

Research on the Innovative Mode of Integrating College Foreign Language into the Mixed Teaching Practice of "Tourism +" - Take Liaoning Institute of Science and Technology as an Example

Chao Zhang

Department of Foreign Languages, Liaoning Institute of Science and Technology, Benxi, China

Abstract: To speed up the strategy of rejuvenating the country through science and education, Promote the development of tourism, Taking "the construction of new liberal arts" as the starting point, Combined with the lack of foreign language "tourism +" in local undergraduate colleges, Taking Benxi tourism pillar industry as the starting point, Taking the mixed teaching of foreign languages in Liaoning University of Science and Technology as an example, Student-centered, Relying on the needs of the industry, With the aim of improving students' applied ability, Starting from teachers' professional quality, practical curriculum development, curriculum implementation, integration of ideological and political elements in practical content and practical evaluation, To realize the innovative research of "one sex +four changes" in college foreign language teaching mode, such as "tourism +" three-dimensional foreign language teaching, local language practice, industrial practice mode, integration of practice and ideological and political elements, and diversification of practice evaluation, so as to provide soft power for Benxi tourism development.

Key words: College foreign languages; "Tourism +"; Mixed teaching; Innovation mode

I. INTRODUCTION

On June 12, 2017, the National Tourism Administration published the Guidelines for the Establishment of Global Tourism Demonstration, and put forward 13 development directions of "Tourism Plus". From the perspective of tourism market development, "Tourism Plus" has a strong integration and pulling effect on tourism. It is an important way to realize global tourism and tourism precision poverty alleviation, and finally achieve multiple benefits such as ecology, economy and society. With the improvement of national health literacy, "tourism plus" industry has become an important industry to promote economic growth, enhance national well-being and enhance international reputation. College foreign language practice teaching in local undergraduate colleges is the key link to cultivate students' innovative spirit and workplace ability and improve students' comprehensive quality in the face of market demand and "tourism plus" economic development. In order to comply with that "construction of new liberal arts" explicitly put forward by Ministry of Education of the People's Republic of China in 2018, Focusing on the general requirements of "new mission, big pattern, new liberal arts and big foreign languages", we should base ourselves on the new era, respond to new demands, promote the integration, times, sinicization and internationalization of "foreign languages + tourism", lead the new development of humanities and social

sciences, and cultivate "foreign languages + tourism" talents of liberal arts in the new era who know and love China and take on national rejuvenation. So how to change the current situation of mixed teaching of college foreign language practice, which is "knowing foreign languages but not traveling"? Innovative mode is urgently needed to integrate college foreign language practice into "tourism +" mixed teaching, Meet the requirements of "promoting the deep integration of new technologies and education and teaching" put forward in the Action Plan of Education Informatization 2.0, In order to follow up the school-running purpose of "application-oriented, local, industrial and international" of Liaoning Institute of Science and Technology, serve the development of local tourism, and help Benxi fully implement the four development strategies of "building a city by ecology, strengthening the city by industry, developing the city by talents, benefiting the people and enriching the city", so as to achieve the overall goals of five Benxi: "Strength Benxi, Vitality Benxi, Beautiful Benxi, Safe Benxi and Happy Benxi".

II. PRESENT SITUATION AND EXISTING PROBLEMS OF INTEGRATING COLLEGE FOREIGN LANGUAGE PRACTICE INTO "TOURISM +" MIXED TEACHING

College English Teaching Guide (2020 Edition) clearly points out that college English teachers should keep pace with the times, actively promote the full integration of modern information technology into the teaching and learning process, and innovate and practice online teaching mode and online and offline mixed teaching mode. In recent years, the application of information technology in foreign language education has been advancing in depth, and new ideas and methods such as massive open online course, flip classroom, mobile learning and ubiquitous learning have been rapidly developed and widely used. Local colleges regard mixed teaching as an organic integration of online and offline teaching methods and technologies, which can enhance students' input, improve learning experience, enrich learning forms, optimize teaching process and improve teaching efficiency. In the face of Benxi playing an important role in the development of tourism economy in the whole region, tourism has also ushered in unprecedented business opportunities, while the public course of foreign languages in Liaoning University of Science and Technology only involves some theoretical teaching about tourism, and the practical courses are relatively small; Professional foreign languages and public elective courses, such as English for tour guides in the workplace and eight themes of oral Russian tourism, are offered with 32 hours. Due to the limited class hours and the simple combination of online learning and offline teaching, the advantages of online learning

