



**STUDY ON THE TEACHING METHODS TO IMPROVE  
ENGLISH PROFICIENCY OF TOURISM MANAGEMENT  
STUDENTS AT NANJING COMMERCIAL COLLEGE**

**ZHANG TIANYU**

**6417195838**

**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE MASTER'S DEGREE OF BUSINESS  
ADMINISTRATION GRADUATE SCHOOL OF BUSINESS  
SIAM UNIVERSITY**

**2023**



**STUDY ON THE TEACHING METHODS TO IMPROVE  
ENGLISH PROFICIENCY OF TOURISM MANAGEMENT  
STUDENTS AT NANJING COMMERCIAL COLLEGE**

**ZHANG TIANYU**

This Independent Study has been Approved as a Partial Fulfillment of the Requirement  
of International Master of Business Administration

Advisor: ..... *Chao Qiu* .....  
(Assoc. Prof. Dr. Qiu Chao)

Date: ..... 9 ..... 4 ..... 2024 .....

..... *Jomphong Mongkhonvanit* .....  
(Associate Professor Dr. Jomphong Mongkhonvanit)  
Dean, Graduate School of Business Administration

Date ..... 26 ..... 4 ..... 2024 .....  
Siam University, Bangkok, Thailand

**Title:** Study on the Teaching Methods to Improve English Proficiency of Tourism Management Students at Nanjing Commercial College

**By:** Zhang Tianyu

**Degree:** Master of Business Administration

**Major:** Education Management

**Advisor:** ..... *Chen Qiu* .....  
(Assoc. Prof. Dr. Qiu Chao)  
..... *9 / 4 / 2024* .....

## ABSTRACT

This paper aimed to study the teaching method to improve English proficiency of students in tourism management at Nanjing Commercial College. The research objectives were: 1) to analyze the current situation of teaching English in tourism courses in vocational schools at Nanjing Commercial College; 2) to explore three teaching methods derived from the constructivist theory to address current issues and improve English proficiency of tourism management students.

This paper adopted the documentary research method to investigate and studied relevant theories such as constructivist theory, vocational English education, vocational tourism English. Based on the research objectives of this article, combined with expert research and ideas, the paper found that: 1) Nanjing Commercial College's English curriculum has the following problems: students lack interest in English learning, classroom teaching lacks student-centered teaching methods, teaching practicality is not strong, and talent cultivation does not meet the needs of industries and enterprises. 2) Based on the four elements of the constructivism theory: scenario, collaboration, conversation, and meaning construction, three teaching methods are derived: scaffolding teaching method, anchor based teaching method, and random entry teaching method, which can effectively promote tourism English classrooms, cultivate students' interest in English and understanding of the importance of tourism English.

Finally, reflections, discussions, and suggestions were made on the results of this paper. Therefore, it is recommended to comprehensively improve the teaching methods of tourism English courses, combine the teaching methods that are suitable for

the characteristics of students, promote their comprehensive development, and cultivate tourism industry talents that meet the needs of the industry.

**Keywords:** Tourism English, Vocational School, Teaching Status, Constructivist Theory, Teaching Methods

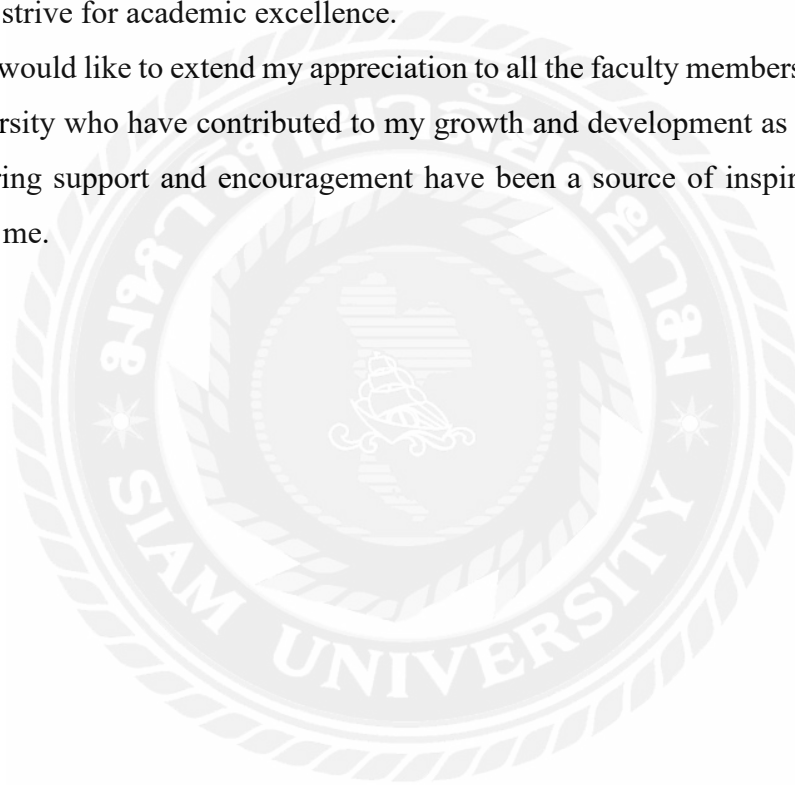


## **ACKNOWLEDGEMENT**

I would like to express my deepest gratitude to my advisor, for her invaluable guidance, support, and encouragement throughout my independent study. Her insightful comments and constructive criticism have significantly improved the quality of my work.

Additionally, I am grateful to Associate Professor Dr. Jomphong Mongkhonvanit, Dean, the Graduate School of Business, for his support and encouragement throughout my studies. His dedication to the graduate program and commitment to excellence have inspired me to strive for academic excellence.

Finally, I would like to extend my appreciation to all the faculty members and staff of Siam University who have contributed to my growth and development as a student. Their unwavering support and encouragement have been a source of inspiration and motivation for me.

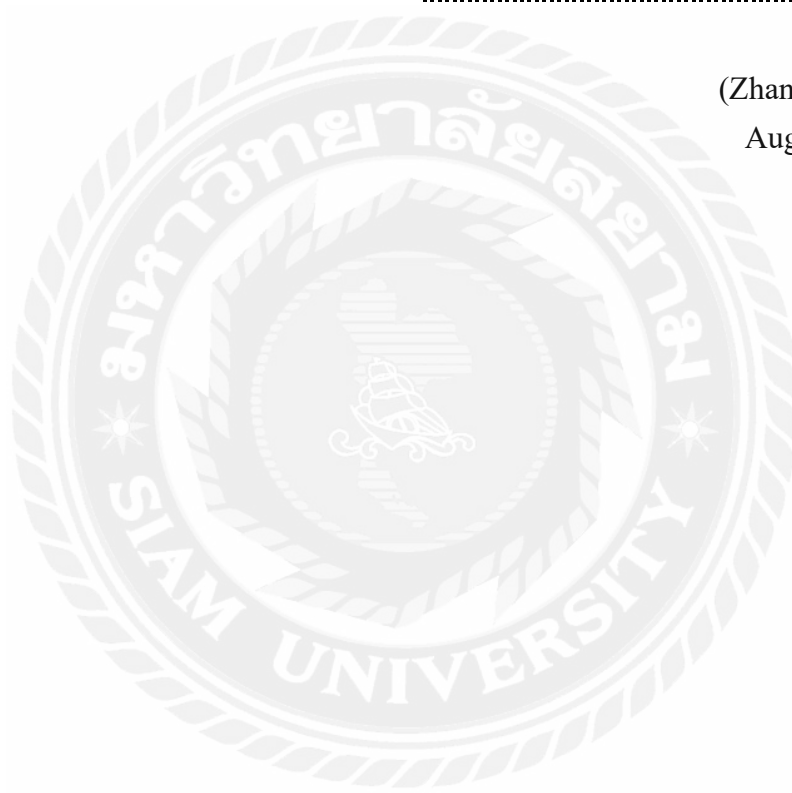


## Declaration

*I, ZHANGTIANYU, hereby certify that the work embodied in this independent study entitled " study on the teaching methods to improve English proficiency of tourism management students at nanjing commercial college" is the result of original research and has not been submitted for a higher degree to any other university or institution.*

-----  
(Zhang Tianyu)

Aug 18, 2023



## CONTENTS

ABSTRACT.....	II
ACKNOWLEDGEMENT .....	IV
Declaration.....	V
CONTENTS .....	VI
Chapter 1 Introduction .....	1
1.1 Research Background .....	1
1.2 Research Problems .....	2
1.3 Research Objectives.....	2
1.4 Research Scope .....	3
1.5 Research Significance.....	3
Chapter 2 Literature Review .....	5
2.1 Tourism English.....	5
2.2 Secondary Vocational School.....	6
2.3 Overview of Constructivism Theory .....	7
2.3.1 Emergence and development of the constructivist theory .....	7
2.3.2 Classification of constructivism.....	8
2.3.3 Main viewpoints of constructivism.....	8
2.4 Overview of English Language Teaching Methods .....	15
2.5 Overview of Three Teaching Methods under Constructivism.....	15
2.5.1 Scaffolding teaching .....	15
2.5.2 Anchored teaching .....	15
2.5.3 Random entry teaching .....	15
Chapter 3 Research Methodology.....	15
Chapter 4 Findings and Conclusion.....	16
4.1 Analysis of the Current Situation .....	16

