

Design of Tourism English Teaching Objectives from the Perspective of Core Literacy

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Abstract: With the rapid development of society and the explosive growth of knowledge, students need to have more capabilities to adapt to the changing environment. Traditional curriculum design often pays too much attention to knowledge teaching, and ignores the core literacy of students. Therefore, the core literacy as the educational goal is essential to the improvement of students' comprehensive quality. From the perspective of tourism English disciplines, let's talk about how to use the core literacy of the subject as the teaching goal in teaching design and how to reflect the core literacy teaching goals in the teaching process design. According to the "Tourism English Curriculum Standards", students are required to have a certain comprehensive ability to use English for communication, especially listening and speaking skills, to achieve the English proficiency required for general tourism industry. This paper can help students get familiar with the working procedures and standards of inbound and outbound tourism, master the English communication conversations of each working process, master the specific expressions of tourism vocabulary and tourism English, have daily oral conversations with foreign tourists, briefly introduce relevant tourist attractions and cultural topics to foreign tourists in English, and lead tourist groups on outbound tourism, improving students' professional and English proficiency. Therefore, in the design of tourism English teaching, we should highlight the achievement of core literacy goals.

1. Introduction

In 2014, the Ministry of Education developed and issued the "Opinions on Comprehensively Deepening Curriculum Reform and Implementing the Fundamental Task of Cultivating Virtue and Cultivating People", proposing that "the Ministry of Education will organize research and propose a core literacy system for the development of students in various academic stages, clarifying the necessary qualities and key abilities that students should possess to adapt to lifelong development and social development needs." Core quality, to cultivate "all-round development of people" as the center, it is mainly divided into cultural foundation, independent development, social participation in three aspects, comprehensive performance of humanistic inheritance, scientific spirit, learning, healthy life, responsibility, practice and innovation six qualities. Specifically, they are refined into 18 basic points such as national identity. Core literacy is the concretization of the Party's educational policy, which is the central link connecting macro educational concepts, training

objectives, and specific educational and teaching practices. The Party's educational policy, through the bridge of core literacy, can be transformed into specific requirements that are available in educational and teaching practice and easy for educators to understand. It clarifies the essential qualities and key abilities that students should possess, deeply answers the fundamental question of "what kind of virtue to establish and what kind of person to cultivate" from a meso level, and leads curriculum reform and educational model reform. In 2016, the overall framework for the development of core competencies for Chinese students was officially released, once again sparking a wave of "core competencies".

2. The concept and importance of core competencies

Core competencies refer to the basic abilities and knowledge that students need to master in subject learning. They are the foundation of subject learning and the key to lifelong learning and career success for students. Core competencies typically include cultural literacy, information literacy, critical thinking, innovation ability, communication ability, collaboration ability, and other abilities^[1]. Making these core competencies educational goals helps cultivate students' comprehensive development abilities, rather than just imparting knowledge. In the field of education, the importance of core competencies is evident. Core literacy is not only knowledge, but also a manifestation of abilities and values. They include cultural literacy, information literacy, critical thinking, innovation ability, communication ability, collaboration ability, and so on^[2]. In the field of tourism English, core competencies can include language communication skills, cross-cultural understanding, critical thinking, problem-solving skills, and cultural literacy. These qualities are key skills required by tourism practitioners, which not only help improve their professional qualities, but also provide better services and cross-cultural communication. The importance of core competencies is becoming increasingly prominent in the field of tourism English. With the continuous expansion of the tourism industry and the increase of international tourism, tourism practitioners need to possess the ability to communicate and adapt to different cultural environments across cultures, which is precisely what core competencies are concerned about.

3. The Application of Core Literacy in Goal Setting of Tourism English Education

3.1 Clearly define core competencies:

In educational design, it is first necessary to clearly define the core competencies of tourism English. In the field of tourism English, clearly defining core competencies will help educators better understand the skills and knowledge that students need to master. For example, language communication skills can include oral expression and listening skills, while cross-cultural understanding may encompass the recognition of cultural differences. There are three main categories of its core literacy system: knowledge, ability, and quality. The three major objective system relationships include: imparting language knowledge; transferring language knowledge to language skills; In order to cultivate students' self-directed learning, divergent thinking, and professional qualities, students should master the commonly used professional vocabulary in tourism service reception, and understand the specific expressions of tourism English oral English; In the ability goal, students should strengthen the training of role-playing tourism situational dialogues, improve their listening and speaking abilities, and be able to communicate fluently with foreign tourists; Finally, in terms of quality objectives, students familiarize themselves with tour guide work procedures and improve their ability to comprehensively apply English and tourism professional knowledge by practicing tour guide activities in different occasions.