and classroom teaching are not brought into full play, and the professional ability and practical application ability of "tourism + foreign languages" cannot be cultivated. It is concentrated in the following problems: First, the teacher's teaching mode is cramming teaching. It's just four links: teacher speaking, students listening, students writing homework and correcting homework. Most foreign teachers only stay in the explanation of teaching content knowledge, lacking the theoretical knowledge of tour guide process and cultural tourism and health care. At the same time, ideological and political content is mechanically added to the teaching link, and it is rarely integrated with ideological and political elements, thus failing to achieve ideological and political education by words and deeds. Second, students' practice content is single. In class, there is a simple dialogue between students and teachers. When students face inbound tourists, they can only use simple greetings, invitations and thanks, which makes it difficult to express their ideas accurately; Little knowledge of tour guide business courses; I know little about local culture, let alone express it in a foreign language. Third, there is a lack of tourism practice. The practice environment only stays in class and after class, Plus is a public student, Because there is no targeted intelligent learning, personalized learning and research learning, Students master few words, Lack of grammar knowledge, I don't know enough foreign language vocabulary of tourism specialty, and I don't fully grasp the complete process of tourist guide service reception. There are few opportunities for learning, visiting and communicating, and there is no real experience of foreign language environment. As a result, students' foreign language translation, communication and application ability in travel workplace are poor in speech practice such as group tasks, workplace simulation and real tasks, and they cannot achieve the school-running purpose of "application-oriented, local, industrial and international". So how to promote the mixing of intelligent learning and tourism speech practice? How to achieve the organic mixture of "tourism practice content" and "ideological and political elements"? How does college foreign language practical teaching serve the economic development of tourist regions? A series of problems, such as how to realize the effective integration of various resources, platforms and activities, and ensure that online and offline teaching links form an effective synergy to promote learning, are the problems that public foreign language teaching teachers in local universities who involve a wide audience and have a large influence. Based on this, this study intends to introduce "Tourism Plus" into the mixed teaching design of college foreign language, analyze the effective integration of online and offline from the perspective of industry, and put forward reasonable suggestions on the construction of mixed teaching ecology of college foreign language.

III. INNOVATIVE MODE AND IMPLEMENTATION OF COLLEGE FOREIGN LANGUAGE INTEGRATION INTO "TOURISM +" MIXED TEACHING PRACTICE

To speed up the construction of new liberal arts, Follow-up to the "14 th Five-Year Plan for Education Development in Liaoning Province" clearly stated that: Promote educational reform in the intelligent age, In 2019, Benxi City successively issued documents such as "Opinions of Benxi Municipal People's Government on Several Policies to Support Tourism Reform and Development" and "Opinions of Benxi Municipal Committee of the Communist Party of

China on Establishing an Ecological City and Promoting Green Development", According to the training goal of applied talents in Liaoning Institute of Science and Technology, In teaching, based on the principle of strengthening student-centered, output-oriented and continuous improvement, and taking the needs of the industry as the starting point, the "tourism +" practical teaching system has become an effective carrier for cultivating students' comprehensive application ability, comprehensive quality, practical ability and professional ability of foreign languages, and a new mixed teaching mode of "one sex +four changes" of college foreign languages has been implemented as follows:

A. The improvement of teachers' professional quality takes the opportunity of industry needs to realize the three-dimensional teaching of "tourism +" foreign language.