4.2 Comparison of Three Teaching Methods under Constructivism .....	17
4.3 Pattern Construction of Teaching Design under Constructivism.....	18
4.3.1 Principles of Constructivist Teaching Design.....	18
4.3.2 Constructivist Teaching Design Process .....	20
4.4 Conclusion .....	21
Chapter 5 Recommendations .....	24
References.....	25





# Chapter 1 Introduction

## 1.1 Research Background

In September 2020, the World Conference on tourism Cooperation and Development (WCTCD), organized by the World Tourism Cities Federation (WTCF) with the theme of "Restart tourism, Recreate Prosperity", was opened in Beijing, at which WTCF expert Du Yili released the "Report on the Recovery and Development of the World's Tourism Industry in the Context of the COVID-19 ", and the conference aimed to promote the recovery of the tourism industry in the context of the COVID-19 Epidemic. COVID-19 Epidemic context of tourism recovery, look forward to the prospects of the tourism industry, for the restart of world tourism prosperity to play a constructive role, and proposed to promote the industry's recovery and development, to accelerate the recovery process of the tourism industry. Previously, China has maintained its position as the world's largest domestic tourism market, the largest source country for outbound tourism and the fourth largest host country for inbound tourism for many consecutive years. Currently, in the post epidemic era, Chinese and foreign tourism is recovering strongly. The cultivation and development of tourism human resources is an important part of tourism recovery and high-quality development. The rapid development of the tourism industry has put forward higher requirements to students majoring in tourism management. The development of tourism, especially international tourism, will directly increase the demand for tourism talents with both tourism expertise and foreign language skills to tell China's story, enrich and enhance the country's tourism image.(Ma, 2008) During the next 20 years, the increasing proportion of long-distance tourism and intercontinental tourism will become the most significant feature of world tourism development.

Vocational education, as an important part of China's national education system and human resource development, not only has the attributes of vocational education, but also has the qualities of general high school education, and plays an important role in cultivating technical and skilled talents. In the 1980s, China opened English courses for vocational schools, which started relatively late. Initially, the training goal of vocational schools was to cultivate qualified workers, so cultural basic courses such as English were not given enough attention in the teaching process (Li, 2014). In the 1990s, vocational education in China gradually became the research object of academia and education circles. Since the 21st century, vocational education is no longer a marginalized form of education, and has assumed the important social responsibility of promoting the employment rate of students and cultivating front line labor talents under the background of many supportive policies introduced by the state(Ge, 2016). Accompanied by the rapid development of the inbound tourism market, and with it comes a large demand for bilingual tour guides with a certain level of foreign language proficiency and strong tourism business skills. According to data from the Department of Culture and Tourism Market Management, by May 2023, a total of about 130,000 people nationwide will have obtained tour guide certificates. And about 13,000 people have obtained foreign language qualification certificates, accounting for only 10.5% of the number of national tour guide qualification certificates, indicating that the number of foreign tour guides in China is still in urgent need of supplementation.

“English for Tourism” is a compulsory course for secondary tourism service and management majors, and its teaching purpose is to let students master the professional vocabulary related to tourism and the specific expressions of the relevant contents in the process of tourism reception, to improve students' oral expression ability, and to lay a good English foundation for future employment. Tourism belongs to the service industry, whether it is a tour guide in a travel agency or a service staff in a hotel, a considerable part of their work is communication and exchange between people, and the role of language is evident (Chang, 2016). Especially on the premise that the international epidemic has been effectively controlled, China will promote inbound tourism in a step-by-step orderly manner and steadily develop outbound tourism, and the role of "Tourism English" cannot be underestimated.

## **1.2 Research Problems**

However, the teaching of English for Tourism in secondary vocational schools is still facing many problems (Chen, 2018), such as: a single teaching mode of English for Tourism, due to the influence of the traditional teaching mode, the classroom teaching of English for Tourism in secondary vocational schools still adopts the teaching mode of “classroom teaching as the center and teacher's lecture as the main teaching mode”, which emphasizes on theory and is light on practice. In addition, the practicality of teaching English for tourism is not strong, and even though students learn English for tourism, they only stay in the books and do not know how to apply what they have learned in the actual work scene. To sum up, the requirements of the state for vocational education teaching, the needs of the tourism industry for professional talents training and the requirements of secondary tourism service and management majors for students are all three aspects, which put forward higher and newer requirements for the future tourism professional talents, and the reform of vocational education also puts forward a guiding direction for cultivating more professional talents. In order to adapt to the development of China's tourism industry, better enhance the level of international tourism reception, carry forward China's traditional culture, China's demand for talents with the quality of tourism English is increasing day by day, which can be seen in the necessity of intermediate students to learn “Tourism English”. Coupled with the problems faced by the teaching of secondary “English for Tourism” course, it is especially important to optimize the teaching methods of secondary "English for Tourism" course and improve the enthusiasm of students to learn English for tourism.

## **1.3 Research Objectives**

The goal of this paper is to explore through the four elements of constructivist learning theory:

1) To analyze the current situation of teaching English for tourism in vocational schools at Nanjing Commercial College;

2) To Explore three teaching methods derived from the constructivist theory to address the current issues and improve English proficiency of tourism management students.

## 1.4 Research Scope

This study adopted the documentary research method. This study explores three teaching methods under the constructivist theory - scaffolding teaching method, anchor based teaching method, and immediate entry teaching method - to solve the existing problems in the English teaching classroom of Nanjing Commercial School through teaching methods, thereby improving the English language proficiency of vocational school tourism management students. This provides in-depth exploration and practical research results to enhance the tourism English proficiency of students majoring in tourism at Nanjing Commercial School. This provides valuable insights for the teaching research and practice of English for tourism in vocational schools.

Through the analysis of the current situation of tourism English classes at Nanjing Commercial College, this article has reviewed a total of 162 articles, including 26 on tourism English teaching, 20 on scaffolding teaching method, 20 on anchor based teaching method, 20 on random entry teaching method, 16 on vocational English teaching, and 16 on the application of constructivist theory in English teaching. The study was completed from January 2023 to July 2023.

## 1.5 Research Significance

At present, there is relatively little research by domestic scholars on the application of tourism English in vocational school teaching. This study collected a large amount of relevant literature and materials, conducted in-depth research on English teaching methods from a theoretical perspective, and summarized teaching methods suitable for hotel English teaching. The positive impact on the teaching of Tourism English in vocational schools and the promotion of research on teaching methods for tourism English in vocational schools.

1. Cultivate students' practical application abilities: Tourism English course is an important component of vocational tourism English major, and students need to have good English communication and exchange skills to be competent in their work. By studying and improving students' tourism English abilities, they can better adapt to the actual work environment and enhance their employment competitiveness.

2. Improve career development opportunities: With the rapid development of the tourism industry, the demand for talents with good tourism English skills is also increasing. By studying and improving students' tourism English proficiency, more employment opportunities and career development opportunities can be provided, creating broader employment prospects for students.

3. Strengthen international exchanges and cooperation: The tourism industry is an international industry closely related to exchanges and cooperation between countries. Improving students' tourism English proficiency helps them better communicate and collaborate with international tourists, partners, and peers. This not only promotes the development of the tourism industry, but also helps to strengthen friendly exchanges and understanding between countries.

4. Strengthen one's own image and brand: Improving the tourism English proficiency of vocational school tourism English majors will help enhance the school's reputation and influence in the field of tourism education. Schools can provide

students with higher quality English education, which helps to attract more students and effectively improve the employment rate of graduates, thereby promoting the development of the entire school.

5. Promoting education reform and development: The improvement of tourism English proficiency among vocational school students majoring in tourism English is not only related to their personal employment and prospects, but also closely related to the country's education reform and tourism industry development. Through research in this field, relevant suggestions and improvement directions can be provided for educational institutions and government departments, promoting the reform and innovation of the entire education system.

In summary, from multiple perspectives such as employment competitiveness, international exchange and cooperation, school image, and educational reform, improving the tourism English proficiency of vocational school tourism English majors is of great research significance. In depth exploration of these aspects in the paper can provide valuable reference and inspiration for the academic community and educational practice.



## Chapter 2 Literatures Review

### 2.1 Tourism English

English for Tourism is a branch of ESP, which is a teaching pathway with clear objectives, strong relevance and high practical value. It has two obvious characteristics: firstly, ESP learners are adults, either specialists engaged in various professions, such as scientists, engineers, industrial entrepreneurs, physicians, etc.; either on-the-job or in training, such as those engaged in commerce, finance, tourism, aviation, navigation and other industries at all levels; or university students, including non-English majors studying English, or students studying foreign trade, international finance, foreign-related insurance, international news and other courses but at the same time, they also have the opportunity to learn English in a more practical way. Either they are university students, including non-English majors who study English at university, or English majors who study foreign trade, international finance, foreign insurance, international news and other courses but also study English, or students in secondary specialized schools (such as foreign trade schools) or vocational secondary schools (such as tourism vocational schools) who need to use English frequently in the future. Secondly, ESP learners learn English as a means or a tool to further their professional studies, such as non-English majors in various universities, or as a means or a tool to do their jobs effectively. The essence of ESP is to analyze and meet the different needs of different learners in order to improve the effectiveness of teaching and learning.

