

Research on the Teaching Proposal of 'Tourism Japanese Course' in Colleges —Take Independent Planning of Tourism Program as an Example

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Abstract: How to make the teaching of tourism Japanese course different from other ordinary Japanese courses to help students get familiar with the nature of tour guide service and be able to work independently in the future is the current question for study. This paper tries to develop and utilize Internet resources efficiently through the planned teaching strategies for students to experience the problems that tour guide work may encounter in advance before their followed-up training of enterprises.

1. Introduction

In addition to the 'Tourism Japanese Course' offered by higher vocational colleges, China now stipulates the Ministry of Education to actively plan the reform of higher education system and structure according to the "2010 National Plan for Medium and Long Term Educational Reform and Development"(2010-2020). China now offers courses in Japanese for tourism. In other words, under the guidance of 'Some Opinions on the Transformation and Development of Local Undergraduate Universities', innovation is also needed in the transition period of local universities from the original academic orientation to the applied technology or vocational education orientation. At present, like vocational education, higher vocational colleges have been at the forefront, but the training of applied talents is not only happened in higher vocational colleges but also a subject that must be faced with in the long run in curriculum planning and the practice of Japanese tour guides' training in local universities due to the demand for Japanese tour guides is growing under a rapid development of local tourism and cultural industries. In view of the above situation, Japanese majors in applied technology-oriented local universities can use one-third or half of the school hours to arrange students' practice when offering 'Tourism Japanese Course' in the first semester of the third academic year, so that universities can systematically train the relevant practical operation of Japanese tour guides in accordance with the market demand. This paper mainly focuses on the teaching proposals of 'Tourism Japanese Course' in universities, so that students can independently plan the tourism program in schools, and analyze their contents and results. With this curriculum design, students could accumulate certain virtual experiences after classroom training, and cultivate the ability to deal with various problems when they really engage in the guide industry in the future.

2. Current Researches and Suggestions on 'Tourism Japanese Course' in China

2.1 Current Researches of 'Tourism Japanese Course'

Using the three keywords "Japanese", "Tourism" and "Education" to check the Current Research Situations inside the website of CNKI (<http://www.cnki.net/>), there are 164 papers were inquired. According to the general trend of the annual publication of papers, only a single paper was published annually before 2007, but up to now, more than 10 papers have been published every year since 2009. Referring to the content and direction of the all these papers, it could be found that most of them focus on the analysis of the problems encountered in teaching or curriculum design or the current situation of tourism and internationalized talents in vocational colleges in various provinces, and put forward the viewpoints that vocational colleges should cultivate Japanese talents with the needs of the society. From the viewpoint of the geographical location of vocational schools affiliated to researchers above,

they are Changchun Vocational and Technical College, Guangzhou Business College, etc. for more than 20 specialized schools from north to south, have offered Japanese courses for ‘Tourism Japanese Course’. The background for the addition of such papers might be attributed to China's main economic growth point in the 21st century is tourism, and the major source country of tourists in the whole country have been Japan for many years. Corresponding to the economic promotion goals and measures achieved by China through tourism to stimulate consumption, in addition to enhance the ability to serve the development goal of “Higher Vocational Education Innovative Development Plan“(2015-2018), the “State Council's Decision on Accelerating the Development of Modern Vocational Education“(Guofa 2014 [19]) also mentions that one of the goals and tasks of the development of Vocational Education in 2020 is "The layout of institutions and professional settings should be more suitable for the needs of the economy and society."

2.2 Suggestions on Curriculum Planning of ‘Tourism Japanese Course’

Taking Hainan Vocational and Technical College of Economics and Trade as an example, the school explores the diversified foreign language teaching mode implemented in the course of ‘Tourism Japanese Course’ by combining the spirulina-like mode of "Language + Communicative Competence + Classroom Practice + Social Practice + Culture" in response to “The Outline of Hainan Province's Medium and Long Term Talent Development Planning“ (2010-2020) as followed: By 2020, Hainan will introduce and train 20,000 senior tourism talents and 80,000 intermediate tourism talents to meet the long-term needs of international tourism island construction. Generally speaking, whether it is to discuss the arrangement of curriculum content and put forward the suggestion that class should bring in the double-qualified teachers who combine theory with practice, or to compile practical teaching texts for Japanese majors in tourism, or to use internet reasonably in teaching activities to effectively construct a mixed teaching mode for ‘Tourism Japanese Course’, the contents of these papers are all focusing on breaking the traditional classroom teaching mode to improve students' learning ability with various teaching resources. In the "Decision of the State Council on Vigorously Developing Vocational Education", higher vocational colleges are required to implement the "2+1" education model, which means that after two years of study in school, students are required to intern in enterprises with professional counterparts in the third year. Therefore, how to make the teaching of ‘Tourism Japanese Course’ different from other ordinary Japanese courses to help students being familiar with the nature of tour guide service and able to work independently in the future might be the subject of curriculum design.

