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On the Application of Experiential Teaching in Vocational Tourism English Teaching

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Abstract: For vocational tourism majors, English is very important for this profession. However, under the traditional education model, vocational English has many drawbacks, such as not being student-centered in teaching and adopting a blindly "imparting" model, which hinders students' self-development. These have hindered the cultivation of modern vocational and technical talents and have a negative impact. In such a situation, it is necessary to take certain innovative educational reform measures, increase the teaching reform efforts of teachers, continuously practice in the actual teaching process, and strive to improve teaching effectiveness. Taking experiential teaching method in vocational tourism English teaching as an example, exploring the improvement of teaching quality in vocational English through application.

Keywords: Secondary Vocational Classroom; Experiential Teaching; Vocational Tourism English.

1. Introduction

In recent years, with the rapid development of China's tourism industry, the volume of inbound and outbound tourism business has greatly increased, and the demand for tourism talents in the tourism market is also increasing, especially in the field of tourism English. In order to cultivate foreign-related tourism talents that meet the current social needs, secondary vocational schools need to focus on improving students' English proficiency.

In the vocational education model and system, the goal of cultivating students is to cultivate high-quality talents with certain professional skills. Under this educational philosophy, some non professional courses are often overlooked by schools and teachers, and there is no high standard and requirement for teaching quality and level. This leads to the teaching quality of some courses not being sufficient to meet the needs of students in future work. The teaching of vocational English is mainly based on the actual needs of students entering society in the future, mainly to cultivate their practical communication skills, which is more important for vocational tourism majors. Students may need to face various different languages in their future work positions, and it is necessary to master English, a widely used language. Firstly, teachers should take it seriously, improve their professional knowledge and teaching level, enhance students' interest in learning English, take students as the main body, comprehensively improve classroom quality, innovate educational models, and experiential teaching method is one of the innovative educational models, which has great advantages and needs to be applied in teaching.

2. Literature Review

2.1. The Definition of Experiential Teaching

Experiential teaching is a process in which teachers create a certain learning atmosphere, adopt appropriate teaching methods, and students can directly construct knowledge, master skills, and improve abilities. In a relatively relaxed and authentic language environment, students actively participate in classroom activities, gradually changing their reliance on rote memorization and outdated learning methods, stimulating their need for expression, and guiding them to think diligently, express themselves well, and speak actively in the classroom[1].

2.2. The Characteristics of Experiential Teaching

2.2.1. Firsthand Experience

Experience literally means experience, and experiential learning is the basic characteristic of experiential teaching. Experience is a behavior closely related to life and life, therefore it is related to the subject's own experience. In experiential teaching, teachers should allow every student to "experience" the knowledge points, attach importance to communication with students, understand their different views on this experience, and ensure teaching effectiveness[2].

2.2.2. Situational

Experiential teaching, in a certain context, the more vivid the experience of the situation, the more students can experience it. In daily English teaching, it is necessary to create teaching scenarios based on actual situations, linking semantic expression with context, in order to stimulate students' pragmatic communication purposes, enabling them to understand language knowledge through observation, summary, and reflection, and be able to apply it to daily life.

2.2.3. Interactive Quality

Interactivity refers to the interaction between students and teachers in the classroom, where teachers ask questions and students actively and enthusiastically speak up. The classroom atmosphere is lively, highlighting the student-centered role. Teachers guide students to learn, fully stimulating their willingness, willingness, and ability to learn. They encourage students to think more and improve the effectiveness of classroom teaching.

3. Problems in Teaching Tourism English in Vocational Schools

In our country, it is not easy for teachers to teach English and for students to learn English. At present, the English

learning status of vocational school tourism service students is not satisfactory, and there is still a certain gap between their English proficiency and the requirements of employers. This article analyzes the reasons from multiple perspectives as follows.

3.1. From the Perspective of Students

Vocational school students have a weak foundation in English. Vocational school students have not studied English for a long time, and the English knowledge they have learned in the three years of junior high school is not much related to tourism. The knowledge they have learned is mostly used to cope with exams, and their English foundation is relatively weak. In addition, their learning ability is not strong, their acceptance level is limited, and they lack the correct guidance for English learning. After entering vocational school, there is a lack of language learning atmosphere, and English learning is difficult. Students are more likely to have the idea of giving up English.

Vocational school students have low interest in learning English and lack confidence. Vocational school students enter vocational colleges after the third year of junior high school, and are unable to enter regular high schools for learning. Many students are in a very confused state, without clear career plans, have low interest in learning tourism English, and are not clear about the importance of learning English[3]. Most vocational school students are in sensitive adolescence and have a strong sense of self-esteem, so many students are unwilling to speak English, afraid of speaking non-standard and losing face. Learning English requires practicing speaking more. If students lack confidence for a long time, refuse to participate in systematic practice, and fail to develop the habit of speaking, it will lead to the inability to carry out basic communication.

3.2. From the Perspective of Teachers

Vocational English teachers lack systematic training. Under the influence of traditional teaching concepts, vocational school teachers tend to confuse vocational school students with ordinary high school students when analyzing learning situations, lacking a correct understanding of vocational education, forming a subject centered understanding, and focusing solely on the teacher's teaching rather than the student's learning. Some teachers themselves do not have sufficient mastery of tourism related professional knowledge and are good at teaching English instead of tourism English, resulting in a deviation between the knowledge taught and the teaching objectives.