"Tourism English" is a course in Nanjing Commercial School, intermediate "Tourism English" is specially tailored for intermediate colleges and universities "Tourism English" professional learning, is to implement the Ministry of Education on the intermediate "Tourism English" teaching reform objectives, to adapt to the needs of the modern tourism industry, to enhance the core competitiveness of students . It comprehensively cultivates intermediate students' comprehensive application ability of listening, speaking, reading and writing in the environment of tourism scenario, enhances intermediate students' cross-cultural communication awareness and communication level, and improves intermediate students' independent learning ability. Intermediate "Tourism English" includes two levels of meaning: on the one hand, it is secondary vocational schools, this prefix is a definition of "Tourism English", which determines the teaching level of "Tourism English" course; on the other hand, it is "Tourism English" itself includes the concepts of broad and narrow sense. The English for Tourism in the broad sense refers to the English of the tourism industry and all the fields it involves. Tourism English in the narrow sense refers to the English of a certain field in the tourism industry, such as shopping English, attractions English and tourism English. Based on the above analysis, Intermediate Tourism refers to the education of secondary vocational schools to teach students English for the tourism industry. There are four characteristics of the middle-level English for Tourism course: First, it is practical. After studying the course, students in secondary vocational schools can carry out dialogues and communication with foreign tourists in internship or practical work to improve the service level, and the second one is professionalism. Tourism involves a number of links: welcoming guests, catering services, shopping, asking for directions and scenic spots, etc., each link requires professional knowledge, after studying the course, students can improve their own shortcomings in tourism English, and more

comfortable to serve foreign tourists: Third, comprehensive. Tourism is not only about introducing attractions and providing directions and shopping services for foreign tourists, but also requires students to master a lot of Chinese history and culture and familiarize themselves with local characteristics. After studying this course, students not only learn professional English expressions for tourism, but also can dabble in other disciplines to enrich their own scientific and cultural knowledge: Fourth, strong communication. In order to better serve foreign tourists, students in secondary vocational colleges and universities must have excellent tourism English ability, which is mainly reflected in the English communication.

## **2.2 Secondary Vocational School**

Secondary vocational school (secondary vocational school) refers to all kinds of vocational schools approved by the relevant government departments and set up according to law to implement full-time secondary education, including public and private general secondary specialized schools, adult secondary specialized schools, vocational high schools, technical colleges and universities affiliated with the middle school department, secondary vocational schools, etc. The academic system of secondary vocational schools is generally three years. The duration of secondary vocational schools is generally three years, and students receive a secondary vocational school diploma upon graduation.

Vocational students have a special status in schools and need to balance theoretical studies with practical work. Characteristics of vocational school students include, first, that the objectives of the training are clearly defined and focused on the development of practical aptitudes; second, that the emphasis is on the development of practical skills. Thirdly, curricula are highly relevant and closely linked to actual job requirements. Fourthly, teaching methods are varied and focused on practical exercises and case studies. It should be noted that vocational school students may not be as good as regular high school and college students in terms of academic studies, but they are better in terms of practical skills.

However, vocational school students may also face some challenges and problems in their careers. For example, they may lack systematic theoretical knowledge and may face problems such as discrimination in employment. In order to address these problems, many measures need to be taken. For example, to enhance the theoretical learning of vocational school students and to improve their overall quality; to increase awareness and education to eliminate employment discrimination against vocational school students in the society, etc.

In short, vocational school pupils are schoolchildren who receive vocational education with clear training objectives, focusing on the development of practical skills and targeted curricula. Vocational school students have an important place and role to play in their future careers. However, they also face many challenges and problems that need to be addressed through appropriate measures. We should enhance our understanding and support for vocational students and create a better learning and development environment for them.

Nanjing Commercial College is a provincial high-level demonstrative vocational school centered on modern service industry, which was established in 1956 and started

vocational education in 1983, and is the first one in the country to create the integration of vocational education and social education, which is unique and renowned in Nanjing. It is now a high-level modernized vocational school in Jiangsu Province, a four-star vocational school in Jiangsu Province, a school with special characteristics of moral education in Jiangsu Province, and a school of national education reform and innovation. Tourism Management is a specialty of Nanjing Commercial College, which strives to build students into future elites in the tourism industry, and is committed to cultivating tourism management talents with profound tourism knowledge and a wide range of professional skills. The teaching concept of the school is to combine theoretical knowledge with practical ability, providing students with a wide range of practical opportunities and real work experience. The Tourism Management Program at Nanjing Commercial College has a highly qualified and experienced teaching team. With academic backgrounds and industry experience, Nanjing Commercial College faculty members are able to provide students with a full range of instruction and guidance, and focus on each student's individual development. We provide students with a rich and varied curriculum, covering tourism economics, tourism planning and management, tourism marketing, tourism English and other directions. We have also established close cooperative relationships with relevant tourism enterprises to provide students with employment recommendations and internship opportunities. We also organize regular job fairs and industry networking events to help students build up their career networks and job prospects. Nanjing is a famous historical and modern city in China with great potential in tourism development. Taking Nanjing Commercial College as an example, it is of great significance to the teaching of Tourism English in secondary school.

## **2.3 Overview of Constructivism Theory**

### **2.3.1 Emergence and development of the constructivist theory**

Constructivism evolved from behaviorism to cognitivism, and its origins can be explained in two aspects: philosophical and psychological. As a philosophical theory, that is, the origin of philosophy, constructivism can be traced back to the period of Socrates BC. Socrates' "midwifery" is considered the earliest example of constructivist teaching. In the 18th century, Italian philosopher Giambattista Vico pointed out in "On the Ancient Wisdom of Italians" that "people can only have a clear understanding of everything they construct.". Immanuel Kant reconciled empiricism represented by Francis Bacon with rationalism represented by Rene Descartes, promoting the emergence and development of constructivism. After the 1950s, Thomas Samuel Kuhn's scientific revolution model, Lakatos' scientific research program model, and Paul Feyerabend's realism, rationalism, and scientific methods all provided theoretical foundations for the development of constructivism. In the 1970s, under the impetus of structuralism and post structuralism, constructivism emerged in the matrix of cognitivism. As a learning theory, also known as the origin of psychology, constructivism first appeared in Jean Piaget's educational ideas. He proposed "assimilation" and "adaptation" (Wang, 2003), and clearly proposed the concept of constructivism. Subsequently, John Dewey's experiential learning theory, Lev Vygotsky's cultural and historical perspective, Jerome Seymour Bruner's cognitive structure theory, and others have all had an impact on the development of constructivism

(Hu, 2003), which can be represented by the following figure:

Combining philosophical and psychological origins, constructivist theory emerged and developed. In this era of rapid development of multimedia and the internet, traditional teaching concepts are no longer able to meet the requirements of the times for students, while constructivist theory meets the requirements of the times for students. In the research and practice of educators, constructivism continues to enrich and develop. Constructivist thinking is extremely complex, and some scholars have proposed that "as many people try to explain constructivism, there are as many types of constructivism" (Yang, 2010). To this day, we generally believe that construction is "establishment", "construction" is structure, and construction is the establishment of a connection between new and old knowledge, understanding the similarities and differences between new and old knowledge from within, incorporating new knowledge into one's own knowledge structure, and thus accepting new knowledge (Lin, 2003).

### **2.3.2 Classification of the constructivism**

The definition of constructivism is complex, and the classification of constructivism is even more complex. M. Matthews believes that constructivism can be divided into philosophy, sociology, and educational structuralism, which can be represented by the following figure. However, D. Geelan believed that constructivism can be divided into six types: radical constructivism, social constructivism, social constructivism, individual constructivism, critical constructivism, and contextual constructivism (Luo, 2006).

Scholars from different countries have also put forward their own views on the classification of constructivism when studying and organizing the research and viewpoints of other scholars on constructivism.

