

Analysis of the Practice of Blended Teaching in Tourism English Course

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Abstract: Nowadays higher vocational education is facing a great change. The traditional teaching mode has exposed more and more drawbacks, and the course of tourism English has a close connection with the times, so it also needs to keep up with the times. Since teachers' teaching methods and modes have an impact on the overall effectiveness of teaching, we need to build a blended teaching evaluation system. The purpose of this study is to help students assess their learning in an objective and scientific way, to help teachers optimize their teaching methods, and to increase students' motivation. This paper discusses the applicability of tourism English and proposes measures for the application of blended teaching in this course.

Keywords: Blended Teaching; Tourism English; Applicability; Measures

Introduction

The Internet+ education model has led to continuous changes in the teaching mode to improve teaching efficiency, and its changes have laid the foundation for the cultivation of complex talents. Considering the current online and offline integrated teaching mode, in the process of teaching tourism English, teachers should actively use various teaching resources to optimize students' learning outcomes, really enable students to consolidate their knowledge and experience the fun of practice at the same time, further achieve teaching goals, cultivate high-quality talents and promote the development of tourism.

1. Overview of Tourism English

1.1 Application

Considering the background of globalization development, China has received worldwide attention in the process of tourism industry development. The interest of foreigners in Chinese people is also increasing, which also drives the development of tourism industry. Relevant data research shows that the number of inbound tourists to tourist attractions in China in recent years is as high as 130 million, and this trend also drives the development of tourism English majors, and the market demand for foreign language talents is getting higher and higher ^[1]. The process of teaching tourism English in higher education should equip students with basic language skills, intercultural communication skills, professional knowledge and adaptability so that they can better serve and help tourists and attract more inbound tourists to China.

According to the current state of teaching, many teachers of tourism English tend to use traditional teaching methods, which do not allow students to express their ideas adequately. They only use simple greetings, which affects the tourist experience and makes it difficult to promote tourism. In this regard, we need to use blended learning in teaching to motivate students and help them simulate the working environment. In this way we can improve students' general literacy and practical skills and prevent them from feeling shy when communicating with tourists. At the same time, we need to continuously strengthen students' practical skills and theoretical learning so that they can better use English in their own jobs and provide quality services to tourists ^[2].

1.2 Practicality

Tourism English is a professional and practical subject. Many colleges and universities organize internship activities for students at this stage of teaching activities, which makes the content of students' learning closer to their future work. However, the traditional model of training students in tourism English does not allow students to have the opportunity to meet foreigners, let alone work independently with tourists, which leads to poor teaching results. Based on the blended teaching model, teachers can use the Internet+ to create a realistic teaching situation for students, so as to simulate the scenario of receiving foreign guests. In this way, students can learn to receive tourists in the process of practice, improve their practical skills and lay the foundation for their future work. [3].

2. The practice of blended teaching in tourism English course

2.1 Employing the online platform to promote students' deep learning

The blended teaching model requires the teacher to divide the students into different groups, each group consists of three to five students. The students are assigned roles to find relevant information and conduct further research after the lesson in relation to local tourism resources. The groups are required to determine the key points of the class and make a PowerPoint presentation to the teacher and classmates. Students can also effectively increase their knowledge, further improve their collaboration skills and enhance their tourism English service skills while reviewing information to investigate local resources. For example, teachers can conduct extra-curricular practice activities with famous local tourist attractions. Since tourist attractions are rich in cultural resources and many of them are open to local students and citizens, teachers and students can visit them for free. Such an approach can truly allow students to learn by doing. Teachers can have one of their students take a tour as a guide to local attractions, recommending places to visit and famous tourist cities to explain local folklore and customs, thus spreading the traditional culture of the area. [4].

2.2 Stimulate students' motivation and promote effective interaction

between teachers and students

Based on the model of blended teaching, teachers can design grading for students in the process of classroom development. The teacher should score the students' performance in the simulation process. The teacher should also evaluate each group's learning outcomes in a timely manner, taking into account the students' listening and group performance to give grades. In this way, students can show strong motivation in the learning process, listen carefully and pay attention to the lecture. In addition, teachers need to keep records of class attendance and responses to students' class questions, and encourage students to actively ask the teacher questions when they encounter difficult problems. The group members can also ask the students listening to the class about the content of the report during the debriefing, so that they can better go to check the students' listening to the class. Only when students have studied the modules of the tour activity in depth can they perform better in the debriefing process. [5].

2.3 Using modern educational equipment to enhance the management of the learning process

Teachers should provide targeted training for students at different levels with the blended teaching model. Teachers need to make individual learning plans for students at different levels according to their individual needs and make teaching more detailed. At the same time, teachers should master and use various modern information technologies to monitor students' learning and teach according to their abilities using the online environment. It can also monitor students' learning and provide them with timely guidance. In addition, in the context of blended teaching, teachers should not be limited to examination

papers in the evaluation process. Teachers should evaluate students' progress, classroom performance and learning attitudes. Guiding students to perform in the classroom and making comprehensive developmental assessments of students can better supervise their learning.

2.4 Setting up a virtual learning atmosphere in the online environment

Teachers need to simulate the scene in the classroom as well. By having students switch roles to simulate the whole scenario of a tour guide receiving foreign guests, students can be either tourists or tour guides in this scenario simulation role. The students can be either tourists or tour guides in this scenario. For tourists from different countries, students need to help them solve the problems they encounter during the journey. At the same time, students can also enhance their intercultural communication skills by being in different reception scenarios online and offline. In the process of designing tourism reception, the tour guide service can integrate multiple aspects of daily life, such as clothing, food, accommodation, transportation, entertainment, shopping and travel. One of the scenarios can be set to arrange hotel accommodation for tourists, receive foreign countries at the airport, and introduce local folklore and attractions to tourists. Then, the teacher can also evaluate the students' performance and let them make a microfilm to upload to the teaching homepage for other students' reference and learning ^[6].

3. Combining flipped classroom to carry out vocabulary teaching

When we combine the teaching practice, we can find that the flipped classroom teaching mode is more applicable to the teaching of tourism English in the teaching process. Since this English subject is a professional English, the purpose of teaching vocabulary is to train students to be more proficient in using English in the process of tourism development. However, the vocabulary involved in this subject is complex and difficult for students to remember, and many of the scenarios require specific vocabulary and phrases to explain. For example, during the pick-up process, we often encounter various vocabulary such as Board pass and Baggage claim area. In the hotel check-in process, we often encounter check out, check-in and other vocabulary. If students can't remember these vocabularies, they will easily have misunderstandings and problems. Therefore, in the process of teaching tourism English, teachers can use the flipped classroom teaching mode to summarize the objectives of vocabulary learning for students, help them sort out, expand and categorize these phrases, and make PPT classroom materials for students to watch. By using pictures, students can better understand the mathematical content and strengthen their memory.

Conclusion

In summary, teachers should recognize the wide range of applications of the subject based on the tourism English curriculum in the process of blended teaching. Teachers need to create online and offline teaching for students to fully motivate them to learn so that the interaction between teachers and students becomes closer. When using the online environment to set up a contextual learning environment, we need to combine the flipped classroom with various ways to make the teaching of tourism English more effective.

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