3. Proposals for the Curriculum Design of ‘Tourism Japanese Course’ in Taiwan

In the class of ‘Tourism Japanese Course’ in Taiwan universities, the teacher mainly focuses on the job contents which learners will engage in the profession such as the local sightseeing guide or the attendant for foreign sightseeing guide in the future. In particular, it would be essential to bring about the ability to cope with the outbreak, the needs of the customers who participate in the tour trips, to demonstrate or bring out the Japanese language ability to meet the actual conditions of individual students to respond to this situation. I took charge of the ‘Tourism Japanese Course’ since 2006 in Taiwan. The class design was carried out in accordance with the contents of the tourist guide. This paper will advance a proposal for the curriculum design of ‘Tourism Japanese Course’ by the following two points: 1. Students should memorize and simulate guiding Taiwan's tourist attractions and features in the intermediate test. 2. Students should design travel itineraries according to their choosing theme. The aim of these two processes is to allow students to understand how to prepare for the national oral examination of the Japanese language guide and let them actively work on the comparison of the operational forms and package tours of each travel company.

3.1 Texts and Research Objects

3.1.1 Texts Adopted in ‘Tourism Japanese Course’

As far as I investigated, most of the editorial policies of textbooks are related to the major themes such as ‘immigration procedures’, ‘lodging’, ‘meal’, ‘shopping’, ‘exchange, postal communication scene’ and ‘outbreak situation’ etc.. However, according to the real work contents as a guide, it is not necessary to use this part of ‘immigration procedure’ at all. In other words, the most important thing is how to appeal to oneself as a guide to the tourists coming from Japan at the airport to get a good impression on the greetings. Therefore, in the class, I only extracted the useful part of the textbooks and arranged them into rough outline about the job of the guide at the first half courses once a week until the intermediate test. In order to let students understand the contents of the guide’s job, this class used two independent travel guidebooks sold in Japan to present students a reference: "Globa-Trotter Travel Guidebook Taiwan(地球の歩き方台湾)" (Diamond Book Corporation), and "Blue Guide - Wandering Walk (18) Taiwan (ブルーガイド—わがまま歩き 〈18〉 台湾)" (Business Book Corporation). Both of the books were published by famous travel companies and were reliable enough to put into practice. As a bibliographical reference, these books had been written from the viewpoints of independent travelers and the characteristics of the editorial guidelines are useful. For example, the Taiwan tourist areas are edited clearly by region and the basic information such as historical introduction, exhibition information, or opening time, etc.. Therefore, students could immediately understand what parts Japanese travelers interested in or the main embarrassment and hindrance they might feel during Taiwan travel by reading these materials.

In the intermediate test, the assigned task to students is to choose a sightseeing spot in Taiwan (Northern, Central, Southern and Eastern parts) to make an oral introduction in Japanese. And students need to hand out other three sightseeing spots they did not choose in record files after the intermediate test. The purpose of the above task is imposed on the oral examination for Tour Guide Qualification in Taiwan. In the other hand, it could be used as the training for the similar test of the National Tour Guide Qualification Examination in China. Another purpose is to verify the validity of the design concept to submit the travel plans in Taiwan as final reports. By taking an active attitude in making a travel plan in Taiwan, students could reaffirm the meaning of being a guide. However, how to judge a travel plan workable depends on the budget. That means while an itinerary set up as a path, the feasibility is to be backed up by the advance travel cost calculation. Since those who work as guides consider budget as the first priority consideration, students must upgrade their skills as much as possible for this idea. Due to these tourist guidebooks show all the information about accommodation fee, traffic charge, admission fee for the individual traveler, students who make their own travel plan by calculating the expenditure and indispensable budget calculation according to practical books could promote their ability as a guide.

3.1.2 Research Objects

I mainly arranged 40 Students' final reports about independent travel plans and their questionnaire data to see how they forming recognition ability as the Japanese guides according to the module of teaching designed for the class ‘Tourism Japanese Course’ in the academic year of 2009 in Leader University in Taiwan. The group of participants was limited to three students per group and there was a total of 23 groups. And it is assumed that the duplicate theme is not acceptable in order to increase the variation of the travel plans. In the last six weeks of the semester, four to five groups were assigned about 20 to 30 minutes to introduce their proposal about how they put their travel plan into practice. On the other hand, other students who did not make an announcement need to hear the presentations of other groups, and to reflect teacher's suggestions in their final reports later.

3.2 Plus Alpha that Teachers Could Offer during Class

Teachers could offer the following two teaching points during the first three weeks after the interim test: 1. A retrieval method of collecting tourist information on the internet, 2. An example of how to make concrete a tourism plan. The model plan or the detailed journey of the travel plans

teachers made might be referred to some big travel company in Taiwan or in China for teachers to analyze the characteristics, merit, disadvantages of the package tour in advance. For example, 'How is it different while choosing inexpensive or expensive accommodations to affect the rates of tours for the formulation of package tours? ', 'What are the characteristics of the migration routes different from the same duration of four travel days in Taiwan? ', 'How are the sales points difference to each other in between two companies consider the same travel routes? ' etc. All these questions should make students think and investigate the contents of real work and think about problems they might need to face in the future.