### **2.3.3 Main viewpoints of constructivism**

The constructivist learning process includes four elements: context, communication, cooperation, and meaning construction. Putting students at the center is the core of constructivism. Teachers create certain learning situations, and learners collaborate with others. Throughout the entire teaching process, teachers are just guides and facilitators. Through the creation of situations, students are motivated to actively explore, discover, and construct, thereby gaining knowledge and experience. Each student has different backgrounds and experiences, so teachers must provide training to students based on these differences, rather than adopting uniform standards for students, otherwise it will be detrimental to their development. Students with high starting points lose interest in active exploration, while students with low starting points lack the ability to explore independently. Constructivism opposes the traditional teaching model of "teacher first" and "teacher speaking, student listening". In traditional teaching, teachers carry knowledge while students store it, mainly relying on memorization to master knowledge (Xiao, 2001). In order to achieve high scores, there is no learning method or thinking mode. For teaching, constructivism includes views on learning, students, knowledge, teachers, and teaching (Yuan, 2006). The constructivist view of knowledge holds that knowledge is uncertain (Knorr-Cetina, 1983). Knowledge is just a hypothesis and explanation of objective things, and its interpretation of the objective



world is not entirely accurate, nor can anything be explained by knowledge (Ding, 2003). It requires flexible application of knowledge in specific situations based on specific problems, with situational characteristics. With the continuous deepening of human practical activities, existing knowledge may be overturned or sublimated and improved. Although knowledge is concrete, different individuals may not have the same understanding of the same knowledge, and knowledge has strong individualism. The constructivist teaching view holds that teaching is the process of processing and transforming knowledge. Teaching should not "inject" knowledge from the outside, but should start from students' existing knowledge, truly start from their experience, and "grow" new knowledge from old knowledge (Chen, 2007). Teaching is a creative activity based on student subjectivity. Teaching should not only value the existing experiences of students, but also pay attention to various factors such as social and historical background, learning motivation, personal emotions, etc. Only by combining intellectual and non intellectual factors can teaching activities be truly meaningful (Xue&Wang, 2003). The constructivist view of teachers holds that teachers are the leaders of learning activities (Wen&Jia, 2002). Teachers should be supporters of constructivism, counselors and guides for student learning. They should stimulate students' interest, stimulate their initiative, encourage them to explore problems proactively, and ultimately summarize, standardize, and generalize. The constructivist learning perspective holds that learning is a process in which students actively construct knowledge. In traditional teaching, students mainly engage in activities such as listening, taking notes, memorizing, and doing exercises. However, from the constructivist perspective, students should primarily engage in activities such as thinking, exploring, collaborating, and communicating. Learning starts from the existing experiences of students, so each student has different perspectives on the same problem. They actively choose and pay attention to the information provided by the teacher, and learning has strong individuality(Chen&Zhang, 1998). The constructivist student view holds that students are the main body of learning activities. They should complete the tasks given by the teacher based on their own personal experience, combined with the materials provided by the teacher. In the process of completing the tasks, they should construct knowledge, incorporate new knowledge into their existing experience, and complete learning activities(Gao,1999).

Constructivist theory emphasizes that "knowledge is not transmitted by others, but constructed by individual learners themselves, and this construction is the result of social interaction among others" (Ding, 2018). Many foreign language teaching studies today are based on constructivist learning theory, and the same applies to English teaching in secondary vocational schools. For a long time, teachers in secondary vocational schools have been the protagonists of English teaching, with students playing auxiliary roles and less interaction between teachers and students. Teachers often lack communication and dialogue with students. In the English classroom, when knowledge is mechanically imparted to students, teachers do not pay attention to the creation of knowledge context, and students only passively absorb it, limiting their learning autonomy and thinking ability, leading to English learning failure. Students' learning potential in English learning cannot be fully realized, and their ability to independently

construct knowledge cannot be developed. In today's society, the most important thing is not only the learning of professional knowledge, but also the acquisition of learning abilities. As a modern teacher, we should emphasize the ability of students to independently construct knowledge.

The constructivist learning perspective emphasizes the dialogue and communication between teachers and students in the classroom, advocates student-centered learning, creates learning situations, encourages students to participate in the classroom, and cultivates their ability to actively construct knowledge. This has important value and inspiration for improving the effectiveness of English classroom teaching. Middle school English classroom teaching is based on constructivist learning theory, establishing a new knowledge system and structure, combining the knowledge gained by students, consolidating old knowledge, and then learning new knowledge, so that new and old knowledge complement each other. Under the guidance of constructivism, students continuously improve their intelligence and abilities, change their learning methods, and ultimately promote the improvement of classroom teaching efficiency. Middle school English teachers should fully leverage their teaching advantages, create constructivist teaching scenarios, promote communication with students, cultivate their innovative abilities, and improve classroom teaching efficiency. Therefore, constructivist learning theory is applicable to the research of middle school English classroom teaching and also beneficial to the research of middle school English classrooms. "Relevance" comes from the translation of English associations, and "association" refers to targeted and interconnected networks. Modern secondary vocational education emphasizes the social service function, which is guided by student employment and cultivates qualified applied talents for social development. In order to achieve this goal, it is necessary to be based on constructivist learning theory, adhere to student-centered approach, and actively create teaching scenarios for teachers to coordinate and cooperate with various teaching elements, ultimately improving the effectiveness and quality of tourism English teaching and constructing a truly effective tourism English classroom.

#### **2.4 Overview of English Language Teaching Methods**

Regarding teaching methods, different scholars have different opinions and opinions. By collecting data and conducting research, based on the timing of the viewpoints presented, the author believes that foreign scholars have the following four views on the concept of teaching methods: firstly, teaching methods are a type of method. Kalov was the first person to propose this viewpoint, believing that teaching methods are the collective term for all the working methods of teachers (Pei, 2015). Secondly, teaching methods are one approach. Babanski believed that teaching methods are the ways in which teachers and students work together to solve problems (Li, 2014). Thirdly, teaching methods refer to teaching steps. Sato (2006) believes that teaching methods are principled steps that must be followed in teaching activities. Fourthly, teaching methods refer to teaching methods. M Danilov believes that teaching methods are the collective term for both teacher work methods and student learning methods, through which students can develop themselves(Qian, 2011). According to the time when the viewpoint was presented, national scholars have the following nine views on the concept of teaching methods: firstly, teaching methods refer to teaching activities.

In 1985, Wang Cesan pointed out in his "Education Theory Draft" that "teaching methods are a series of teaching activities that occur under the guidance of teaching principles, towards teaching objectives, and by using teaching methods to teach teaching content(Zhang, 2020) ."In other words, teaching methods refer to the entire process of activities that occurs in teaching. Secondly, teaching methods refer to the literal meaning of methods. In 1986, Dong Yuansai pointed out in "Teaching Theory" that "in the teaching process, the combination of the methods taught by the teacher and the methods learned by the students to ultimately achieve the teaching objectives is called teaching methods(Jin, 2021)." Later in 1989, Wang Hanlan et al. mentioned in "Education" that "teaching methods are methods adopted to achieve teaching objectives, including the teaching of the teacher and the learning of the students(Zhang, 2007)." also affirmed this statement. Thirdly, teaching methods refer to teaching methods. In 1986, Peng(1986) proposed in "New Compilation of Teaching Theory" that "teaching methods are the common working methods or means adopted by teachers and students to complete teaching tasks." That is, teaching methods are working methods or means. Fourthly, teaching methods refer to teaching measures. In 1987, Guan(1987) proposed in her "Teaching Methods Tutorial" that "teaching methods are a series of measures taken to achieve teaching objectives and complete teaching tasks." Fifthly, teaching methods refer to actions. In 1990, Tang(1990) pointed out in "Teaching Theory" that "teaching methods are action systems with teacher-student relationships adopted to achieve teaching objectives.". Among them, the action system is further divided into implicit and explicit, with implicit actions being actions in the brain and explicit actions being actions in the limbs. Sixth, teaching methods refer to teaching methods. In 1991, Li(1991) proposed in his book "Teaching Theory" that "teaching methods are a general term for the interaction between teaching and learning in teaching activities." Seventh, teaching methods refer to teaching methods. In 1991, Shen (1991) mentioned in "Practical Education" that "teaching methods are a set of interactive means and working methods used in teaching." This viewpoint integrates the views of Peng Yongwei and Li Bingde. Eighth, teaching methods are teaching strategies. In 1996, Tian Huisheng and others proposed in "Teaching Theory" that "teaching methods refer to specific and actionable teaching strategies composed of a complete set of teaching methods(Fu, 2008)." Ninth, teaching methods refer to teaching procedures. In 2008, Liu Xingeng pointed out in "Methodology of Modern Ideological and Political Education" that "teaching methods are the procedures or approaches adopted by teachers and students to achieve teaching objectives(Liu, 2011)." Through comparative analysis, the author believes that teaching methods are a large category and do not have very clear definitions and boundaries. Methods, methods, methods, activities, etc. can all be called teaching methods. Current scholars generally believe that teaching methods are a collective term for all the behaviors adopted to achieve teaching objectives and complete teaching tasks.

## **2.5 Overview of Three Teaching Methods under Constructivism**

The teaching method under constructivism is based on constructivism and combines the existing experiences of students. During the learning process, teachers stimulate students' initiative, continuously guide them, organize activities, etc., and

ultimately not only achieve the goal of achieving teaching goals and completing teaching tasks, but also promote the development of students' thinking and personality, making their learning a meaningful construction teaching method(Nie, 2014). In the constructivist teaching method, the status of the four major factors of constructivism has also undergone significant changes(Wang, 2003). Teachers are no longer the main body of teaching activities, but the leaders, organizers, promoters of teaching activities, and helpers for students to learn meaningfully. Students are no longer recipients of knowledge, but active constructors of knowledge and the main body of teaching activities. Textbooks are no longer the authority of knowledge, but the carrier of knowledge. Media is no longer just a tool used by teachers to assist teaching, but a cognitive tool for students to communicate, search, and display materials. The four major factors of constructivism are interdependent, mutually reinforcing, and inseparable, jointly promoting the occurrence of learning activities. There are three learning methods under constructivism, namely scaffolding teaching, anchoring teaching, and random entry teaching.

