

Study of Vocational Hotel-oriented English Teaching Model in Higher Vocational Colleges under the Background of English Teaching Reform

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Abstract: Since the reform and opening-up, with the rapid development of China's economic development, the political, economic, and cultural exchanges between China and the international community have become increasingly frequent. The tourism industry and the hotel industry have ushered in unprecedented opportunities for development. With the continuous development of the market, the market demand for the compound talents with strong foreign language proficiency and familiarity with hotel management and business is constantly increasing. Therefore, according to the specific requirements of the modern hotel industry for talents, it is imperative for the vocational colleges, which are the main bases for the hotel's talent output, to reform the existing vocational English teaching. In order to be in line with international standards, the fluent oral English expression and good comprehensive quality have become the standards for hotel employers to measure talent. Higher vocational colleges shoulder the heavy responsibility of transporting talents to large hotels. Hotel English is a professional course for hotel management majors in higher vocational colleges. Therefore, the quality of teaching will directly affect the quality of future hotel industry personnel.

1. Introduction

Higher vocational English as a required course for higher vocational majors is generally regarded as an isolated public basic course. Its teaching content cannot be effectively combined with future employment opportunities and career development of students. It is difficult to meet different professions and jobs. The actual English application ability needs of the post, the difference between this situation and the talent training goal drives the higher vocational English teaching to accelerate the pace of reform. In 2006, the Ministry of Education promulgated *Several Opinions on Enhancing the Teaching Quality of Higher Vocational Education in an all-round way*. The document proposes to “intensify curriculum construction and reform, enhance students’ professional abilities, and vigorously promote the integration of work and study, and highlight the cultivation of practical abilities”. At the same time, the curriculum setting in the *Basic Requirements for English Teaching in*

Higher Vocational Education suggests that the high-level English teaching is divided into two phases, namely, the basic English phase and the industry English phase.

Situational teaching method refers to a kind of simulation teaching organization form in which the teachers in the teaching process, through the purpose of introducing or creating a vivid and specific teaching environment, so that the teaching in the optimized environment and positive emotions to achieve teaching goals. Scenario teaching highly integrates teaching content, roles and scenes, inspiring students' interest in learning and exploring desires, and promoting the construction of new knowledge by students, thereby improving their thinking and cognitive ability. Its characteristics are: integrating words, deeds, and situations into one, with strong intuition, science, and interest. Students feel as if they are in their own right. Situational teaching allows students to use a variety of knowledge autonomously, learn communicative competence in improvisation, overcome psychological barriers in experience, and cultivate and reinforce students' interests.

Education is to serve the society. Its main purpose is to cultivate talents who meet the needs of society. Hotel English refers to English that is used in hotel management or service, and is more professional and targeted than general English. Obviously, the purpose of hotel English teaching is to provide more international hotel service personnel or managers for the society. Therefore, students are required to be able to master the English knowledge that they should acquire from the actual application environment of hotel English during the learning process, including the spoken English knowledge, listening ability, communication ability, and flexibility of the hotel English language.

2. The Proposed Methodology

2.1 Employment-oriented Hotel English Situational Teaching.

In the past hotel English teaching, the teacher adopted a relatively simple teaching model, which led to a decline in students' interest in learning and lack of enthusiasm for learning, which affected the learning effect of hotel English. Situational teaching can transform a single teaching model in the past. Its real or simulated situation is the main teaching environment. It can help students learn more hotel English knowledge in the context, so it can bring different learning experiences to students. Helps students improve their interest and enthusiasm in learning and improve the learning effect of hotel English. At present, in the teaching of hotel English in higher vocational colleges, there is a common situation that the students' interest in learning is not high and the teaching results are not satisfactory. The reasons are summed up in the following points: (1) Higher vocational students' overall English proficiency is not high, their interest in learning is not strong, and their study habits are poor; (2) Students are not aware of the importance of hotel English, and it is important to hotel English. Lessons are not given enough attention; (3) There are too many students in the class, teachers are not able to teach students in accordance with their aptitude and take into account every student, thus affecting the teaching effect. (4) Due to the limitations of the classroom, students do not experience real hotel work scenes. These problems all reflect the serious delay in our English teaching in the hotel. In the face of these problems, English teachers in vocational colleges should strive to discover the connotations of teaching materials, use advanced teaching methods and rich and varied teaching methods to conduct situational teaching, cultivate students' interest in learning, and give full play to the main role of students with qualified personnel who are qualified to work in various departments of the hotel.

The teaching goal is not clear. Hotel English is a professional basic course for tourism management and hotel management. It is a practical and highly applied course. This course complies with the current needs of China's foreign tourism industry, especially the continuous development of the hotel industry, and emphasizes the organic combination of language ability and practical hotel

knowledge and skills. It aims to provide primary and middle management talents who are proficient in English and have comprehensive professional abilities. Since English in hotels involves both English teaching and teaching of hotel professional knowledge, many teachers in higher vocational colleges are likely to walk into the misunderstanding of teaching objectives. Some emphasize English too much and lack the cultivation of professional knowledge. Some also emphasize professional knowledge too much and ignore the cultivation of English application ability.

The content of the textbook is boring and single. The textbook is the most important teaching blueprint for teachers and students, and it plays an important guiding role in teaching. The quality of teaching materials and the selection of teaching materials will have a direct impact on the effectiveness of teaching. Especially if the content of the textbook is not suitable, it will restrict the realization of the goal of talent training. Taking Jiangsu Province as an example, according to the survey, there are about 62 higher vocational colleges in the province that have specialties in tourism management or hotel management. The teaching materials on the one hand cover a wide range of contents, and the contents of the textbooks are relatively boring, and some of the materials are lacking in practicality. On the other hand, the teaching materials are mainly in the form of dialogues to teach some of the commonly used English expressions of the student hotel work modules. Students can only learn some process knowledge, lack of analysis of real cases, and lack depth. At the same time, the textbook has failed to combine the company's ability to select content for other job capabilities of employees other than English. Therefore, the improvement of students' comprehensive professional ability is not obvious enough.

