

# Research on the Practice of Whole English Teaching of Tourism Consumption Behavior from the Perspective of Cultural Tourism Integration

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**Abstract:** The English course of tourism consumption behavior not only pays attention to the study of students' basic theoretical knowledge, but also pays attention to strengthening students' English expression ability. Under the background of the integration of culture and tourism, we should face up to the language problems faced by students majoring in tourism management, clarify the needs of English teaching for tourism consumption behavior, and emphasize the innovation of curriculum content and teaching methods. To cultivate interdisciplinary talents of 'tourism + foreign language' with cultural characteristics, and to promote the English teaching of tourism consumption behavior to meet the new requirements of the new era.

**Keywords:** Cultural and Tourism Integration; Tourism Consumption Behavior; Whole English Teaching Practice

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## Introduction

The new era of cultural tourism integration has put forward higher requirements for the cultural quality of tourism industry and tourism talents. Adopting English teaching is one of the main channels for cultivating high-quality, highly skilled, and innovative talents with international perspectives and abilities, which puts higher demands on the teaching support capabilities of teachers and schools<sup>[1]</sup>. In recent years, the internationalization of higher education in China has led to rapid development in English language teaching for professional courses. However, some scholars have found that there are problems with poor teaching effectiveness and low teaching quality in English language teaching for professional courses at different levels of universities in China<sup>[2]</sup>. Therefore, in the new era, it is necessary to innovate English textbooks and teaching models for tourism consumption behavior based on the integration of culture and tourism, improve the practicality of English teaching for tourism consumption behavior, enhance students' cultural cultivation, and enhance their ability to inherit, promote, and disseminate local culture.

## 1. Necessity of Conducting English Teaching in Tourism Consumer Behavior

The Ministry of Education clearly stipulates that in order to adapt to the challenges of economic globalization and technological revolution, undergraduate education should create conditions to use foreign languages such as English for public and professional teaching. Conducting English teaching, establishing advanced international education concepts, and steadily promoting international education practices have become a common choice for many universities. Under the strong impact of the current trend of studying abroad being mainstream and advanced, domestic universities can only learn from Hong Kong's experience of internationalization and gradually expand the enrollment proportion of international students in order to cope with the global competition situation of higher education, seek survival and development, and retain their own students. In addition, the knowledge framework system of the tourism consumption behavior course comes from the West, and it is necessary to read the original English textbooks to fully master the subject system and the latest theories. Therefore, the construction of an English teaching course on tourism consumer behavior can better cultivate students' mastery of international cutting-edge tourism professional knowledge, cultivate innovative and internationalized tourism talents in the tourism field, and lay a solid foundation for future application of professional knowledge and professional work.

## **2. Problems in English Teaching of Tourism Consumer Behavior**

### **2.1 Teachers' English teaching ability needs to be improved**

On the one hand, in actual teaching, there is a lack of teachers who possess sufficient professional knowledge of tourism consumption behavior and are proficient in relevant cutting-edge research trends, as well as the ability to use English for full teaching. On the other hand, English teachers' issues with English pronunciation, fluency, and dialect accent can have a significant impact on teaching effectiveness<sup>[3]</sup>, affecting the true transmission of teaching course content and thus affecting students' correct understanding. Therefore, how to solve the problem of teacher shortage and improve the teaching ability of teachers has become an urgent task to further promote the smooth implementation of all English teaching of tourism consumer behavior.

### **2.2 Participation of students is not high**

Tourism consumer behavior is an interdisciplinary new discipline that requires students to have a certain reserve of relevant professional knowledge as the foundation. English teaching puts higher requirements on students' English proficiency. However, in classroom teaching, the phenomenon of students' English proficiency stratification is quite prominent, and there are significant differences in their ability to accept English teaching. Students mainly focus on passive "understanding" of course content, rather than actively participating in English teaching activities, and it is difficult to understand professional theoretical knowledge with English thinking. At the same time, reading the original English textbook of Tourism Consumer Behavior is quite difficult for them.

