

# A Study on Bilingual Teaching Model of Hotel A Case Study of Hezhou University

**Jinfang Wang**

*College of Tourism and Sport Health, Hezhou University, Hezhou, Guangxi, 542899, China  
Email:545485407@qq.com*

**Abstract:** *The proposal of "One Belt And One Road" strategy provides opportunities and challenges for the cultivation of international tourism talents. "Hotel English" course learns professional knowledge of hotel through different hotel work scenarios, and trains students to use hotel English to communicate and engage in different positions in the hotel. Taking "Chinese Tea and Wine" as an example, this paper explores teaching contents, teaching modes, teaching methods and teaching objectives, and gives suggestions from three aspects of teaching materials, teaching staff construction and teaching methods.*

**Keywords:** *Hotel management, Chinese tea, Chinese liquor, Bilingual teaching, "One Belt And One Road"*

## 1. The Definition of Bilingual Teaching

Bilingual teaching refers to the use of two or more languages as the medium of instruction, one of which is the mother tongue and the other is the target language of learning. The goal of bilingual teaching is the acquisition of professional knowledge and the improvement of bilingual switching and communication ability. That is to say, bilingual teaching is based on professional knowledge and focuses on cultivating students' ability to communicate in a second language, so as to serve for promoting economic and social development. Most of the bilingual teaching in China involves mainly English.

## 2. The Significance of the Course "Hotel English"

The proposal of "One Belt And One Road" strategy promotes the development of China's cross-border tourism cooperation and outbound tourism. As an important part of the tourism industry, the hotel industry plays an important role in the development of outbound tourism. In order to serve the strategic vision of "One Belt, One Road", the hotel industry needs to train a large number of international tourism talents who understand both hotel expertise and English knowledge. In this context, the opening of "Hotel English" course is of great significance. Hotel English is a compulsory course for the professional tourism management, the content including the reservation, check-in, concierge service, switchboard, check-out, housekeeping, food and beverage service, western food, western food, drinks, Chinese food, Chinese tea and wine, room service, banquet service, entertainment, shopping center, the content such as dealing with complaints. With the help of different hotel working scenarios, the course teaches hotel professional knowledge, and trains students to use hotel English to communicate and work in different positions in the hotel.

## 3. Analysis on Bilingual Teaching Mode of Hotel English Course

### 3.1 An Analysis of Bilingual Teaching Model

#### 3.1.1 Immersive Teaching Model

Immersive teaching mode is that the whole teaching process is in English, and teachers teach professional knowledge in English. Students not only understand, but also need to answer questions and express their views in English. They not only use English in the learning process, but also need to communicate in English in life<sup>[1]</sup>. This mode can greatly improve students' English level, but it requires students to have a high English foundation.

### 3.1.2 Transitional Teaching Model

Transitional teaching mode is the teaching of English as the main teaching, Chinese teaching as a supplement, after a period of learning, the students' English level has improved to a certain extent, then all the English teaching mode. Compared with the immersion teaching mode, this mode has a lower requirement for English proficiency, but the overall requirement is still relatively high.

### 3.1.3 Interspersed Teaching Mode

Interspersed teaching mode is to use Chinese and English alternately according to the difficulty of the teaching content. Students can also use Chinese and English alternately to answer questions. This mode has a general requirement for students' English proficiency and has obvious effects on improving students' professional knowledge and English knowledge<sup>[2]</sup>.

### 3.1.4 Terminological Teaching Model

Terminological teaching mode is that teachers mainly teach in Chinese, interspersed with English terms. This mode does not require high English level of students, but it has no obvious effect on improving their English level, especially their ability to communicate at work in English.

## 3.2 Rational Orientation of Bilingual Teaching Model

The above four bilingual teaching modes have their own advantages and disadvantages, but the choice of bilingual teaching mode of Hotel English should be based on the students' English level, otherwise the course objectives cannot be achieved. The students' English level is investigated mainly through two aspects: the pass rate of the English level examination and the results of the semester English test.