Vocational English teachers focus on theoretical knowledge. Vocational English teachers pay attention to the requirements of vocabulary and memorization of texts, in order to achieve the goal of exam oriented education. Most students can only remember some isolated and simple words after an English class. English teaching still relies mainly on the traditional form of "cramming", with a relatively single form and insufficient content. The classroom mainly focuses on teachers teaching textbook knowledge, and student participation in the classroom is relatively low[4]. For practical English such as tourism English, the teaching objectives should focus more on the exercise of students' listening and speaking abilities.

3.3. From the Perspective of the School

Textbooks lack innovation and cannot meet social needs. The continuous development of society has put forward new requirements for students' English proficiency, and the speed of textbook updates has not kept up with the pace of changes in professional needs. There are countless types of tourism English textbooks that have been published, with varying levels of proficiency. The difficulty of selecting textbooks in many vocational schools does not match the actual abilities of students, and the content is not closely related to their future employment opportunities. Choosing a suitable textbook for schools can be challenging, and many vocational schools are still exploring it[5].

The course design is not reasonable enough. The curriculum of vocational schools tends to focus more on professional courses, and there are not many English course arrangements. The school needs to strengthen its emphasis on English teaching. The school overly emphasizes employment orientation, focuses on training students in tourism service knowledge and skills, and does not attach enough importance to cultural courses such as English. Instead, it uses more written tests for assessment, which cannot reflect the comprehensive English ability of students majoring in tourism English[6].

3.4. Social Perspective

The overall social recognition of vocational education development is not high. Compared to some developed Western countries, vocational education in our country started relatively late, with a relatively low starting point, and is still in the primary exploration stage. For a long time, constrained by traditional thinking, people have formed a narrow classification of orthodox education and unorthodox education, and there is prejudice against vocational education. This naturally leads to a common phenomenon of emphasizing general education and neglecting vocational education. The development of vocational education still faces many unfavorable factors[7].

4. Strategies and Suggestions for Improving the Effectiveness of Experiential Teaching in Vocational Tourism English Teaching

4.1. Strengthen the Cultivation of Teachers' Professional Qualities and Improve the Quality of Experiential Teaching

The tourism major in secondary vocational schools is developing, and the requirements for experiential teaching are becoming increasingly high. The tourism industry places high demands on students' abilities. The changing external environment requires vocational tourism teachers to continuously learn and improve, strengthen their job competence, and prepare for teaching and education in the new era, making achievements from it[8]. The growth of teachers depends on themselves, and more on the cultivation of secondary vocational schools. Guided by the cultivation of "double qualified" teachers, diversified training is launched. The training content involves experiential teaching and teaching organization, teaching communication, teaching mobilization, etc., to strengthen professional teachers' practical skills, arm teachers' minds

through theoretical teaching and improve the progressiveness and cutting-edge nature of teaching ideas, regularly organize teaching and research activities, expert seminars, and complete experience sharing and knowledge reserves.

4.2. Optimize Teaching Content and Method Design to Enhance Students' Interest and Motivation in Learning

At present, the rapid development of the tourism industry means that change is happening at all times. To cultivate talents who keep up with the times and improve the efficiency of experiential teaching, we cannot have high expectations for fixed and unchanging textbook content. When carrying out experiential teaching, textbook content needs to be adjusted accordingly, removing outdated and industry development content, opening up new areas, and complementing experiential teaching. In addition, the flexible application of various teaching methods can fully stimulate students' interest in learning and awaken their enthusiasm for experience.

4.3. Optimizing the Teaching Environment and Deepening the Teaching Experience of Students

Whether students can gain authentic and diverse experiences in the course, and whether their hearts can be touched to stimulate more emotions, are all influenced by the external environment. Based on this, vocational tourism teachers, with the strong support of their leaders, wholeheartedly optimize the teaching environment, introduce advanced teaching equipment, reserve a large amount of diverse teaching materials, and support teachers in carefully designing and implementing experiential teaching plans. For example, combining dynamic and static teaching content can help and enrich student situational experiences in creating scenarios[9]. In addition, establish a standardized laboratory with two types: virtual laboratory and conventional laboratory. Among them, conventional laboratories are used for conducting catering management experiments and front desk room management experiments, while virtual laboratories rely on advanced equipment and technology to create realistic scenarios and serve students to obtain realistic experiences. Finally, jointly establish a practical training base with partner enterprises to provide venue support for tourism professional teachers to carry out experiential teaching and further deepen the learning experience of students[10].

5. Conclusion

Experiential teaching emphasizes teaching by doing, learning by doing, and making progress by doing. Tourism English itself is highly practical, and experiential teaching methods are more effective in fully utilizing the advantages of English language use, closely linking language with majors. It reflects the practicality and applicability of tourism English, and is a good teaching method. The position of vocational tourism English in vocational education is very important, and experiential teaching methods can effectively achieve this goal. Experiential teaching plays an important role in the teaching of tourism English in secondary vocational schools, which is conducive to the cultivation of innovation and social practice abilities of secondary vocational students, as well as the development of emotional attitudes and values. In the implementation process, compared with traditional teaching methods, experiential teaching is more effective. The application of experiential teaching in vocational tourism teaching can fully mobilize students' enthusiasm for learning English and improve the practicality of tourism English teaching. Teachers should constantly summarize the experiences and lessons learned in experiential teaching, enrich experiential teaching activities, and maximize the enthusiasm of students to participate.

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