### **2.5.1 Scaffolding teaching**

The term "bracket" can be traced back to 1300, when the construction industry used columns and other structures to build temporary support for workers or building materials during the construction and repair of buildings(Wang, 2020). After the construction and repair of the building are completed, the temporary supports will be removed, leaving only the complete building. Scaffolding teaching is based on Vygotsky's "zone of proximal development" theory and was first proposed by Wood(Pan, 2010). In scaffolding teaching, learners are referred to as "buildings", and all things that assist students in constructing knowledge are referred to as "scaffolding", which can be situations, questions, materials, videos, etc. During the learning process, teachers should provide students with scaffolding and guide them to continuously solve problems they originally couldn't solve based on each scaffolding, thereby promoting meaningful construction of students and developing and enhancing their thinking and abilities. In the process of scaffolding teaching, emphasis is placed on active exploration by students under the guidance of teachers, which means there are higher requirements for teachers. Before teaching, teachers must fully prepare lessons, clarify the knowledge context of the content being taught, and provide specific contexts, integrating various frameworks into the context. In teaching, teachers should first provide students with a knowledge framework and demonstrate a large number of teaching scaffolds. After students learn to use scaffolds, teachers should gradually give them the initiative to explore independently. Collaborative learning can also be used to communicate and help each other, solve problems together, and teachers should pay special attention to controlling the teaching rhythm. After teaching, teachers should pay attention to timely evaluation of students, not only evaluating their grades, but also evaluating their performance during the exploration process. In summary, scaffolding teaching can be divided into five steps: creating scenarios, providing scaffolding, independent exploration, collaborative communication, and post class evaluation(Wang, 2020). When using scaffolding teaching method, teachers need to pay attention to the fact that the initial scaffolding should fit the situation and be easily accessible(Wang, 2014).

After students enter the situation, they should promptly remove the scaffolding and provide new scaffolding. As students gradually enter a better state, teachers should provide less support and encourage them to explore alone or in groups, ultimately achieving the goal of mastering knowledge, developing students' thinking and abilities.

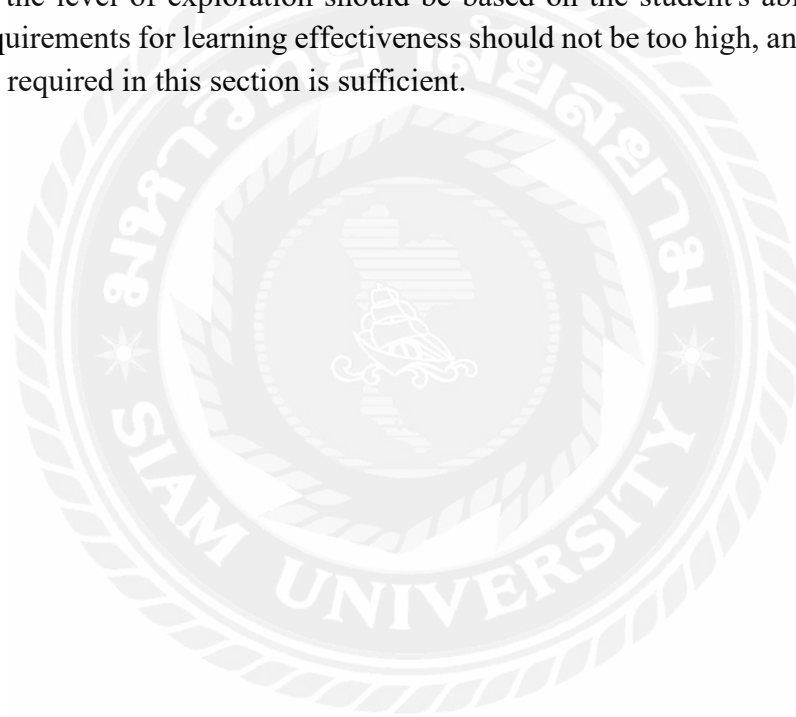
### **2.5.2 Anchored teaching**

"Anchor" refers to a steel and iron ship stopping device, which is connected to the ship with one end of an iron chain and the other end to the anchor. By throwing the anchor to the bottom of the water, the ship can be stopped steadily. "Anchor dropping" refers to the process of throwing an anchor into the water. The concept of anchor based teaching first emerged in the 1990s, proposed by the Cognition and Technology Group at Vanderbilt (GTGV) at the Bodhi School of Education at Winterbilt University in the United States, represented by John Bransford(He, 1997). GTGV is based on the theories of elastic cognition and situational cognition in constructivism, advocating to establish teaching in real situations, which are called "anchors". The process of setting up situations containing problems and substituting students into the situation is called "anchoring". The key to anchor based teaching lies in the "anchor". Once the "anchor" is determined, the content and process of teaching are also determined. Therefore, anchor based teaching is also called problem based teaching or example based teaching. Anchor based teaching mainly consists of five steps: designing anchor, throwing anchor, eliminating anchor, transferring anchor, and retrieving anchor. The five steps are closely linked, with the first step being the premise of the second, and ultimately solving the problem(Ge, 2015). Anchor based teaching requires teachers to carefully explore the appropriate context for the content of the lesson when preparing. The set context covers all the key content of the lesson and has a certain level of logic and interest. In the teaching process, the guiding role of teachers and the exploratory role of students are indispensable. Teachers raise questions one by one, constantly throwing anchor and then retracting anchor, ultimately achieving the goal of enabling students to master knowledge, develop thinking and abilities.

### **2.5.3 Random entry teaching**

Random entry teaching is based on the theory of elastic cognition in constructivism. Elastic cognition theory emerged in the 1990s and is a learning theory proposed by R. J. Sprio and others at the University of Illinois in the United States. It constructs knowledge in multiple ways to prevent changes in the context from affecting knowledge. Random entry teaching adopts the main viewpoints of the theory of elastic cognition, advocating for learning the same part of the teaching content through multiple approaches and means. Each entry has different purposes, tasks, and focuses, forming a multi-dimensional and multi-dimensional understanding of the same part of the content. Compared with the multiple appearances of the same method, random entry teaching has a more comprehensive understanding and mastery of the content, which is conducive to students' rational and scientific understanding of things, and achieving a qualitative leap in cognition. Random entry teaching is the least commonly used among the three teaching methods of constructivism, with a large time span and a tight schedule of high school chemistry classes. For teaching the same part of the content, there is often

no time to enter multiple times. However, in the long run, in several rounds of review in high school, different methods can be used to enter each round. Random entry teaching is extremely important. Random entry teaching can mainly be divided into five steps: creating scenarios, random entry, developing thinking, cooperative learning, and communication and evaluation. Random entry teaching requires a high level of ability from teachers. In the teaching of the first and second year of high school, teachers can adopt the method of group learning, grouping students according to their abilities, proposing different learning requirements for students with different levels of abilities, and giving each group different situations, materials, tools, etc. For students with strong learning ability and high self-directed learning ability, teachers should provide exploratory situations and materials, and ultimately have higher requirements for learning effectiveness. They should not only learn the knowledge required for this part of the content, but also expand relevant knowledge; For students with poor learning ability and insufficient self-directed learning ability, teachers should provide more materials, and the level of exploration should be based on the student's ability level. Finally, the requirements for learning effectiveness should not be too high, and learning the knowledge required in this section is sufficient.



### **Chapter 3 Research Methodology**

The research method used in this paper is literature review. Literature review is an important research method that involves collecting, analyzing, and studying various existing relevant literature to select information for specific research. This study conducted a literature review by searching literature resources such as knowledge bases, master's theses, journal articles, and official education websites.

This paper uses the method of literature review to integrate various relevant literature resources, accurately grasp the current situation and problems in the research field, and provide a solid theoretical foundation for research. Meanwhile, through comprehensive analysis and organization of literature, researchers can explore problems from multiple perspectives and provide comprehensive theoretical support for research. The advantage of this method is that it can widely collect and utilize existing knowledge and research results, providing sufficient background and literature support for research.

During the literature review process, a large number of literature was collected as references. Through a review and summary of literature and theories in the field of English writing, researchers have gained a comprehensive understanding of relevant information, providing a theoretical basis for the writing of the entire paper.

After collecting literature, in-depth research and comprehensive organization were conducted on the collected literature. Through literature research, the study identified the core issues and analyzed and summarized the issues that need to be addressed.

This study adopted the constructivist theory and three teaching methods have evolved from it - scaffolding teaching method, anchor-based teaching method, and random entry teaching method. The paper also studied the current situation of English teaching and made preliminary suggestions for classroom teaching of English for tourism.

