

Teaching and Learning English for Tourism After the Covid-19 Pandemic in Universities and Solution Proposals

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ABSTRACT

The topic "Teaching and learning English for tourism after the Covid-19 pandemic in universities and solution proposals" to a growing need for sustainable development of tourism as well as tourism human resources training after the Covid-19 pandemic. In this topic, we use teaching methods such as survey listing, analysis, description, and synthesis to examine the effects of the Covid-19 pandemic on teaching English for tourism on occupational training for tourism human resources training. Since then, the author offers solution proposals about teaching and learning English for tourism at universities of Covid-19 pandemic in order to improve students' learning outcomes and where concepts can be gradually built on the quality of teaching the English language for tourism major. In addition, we also contribute to timely response to the country's increasing need in the language of tourism and in the economic, cultural, and social sectors in Vietnam in the period of development and integration after the Covid-19 pandemic.

Keywords: *English for tourism, teaching and learning English for tourism, English for tourism after the Covid-19 pandemic.*

1. INTRODUCTION

Vietnam's economy continues to expand at an annual rate to become an advanced and developed country; accordingly, to meet the increasing demand for high societal standards, each person's professional skills and foreign languages are required to be improved. Especially with our country's current situation in the period of openness and integration, it has attracted a lot of foreign investors in all fields, leading to dramatic changes in many aspects of Vietnam such as individual life Vietnamese life, economy, language, culture, and society. But most recently, The negative effects of the Covid-19 pandemic have caused an economic downturn in Vietnam as well as other nations all around the world, as well as other countries in the world, especially the tourism industry. Due to the limitation of the article, in this article, we only focus on listening skills in teaching and learning English for tourism in post-pandemic university and recommendations. Speaking, reading, and writing skills will be discussed in the next section. Since then, the author offers solution proposals about teaching and learning English for tourism at universities of Covid-19 pandemic in order to improve students' learning outcomes and contribute to gradually improving the quality of teaching-English for tourism major. In addition, we also contribute to timely response to the country's necessary needs in the language of tourism and in the

economic, cultural, and social sectors of Vietnam in the period of development and integration after the Covid-19 pandemic.

2. RESEARCHING METHODS

Data sources and data collection: From detailed outlines and training orientations for the tourism industry, we explore teaching challenges as well as the effects of Covid-19 in tourism education.

Researching method: In this article, we use the method of surveying, listing, analyzing, describing, and synthesizing to figure out difficulties in teaching English listening skills in tourism. From there, we offer proposed solutions to the early recovery and development of human resources training institutions in tourism.

3. CONTENT

3.1. Some issues about tourism and tourism training

3.1.1. Tourism

From the second half of the 19th century, tourism started around the world and has grown strongly up to now. Tourism is one of the socio-economic activities popular with all people's essential needs to improve their quality of life. According to the Wikipedia dictionary, "Tourism is a human trip, with specific

purposes to another place, not to settle down and return after a trip" [15]. The World Tourist Organization (World Tourist Organization), an organization under the United Nations, affirms that "tourism includes all activities of travelers, temporary residents, in the purpose of visiting and exploring. And to learn about, experience either for relaxation, entertainment, or relaxation purposes; as well as for the purposes of practice and other purposes, for a continuous period of not more than one year, outside the settlement habitat; but exclude travels whose primary purpose is to make money. Tourism is also a dynamic form of relaxation in a different living environment than where you live" [17]. In 1905, Guer Freuler, E. said, "Travel in the modern sense of this word is a phenomenon of our time, based on the growth in need of restoring health and the change of the surrounding environment, based on the generation and development of feelings towards natural beauty" [10]. According to the Vietnam Tourism Law (2005), Clause 01, Article 4, Chapter I clearly states, "Tourism is activities related to people's trips outside of their regular residence to meet the needs visit, learn, entertain, relax in a certain period of time." In addition, the Law in Clauses 02 and 03, Article 4, Chapter I on tourists and tourism activities as "2. A tourist means a person was traveling or combining traveling, except in the case of going to school, working or practicing to receive income at the destination. 3. Tourism activities are activities of tourists, organizations, and individuals doing tourism business, population communities and agencies, organizations and individuals related to tourism" [2].

