

Research on the Content Reconstruction and Implementation Path of Tourism English Course in Higher Vocational Colleges under the Guidance of Vocational Needs

Hu Chong

School of Foreign Languages, Wuhan City Polytechnic, Wuhan, 430064, China

Keywords: Professional Needs; Tourism English Course; Higher Vocational Colleges; Reconstruction of Curriculum Content; Implementation Path

Abstract: Under the background of the rapid development of tourism industry and the change of demand for professional talents, this article discusses the problem of the disconnection between tourism English course and professional demand in higher vocational colleges (HVC). Through theoretical research, current situation analysis and other methods, this article deeply analyzes the existing content composition of tourism English course in HVC and the gap between it and professional demand, and puts forward a reconstruction idea based on the principle of professional ability, practicality and foresight, determining the course objectives, integrating content modules and integrating industry characteristics based on the analysis of professional demand. The course content is reconstructed from basic English ability, tourism professional English and intercultural communication module, and the implementation path is given from three aspects: teaching method reform, teacher team construction and teaching resources construction. The purpose of this study is to optimize the tourism English course in HVC, improve students' professional ability and make them better adapt to the professional needs of the tourism industry.

1. Introduction

Under the background of economic globalization and the vigorous development of tourism, the demand for professionals in tourism industry presents the characteristics of diversification and refinement [1]. Tourism English course in HVC, as a key link to cultivate English-applied talents in tourism industry, is self-evident. At present, there is a certain degree of disconnection between the content setting and implementation of tourism English courses in HVC and the actual professional needs, which needs to be solved urgently [2]. In recent years, the global tourism industry has maintained a growing trend, and China's tourism industry has shown strong development vitality under the impetus of domestic economic restructuring and consumption upgrading [3]. With the continuous expansion of the tourism market, the demand for compound talents with solid English ability, rich tourism professional knowledge and excellent cross-cultural communication ability is growing [4]. These professionals not only need to skillfully use English for daily communication, but also need to have a deep understanding of tourism business processes, so as to provide high-quality and efficient services for tourists in different cultural backgrounds.

As an important part of higher education, higher vocational education's talent training goal clearly points to conveying applied talents with strong practical ability and professional quality for the society [5]. The original intention of tourism English course in HVC is to meet the demand of English professionals in tourism industry and help students master the English knowledge and skills needed for tourism-related work. However, the reality is not optimistic. Through the investigation of tourism English courses in many HVC, it is found that the current course content is generally too theoretical and weak in practice, and the knowledge learned is not closely related to the actual work scene [6]. In the cultivation of intercultural communication ability, the course content is often limited to the general explanation of common cultural differences, and the complex cultural situations that may be encountered in the actual work of the tourism industry are not fully considered.

In view of the above situation, it is of great practical significance to reconstruct the content of tourism English course in HVC and explore practical implementation paths. From the perspective of students' individual development, curriculum optimization oriented to career needs can help students master the knowledge and skills needed for future work more accurately and improve their competitiveness in the job market [7]. From the perspective of the overall development of the tourism industry, the cultivation of high-quality professionals can inject new vitality into the industry, promote the service level of the tourism industry and promote the sustainable development of the tourism industry. This study focuses on the reconstruction and implementation path of tourism English course content in HVC under the guidance of vocational needs.

2. Vocational demand-oriented tourism English curriculum theory

The theory of occupational demand clarifies the requirements of social occupation for talents' knowledge, skills and accomplishment, and it will dynamically evolve with social changes. For the tourism industry, its professional needs not only cover professional knowledge and skills, but also have higher requirements for practitioners' communication ability, adaptability and teamwork ability [8]. Under the background of globalization, the internationalization trend of tourism industry makes foreign language ability an important part of professional demand.

Language learning theory is the cornerstone of tourism English course in HVC. Constructivism emphasizes active participation in knowledge construction, and students can be encouraged to construct knowledge system through case analysis and other activities in teaching. Behaviorism focuses on repeated practice to strengthen skills, and teachers can design exercises related to tourist scenes. Curriculum design theory also provides important guidance. Curriculum objectives should focus on professional needs, content organization should follow the principles of logic and system, and multi-module content should be arranged. At the same time, the curriculum evaluation theory emphasizes diversified evaluation, and besides the examination, we should also evaluate the learning effect from classroom performance, project assignments and other dimensions, so as to fully reflect the students' mastery of tourism English knowledge and skills.

