Exploration on Tourism English Course Teaching Reform Based on ESP Theory

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Abstract: Tourism English, as the specialized English, is different from the basic language ability of general college students in English. It emphasizes that English teaching is associated with specific occupations and communicative purposes, and is integrated into a new type of English teaching. Based on the basic theory of ESP, this paper analyzes the characteristics of ESP and tourism English, analyzes the problems existing in the teaching of tourism English course, and proposes the reform strategy of tourism English course based on ESP theory: guided by scientific and reasonable teaching objectives, flexible ESP teaching methods, deep integration of tourism English teaching and information technology, improvement of students' English learning ability through school-enterprise cooperation, and procedural evaluation under the ESP teaching concept.

1. Introduction

China is both the big destination and large resource for tourism. Tourism has become an important leisure lifestyle for ordinary people. With the general improvement of the living standards of the people, the number of outbound tourists has also increased. According to the World Tourism Organization, China will become the world's largest tourist destination country and the fourth largest tourist source country by 2020. This huge market requires practical and comprehensive talents who have mastered the knowledge and skills of tourism, have solid English language skills and strong intercultural communication skills, and have good comprehensive qualities. In order to meet the needs of such talents in Chinese foreign tourism development, many colleges and universities have opened tourism English courses. However, due to the short development time, and the fact that most colleges and universities adopt the traditional academic talent training mode, the gap between teaching and practice leads to a big gap between the cultivated talents and the actual market demand. In this context, aiming at the nature of college travel English courses, combined with the purpose of tourism talent training, and exploring the teaching reform of tourism English courses with the guidance of ESP teaching theory, it has important theoretical and practical significance.

2. ESP Theoretical Basis

EGP (English for General Purposes) teaching and ESP (English for Specific Purposes) teaching are two major components of EFL (English as Foreign language) teaching. EGP is a common phenomenon for students to learn English language. It trains students' basic language skills, helps students to understand and master the universality of English language, and lays a good foundation for English. ESP teaching is an important branch of EFL teaching, including travel English, business English, financial English, medical English and engineering English. With the development of economy and scientific culture, the status of English as an international language has been increasingly strengthened, and there has been a fever of learning English. In order to meet the needs of all types of personnel to learn English, ESP was born at the right moment, and the continued warming of English fever led to the rapid development of ESP. ESP is a teaching method with clear goals, strong pertinence and high practical value. The essence of ESP is to analyze and meet the different needs of different learners to improve the teaching effect.

ESP teaching has the following three characteristics: first, the authenticity of the teaching materials, the teaching materials are directly drawn from the real industry field, and the material content is real and effective. Second, the goal is clear, the teaching is based on a specific project, and the goal is clear. The third is the autonomy of the change of learner's role. In the process of learning, learners need to complete the role change and change from learner to user. Designed to meet the specific needs of learners, the ESP program is a comprehensive, content-specific, purpose-oriented, and meaningful course that is closely related to subjects, careers, and activities. Using language materials as the medium, semantic function as the means, and learning purpose as the guide, we must adopt a different teaching concept from EGP.

ESP has a clear teaching philosophy, which is embodied in four aspects: first, ESP is part of the English language. As a branch of the English language, it has the unique register and discourse. The various skills are still the language foundation. Second, ESP is a special teaching task. The particularity is embodied in a personalized teaching method based on materials, with the aim of ability, student-centered, career-oriented, and demand-based theory. Third, ESP is not a specific teaching task. It is an English teaching method or approach based on the needs of learners. The choice of teaching content and teaching methods depends on the learner's learning motivation. Fourth, ESP is an English learning method. It is an English language learning method to meet the specific needs of learners. Only by formulating the teaching principles and curriculum requirements that are compatible with the ESP teaching philosophy can these teaching concepts be implemented.

3. ESP and Tourism English

The rapid development of China's tourism industry has increased the demand for service staff and management staff with high English proficiency, which has promoted the development of tourism English courses. Tourism English has become a compulsory course for students majoring in tourism management. It is a highly practical course based on tourism common sense, tourism services, Chinese and Western customs, world countries and famous attractions. Therefore, Travel English is a practical English based on tourism expertise, including tourism English, tour guide English and hotel English. Tourism English conforms to ESP and is related to specific occupations. It is used in specific occasions and has professional characteristics. Travel English belongs to ESP category. It can study the teaching of travel English on the basis of ESP demand analysis.

