

Research and Practice on Digital Transformation of Tourism English Major from the Perspective of "Three Reforms of Education"

Yinghui Li

Department of Foreign Languages for Tourism, Shandong College of Tourism and Hospitality, No.3556
Jingshi East Road, Jinan, China

123520184@qq.com

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Abstract: The digital transformation of Tourism English major is of great significance to the development of the tourism industry. Cultivating tourism English talents with digital literacy skills will bring vigor and vitality to the development and innovation of tourism industry. Exploring effective strategies of digital transformation in Tourism English major from three aspects: teachers, textbooks, and teaching methods can help teachers establish new concepts of digital teaching, enhance their digital awareness and application competence, improve students' comprehensive abilities such as digital literacy, innovation ability, problem-solving ability, and communication ability, so as to adapt to the changes and requirements brought by the development of digital technology to tourism industry positions, and promote their employment competitiveness. This article takes the Tourism English major of Shandong College of Tourism and Hospitality as an example, and try to find out effective paths and strategies for the digital transformation of Tourism English major by focusing on enhancing the digital awareness and dual-qualification quality of the teachers, developing digital textbooks based on school-enterprise cooperation, promoting self-learning and personalized teaching under the digital learning environment, building up core courses digital resources network, and applying mobile digital technology to improve teaching effectiveness and evaluation, and so on.

1. Introduction

Tourism is a dynamic and rapidly-developing industry. The development of artificial intelligence, big data, virtual reality and other technologies has brought great opportunities to the tourism industry. With the popularity of the internet, mobile devices and social media, tremendous changes have taken place in the way people obtain tourism information and make reservations. Tourism operators need to learn and master these new technologies to meet customer needs. Under digital transformation background, students are provided with more flexible and convenient learning channels, so that they can choose their learning materials accordingly, improving the learning effectiveness and flexibility; Students have access to a large amount of online studying resources and virtual practice experiments, so as to understand the needs of tourism industry better and master practical tourism operational skills. Therefore, the digital transformation of tourism vocational education is an inevitable trend in the new era. Tourism-related majors should adjust their professional talent training plans based on the needs of digital development and new tourism formats, carry out digital transformation practice, enhance the digital ability of tourism talents, and support the sustainable development of the tourism industry.

Exploring the digital transformation of Tourism English major from the perspective of "Three Reforms of Education"- teachers, textbooks, and teaching methods can help break the professional development bottleneck of English teachers, help them establish new digital concepts, enhance their digital awareness, digital thinking, and digital application ability. Besides, it can help develop teachers into "lifelong specialized teachers" in digital tourism teaching and help students improve their digital literacy, innovation, problem-solving, communication skills, and so on while mastering language skills and tourism knowledge, so as to adapt to the changes and requirements brought by

the development of digital technology to tourism industry positions, and promote employment competitiveness.

The digital transformation of Tourism English major helps to promote the development of smart tourism education and achieve the tasks of improving the quality and value of vocational tourism education in the digital era. Integrating new technologies, standards, and processes of the tourism industry into teacher training, curriculum reform, and textbook update plays an important role in cultivating qualified digital tourism talents; At the same time, the digital transformation of language courses also helps to promote the knowledge construction and innovative application of English learners, enhance the “tourism+ foreign language” comprehensive ability of students, and foster them into “tourism+ foreign language” integrated talents needed by society.

2. The Reflection on Digital Transformation of Tourism English Major from the Perspective of “Three Reforms of Education”

2.1. Tourism English Teachers Need More Digital Literacy

The lack of awareness of digital literacy is an important factor that hinders the digital professional development of English teachers. In the context of digitalization, the teaching environment is not limited to classroom, but is combined with the network environment to create an intelligent and personalized dual space environment. Teachers can utilize the big data of learning platforms to conduct diversified evaluations, recording the learning process more accurately and grasping the situation of student learning more comprehensively, and thus more conducive to timely feedback and improvement of teaching and learning[1]. As English teachers, we should change our teaching concepts, give full play to students' initiative, and help them grow from information receivers to those who actively choose to learn. Most Tourism English teachers are graduates from universities, lacking experience in the tourism industry and sufficient understanding of new technologies and concepts in the tourism industry. Therefore, relevant college departments should raise the awareness of English teachers about the importance of digital transformation, help them overcome psychological barriers, and enhance their understanding and mastery of digital transformation and information technology through various means, in order to adapt to the challenges of digital reform on foreign language teaching.