Based on the research, we found that the following problems existed in higher vocational English teaching: Insufficient time for curriculum development, still based on basic English, and lack of professional or professional English curriculum; classroom teaching content was not closely related to students' professional ability requirements. Teaching requirements were aimed at students. The listening, speaking, reading, writing, and translation skills training have not been focused on professional differences and cannot satisfy the teaching principle of "utility-based, sufficient-to-use". The content of the teaching materials used does not meet the characteristics of the practicality, occupation, and practicality of the teaching material of higher vocational education.

2.2 Reform of Higher Vocational Hotel English Teaching Based on Comprehensive Professional Ability Training.

Higher vocational education has always been committed to improving the ability of students as the standard and training applied skills that meet the needs of the production line. The hotel English teaching model in higher vocational colleges should follow this goal, change the traditional classroom model, change the teaching status quo that focuses on theory and practice, strengthen school-enterprise cooperation, and build a combination of work-study talent training model. The combination of work-study and talent-cultivation mode is guided by market demand, with emphasis on skills training, emphasizing the cultivation of managerial talents and service-oriented talents with solid professional knowledge, skilled service skills, and comprehensive professional abilities in practical positions. When appropriate, the classroom can be moved to the hotel or the hotel staff can be invited to participate in the teaching process. This kind of teaching model allows students to have more practical opportunities in the real environment, and find their own deficiencies through practice, which in turn promote learning. On the other hand, it helps students adapt to the hotel environment in advance, complete the transition from students to professional people, shorten the adaptation period for graduates, and provide students with opportunities for future employment.

In the daily teaching of hotel English, we can design different situations that may occur in the actual work according to the work links of the hotel's front office, guest rooms, catering, and

recreation, and let the students conduct the training in the training room with simulation. First of all, simulating real work situations and dialogue situations can inspire students' interest in learning and enhance their sense of participation. Students can fully play the main role and apply the knowledge learned in the classroom to the actual situation. Secondly, the setting of the hotel service situation makes the original boring book knowledge vivid, avoids mechanical and repetitive exercises, can motivate the students' enthusiasm for learning, and enable them to fully understand the course of the hotel English course in the future as importance. Finally, in practice, students are divided into groups to allow them to communicate and communicate according to the established situation. Through joint efforts and solidarity, they can develop their communication, coordination and team spirit so that they can experience the joy of success.

The teaching content of hotel English is similar to that of general English. It also includes vocabulary teaching, grammar teaching, common language teaching, and oral and listening teaching. In the past hotel English teaching, most of the teaching methods adopted by teachers were boring teaching style. Especially for vocabulary or reading teaching, teachers usually allow students to repeatedly read, memorize or memorize training. This type of training is boring and has poor results. However, if students can be trained using the contextual teaching model, the students can not only remember mechanically and mentally during the process of knowledge memory and mastery, but also combine scenes and English to make it easier to grasp the hotel's English. The features of logic and practicability in the book are more memory effect, and the mastery of hotel English knowledge is deeper, which helps to improve the quality of hotel English teaching.

2.3 Analysis of Teaching Model Strategy.

The hotel English hotel context teaching model is rich in content. According to the different applications of hotel English, we can divide the hotel English into the front office hotel scene application, the dining room hotel scene application and the recreation hotel scene application. For different scenarios, teachers need to design different situational teaching methods. Therefore, teachers must fully prepare for lesson preparation before preparing for teaching, preparing textbooks, preparing students, and teaching tools. First of all, teachers need to analyze and study the content of hotel English textbooks to find out where the main scenes in this class are, how they can or should be designed, what the contextual teaching process looks like, and so on. Second, teachers need to have a comprehensive understanding of students and understand their personality traits, special skills, English learning foundation, and advantages and disadvantages. Finally, teachers also need to prepare certain equipment and tools for situational teaching in order to better implement situational teaching.

The application of situational approach in employment-oriented hotel English teaching can also take the form of after-school training. Classroom teaching is limited in time. Although situational teaching can improve student learning, it is also a waste of classroom time. Therefore, teachers not only need the students to carry out situational training in the classroom, but also need to require the students to carry out simulation training after class so as to consolidate and improve the effect of classroom learning. After the lesson, the situation simulation training can also be carried out in the form of a group. The teachers give the teams the opportunity to consolidate and improve the training tasks accordingly. The students can make arrangements for their own activities. Finally, the students can write out the detailed steps and feelings of the teaching task in the form of reports. It can also strengthen the teaching effect of hotel English.

In order to cultivate the vocational English skills of vocational students and integrate English language acquisition with job service functions, we have created four different sections for the hotel's front office, catering, guest rooms, and recreational facilities as the situation. Through the practice of these situations, students' hotel English service skills can be improved, including the ability to

communicate and communicate with guests in English, the aptitude of hotel English etiquette services, the practical ability of hotel English services, and the ability to sell hotel products in English, the ability to handle complaints in English, the ability to respond to emergencies in English, and the ability to personalize and innovate in English.

3. Conclusion

Hotel English is a very practical course. In order to increase the employment rate of students, more qualified hotel management personnel are trained for hotel employers. We should reform traditional teaching methods and use contextual teaching methods in hotel English teaching. Based on actual work links, the teaching situation can be flexibly created, students' interest in learning can be fully mobilized, and the quality of teaching and students' English communication skills can be effectively improved to meet the students' future employment needs. Only by continuous reform and innovation in higher vocational education can we develop qualified personnel with both knowledge, ability, and quality to meet social needs.

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