

# Exploration and Practice of ESP Tourism English Teaching Mode Based on Language Service

Jingni Zuo

Foreign languages Department, Gansu Normal College for Nationalities, Hezuo, 747000, China

**Keywords:** Language services; ESP; Tourism English; Courses; Teaching model

**Abstract:** The development of tourism can not be separated from international exchanges and cooperation, so tourism practitioners are required not only to understand the profession, but also to be able to communicate with tourists from all over the world in English. Therefore, tourism English is taken as a required course for tourism management majors, which is the result of the internationalization of tourism. As a kind of ESP (English for Specific Purpose), this course has been offered in colleges and universities for many years, but there are many problems and shortcomings. Based on the actual situation of the curriculum, this paper points out the problems in practical teaching of tourism English curriculum, and puts forward some innovative ideas based on language services. It is hoped that the problems in teaching can be solved, so as to improve the quality of practical teaching and realize the goal of practical teaching of tourism English.

## 1. Introduction

Students majoring in tourism management, while learning their own professional knowledge, integrate English as a tool into the study of professional courses [1]. Through the combination of the two, we can cultivate tourism management professionals who have rich professional knowledge of tourism management, can skillfully use English language knowledge, and have strong English communication ability [2]. Tourism English is a branch of ESP teaching, which conforms to the development trend of ESP teaching. Its purpose is to help students broaden their knowledge and reserve tourism industry knowledge for them, at the same time, cultivate the ability to express the learned industry knowledge in English and the oral communication ability in different communication situations in tour guide practice [3]. It can be seen that ESP teaching has clear objectives, strong pertinence, and emphasis on practicality. It is ability oriented, closely integrated with career, advocates "student-centered", and "uses English as a means or tool to learn" [4]. Its essence is to analyze and meet the different needs of different learners to improve the teaching effect, which is also the main feature of ESP different from the traditional English teaching model [5].

Language service is a kind of language practice activity which is context-oriented and highlights communicative efficiency, and finally produces language products with economic benefits, with communicative and economic development orientation [6]. The English language elements with commercial significance used in the business context are related English language elements that are innovatively generated on the basis of translating business courses and English courses [7]. Besides mastering a large number of words with commercial characteristics, language knowledge also includes genre knowledge and rhetorical patterns of various common business discourses [8]. It can be seen that the tourism English teaching mode based on language service can achieve the purpose and needs of English learners to engage in research and practice of specific majors and occupations [9].

## 2. Problems in the Current Teaching Mode

At present, the demand for application-oriented talents is increasing, but the gap of high-quality application-oriented talents is also growing, and tourism management is no exception. Tourism English curriculum is faced with different needs in terms of teaching methods, teaching contents

and teaching schedule. In addition, tourism English teaching requirements are closely related to application practice, which also makes teachers face many practical teaching problems in curriculum teaching [10]. The ESP course of tourism English is a highly practical course, but in practical teaching, the teaching mode and teaching means adopted by teachers have not been combined with the practicality of tourism English. The textbooks lack the usability and practicality of tourism English, and the simulation teaching environment cannot meet the needs of practical teaching. At the same time, there are not enough off-campus practice bases, which makes the students' practice effect fail to reach the ideal standard. Due to the limitation of professional teachers' English level, their English language application ability can't meet the requirements of teaching, and they can't teach students important English vocabulary, specific expression methods, English communication skills, international tourism market situation and cutting-edge information. In addition, at present, the textbook of this major lacks the precipitation of history and culture, and students simply learn vocabulary, sentences and chapters, ignoring the practicality of tourism English. For undergraduate students who are going to work in the future, the practicality is weak, the practice of oral dialogue is lacking, and the teaching content is too complicated.