3.2 Integrating core competencies into educational goals:

Once core competencies are clearly defined, they can be integrated into educational goals. The teaching of Tourism English course is student-centered, and different teaching methods and means such as inspiration and prompts are used to maximize students' enthusiasm and initiative in learning. While enhancing students' ability to connect theory with practice, it also cultivates their innovative spirit, enabling them to develop the habit of being good at observation, independent analysis, and problem-solving; The basic goal is to improve skills, hone willpower, activate thinking, and expand horizons. For example, a goal can be "students will be able to effectively communicate in English with international travelers, understand and respect cultural differences." Or, to cultivate cross-cultural understanding, a goal can be set: "students will be able to identify and explain cultural differences to better meet the needs of international travelers.

Therefore, educational goals should clearly express the core competencies that students need to master, so that both teachers and students have a clear understanding of the learning objectives^[2].

3.3 Develop a specific core competency evaluation system:

The core literacy goals should be specific, measurable, and achievable. This can be achieved by using the SMART (Specific, Measurable, Achievable, Relevant, and Time Bound) goal setting principles. The tourism English evaluation system consists of formative evaluation and summative evaluation. In the teaching process, formative evaluation should be the main focus, emphasizing the cultivation and stimulation of students' learning enthusiasm and confidence. The summative evaluation should focus on testing students' knowledge application ability. Evaluation should be conducive to promoting the development of students' knowledge application ability and healthy personality. By establishing process training, teachers can promote individual development and evaluate the teaching process with students' sustainable development ability^[6]. The basic concept is to stimulate interest, showcase personality, develop mind, and improve quality. In order to integrate core competencies into the teaching objectives of tourism English, the following goals can be formulated:

1) Cultural literacy goal: Students will be able to understand and respect different cultures, including local customs, religions, history, etc. They can experience culture by interacting with local people and participating in cultural activities.

2) Information literacy goal: Students will be able to search and evaluate travel information, and make wise travel decisions. They can develop detailed travel plans and learn about local attractions and culture before traveling.

3) Critical thinking goal: Students will be able to think about problems, make decisions, and adapt to different situations while traveling. They can analyze travel challenges and propose solutions.

4) Innovation ability goal: Students will be able to creatively plan their travels and find unique experiences and activities. They can demonstrate their creative problem-solving abilities during their travels.

5) Communication Skills Objective: Students will be able to effectively communicate orally and in writing in English, interact with locals and other travelers, and share their travel experiences.

6) Collaboration ability goal: Students will be able to collaborate with travel partners and teams, develop travel plans, solve problems, and share work.

4. The embodiment of core competencies in the selection of teaching strategies

Tourism English can utilize strategies such as problem driven, collaborative learning, and

technology integration. Problem driven teaching methods can help cultivate students' critical thinking, innovation, and problem-solving abilities. By posing complex problems and challenges, students are encouraged to explore and apply their core competencies to solve problems. Collaborative learning is the key to cultivating students' collaborative ability, and teachers can cultivate students' collaborative ability by encouraging them to collaborate to solve problems, complete projects, and showcase their works. This helps students develop communication, coordination, and leadership skills. And technology integration education is the product of the integration of education and technology in the information age. Currently, information literacy has become particularly important in the digital age. Teachers can integrate technical tools and resources to help students acquire, evaluate, and utilize information, while cultivating their information literacy. For example:

1) Simulated tourism experience: By simulating the tourism experience, students can practice language communication, problem-solving, and cross-cultural communication. This can include simulated hotel reception, tour guide services, and emergency response exercises. Students can role-play different tourism practitioners to improve their practical application skills.

2) Cultural exchange projects: Students can participate in cultural exchange projects, interact with students from different countries, and learn about their culture and lifestyle. This helps to cultivate cross-cultural understanding and collaborative abilities. Students can collaborate on projects to explore similarities and differences between different cultures in order to enhance their cultural literacy.

