

A Study on the Development of Local Resources in Ganzi Tibetan Area in Tourism English Teaching

Feng Jing

Sichuan Minzu College, Kangding Sichuan 626001, China

Keywords: Tourism English; Local Resources; Region; National Characteristics

Abstract: Ganzi Tibetan area is the hinterland of the national corridor of the early ethnic migration in our history. It is the center of the ancient tea-horse trade and the intersection of Han and Tibet. In the long process of historical development and evolution, various cultures collide and absorb each other, thus forming a culture with distinct historical marks and its own unique regional and ethnic characteristics. In recent years, Ganzi Prefecture has developed tourism as a new economic growth point. The development of tourism economy relies on the scientific and rational development of local tourism resources and various forms of external publicity. The integration of local tourism resources into college travel English teaching can not only help to cultivate localized foreign-related tourism talents, but also enhance students' ability to promote local tourism resources in English, and promote local tourism development to adapt local tourism to world tourism. The trend of industrial development and integration with the international tourism market.

1. Introduction

With the in-depth development of global tourism, tourism has become one of the hottest industries with the strongest development momentum and largest scale in the world. Tourism is also undergoing continuous transformation and development, from extensive to intensive cultivation. From unhealthy competition to standardized and orderly operation; From pursuing short-term benefits to sustainable development and management. Ecotourism, cultural tourism, folk customs tourism and experience tourism have become popular tourist forms. In today's tourism development, local tourism resources have become the unique and indispensable most important component in the development of regional tourism economy. Therefore, tourism talents with rich local tourism knowledge, especially foreign tourism compound talents with rich local tourism knowledge, have become the restrictive factors for the development of tourism economy in all regions. In order to meet the needs of local economic and social development, local colleges and universities actively fulfill the responsibility of serving the social and local economic development. They are integrated with local tourism economy in terms of discipline setting, curriculum setting, textbook selection, practical training practice of professional students and the allocation of tourism teachers, and gradually form a community of society, enterprises, businessmen, government and universities Cooperation mechanism with participation.

2. A Brief Introduction to Tourism English Teaching in China

Tourism English is an important branch of Professional English (ESP). ESP refers to English for specific purpose, which is an English course for a specific occupation and to meet learners' professional needs. In the 1960s, a large number of studies on ESP education emerged in the West, especially tourism English teaching. Tourism English teaching in China started relatively late, and the earliest literature was found in 1994. Liu Runqing pointed out that ESP teaching is the development trend of English teaching in the 21st century [1]. Nowadays, tourism English education has turned to industrial demand. Therefore, practical teaching and training of tourism English, the combination of production and learning of tourism English, and the internationalization of tourism English education have become the focus of research. At present, English is the most widely used international language in the world. Tourism plays an important role in promoting

economic and cultural exchanges between countries and regions. Therefore, all countries are vigorously developing tourism English education research. However, due to the differences in economy, education and teachers, the development of tourism English education in different parts of China is very unbalanced, tourism has strong regional characteristics, and tourism resources in the central and western regions of China are very rich, while tourism English teaching in these areas is relatively lagging behind [2]. The tourism English talents cultivated by local colleges and universities are the main force of local tourism English. At present, the English tourism practitioners in these areas generally have problems such as lack of English language knowledge, low tourism professional ability, and the inability to effectively combine English knowledge and local tourism resources. The tourism industry in the western region urgently needs a large number of tourism talents with high English application ability. Tourism English is a comprehensive discipline combining tourism professional knowledge skills with English professional knowledge and skills. It has strong professionalism, practicality and operability. The goal of the Tourism English course teaching is to train the application-oriented talents who have mastered the tourism professional knowledge and English application ability for the tourism industry. In recent years, driven by domestic demand, local colleges and universities in China are also vigorously developing tourism English education, and also cultivate a large number of tourism English talents. However, from the information feedback from the domestic tourism market, the overall quality of tourism practitioners needs to be improved. In particular, the tourism industry in the central and western regions urgently needs a large number of tourism talents with solid practical ability in tourism, local tourism knowledge and strong English application skills.

