

Application of Situational Teaching Method in Oral Tourism English Teaching

Ji XIAO

Changsha Vocational & Technical College, Changsha, Hunan, 410217, China

ABSTRACT. Situational teaching method is a kind of teaching method that can simulate real life situations and stimulate learning interest with real situations. It is a new teaching method in the education field and is widely used in teaching of various subjects. In recent years, China's tourism industry has developed rapidly, especially in the international market. In order to meet its needs, many higher vocational colleges set up tourism English major. The practicality of tourism English puts forward higher requirements on the students' actual communicative ability and practical ability to use English. Tourism English is a professional foreign language with strong practicality. In the process of teaching, it is necessary to input some situations that students will encounter in their practical work, so it is very important to combine theory with practice. This paper analyzes the advantages of situational teaching method, then discusses the characteristics of tourism oral English teaching in higher vocational colleges, and finally puts forward the specific application of situational teaching method in tourism oral English teaching in higher vocational colleges.

KEYWORDS: Situational teaching method, Tourism english

1. Introduction

Tourism has promoted China's economic development in the past ten years. Every year there is a large amount of capital flow to this industry. Not only has China's domestic tourism developed rapidly, but the number of overseas tourists who choose China as their inbound tour is also increasing. Higher vocational education is a new form of education emerging in the development of higher education in our country. The research on higher vocational education is a new topic [1]. English major is a traditional major in undergraduate colleges. Its teaching and research have accumulated rich experience. In order to improve the quality and foreign language ability of tourism practitioners, many colleges and universities in our country have set up tourism English courses, some of which are compulsory courses for professionals, and some of which are optional courses. Its purpose is to let students understand tourism economy, marketing strategy, tourism laws and regulations, be familiar with tour guide business, and have good communication ability and practice ability [2]. Situational teaching method, through the design of situations and effective guidance, enables students to imperceptibly accept knowledge in specific situations, and enhances students' understanding and application ability of knowledge [3]. Tourism English teachers should establish new teaching concepts, attach importance to students' subjective status in classroom teaching practice, and stimulate students' enthusiasm and creativity [4].

English Majors in higher vocational colleges are different from those in undergraduate colleges. In addition to traditional language learning, they focus more on the cultivation of professional quality and professional skills [5]. Higher vocational colleges are also facing many problems such as students' weak English foundation and insufficient professional education experience of teachers. Therefore, exploring the model of higher vocational education is one of the key tasks of higher education workers. Tourism English is a professional foreign language with strong practicality. In the teaching process, it is necessary to input some scenarios that students will encounter in actual work. It is particularly important to combine theory with practice [5]. Since many teachers are still mainly based on language knowledge teaching such as grammar and vocabulary teaching, students still think that English learning is nothing more than reciting English words, and they do not understand that communication requires multifaceted knowledge, discourse comprehension, and communication, communicative and strategic competence [6]. Tourism oral English teaching in higher vocational colleges has the characteristics of practicality, high professionalism, and comprehensiveness. In addition, at the moment, China's tourism English is playing an increasingly important role in the development of tourism. The application in teaching has very practical significance [7]. This paper analyzes the advantages of situational teaching method, then explores the characteristics of spoken English teaching in higher vocational education, and finally puts forward the specific application of situational teaching method in spoken English teaching in higher vocational education.

2. Problems Existing in Oral English Teaching for Tourism

Situational teaching method was formed in the 1930s and developed on the basis of structural linguistics and behavioral psychology. Tourism English belongs to the category of ESP. ESP refers to English related to a specific occupation, subject or purpose. It has a clear professional purpose, but also has its own language environment and language characteristics. It is an English course based on the learners' specific purpose and specific needs. The unsatisfactory teaching effect is a real problem in many English teaching nowadays. Major vocational colleges are trying to improve the professional level of English majors [8]. Situational teaching method breaks through the traditional teacher-centered teaching method and changes into a student-centered teaching mode, emphasizing students' active exploration, discovery and construction of knowledge. The low efficiency of the school and the difficulty in applying what they have learned are also problems in oral English teaching in higher vocational colleges. Secondly, another major problem in oral English teaching in higher vocational colleges is the low level of practical operation, i.e. the students only study the theory of oral tourism in school and lack the frequency of practical application. Tourism English offered by higher vocational colleges is different from general English in teaching. Tourism English is practical and practical. The purpose of teaching is to enable students to master basic English language knowledge, grammar skills and oral expression, and at the same time to cultivate students' practical ability and language communicative ability.

Tourism English is a compulsory course for students majoring in tourism in higher vocational colleges. Students are required to have certain English listening and speaking ability, expression ability and communication ability on the basis of mastering professional knowledge. Teachers can stimulate students' interest in learning by simulating various situations such as travel agencies and groups in oral English teaching for tourism. This will not only enable students to actively participate in learning activities, but also enhance students' oral communication ability. With the rapid development of international tourism, talents with perfect tourism knowledge and good English eloquence have become the new favorites of many travel agencies. Tourism English is not only limited to English language knowledge, but also involves history, humanities, literature, catering, politics, religion and other aspects. Only in this way can more resources be accumulated for future tourism career development [9]. In order to meet the needs of the market, more and more higher vocational colleges have listed improving students' practical ability of spoken English as the focus of skill training and teaching reform. The oral English course is set as the professional basic course and the core course. However, some English teaching classes are boring and monotonous, so that students can not effectively stimulate their interest in learning and improve their learning efficiency.

