

Integration of Tourism Culture in Tourism English Teaching

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Abstract: The development of the tourism industry not only drives economic and cultural exchanges, but also plays an important role in tourism activities, with tourism English being particularly crucial. This article aimed to analyze foreign theories related to the tourism industry and translation, and optimize their application in tourism English teaching. Firstly, starting from the current status of international service trade, this article elaborated on the internationalization trend of the tourism industry. Secondly, from the perspective of tour guide profession, this paper explored the problems that foreign language learners face in the language teaching process and proposes countermeasures and suggestions. Finally, an experimental analysis was conducted on the applicability of tourism culture in tourism English teaching, and its applicability reached over 90%.

1. Introduction

The development of the tourism industry has made people pay more attention to learning tourism English, and tourism culture has played an important role in it. In recent years, it has actively advocated the concept of “sustainability” and the construction of green ecotype cities. With the continuous improvement of social and economic levels and the improvement of national quality, more and more tourists are willing to learn, interact with, and understand the unique ethnic customs and traditional customs of the local area through various means, in order to meet their spiritual needs. At the same time, one can also experience the attraction brought by foreign cultures and the unique feelings brought by different cultural atmospheres.

In the field of tourism culture research, scholars mainly explore the impact of tourism on economic, social, and environmental aspects, but there is still no consensus on the relationship between the integration of tourism translation discipline and foreign language teaching. Some scholars believe that converting discourse into easy to read words is an important breakthrough in English classroom learning. Teachers can use modern technological means to create situations and enable students to learn language knowledge in a relaxed and enjoyable atmosphere. By setting up situations, students’ interests are aroused, and their curiosity, exploratory spirit, and thinking ability

are stimulated to develop positive thinking methods [1-2]. Scholars have proposed that foreign language education should incorporate language subject content from cultural backgrounds, and attach importance to cultivating and utilizing students' interest in English learning. Teaching activities should enable students to learn knowledge and skills in real life. On the other hand, some scholars have analyzed the current situation of foreign language teaching and found that English education has achieved rapid development and high results in recent years, its scale is also relatively large [3-4]. However, there is still a polarization phenomenon overall, where the proportion of low-level learners in middle school is the highest, while the proportion of low-level students and undergraduate students in university is relatively small. Therefore, this article conducted a fusion analysis of tourism English teaching based on tourism culture.

With the rapid development of the tourism industry, tourism culture plays an increasingly important role. As a special form, language is one of various means of communication, such as communicating ideas, conveying information, and expressing emotions. Therefore, people need to use diverse and representative languages for communication. The tourism industry has also become an essential component of the cultural industry. By analyzing the theoretical research and practical experience of the integration of translation studies and teaching abroad in recent years, this article summarized the feasibility and necessity of introducing this method into the tourism English discipline, and proposed corresponding solutions based on some successful cases.

2. Exploration of Tourism Culture in Tourism English Teaching

2.1 Tourism English Teaching

The main purpose of tourism English teaching is to improve students' understanding of the content learned and enable it to be applied in practical life, making contributions to the development of the tourism industry. Under the current education model, the talents cultivated are applied talents. This type of human resources has the characteristics of strong professionalism, high practical ability requirements, and high difficulty [5-6]. Therefore, it is necessary to organically combine tourism culture with foreign language teaching, conduct effective integration research and analysis, and propose corresponding suggestions to promote the sustainable, healthy, and stable development of the tourism industry. Tourism English teaching should be student-centered, designed and implemented around students' interests, hobbies, and learning characteristics, and content should be arranged according to the needs of different types of tourists. For teenagers, teachers can focus on arousing their curiosity and provide interesting and easy to understand course content; for the elderly, teachers can choose some interesting, stimulating, and easily accepted new knowledge to help them better learn and master. At the same time, in teaching, attention should also be paid to the unique language phenomena of other countries and foreign festival activities, which are important sources of students' exposure to English teaching. The goal of tourism English teaching is to cultivate oral and communication skills as the core. Therefore, in the teaching process, teachers need to develop corresponding course content based on the different needs of tourists [7-8]. In the process of learning tourism English, language communication with other countries or regions can achieve communicative purposes. Therefore, tourism English teaching not only involves knowledge and cultural differences, but also includes emotional attitudes and values. Figure 1 shows the process of teaching tourism English.

