

Higher Vocational English Education Reform for Tourism Majors From the Perspective of Employment Enhancement

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Abstract: The essay analyses the problems that should be solved urgently in teaching settings, teaching contents, teaching methods, teaching concepts and teachers' team construction at present, and probes into the relationship within its internal construction and with other courses and explores the approaches for higher vocational colleges to keep pace with the updated situation of English education under the guidance of enhancing the quality of employment of talents, so as to put forward corresponding reform suggestions, with a view to building a higher vocational English teaching system that is conducive to improving the quality of employment of talents.

1. Introduction

Since the implementation of the national "Belt and Road" policy in China, the state has promulgated a favorable policy to promote the development of international tourism. International travel agencies have also focused on the Asian market as the strategic layout, and China's international tourism has been flourishing ever since. Tourism industry has a long market chain which boosts the economy to a large extent and absorbs employment significantly. However, inconsistent with the high-speed development trend, a large number of students cannot achieve the proper professional license and pass job interviews when they graduate. Even those who have passed the interview display poor performance in the pre-job training of the company; even if they succeed in obtaining the opportunity to work in the international tour companies, students are still facing difficulties in career development. High workflow, lack of sense of occupational belonging are among the main issues of the talents.

English is the required working language of international tourism and also one of the core qualities that international talents should possess. It can be said that English education is closely related to all levels of employment of international tourism staff. While the fact is that the quantity and quality of employment in the field are highly incompatible with each other due to language inefficiency, which reflects the unsatisfactory results of professional English training and education. Therefore, it is necessary to examine thoroughly the problems of it at all levels.

2. Current situation of higher vocational English training and education for tourism majors

2.1. The inadequacy of curriculum setting

At present, in the curriculum settings of the international tourism personnel training and education in colleges and universities, English teaching years both basic and professional are generally two or two and a half years with focus on strengthening students' basic English ability and professional English literacy. the following figures are as follows:

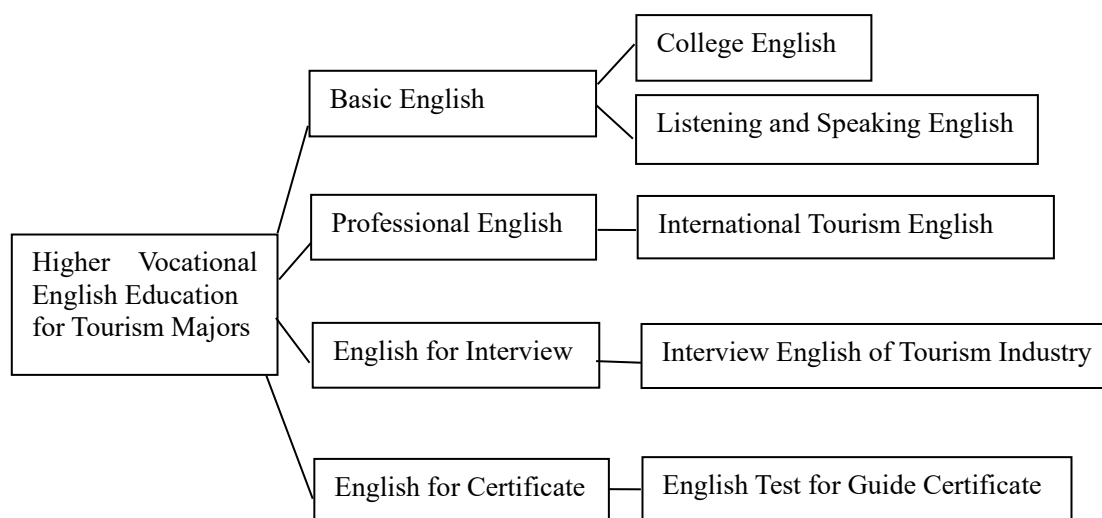


Figure 1. Curriculum setting of English courses in higher tourism vocational education

The existing curriculum seems to be complete, from the basic to the skills, involved in it all aspects of English in the industry, but there are still various problems within the structure, such as curriculum arrangement, length of course and coordination with other major subjects, which still need to be further explored and perfected.

2.2. Inadequate construction of education connotation

The English education of tourism majors in many vocational schools is gradually developed on the basis of hotel hospitality management. It bears much resemblance to the latter one. The phenomenon of merely "buying and borrowing" ideas from the hospitality is quite prevailing. Although there are many similarities between the two, the differences are very obvious as well. To be exact, tourism especially international tourism consists of much more expansion of knowledge than hotel hospitality. In addition, intercultural adaptability and communicative competence are the core qualities that are necessity for international tourism majors. English communicative competence reflects intercultural communicative competence to a large extent, due to the fact that language and culture are inseparable to each other. How to integrate the cultivation of cross-cultural competence into English teaching and make the effective combination of the two is also an extension of the current curriculum content construction.

2.3. Lack of "Dual-qualified" teachers

Most of the teachers engaged in international tourism English education are English majors, who are skillful in language control and language teaching of English and able to perform high-leveled communicative competence. However, it is not sufficient to merely incorporate their knowledge structure into the framework of international tourism education. They lack related vocational knowledge background and working experience in the international tourism industry. This inadequacy will be further reflected in the class organization and teaching in which knowledge transfer structure is far from perfection, teaching vision and layout may demonstrate some shortcomings. On the contrary, teachers from the industry have a comparatively complete professional knowledge system and rich experience, but number of such teachers is highly limited, and they are generally less deficient in language using and teaching than English majors.

