

Reform and Development of English Courses for Hospitality Management Majors

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Abstract: The rapid development of China's economy has led to the rapid rise of the hotel industry. Such a demand puts forward higher requirements for students graduating from this major. Solid professional knowledge and service skills are required, as well as an international perspective, cross-cultural communication and strong foreign language skills. The English course for hospitality management is an important core course to achieve professional training goals. The teaching of the course must be student-led. From the rational use of teaching methods, model structure, teaching material selection, assessment and other aspects to promote the development of English courses. In this way, students can effectively improve their cross-cultural communication skills and foreign language skills, and lay a solid foundation for future high-star hotel service and management.

Keywords: Hospitality Management; English Course; Reform and Development

1. Introduction

With the rapid development of China's economy and the deepening of international standards, the hotel industry has begun to become one of the most internationalized industries in China. The internationalization trend of the hotel industry puts forward new requirements for hotel management professionals: although solid professional knowledge and service skills of hotel management are the most basic foundation, international vision, cross-cultural communication skills and foreign language communication skills also put forward higher requirements for hotel professionals. As a compulsory course for hotel management students, the English course for hotel majors plays a vital role in cultivating high-end front-line employees of five-star foreign-related hotels. English is known as an important test of employee hierarchy and level. Therefore, as a hotel management student, in addition to mastering the service knowledge and operational skills necessary for front-line service departments such as hotel front desk, housekeeping, and business services, it is also one of the essential skills to be able to speak simple and fluent English with guests. Therefore, improving the university English proficiency of hotel management students is a top priority, especially to develop students' listening and speaking oral skills.

2. Current situation and existing problems of English courses in university hotel management

2.1 Teaching modes and methods

The university English teaching of hotel management has always been a teaching mode centered on teachers in the classroom and passive learning by students. The class basically follows the traditional teaching mode: the teacher speaks, the student remembers. Students blindly listen to the input, if there is no opportunity to practice and apply in real life, timely review and consolidation, it is difficult for students to digest the knowledge they have learned. Under the influence of this teaching model for a long time, students do not have the opportunity to really apply the English knowledge they have learned, or to speak English, which seriously hinders the development of their language application ability and creative thinking.

2.2 Teaching content

Now is the information age, the Internet age, developed information sharing, everything is developing rapidly, and so is the renewal of education. However, some of the teaching content and dialogues in the selected teaching materials are no longer suitable for the practical use of today's star hotels. The way to deal with the problems described in it is no longer the most appropriate practical

solution. The main reason for this is that many hotel English textbooks were written earlier and the content is relatively old. Although some textbook versions have been updated, the content of the textbook has changed less, which is difficult to meet the current hotel service reality and cannot meet the needs of international talent training. This results in ineffective or inefficient classroom learning. If the knowledge learned cannot be applied, the meaning of teaching will be lost.

2.3 Fundamentals of English for students

Since students come from different regions and different schools, their English level varies greatly. For example, students have a poor grasp of English grammar. For Chinese students, due to the very big difference between English grammar and Chinese grammar, they often encounter a lot of difficulties when learning English grammar. Moreover, there is a very big difference between English grammar and Chinese grammar, which makes students with poor foundation lack the entire English language structure, so they will encounter a lot of difficulties in the final sentence formation and writing. There are also many students who do not have enough word mastery. In English learning, words are the most basic, vocabulary accumulation is not a day or two can be completed, it takes years of accumulation and learning. Only by having a certain vocabulary can we ensure that the English learning is smoother in the future, and there is more room for improvement. At first, I became completely disgusted with learning English, and my grades became worse, eventually forming a vicious circle of learning English. In this way, it is difficult to cultivate unique talents that meet the needs of star hotels. Today's star hotels need talents who can carry out all-round development of foreign exchanges, and English not only needs a solid theoretical foundation, but also needs to continuously improve spoken English. China's English education has always adopted traditional test-taking education, students basically only do questions, real communication, oral expression skills are relatively weak.

2.4 Methods of assessment

The examination evaluation system is incomplete and unreasonable. Due to the influence of exam-oriented education, the assessment system of university English education has long followed the assessment standards of the traditional university system, and the grade distribution of hotel English courses in many schools is half of the usual grades and final grades. The key to language is communication and communication, and hotel English is even more so, so the focus of the assessment should be on the completion of each task in the usual time, and then give points, rather than taking the test at the end of the usual period. It does not only focus on students' traditional reading and writing skills, but does not reflect students' oral proficiency. If it is only an oral test, many students memorize the conversation according to the content of the test before the test, which is more subjective.