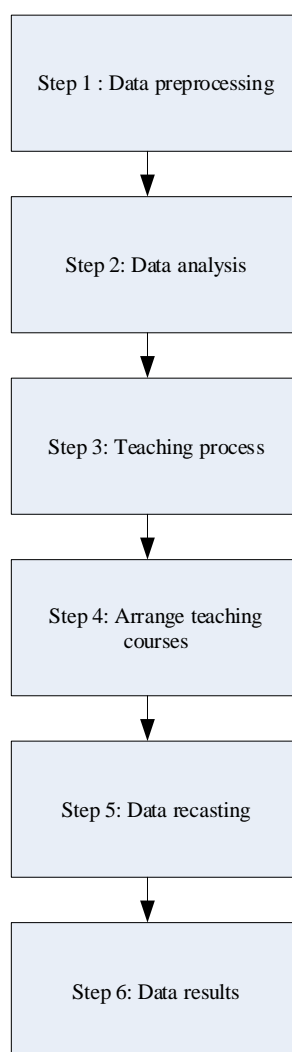


Figure 1: The process of teaching tourism English

In practical teaching, there are many factors that can affect the understanding and application level of English courses by tourism translators, including issues such as students' different national backgrounds and lifestyle habits. The goal of tourism English teaching is to meet the needs of students in the tourism industry, so that they can be satisfied in terms of language and cultural connotations. Teachers should attach importance to cultivating students' interest in the content they are learning and make it more attractive through bilingual education. This not only improves one's own quality and enriches knowledge reserves, but also enhances adaptability and contributes to the future tourism industry. The main purpose of tourism English teaching is to attract students through tourism culture and improve their oral expression ability and adaptability in happiness. Therefore, in classroom explanations, teachers should focus on cultivating and training their abilities in language environment, discourse translation skills, and other aspects. Teachers should focus on analyzing and summarizing the content of the text in their teaching, while also emphasizing the improvement of students' comprehensive qualities and practical application skills in various aspects [9-10]. In tourism English teaching, teachers can use situational dialogue to stimulate students' interest in learning and help them better integrate into practical life.

2.2 Integration of Tourism Culture in Tourism English Teaching

Cultural integration in the tourism industry refers to the exploration of specific tourist destinations in a specific region and their integration into teaching, in order to promote students' English learning and improvement. However, currently, most scenic spots have not paid enough attention to this issue. Schools should strengthen the training, management, and guidance of relevant personnel in order to better promote the integration of tourism culture. Although many universities have already offered relevant courses and established bilingual education systems based on theory, providing abundant foreign language learning resources and practical base construction projects, due to the lack of specialized training mechanisms, the work of managing and guiding personnel still needs to be strengthened. The connotation of tourism culture is very broad, involving various fields [11-12]. It can be deeply explored and understood in terms of food, housing, transportation, and other aspects. However, with the booming development of the tourism industry and increasingly fierce competition, many higher education institutions have opened professional courses related to the tourism industry. However, due to a lack of comprehensive understanding of the workflow of summarizing and organizing knowledge points and practical experience in these disciplines, many schools cannot effectively integrate them into practical classrooms in tourism English teaching. This has also become one of the important issues that constrain the development of exhibition scale and improve international competitiveness.

The integration of tourism culture in the tourism industry is a long-term and arduous task that requires continuous exploration and practice, and cannot be achieved overnight. This requires educators to have a solid and rich foundation of professional knowledge, and to engage in interdisciplinary and multi-disciplinary cross penetration. However, currently many higher education institutions focus on theoretical teaching and skill training (such as tourism translation) for the cultivation of relevant talents, rather than focusing on students' practical application abilities. At the same time, some universities have incorporated bilingual content into their courses, but the actual results are not ideal, and there are even situations where students' academic performance is unstable. Therefore, it is necessary to strengthen the reform of the education system in order to cultivate more practical and comprehensive tourism cultural talents, and promote the integration and development of tourism culture. There are various ways of spreading tourism culture, and in the tourism industry, there are many activities of communication and interaction with foreign tourists. However, due to differences in language environment and social background, it is necessary to consider whether these factors can be fully integrated together [13-14]. At present, most schools lack clear, unified, and specific feasible plans and development directions, resulting in students being unable to truly learn and master relevant knowledge and skills, and also unable to effectively promote cultural dissemination and promotion. There are two main problems in integrating tourism culture into English teaching in the tourism industry: on the one hand, modern technology has not been fully applied to improve students' learning efficiency, making it more difficult for them to learn; on the other hand, it is the failure to fully utilize network technology to promote the integration of tourism culture and English teaching, and the lack of understanding of the auxiliary role of modern information technology and new media tools in the tourism industry. In addition, advanced foreign language theoretical knowledge was not used to guide the actual work. Only by solving the problems in the process of integrating tourism culture and English language teaching can the level of service quality and efficiency of tourist attractions be effectively integrated and improved.

