

## Discussion on Bilingual Teaching of University Tourism Management Major

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Research result from 2007 Liaoning Provincial Bureau of Education Bilingual Demonstration Course, 2010 National Ministry of Education Bilingual Demonstration Course: "Human Resource Management", 2010 Shenyang University Teaching Reform Project: "Study on Bilingual Teaching Reform and Practice of Tourism Management Major in Shenyang University".

Research Field: Human Resource Management, Enterprise Management and Innovation

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Received 5 October 2011; accepted 13 January 2012

### Abstract

The study on bilingual teaching in foreign countries has a long history, but in our country its development is very short, it has not been paid more attention on problems and related theory of university bilingual teaching. First of all, this article analyzes the feasibility and necessity of bilingual teaching on university tourism management major. And then, it further seeks and expounds effect factors of bilingual teaching. Finally, it provides feasible and applicable suggestions and countermeasures in order to promote the development and enhance the quality of bilingual teaching.

**Key words:** Tourism management major; University bilingual teaching; Effect factor; Countermeasure

WANG Jinzhao, WANG Jing (2012). Discussion on Bilingual Teaching of University Tourism Management Major. *Higher Education of Social Science*, 2(1), 32-37. Available from: URL: <http://www.cscanada.net/index.php/hess/article/view/j.hess.1927024020120201.2600> DOI: <http://dx.doi.org/10.3968/j.hess.1927024020120201.2600>

## 1. Bilingual Teaching's Feasibility and Necessity Analysis of Tourism Management Major

### 1.1 The Policy Support

In August 2001, Ministry of Education puts forward "Actively Promotes Teaching in English", and within three years, bilingual courses strive to occupy 5%-10% of all teaching. "In April 2004, bilingual teaching requirements of all required courses required more than 8%, the proportion of general university should also have certain proportion." In 2005, emphasize "to improve the quality of bilingual teaching, continue to expand the number of bilingual teaching." In early 2007, the Ministry of Education dispatch encouraging and promoting the development of the bilingual teaching work for several times. In August 2007, for the implementation of the spirit of the documents, it puts forward to support and construct 500 bilingual teaching demonstration courses from 2007 to 2010.

### 1.2 The Requirements of Economy Development Globalization and Higher Education Internationalization

The remarkable characteristic of globalization tide is "double language", that is, the national language and the international common language. At present, the world's 70 countries have English as the official language, 80% of the world's science and technology information conveyed by English, 95% of Website in English, three-quarters of E-mail in English. So in today's background of globalization, in order to develop their economic and scientific and technological competitiveness, every government of every country has attached great importance to the development of the bilingual courses and further improve the citizen's bilingual ability.

### 1.3 Requirements of the Inherent Characteristics

## **of Tourism Management Major**

Tourism management major has strong characteristics of being international, it requires that the professionals in service must have good foreign language competence and strong logical thinking ability for its diversified visitors and diversified language and diversified cultural.

In China, its theoretical system, discipline frame and its practical field is not mature, whereas,

the United States, Britain, Australia and other countries formed characteristic education system, is worth using for reference and study. It is necessary to promote the development of bilingual teaching.

### **1.4 Requirements of Undergraduates' Employment**

For undergraduates of tourism management major, generally they work in travel agency and star hotels. These organizations have a higher requirement for applicant's foreign language competence. According the statistics, about thirty percent of tourism undergraduates have a certain degree career gap for their language ability and cross-culture communication competence, language has become bottleneck problem of promotion for tourism middle and senior management personnel.

Teaching practice shows, students taught by bilingual teaching are far superior in concept formation, knowledge transfer, vision expanding and thinking building compare to the students without being taught by bilingual teaching. Bilingual teaching create a good chance for undergraduates, since it make them confidence, and giving more opportunity when they apply for a job, shorten the adjustment of time-span, meet the requirement of tourism enterprises toward middle and high level management professionals of tourism..

### **1.5 Requirements of Tourism Management Discipline Development in Depth**

Tourism management discipline is a new one in time in China, it is note mature in discipline framework, theoretical system, teaching content and practice field. And it developed early and quickly in Swiss, Britain, the United States, Canada, Australia and Hong Kong and other countries and regions. It has its own characteristic education system and practice teaching model, accumulated the rich experience of theory and practice. In recent years, our country tourism management discipline develops faster, the theory research has made some achievements, research field has also been promoted in depth, international exchange is more and more ,the development of the tourism management discipline in-depth need to draw lessons from the experience of foreign mature theory and practice, grasp the newest and latest dynamics and academic front, promote the development of our tourism management discipline in depth and into internalization.