### **2.3 Content of English textbooks lags behind**

From the perspective of textbook selection, the English teaching of tourism consumption behavior is facing the dilemma of both being unsuitable for foreign textbooks and lacking local textbooks, resulting in a relatively lack of English textbooks suitable for students to learn tourism consumption behavior. Meanwhile, domestic research is still in its infancy. In the context of the continuous iterative development of information technology, consumer behavior is constantly changing, and existing English textbooks on tourism consumer behavior cannot be updated in a timely manner. Moreover, the original English textbooks are based on foreign consumer culture, lacking relevant background knowledge about domestic consumer culture.

### **2.4 Teaching mode is single**

In terms of teaching methods for tourism consumption behavior, teachers only focus on lectures and use multimedia courseware as a supplement to provide language explanations and explanations in order to ensure the smooth progress of the course. The professional knowledge points that need to be learned in this course are listed on the courseware. Students can help understand the key points taught by the teacher by reading the English content on the large screen. However, there is a lack of interaction between teachers and students, and there are language barriers. This teaching model is difficult to mobilize students' enthusiasm and initiative, and the entire teaching model is not flexible enough.

## **3. Practical Measures for Teaching Tourism Consumer Behavior in English from the Perspective of Cultural and Tourism Integration**

### **3.1 Improving teachers' comprehensive ability in English teaching**

On the one hand, teachers should conscientiously prepare for lessons. In class, teachers can explain the similarities and differences between China and the West in clothing consumption, food culture and housing consumption in a lively and interesting way from the perspective of the differences between Chinese and Western consumer cultures, and make timely adjustments through classroom feedback after class. On the other hand, teachers should also actively participate in English teaching training and further education activities, actively seize the opportunity of overseas visits organized by schools, continuously update their professional knowledge reserves, and improve the comprehensive level of English teaching.

### **3.2 Constructing an incentive mechanism for students to participate in English teaching**

In the classroom, by setting scenarios that are suitable for students' daily tourism consumption process, guiding students to play different roles, encouraging students to dare to use English for simple conversations, and providing explanations of professional knowledge during the interaction process, students can deepen their understanding and memory of professional knowledge, and achieve a combination of theory and practice teaching. For students with excellent performance, corresponding bonus points can be taken to motivate more students to actively participate in English teaching. At the same time, teachers should also take into account the learning needs of students at different levels, create a comfortable English classroom learning environment, and improve students' acceptance of English learning<sup>[4]</sup>.

### 3.3 Actively promoting the construction of English textbooks

According to the characteristics of timeliness, representativeness and adaptability of the textbook, the composite pattern of the original textbook and the preparation of handouts is adopted. In terms of content, it is necessary to make some choices and keep up with the times by using the latest version of the original English textbook on tourism consumption behavior learning. On the basis of the original English textbook, it is necessary to integrate the characteristics of domestic consumption culture and write lecture notes that are suitable for students to learn better. In addition to incorporating the characteristics of domestic consumer tourism consumption behavior and tourism consumption culture, it is also necessary to incorporate different consumption cultural customs and taboos from Western countries.

### 3.4 Promoting diversification of teaching methods

In the English teaching activities of tourism consumption behavior, according to the nature of the English curriculum of tourism consumption behavior, the mixed teaching method of “adjusting measures to the conditions of the curriculum” should be flexibly adopted. At the same time, the essence of the problem oriented teaching method of “taking teachers and students as the common center” and the task driven teaching method of “taking students as the main force and teachers as the auxiliary force” in teaching practice need to be absorbed<sup>[5]</sup>. In practical teaching practice, multimedia teaching is chosen as the main teaching method, supplemented by motivational teaching, interactive teaching, and heuristic teaching (as shown in Figure 1), and various teaching methods are flexibly combined to help improve the overall teaching effect.

## 4. Conclusions

Through continuous high-quality teaching practice, optimizing textbook content, and integrating the unique consumer cultures of China and the West in the teaching process, students are guided to realize the importance of cultural connotations, firmly grasp professional knowledge of tourism consumer behavior, have a more international perspective, strengthen their cognitive ability, and meet the development needs of the tourism industry in the context of cultural tourism integration.

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