2.3 Analytic Hierarchy Process (AHP)

AHP is an effective method for solving multi-objective decision-making problems. It decomposes influencing factors into various small objectives and compares them layer by layer to determine the advantages and disadvantages of each solution. The application of hierarchical decentralization management in tourism English teaching can fully reflect this idea. The AHP model has the following characteristics: it can reflect the complex relationships between human and object development and changes, as well as the degree of interconnectivity between various elements, and can quantitatively and qualitatively reflect these relationships. The AHP can quantify people's subjective understanding of problems [15-16]. Figure 2 is the structural diagram of the AHP.

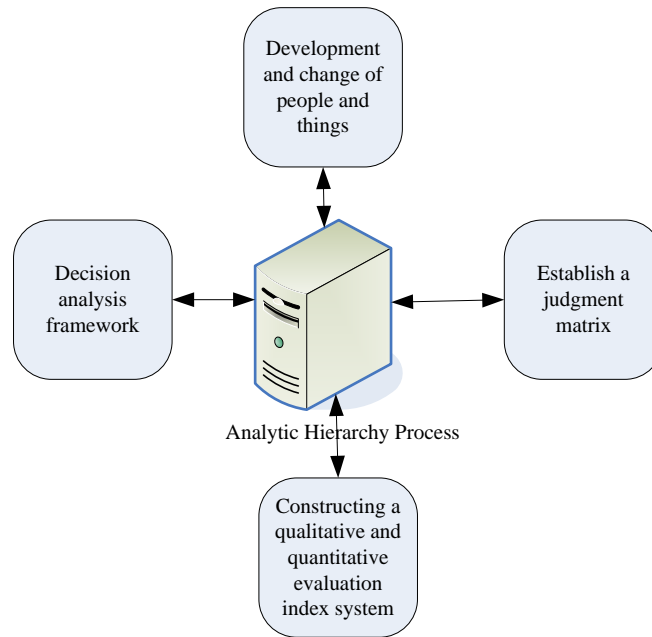


Figure 2: AHP

The basic principle is to decompose the research object into several constituent factors, and arrange them in a progressive manner based on the scores of these factors. The degree of influence of each factor on the goal is determined through comparative judgment and weight. When each indicator is not important in the previous evaluation, it enters the A-classification stage. This method can regard the problem as a set of multivariable, systems or processes, and establish a decision analysis framework according to this connection [17-18]. Subsequently, this group of elements is classified into different levels for research and calculation, and the results were presented. The calculation of consistency indicators is:

$$CI = \frac{\lambda_{\max} - n}{n - 1} \quad (1)$$

The average random consistency indicator is:

$$RI = \frac{\lambda_{\max} - n}{n - 1} \quad (2)$$

The formula for calculating the consistency ratio is:

$$CR = \frac{CI}{RI} \quad (3)$$

When $CR < 0.10$, the consistency of the judgment matrix is considered acceptable; when $CR = 0$, there is complete consistency, otherwise the judgment matrix should be appropriately corrected. Integrating tourism culture into various teaching stages and comparing it from different levels and grades can enrich teaching content and expand students' knowledge horizons. After delving into the problem, relevant theories and methods can be used to construct a qualitative and quantitative evaluation index system. By establishing a judgment matrix to measure the quality of tourism activity plans, suitable tourism task books or activity plans can be developed based on students' learning situation and actual needs. At the same time, it is also necessary to implement the proposed measures into the teaching process, forming a complete, reasonable, and effective systematic structure. In tourism English teaching, the AHP can be applied to student evaluation and analysis in the context of tourism culture [19-20]. This method combines qualitative and quantitative analysis, and transforms abstract problems into psychological and behavioral characteristics formed by human social activities or natural environmental conditions to describe the interrelationships, intersections, and influencing relationships between complex system elements. At the same time, it is also necessary to consider the differences in the forms and quantities of these factors in different contexts. On this basis, they are subjected to hierarchical analysis and classification processing in order to obtain the cultural connotations of tourism. AHP is a method of decomposing research objects into various factors and further forming different structural forms, ultimately evaluating and drawing conclusions based on these results. This method can fully consider the interrelationships and constraints between various influencing factors. In tourism English teaching, the application of AHP can help students have a clearer understanding of the interaction laws and essential characteristics between themselves and the external environment. At the same time, by analyzing the changing trends and internal correlations of each factor, it is possible to predict its development trend and potential problems. By decomposing the relationships between influencing factors and establishing a hierarchical structure model, a complex system can be constructed [21]. After that, based on each combination plan, the proportion of each element within a certain range is determined, and the optimal selection result is obtained, which has the highest total weight and overall weight. This method categorizes things that are connected between humans and the objective world according to their inherent elements, and divides them based on the mutual influence, interaction, and constraint relationships between different categories.

