



REVIEW

Study on Full English Teaching of Hospitality Management in Application-oriented Undergraduate Universities

Jie Chen

Zhejiang Yuexiu University of Foreign Languages, Shaoxing, Zhejiang, 312000, China

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ABSTRACT

With the emergence of development of international integration, the domestic education also attaches great importance to English discipline. The hospitality management of application-oriented undergraduate universities demands high standard for English. The hospitality management of some domestic undergraduate universities has reformed the traditional English teaching mode and adopted the Full English Teaching mode. However, due to the lack of high-quality English teachers, the single teaching methods, and the lack of support from university for Full English Teaching, the actual effect of Full English Teaching is not ideal. Through investigation and analysis of an undergraduate university, this paper finally puts forward countermeasures against the deficiencies in the Full English Teaching mode so as to improve the professional quality of the teaching staff, adopt diversified teaching means and enhance the school's support for English teaching.

1. Introduction

The teaching mode of English discipline in the domestic education is developing to keep pace with the international practice, and the reform of various teaching modes is widely used in higher education. Due to the characteristics of hospitality management in undergraduate universities, it is necessary to attach great importance to English teaching, so that the graduates of hospitality management can have corresponding professional skills. Domestic

universities have carried out the bilingual teaching mode and Full English Teaching mode respectively to ensure the English level of the students majoring in hospitality management, and domestic education department has also issued rules and regulations to reform the English teaching mode in domestic universities. At present, some domestic universities have piloted Full English Teaching mode, but the teaching results are not ideal. Based on it, this paper carries out in-depth investigation and analysis of English teaching mode

*Corresponding Author:

Jie Chen,

Lecturer, Zhejiang Yuexiu University of Foreign Languages, Shaoxing, Zhejiang, 312000, China;

Research Direction: Hospitality management, Tourism management;

Email: zhangliansheng@bipf.edu.cn.

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in domestic universities to find out the shortcomings of the current English teaching mode in domestic universities and put forward the corresponding solutions, hoping to provide reference for relevant researchers.

2. Concept and importance of Full English Teaching

2.1 Concept of Full English Teaching

Full English teaching refers to Full English Teaching mode. Through Full English Teaching texts and Full English Teaching materials, teachers give classes in oral English through the whole process and establish good English learning atmosphere through Full English Teaching mode in daily life and teaching process to improve students' English skill level ^[1].

2.2 Importance of English Teaching in Hospitality Management

Hospitality management provides high-quality management talents for the society, requiring talents to have good language communication ability and modern hotel management, rich management means and characteristics of service industry on the basis of management. As management talents of high-end service industry and grass-roots service industry, students majoring in hospitality management needs to learn basic theoretical knowledge such as economics and management as well as practice in service skills ^[2]. They also need to have strong ability in computer operation, supervision and management ability of grass-roots service industry, strong emergency response ability, professional ethics quality and comprehensive service etiquette. Due to the rapid development of domestic hotel industry, hospitality management talents need to be good at English, but the bilingual teaching mode is not ideal and experts in the relevant education industry think that the bilingual teaching mode can be replaced by Full English Teaching mode to improve students' English level scientifically and effectively.

3. Current situation of Full English Teaching in Hospitality Management of University

According to the field investigation and analysis, Full English Teaching mode has been applied in hospitality management in an application-oriented undergraduate university. The investigation and research can be summarized in two aspects:

First, students, according to the survey of graduates from 2016 to 2019, only 23% of senior graduates have CET-6 certificate at the time of graduation. In addition,

70% of the students express resistance and opposition to Full English Teaching mode, and 30% express support for Full English Teaching mode. It can be seen that most of the students majoring in hotel management fail to attach importance to English. Most of the students think that CET-4 is enough to meet the needs of workplace in the future, and some of them think that it is unnecessary to attend CET-4 ^[3], reflecting serious lack of understanding of the status of the English discipline. According to the survey of the hotel management industry, most of the hotel management enterprises recruit talents requiring CET-6 certificate and fluent oral expression ability and English listening ability. According to the survey of a university, the students majoring in hotel management in today's society fail to attach importance to English and English listening, speaking and writing abilities.