3. Analysis of the current situation of tourism English course content in HVC

At present, the content of tourism English course in HVC mainly covers three modules: basic English knowledge, tourism professional English knowledge and cross-cultural communication knowledge. Basic English knowledge module focuses on cultivating students' basic English language ability, including basic skills such as grammar, vocabulary, listening, speaking, reading and writing [9]. Tourism English knowledge module focuses on English knowledge in specific fields of tourism industry, such as introduction of tourist attractions, English for hotel service, English for travel agency business, etc. Cross-cultural communication knowledge module aims to improve students' ability to communicate effectively in different cultural backgrounds and introduce cultural customs and business etiquette in different countries.

Tourism is an industry that pays attention to practical operation. However, there are obvious shortcomings in the practical skills training of tourism English courses in HVC. First, the training of practical skills is insufficient, for example, the tour guide service needs less training in English communication skills to deal with emergencies. Second, it has failed to keep up with the development of the industry, and emerging tourism models and businesses have emerged. The course introduces little English knowledge such as customized tourism and smart tourism, and it is difficult for students to effectively use English to deal with emerging businesses. Third, the cultivation of cross-cultural communication ability is shallow, and the course mostly stays on the surface of cultural differences, lacking in-depth explanation of communication skills and strategies in actual work scenes. This shallow cultivation of cross-cultural communication ability makes it difficult for students to respond flexibly to complex cross-cultural situations in practical work, which affects service quality and tourist experience.

4. Principles and ideas of content reconstruction of tourism English course in HVC under the guidance of professional needs

4.1 Reconstruction principle

The principle of taking professional ability as the standard: The core goal of the content reconstruction of tourism English course in HVC should be to cultivate students' professional ability. Professional ability includes not only the ability to use English language, but also the specific professional skills and comprehensive quality of tourism industry. The content of the course should closely focus on the actual needs of posts in the tourism industry, so that students can effectively master the abilities needed for future work through learning.

Practical principles: The content of the reconstructed course should be practical, so as to ensure that the knowledge and skills learned by students can be directly applied to practical work situations. The training should avoid overly theoretical content and focus on practical English expressions and business processes commonly used in the daily operations of the tourism industry.

Forward-looking principle: The tourism industry is developing rapidly, and new formats and models are constantly emerging. The course content should be forward-looking, and the knowledge related to the future development trend of the industry should be introduced in advance to pave the way for students' career development, so that they can adapt to the dynamic changes of the industry after graduation.

4.2 Reconstruct ideas

(1) Determine the course objectives based on the analysis of vocational needs.

Carry out in-depth research on the professional needs of the tourism industry to understand the specific requirements of different positions for English ability and professional knowledge. Through the post analysis of travel agencies, hotels, scenic spots and other tourism enterprises, the course objectives are clear (see Figure 1).

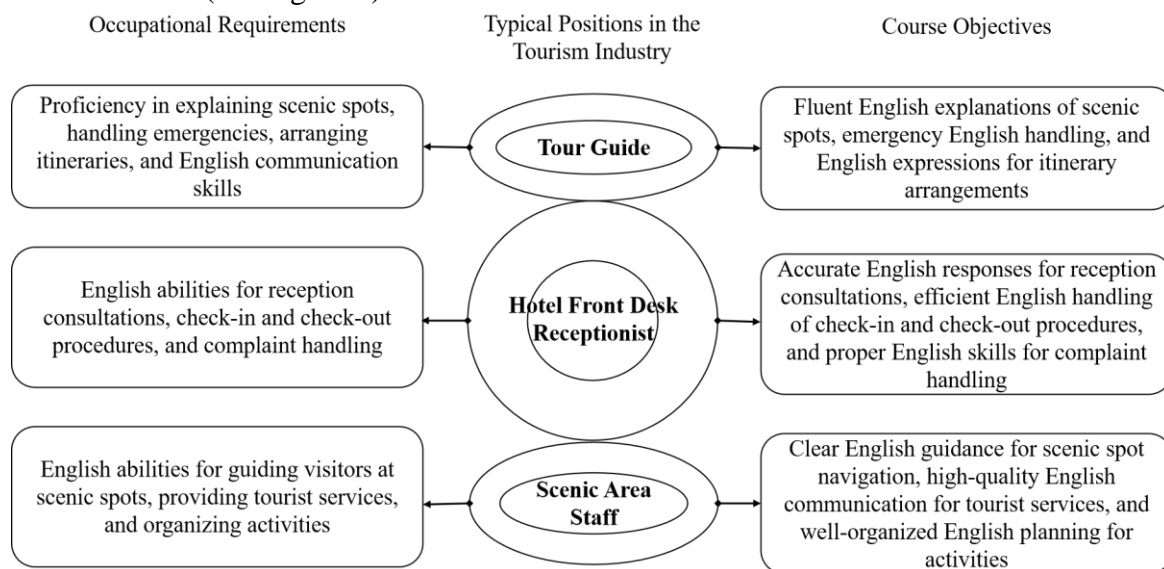


Figure 1 The professional needs of typical posts in tourism industry correspond to the curriculum objectives