### **3. ESP Course**

#### **3.1. Definition of ESP course**

Engaging in tourism, especially foreign-related tourism, means that you need to have a comparative ability to use English. In addition to mastering tourism knowledge, college graduates taking tourism English courses should also have a higher level of foreign language application ability to meet the needs of the market. ESP course has professional and applied connotation. It is specialized English in a certain field. Its teaching purpose is to cultivate and improve students' English ability in the professional field they have learned, and pay more attention to students' learning needs and the needs of society for talents. There are two main characteristics: First, students who study ESP have a clear learning purpose. Due to the needs of specific majors, learners need to master the ability to use English. Second, ESP course itself has its special content, combining with specific professional fields to achieve English knowledge and skills. Therefore, ESP course teaching does not only include English language knowledge, but combines language knowledge with the majors studied, so that learning and language skills can be applied to practice. Corresponding to the basic English of general education, the design of tourism English course is based on the analysis of learners' needs to meet their specific needs. The content is related to a specific major or occupation. Learners are intermediate or advanced level students, who get rid of or rarely take on the responsibility of teaching some basic knowledge of language system and achieve a specific purpose in a limited time.

#### **3.2. ESP language evaluation**

The subjects of this questionnaire are foreign tourists. A total of 180 tourists participated in the questionnaire, including 100 men and 80 women. Randomly select 30 tourists from the tourist attractions to conduct individual interviews to deeply understand the tourists' evaluation and suggestions on the English interpretation and language services of the scenic spots. Based on the actual situation of the American Council on Foreign Language Teaching, the European Common Reference Language Learning Framework and the ESP workplace language assessment, the questionnaire in this study mainly includes 26 questions. The assessment scale is composed of 2 dimensions and 16 descriptors, and is analyzed on the Likert 5 subscale.

Table 1 was obtained after descriptive statistics and correlation analysis. It can be seen from Table 1 that the scores of all dimensions of ESP language assessment are 1.2-3.0, with the highest score for language knowledge. It can be seen that the average score of ESP language assessment is relatively high. Some students find it difficult to learn abbreviations in tourism English register in ESP course. This is because their English level is at a low level and their vocabulary is extremely short. Based on the needs of learners, using authentic and effective corpus to teach tourism English

in ESP courses can enable students to fully absorb new knowledge and content and achieve the initial goal of ESP curriculum design.

Table 1 Descriptive statistics of factors

Variable	Factor	Mean value	Standard deviation
<i>ESP language evaluation</i>	Language knowledge	2.913	0.376
	Professional skills	2.622	0.4756
	Job knowledge	1.754	0.4493
	Job skills	1.981	0.3632
	Language culture	1.253	0.1266
	Professional culture	1.282	0.2771

### 3.3. Professional courses based on language services

Language is a necessary tool for foreign tour guides. The tour guide service is mainly completed through the information exchange between tour guides and tourists, and the information exchange is mainly expressed through language. Language service is the basis of good tour guide service. Therefore, the primary task of practical teaching of tour guide English is to improve students' language ability. Language services are the expansion and innovation of language translation services, which are based on translation services and include various cross-border service formats and cross language information conversion activities related to language information conversion. The cultural backgrounds of the communication subjects are quite different and all of them are non-native English speakers. Although the communication language is mainly English, it is actually multilingual. Task based tourism English teaching should focus on oral skills training, carry out teaching around tourism business activities, and always put oral skills training through the whole process of task completion. In addition, tourism English needs to meet translation accuracy, vocabulary professionalism, language fluency and appropriate context in practice (Figure 1).