3. Reform of English courses for hotel management majors

The hotel management major is a highly practical major, which not only requires students to have good basic knowledge, but also has flexible on-the-spot response ability and fluent oral expression. The school should also equip the wine management major with more room training rooms, western food training rooms, coffee, bartending laboratories, etc., so that students can experience the real hotel work life in the school. With real experience scenarios, the English needs and skills requirements of each position, students can integrate the English they have learned with professional knowledge. Let students really enter the hotel, let them truly become the staff of the hotel, and actively participate in the front line of the work. During the entire internship period, they will encounter problems that are not in school and books, learn knowledge outside textbooks, find out their own learning gaps, and accumulate better hotel English. When they return to school, they will be able to have a clearer goal and fill gaps.

4. Reform Methods for English Courses in Hotel Management

4.1 Selection and preparation of teaching materials

In order to adapt to and keep up with the times and the development of the industry, the selection of teaching materials should comprehensively and accurately explain the basic purpose, service procedures and requirements of hotel service and management, and should be equipped with high-quality audio and video. The teaching materials for English courses in hotel management should also be compiled according to the requirements of the major and the use of the hotel management major. Teachers should also flexibly adjust the content of teaching materials, classify and rearrange according to professional conditions, and reasonably arrange the teaching order and teaching content. In addition to rational use and arrangement of imported and existing teaching materials, professional teachers can also be actively encouraged to prepare teaching materials, and the enthusiasm of teachers can be stimulated through the preparation of teaching materials. Teachers take the initiative to work with hotels to give better guidance to students by understanding and exploring the needs of the current hospitality industry.

4.2 The use and combination of multiple teaching methods

In university English teaching, it is necessary to break the single listening method, and use new teaching concepts and methods, and

apply advanced educational technology and teaching methods. Multiple teaching methods should be used and combined, such as teachers choosing MOOCs for classroom teaching. Through the platform, you can first send the content that needs to be previewed, ask students to pre-study and learn independently within a specified time, teachers can pay attention to students' learning progress and completion in time, and even answer questions online in time, which can improve classroom efficiency and save class time. At the same time, teachers can set up corrections in the marking office to be visible or invisible to all students. For typical mistakes, set to visible and carefully commented, so that students can correct them in time, and also strengthen the interaction between students and teachers, students and students, and increase the enthusiasm for learning English. Teachers can also post "discussion posts" in the discussion board module on the course homepage for students to discuss independently. The answers provided by students can be seen and evaluated by each other, making English learning an interactive thing. With the rapid development and wide application of modern educational technology, it has injected vitality and vitality into the teaching mode reform of "Hotel English" courses. Teachers can also analyze students' learning weaknesses and topics of interest through the platform, and introduce teaching content in class to guide weak links.

4.3 Improvement of the training environment

The university's hotel management professional training room is very important for hotel management students, and the school should actively apply for the construction of the training room according to needs and multiple channels, including the English training room, to provide students with places and opportunities for practical training and practice. The host school should also actively provide construction financial support; including long-term internship hotels can also provide funds for training students or material support for the hotel department. The teaching part of the English course for hospitality management majors can be practiced in specific, situational training rooms. This allows students to quickly adapt to the processes and departmental aspects of the hospitality industry and prepare them for seamless transitions.

4.4 Improvement of assessment methods

Traditional English tests are mainly written tests, and the test papers often focus on students' grammar, professional vocabulary mastery and translation, writing and reading comprehension skills, while neglecting listening and speaking assessments. The English course of hotel management major should break through the single theoretical knowledge assessment, pay attention to the needs of the industry, increase the proportion of daily process assessment and mid-term assessment, and also establish knowledge points for each unit or small module for online testing, and draw lots in small groups for situational exercises, so that the assessment content is not limited to the written test. The usual assessment can be diversified, such as allowing students to present in class, and can also make groups discuss topics, paying attention to reserve time for students to prepare relevant materials in advance. Diversified assessment methods are conducive to improving students' enthusiasm and teaching effectiveness.

5. Summary

The development of globalization has accelerated the development and reform of China's hotel industry. Only by changing the traditional teaching model and being employment-oriented can we meet the demand for English talents in the hotel industry. At present, the current situation of English courses for hotel management majors in universities is aimed at improving English ability, so corresponding countermeasures and measures should be taken to reform the curriculum accordingly in order to adapt to the development of modern higher vocational education, cultivate complex comprehensive talents who adapt to the development of the hotel industry, and cultivate good hotel English.

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