cost of human resources, students are allowed to do work that is not related to their majors. Students' practical skills are not improved and valuable time is wasted. Only by establishing a practical "work-study combination" practical teaching model can we truly improve students' practical skills and play their own professional advantages in the future employment and workplace.

(4) The teacher's compound ability is lacking. Tourism English majors include English majors taught in English, as well as travel majors taught in Chinese. These courses are taught by teachers who graduated from English education and teachers who graduated from the Tourism Management Department. As a teacher of English courses, my English level may be very high, but I have little knowledge of tourism expertise. The same problem also exists in tourism professional teachers. Some teachers are unable to pass on some important vocabulary of the tourism profession and the latest developments in the international tourism market due to their own English proficiency. The teaching content does not reflect the contemporary nature of the discipline and the characteristics of globalization.

(5) Theoretical teaching is out of touch with professional internships. Due to the rapid development of the tourism industry, a large number of well-known tourism enterprises have been born, and it has become a partner for colleges and universities to compete for. In fact, this vigorous school-enterprise cooperation only stays on the surface. Practice teaching flows in the form, whether or not the talent training objectives are implemented, no one pays attention. Teaching

internships in Tourism English include curriculum internships, tourism planning, tour guide business, tourism cognitive internships and graduation design. Due to various reasons, these types of teaching internships are not implemented in place, and most of them are equivalent to the repetitive verification of theoretical knowledge. There is basically no training in operational skills in off-campus industry positions.

#### **4. Practical Teaching System of Tourism English Major**

In view of the practical characteristics of the tourism English major, it is necessary to constantly adjust the teaching plan with the times, and strengthen the practicality of the practical teaching link to meet the needs of employers and graduates for job hunting. The specific practical teaching system includes three aspects: classroom practice, intramural training and off-campus training:

(1) Classroom practice. The foreign language class, which is the target of listening, speaking, reading, writing and translating, is essentially a practical class, which focuses on cultivating students' English application ability. The teaching principle should be: teachers intensively, planning tasks, commenting on gains and losses; student exercises, focusing on listening and speaking, role experience. Students use books and the Internet to collect materials based on the teaching content and tasks assigned by the instructors, and then conduct class discussions and presentations. This task-driven approach allows students to apply language knowledge, develop communicative skills, and develop problem-awareness, problem-solving and problem-solving skills, and teamwork awareness in the process of performing tasks.

(2) On-campus training. Schools should establish a well-equipped and fully functional training room in the school, including small-scale simulated tearooms, shopping malls, guest rooms and offices. Under the guidance of teachers, students can carry out more realistic reception and paperwork at the "simulation site" and interpreting training. This will give students a chance to get a more realistic work experience on campus.

(3) Off-campus training. Encourage students to take advantage of weekends, winter holidays and summer vacations, internships with foreign trade companies, hotels and travel agencies to understand the actual needs of social and job talents. At the end of each semester, we will coordinate awareness training and comprehensive training to give students the opportunity to travel to travel agencies, hotels and foreign trade companies to systematically understand the physical workflow and related business. In the last academic year, students will be assigned an internship. To some famous attractions, hotels and travel agencies, truly integrated into the production and management services of physical units, and become qualified workers as soon as possible.

On the one hand, on-campus and off-campus training has deepened students' understanding of society and enhanced their awareness of labor, service and collaboration. On the other hand, students' professional skills have been tested to expand their professional knowledge and abilities. The practice platform inside and outside the school has taken a solid first step towards integrating students into society.

#### **5. Practical Teaching Scheme of Tourism English Major**

In order to realize the training goal of tourism English major, aiming at the problems existing in the practical teaching of tourism English major, and making full use of the practical teaching system of tourism English major, the practical teaching scheme of tourism English professional proposed in this paper is as follows:

(1) Optimize and integrate relevant courses to highlight practical teaching links. Through the analysis of the tourism English professional curriculum system, combined with market research feedback, under the guidance of industry experts, the basic principles of theoretical knowledge "necessary and sufficient" were determined. Teachers also need to establish a curriculum system that covers the knowledge, skills, and competencies required for professional career positions based on the needs of professional positions. The system includes a professional core curriculum module, a vocational ability training technology course module, and a comprehensive quality ability training

course module. Its purpose is to optimize the integration of relevant courses, highlight the core curriculum, increase the proportion of elective courses, strengthen the practical teaching links, and ultimately achieve the purpose of cultivating students' practical ability and vocational skills.