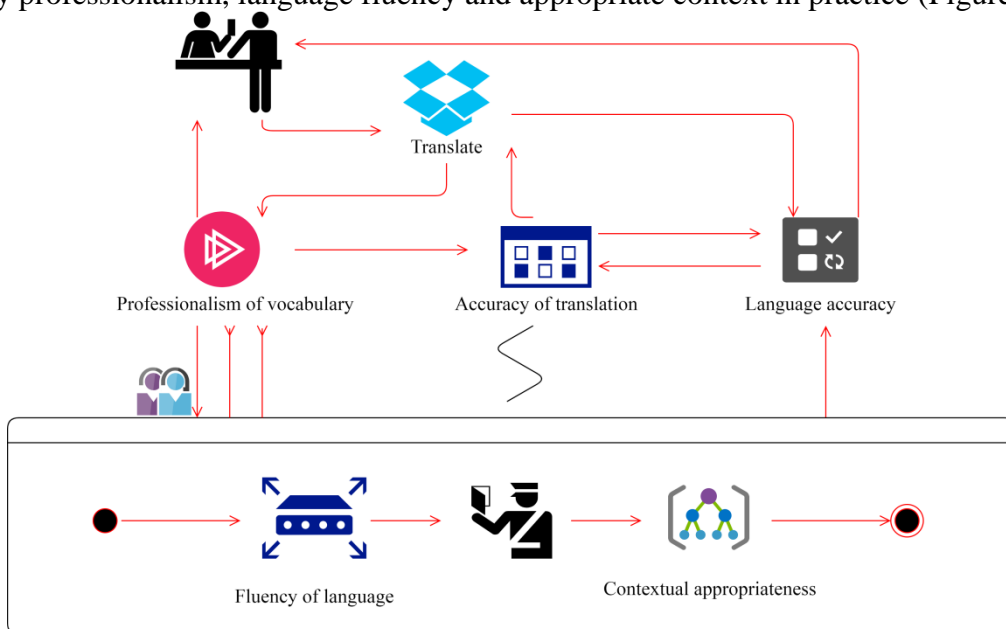


Figure 1 Language service connotation

### 4. Reform Measures of Teaching Mode

From the analysis of the curriculum characteristics and training objectives of tourism English, it can be concluded that tourism English is practical and has a wide range of knowledge Language features such as rich cultural heritage. So many problems in teaching need to be solved under the guidance of ESP teaching theory and language service. Based on this, this paper discusses the methods and strategies of tourism English teaching reform under the guidance of language services

on the basis of previous studies. The main points are as follows:

(1) In the tourism English class, teachers should consciously expand the relevant syntax, vocabulary and discourse of tourism majors and professions, and constantly train students' new knowledge and introduce the latest domestic and foreign tourism management concepts. In contrast with general English, we should grasp the special relationship with tourism English professional knowledge. In the teaching of tourism English, teachers should neither attach too much importance to the professional theory of tourism but ignore the fundamental training purpose of using language to serve tourism, nor overemphasize the universality of language application while ignoring the professional particularity combined with the tourism industry. In terms of knowledge objectives, by explaining the overview of interpretation, basic theories and practical skills of interpreting, students will master the basic theories and skills of interpreting, initially learn the methods of interpreting memorization, oral overview, interpreting note-taking skills. So that they can accurately and smoothly translate business interpreting between English and Chinese.

(2) The construction of ESP network course for tourism English listening and speaking. This course focuses on the cultivation of students' English language application ability, especially the cultivation of students' English listening and English conversation ability in the foreign tourism environment. Its goal is to enable students to skillfully provide services to foreign tourists in English, and help tourists to complete the whole tourism process better, while knowing the business knowledge of tourism management.

(3) As a highly practical course, teaching objectives cannot be fully realized only by teaching knowledge in the classroom. It must be combined with practice and practice teaching to provide more opportunities for students to practice and practice. Combine the simulated environment with the characteristics of the current tourism industry to make the simulated scene realistic. The explanation of scenic spots will inevitably involve a lot of cultural information with national characteristics. In order to accurately convey these information to foreign tourists, it is necessary to have cross-cultural awareness. In terms of ability goals, gradually master the practical ability of interpretation in foreign affairs reception, ceremonial speeches, tourism, cultural exchanges and other subject areas. Cultivate students' discourse analysis ability, improve students' logical thinking ability, language organization ability and bilingual expression ability, and be able to serve as alternate interpreter for general foreign affairs activities.