3.1.1 Strengthen the training of teachers' information teaching. The school should organize teachers to participate in network technology seminars and carry out targeted and all-round study on the technical aspects of various website platforms, intelligent teaching platforms and other platforms, so as to strengthen the information teaching ability of professional teachers and improve the quality of tourism information teaching. Using information technology to realize high efficiency and high quality teaching.

3.1.2 Develop related courses together with enterprise projects to increase localization knowledge. Teachers regularly go to Benxi travel agencies, scenic spots, cultural committees and other places for in-depth study, so as to increase the knowledge of "tourism + culture", "tourism + agriculture" and "tourism + education", and increase the interest of teaching materials practice.

3.1.3 Hire industry experts to participate in foreign language talent training programs and student guidance in foreign language practice classes, and jointly investigate with them to train teachers to master the relevant tourism knowledge of foreign language tour guide service skills. Explain more cases to students from a practical point of view, let students know the development of front-line tourism, and improve their professional knowledge and professional foreign language ability by learning the foreign language version of the knowledge and skills required by the actual tasks of tourism professional posts.

3.1.4 Organize teachers to visit, observe and study in patriotic education bases, tap the ideological and political resources of courses, find the ideological and political combination of college foreign language "tourism +" courses, improve the mixed practical teaching step by step, and strengthen teachers' ideological and political skills.

B. The development of practical curriculum relies on "tourism +" and highlights the locality of language practice.

In order to cultivate students' language thinking ability and workplace ability and impart tourism culture knowledge, Design practical teaching steps for multi-integration of teaching content, Taking Benxi's global tourism, ecological resources, cultural resources and anti-Union spirit as the main line, we deeply explore the accurate foreign language expression of local culture related to folk customs and other cultures, specialties, delicacies, natural landscapes, etc., and actively develop the special foreign language practice of "tourism +" through the integration of tourism elements such

as "food, housing, travel, entertainment" and "business, education and leisure". Taking Manchu as an example, Incorporate Benxi Shehuo, Linxia Ginseng, Liao Wuwei, Deer Products, Manchu Hot Pot, Dongyingfang Anti-Union Miying Site in Benxi County into practical courses. Form a closed-loop online and offline mixed teaching practice course of "preview before class, practice in class and consolidation after class". Only in this way can we deepen cognition, optimize teaching practice, enhance the knowledge, skill and locality of the course, and at the same time endow the course with moral education value.

C. The curriculum implementation takes "platform + tourism module" as the starting point, highlighting the industrialization of practice mode.

Before class, the teacher will record the "Tourism + Localization" special course or micro-course, courseware and study task book and publish the study pass. Learn pictures, sentence patterns, sentence patterns and materials related to chapters online, impart knowledge points mainly by video, and then distribute tourism speech modules such as language skills, "localization + industrialization", ideological and political, and professional practice to students in the form of tasks, group cooperation, role drills, and practical tests; Then actively use mobile Internet, micro-course massive open online course, online course platform, teaching mobile APP and other information means to carry out online in-depth learning of foreign language practice related to tourism, so that students can fully prepare for simulation practice before class, and then expand speech practice in class.

In class, teachers answer the difficult problems existing in students' pre-class practice, analyze the key points and difficulties, and help students internalize their knowledge by combining the network learning situation, task completion, test results and course understanding. For the tour guide processes such as boarding, receiving tours, staying in hotels, dining, shopping, etc., task-based teaching is used, and situational role performances are used in groups of 3-5 people. Students' self-made PPT and short videos are used to discuss students, teachers and students, and teachers give appropriate guidance and supplements according to students' specific problems. In order to solve the problem more clearly, massive open online course, three-channel 3D ring screen laboratory, VR travel APP and 3D scenic spot simulation software are used to play the tour guide process, providing students with a highly simulated virtual practice environment, so that students can experience the tourism scene personally, so that students can be familiar with and flexibly use tourism sentence patterns for verbal communication. Construct a "Trinity" intelligent platform of learning community, exploring cooperative learning methods and deepening tourism practice teaching, and create intelligent classrooms, intelligent laboratories and intelligent learning campuses that meet students' independent practice, independent management and industry service needs, so as to improve students' speech practice ability.