Secondly, teachers, according to the survey of the teaching faculty of hotel management from 2016 to 2019, 65% of the teachers express support for Full English Teaching mode, and 35% of the teachers believe that the bilingual teaching mode is better than Full English Teaching mode in terms of teaching effect. 71% of the teachers think that they cannot adopt Full English Teaching mode, with the lack of the corresponding ability in all English writing and communication, and correct grammar and oral ability. In recent years, the comprehensive ability of Full English Teaching in hospitality management in a university has been greatly improved by introducing overseas returnees with master's and doctor's degree as teachers.

According to the survey, although hospitality management in a university pays special attention to bilingual / Full English Teaching, some students have big obstacles in the learning progress, especially in the learning of professional core courses, due to poor English foundation. Because of Full English Teaching materials for the professional core courses of hospitality management in the university and bilingual or Full English Teaching mode adopted by teachers, students with poor English foundation have great difficulties in learning professional knowledge. In addition, teaching slides, homework and assessment of students used in the teaching process of hospitality management in the university are in bilingual or full English mode, which is difficult for students with poor English foundation.

4. Problems in Full English Teaching of Hospitality Management in Application-Oriented Universities

Based on investigation and analysis of the hospitality management in a university, this paper summarizes the

shortcomings in Full English Teaching of hospitality management in the application-oriented universities as follows:

4.1 Teachers' English Level is Uneven

Teachers' English level is uneven, which is one of the main factors that affect Full English Teaching level of hotel management in a university. Specifically:

First, the average age of teachers in the university is about 40 years old, and most of them are between 30-40 years old, with overseas returnees with master's and doctor's degree accounting for a large proportion. Overseas returnees with master's and doctor's degree have strength in spoken English and comprehensive teaching ability, but they are lacking teaching experience and poor in specialty of teaching. However, teachers over 40 years old have relatively weak English ability, but rich teaching experience. For hospitality management as a practical professional course, the specialty of teaching is very important.

Secondly, there are problems in the textbook. Most of the current professional core courses of hospitality management in the university adopt Full English Teaching materials. However, some of the teaching materials are too westernized to be suitable for Chinese national conditions. In addition, teachers are uneven in professionalism and experience, resulting in insufficient localization of teaching materials in actual teaching. Therefore, it is necessary to combine the national conditions with the essence of English teaching. In addition, professional courses are regarded as translation courses without focus on professional knowledge.

In addition, some senior teachers usually think that they have good English level and rich teaching experience, so that they fail to improve themselves and recognize themselves in an all-round way, which is not conducive to the development of secondary education. Therefore, for senior teachers, they fail to further improve professional quality though they have rich teaching experience.

4.2 Single Teaching Method

In the process of education development, teaching methods are being constantly improved and reformed. Good teaching methods can stimulate students' initiative and improve teaching effect. At present, hotel management of application-oriented undergraduate universities adopts Full English Teaching mode to achieve the teaching goal through Full English Teaching materials and oral communication during lectures, but this teaching mode is too single. According to the survey, most of students majoring in hospitality management think that this teach-

ing method is too boring, and it is difficult to understand Full English Teaching materials in a short period of time. Many students have just adapted to Full English Teaching materials, but they have delayed the learning progress, unable to keep up with the teaching progress of the teachers, resulting in straight decline in scores. Finally, through investigation and research, it can be seen that the teaching method adopted by teachers in the teaching process is too single. Although multimedia teaching has been very common, its actual teaching level needs to be improved, in addition, many teachers read teaching slides in the teaching process, which makes it difficult to form ideal all-round English teaching atmosphere. Single teaching method does not conform to the concept of Full English Teaching mode, which has become one of the reasons why the teaching effect of hotel management in application-oriented universities is not ideal.

4.3 Full English Teaching Evaluation System is not Perfect

At present, there are few universities in China that have adopted Full English Teaching, due to imperfect evaluation index of the Full English Teaching and lack of evaluation system, universities can only adopt the evaluation method of the Chinese course in Full English Teaching, as a result, the evaluation goal is not clear or targeted, which is not effective, and the evaluation results are not useful for improvement of the follow-up teaching^[4].