Tourism English is based on professional knowledge and has the following three characteristics for practical purposes: first, it is practical. Whether it is the management staff and service staff of the hotel, or the dispatchers and tour guides of the travel agency, in the specific work, they communicate with the customers through language and provide services to the customers. Good language skills and communication skills are a beautiful landscape in tourism services and the focus of tourism English teaching. Second, it is professional. Travel English involves a lot of professional basics about travel. Including tourist attractions, tourism planning, tourist hotels, travel agency business, tour guide practice and tourist transportation, students are required to have the basic knowledge of tourism before learning English, in order to facilitate the course. This is also a reflection of the professionalism of travel English. Third, it is comprehensive. The comprehensiveness of tourism English is reflected in a wide range of topics, including history, geography, humanities, customs, literature, religion, art, cooking and architecture. Through tourism English teaching, we will pass on a wealth of knowledge, broaden our knowledge, expand our horizons and enhance the overall quality of our students. In the specific use process, travel English is mainly spoken, requiring accurate and clear style, euphemistic, and enjoyable.

4. Existing Problems on Tourism English Course Teaching

Tourism English is the compulsory course for tourism management major. It is the specialized English, practical, multi-disciplinary, requires basic skills, and excellent travel expertise. It is necessary to combine this professional knowledge with English language skills. In the actual

teaching process of tourism English, there are many problems to be solved, which are highlighted in the following aspects:

(1) The teaching objectives are not clear. Tourism English major need to cultivate compound talents. On the one hand, they have basic ability to "listen, speak, read, write and translate"; on the other hand, they understand the laws of tourism economy and marketing strategies, have tourism expertise, and have good professional skills, able to communicate in English. However, due to the influence of the examination-oriented education system, college students take the English CET-4 and CET-6 exams as their goals during the school, and the teaching objectives are simplistic, ignoring the application ability training.

(2) The practice teaching is out of touch. With the development of foreign-related tourism, many colleges have established tourism English courses. However, teaching facilities and teachers are weak, teaching activities lack planning, and the practicality of tourism English is neglected, leading to a disconnect between practical teaching and theoretical teaching. Affected by the traditional teaching methods, tourism English teaching is still the first to learn words and grammar, then analyze the text and the problem, still is rote memorization, ignoring the student's main status, ignoring the cultivation of practical ability.

(3) The quality of teachers needs to be improved. The combination of the knowledge of tourism English courses puts forward higher requirements for the quality of teachers. It is necessary to have a solid knowledge of English and a full understanding of the professional knowledge in the field of tourism. At present, the sources of tourism English teachers include English major and tourism major. English major have relatively poor tourism knowledge, and tourism professional teachers have relatively insufficient English ability. It is difficult to integrate tourism knowledge and English knowledge, which has become an important factor restricting the quality of tourism English teaching.

(4) Lack of understanding of ESP teaching rules. The nature of the Tourism English course determines that the ESP teaching model should be strictly adhered to. Traditional EGP teaching focuses on language structure, grammar analysis and vocabulary mastery. Tourism English and basic English have misunderstandings in knowledge connection. They still follow the traditional teaching mode. They regard tourism English teaching as ordinary English teaching, neglect the application of professional language, focus on grammar and vocabulary, neglect the cultivation of tourism professional skills, and cannot emphasize teaching key and difficult points.

5. Countermeasures on Tourism English Course Teaching Reform Based on ESP Theory

According to the ESP theory, tourism English is a special-purpose English, which is different from the basic language ability of general speaking university English. It emphasizes that English teaching is related to specific occupations and communicative purposes, and merges into a new type of English teaching. Meet the needs of students and develop students' practical application ability and intercultural communication ability. On the basis of previous research results, in view of the problems existing in the teaching of tourism English courses, combined with the author's many years of teaching reform practice, this paper proposes the ESP theory based tourism English curriculum teaching reform measures as follows:

(1) Guided by scientific and reasonable teaching objectives. The teaching goal is a clear statement about what kind of changes will be made to the students, and is the expected learning result in the teaching activities, which plays a very important role in the teaching process. Teaching activities are guided by teaching objectives and always focus on teaching objectives. Tourism English teaching based on ESP theory requires four goals: first, knowledge goals, understanding travel English related knowledge, and mastering more travel-related vocabulary. Master historical and cultural knowledge, source knowledge, economic and social knowledge, social etiquette knowledge and travel knowledge related to English speaking guide services. Second, the ability goal, the main part of the learning process to exercise the ability to "listen, speak, read", in the work can smoothly communicate with the client, master a certain writing and translation skills, play the role of professional talents in practice. Third, the quality objectives, so that students have a good

professional ethics, healthy physical quality, strong language, communication and interpersonal skills, good courtesy and ceremonial image, form the dedication, hardworking, professionalism in good service awareness.