(2) Integrating the course content modules

Break the boundaries between existing curriculum content modules and integrate them organically. The deep integration of basic English knowledge and tourism-related English knowledge enables students to learn basic English and naturally transition to English application in tourism-related fields. At the same time, the infiltration of cross-cultural communication knowledge in each module should be strengthened to enable students to continuously improve their cross-cultural communication ability during the process of learning professional knowledge.

(3) Incorporate the content with industry characteristics

The tourism industry in different regions has its own characteristics, and the course content should fully reflect the characteristics of the local tourism industry. If some areas focus on historical and cultural tourism, English detailed introduction of local historical and cultural attractions and English explanation of relevant cultural allusions can be added to the course, so that the course can better meet the actual needs of the local tourism industry and enhance the adaptability of students to local employment after graduation.

5. Under the guidance of vocational demand, the content of tourism English course in HVC should be reconstructed

(1) Basic English ability module reconstruction

Basic English ability is the cornerstone for students to master the professional knowledge and skills of tourism English. When reconstructing this module, we should strengthen the relationship between language knowledge and tourist scenes. In vocabulary teaching, we abandon the simple vocabulary list and classify it according to tourism business scenes, so that students can quickly master high-frequency vocabulary in specific scenes. Grammar teaching combines tourism-related texts and dialogue examples, so that students can understand and use grammar rules in the actual context.

(2) Module reconstruction of tourism English

Tourism English module should keep up with the industry trends and update its content to reflect the latest development of the tourism industry. For the introduction of popular tourist destinations, in addition to regular scenic spots, it is necessary to supplement the information of minority but unique scenic spots and English introduction. In the travel agency business section, English procedures and terminology explanations for emerging businesses such as customized travel and online travel platform operation are added. Hotel-service English classes emphasize the language found in smart-service equipment—voice commands, touchscreen menus, and step-by-step prompts for operating in-room automation. For example, the content adjustment of tourism English module is shown in Figure 2:

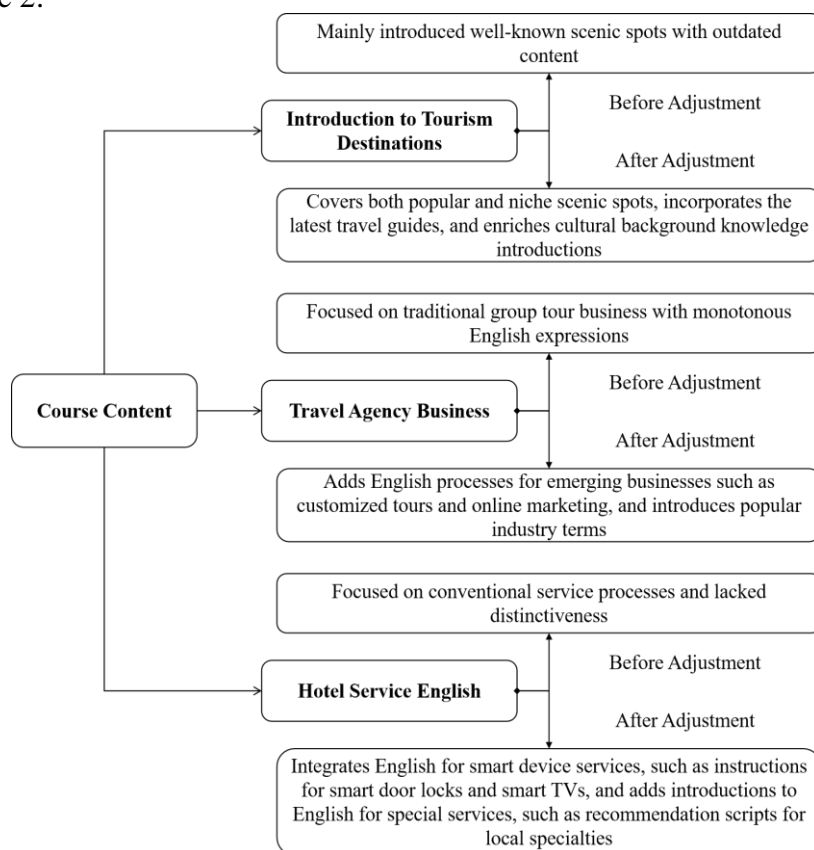


Figure 2 Content adjustment and comparison of tourism English module

(3) Cross-cultural communication module reconstruction

Cross-cultural communication module should shift from explaining cultural knowledge to cultivating practical application ability. In addition to introducing the cultural customs of different countries, it is also necessary to analyze the possible cultural conflicts in the tourism service scene and the countermeasures. Through case analysis, role-playing, etc., let students experience the communication situations in different cultural backgrounds. Teachers can increase the content of cross-cultural business etiquette, broaden students' knowledge and skills in the field of cross-cultural business, and enable students to show their professionalism in international tourism exchanges.

6. Vocational demand-oriented implementation path of higher vocational tourism English course

(1) Teaching method reform

In order to better achieve the teaching objectives of the reconstructed tourism English course in HVC, the reform of teaching methods is imperative. Project-based teaching method can effectively improve students' practical ability and teamwork spirit. Teachers can design a series of projects closely related to the actual business of tourism. Through this project practice, students can consolidate their knowledge of tourism English and exercise their ability to solve practical problems. Situational teaching method is also an important teaching method. With the help of multimedia resources and simulated scenes, teachers create realistic tourism working scenes for students. Students can understand and apply what they have learned more deeply and enhance their adaptability to practical work by conducting English dialogues and business operations in such situations. Group cooperative learning is helpful to cultivate students' communication ability and autonomous learning ability. The application of different teaching methods in each teaching link is shown in Figure 3:

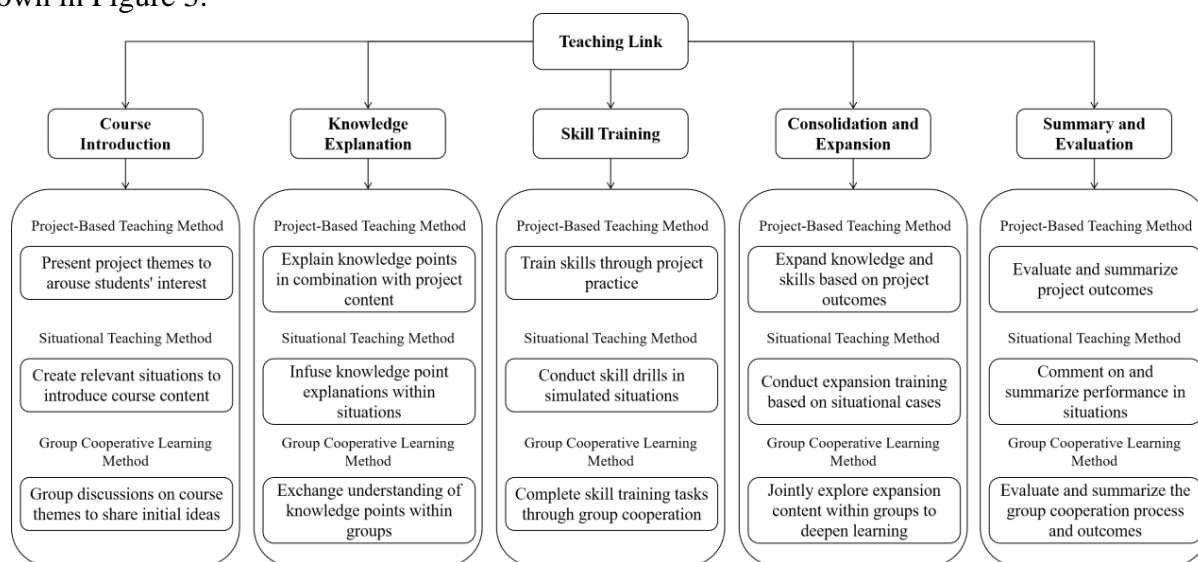


Figure 3 The application of teaching methods in the teaching of tourism English course in HVC

(2) Construction of teaching staff

Building a high-quality "double-qualified" teaching staff is the key to the smooth implementation of the course. Schools should encourage teachers to participate in various training courses for tourism English majors to improve their professional knowledge and teaching ability. These trainings can cover the latest developments in the tourism industry and cutting-edge English teaching methods. The school can arrange teachers to work in tourism enterprises, so that teachers can deeply understand the actual operation process and business needs of tourism enterprises and accumulate practical experience. Teachers integrate these practical experiences into teaching, making the teaching content more practical and targeted.

