

Research on School-enterprise Co-construction of Hotel English Curriculum under the Background of Informatization

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Abstract: In order to meet the needs of the hotel industry for high-quality and high-level talents and improve the employment competitiveness of students, higher vocational colleges have set up hotel professional English courses for tourism-related majors. However, the teaching effect is very little, and the students still say that English is the biggest obstacle when they go to work. Higher vocational colleges need to continuously deepen the cooperation between schools, colleges and enterprises, explore special specialties, and carry out various forms of cooperation with local industries. Through measures such as modern apprenticeship system, new enterprise apprenticeship system and joint construction of industrial colleges, the cooperation effect should be continuously deepened to improve the quality of training high-skilled talents. This study analyzes the current situation of hotel English teaching in higher vocational colleges, finds out the main problems and finds out the improvement methods. After careful analysis of the existing problems, the author puts forward his own suggestions and opinions on the improvement.

1. Introduction

School-enterprise cooperation education mode is an important way of vocational education in our country. In recent years, more research has analyzed the significance and management mechanism of school-enterprise cooperation from a macro level, and less has discussed the co-construction of courses by school-enterprise cooperation. In view of the phenomenon of "hot colleges and cold enterprises" in the past school-enterprise cooperation, enterprises gradually changed from passive to active and participated in the process of personnel training [1]. The government's policy promotion has also promoted the deepening of the integration of industry and education. More and more international hotel groups are entering China, and domestic hotel groups are also speeding up the nationwide distribution. The competition for high-end talents in the hotel industry will enter a white-hot level [2]. School-enterprise cooperation is a cooperation mode established between schools and enterprises [3]. In order to seek their own development, vocational education colleges pay special attention to the quality of education, adopt the way of cooperation with enterprises, and train talents for enterprises in a targeted way. Through the feedback and needs of enterprises, combined with market orientation, pay attention to the practicability and effectiveness of talents, and can train talents needed by the society. Based on the background of information technology, this paper discusses the ideas and methods of building hotel English courses through school-enterprise cooperation.

2. Research Background

According to China's tourism development plan for the 13th Five-Year Plan, efforts should be made to build a well-off tourism country in an all-round way with the overall tourism development as the main line. With the attention and guidance of the state, China's tourism industry will surely develop vigorously. In the process of internationalization of hotel industry, for hotel professionals, hotel English learning must meet higher requirements. To promote the reform and innovation of vocational education and teaching, and to promote the wide application of information technology in education and teaching, information-based teaching mode under the guidance of workplace has become the only choice for hotel English teaching in our department. Students generally do not

understand or speak in their study, communication and work practice [4]. The application ability of these two skills has an important impact on the future work of hotel application talents. It can be said that these two skills are necessary professional skills in hotel management and service work. In order to conform to the trend of vigorous development of foreign-funded hotels and train high-quality hotel management employees with cross-cultural backgrounds, many colleges and universities have started to cooperate with international hotel brands and set up hotel order classes. They have also jointly developed school-based courses in hotel English to improve the teaching quality and meet the employment standards of enterprises.

Hotel English courses in higher vocational colleges should focus on cultivating students' comprehensive application ability, listening and speaking ability, and at the same time cultivate students' autonomous learning ability. In some jobs, there are a large number of articles or commodities that need to be contacted, and there are no physical objects or pictures to watch and learn. Under such knowledge background, students will have no specific practical job ability and cannot be competent for the job. This requires adhering to the principle of vocational education taking employment as the fundamental orientation of running a school, and setting up a post-docking teaching mode [5]. Secondly, we must meet the employment needs of the hotel industry, especially to refine the English proficiency of students in various aspects. Specifically, it is to construct a "four-in-one" practical teaching mode, and make full use of information-based teaching methods in the four practical teaching links of classroom, network, school and off-campus so as to achieve the state of mutual supplement, jointly promote the achievement of the curriculum objectives and meet the needs of students' all-round development [6]. Let students learn in school and practice in high-star hotels combine organically, so that the equipment and technology of schools and high-star hotels can complement each other and share resources, effectively improve the pertinence and effectiveness of educating people, and improve the quality of training skilled talents.