### **1.6 An Effective Way to Cultivate the Opening-**

### **Consciousness Teaching Team**

China's tourism industry is the key industries of government support, the rapid development of tourism industry internalization put forward higher requirements for teachers of tourism management major. Bilingual teaching is an effective way to cultivate opening-consciousness teachers, since it can promote teachers to read more the international tourism academic exchanges and cooperation projects frequently, tourism to travel faster internationalization of specialized teachers also concluded that the higher request, bilingual teaching is the effective way to foster open teachers. It can promote teachers to read more foreign literature and grasp the latest development of discipline and teach students about the new knowledge.

### **1.7 An Important Channel to Convey A New Education Concept and Teaching Methods**

It is very important characteristics of teaching method abroad to advocate to learn by themselves, let students grasp knowledge through their own efforts. They pursue deep learning when they teach in foreign countries, adopt a learning method which is called problem-based learning. The knowledge adopted by students is knowledge they have understood, they can not be forgotten for a long time. Bilingual teaching can help students learn not only knowledge and information, but also the newest and latest education concept and training model.

Relying on bilingual teaching, combine diligent, steadfast, humility of Chinese students and wide students view, the courage to venture, combination of foreign students; combine strict, complete, system knowledge and inherent spirit and development direction of foreign education's emphasis; combine emphasis on solid basic knowledge of China education and emphasis on student self-reliance and pioneering of foreign education. It is no doubt a breakthrough to combine them together in education concept, teaching method and training model both of China and foreign countries.

## **2. Factors Analysis of Influencing Bilingual Teaching Effects**

Through several years of bilingual teaching practice and exploration, writer thinks that there are many factors influencing the effect of bilingual teaching, which are summed up into the following categories: the cultivating of teachers, the language level of teaching object, the selection of course, the selection of textbook, appraisal system, the exam system, the arrangement of class and atmosphere of bilingual teaching. Bilingual teaching is a systematic project, it needs combine all factors in a system.

### **2.1 Major Knowledge and Competence of Foreign Language for Bilingual Teachers**

The teacher is a initiator of knowledge, a qualified bilingual teacher is a requisite of success of bilingual teaching. Bilingual teaching is a kind of teaching using English or other foreign language to teach. In China, university bilingual teaching normally use both English and Chinese to teach, the teachers they need in most of universities are teachers who can teach academic course. For most of universities, it is urgent that they feel the lack of academic teachers who both have discipline knowledge and foreign language competence. It is also a bottleneck problem of bilingual teaching. The common problems exist in most universities is academic teachers lack foreign language abilities and English teachers lack of professional knowledge. The lack of bilingual teachers becomes the bottleneck problem of promoting bilingual teaching.

## 2.2 The Selection of Teaching Object

As a subject of learning, the foreign language level of students themselves and their active participation is a direct effect which influences the effect of bilingual teaching. The willingness of learning bilingual teaching depends on students' learning attitude' foreign language level and teacher's instruction. Students with different language level have different attitude toward bilingual teaching, students with good foreign language have a active and support attitude and high zeal. On the contrary, student with low and poor language have a certain psychological repulsion.

But under the circumstance of good learning attitude, the students who have middle level language abilities can reach the study requirements of bilingual teaching. Most students in China have a solid ability of reading after a years' foreign language learning, bilingual teaching can promote the ability of language. Therefore, it is not "excuse" for students' low and poor English ability to develop bilingual teaching.

## 2.3 The Selection of Bilingual Teaching Course

It needs to select right course to promote bilingual teaching reasonably. The basic principle to choose a course to be taught in bilingual is international generalization and comparability, to choose those courses with strong international generalization and comparability, especially those leading courses for foreign researchers. Such as social science courses which originate and develop in western countries are suitable to be taught in bilingual language. These course can keep original, such as Western Economics, International Marketing, Human Resources Management, the international association of course has stronger international requirements, such as traveling scenic area management, hotel management courses. In additional, some courses which have strong international requirement such as Tourism Attraction Management, Hotel management etc.

## 2.4 Selection o Right Textbook

In principle to speak, bilingual teaching must use original textbook. According to the investigation of Tsinghua University, students have low enthusiasm to "original" textbook, there are six reasons: one is the price is too high, most of the original textbook cost \$ 30-\$50; secondly, there is a big difference involved policy laws and regulations, national background; third, selected case and example is not suitable since with different culture background, value preference, the application of some of cases are not suitable to China condition. Sometime, it is not easy to understand for students who have no experience of studying abroad; forth, original textbook is thick with wide and comprehensive contents, it is not suitable for students to read, it need to be selected and absorbed in teaching contents; fifth, it is hard for student to read and understand with different thinking ways, in some circumstance, the interpreting of textbook has a certain difference between study method and thinking habit of China students.; sixth, discussion after class, practice and more related linked key knowledge emphasizes on practical, some question's comprehensive need a certain cultural background, it is hard for Chinese students to answer and think. It occupied more pages and increase cost and difficulty. It is a big problem how to select and use a textbook for bilingual teaching.