3. Tourism Resources in Ganzi Tibetan Area and Tourism Trend in the Prefecture in Recent Years

Ganzi Tibetan Autonomous Prefecture is located in the west of Sichuan Province with a total area of 153,000 square kilometers, accounting for 1/3 of the area of Sichuan Province. It is adjacent to Aba Prefecture and Ya'an Prefecture in the east, Liangshan Prefecture and Diqing Prefecture in Yunnan Province in the south, Jinsha River across Tibet's Qamdo in the west, and Yushu and Golog Prefecture in Qinghai Province in the north. Ganzi Prefecture is a prefecture-level administrative region with Tibetans as the main ethnic group. It is inhabited by more than 20 ethnic groups such as Tibetans, Han, Hui, Yi, Qiang and Naxi. The state contains rich tourism resources. Snow mountains, glaciers, grasslands, forests, canyons, lakes, rivers, hot springs, temples, ancient carvings, rare flowers and grasses, rare animals and other rare animals all over the state form a beautiful natural picture scroll. A large number of world natural heritage, national key scenic spots, nature reserves and forest parks are distributed throughout Ganzi Prefecture. The rich tourism resources in Ganzi include natural landscape tourism resources, ethnic culture, ethnic customs and customs tourism resources, and red tourism resources. Natural scenic spots such as Hailuoguo Glacier Hot Spring Forest Park, Happy Valley Mountain, Mugatuo, Xinduqiao and Dagong Grassland are famous both at home and abroad for their beautiful scenery and mind-shaking tourism experience. The five major Tibetan sects coexist and develop in Ganzi. According to the data of the document of the 18th enlarged meeting of the Chairman of Ganzi Buddhist Association in 2017, there are 512 temples of the five major Tibetan sects in Tibetan Buddhism, including Tagong Temple, Yaqing Temple, Larong Temple (Seda Buddhist Institute) and Chong Gu Temple, which are open according to law, and Dege Indian Academy, one of the three major Tibetan Indian Academy. Litang, the hometown of the sixth Dalai Lama and famous poet Cangyang Jiatusi, holds festivals with Tibetan cultural characteristics in the prefecture: Zhuanshan Festival in Kangding City, Yangle Festival in Batang County, Bayi Horse Racing Festival in Litang County, Gesar Art Festival in Shiqu County and other festivals to bring tourists to the local national feasts, such as barley wine, butter tea, pickled vegetable noodle skin and xiangpigs. Legs, pig fat, "Bagdad", sip wine and other flavor foods bring different food experiences to tourists. Ganzi is known as "the first red tourism state in Tibet". The Chinese workers and Peasants Red Army captured Luding Bridge on the Long March, making Luding Bridge an important historical site for the Chinese Communist Party. The Red Army in

Ganzi captured the history of Luding Bridge and the related cultural relics as the theme. In the Long March Museum, the Red Army passed through Moxi Town. Chairman Mao Zedong stayed in the local Catholic Church and held the old site of the famous Moxi Conference. Ganzi Tibetan Autonomous Prefecture took the lead in putting forward the whole-area tourism in the whole country, and insisted on taking the development of the whole-area tourism as the engine to drive the economic and social development of the whole prefecture, focusing on publicizing and marketing the whole-area tourism routes, expanding the influence of the whole-area tourism industry at home and abroad, and devoting itself to the goal of creating natural eco-tourism and Kangba Tibetan cultural tourism destination [3].

Fig.1 A List of Domestic and Inbound Tourism Reception and Tourism Income in Ganzi Prefecture in 2016-2018

Year	General Reception (Ten thousand people)	Domestic tourists (Ten thousand people)	Inbound tourists (Ten thousand people)	Total tourism revenue (RMB 100 million)	Growth Rate of Tourism Income	Domestic tourism revenue (RMB 100 million)	Growth rate	Foreign Exchange Income of Tourism (US\$10,000)	Growth rate
2016	1300.32	1288.62	11.73	133.74	24.4%	117.81	9.18%	1427.05	45.23%
2017	1668	1651.42	16.96	166	27.3%	164.31	28.3%	2525.76	43.5%
2018	2230	2212.56	17.53	222.5	34.0%	220.81	34.5%	2629.5	3.3%

From the statistical statistics of the Gansu Prefecture National Economic and Social Development Statistical Bulletin from 2016 to 2018, Ganzi Prefecture has a strong tourism development trend, and the total number of domestic and foreign tourists has increased year by year. Domestic tourism income and tourism foreign exchange income are increasing year by year growth trend. In 2017, the number of tourists received in Quanzhou increased by 3.6768 million compared with 2016, and in 2018, the number of tourists received in Quanzhou increased by 5.62 million compared with 2017. Income from tourism development in Ganzi Prefecture has also been rising steadily, with the total tourism income in 2017 increasing by 3.226 billion yuan compared with 2016. Total tourism revenue in 2018 increased by 5.65 billion yuan compared with 2017. In 2017, the number of inbound tourists increased by 52,300 compared with 2016. In 2018, the number of inbound tourists increased by 0.57 million compared with 2017. The year-on-year increase in inbound tourists has brought about a continuous increase in foreign exchange earnings from tourism, which increased by US\$ 10.9871 million from 2017 to 2016. Foreign exchange income from tourism in 2018 increased by 1.0374 million US dollars compared with 2017.