3. Co-construction and Sharing of Resources is a win-win Strategy for Schools and Enterprises

3.1. The policy orientation of school-enterprise cooperation has been gradually clarified

At present, there are still a large number of problems in vocational education, such as the disconnection between teaching and the market, and the mismatch between talents and needs. To solve this problem, the Ministry of Education has launched a modern apprenticeship system with dual-subject training to realize the integration of recruitment and enrollment. Faced with the students' learning situation, English teachers often find it difficult to raise their requirements. Students only take it as a course that they have to pass in order to obtain a diploma. Teachers also only take this course as a specialized teaching of basic English, with little interaction between teachers and students and difficult to improve the teaching quality. Based on the direction of international development, integrate the differentiated advantages of school-enterprise cooperation in education and teaching resources, and try out the "double track" cooperative teaching mechanism [7]. The Ministry of Human Resources and Social Security has implemented a new type of apprenticeship system for enterprises. Recruitment means enrollment, admission into enterprises means admission to schools, and joint training of double-qualified teachers in enterprises and schools is carried out to solve the problem of difficult employment in enterprises. A series of policies and measures all indicate the in-depth development trend of school-enterprise cooperation and integration of industry and education. The idea is to select the top ten hotel management groups in the world and establish a cooperative partnership with them, and adopt an order-based talent training plan to break through the bottleneck of industry resources and employment, thus building an all-round school-enterprise cooperation platform. The traditional teaching mode makes students lack the ability of autonomous learning. Traditional educational thoughts and concepts place more emphasis on the subjectivity of cognition. Under the influence of the examination-oriented teaching methods in domestic education, more teachers take themselves as the center in the course of class,

forming an indoctrination teaching mode. In order to achieve sustainable development, enterprises need modern industrial talents who understand the trend of artificial intelligence. Modern industrial talents must have the ability of self-renewal and self-training to cope with technological iteration.

3.2. There is already a practical basis for cooperation between schools and enterprises

The training of applied industrial talents currently needed by enterprises still needs the centralized training mode of vocational education colleges. At present, vocational colleges actively connect with local enterprises, and many rely on "middle school factory" to carry out productive training and provide services for local enterprises. Directly utilize the training resources of enterprises, integrate the teaching resources of schools, promote the reform of personnel training mode, and complement and coexist the "double-track" personnel training mechanism with the professional-led systematic subject teaching system. Unlike hotel English teachers in colleges and universities, hotel manpower training specialists can timely release the freshest information and the most advanced concepts in the industry and integrate them into the training system in the first place. Therefore, change the traditional language teaching mode, design hotel English skills training time and training courses, and cooperate with supporting training materials to combine the teaching of English language knowledge with the training of students' hotel English professional ability. Through school-enterprise co-construction of "factory commander" practice base, through school-run practice factory, school-enterprise co-construction of industrial college and other forms to carry out [8]. Through school-enterprise co-construction of "factory commander" practice base, through school-run practice factory, school-enterprise co-construction of industrial college and other forms.

4. Hotel English Teaching Mode under Information Background

4.1. Emphasize the professionalism of textbook compilation and cultivate students' post ability

In line with the teaching philosophy of "relying on industry, taking students as the main body, taking the real work process as the guidance, and taking the professional ability cultivation as the goal", hotel English course teaching has integrated classroom teaching with workplace practical operation in recent years. Through practical learning in hotels, students can personally experience the complete typical work process, help students form their own understanding and experience of work, and realize the integration of learning and work. For students in hotel order classes, English learning should emphasize professionalism rather than professionalism. In the process of developing the hotel English school-based curriculum, the teaching teachers should first have a full understanding of the requirements of the hotel's English application ability. The combination of English service language teaching, English service skill training and on-the-job training will transform the learning of English language knowledge into the cultivation of hotel English skills. Facing the same information background, teachers and students can take the lead in obtaining information and organizing resources, which has become one of the important elements of professional ability. To carry out intensive training classes for hotel management trainees and smiling ambassadors abroad, students are selected from all majors of the department, and three teachers teach each weekend according to the selection requirements of hotel management trainees. Each learning group must also upload the group work of each unit within the specified time: that is, the video of the training performance simulating the workplace. Students can compare and evaluate each other by repeatedly watching the videos submitted by all groups. Combined with the actual English foundation of the class students, the teaching content is selected to make students learn easily and teachers teach happily.

4.2. The "teaching-doing integration" mode based on the working process is adopted

When applied to the hotel English course, the "TPS" teaching and learning integrated teaching mode of "task-oriented+project-driven+scenario simulation" is specifically adopted (Table 1). Its connotation is: Task: oriented by typical job tasks of the post; Project: Take the work items of each

post in the hotel as the carrier; Situation: Simulate real working situation [9]. In the classroom, we pay attention to the cultivation of various English service abilities, such as communication ability, etiquette service application ability, service practical operation ability, emergency response ability to handle complaints and solve emergencies, hotel product sales and product sales planning ability, personalized service ability, problem solving ability, etc.