(4) Actively promote the effect of small class teaching, change the learning mode of students, stimulate the enthusiasm of students to learn, change the classroom state, improve the teaching effect. To stimulate learning motivation and professional interest as the focus, perfect the process evaluation system. Strengthen the evaluation of students' learning in and out of class, online and offline, strengthen the examination of business English reading quantity and reading ability, and improve the breadth of course learning. Using advanced multimedia technology, we can learn English in the environment of sound and light matching, sound and shape combination, and reproduce the real world. The learning of language is synchronized with the learning of culture, so that students can simulate various tour guide activities, master tour guide interpretation skills and professional language training, so as to achieve good teaching effects.

## **5. Conclusions**

The rapid development of the tourism industry is inevitable for the future social development. As a major industry of the national economy, its importance is also known. Tourism itself is a service industry, and its primary purpose is to meet the needs of customers. This requires that the teaching must conform to the particularity of tourism English, analyze the needs of tourism English, and have a definite aim to achieve the best teaching purpose. Therefore, in order to continuously promote the development of the foreign tourism industry, we should strengthen the cultivation of students' communicative competence in tourism English, combine ESP teaching concepts, adopt flexible teaching methods, stimulate students' interest in English learning, and make them clear the importance of tourism English. Considering the typical working process of the tourism industry and the actual needs of learners, this paper designs a learner centered vocational English curriculum

model. Let learners really experience the typical working process of the tourism industry. Focusing on the theme of "acquiring process knowledge with English as the carrier", under the guidance of scientific ESP theory, modern teaching environment and various props are used to improve students' English communication ability in tourism.

### **Acknowledgements**

1) Research on ESP Tourism English Teaching from the Perspective of Language Service Industry (Project No. W202213), 2022 English Teaching Reform Research Project of Gansu Province Colleges and Universities

2) Development and Innovation of Gansu Tourism Language Service Industry Under the Background of "Belt and Road" (Project No. 2021B-301) , 2021 Innovation Fund Project of Gansu Province Colleges and Universities

### **References**

- [1] Zhou X. Application Strategy on Multimedia Assisting Teaching in Tourism English Course[J]. Journal of Huangshan University, 2017(33):1.
- [2] Deng Q P. On Standards of Tourism English Course in Higher Vocational Colleges[J]. Educational Research on Foreign Languages & Arts, 2019, 37(9):1.
- [3] Mu-Dan H U. Investigation on the Successive Courses of College English Based on JiTT——Research into the Teaching Model of Tourism English Course[J]. Journal of Weifang Engineering Vocational College, 2020, No.317(04):210-211.
- [4] Liu J. The Application of EGP +EOP Model in Higher Vocational Tourism English Teaching[J]. Journal of Guangdong Communications Polytechnic, 2017(28):1.
- [5] Aiyuan L, Hui W. An artificial intelligence recognition model for English online teaching[J]. Journal of Intelligent & Fuzzy Systems: Applications in Engineering and Technology, 2021(2):40.
- [6] Wang Y. Evaluation Model of Mixed English Teaching Model of Network Combined Classroom under the Influence of COVID-19 Epidemic[J]. Basic & clinical pharmacology & toxicology, 2020(S1):127.
- [7] Wang D M. On the Implications of ESP Need Analysis for Tourism English Teaching[J]. Journal of Shihezi University(Philosophy and Social Sciences), 2021, 20(19):2.
- [8] Li S. Improvement of Tourism English Teaching in the Mode of ESP,Promoting Travel Industry of Yichang[J]. Journal of Hubei Radio & Television University, 2017(2X):1.
- [9] Niu D Y. Analysis of the ESP-based Tourism English Professional Training[J]. Journal of Southern Vocational Education, 2020(2):1.
- [10] Yu C J. The analysis of tourism English teaching based on the theory of ESP[J]. Journal of Jiamusi Education Institute, 2016(36):1.