4. How to Integrate Local Tourism Resources into Tourism English Teaching in Ganzi Tibetan Region

4.1 Strengthening cooperation among schools, governments and enterprises

Local colleges and universities serve the development of society and local economy, which is both their mission and responsibility, as well as the need for universities to maintain the development of regional characteristics [4]. Sichuan College for Nationalities, located in Ganzi Tibetan Region, is a regional university with obvious local characteristics. In order to meet the needs of tourism economic development in Ganzi Tibetan region and meet the needs of tourism market for tourism English talents in this region, schools have increased their efforts to cultivate tourism English talents and strengthen cooperation with the government and enterprises. In terms of infrastructure, the school has set up tourist training rooms to show the main tourist attractions and experience the customs of Ganzi Tibetan, Kangba Documentary Museum to collect books and materials about literature, history and tourism in Ganzi Tibetan area and other Tibetan areas, and the school history and culture of Ganzi Tibetan area, where the school is located, which are all helpful. Teachers and students know Ganzi and understand its national characteristics and cultural connotations. Schools cooperate with the government and enterprises: The school actively participates in the local government's tourism planning, contributes to local tourism development,

provides advice and suggestions, and participates in government-sponsored tourism reception; Kangding Love Song Hotel, Hailuoguo Glacier Forest Park Scenic Spot, Yanzigou Scenic Spot The Mugecuo Scenic Area is a tourist internship training base that is linked to our school. The school cooperates with the government and enterprises to create conditions and actively explore, so that the study of tourism majors can be combined with practice, production and research to promote the development of tourism economy in Ganzi Tibetan areas and bring social benefits. Every year, the school regularly holds the "Welcome Cup" tour guide style with the theme of the tourist attractions in Ganzi Tibetan areas, as well as the Kangba Girls' Day and other activities to promote the Ganzi Tibetan culture. After having sufficient local tourism resources, government support, enterprise platform, college curriculum and facilities support and related activities, it is necessary to implement local tourism resources into tourism English teaching.

4.2 Strengthening the Construction of Tourism Teachers

In order to cultivate foreign-related tourism English talents who meet the needs of local tourism economic development, high-quality tourism English teachers are the necessary prerequisite [5]. However, the existing teachers of tourism English in our school are relatively weak. At present, there are two sources of teachers of tourism English teaching in our school. One is from the tourism major, the other is from the English major. This shows two extreme situations. Teachers with strong tourism expertise and English expertise are relatively deficient, while those with strong English expertise are relatively deficient, while those with strong tourism knowledge are relatively deficient. In order to improve the construction of tourism English teachers in our school, first of all, schools should broaden channels and open channels to recruit excellent tourism graduates or excellent foreign-related tourism English practitioners with solid English knowledge and tourism knowledge skills, import fresh blood for existing tourism English teachers, and new tourism English teachers should also strengthen the learning of local tourism knowledge. Accumulation; Secondly, in view of the current status of tourism English teachers, schools should increase their efforts and input to improve the comprehensive quality of tourism English teachers, and create conditions for tourism English teachers to participate in learning, training or to go to the tourism related departments to practice English knowledge and skills. Tourism professional practice ability and local tourism resources knowledge opportunities; Finally, travel English teachers should objectively and correctly understand the needs of the local tourism market, they should have a planned, purposeful, targeted system to learn, understand, and master local The knowledge of tourism resources and culture gradually adapts to the needs of today's tourism English teaching and enhances its ability to teach English in tourism.

4.3 Effectively Developing Tourism English Classroom Learning and Actively Participating in Tourism Practice Activities

Tourism English is an applied course which combines English language knowledge skills with tourism knowledge skills. The training objective of this course emphasizes knowledge, application and practicality, and cultivates foreign-related English compound talents that meet the needs of local tourism economic development. Therefore, in the teaching of tourism English, it is necessary to realize local tourism resources in many ways, forms and perspectives. Integration with teaching [6]. Teachers need to accurately grasp the actual situation of students' language proficiency, formulate requirements that meet the teaching objectives, organize and carry out rich, vivid and interesting practical teaching activities. Firstly, we can broaden and deepen the understanding and mastery of local tourism resources through on-the-spot research, reading texts and materials of existing tourism books, accessing network resources and interviewing local scholars. According to the characteristics of tourism resources in Ganzi Tibetan area, we can classify them according to natural landscape tourism resources, ethnic culture, ethnic customs tourism resources and red tourism resources. The assignment requires students to classify and collect local tourism materials before class, and translate and write the introduction of local tourist attractions. Secondly, with the help of some existing English-translated tourism texts with uneven quality in Ganzi Tibetan area, students are required to select a better model of English tourism texts through comparative

