

Exploring the Teaching Problems and Patterns of“Thai Language for Tourism”Course for Thai Language Majors Based on OBE Concept

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Abstract: The OBE concept emphasizes“student-centered”,and teachers’teaching philosophy should gradually transition from teaching centered to student-centered.In the background of new liberal arts,foreign language majors should grasp the purpose of interdisciplinary and cross-fertilization innovation development,clarify the connotation of the discipline development of foreign language majors,clarify their own schooling characteristics,and cultivate application-oriented talents.The course“Thai Language for Tourism”set by Thai language majors has realized the integration of“profession and skill”.However,at present,there are many problems in the teaching process of this course,such as unclear teaching objectives,single teaching material,focusing on theory,teachers as the main body,students without interest and goals,etc.This paper focuses on exploring the“theory and practice”teaching mode of the course and exploring the positive output of teaching.

Keywords: OBE Concept;Thai Language Teaching;Thai Language for Tourism

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In the 1980s,the United States began to adopt an educational model called OBE,which used teaching outcomes and student ability improvement as evaluation criteria for teaching quality.OBE,also known as“outcomes-based education”,is an exploration and reflection of the new era of higher education institutions to improve talent cultivation and teaching quality by making teaching objectives clearer,teaching contents more realistic and teaching methods more systematic.The OBE concept has attracted much attention in recent years because it coincides with the needs of the times of information technology change,with the needs of society for talent quality,and with the real needs of learning individuals to cope with social challenges.Based on the OBE theory,this paper focuses on analyzing the existing problems and exploring a reasonable and scientific course teaching model from three perspectives:teaching materials and objectives,teaching contents and methods,and students’individual goals and needs in the teaching process of the course“Thai Language for Tourism”.

1. Problems of“Thai Language for Tourism”Course at This Stage

1.1 The course teaching materials are relatively few and the objectives are not clear.Textbooks are developed jointly by teachers and students,and after investigation and comparison,there are fewer textbooks for Thai language tourism in China.There are mainly“Thai Language for Tourism”,one of the series of tourism foreign language books edited by Groll,J.and Schmid,W and translated by Wen Ze in 2003;There are also“Thai Language for Tourism”edited by She Bingying and Deng Zhengrong in 2013 and“Practical Course in Thai Language for Tourism”edited by Duan Zhaoyang in 2021.In practice,some teachers use the Thai textbooks they have collected or use the materials and courseware they have compiled to teach.From the existing textbooks,the time interval between the publication of the textbooks is long and few,and the objectives of the textbooks are both to cultivate the ability to express the conversation in

tourism communication situations at the basic stage and to cultivate the skills of tour guide and the ability to explain and recommend products at the specialized stage. The contents of the textbooks cover clothing, food, housing and transportation, sightseeing, shopping and entertainment, fitness and medical care, introduction to attractions and special products. The textbooks have their own advantages and provide learning materials and references for major higher education institutions. If only a single textbook is used, there are limitations in the content of the lectures. Different schools have different Thai language majors in terms of student source, school orientation and cultivation goals. There are slight differences in the employment direction or ability goals of Thai language graduates trained. Most of the higher vocational colleges and universities offer “Thai Language for Tourism” course to senior Thai majors, the starting point of which is to cultivate students’ expertise. The objective of cultivating talents for the tourism industry or Thai language tour guide is achieved by organically combining foreign language and skills to better play the role of language tools. However, the specific teaching process is not strong enough to achieve the goal, resulting in a low degree of goal attainment and failure to cultivate talents who meet the training objectives.

1.2 The teaching content focuses on theory, and the teaching method is single. Most teachers of this course are unable to grasp the characteristics of the course “Thai Language for Tourism” and construct a scientific and reasonable teaching content and mode due to the limitations of personal education background and work experience, and lack of professional knowledge and practical skills in tourism compared to the major. During the teaching process, they often imitate the teaching methods of their own teachers, mainly based on the teaching materials, and finish the teaching of the course in the form of translation and reading. Given the limitations of the knowledge and structure of the material, students are able to gain knowledge of contextual dialogues, sights and commodities through the course. However, students are not able to take full initiative and motivation in learning due to less practical training. Teachers are not motivated to take the initiative to learn across disciplines, think inertially, and teach in traditional ways, and are unable to innovate and change in their teaching. The teaching content of the course does not adapt to the needs of society, and the teaching methods are unchanged, which makes the course unsatisfactory to teach.