3. Application of Situational Teaching Method in Oral Tourism English Teaching in Higher Vocational Colleges

3.1 The Operation of Situational Teaching

Situational teaching theory was introduced into China from the west. It is a kind of simulation of actual situation to strengthen students' understanding of the subject's purpose, stimulate their interest in learning, and enable students to train their ability to solve problems in actual operation. Tourism English requires students to master basic knowledge of tourism culture while mastering English language tools. Situational teaching can organically combine the teaching purpose and training content of tourism English according to its characteristics by creating a real context to stimulate students' interest in learning and fully mobilize their enthusiasm. The setting of different situations can not only improve students' ability to use language in different environments, but also improve students' ability to solve different problems [10]. Situational teaching method has been affirmed by many educational scholars as soon as it was introduced, and it has been actively promoted in various disciplines. For example, in English teaching, the simulation of creating situations by multimedia enables students to realize the environment of leading tourists and explaining to them. According to the different teaching contents, the teacher prepares some props in advance and arranges them in the classroom or outdoors, so that the students can really feel the learning contents, and at the same time make good use of the contents in the teaching materials to fully integrate them into the scene.

3.2 Assessment of the Results of Situational Teaching

Situational teaching method is applied in oral tourism English teaching in higher vocational colleges. How to design a teaching-oriented and practical situation is successfully and effectively applied. Tourism English belongs to the category of special English. In order to be accepted and understood by foreign tourists in the future, it must have professional characteristics. Thanks to the unremitting efforts of educators and the country, the education in schools in most areas has taken on a new look. Tourism English teaching is carried out on the basis of tourism professional knowledge. In teaching, students are not only required to master basic English knowledge and English communicative ability, but also must know basic tourism knowledge and skills. In this way, students can apply their English knowledge better and more accurately in tourism English teaching and improve their professional quality in tourism. Teachers

should design the most targeted scenario simulation for students according to the quality and skills required by higher vocational tourism English and the practical and useful aspects of students. According to the proportion and importance of each knowledge in the professional accomplishment, the simulation time and quantity are arranged. Teachers can design such a scene for students. A foreign tourist wants to find a toilet in the process of traveling, and the tour guide needs to explain the specific route. Then let the students play roles and exchange roles so that the students can feel different identities in the actual scene.

4. Conclusion

Due to the characteristics of tourism English, situational teaching method should be used throughout the teaching process. Situational teaching method has obvious advantages in oral tourism English teaching in higher vocational colleges. It not only conforms to the characteristics of tourism English teaching, but also meets the needs of oral tourism English teaching objectives. Situational teaching method is a teaching method that gives full play to students' subjective initiative and improves students' oral English practice ability for tourism. Situational teaching is very common and practical in oral tourism English teaching in higher vocational colleges. In the teaching practice of tourism English, teachers also need to master the actual level of students and the characteristics of each student, and adopt a specific mode based on the actual level and characteristics of students. Teachers should really make good use of situational teaching methods, be adept in class, analyze specific problems, and take students as the center, so that students can improve their English application ability and professional skills in carefully designed scenarios. English teachers in higher vocational colleges should create vivid and flexible situational learning activities in combination with teaching contents and students' actual conditions, so as to improve students' learning efficiency. This is not only the inevitable result of the in-depth implementation of quality education in China, but also the objective demand for the development of English teaching system in higher vocational colleges.

References

- [1] Min Haigang. Using the context teaching method to penetrate the regional cultural characteristics to improve the effectiveness of tourism English teaching. *Youth*, no. 21, pp. 157-158, 2016.
- [2] Sun Qiubo. Application of Situational Teaching Method in Tourism Oral English Teaching in Vocational Schools. *New Education (Hainan)*, no. 24, pp. 77-78, 2015.
- [3] Li Yanan. Enlightenment of ESP Theory on Tourism English Course Teaching. *Journal of Tianjin University of Commerce*, no. 3, pp. 70-74, 2016.
- [4] Zhang Yantao, Zhou Limin, Yu Bin. Situational Simulation Teaching Method of Tourism English and Exhibition-style Classroom Creation. *Journal of Xinzhou Teachers College*, no. 1, pp. 124-127, 2015.
- [5] Guo Yun. Application of Situational Teaching Method in Oral English Teaching. *English Teacher*, no. 1, pp. 132-139, 2015.
- [6] Yu Huijun. Research on the Cultivation of Oral Communicative Competence in Applied Undergraduate Colleges--Based on Situational Teaching Method. *Journal of Jiamusi Vocational College*, no. 003, pp. 370-371, 2016.
- [7] Zhang Fengting. Opinions on the Application of Game Teaching Method in Oral English Classroom. *Curriculum Education Research*, no. 4, pp. 88-89, 2016.
- [8] Wang Jianhui. Application of Virtual Situational Experience Teaching Training System in Professional Oral English Teaching. *Journal of Shaanxi Vocational and Technical College*, no. 01, pp. 22-24, 2016.
- [9] Hu Haiyan. Situational Teaching Creation and Application of Oral English Teaching in Middle Schools under the New Curriculum Concept. *Urban Tutoring: The First Half of the Month*, no. 3, pp. 150-151, 2016.
- [10] Su Hongrui. Oral English Teaching Model under Communicative Approach. *Knowledge Economy*, no. 11, pp. 128-129, 2016.