3. Exploration on the reform of higher vocational English education for tourism majors

3.1 Reform from the perspective of teaching content and course setting

3.1.1 Synchronization of English with other courses

In order to solve the problems of inconsistency in the teaching of other major courses and English courses, as well as the time allocation of elemental courses and advanced courses, each course can

be synchronized and promoted in accordance with each other in the construction of education system. When arranging course setting, the corresponding class hours should be arranged according to the difficulty and importance in the whole system. More attention should be paid to the position of different knowledge on the whole knowledge network axis, and coordination among them are achieved accordingly. The matching of basic English courses, advanced English courses, non-English basic courses and major courses makes each course find its own position in forming an organic whole. In order to avoid overlapping project and knowledge gap etc.

3.1.2 Stress on both knowledge and ability in teaching content arrangement

Teaching content should be arranged according to the characteristics of tourism, reflecting the professional knowledge in real work of tourism industry, and emphasizing the differentiation between the tourism and hotel hospitality. It is necessary to enhance the proportion of ability training in teaching content arrangement, pay equal attention to both knowledge and practice, and meanwhile, cultivate students' comprehensive ability, especially cross-cultural adaptability and communication ability in the international working environment. These abilities are often neglected and ignored, but can really assist students in achieving stable employment and break through the "bottlenecks" in the development of their career. Therefore, different requirements of each type of job should be examined thoroughly, the connotation and extension of knowledge teaching and ability training should be completely expanded, and core accomplishments be cultivated to strengthen a stable employment.

3.2 Reform from the perspective of teaching methods

To guarantee the efficiency of education, especially the successful accomplishment of stable employment, the teaching mode should be transferred from traditional knowledge-teaching ways to multi-mode ones which pay attention to diversified and comprehensive application of knowledge and demonstrate more vitality and flexibility. Task-based teaching and modular teaching are implemented so that possible scenarios in practical work are concretely transformed into a certain knowledge or ability unit, based on which teaching units are designed to achieve the goal of students' successful completion of the tasks specified in this knowledge or skill unit. In the meantime, experiential teaching can be integrated by focusing on students' self-motivated mobilization to increase students' awareness of knowledge and ability, and therefore be upgraded to rational understanding and finally internalized into their own knowledge ability after introspective thinking, communication and discussion. This process as an organic whole ensures that after being employed, students and trainees grasp the ability to solve practical problems in a real work scene by extracting the corresponding knowledge from their knowledge bank.

3.3. Reform from the perspective of teaching resources

3.3.1 Construction of English laboratory and training room

As the construction of professional training rooms is in full swing, the corresponding attention should be paid to its English counterparts. The construction of English training room should range from students' interviews of tourism companies to the workplaces of various types involved in the field. Professional English laboratory construction needs to take into account both professional and communicative features of English. Therefore, it is necessary to distinguish the different functions of professional laboratory and English laboratory, formulate rules different from each other, and provide training equipment with English as the core language, so that students can get "immersion" into training experience and achieve the effective integration of their major knowledge and language.

3.3.2 Creation of "Internet +" network teaching mode and integration of diversified teaching resources

Make full use of the flip classroom and various English learning applications to extend the classroom to after-class time. This depends on the system support of the relevant repositories. At the present stage, the construction of the professional resource bank of international crew is not perfect, and it is still in the initial stage, which needs further exploration and practice. However, many excellent micro-courses have emerged. Higher vocational colleges should integrate all kinds of

these resources as soon as possible to promote the construction of professional English resource bank.

3.3.3. Establishment of "Duel-Teacher" Training System

As mentioned above, the lack of "duel-qualified" teachers and the inconsistency between teachers and professional development are the problems faced by many higher vocational colleges. On the basis of the existing teacher system, it is necessary to establish an effective linking mechanism between schools and enterprises to build teams of teachers with excellent knowledge background, professional application ability and English teaching ability. Teachers are stationed in enterprises regularly to ensure that teachers can switch roles between schools and enterprises and bring the latest knowledge of the industry into the classroom. In addition, the system of regular visits to schools by senior professionals can be established to answer questions for teachers and students.

3.4 Reform from the perspective of teaching process assessment

Teaching evaluation should be given full play to exam the effective means of monitoring learning process and students' self-test. If only the final testing of each semester is emphasized, it is not adequate to play the role of monitoring the whole process of teaching and learning, especially in English teaching where there is more necessity to urge students to improve their language application in daily teaching process. Thus, attention should be paid to the process assessment, including students' participation in the classroom, learning efficiency and completion of teaching targets, which can effectively mobilize the enthusiasm and participation of students, so that students can adhere to learning from the beginning to the end of each lesson.

4. Conclusion

This essay is to suggest a hybrid teaching proposal for international cruise talents training, to enrich related traditional teaching concepts, and to combine the advantages of traditional face-to-face teaching mode with the media richness associated with MOOC, SPOC and multiple mobile teaching terminals. the knowledge system is reconstructed according to the actual career situation and coordinates suitably the time and space for professional courses and take advantage of the abundant teaching resources of the Internet to design and develop digital learning program to support students' independent learning.

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