1.3 Students lack interest orientation and have no learning goals. Most students generally passively accept the course knowledge imparted in the classroom, and the lack of clear theoretical and practical training requirements and learning objectives for each lesson during the teaching process can lead to a lazy mentality, a lack of subjectivity, and a coping style in completing learning tasks. Without practical training, students are unable to master the knowledge and skills related to Thai language interpretation and tour guide business, resulting in a general belief that the course only requires grades and neglects the skills that should be mastered. For current vocational colleges, students who only master tour guide knowledge without solid language introduction skills or only have the language ability to explain tourist attractions without understanding tour guide practices and operations would make their knowledge single and one-sided, and knowledge and skills cannot be organically combined. After graduation, they would lack confidence and ability to engage in tour guide related industries. They are not interested in the course or the tourism industry before, during and after the course and do not want to work in the industry in the future.

2. Exploring the Teaching Model of “Thai for Tourism”

The teaching mode of this course needs to have clear goals, with teachers as the lead and students as the main body, use textbooks well, allocate phased tasks well, pay attention to theory and practice, master knowledge and skills, and ultimately cultivate relevant talents in the tourism industry.

2.1 Clearly cultivating practitioners in the tourism industry and Thai minority language tour guides: Students need to master foreign language communication language in tourism and basic skills in explaining tourist attractions. In addition, they also need to master knowledge and basic skills in tour guide practice and operation, in order to improve the ability requirements for students in teaching. If one is a Thai minority language tour guide who receives Thai tourists, he not only needs to master tour guide skills, but also has solid language skills. One should have an understanding of traditional Chinese culture, basic knowledge of local tour guides, policies, laws and regulations, tour guide business, and the professional qualities of tour guide practitioners. Therefore, the course should closely focus on the cultivation of knowledge literacy and skills towards the goal. The teaching materials for this course should include language for daily tourism communication, introductions to important tourist attractions, explanations of specialty products and traditional culture, and practical tour guides. Local universities can be based on local construction and development strategies to cultivate talents who can contribute to the development of the national and local tourism industry.

2.2 Emphasizing language practice training to achieve foreign language and skills: Teachers, especially young teachers, who are engaged in small Thai languages, should improve their personal teaching ability and innovate teaching methods, actively think about their own career planning, and actively explore ways to improve the training of applied talents in curriculum teaching. The reform

of education and teaching requires teachers as pioneers in practice, responding to the requirements of the times and establishing the concept of cultivating applied talents. Teachers should be role models of lifelong learning and maintain interdisciplinary knowledge. Due to the strong professionalism of the Thai language for tourism curriculum, it requires high professional knowledge from teachers. Teachers should highlight the teaching effectiveness of the course “Thai Language for Tourism” in their teaching, expand students’ knowledge, assign practical training tasks to students in a timely manner after theoretical classes, let students find local scenic spots for explanation and training, scientifically combine theory and practice, and increase the practical proportion to 50% or more.

2.3 Encouraging students to be the main body of theoretical learning and practical training: In the teaching process, people should focus on cultivating students’ international vision, cultivating students’ ability of cross-cultural communication, stimulating students’ interest in Thai language for tourism, and giving full play to students’ subjective role, so as to cultivate students with the skills of speaking and reading in the tourism industry. The scope of knowledge can be expanded to cultural and scenic spots in China, Thailand, and even the world, in order to better understand the tourism industry and its characteristics, and cultivate students’ dialectical thinking. In addition, students can be given a deeper understanding of tourism and the tour guide industry by conducting tourism-related apprenticeships and internship activities or lectures, communicating with and learning from tourism practitioners, entering attractions for simulated lectures, and encouraging students to obtain tour guide qualifications in order to improve their employment competitiveness.

OBE emphasizes that the curriculum and content, teaching and process, as well as the assessment and evaluation of students by teachers should be consistent with the training objectives at all levels. Teachers need to develop weekly language and practical training requirements based on the number of learning weeks, strictly follow the plan, and improve the curriculum teaching evaluation mechanism. The course of “Thai for Tourism” is obviously disconnected from the goal of cultivating applied talents according to the previous indoctrination teaching method. In the future teaching, teachers should fully stimulate students’ interest in tourism industry, make clear the goal of cultivating tourism practitioners and Thai tour guides, and let students actively play the main role, master tourism knowledge and explanation skills, and improve intercultural communication skills. In addition, efforts should also be made to build new forms of teaching aids such as micro-classroom and new platform of Internet teaching, and actively explore the innovation of teaching mode of this course.

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