Tourism is one of the forms of moving and staying in a place different from your permanent residence for a certain period of time to improve life quality, entertainment, and relaxation of an individual or group and other services such as eating, resting, and playing at destinations.

3.1.2. Tourism training

Tourism training is the training of qualified human resources to fulfill the role of many activities related to the tourism industry, such as tour guides and business administration, travel, tourism, restaurants, hotels, research, and policy development on tourism. According to the Resolution of the 8th Conference of the 12th Central Committee on the Strategy for Sustainable Marine Economic Development of Vietnam to 2030, a vision to 2045 [Resolution No. 36-NQ/ TW] clearly states the development direction of the tourism industry, especially marine tourism as well as training human resources for tourism towards international standards in order to meet the timely demand for labor during the period of opening and integration of the country. Currently, namely "Promote education, training, and development of marine human resources: Enhance education, raise awareness, knowledge, understanding of the ocean,

ocean, survival skills, and adaptation to climate change, sea-level rise, natural disaster prevention and avoidance for pupils and students of all grades and levels. Developing high-quality marine human resources in line with market demands; adopt special mechanisms and policies to attract talents, step by step form a contingent of international-qualified managers, scientists, and experts with deep sea and ocean expertise. To adopt mechanisms to support, improve training quality, and develop a network of marine human resource training establishments to reach the region's advanced level. Effectively carry out vocational training to meet the labor requirements of marine economic sectors and to change jobs of the people" [17].

After being trained, students and trainees can improve their guiding skills or gain specialized knowledge of planning traveling programs, how to purchase necessary equipment, markets, promote, offer travel programs, sold with tourism products and associated services. Besides, the high requirements of qualifications, professional skills, and management skills that teachers and learners need to understand in training, subtlety, sensitivity, and judgment in the tourism business are also of great interest.

3.1.2. The tourism training in Vietnam

Tourism has always played a very important role in boosting the economy in all countries, especially in Vietnam. Tourism is considered the "golden egg" of the economy. The tourism industry has always been one of the spearhead economic sectors, with high career opportunities for students and students after graduation. Currently, training institutions have industries in tourism, such as Tourism, tourism administration, culture and tourism, tourist guide, tourism economics, tourism management, business administration, restaurant - hotel service, and management.

Students and graduates of tourism training institutions can confidently work in positions such as tour guides or specialists in charge of the accommodation, marketing, and care departments, clients, conference - event organizers, administration - operators, and tour operators design at domestic and foreign companies or non-governmental organizations, experts in departments, traveling or participating in research and teaching about tourism at training institutions, research institutes. In addition, you can also do your own business independently to assert yourself.

In general, Vietnam's education has been gradually transformed to improve the quality of training in order to catch up with the world's development trends. And English is one of the top foreign languages decisive for this change.

3.2. Difficulties and overcoming directions in teaching and learning English listening skills for Tourism after the Covid-19 pandemic

Limiting close face-to-face contact with others, during the Covid-19 pandemic, we have been applying social media and distance learning methods such as Facebook, Google Meet, Zoom Meetings, Zalo in teaching and learning activities. Facebook is used more often because it is handier for netizens to download images, audio, video, and email, Zalo or zoom meetings, and from this site, all members in my class use Facebook to convey. Specifically, Moodle was used for online teaching in conjunction with Google Meet for classroom lessons.

Listening skills are considered the most difficult skills among four skills (listening, speaking, reading, writing) in students' English learning process. Most of the time, students do not appreciate learning specialized English, which leads to limited vocabulary, lack of understanding of pronunciation, word matching, and intonation of readers, and speakers, making it difficult for them to understand. Students do not understand the contents which are mentioned in the listening article. So they do not understand the main idea in the listening lesson. Students often like to preview the content and answers or wait for answers. They do not try to focus on listening, leading to a lack of quick reflex.