(2) Adopt flexible ESP teaching methods. ESP has a clear teaching goal. ESP teaching method should be adopted in tourism English teaching to build a student-centered teaching model. The situational teaching method is very scientific and interesting, enabling students to improve their English ability in the simulated situation, guiding students to conduct independent inquiry learning, improving the practical ability of analyzing problems and dealing with problems, enabling students to accurately understand the language and fully stimulate learning interest, the teacher guides the students to participate actively, enters the dynamic state of language activities, and changes the passive learning mode. The task teaching method is also applicable to tourism English teaching. Students can improve their language application ability by participating in cooperation and communication during the completion of tasks. In the teaching of travel English, design specific tasks, including booking hotels, tour guides and designing tourist routes. Teachers can use the form of questions to activate the student's mind pattern, and use the dialogue training to apply the English expression skills to the simulation scene. Teachers should guide students to understand relevant background knowledge, and should understand the social system and customs of each country and overcome the influence of Chinese thinking.

(3) Realize the deep integration of tourism English teaching and information technology. Information technology is an irreversible major development trend in today's society. It has penetrated into various fields such as social life, economic construction, scientific research and cultural education. The deep integration of tourism English teaching and information technology is the general trend. Situational creation brings ESP teaching closer to the real language environment, including real discourse and real learning tasks. Authenticity is reflected in language skills, learning strategies and communication strategies. Real learning tasks and real situations become the basic requirements of ESP teaching. To this end, with the help of multimedia information technology, create a real ESP teaching situation, carry out context-based teaching based on tasks or projects, and cultivate students' language skills, thinking skills and communication skills. For ESP teaching, teachers should encourage students to carry out task-based inquiry learning. Under the guidance of teachers, with certain tasks as the driving force and information technology as the support, train students to directly access experts, search databases, and keep up to date in the network environment. Reporting, finally solving practical problems, in line with the "authenticity" concept of ESP teaching.

(4) Improve student tourism English practice ability through school-enterprise cooperation. School-enterprise cooperation is a "win-win" model that focuses on cultivating quality, focusing on school learning and corporate practice, and focusing on school and corporate resources and information sharing. It realizes the organic combination of students' learning in school and social practice, so that the equipment and technology of the school and the enterprise can complement each other and save the education cost. The tourism industry needs a combination of English communication skills and tourism expertise. To achieve this kind of teaching goal requires practical training. Focus on working with tourism companies to develop the talents needed by society. The travel agency is used as a student practice base and a teacher training base. A good cooperative relationship is established between the travel English teacher and the tourism company staff. The teacher goes deep into the tourism company to examine and practice, and the tourism company staff goes to the university for further study. Teachers actively organize students to participate in specific practical activities, including engaging in English speaking guides, translations and services. Through practice, students learn and communicate in real-life situations and continue to participate in the experience. Teachers provide targeted guidance through student feedback and integrate tourism expertise into the classroom teaching of tourism English.

(5) Use the process evaluation under the ESP teaching concept. Teaching evaluation is an indispensable part of teaching activities. It plays an important role in the teaching process, and regulates and controls the teaching activities as a whole to ensure that the teaching activities achieve

the intended goals. The procedural evaluation uses a variety of evaluation methods to judge the interest, attitude, participation level and language development status of the learning process, and continuously evaluate the progress of learning. The procedural evaluation emphasizes the diversification of the evaluation subject, and obtains comprehensive evaluation information through different feedback channels, so that the evaluation truly becomes an interactive activity in which multiple evaluation subjects participate together. Specifically, it can be the evaluation of the lecturer, the evaluation of the supervisor, the evaluation of the students themselves, and the mutual evaluation of the students. Evaluation tools are an important way to implement process evaluation, and also a direct means of collecting evaluation data. Design evaluation tools are the basis and prerequisite for ensuring the effective implementation of process evaluation. Process evaluation does not require a program specification, but rather is flexible and practical. Therefore, the methods and tools for procedural evaluation can be evaluation forms, questionnaires, classroom observation records, interviews, and learning portfolios.

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