2.2. The Teaching Content Needs Updating

The development of industries in the context of digitalization promotes the creation of new positions, with an increasing demand for new technologies, knowledge, and abilities. The teaching content must adapt to the requirements of new positions and help to cultivate high-quality skilled talents with digital literacy. Textbooks are the channel of teaching content and greatly affect teaching effectiveness. It is found that the textbooks used in the tourism English major do not meet the requirements for digital transformation. The traditional textbook content is relatively fixed, while specific teaching situations are complex and dynamic[2]. Tourism English teachers need to choose, integrate, and process teaching content based on the characteristics of the students they teach and the needs of social development. Therefore, they need to design, supplement and develop textbooks of English teaching under the digital transformation and actively adapt to the textbook reform of vocational education courses in the digital era.

2.3. Teaching Methods Should Adapt to the Needs of Self-Learning

Information technology and digital resources provide greater convenience and flexibility for teaching, and can meet the diverse and personalized learning needs of students. Teachers should consider the characteristics of vocational college students and future job development requirements and cultivate students' ability to discover and solve problems, and teachers can use mobile technology to strengthen guidance and supervision of students. Meanwhile, they can build effective online teaching platforms to stimulate students' enthusiasm for participation and self-learning. Nowadays, students use mobile phones a lot, and there are many tourism apps with the latest

industry trends and digital application cases. Teachers can make full use of the functions of mobile phone, making it a medium for students to learn and interact with teachers. Teachers can also use platform technology to observe the learning process of students, analyze their learning dynamics and behaviors, and provide necessary reminders and supervision to cultivate their learning management abilities.

3. Implementation Strategies for Digital Transformation of Tourism English Major

3.1. Enhancing the Digital Awareness and Dual-Qualification Quality of Professional Teachers

Many English teachers lack digital literacy and are not very familiar with information technology, thus not proficient in digital teaching practice, which inevitably leads to psychological resistance to digital transformation. Therefore, proper measures should be taken to enhance the digital literacy of teachers, help them update their concepts, and actively rise to the challenges of digital transformation[3]. In Shandong College of Tourism and Hospitality, a series of lectures on high-quality tourism development and digital transformation have been organized for English teachers, promoting their understanding and comprehension of digitalization. In addition, through online and offline training courses, teachers can understand the application of digitalization in English teaching and master the skill to integrate information technology with English teaching. At the same time, different courses teams are built up, and teaching reform practices and research on improving teaching quality and efficiency and on digital transformation are carried out. The combination of teaching and research helps to enhance the digital ability and practice of English teachers. Teachers are sent to tourism enterprises when they are available to conduct enterprise training in order to help them understand the digital development trends of the tourism industry, familiarize with the talent needs of the development of new tourism formats, and improve their dual-qualification quality. During the practice, they also have a better understanding of the language and professional ability requirements of tourism enterprises for job talents, and then integrate the professional ability training into the teaching projects and activities. Through various trainings to learn new technologies of the industry, teachers have obtained different kinds of vocational skill certificates, such as English tour guide certificate, customized travel butler service certificate, tourism planning and operator certificate, etc. The ratio of dual-qualification quality teachers has reached over 90%.

3.2. Developing Digital Textbooks through School-Enterprise Cooperation

The existing textbooks for Tourism English major do not have sufficient digital resources and do not integrate latest professional knowledge and skills with language competence. Therefore, there is an urgent need to develop digital textbooks. Compared with traditional paper textbooks, digital textbooks are easier to update and expand. Teachers can update the content of textbooks and add new cases, examples, or resources at any time according to the latest teaching requirements and discipline development. Students can access digital textbooks anytime and anywhere through electronic devices, making it convenient for them to learn in different circumstances[4].

In Shandong College of Tourism and Hospitality, different courses teams work together to update and supplement textbook content timely, gather new knowledge and skills in the digital teaching field, as well as the application of new technologies and typical cases in tourism industry, promote the diversification and effectiveness of classroom teaching, and deliver new technologies, processes, and formats of the tourism industry to students through appropriate forms of media. In this way, teachers can cultivate the ability of students to simulate and handle practical problems in the tourism industry, effectively promote the internalization of industry knowledge and the output of language skills as well as guide students to take on specific tourism positions as future industry professionals. At the same time, teachers actively cooperate with tourism enterprises, compose textbooks jointly, such as *Organization and Marketing of Inbound Tourism Products*, *Tourism Information Editing*, *Practical English for Smart Hotels*, etc. and integrate relevant knowledge and digital resources such as digital marketing, smart tourism, and new forms of tourism development into the textbooks, thus, enhancing the tourism digital literacy of teachers and students.

3.3. Promoting Self-Learning and Personalized Teaching under the Digital Learning Environment

Schools are no longer the only places for learning under the digital transformation environment, and information technology has become a medium for students to acquire and share knowledge. Students have an increasing need for personalized learning with greater autonomy and selectivity. Teachers ought to optimize the teaching process, innovate the curriculum design based on the concept of flipped classroom in the digital learning environment, and integrate students' knowledge and skills application through proper teaching methods. Besides, they can make full use of the school's smart classrooms, practical training classrooms, and other facilities to create a simulated work environment for students, allowing them to understand working conditions better and complete work-based tasks through group cooperation, which will improve students' teamwork, organizational and coordination abilities, and self-exploring abilities. We have carried out project-based teaching, situational teaching, and group cooperative learning in core courses of Tourism English major, such as Hotel English, Tourism English, English for outbound tour leaders, and Business English and so on. Through teaching practice, we have explored effective teaching models for core courses, and have initiated and completed two provincial teaching and research projects based on teaching practice.