Teachers need to have many vivid teaching methods during listening hours from the difficulties mentioned above. For example, the teacher can let students hear new words, difficult words in the lesson, create content speculation from students, and step by step lead to the listening lessons so that students will not get bored then let them listen to many times.

Teachers should ask students to master the pronunciation, stress of each word, intonation in English sentences.

Teachers let students listen to the program's songs and outside the program to create an exciting atmosphere, such as listening to favorite topics, songs, short conversation patterns, and English communication clips.

Teachers should encourage students not to use answers to the listening lessons before listening to improve students' sense of self-study and self-practice.

Furthermore, teachers should ask students to practice listening before going to bed every night, and they can listen every time and everywhere without high concentration for their relaxation. Students can understand the pronunciation, intonation, and natural way of speaking. In addition, teachers need to take the initiative regularly, exchange, share ideas from colleagues who have successfully learned to listen, for example:

I asked 100 tourism students in my classes to listen to Listening 7- p. 9, Listen to Louisa Smith talk about her job and decide which of the jobs on page 7 she does - Unit 1: Careers in tourism [12].

i. I divided the class into many small groups: class groups = Facebook group = closed group of emails = closed group Zalo)

ii. I asked students to read and understand each question in 2 (note the vocabulary and grammar in each question of the person asking Louisa: Can you tell me the viewers at home how you got your present job? And what does typical day invoice?)

iii. I let students listen three times then decide the answers (which of the jobs on page 7 she does in student books).

Teacher's goal about students' scores on listening tests: 35% of students get 8 - 10 marks; 60% of students get 6,5 - 7,9 marks, 5% of students get 5 - 6,4 marks, and 0% of students get under 5 marks.

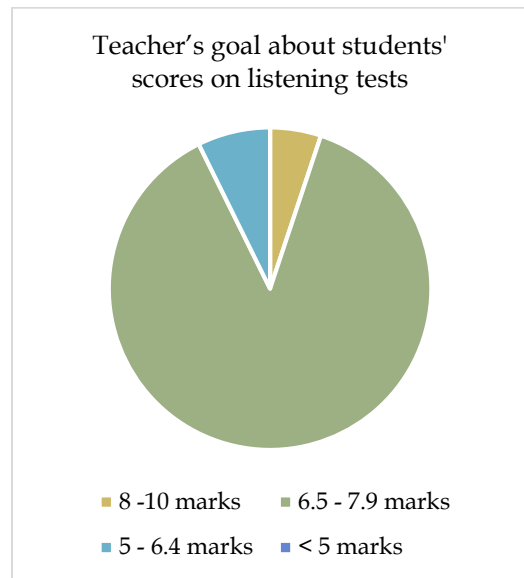


Chart 1: Teacher's goal about students' scores on listening tests.

But students' scores on listening tests: 33% of students got 8 - 10 marks; 37% of students got 6,5 - 7,9 marks, 20% of students got 5 - 6,4 marks, and 10% of students got under five marks.

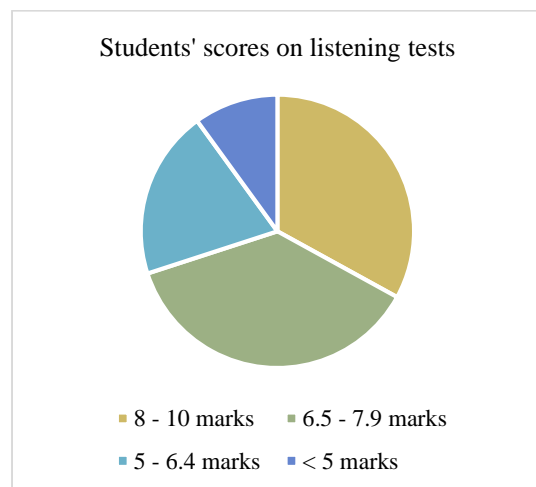


Chart 2: Students' scores on listening tests.