3) Field investigation: Field investigation is a key part of the tourism English discipline. By taking students to visit different tourist attractions and destinations, they can personally experience the operation of the tourism industry and interact with tourists. This not only improves their language communication skills, but also enables them to better understand the needs of tourists and cultivate problem-solving skills.

4) Role playing and simulating tourist needs: Students can play the role of tourists, raise various needs and questions, while other students play the role of tourism practitioners, trying to meet these needs. This role-playing exercise can help students develop critical thinking and problem-solving abilities.

Therefore, in the process of teaching tourism English, project-centered organization of the teaching process can be adopted to form several "learning contexts". When designing specific teaching projects, attention should be paid to the two-way requirements of the job position for tourism professional knowledge and English practical operation skills ^[3]. Students should be reminded to observe and reflect on the application methods and skills of different English and tourism professional service knowledge in different scenarios, roles, and work tasks during the tourism English service process. Teachers should encourage students to put forward questions or hypotheses in combination with what they have learned, and under the guidance of teachers, through analysis and reasoning, so that students can summarize independently, so as to improve students' ability to actually use English knowledge. Through classroom explanation and discussion ^[5], method verification and case analysis, teachers promote students' memory and application of basic knowledge of tourism English. Teachers should also make full use of modern teaching methods, constantly improve teaching methods, organize students to learn fresh materials through multimedia, Internet, audio-visual and other means, highlight typical, adopt interactive teaching, provide students with situational oral simulation training, improve students' ability to find problems, analyze problems and solve problems.

5. The embodiment of core competencies in evaluation methods

Evaluation is an important component of core literacy, which helps educators determine whether students have achieved the predetermined core literacy goals. Comprehensive evaluation and feedback mechanisms can be adopted, among which comprehensive evaluation is to evaluate whether students have achieved core literacy goals, and comprehensive evaluation methods can play a key role. This can include various evaluation forms such as project assignments, presentations, oral presentations, group discussions, and standardized testing and so on^[4]. And Timely feedback is crucial for students' growth. Teachers can provide feedback to students and guide them in improving their core competencies. In the field of tourism English, the following methods can be adopted:

1) Evaluation of oral and written communication skills: Students' language communication skills can be evaluated through oral speeches, written reports, and dialogues. These tasks can simulate real tourism situations and require students to effectively communicate with tourists or colleagues. This can also help determine whether they can effectively communicate with international travelers.

2) Evaluation of cross-cultural understanding: Students' cross-cultural understanding can be evaluated through cultural research projects, analysis of cultural differences, and feedback on cultural sensitivity. Students can write research papers on different cultures, participate in discussions on cultural differences, or demonstrate their cross-cultural understanding abilities through practical interactions.

3) Field visits and case studies: Field visits can be part of the assessment, requiring students to apply their knowledge and skills in real-life tourist attractions or events. Students can write field investigation reports, analyze the problems and challenges they encounter during the field investigation, and propose solutions.

4) Role playing and simulation evaluation: Students can participate in simulation evaluation, where they play different roles and face various tourism scenarios. Educators can observe their performance, evaluate their critical thinking and problem-solving abilities.

6. Conclusion

The importance of making core competencies an educational goal in the field of tourism English is self-evident. Integrating core competencies into the education of tourism English is aimed at cultivating more comprehensive and adaptable tourism practitioners. By clearly defining core competencies, setting specific goals, selecting appropriate teaching strategies and evaluation methods, educators can provide students with a comprehensive learning experience, cultivating their language communication skills, cross-cultural understanding, critical thinking, problem-solving abilities, and cultural literacy. By clearly defining, integrating goals, selecting appropriate teaching strategies and evaluation methods, educators can cultivate more comprehensive tourism practitioners who can better meet the needs of international tourists, provide excellent services, and promote cross-cultural exchanges. This not only helps students' career development, but also improves the service quality and international competitiveness of the tourism industry. The core literacy education in the field of tourism English provides students with broader career prospects and more international opportunities, while also making important contributions to the sustainable development of the tourism industry. By integrating core competencies into the tourism English discipline, we have paved the way for the next generation of tourism practitioners and cultural ambassadors, enabling them to better connect with the world and promote cross-cultural communication and understanding.

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