5. Solutions to Full English Teaching Problems of Hospitality Management in Application-Oriented Universities

5.1 Improve the Professional Quality of Teachers

First, in view of mixed professional quality of hospitality management teachers in this university, it is necessary to build a reasonable support mechanism to improve the professional quality of the teachers, so that they can help each other, that is, teachers with high English level help those with low English level; teachers with strong professional ability help those with weak professional ability; new teachers, with good English expression ability but serious deficiencies in teaching methods, should form a "help group" with senior teachers to learn their rich practical teaching experience. Therefore, it is one of the effective ways to strengthen the assistance mechanism among teachers to improve the overall quality of teaching staff. In addition, according to the survey of Full English Teaching of hospitality management in an undergraduate university, teachers of the undergraduate university do not have

high-quality English level, and senior teachers lack the initiative to improve their English level, so it is difficult to carry out re-training and secondary education^[5]. Based on this, it is necessary to encourage teachers to study abroad and strengthen their English ability; carry out foreign language teaching and research activities, similar to “English corner”, and invite foreign teachers to improve their English comprehensive ability in order to meet the needs of English teaching in universities.

Secondly, in view of the fact that the teaching materials in the university are not in line with Chinese national conditions and localization of teaching materials is insufficient, in order to further improve the level of Full English Teaching, it is necessary to take measures to strengthen the localization of foreign language teaching materials, and carry out the teaching of professional knowledge in combination with Chinese situation, so as to avoid taking the professional courses as translation courses to the greatest extent. For example, when explaining some professional vocabulary, teachers should not let students memorize it by rote, but let them understand it in a popular way, and help students better understand professional knowledge by making teaching slides, combining domestic hot events and new network nouns.

5.2 Diversified Teaching Methods

Regarding single teaching method of hospitality management teachers in domestic advanced undergraduate universities, we should adopt diversified teaching methods, which are summarized as follows:

First of all, the use of mobile internet teaching platform, with the rapid development of domestic science and technology, information technology has effectively integrated with the education industry, resulting in a series of information-based teaching methods, such as interactive teaching methods, with the functions of classroom check-in, upload homework, and intelligent homework correction and peer evaluation, Classroom teaching application software such as “Mosoteach” and “Yuketang” are gradually applied in the classroom. This kind of information-based high-tech teaching technology has been praised and loved by the students since it is applied in the undergraduate universities, which has stimulated the enthusiasm of students to a certain extent.

Secondly, it is suggested to use “flipped classroom” teaching method. There are many difficulties in Full English Teaching mode, and students have many doubts and problems in the teaching process. Therefore, it is necessary to arrange knowledge points to students in advance to ensure high-quality learning activities in the classroom, so that students can have better learning efficiency, and

quickly improve their own English level.

In addition, online and offline teaching methods can also be applied. Online course teaching is a popular teaching method at present. With English video and Chinese subtitles, students can watch teaching videos repeatedly at any time to learn English and knowledge points.

Diversified teaching methods help students improve their English level and the concept of Full English Teaching is to establish a learning atmosphere for cultivating English. Therefore, it is necessary to adopt a variety of teaching methods in the process of teaching to improve the effect of Full English Teaching.

5.3 Innovation of English Teaching Evaluation System

A reasonable evaluation system is an important guarantee for Full English Teaching. Based on the above, it can be seen that there are some problems in Full English Teaching evaluation in a university, such as imperfect system, unreasonable selection of indicators and copy of the Chinese curriculum evaluation system. Therefore, in order to improve the Full English Teaching level of hotel management, it is necessary to perfect and innovate the Full English Teaching evaluation system to form its own characteristics. For example, in the selection of evaluation indicators, we should not only take written examination results and final examination results as the criterion, but also pay attention to improvement of students’ oral expression ability, classroom work, the increase of proportion of usual performance in general evaluation, and reduction of the proportion of final examination in general evaluation. In addition, we can learn from the teaching evaluation system of other languages in China for self-improvement. Through these measures, we can optimize, adjust and innovate the Full English Teaching evaluation system so as to improve Full English Teaching level in all aspects.

6. Conclusion

The domestic education industry is constantly innovating and reforming the English education mode. Due to short duration for implementation of Full English Teaching mode in the undergraduate universities, we should vigorously promote Full English Teaching mode and improve the English ability of the talents with high academic qualifications. Taking hospitality management of an application-oriented undergraduate university as an example, through investigation and analysis, this paper studies the present situation and effect of Full English Teaching of hospitality management, and finds out that there are some problems in Full English Teaching of hospitality man-

agement of domestic application-oriented undergraduate university, such as the uneven level of teachers, single teaching method and the insufficient evaluation system of teaching effect, and puts forward that we should improve the level of Full English Teaching from three aspects of improving the level of teachers, enriching teaching methods, and innovating the Full English Teaching evaluation system, so that the highly educated talents of hospitality management have good English skills for operation and development of modern industry.

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