iv. After the lessons, I sent this listening post to each group leader, asking them to listen again regularly and send them more practice listening articles through facebook's closed group.

v. I corrected the listening lessons in next week's listening period and added the cumulative points for each student with the correct assignment to the mid-term test results for each student. The quality of improving students' listening skills is assessed through the results of each part: diligence: 10%, listening lesson 30%, additional listening exercises 20%, midterm listening test: 40%.

Besides, I give students part-time exercises to improve skills, especially listening practice on Moodle Google Meet, Facebook groups, and Zalo groups.

From the issues above, I offer solution proposals about teaching and learning English for tourism at universities of Covid-19 pandemic in order to improve students' learning outcomes and contribute to gradually improving the quality of teaching and learning English for tourism major.

3.3. Solutions for teaching and learning English for Tourism

To accomplish this, it must be coordinated with enthusiasm and effort from three sides: tourism students, teachers, and leaders.

For students:

- Students should have an awareness of the importance of English in today's society, especially tourism students.

- Tourism students need to spend a lot of time learning English for tourism,

- Tourism students should have clear plans and schedules for learning English for tourism.

- Tourism students should improve their learning vocabulary, pronounce correctly, and make sentences in appropriate contexts.

- Tourism students should practice listening to English tourism news for tourism on radio and television stations.

- Tourism students should be confident to play the roles in conversations and use English in daily communication with friends and teachers.

- Tourism should not be afraid of making mistakes when listening and speaking English.

- Tourism students always coordinate with teachers to achieve the goal of teaching English for tourism with high efficiency in universities.

- Students should participate in organizations and extracurricular activities such as English clubs, quiz questions in English, presentation exams in English, exams for English proficient students in specialized English classes.

- Students should always be honest with their results.

For teachers:

- Teachers often improve and learn from professional experience, apply a variety of appropriate

teaching methods, care, approach, and innovate teaching methods in a lively and effective way.

- In each lesson, teachers should divide each stage suitable for each skill such as warm-up, pre/ before - listening, while - listening, post/ after - listening, and teachers should use illustrations, vivid graphics, games, creating a comfortable and dynamic learning atmosphere to attract students' attention, attention and confidence in the learning process.

Teachers divide the class into small groups, give specific requirements to each group, and alternate tasks between groups to understand the lessons' content.

- Teachers regularly update and adjust the system of exercises to suit each target student. Teachers should design training exercises from easy exercises too difficult exercises to improve students' proficiency, but should not transmit too much new knowledge in a class.

- Teachers always create an English environment during class hours, and students often use English as the main language to communicate actively, confidently, reduce stress, comfortable classroom atmosphere. Teachers should not be overemphasized from students' mistakes in communication, encouraging and rewarding students for their progress.

- Teachers always observe each student in the class, especially weak students. Teachers should create a lot of opportunities for students to use English for tourism sentence patterns naturally.

- Teachers should improve their professional skills, regularly update modern teaching knowledge, curriculum, and contents, and use modern technologies in teaching.

Teachers should correctly assess students' learning capacity and efforts and often have awards for good marks.

Teachers should encourage the students to join together in organizations and extracurricular activities in English, such as English clubs and quizzes.

- Teachers should combine a close relationship between the school leaders - teachers - students to work together to teach specialized English with high efficiency in universities.

For leaders:

- Leaders should create conditions for teachers to update knowledge, modern teaching programs. Leaders should encourage teachers to improve the professional experience, access new and more effective teaching methods.

- Leaders should support and create conditions for teachers to participate in fostering classes to improve professional capabilities and skills.