After class, teachers communicate with students online QQ and WeChat in time and give individual guidance offline. Understand the ideological changes and puzzles brought about by their learning methods and tourism speech practice, Embedding corresponding solutions in the subsequent instructional design can truly realize the teaching purpose and educational philosophy of ideological and political courses,

cultivate students' self-confidence in tourism foreign language practice, and enable students to constantly improve themselves and improve themselves in the "tourism +" foreign language ideological and political practice.

D. The practical content is guided by "new liberal arts" and integrated with ideological and political elements.

If teachers simply instill a large number of words, phrases and grammatical sentence patterns, students will lose interest in practice. Once the ideological and political elements matching the text are integrated, and the theoretical knowledge teaching in class is combined with the extracurricular "project-based" practical guidance, the curriculum practice will become vibrant, broad and deep. In order to promote the implementation of the "Tourism Plus" policy, Pay attention to local characteristics in speech practice, Adapt to the development of international tourism, Teachers should encourage students to participate in various "tourism +" foreign language ideological and political activities, In order to enable students to acquire foreign language ideological and political knowledge more suitable for their own development, Guide students' value in the classroom, and integrate ideological and political factors such as Chinese feelings, international vision, civilization accomplishment, responsibility, cooperation spirit and innovation spirit into online and offline mixed teaching, so as to improve students' comprehensive quality and make the transmission of ideological and political knowledge more warm. The specific implementation contents mainly include the following three aspects.

3.4.1 Incorporate the content of Chinese traditional culture of "tourism + culture". Relying on Maple Leaf Festival, Liao Inkstone Festival and Paper-cut Creative Culture Festival, Lead students to participate in foreign language practice, With the aim of tourists' needs, Translation in foreign languages through digital movies, New media such as micro-movies and micro-videos, Display natural landscapes such as Digital Water Cave, Digital Wunvshan, Digital World Cultural Heritage, Goguryeo Site and Miaohoushan Site in Benxi County. Enhance one's familiarity with traditional culture and ecological landscape, Firmly love the native land, At the same time, patriotic feelings such as Fenglin Valley Anti-Union Miying Site in Huanren, Benxi County Dongyingfang Anti-Union Miying Site and Nanfen Xishan Park Mass Pit Memorial Site are deeply introduced into the classroom. By creating problem situations and value judgment situations, we can cultivate students' ability to analyze problems, strengthen the value of moral education and enhance the national identity of the people, so as to realize the organic unity of foreign language education and popularization of ideological and political knowledge.

3.4.2 Incorporate into the ecological protection of "tourism + forest". Teachers create real situations, ask questions, and activate foreign language thinking. For example, in Tiesha Mountain Mountaineering Competition and Maple Leaf National Fitness Activities, students are deeply thinking about the concept of "green mountains and green hills are Jinshan Yinshan", encouraging students to listen to their opinions online and offline, and guiding students to evaluate and comment on each other. Stimulate students to realize the importance of following the laws of nature, caring for nature and advocating green travel. While improving students' foreign language application ability, it realizes the value guidance for

students. After class, students complete the online discussion reply and writing tasks set by teachers, and can also improve their comprehensive ability in the "Internet plus" competition and innovation and entrepreneurship competition, so as to achieve the goals of high-level, innovative and challenging.

3.4.3 Integrate into the rural revitalization strategy of "tourism + agriculture". Through the selection of case materials, the elements of educating people are excavated, and ideological and political education is naturally integrated into teaching. Teachers assign tasks in learning, require students to cooperate in groups, and make full use of the teaching activities under the line to carry out high-quality speculative activities. For example, select an article from the article "Chinese Key Words" (English Version) on governing the country and study it deeply with the discussion of "Tourism + Agriculture" learned by yourself. On the basis of truly understanding the essence of the article, use the methods of analyzing sentence patterns, sentence patterns, fragmented recitation, knowledge linking and other media means to build a green demonstration area of Benxi B&B in foreign languages from the perspective of rural revitalization. Mind maps of research contents distributed to students by tasks; Resource integration information map; ③ Short video of accommodation; ④ B&B Infrastructure Video Editor ⑤ B&B WeChat official account, There are works display and discussion at each node, Students revise them repeatedly until the quality of their works improves, Students have a deep understanding of Benxi health care dishes, food culture and health care skills of traditional Chinese medicine, and deeply realize the transformation from the basic living needs of eating, living and traveling to the "farming +" of health care, old-age care, leisure, experience and sojourn, and cultivate students' good moral character of respecting the old and loving the young, loving labor, farmers and beautiful countryside and cherishing food in the activities.