## 2.5 Teaching Evaluation and the Current Examination System

Many bilingual teachers have such experience, the difficulties are increased, workload are getting more, the evaluation from the students is lower compare the same one who teaches in Chinese. Such situation will dampen the enthusiasm of the bilingual teachers. Therefore, how to evaluate the effect of bilingual teaching is very important. If adhere to the traditional examination to review, bilingual teaching research will be in trouble. Now we are in the curriculum reform, the education concept and evaluation methods is taking change, bilingual teaching also needs the corresponding reasonable evaluation means as a guarantee.

## 2.6 The Arrangement of Class System

Bilingual teaching with small group is easy to carry out discussion, cooperative teaching and direction from teachers, but now the class is too much big, which is unfavorable for the group to discuss and guidance of teachers, teachers can't take care of every student. In addition, the current class is arranged by original class, that is, the whole class without exception, all the students in the same class are required to be taught in bilingual teaching. This arrangement increased difficulties for the students who have low foreign language abilities especially for the students who are minority or live in remote village and regions.

## 2.7 The Bilingual Teaching Atmosphere

The cultivating of bilingual teaching atmosphere is an environmental guarantee for bilingual teaching's success. As a new thing of teaching reform, the emergence and development of the bilingual teaching can not be inseparable from the appropriate atmosphere, cannot be separated from the support and care from school authorities.

## 2.8 The Bilingual Teachers Training Mechanism

A unity, scientific, and authoritative standard system has not been set up for domestic bilingual teaching and teaching training since China bilingual education started late and is at the stage of exploration. There is not a formal training system as to how to execute bilingual teaching, what kind of theoretical guidance we need, what kind of teaching concept, teaching method, and teaching contents we need. Thus, a few of bilingual teaching activities retain in many universities. Further, there is less to develop continuously. Even though, some of universities start to train bilingual teachers by themselves, but most of them stay in specific technical operation level, lack of long and effective training system. Therefore, on the other hand it is hard for the bilingual teachers to realize their sustainable development.

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## 3. Suggestions and Countermeasures for Bilingual Teaching Practice

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### 3.1 Actively Cultivate the Bilingual Teaching Team

In order to cultivate teachers with the characteristics of bilingual teaching, we need adhere to two way, we need to train our own bilingual teaching team, on the other hand we might invite foreign experts to teach. There are more channel to cultivate our own bilingual teaching team, we can select professional teachers to study abroad, enhance their foreign language proficiency or we might select English teacher to study professional knowledge and enhance their professional quality. We can select bilingual teachers to attend seminar and exchange experience of bilingual teaching to improve their skill and competences. We can also organize language training to improve bilingual teachers' language competence in China. We can recruit applicant who have high level language competences. We might adopt "work share" to relieve workload of preparing and teaching, that is, several teachers teach one course, each one is responsible for part of the course. Thus, it is benefit to expand the scale of bilingual teaching. On the other hand ,we can invite foreign professional to our university to teach, to carry out lectures, seminars, or make speech etc.

### 3.2 Actively Explore New Way of Textbook Development and Construction

It is an effort direction of teaching reform in the future to explore model of compiling textbook and related teaching material. Original textbook need to be adopted selectively under the circumstance of combing real practice of China, and contents of domestic excellent textbook; we need invite expert to edit original textbook according to our situation and reality and in the case of keep the unity system to shrink contents of original textbook, so as to reduce price and the difficulty to read. As to the contents of textbook, we should learn more experience of international tourism management, keep the same pace with its tendency, as the same time, se should keep the principle of "localization" and "personality", to edit, compile, select, and reunite. Bilingual teachers need elaborate bilingual electronic PPT with the characteristic of combing picture and literature, relaxed and active. They need select some related English material or audio and listening material as complimentary to read and learn. They should pay more attention to development "cube" textbook, emphasize on absorbing and accumulating of direct teaching media, increase audio, visual, and multiple-media information as a complimentary to use and help to decrease the difficulties to understand. With the development of The Times and the improvement of teachers, the use and construction of bilingual textbooks has been gradually improved. From the beginning of material collection and editing to lecture plan, from use of others famous textbook to compile applicable textbooks with their own characteristics, we should encourage university bilingual teachers to co-write applicable and suitable textbook with foreign famous lectures.