## Chapter 4 Findings and Conclusion

### 4.1. Analysis of the Current Situation

By reflecting on the current situation in the classroom, the author found that the teaching focus of English for Specialized Purposes is different from that of English for General Purposes. Strevens defines that English for Specialized Purposes has a clear communicative need, which is related to some specific disciplines and occupations; Widdowson emphasizes that English for Specialized Purposes should adopt a communicative approach (Shu, 2010). However, teachers have weakened the vocational characteristics of English for Specialized Purposes in actual teaching, and the teaching mode still remains at the stage of basic English teaching (Yang, 2014). Take the course of English for Tourism as an example, the content of the textbook is mainly audio-video dialogues, and the classroom teaching should obviously be centered on workplace communication, but the teacher always involuntarily explains the specific grammatical knowledge points for the students, which leads to the unclear learning purpose of the students, and the interest in learning is high at times and low at times. Fu (2016) suggests that the transition from basic English teaching to industrial English teaching needs to be professionalized, specifically from the teaching objectives, content, methodology and evaluation of four aspects .

Students majoring in tourism management at Nanjing Commercial School have problems in the tourism English classroom, such as lack of interest in English, lack of practical content, and a single teaching method that is not student-centered. The following is the specific content for analyzing the current situation of these issues:

**Not interested in English:** In the tourism management major of Nanjing Commercial School, students generally lack interest in learning English. This may be related to their insufficient understanding of the application prospects and practicality of English. For students majoring in tourism management, they are more concerned with practical skills in practical work rather than pure language learning. Therefore, they often do not fully realize the importance and practical application value of learning English.

**The practicality of the content is not strong:** Students have reported that the tourism English course content of the Tourism Management major at Nanjing Commercial School lacks practicality. Classroom content usually focuses on grammar and vocabulary, lacking cases and practices related to actual tourism work. Students believe that this learning method is difficult for them to truly understand and apply English knowledge. They hope to combine their English knowledge with actual tourism work through practical activities such as on-site inspections and simulation operations.

**The teaching method is single and not student-centered:** In the tourism English classroom of Nanjing Commercial School's tourism management major, teachers usually use traditional teaching methods. This single method of teaching process lacks opportunities for interaction and personalized participation, making it difficult for students to actively express and share their opinions and viewpoints. Students lack a student-centered learning environment in the classroom, unable to fully unleash their potential and abilities.

In summary, students majoring in tourism management at Nanjing Commercial



School are not interested in English in the tourism English classroom, feel that the content is not practical enough, and the teaching methods are single and not student-centered. To address these issues, more practical teaching content should be considered, such as case analysis, field investigations, simulation operations, etc. At the same time, teaching methods also need to be more diverse and student-centered, including interactive teaching, group cooperative learning, role-playing, etc. This can enhance students' interest and participation in learning, enable them to better understand and apply English knowledge, and prepare for future tourism work.

## **4.2 Comparison of Three Teaching Methods under Constructivism**

The three teaching methods under constructivism seem to be based on constructivism as the theoretical foundation, and each method is student-centered, with little difference. In fact, each of the three teaching methods has its own characteristics.

The similarities between scaffolding teaching, anchor based teaching, and random entry teaching:

1. All three teaching methods are based on constructivism theory;
2. They are student-centered;
3. They pay attention to the thinking and abilities of students;
4. It is necessary to create a context for both;
5. They encourage students to unite and cooperate.

The differences between scaffolding teaching, anchor based teaching, and random entry teaching:

Scaffolding teaching requires teachers to continuously design and remove brackets, step by step guide students to solve problems, and requires high control ability from teachers; Anchor based teaching requires teachers to constantly guide and students to constantly explore in a larger context, with high demands on both the teacher's control ability and the student's exploration ability; Random entry teaching mostly appears in the form of group learning, with teachers providing context, materials, and guidance, and students exploring independently, which requires high exploration abilities from students.

The differences between Scaffolding teaching, anchor based teaching, and random entry teaching:

Different lesson types: Scaffolding teaching and anchor based teaching are often used in new teaching, aiming to not only deepen students' memory of knowledge points, but also cultivate their various thinking and abilities in the process of learning knowledge. Random entry teaching is often used in review classes, aiming to use different scenarios to enter learning, memorize knowledge points from different perspectives, and enable students with different abilities to develop different types of abilities.

Different grouping: In the learning groups of scaffolding teaching and anchor based teaching, there are students with strong and weak abilities, as well as extroverted and introverted students. The aim is for students with strong abilities to drive students with weaker abilities, while extroverted students drive introverted students, ultimately achieving the goal of everyone learning knowledge and developing abilities. In the

learning group of random entry teaching, students with strong abilities can be grouped together, students with strong autonomy can be grouped together, and students with strong inquiry can be grouped together. For different groups, the goals that need to be achieved vary. For example, for groups with strong autonomy, it is required to develop the ability to access and collect information, and the ability to independently solve problems. For groups with weaker learning abilities, it is required to remember the knowledge points and be able to use them to solve problems. Grouping aims to maximize the improvement of students with different abilities based on their own abilities.

For a long time, the learning methods of national chemistry can be mainly summarized as follows: teaching method, discussion method, experimental method, practice method, demonstration method, etc. By using traditional teaching methods, the performance of national youth in international competitions is not poor, but there is a prominent drawback - weak innovation and hands-on ability. This indicates that although traditional teaching methods can meet the learning needs, they cannot meet the development needs of young people. In response to this situation, we need to change our teaching concepts, introduce new teaching methods, and in the process of continuous search, constructivist teaching methods enter our vision.

### **4.3 Pattern Construction of Teaching Design under Constructivism**

#### **4.3.1 Principles of Constructivist Teaching Design**

##### 1. Teaching based on real situations and practical problems

(1) Constructivism requires the provision of authentic situations, and "authenticity" can also be expressed as authenticity, referring to both the authenticity of learning situations and the authenticity of cognitive requirements. Try to choose situations from daily life and create them within the student's existing knowledge, but not limited to the physical environment. Carry out teaching activities in real-life situations to reduce the cognitive gap among primary school students.

(2) After creating a realistic scenario, the actual problem should be determined within the context. To give full play to the initiative of students, teachers must propose specific questions, design problems, conduct targeted exploration, clarify the problems that students need to explore, make their exploration activities purposeful, and avoid students being confused and wasting time. In situations where students have strong abilities, teachers should also encourage them to explore problems. During the exploration process, students should raise their own questions to stimulate the development of learning activities, transforming students from "exploring for others" to "exploring for themselves" and promoting voluntary exploration.

(3) Constructivism in creating a learning environment holds that learners explore and learn within the learning environment, utilizing various tools and information to achieve learning objectives. In the process of learning, students receive help from teachers and other students, so the learning environment is very important for learning.

A good learning environment can stimulate students to explore, help each other, and form a virtuous cycle of "smooth exploration willingness to explore". Conversely, it can

form a vicious cycle. It should be noted that creating a learning environment is not about creating a teaching environment. Constructivist teaching design should be about designing the environment, methods, and the construction of teaching design patterns and activities under Constructivism, rather than just designing teaching content. Teaching means domination, while learning means initiative. A good teacher should not only focus on how well the textbook teaches, but also on how well the environment and atmosphere are mobilized.

2. Putting students at the center, designing students to collaborate independently, communicate and reflect

(1) Putting students at the center and giving them initiative and encouragement. Constructivism believes that learning is the process of active construction by students, and the key to learning lies in "learning" rather than "teaching". Therefore, student-centered teaching design should fully give students initiative, unleash their initiative and enthusiasm, do not constrain students, and do not replace students in exploring. Only by allowing students to explore the results in real situations can we achieve the goal of actively constructing, deeply understanding, and cultivating thinking. The starting point is based on "students" or "teachers", and teaching design is completely different. The starting point is based on "teachers", and teaching design has too many teacher activities, while the starting point is based on "students". In teaching design, teacher activities are mostly prompts, encouragement, and supplements. Teachers should encourage students to explore boldly and, during the exploration process, test and accumulate different perspectives. Learners often have different understandings of problems. Teachers should encourage students and create conditions for them to explore and verify different perspectives.

(2) Encouraging cooperation, communication, and reflection. Students have limited exploration experience, and their understanding of problems is not comprehensive enough, which can easily lead to misunderstandings. In this regard, teachers should encourage students to cooperate and exchange ideas. Through cooperation, students can help each other, exchange opinions, and explore together. This can not only reduce detours and save time, but also gradually improve their perspectives and ultimately obtain a more comprehensive representation. At the same time, teachers should encourage students to reflect and make them aware of the importance of self-monitoring and self-improvement. Only through reflection can one understand their strengths, weaknesses, and ways to improve in order to achieve better development.

(3) Providing timely assistance to students and fully unleashing their initiative does not mean that teachers do not intervene at all, but rather have higher requirements for teachers. During the process of student exploration, teachers should always patrol the classroom and provide timely prompts and answers to questions for each learning group. When students encounter difficulties, they should ensure that they can receive help in a timely manner, improve the effectiveness of exploration, and avoid wasting time. It should be noted that the prompts and assistance provided by teachers should not constrain the mode construction ideas of teaching design under constructivism, nor should they directly inform the answers. Instead, they should serve as prompts and demonstrations.