Teachers could also present the Transportation Bureau of Tourism (<http://taiwan.net.tw/w1.aspx>) webpage to students as a reference for the information about Taiwan. For example, taking 'folk festivals' as the report theme, I made a powerpoint presentation with the annual schedule in Taiwan and made a brief description about the same theme in Japan to see the similarity of two places. Finally, Students need to show the route and trip days of travel plan by all the means of transportation used so that it could be practiced without wasting time. It is no exaggeration to say that the significance of this step is how I examine students' faculty of understanding. With the 'travel plan roll play' showed in the class by teachers, students could start to think about the subjects they are interested in and make a plan about their independent trip schedule based on the outline of the travel path.

3.3 Learning Effectiveness and Results of Students' Independent Travel Plans

There was a total of 23 travel plans submitted at the final reports (refer with Table 1). And the questionnaire showing the learning effectiveness and results of students was demonstrated on <http://www.my3q.com/view/viewSummary.phtml?questid=346800>. On the whole, each presentation was characterized by distinctive themes showing private hobbies or concerning about culture, entertainment, history, humanities, food, etc.. It is obvious that the travel plans showed students' understanding about how to make customized travel plans.

Table 1. The Contents and Themes of Students' Independent Travel Plans

One-person groups (8 groups)	'A tour to the exhibition halls around Taipei MRT', 'Travel around the Taiwan shrine', 'Travel to the old towns in Taiwan', 'Travel to the Taiwan branch railway', 'Travel for the Taiwan traditional folk culture spots', 'Travel of the farms in Taiwan', 'Travel about the sculptures spots', 'Travel of department stores in Taiwan'
Two-people groups (13 groups)	'Travel of the national parks', 'Travel around the Taiwan prisons', 'Travel of the battlefield culture', 'Travel of the stations of Taiwan west railway branch', 'The hot spring tour', 'The tour of Taiwan eight great scenery', 'Travel of the Taiwan special buildings', 'The tour of the old arches', 'The tour of museums', 'Travel of the night markets', 'The tour of Taiwan drama and filming', 'The tour of Kangding natural scenery'
Three-people groups (2 groups)	'Zoos tour', 'Flower fields tour'

In general, the slides of each ppt reports submitted by students were up to 77 slides, the minimum is 10 slides, and the average is 25 slides, showing a relatively high numerical value. And this reflected a fact that the travel plan was performed without delay in the limited presentation time about 20 to 30 minutes. Almost all the students downloaded the information about tour maps related to their themes and destinations from websites in advance to make ppt demonstration fluently. Furthermore, from the statistics diagram such as the travel duration period for each selected theme, the expense for realizing the travel plan, the total number of cities related to the travel plan, the total number of transportations, etc., students' travel plan could be admitted as examining the feasibility and possibility actively and completely. Because of the final reports, all showed an original and clear purpose, it can be said that it was practicable for all students' idea in these reports. In addition, it is recognized that the access method to the destinations, entrance fee, the route and the cost of each lodging were examined on the internet in advance, so it could be judged as students had formed the

right recognition to the guide career and business in Taiwan. As a result, it could be considered that students have greatly enhanced the information collecting ability to become a Japanese guide.

Referring to the answers to the question 'Have you practiced the contents of the travel plan you planned before?', 23 students answered "only partially" and 13 students answered 'never', it showed that almost all of them proposed a travel plan by themselves as the first time. And about three-quarters of students answered 'yes' for the question 'If you had a chance, would you try to practice the travel plan?'. From this statistical value data, it could be recognized that the achievement of this task had offered the chance for students to learn the basis for the job as a guide and practitioner as a traveler. Finally, on the question of 'Have you formed a recognition or rediscovery to Taiwan after the report?', it could be found students had high satisfaction with this class. The class design of the goal to successfully promote travel plans might show a module of how to teach 'Tourism Japanese Course' in China in the future.

4. Conclusion

In the class of 'Tourism Japanese Course', the current studies guidance is following the direction of an immediate demand of 'Getting the certificate of national examination guide'. However, the textbooks and materials used for the class commercially available are very formulated based on the extremely unusual individualized editing policy, so it could not clarify the relationship between the arrangement of teaching materials and students' recognition and understanding about the reality. After my curriculum design of 'Tourism Japanese Course' in Taiwan, the question in the questionnaire 'Do you have a concrete recognition and understanding about the work contents of Japanese guide after this class', 0 students answered 'no', 17 students answered 'normal', and 23 students answered 'yes'. From this numerical value, the teaching goal could be thought as achieved. Through this lesson design, this paper provides a hint to improve the class 'Tourism Japanese Course'. I would like to keep to investigate and confirm the effects of the same teaching method in China universities in the future.

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