3. Experimental Process of Tourism Culture in Tourism English Teaching

3.1 Application System of Tourism Culture in Tourism English Teaching

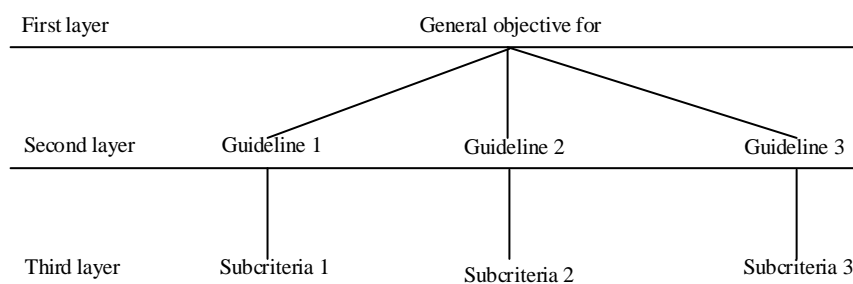


Figure 3: The application system of tourism culture in tourism English teaching

The application system of tourism culture in the tourism industry is mainly divided into three levels (as shown in Figure 3). The first is the basic theoretical knowledge level, which requires language application and communication skills. The second level includes tourism destination image design, scenic spot construction, and local characteristic product development. The third level is the specific practical level, which requires the use of tour guides and interpreters to carry out practical operations, complete relevant translation work, and write scenic area introduction articles. At the same time, it is also necessary to fully utilize the positive impact of English culture. The goal of tourism English teaching should be to cultivate students' comprehensive qualities. It is necessary to comprehensively analyze factors such as educational resources, environment, and socio-economic factors, and explore the effects of integrating tourism culture into the tourism industry, in order to promote mutual integration and development between the tourism industry and related industries. This module can help students gain a comprehensive understanding of scenic spots and arrange their sightseeing routes and time according to actual situations. Through this teaching method, students' tourism awareness and quality can be better cultivated, and the quality of tourism services can be improved, thereby promoting the healthy development of the tourism industry. This can also enable students to purposefully choose the types and characteristics of tourism products they need, as well as the information they need to learn to meet their own needs. In order to expand the impact of English education, internet technology and multimedia can be used to unite tourist attractions with other regions, attracting more visitors to experience the local specialties and generate some economic benefits. It is possible to create new products that have their own brand advantages, meet market demands, and have a wide audience, improving their competitiveness in the international market. Teachers should pay attention to the combination of theory and practice in the teaching process. For example, a tour guide can create videos of topics or news about tourist attractions and upload them to social media platforms, allowing students to express their views on the attractions and cultural connotations of tourism, thereby deepening their understanding of the tourism industry. In addition, through English oral communication methods such as questioning and discussing topics, students can not only understand problem-solving methods and skills, but also summarize and analyze to improve their oral proficiency.

3.2 Evaluation of the Application Effect of Tourism Culture in Tourism English Teaching

Whether the application of tourism culture in the tourism industry has achieved the expected results mainly depends on the improvement of students' mastery and application ability. For students who have already studied or are currently studying English major courses, they need to master not only the memorization of words, but also the learning of basic theories, as tourism culture involves complex and difficult content. Tourism culture can be well applied in classroom teaching. The improvement of the dissemination effect of tourism culture in the tourism industry is reflected through the mastery of English learning content by both teachers and students. The practical application ability and language skills of students need to be comprehensively assessed outside the classroom. Therefore, teachers should focus on cultivating students' ability to analyze and apply foreign language knowledge and language skills in bilingual teaching, and strengthen the testing of non native language communication information processing methods such as Chinese vocabulary, foreign cultural background knowledge, and translation skills to ensure their correctness and effectiveness. In tourism English teaching, it is necessary to evaluate the effectiveness of applying tourism culture through testing and evaluate whether students truly master the content they have learned. At the same time, students' level of application cannot be solely determined by exam scores, as practical application abilities and language skills require comprehensive assessment outside the classroom. At the same time, it is also necessary to see

whether the feedback information and knowledge skills obtained by learners have met the target requirements, in order to improve students' comprehensive English ability, language communication ability, and overall quality.