### 3.2.1 Understand Your English Level

#### (1) Results of Questionnaire Survey

The respondents of this questionnaire are students majoring in Tourism Management in Grade 2017, Grade 2018 and Grade 2019, as well as some students who have already graduated. The survey time is from November to December 2020. As the students of Grade 2020 have just entered school and lack of professional knowledge, they are not included in this survey. In this survey, a total of 189 questionnaires were sent out, 189 were returned and 189 were valid. The effective rate of the questionnaires was 100%.

According to the results of the questionnaire, the students who passed CET-4 accounted for 27.51%, the students who passed CET-6 only accounted for 1.06%, and the students who passed TOEFL and IELTS only accounted for 1.06%. Although the students of Grade 2019 failed to pass any level of English test, only 52 of the remaining 131 students passed CET-4, indicating that the students' English skills are weak.

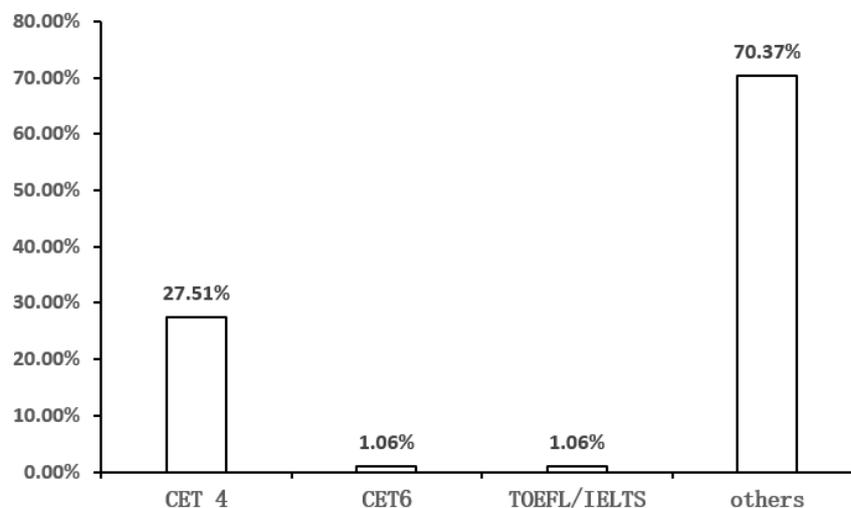


Figure 1 The pass rate of students' English level examination

## (2) Results of the Term English Test

Adopt the method of sampling survey, carry on the investigation to the student's English final test result. The analysis is mainly based on the college English scores of the tourism management major of the grade of 2019 and the applied English and college English scores of the tourism management major of the grade of 2018. There are a total of 63 students majoring in Tourism Management in Grade 2019, of whom 2 fail in College English, accounting for 3.18%; 9 people with 60-70 scores, accounting for 14.29%; There were 15 people who scored 70-80, accounting for 23.81%; 24 people with 80-90 scores, accounting for 38.1%; Thirteen people, accounting for 20.63%, scored over 90 points. There are a total of 69 students majoring in Tourism Management in the class of 2018, and 12 students, accounting for 17.39%, score 60-70 in College English. 18 people with 70-80 scores, accounting for 26.09%; 31 people with 80-90 scores, accounting for 44.93%; Eight people, accounting for 11.59%, scored more than 90 points. The score of applied English is better than that of college English, mainly because the assessment method is inclined to open assessment, and the score has been improved. See Table 2 for details. It can be seen from the score distribution that the English level of students is uneven, and some students are very poor in English. Moreover, the score is still given a comprehensive consideration of the learning basis of students, and the score is easy to write, but there is still a certain gap with the actual level of students. In this case, bilingual teaching mode can not be a one-size-fits-all, and students of different learning levels should be taken into account.