4. Non quantitative overall evaluation, not solely based on grades

(1) The evaluation objectives should be free in traditional teaching, and the evaluation of students mainly relies on the "academic quality" in the curriculum standards or the teaching objectives of each class. In the context of constructivism, the evaluation mode should be changed, and evaluation should be closely integrated with the teaching process, changing the mode of evaluation based on objectives. The objective of evaluation should be free, preferably combined with the context, and evaluated from multiple perspectives.

(2) Evaluation reflects the constructivist design of teaching evaluation based on student participation, and should not be limited to the quality of student performance. Evaluation should reflect the participation of students in the classroom, cultivate the habit of students expressing their opinions boldly and not afraid of right or wrong. Students with poor academic performance can still express their opinions boldly.

(3) Evaluation reflects the constructivist teaching evaluation design of students' autonomous learning ability, which should reflect their autonomous learning ability. Constructivism emphasizes the initiative of students, their learning, and the learning process. The purpose of teaching is to enable students to learn, so the design of teaching evaluation should highlight the evaluation of students' ability to learn independently.

#### **4.3.2 Constructivist Teaching Design Process**

The process of instructional design under constructivism is mainly divided into four parts: preliminary analysis, learning environment design, autonomous learning strategy design, and instructional evaluation design.

1. The preliminary analysis mainly focuses on three aspects: teaching content, learners, and teaching objectives. For the teaching content, it is mainly analyzed from three aspects: curriculum standards, textbooks, and learning situation. Teaching is based on the curriculum standards, so it is necessary to analyze the curriculum standards. The learning activity suggestions, situational suggestions, academic level, etc. provided by the curriculum standards provide certain support for teaching, and the important thing is to cultivate students' core literacy. Textbooks have a logical relationship before and after, so it is necessary to analyze the textbook, analyze the chapters and content before and after the lecture, and do a good job in connecting each part. For learners, the subject of learning is the learner, so it is necessary to conduct a learning situation analysis, analyzing the learner's existing foundation, stage, cognitive and thinking development level, learning style, etc. Based on the student's foundation, thinking maturity, exploration level, etc., teaching design should be carried out according to the actual situation. For teaching objectives, the analysis is mainly conducted from two aspects: teaching objectives and evaluation objectives. In the context of constructivism, attention should be paid to the establishment of thinking patterns and cognitive models [49], so that students can learn how to learn and truly feel what chemistry is and the joy of learning chemistry. The evaluation objective should start from students and evaluate their various levels and perspectives, such as based on conceptual principles or experience level, isolation level or system level, disciplinary perspective or social value perspective.

2. Constructivism in learning environment design focuses on students and advocates that the ultimate goal of teaching is to enable students to learn how to learn.

Attention should be paid to the design of the learning environment, not the design of the teaching environment. Learning environment design requires teachers to design a real and effective scenario within the student's "zone of proximal development", and carry out a series of activities in this scenario. This requires teachers to not only be familiar with the knowledge points of this section and the level of students' knowledge and abilities, but also to have the ability to adapt to changes. In the context of exploration activities, teachers should also actively mobilize the initiative of students, promote cooperation, communication, reflection, and design teaching media and resources.

3. The design of self-directed learning strategies should not only teach students knowledge, but also metacognitive strategies, such as situational strategies, collaborative strategies, etc. Students use metacognitive strategies to learn self-control, self arrangement, etc., making such learning more effective. In learning activities, teachers cannot fully inform students in all aspects. Students should actively learn how to discuss, divide tasks and cooperate, analyze problems, and collect information. In the design of self-directed learning strategies, students should fully utilize their intellectual and non intellectual factors, and ultimately solve problems through designing solutions, discussing and exchanging ideas, experiencing the sense of achievement in problem-solving, developing their exploratory thinking, and improving their exploration and self-learning abilities.

4. Under constructivist teaching evaluation design, the standards for teaching evaluation should be relaxed. Traditional teaching only relies on grades as the construction price standard for evaluating teaching design under constructivism, which is not advisable. Under constructivism, the standards should be loose, free, and procedural. While evaluating basic knowledge and skills, more attention should also be paid to students' self-learning ability, participation, and progress, and a comprehensive evaluation of each student should be conducted. Under constructivism, evaluation should not be limited to teacher evaluation of students, but should also involve self-evaluation, group evaluation, inter group evaluation, and even student evaluation of teachers. Student self-evaluation, evaluating the role they have played in the group, the results they have achieved, and the shortcomings they have, is conducive to self reflection. Conducting evaluations within and between groups is beneficial for cultivating students' collective sense of honor. The strengths and weaknesses gained in the evaluation are motivated and affirmed by timely feedback, which helps students correct and make up for their shortcomings in a timely manner, continuously improve themselves, and make their development more perfect.

#### **4.4 Conclusion**

The author was first exposed to the concept of "three constructivist teaching methods" during my undergraduate studies. During my work and pursuit of a master's degree, I developed the idea of applying the three constructivist teaching methods in vocational tourism English classrooms through teacher lectures and personal research. Through this teaching research, I believe that my research has achieved certain results, but there are also shortcomings. Based on the current conclusions, I provide some teaching suggestions and reflections on vocational tourism English learning.

1. The three teaching methods of constructivism have revolutionized educational

concepts.

In traditional teaching, teachers are the center of teaching work, while in constructivism, students are the center of teaching work. Using the three teaching methods of constructivism, when designing teaching, reduce teacher's lectures, increase teacher-student interaction, student interaction, and student exploration, and transform one-way teaching into two-way interaction. In teaching, teachers provide a broad framework, and specific knowledge points are filled in by students through various methods such as flipping through books, collecting information, conducting hands-on experiments, and discussing with each other. Finally, teachers summarize. This teaching method innovates traditional teaching concepts and creates a relaxed room atmosphere.

2. Three constructivist teaching methods have improved teaching effectiveness.

The three teaching methods of constructivism - scaffolding teaching, anchor based teaching, and random entry teaching - can indeed effectively improve teaching effectiveness. Firstly, scaffolding teaching helps students gradually master new knowledge by building conceptual frameworks. During the teaching process, teachers provide appropriate assistance to students according to their needs and gradually withdraw this assistance as their abilities grow and knowledge is formed. This teaching method can enable students to learn independently under the guidance of teachers, thereby cultivating their ability to think independently and solve problems. Through scaffolding teaching, students can better understand and master knowledge, and improve learning outcomes.

Secondly, anchor based teaching emphasizes creating authentic learning situations and teaching based on real-life examples or questions. This method can stimulate students' interest and motivation in learning, making them more actively involved in learning. In anchor based teaching, students need to master knowledge by analyzing and solving real problems, in order to cultivate their practical abilities and innovative thinking. Through anchor based teaching, students can better understand and apply knowledge, and improve learning outcomes.

Finally, random entry teaching advocates that learning the same content should be conducted at different times and in different contexts to achieve the goal of acquiring advanced knowledge. This method can help students understand and master knowledge from different perspectives and levels, cultivating their flexibility and adaptability. In random entry teaching, students need to gradually deepen their understanding and mastery of knowledge by learning the same content multiple times. Through random entry teaching, students can better grasp complex knowledge and skills, and improve learning outcomes.

3. Three teaching methods of constructivism can stimulate students' potential.

The three teaching methods of constructivism use various methods such as building scaffolding, designing anchors (i.e. problems), creating situations, collecting information, and independently solving problems to attract students' attention, make efficient use of classroom time, stimulate their potential, and thus achieve better grades.

Firstly, scaffolding teaching emphasizes building learning scaffolds that are suitable for students based on their cognitive level and learning ability. This teaching method guides students to gradually delve deeper and progressively explore knowledge, enabling them to constantly challenge themselves while solving problems and

completing tasks, thereby stimulating their potential. Scaffolding teaching encourages students to learn independently and think independently. Through timely guidance and feedback from teachers, it helps students establish a deep understanding of knowledge and further tap into their learning potential.

Secondly, anchor based teaching guides students to learn new knowledge by solving practical problems in real-life situations. This teaching method can enable students to have a deeper understanding and mastery of knowledge, and exercise their practical skills and innovative thinking in the process of problem-solving. Through anchor based teaching, students can actively explore and try, discover their potential and advantages, and further improve their learning outcomes.

Finally, random entry teaching encourages students to enter the same learning content from different perspectives and pathways, stimulating their interest and curiosity in learning through diverse learning methods. This teaching method can help students establish a comprehensive knowledge system and cognitive structure, cultivate their flexibility and adaptability. In random entry teaching, students need to use various strategies and methods to solve problems. This not only exercises their thinking ability, but also stimulates their creativity and imagination, further tapping into their learning potential.

4. The three teaching methods of constructivism can stimulate students' interest in learning.

Traditional teaching methods are relatively simple, mostly displaying knowledge points. Based on the learned content, constructivism creates situations that interest students, introduces them into the situation, asks questions in the situation, guides students to complete tasks step by step, and gains a sense of achievement through mutual communication and task completion, making students expect the next task. Based on classroom observations and interview results, it can be seen that the three methods of constructivism are more effective in enabling students to accept new knowledge and experience the joy of chemistry.