screening, which can provide a reference model for students to translate local tourism introductory texts. Thirdly, in the class, set aside time for each study group to share the collected and sorted information on tourism resources such as scenic spots, folk culture and red tourism culture in Ganzi prefecture, and share it in the class through knowledge contest, role playing and simulated tour guide. Finally, students are encouraged to take part in activities such as "Aikangba, Write Kangba", "Ganzi Scenic Area Image Spokesperson", "Local Cultural Ambassador Selection Contest", "Local Tour Guide Elegance Contest" and so on, so as to encourage students to take part in tour guide practical training activities at tourist attractions, foreign-related hotels and hotels on weekends and holidays, to experience and explain the charm of local tourism resources culture in a real foreign-related environment, and to effectively improve learners' English application ability and tourism practical operation ability.

4.4 Integrating Local Tourism Resource Knowledge into Tourism English Teaching Evaluation System

Learning is a dynamic, developing and changing process. The evaluation of tourism English should not only focus on the results, but also on the process. Therefore, the evaluation of tourism English can adopt the combination of formative evaluation and summative evaluation [7]. Teachers and students devote time and energy to supervise, record and manage the whole evaluation process. Conduct self-assessment of classmates' activities in group activities, tourism practice activities and classrooms, classmates' mutual evaluation and teacher evaluation summary, local tourism resources collected, organized, translated and presented before class, participate in tourism practice activities and in class. The performance and other aspects are included in the process evaluation system; in the final evaluation, the content of local tourism resources and cultural knowledge should also occupy a certain proportion.

5. Conclusion

Ganzi Tibetan Autonomous Prefecture has attracted numerous tourists from home and abroad for its natural scenery, rich folk customs and long history and culture. The local tourism industry has become a new growth point to stimulate local economic development. Colleges and universities serve the local economy and promote the development of local tourism. Specifically, as teachers of tourism English teaching, they really implement the integration of local tourism resources into tourism English teaching. This can not only promote and publicize local tourism with distinctive characteristics, but also gradually meet the urgent need to train foreign-related tourism talents suitable for the development of local tourism economy, and also provide more high-quality tourism services for domestic and foreign tourists. By making full use of local tourism resources, strengthening practical training and improving teaching evaluation mode to promote the ability of students to engage in foreign-related tourism-related occupations, and by improving the ability to learn tourism expertise in English, students can basically receive foreign tourists or The ability of foreign tour groups, including Ganzi Prefecture Fact Sheet, tour guide services and hotel services for famous scenic spots in Ganzi Prefecture.

Acknowledgement

Sichuan Institute for Nationalities Educational and Teaching Reform Research Project "Research on the Reform of Tourism English Course Teaching Mode in Colleges and Universities in Ethnic Areas", Project No. 2017xjg15.

References

- [1] He Jianyou. A review of the 20-year research on tourism English teaching in China (1994-2014) [J]. Teaching Research, 2016 (4)
- [2] Wang Changli, Exploring the Reform of Tourism English Teaching Based on Local Culture:

- Taking Chizhou College as an Example [J]. Journal of Chizhou College, 2018 (2)
- [3] Guo Changping. Hometown of Kangding Love Song [M]. Chengdu: Sichuan Ethnic Publishing House, 2000
- [4] Yan Xiaoying, Liu Chengping, Huang Xin. Local Culture Infiltration in Tourism English Teaching --- Taking Kangba Culture as an Example [J]. Journal of Sichuan Institute of Education, 2010 (8)
- [5] Ma Ying. On the Reform of Tourism English Teaching [J]. Journal of Chengdu University (Educational Science Edition), 2007 (5)
- [6] Wang Chunyan, Sohong. On the Teaching Reform of Tourism English Course [J]. Journal of Mudanjiang Normal University (Zheshe Edition), 2009. (4)
- [7] Zhang Jie. A Brief Analysis of the Reform of Tourism English Teaching in Guizhou's Multi-ethnic Areas [J]. Journal of Guizhou University for Nationalities (Philosophy and Social Sciences Edition), 2012. (2)