4. Experiment of Tourism Culture in Tourism English Teaching

Table 1: Evaluation effect of tourism English teaching

Test dimension	Good	Commonly	Bad
Language application	85%	10%	5%
Cultural understanding	83%	8%	9%
Learner feedback aspects	91%	6%	3%
Teaching resources	96%	2%	2%

Table 1 shows the application effect of tourism culture in tourism English teaching. This article mainly tests the system's language application ability, cultural understanding ability, learning feedback, and teaching resources, all of which have shown good results. The application effect of tourism culture in the tourism industry is closely related to students' adaptation to its teaching content, learning situation, and knowledge mastery. Therefore, tourism English teachers can understand students through simulated language environments and activities in the classroom. For example, when a tour guide is explaining, students can use different colors to explain, and it can also be presented in the form of pictures or videos. The teacher should also provide a theme map for everyone to refer to and learn from, and then adjust its content according to specific problems to better meet the current social life and teaching needs.

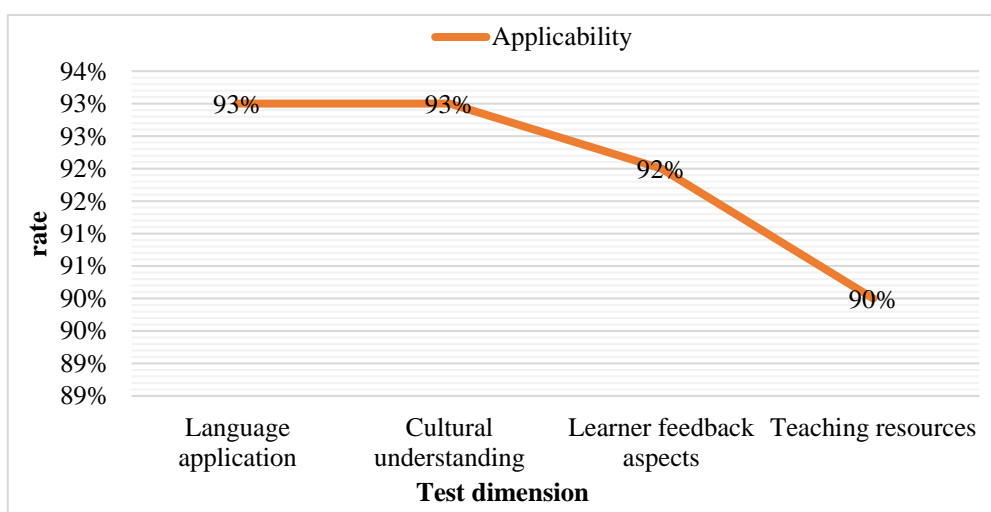


Figure 4: The applicability of tourism culture in tourism English teaching

The application effect of tourism culture in the tourism industry is mainly reflected in aspects such as teaching efficiency and students' interest in learning. Tourist attraction have effectively integrated and optimized English curriculum resources. From Figure 4, it can be seen that the applicability of tourism culture in tourism English teaching had reached over 90%. It is necessary to achieve the best combination effect by combining tourism destinations with other language elements. The important thing is whether this new teaching model has truly been effectively applied, which requires continuous exploration in practice to make the best and most effective use of this advantage to serve the tourism industry.

5. Conclusions

The development of the tourism industry has driven the improvement of economic level and people's quality of life, while also promoting progress in various fields such as education and culture. As one of the important components of tourism courses, tourism English holds a pivotal position internationally. This article takes the tourism industry as the research object and combines its own practice to analyze and explore its integration issues. It is hoped that through research, some problems that arise in the translation teaching process can be better solved, providing some help and reference for promoting the internationalization of the tourism industry. It is also hoped that this opportunity can be used to further promote the development of related industry fields.

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