(3) The construction of teaching resources

The construction of teaching resources is very important for curriculum implementation. Schools should develop rich online and offline curriculum resources. Instructors shall create a course-specific website or utilize the online teaching platform. They are to upload resources such as teaching videos, e-textbooks, and practice test questions to facilitate flexible student learning and knowledge consolidation. Schools can introduce the real case base of the industry, so that students can get in touch with real business information. Online, characteristic teaching materials that meet the needs of the profession should be developed, the reconstructed course content should be integrated into them, and relevant training manuals should be provided.

7. Conclusions

This article studies the content reconstruction and implementation path of tourism English course in HVC under the guidance of professional needs, and the results are remarkable. At present, although the tourism English course in HVC has a certain foundation, it is out of line with the professional needs in the aspects of practical skills training, industry frontier knowledge updating and cross-cultural communication ability improvement. After in-depth analysis, this article forms a reconstruction idea based on the analysis of professional needs, and clearly reconstructs the content from basic English ability, tourism professional English and cross-cultural communication module, covering specific measures such as strengthening scene correlation, updating industry content and turning to the cultivation of application ability. At the same time, this article puts forward the implementation path of teaching method reform, teaching staff construction and teaching resources construction, and improves the teaching effect by project-based and situational teaching methods, creates a "double-qualified" teaching staff, and develops rich teaching resources combining online and offline.

Through this study, a comprehensive and targeted scheme is provided for optimizing the tourism English course in HVC. If the program can be effectively implemented, it will significantly enhance students' professional competitiveness in the tourism industry and meet the industry's demand for high-quality English talents. In the process of implementation, the school should strengthen the follow-up evaluation of teaching effect, constantly adjust teaching methods according to feedback, improve the training of teachers and the construction of teaching resources, ensure that the courses always closely meet the professional needs, and cultivate more outstanding talents for the tourism industry.

Acknowledgments

Project: Employment-Oriented Modular Teaching Research on "Tourism English" in Higher Vocational Education (Project No. 2011034), Approved by Wuhan Municipal Education Bureau

References

- [1] Meng, W. T. An Exploration of Practical Approaches to Cultivating Vocational English Competence among Urban Rail Transit Majors in Higher Vocational Colleges [J]. *Urban Mass Transit*, 2025, 28(05): 330-332.
- [2] Wang, K. An Analysis of the Practical Dilemmas and Countermeasures of Ideological and Political Education in Higher Vocational English Courses [J]. *Educational Theory and Practice*, 2023, 43(30): 48-51.
- [3] Zhen, Y. Y. Tea Culture Dissemination in Higher Vocational Tourism English Teaching under the Belt and Road Initiative [J]. *Fujian Tea*, 2024, 46(02): 94-96. DOI:10.3969/j.issn. 1005-2291. 2024. 02.034.
- [4] He, J. J. Reform of Tourism English Teaching from the Perspective of Higher Vocational Skills Competitions [J]. *Fujian Tea*, 2020, 42(04): 146-147. DOI:CNKI:SUN:FJCA.0.2020-04-080.

- [5] Liu, P. A Study on the Cultivation of Multicultural Literacy in Higher Vocational English Teaching: A Case Study of Hotel English Course [J]. *Education Exploration*, 2022(7): 85-87.
- [6] Zhao, X. X. An Inquiry into English Teaching Practices in Vocational Colleges under the Context of Curriculum-Based Ideological and Political Education [J]. *Higher Education Exploration*, 2025(S1): 74-76.
- [7] Li, H. M. Development of College English Teachers' Professional Competence Based on Core Literacies [J]. *Journal of Shanxi University of Finance and Economics*, 2023, 45(S01): 196-198.
- [8] Li, X. J., & Shi, H. Y. Practical Application of Higher Vocational Occupational English Curriculum Design in Hotel Food and Beverage Services [J]. *Food & Machinery*, 2023, 39(11): 242-243.
- [9] Han, L. Four-Dimensional Approaches to Integrating Ideological and Political Education into Higher Vocational English Courses from the Perspective of Cultural Confidence [J]. *China Vocational and Technical Education*, 2020(35): 65-69.