E. Practical evaluation aims at improving professional ability and highlights diversification

Practice evaluation adopts the "three-in-one" assessment principle, and continuously improves the teaching design according to the assessment results. (1) The mastery of knowledge, the improvement of ability and the value lead the "three in one". Assess the mastery of textbooks, Benxi's culture, history, humanities and customs and other tourism-related contents, as well as students' knowledge and skills related to tourism internationalization. (2) "Three-in-one" of innovation, speculation and thinking: relying on the cooperation project with schools and enterprises, students' participation in the task line of "tourism +" activities, the innovation of participating in the research and development of tourism courses, and the enthusiasm, cooperation consciousness and innovation consciousness reflected in mixed practice to assess students' professional ability, improve their speculative ability and professional quality, and form correct values. (3) "Three-in-one" before, during and after class: preview and discussion before class are carried out by using the network platform, interactive teaching such as group display, comment and voting are carried out in class, and online unit practice is tested synchronously after class to expand practice or

discussion interaction.

Practical examination adopts the combination of process examination and summative examination. Process assessment: (1) Online practice assessment: oral test is 30% + course study duration is 20% + discussion is 10% + ideological and political test is 20% + homework is 20% (2) Offline practice assessment: task-based practice is 50% + discussion is 20% + classroom interaction is 30%, so as to arouse students' enthusiasm for participating in blended learning. Summative assessment + online process assessment 30% + usual grades 10% + class notes 10% + final papers 50%.

CONCLUSION

Under the background of new liberal arts, The practice of mixed teaching of foreign languages in local undergraduate colleges takes "tourism +" as the starting point, Relying on the industry, Focusing on the cross-integration, penetration, expansion and advancement of disciplines, With the "five-party linkage" of platform, teachers, teaching materials, practice and evaluation, taking foreign languages as cultural bridges, mastering cultural habits, customs and traditions, tourism norms and international laws, taking tourism economy as the core of development, and truly enabling students to realize "learning by doing" and "learning by doing", the development of local tourism can be promoted.

Acknowledgments

The Corresponding Author is Chao Zhang.

Liaoning Institute of Science and Technology established a project at the school level in 2021: Research and practice on the innovation of mixed college English classroom teaching mode; Research and Practice on the Construction of Online and Offline Mixed Courses of College English--Relying on the "One Level and Three Ends" Platform of Superstar.

References

- [1] College English Teaching Steering Committee. Guidelines for College English Teaching [M]. Beijing: Higher Education Press, 2020.
- [2] Wen Qiufang. The ideological and political connotation and implementation framework of foreign language courses in colleges and universities [J]. Chinese Foreign Language, 2021(2)
- [3] Wen Jia. Research on informatization teaching reform of "tour guide business" course for tourism foreign language majors [J]. Journal of Urumqi Vocational University, 2021 (1)
- [4] Su Jian, Gao Lin. Research on the cultivation of innovative and applied tourism foreign language talents in Guangxi universities under the background of "tourism +" [J]. English Square 2020 (7)
- [5] Gao Jing, Huang Jin, "Tourism + Foreign Language" Internationalized Interdisciplinary Talents Training Mode Exploration - An Example of Foreign Language Colleges [J]. Northern Economic and Trade, 2018, (7)
- [6] Yang Fang et al. Analysis of the blended teaching mode of college English [J]. Foreign Language Teaching, 2017 (1)