*Table 1 College English score table of Grade 2019 Tourism Management Major*

results	The number of	The percentage
40-50	1	1.59%
50-60	1	1.59%
60-70	9	14.29%
70-80	15	23.81%
80-90	24	38.10%
More than 90	13	20.63%

*Table 2 Statistical table of applied English and college English scores of Tourism Management major of Grade 2018*

results	The application of English		The university English	
	The number of	The percentage	The number of	The percentage
60-70	1	1.45%	12	17.39%
70-80	13	18.84%	18	26.09%
80-90	39	56.52%	31	44.93%
More than 90	16	23.19%	8	11.59%

### 3.2.2 Orientation of Bilingual Teaching Model

According to the above survey on the English proficiency of students, it can be seen that the English proficiency of students majoring in Tourism Management in Hezhou University is uneven. Some students have poor foundation and poor dictation ability, so they cannot use immersive teaching mode and transitional teaching mode in the choice of bilingual teaching mode. In the course of teaching, teachers can carry out interspersed teaching mode and terminological teaching mode according to the difficulty and importance of the course chapters, and the interspersed teaching mode is the main one.

## 4. An Empirical Study on Bilingual Teaching Mode of Hotel Management Course

In order to clearly explain the teaching mode and teaching process of the bilingual course, the following chapter is designed with "Chinese Tea and Wine" as an example. Mainly according to the Chinese drinking habits - employees responsibilities - Chinese drinking etiquette - tea wine recommendation - tea art show, a total of five aspects of teaching content, teaching methods mainly include group discussion, project teaching method, video teaching, scene teaching, practice teaching, such as teaching mode mainly adopts both English and Chinese with type teaching mode and term type teaching mode, The teaching objective is mainly to improve students' professional knowledge, English level and the integration level between them.

#### ***4.1 Group Discussion - Chinese Drinking Habits***

The course was introduced with an English material entitled "Drinking Alcohol in China", so that students could understand the Drinking habits of Chinese people. On the basis of this, the group would expand the content according to what they have learned. Students can intersperse in Chinese and English in the discussion section, and the answer section can intersperse in Chinese and English and answer in terms according to the difficulty of the content. This part of the learning will bring students into the atmosphere of English learning, students can better understand the professional knowledge related to wine, English communication into the warm-up stage.

#### ***4.2 Project-Based Teaching - Departmental Staff Responsibilities***

Project teaching on the basis of the functional departments in the hotel, the students are divided into different groups, respectively corresponding to the beverage manager, bar manager/supervisor, bar captain three functional departments, to the discussion of their responsibilities, discuss the process can be used in Chinese mode, after discussing the results and then express statement in the form of English. This session will enable students to better understand the responsibilities of Beverage Manager, Bar Manager/Supervisor, and Bar Foreman. English communication will be improved.

#### ***4.3 Video Teaching - Drinking Etiquette in China***

Watch the video "Chinese Drinking Etiquette". The video teaching method makes the teaching content more vivid and can stimulate students' interest in learning. After watching the video, let the students express their views actively. This link encourages the students to answer in English. If some students are poor in English, they can retell the original text in the video, so as to encourage the students to speak more and dare to speak, so as to realize the bilingual switching ability and bilingual expression ability.

#### ***4.4 Scenario Teaching - Tea and Wine Recommendation***

Set up three scenarios: recommend Chinese wine, order tea for the guests and recommend Chinese tea. Students work in groups, each of them plays a different role, and act out the scene in English<sup>[3]</sup>. These three scenarios are more common among the hotel service work, through the scene teaching, students can feel real hotel work required skills, training students the ability of random strain, but also exercise the English communication ability, will eventually be the integration of professional knowledge and English knowledge, to realize the students into the internationalization of tourism talents training target, Finally, it serves for the "One Belt And One Road" strategic conception.

#### ***4.5 Practice Teaching -- Tea Art Performance***

In the first semester of sophomore year, tourism management major offers the course "Tea Culture and Tea Art". Through learning this course, students can acquire the basic knowledge and practical skills of tea ceremony and tea art necessary in the process of tea event. The course "Tea Culture and Tea Art" has laid a good foundation for the study of Chinese tea in "Hotel English". Each student performed the tea ceremony and introduced the tea ceremony to the guests in English, which highly integrated professional knowledge and English knowledge.

The above five stages of learning, from the simple to the deep, from the simple to the difficult, from low to high English requirements, from the warm-up stage to the promotion stage and then to the highly integrated stage, give consideration to the learning foundation of all kinds of students, but also achieve the mutual switching and integration of professional knowledge and English knowledge.