(2) Innovate practical teaching methods to improve students' professional skills. According to the teaching objectives of the practical curriculum, the teaching methods are reformed to improve the quality of practical teaching. Practice the course teaching using methods such as scenario mode teaching and case analysis mode teaching. For example, for the vocational skills of students, practical training in various service scenarios is used in the tour guides, including different scenarios such as pick-up and drop-off, bus guides, sightseeing spots and entertainment consumption. Students work together and write together. Lines, and play the role of the scene in the scene dialogue, mobilize the interest and enthusiasm of learning, so that students' English speaking ability and communication skills are exercised.

(3) Incorporate the content of vocational skills assessment into professional curriculum. The course is a concrete manifestation of the professional talent training program and a fundamental way to achieve the goal of talent training. The professional qualification certificate is a sign that tests the degree of integration of the professional theory of the student with the actual application. It is a proof of the professional knowledge and skills required by the worker to have a certain occupation. The combination of professional curriculum and qualifications is an effective way to strengthen students' professional skills. In the course setting, the relevant content of the vocational skills appraisal is included in the compulsory course. For example, include courses on tourism, basics of tour guides, travel policies and regulations in the Compulsory Courses. At the same time, increase the proportion of simulated internships, so that students apply the theory related to vocational qualifications to practice, improve students' professional ability, and make them meet the professional standards required by the industry, and finally obtain professional qualification certificates for social access.

(4) Taking the win-win mechanism as the premise, we will take the road of school-enterprise cooperation. Tourism institutions generally do not have their own hotels or travel companies, but they can strengthen cooperation with enterprises, take advantage of social resources and open the door to school, invite business professionals to teach relevant teachers and students in the form of seminars and lectures and practical knowledge. This will broaden the horizons of teachers and students, and link the professional knowledge they have learned with practice, so that the teaching direction will be clearer. By arranging student internships and employment internships, the company assesses students' ideological and moral qualities, professional qualities and professional competences, and provides a basis for enterprises to select outstanding high-quality employees. You can also use hotels, travel agencies and scenic spots to serve as a training base for students and a training base for teachers to solve the problem of separation of teachers and students from practice. At the same time, the employees of tourism enterprises can also accept the training of colleges or universities, and the problems encountered by the tourism enterprises in actual operation can also become the research topics of teachers. In this way, it can really promote a win-win situation for schools and enterprises.

(5) Innovative practice teaching assessment mode to ensure the quality of practical teaching. Only through strict and scientific management of practical teaching and the establishment of a complete practical teaching management system can practical teaching play its full role. Schools can integrate the practical teaching of tourism English into the track of the credit system management, and stimulate the enthusiasm and initiative of students through credits. The practical lessons of "visual, listening, reading, and speaking" in English and the practical lessons of traveling English are used as A compulsory course to earn credits. The credits earned in the second class include: awards in the English Skills Competition or in the Professional Skills Competition, and credits for innovation; students receive relevant skills certificates such as English grade certificates and travel professional grade certificates, and give credits to skills; students participate in self-practical training, participate in various activities such as lectures and presentations, and improve their quality activities. The school tries to train and improve the students' practical ability

by means of learning, and at the same time establish the quantitative evaluation standards of teachers' teaching quality, and link the students' practice quality with the teachers' teaching level. It is also possible to incorporate quantitative assessment, follow-up surveys and student evaluations into the practical teaching assessment system to ensure the quality of practical teaching.

(6) Construct a "double-type" teacher team to improve teachers' compound teaching ability. The tourism English major is a professional with strong professionalism. It is very important to cultivate a "double-skilled" faculty and improve the compound teaching ability of teachers. For tourism English teachers, the "double-type" teacher is to have the "teaching + English" compound teaching ability. Professional teachers are selected to participate in teacher training in batches to update teachers' professional knowledge; to develop a teacher enterprise practice system, to encourage teachers to go to relevant industries and enterprises to work or practice, to understand the needs of professional job standards for tourism talents, and to enhance the professional skills of professional teachers and practical teaching ability. It is also necessary to set up a professional teaching and steering committee, and hire industry experts to come to the school to guide professional construction and teacher training. Finally, we hired travel agencies and foreign-related hotel industry experts to serve as part-time teachers, teaching practical skills courses and career planning to encourage teachers to obtain professional qualification certificates. Through the above measures, a high-quality "double-skilled" teaching team that adapts to the characteristics and requirements of higher education, has a high level of teaching, strong practical ability, and combines with each other to promote the implementation of practical teaching and improve the quality of teaching English teaching guarantee.

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