3.4. Building Mobile-Based Digital Repository for Major Core Courses

Digital resources and online courses make learning more flexible and convenient. Students can choose the courses based on their own schedule and location, unlimited by time and place; The content, pace, and methods can also adjust to their own learning style and needs. Digital resources provide a variety of learning materials, such as e-books, video tutorials, online experiments, and simulations, to meet the diverse learning needs of students and help them understand and master knowledge better[4]. Meanwhile, digital resources and online courses provide students with more opportunities for collaboration and interaction, as students can communicate and collaborate with classmates and teachers through different channels, such as group discussions, collaborative projects, and virtual experiments, promoting knowledge sharing and understanding. Teachers can also cultivate students' information literacy and abilities when searching necessary information, evaluating and utilizing digital knowledge during the learning process. In Shandong College of Tourism and Hospitality, we have built a database of digital teaching resources for the Tourism English major, and achieved digital resources sharing with all majors in college. At the same time, all major courses of Tourism English are available online. There are currently 4 provincial high-quality resource sharing courses and 4 college level high-quality resource sharing courses, and efforts are being made to plan and construct more online open courses.

3.5. Applying Mobile Digital Technology to Improve Teaching Evaluation and Effectiveness

We can combine online and offline teaching methods and utilize different learning platforms to achieve the integration of online learning environment and face-to-face teaching environment, thus establishing an integrated supervision and evaluation system and bringing in more diversified interaction and communication mode[5]. Meanwhile, we need apply diverse evaluation methods to improve learning quality and teaching effectiveness. This requires teachers to apply different teaching methods and tools flexibly, and make appropriate adjustments and improvements according to the needs of students and different environment.

We introduce the latest digital technologies into the classroom, such as online virtual simulation experiments in Tourism English core courses. Situational language knowledge learning and application has been achieved through situational interactive experiences, promoting the development of language communication skills with contextual changes for students. The use of online virtual simulation experimental courses can provide high-quality, safe, and flexible experimental learning opportunities, promoting the development of students' practical abilities and scientific thinking; Teachers can also guide students in experimental operations and data analysis, and provide proper guidance and feedback to ensure their learning outcomes and better

understanding. Museum online cloud exhibition digital technology has been applied in certain courses, such as the China Silk Museum Cloud Exhibition and the Shandong Provincial Museum's Porcelain Cloud Exhibition, allowing students to experience excellent cultural heritage exhibits in China more vividly. Some interactive functions with exhibits, such as zooming in, rotating models, or viewing details can help students explore exhibited products more clearly, understand their structure and details, and appreciate them from different perspectives. Therefore, in terms of visual, auditory, and tactile senses, it enriches students' sense of participation and experience, and stimulates their enthusiasm for learning.

3.6. Keeping Up with the Development of the Tourism Industry and International Concepts

In order to adapt to the development needs of tourism industry, we have introduced the “1+x” certificates, including the Practical English Communication Certificate and the Customized Travel Butler Service Certificate, to help students develop their language and professional abilities, cultivate their comprehensive ability to apply the skills and knowledge they have learned to complete work-based tasks in professional scenarios, and lay a solid foundation for them to enter the future workplace. We have been keeping up with international tourism development trends and international standards for tourism education. In 2021, we obtained the UNWTO International Certification for Education Quality from the United Nations World Tourism Organization, expanding the international tourism perspective for teachers and students. We take this as an opportunity to promote the development of tourism English major, enhance communication and cooperation with high-quality universities around the world, and contribute to the development of China's cultural and tourism industry and talent cultivation.

4. Conclusion

Tourism English is a major that combines tourism and English. It aims to cultivate students' comprehensive language application ability and enhance their tourism vocational skills. In recent years, teachers of tourism English in our college has been actively exploring the path of digital transformation, from enhancing the digital literacy and practical ability of English teachers to fully utilizing the functions of the college's tourism smart classroom and various training rooms, from developing teaching textbooks based on work scenarios through school-enterprise cooperation to promoting project-based teaching methods and situational teaching methods for core courses, from creating multi-dimensional learning spaces, smart learning environments and communicating platforms for teachers and students to optimizing evaluation systems and establishing a combination system of online and offline supervision and evaluation. All of these have improved the professional competence of students and encouraged teachers to integrate new technologies, processes, and requirements into the teaching process, which help them adapt to new trends in technological development and new demands in the employment market.

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