### 3.3 Carefully Select Course

The course objectives and teaching objective of bilingual teaching for tourism management major should be suitable to objectives of industrial talent cultivating. The selection and arrangement of course should focus on theory and practice, and form a "Three-level " course chain with rich demonstration and radiation function, start from basic to compulsory to option, in the way of from easy to difficulty, step by step. From the aspect of opening time, bilingual course should be kept year by year, and pay more attention to keep the same pace of contents of teaching, try to avoid shortcut and repeat so that ensure the continuous and systematic bilingual courses. Course with strong international generality and advanced research accomplishment should be taught by bilingual. Such as Tourism Economics, Hotel Management, Human Resource Management, Tourism Marketing, Tourism Attraction Management, they can help students to grasp international tendency and international operation model. For some practical courses such as tour guide business, the front office and housekeeping management might also be taught by bilingual so that to help students learn professional knowledge, improve the language competences and prepare the their employment.

### 3.4 Arrange Class Reasonably

In order to solve the problems between the current class activities and class arrange, the number of students for each class should be controlled within 25-30. It can support the execution of bilingual teaching activities smoothly. The effect of bilingual teaching will be limited by the language competence of students, so we might consider to arrange the class according to the language level of students who choose bilingual teaching course. Course can be taught in full-English, or most of contents are taught in English, or small parts of contents are taught in English. It depends on the students learning situation.

### 3.5 Establish New Bilingual Evaluation System

Bilingual evaluation system can mainly be established from the following aspects, such as the success of the teaching organization, effect of teaching and the utilization of learning resources. The teaching organization refers to the content design of the course, teaching means, teaching methods, the control of class, the grasp of the key content, teaching style, language competence of bilingual teachers, etc. The teaching effect mainly refers to the suitability of students and teacher's real situation to teaching contents, whether the teaching contents can meet the learning need of students, whether the discipline knowledge structure of teachers and their language competences are qualified, the evaluation of students, peers and supervisors, the scope of audience and promotion value, etc. The utilization of learning resource refers to the development and use of original textbooks, the practicability and effectiveness of references and the use of related Websites.

### 3.6 To Create A Sound Bilingual Learning Atmosphere

It is very important to actively construct a sound bilingual learning atmosphere. It is necessary to establish a stereo and comprehensive campus English culture environment. The construction of Campus English Culture can rich the contents of bilingual teaching, broaden the learning channel, optimize the education resources, it can construct a new platform for student to learn English, and effectively promote the development of the bilingual teaching. The following countermeasures we can take:

- Establishment of English Culture Class from foreign teachers
- The construction of English Corner and English Broadcast Station
- Bilingual Campus logo and propaganda slogans
- Friendly communication activities between China and Foreign countries
- The establishment of newspaper and article reading class
- The establishment of original English movie appreciation class
- The utilization of campus Website (English Version)
- Bilingual activities during western festivals

- Kinds of English activities and competes
- Establishment of English study group
- English class meeting and parties, English drama
- Book English newspaper and magazine for students, such as: the 21st century, English weekly, the audio-visual English, etc.

### 3.7 Perfect Related Policy

Bilingual teaching is a new teaching concept and exploration, it needs a large number of human, material and financial resources from the following aspects, such as the research of bilingual teaching, curriculum development, textbook compiling, the selection and purchase of reference, the purchase of teaching equipment and tools, and the training of bilingual teachers. Based on this kind of circumstance, we put forward proposal to all education departments and universities to make corresponding incentive policies, give supports to retain talents and keep the stable of bilingual teaching team by policy, compensation and emotion and give support on evaluation of technical title, wages and salaries, office conditions, and study abroad. If there is no certain policy and motivation of the security system, it will impede the pace of bilingual teaching practice and study, it will stop on the way. This will seriously restrict the implement of bilingual teaching in China

All authorities need adopt active and effective countermeasure to promote the development of bilingual teaching. From the view of macro level, the Ministry of Education need put forward new countermeasures to support the development of bilingual teaching (such as National Bilingual Demonstration Class Construction Project), the spread the accomplishment of Bilingual Demonstration Class, organize learn and communication between bilingual teachers' from the view of medium level, all authorities department and education management departments need adopt active countermeasures to promote the development of bilingual teaching (such as financial support, train projects), from the view of micro level, universities might adopt different channel to promote the development of bilingual teaching, such as leaders of universities or colleges teach bilingual course themselves, increase the teaching time and class time; organize bilingual teachers to study abroad as a visitor; increase the expenditure of reference and related books, make more promotion and propaganda to support bilingual teaching, control amount of student. Strengthen management of bilingual teaching, realize the share of bilingual teachers and resources.

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