### **5. Suggestions for Bilingual Courses in Hotel English**

#### ***5.1 The Teaching Material***

As the students' English level is relatively weak, the choice of textbooks can only be based on the combination of Chinese and English textbooks. Two aspects should be considered in the selection of textbooks for Hotel English: First, the frontiers of the content. Due to hotel management involves the reservation, check-in, room service, banquet service, entertainment, catering services, such as work

scenarios, and the relative business with the development of economy and the rapid development of transformation and upgrading of industrial structure, etc, the writing of the textbook have certain hysteresis, a lot of teaching materials with practical operation of the hotel there is a certain gap. Second, the professional level of English. "Hotel English" course not only allows students to learn relevant professional knowledge, but also to improve students' English communication level, so the choice of textbooks should also consider the original taste of English. It is difficult to choose the teaching material from the above two aspects. Therefore, teachers should combine the actual needs to increase the supporting materials such as handouts, teaching plans and courseware on the basis of the teaching material to make up for the deficiencies of the teaching material itself.

### **5.2 Teaching Staff Construction**

Congratulation state school of tourism management major is bilingual courses have tourism business English, hotel English two courses, less competent in bilingual teaching of the teacher, and competent bilingual courses, teachers, and tourism management is reserves rich in professional knowledge, but with a professional English teacher, there is still a gap compared with the level of English. In the survey of "influencing the teaching quality of bilingual courses", 75.13% students chose teachers; In the open question of "Suggestions for bilingual teaching", some students suggest that "teachers' English pronunciation should be as standard as possible", "the participation of foreign teachers to improve oral communication level", "should be taught by professional teachers" and so on. Therefore, to improve the level of teachers is an important prerequisite to improve the quality of bilingual teaching. Schools or colleges should focus on training a group of young and middle-aged backbone teachers and provide them with opportunities to study abroad. Meanwhile, they can also actively introduce overseas talents to solve the problem of bilingual teachers shortage.

### **5.3 The Teaching Method**

The teaching methods of Hotel English are flexible and diverse, including group discussion method, situational teaching method, video teaching method and project-based teaching method. The flexible and diverse teaching methods increase students' interest in learning. But as a result of many of the students with poor English foundation, in class is the new words of pay more attention to students in the process of query, the grammar of the sentence and translation, but ignored the professional knowledge of study, in addition many students can't communicate in English, most of the time to communicate in Chinese learning, these situations and runs counter to the goals of the hotel English courses. Therefore, teachers should constantly change teaching methods in the process of teaching, and encourage students to open their mouths and use English to communicate, so as to master both professional knowledge and corresponding English knowledge.

For example, before the chapter of Chinese tea and wine is taught, students are assigned the task of preview in advance. Students are asked to search for the classification and English expressions related to green tea, black tea, scented tea, tea drinks, yellow wine, white wine and beer in class, so that students can understand the drinking etiquette and drinking culture in China in advance. In this way, I will focus on improving my professional knowledge and English communication level in class, so as to achieve the course objectives. According to the actual, chapters in the related content interpretation can be carried out after the game activities, such as tea ceremony performance, requiring students to tea art related professional knowledge, encouraging students to use English to introduce at the same time, according to the results for different levels of reward, thereby greatly improving the students' learning enthusiasm, learning self-confidence, finally connected with international tourism talents, For the realization of "One Belt And One Road" strategic vision and services.

### **Acknowledgements**

Supported by the Teaching Reform Project of Guangxi District (2018JGB317)

### **References**

- [1] Jingxi Liu. *Application of "Immersion" Teaching in the "H" Type Bilingual Talent Training Model for Tourism [J]. Industry & Technology Forum, 2019, 18 (8) :199-200.*
- [2] Min Li. *Research on Bilingual Teaching of Introduction to Tourism [J]. Forum of Industry and*

*Technology*,2019,18 (11) :141-142.

[3] Lina Pan. *Application of situational teaching method in hotel English teaching [J]. Science, Technology and Economics Guide*,2019,27 (32) :114-115.