Leaders should support teachers and students in joining organizations, clubs, and extracurricular activities in English for specialized classes, cooperating with volunteer clubs in the host countries to exchange and learn about foreign language skills and culture of students with these countries.

- Leaders should pay attention to adding modern facilities in classrooms with high standards.

3.4. Proposed solutions

According to statistics in the period 2015-2019, only 45% of vocational workers have been trained, not to mention there will be a certain number of unsatisfactory employees, enough to meet the tourism business's recruitment requirements. The remaining 55% of workers lack skills and skills, leading to the inevitable situation that the quality of the labor force in this group does not meet the requirements of the profession, especially English proficiency of tourism, but especially after the Covid-19 pandemic, the practical environment of the students of the tourism has many limitations, so we offer the following suggested solutions:

Firstly, tourism training institutions need to "digitally transform," apply computer software and modern technical facilities to create diversity, diversity in training, and tourism practice. Tourism training institutions always connect with businesses and regularly encourage businesses to regularly participate in digital tourism training programs.

Second, tourism training institutions need to promote cooperation and close links with businesses according to the State-school-entrepreneurs expansion mechanism to create favorable conditions for students and learners. Tourism students have a direct practice environment, practical friction as well as job opportunities after graduation.

Third, the curriculum content of tourism training institutions should focus on the skills of designing, promoting, introducing, and selling online travel products in many different languages, especially English in terms of operation, marketing, PR online, especially emphasizing the development of a unique domestic tourism market after the pandemic.

Fourth, tourism training institutions need to be equipped with enough experience in tourism for their students carefully so that tourism students can implement tourism activities professionally to avoid the risks in the current post-pandemic conditions and situation of the country.

Fifth, in addition to the professional knowledge and skills, tourism training institutions need to set the necessary standards of students in the tourism industry in a career such as behavior and morality.

Sixth, tourism training institutions should always pay attention to investing in facilities according to the development standards of digital technology transformation to meet the essential needs of the post-pandemic situation.

Seventh, tourism training institutions should gradually establish more practice facilities affiliated with tourism to create a stable learning-practice and practice environment.

Eighth, leaders at all levels and managers in tourism need to pay attention to strengthening interdisciplinary

coordination in the implementation of tourism occupational skill standards.

Ninth, leaders at all levels and managers in tourism should establish a professional tourism skills assessment center, a national tourism certification committee (tour guide profession), tourism capacity evaluation, and training committee.

In short, tourism training institutions, teachers, and students should need to pay attention to essential English for tourism skills and have a stable practice environment.

4. CONCLUSION

From the beginning of the Covid-19 outbreak until now, Vietnam and other countries worldwide have been suffering from the economic downturn and crisis and other losses in many fields, specifically the tourism industry. To stimulate remarkable recoveries after the pandemic, the State must have many preferential and supportive policies, as Mr. Le Viet Phuc, Head of Department of Labor, Invalids and Social Affairs of Hoi An city said that "a good time for vocational training for Tourism industry workers and the Tourism Association should organize themselves based on the State's preferential mechanisms, this will help keep the workforce as well as supplement the quality workforce for businesses" [10].

In teaching-learning activities, teachers are the ones who decide the quality of teaching in a class, so teachers must make good use of the benefits of modern media such as smartphones, computers with the website, Facebook, e-mail, Zalo, or teaching and learning online by Zoom Meetings, Moodle Google Meet to increase students' ability to absorb and comprehend knowledge of students in the first basic skills (listening) and also in reading and writing skills for students. Students have the ability to consult, learn and learn from advanced countries around the world, promptly respond to the high demands of the country in the period of regional and world integration, not only in the field of language but also in economic, cultural, and social fields in our country's integration and development period after the Covid-19 pandemic.

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Biodata

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She hasn't presented at international conferences yet and this is her first time to attend the international conference AsiaCALL2021, the 17th International Conference of the Asia Association of Computer-Assisted Language Learning so she hopes everybody helps her to share the experience.

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