5. The three teaching methods of constructivism have improved students' problem-solving and cooperative abilities

When using the three teaching methods of constructivism for teaching, students often collaborate in groups to discuss and research conclusions, suggestions, and reflective experiments. In the process of independent exploration by group students based on the information and tasks given by the teacher, their individual problem-solving abilities are stimulated; Group work together to complete tasks, with each student having a different division of labor and utilizing their strengths to contribute to problem-solving in the group, enabling students to transition from "individual" to "group" and promoting the development of a sense of cooperation.

## Chapter 5 Recommendations

Regarding the teaching of Tourism English major, the following are my suggestions for improvement, hoping to provide some help for your paper:

**Introducing practical teaching methods:** In order to enhance students' interest and learning motivation in tourism English courses, teachers can introduce more practical teaching methods. For example, organizing on-site visits, simulating tourism activities, role-playing, etc., to enable students to apply their English knowledge and skills in real tourism situations. Through practical learning, students will better understand and apply English, enhance their practical skills and professional literacy.

**Enriching teaching content:** Tourism English courses can combine practical tourism work and case studies to design teaching content that is more tailored to students' actual needs. Teachers can introduce real cases and practical problems, allowing students to discuss and analyze, and cultivating their ability to solve practical problems. At the same time, the latest developments in the tourism industry can also be incorporated into the curriculum, allowing students to understand industry trends and engage in relevant discussions in English.

**Diversified teaching resources:** In order to provide diverse learning resources, teachers can use the Internet and multimedia technology to provide students with rich learning materials and teaching resources. For example, through online learning platforms, educational applications, etc., students can access relevant learning resources anytime and anywhere for autonomous learning and practice. In addition, teachers can also organize students to participate in online tourism forums or communication groups to provide more practical and interactive opportunities.

**Student centered teaching method:** In order to make teaching more effective and interactive, teachers can adopt a student centered teaching method. For example, guiding students to participate in group discussions, collaborative projects, and research, encouraging students to interact with classmates and share experiences. In addition, teachers can also use individual tutoring or provide after-school tutoring to meet the individual differences and needs of students, and better help them improve their learning outcomes.

**Regular feedback and evaluation:** Providing feedback and evaluation regularly is an important part of promoting students' learning. Teachers should provide timely feedback on students' learning outcomes and provide guidance and suggestions for individual students to help them improve their learning methods and skills. At the same time, emphasis can be placed on the assessment of practical skills, such as oral expression, written writing, and practical application abilities, in order to improve students' practicality and application abilities.

In summary, in order to improve the teaching effectiveness of Tourism English major, it is recommended to introduce practical teaching methods, enrich teaching content, provide diversified teaching resources, adopt student-centered teaching methods, and regularly provide feedback and evaluation. These improvement measures will help increase students' interest and participation in learning, enhance their practical skills and professional literacy, and better meet their future needs in tourism business.



## References

- Chang, X. (2016). Exploring the teaching mode of local tourism English service talents training. *Journal of Liaoning Normal College: Social science edition*, (3), 3.
- Chen, Q., & Zhang, J. W. (1998). A review of the essentials of the constructivist view of learning. *Journal of East China Normal University: Education Science Edition*, (1), 8.
- Chen, W. (2007). A review of constructivist learning theory. *Academic Exchange*, (3), 3.
- Chen, S. (2018). "Discussion on the relationship between tea culture and tourism English teaching under the background of "Belt and Road". *Fujian Tea*, (4), 1.
- Ding, L. (2018). English reading teaching in high school under the guidance of constructivism theory. *A compilation of scientific research results of the 13th Five-Year Plan* (Volume VI). [N.P.].
- Ding, Y. (2003). The teaching theory of constructivism and its inspiration. *Higher Education Forum*, (3), 4.
- Fu, B. (2016). An initial exploration of the professionalization transformation of intermediate basic English teaching--Taking logistics major as an example. *Vocational Education*, 000(002), 43-45.
- Fu, Min. (2008). Educational narrative research: Nature, characteristics and methods. *Educational Research*, (5), 5.
- Gao, W. (1999). Characteristics of constructivist learning. *Global Education Perspectives*, (1), 5.
- Ge, C. (2016). Feasibility study of university English flipped classroom in the post-method era. *Journal of Hubei Correspondence University*, 29(13), 2.
- Ge, F. (2015). Practical application of anchor teaching method in high school chemistry teaching. *Secondary School Chemistry Teaching Reference*, (8X), 1.
- Guan, S. H. (1987). *Teaching theory course*. Shaanxi Normal University Press.
- He, K. (1997). Constructivism - A theoretical basis for revolutionizing traditional teaching and learning (in Chinese). *Research on Electronic Education*, (4), 3.
- Hu, F. (2003). *Constructivist theory and its implications for education*. *Contemporary Education Forum: Macroscopic Education Research*, (4), 4.
- Jin, F. (2021). Exploring reading teaching strategies in the context of the new curriculum reform of high school English. *Sino-Foreign Exchange*, 028 (004), 1561-1562.
- Knorr-Cetina, K. D. (1983). The ethnographic study of scientific work: Towards a Constructivist Interpretation of Science. [N.P.].
- Li, B. (1991). *Research Methods in Educational Science*. People's Education Press.
- Li, H. F. (2014). How to improve students' engagement in classroom learning. *Elementary and middle school math: Elementary edition*, (6), 2.
- Li Y. (2014). *Research on the status Quo of English teaching in secondary schools*

- and management countermeasures. (Doctoral dissertation, Liaoning Normal University).
- Lin, J. (2003). *Research on the application of constructivist teaching strategies in chemistry teaching* (Doctor dissertation, Fujian Normal University).
- Liu, R. (2011). *The "Strategic Guide" of modern ideological and political education--A review of modern ideological and political education methodology*. China Publishing.
- Luo, Y. (2006). A review of research on constructivist theory. *Journal of Shanghai University of Administration*, (5), 86-90.
- Ma, H. (2008). *Introduction to Tourism*. Nankai University Press.
- Nie, M. (2014). Constructivist view of teaching and physics teaching model. *Mathematics and Physics for Secondary School Students: Senior high School Physics and Chemistry*, (8), 1.
- Pan, M. (2010). *A study on the use of scaffolding teaching in high school ideological and political classes*. (Doctoral dissertation, Shandong Normal University).
- Pei, R. (2015). Reasons and reflection on the influence of Kerlov's pedagogy on basic education in China: Educational theory and practice.[N.P.].
- Peng, Y.W. (1986). *A new edition of teaching theory*. Liaoning Education Publishing House.
- Qian, Y. (2011). A brief discussion on Barbara G. Davis' effective teaching theory and higher vocational English teaching. *Shaanxi Education: Higher Education Edition*, (12), 2.
- Sato, Masao. (2006). *Curriculum and Teachers (World Library of New Theories in Curriculum and Instruction)*. Educational Science Publishing House.
- Shen, S. (1991). *Practical pedagogy*. Beijing Normal University Press.
- Shu, D. (2010). *The road to success in university English teaching: A study of the UNNC academic English model*. Shanghai Foreign Language Education Press.
- Tang, W. (1990). A test of the teaching idea of "learning as the basis, teaching by learning". *Chinese Journal of Education*, (6), 5.
- Wang, H. (2020). The application of scaffolding teaching mode in engineering management practical training teaching. *Modern Communication*, (5), 2.
- Wang, X. (2003). *Analysis of modern learning theory*. Kaiming Publishing House.
- Wang, Z. (2014). A preliminary study of new constructivist pedagogy. *Modern Educational Technology*, 24(5), 7.
- Wen, P. N., & Jia, G. Y. (2002). (2002). Constructivist theory and teaching reform-A review of constructivist learning theory. *Educational Theory and Practice*, 22(5), 6.
- Xiao, X. (2001). Piaget's epistemological review. *Journal of Changji Teachers College*.
- Xue, G. F., & Wang, Y. F. (2003). A review of contemporary western constructivist theories of teaching and learning. *Research in Higher Education*, 24(1), 5.
- Yan, Y. (2005). A review of constructivist learning theory. *Contemporary Education*

*Forum*, 000(08S), 35-36

- Yang, B. (2014). Exploring the professionalization strategy of English teaching in vocational secondary schools. *New Curriculum: Educational Scholarship* (5), 1.
- Yang, K. (2010). A review of constructivist theory in training. *Journal of Chongqing Gongshang University: Social Sciences Edition*, 27(3), 5.
- Yuan, X. (2006). *PBL: Constructivism in Teaching*. 2006 Cross Strait University General Education Seminar.
- Zhang, L. T. (2007). *Education: A new edition*. Higher Education Press.
- Zhang, S. (2020). Readings need to be cautious and discerning - Studying Mr. Wang Cesan's essays on teaching. *National Common Language Teaching and Research*, (4), 2.