Table 1 Take the learning of western food zero service terms as an example

Teaching methods	Teaching module	Teaching place	Teaching environment and equipment	Teaching methods
Traditional classroom teaching	Item : Western catering services	Multimedia classroom	Students write dialogues in the classroom and then perform	Multimedia
Integration of teaching and practice	Project: Momo Cafe dinner service	Marriott class catering training room	The indoor scene built according to Momo coffee; 1:1 simulation menu and wine list; Hotel waiter clothing and other tools	Training room; Multimedia

Due to human cost and other factors, enterprises cannot collect, analyze, sort out and store information, grasp the laws of information and predict the long-term development of the industry. They cannot train employees systematically and customize talents suitable for enterprise development. Then, according to this goal, select the teaching content and related teaching activities of a certain discipline (or multiple disciplines) to plan, organize, implement, evaluate and revise, so as to finally achieve the whole working process of the curriculum goal. In order to improve the teaching effect, the teaching teachers should not only design a series of typical tasks, but also build a classroom teaching environment as close to the real hotel environment as possible according to the requirements of "integration of teaching environment", so as to stimulate students' learning enthusiasm and cultivate service consciousness.

4.3. Make full use of school-enterprise cooperation resources to build a high-level and multi-level curriculum development team

The hotel has its own English training system for its employees. After years of accumulation, this training system has not only proved to be effective, but is also the one closest to the requirements of the industry. All kinds of hotels on the Internet publicize their service items in the form of words, pictures, roaming animations, etc. These rich materials provide students with a great simulation space for learning hotel English. Although students cannot be in person on the spot, they can practice different items in English on the spot through the pictures and texts provided by the hotels. Clear job tasks required to be completed by the post, then decompose the special abilities, determine the teaching contents, organize the teaching implementation, and continuously adjust according to the school education and human development goals, improve the pertinence of the teaching contents and the applicability of professional post ability training, and cultivate the students' ability to solve the reception work of foreign hotels in English. Secondly, gradually strengthen the in-depth communication between schools and enterprises, take advantage of the opportunity of school-enterprise cooperation, take the market and enterprise needs as the goal, and through order-based training and other experiences, require enterprises to participate in the whole teaching process, integrate enterprise needs into the curriculum teaching system, and form characteristic vocational teaching resources. Under the excellent background of school-enterprise cooperation, the school should improve the participation of cooperative enterprises in the development of school-based curriculum, learn from the suggestions of hotel staff at all levels, and invite hotel staff to give guidance on teaching content, assessment form and task design. Through it, students can learn the latest and most classic related knowledge and concepts in the hotel service industry, which can realize seamless connection and natural transition between books and industry

practice.

4.4. The combination of in-school assessment of teaching effect and student hotel internship assessment will increase the diversity of curriculum assessment system

The traditional hotel professional English teaching is generally concentrated in one semester or two semesters. After the teaching, students' English ability will no longer be tracked in real time. Students often forget what they have learned before long, which leads them to remain ignorant after their internship. Schools can make use of existing resources to set up campus simulation training rooms, such as taking the school canteen as a training base and setting up training rooms for Chinese and western catering services. Students are required to apply the teaching materials to actual hotel services during the practice to test the teaching effect. For courses with strong enterprise practice, teaching can be digitalized and fragmented. Through fragmented video recording, the teaching cost of the course can be fully reduced, thus completing the construction of application scenarios for practical teaching and increasing the output of information. Before hands-on practice, self-study can be carried out through text introduction, PPT courseware, video teaching, etc. Different from mixed and disorderly pieces of bartender knowledge on the network, cocktail types in the process of liquor brewing on the first platform are complete and classified properly. Cocktail names and brewing process are described in English and presented in a form that students can learn and understand easily. Assessment methods can take the form of independent demonstration of students' English ability, on-the-spot inspection of teachers and inspection of enterprise guidance teachers. Instructors should take part in students' daily work as consumers or service recipients in the process of visiting students and observe whether students' ability to provide services in English has been strengthened. The assessment mode and content of the students' job training in the hotel: oral examination is the main part, and assessment is carried out according to the hotel job English service requirements, actual hotel work requirements, etc. All the teaching activities that students take part in independently are recorded in the examination results.

5. Conclusion

With the economic development and social progress, the hotel industry is bringing forth new things from the past. The services it provides tend to be personalized, intelligent and international. The tasks of each post are also constantly being optimized. The training of application-oriented talents under the background of information technology is reflected in how to involve students, take the process of learning language as the mastery of skill training, and move the classroom to hotels and guesthouses at the appropriate time, so that students have more practical opportunities and are conducive to creating a real foreign language environment. Looking at the development history of vocational education in the world, the combination of production and education is the common feature of successful vocational education models and the world trend of coordinated development of education and economy. School-enterprise cooperation is a correct direction to deepen the reform of vocational education and an effective way to cultivate skilled talents in a trust-rich and fast manner. At the same time, it is a complicated system engineering. With the joint efforts of government departments, vocational colleges and industrial enterprises, and with the accelerating pace of economic and social development, the road of school-enterprise cooperation is bound to widen.

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