



Research on the Bridging Teaching Mode of College English and ESP of Flight Attendant Specialty based on SPOC

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Abstract

SPOC is the product of the application of information technology in education and teaching. It realizes the flip of online and offline learning, and effectively solves the problem of the lack of professional characteristics in College English teaching. This paper analyzes the current situation of the lack of cohesion between College English and ESP (English for specific purpose) of students of Flight Attendant Specialty, and elaborates the advantages of SPOC teaching mode and the specific implementation process of SPOC teaching mode in the integration of ESP into College English. The purpose is to realize the cohesion and transition between College English and ESP English of Flight Attendant Specialty, solve the problem of mismatch between teaching content and professional characteristics in the past, and finally help students to enhance their ability of ESP and employment competitiveness.

Keywords: SPOC; ESP; integration; transition

1 INTRODUCTION

With the advent of the Internet era, the application of modern information technology in education and teaching has become an irresistible trend. The integration of information technology with traditional arts such as literature, language and philosophy provides students with comprehensive interdisciplinary learning, achieves the cultivation of knowledge expansion and innovative thinking, and conforms to the needs of the times and society [1]. In 2012, Uc Berkeley launched the first MOOC on Coursera, creating a new educational model in the information age. MOOC is a large-scale open online course. It is distributed on the Internet and available to entire social group, with a view to enhance the dissemination of knowledge. In 2013, Armand Fox, a professor at the University of California, Berkeley, created a SPOC (Small Private Online Courses) based on MOOC and specific campus teaching content. SPOC is a small-scale restricted online course, which focuses on the school-based curriculum and is more targeted in the realization of teaching content and teaching objectives [2]. It adds the function of small class management and

learning, and provides data analysis for teaching effect and evaluation. It integrates micro video, interactive discussion and learning test, which is a supplement and extension of offline classroom. It makes efficient use of extracurricular learning time and resources, gives learners diversified and three-dimensional learning experience, and improves learners' independent learning effect.

2 CURRENT SITUATION OF COLLEGE ENGLISH TEACHING FOR FLIGHT ATTENDANT SPECIALTY

Flight Attendant Specialty, established in 2016, is an emerging 4-year undergraduate specialty in our school. Students of this major learn College English in their first and second year of university and ESP in their third year. However, the current College English teaching content is strictly disconnected from ESP, which makes it difficult for students to achieve their goals of ESP and to master language communication skills required in the future workplace. The SPOC model can effectively combine information technology, English language learning and flight attendant services together, and gradually

integrates the basic knowledge and abilities related to ESP into the college English learning, which helps to mobilize students' initiative in learning and improve students' English communication skills in actual situations. In this way it's easier for students to catch up with ESP learning in the third grade, and effectively master their English communication skills needed in the competitive workplace.

2.1 *Course content analysis*

College English is general English instead of personalized teaching. The textbook of College English focuses on skills such as listening, speaking, reading, writing and translation, while the textbook of ESP focuses on professional English. There are great differences between these two courses in terms of curriculum setting, teaching content, teaching mode and training objectives. The lack of transition between College English and ESP doesn't well realize the real sense of individualized teaching, makes it hard for students to develop interests in English learning, and leads to their incompetence of English skills for their career, which will put students in our school at a disadvantage in the competition of the workplace.

2.2 *Student analysis*

There are three obstacles for students to improve their English proficiency. Firstly, the English foundation of students of flight attendant major is generally weak and their English proficiency is also uneven. Some students mistakenly think that flight attendant' appearance is the key for employment, so they do not pay much attention to the learning of English skills. Others think that College English is a simple continuation of high school English without any professional characteristics, so the overall learning motivation is insufficient. Secondly, most students are accustomed to the traditional teaching mode of "teachers speak and students listen", and they learn what is in the textbook. They lack the ability to actively discuss and think about problems, and they will not learn English knowledge related to their major on their own, so their initiative is weak. Thirdly, college English for flight attendant specialty is taught in large class, usually around 60 people. Due to the limitation of large number of students, tight course tasks, small space and other factors, the ability of using English in actual working situations to communicate and solve practical problems cannot be realized in classroom teaching. Therefore, most of the students' English learning just stays in monotonous exercises and tests.

2.3 *Teaching mode analysis*

At present, Teaching methods are relatively simple in our school. Although most of the current classroom teaching uses PPT with pictures and video screens

embedded and occasionally organize group presentation, the teaching method is still mainly based on the teaching mode of "teacher talks and students listen", which cannot improve students' practical English ability in a real sense. The overall atmosphere of the classroom is dull, and the enthusiasm of the classroom is not high. In addition, the teaching method is still at the level of knowledge imparting, rather than cultivating students' autonomous learning ability. The result of this is that students' knowledge level is limited to textbooks, and they can't stretch their thinking from textbooks, nor do they know what means and resources to use to solve problems and broaden their knowledge.

3 THE ADVANTAGES AND FEASIBILITY OF SPOC MODE

SPOC teaching mode integrates MOOC with classroom teaching by making use of its advantages. It not only reverses the traditional teaching mode and brings new learning experience to students, but also make College English more characterized and meet the employment needs of students by combining the ESP with College English.

3.1 *The realization of individualized teaching*

SPOC is conducive to targeted teaching and individualized teaching of students because it has certain restrictions on the number of students selected, professional background and academic base. Taking the College English teaching of flight attendant major as an example, on the basis of completion of College English teaching and consideration of Its specialty characteristics, the teacher uses SPOC model (the part of pre-class presupposition and after-class extension) to supplement college textbook with some basic knowledge of ESP (including the development history of civil aircraft, the history and culture of aviation service industry, technical terms, situational dialogues, safety instructions), which fills the gap between College English and ESP, realizes personalized teaching and mobilizes the enthusiasm of students to learn English by satisfying their needs for future career.

3.2 *The realization of flipped classroom*

SPOC realizes the flipped classroom, not just simply arranging pre-class preview and after-class expansion exercises. The online preset content before class can be examined and tested through the offline learning in the classroom to ensure the mastery and application of knowledge and ability. The online task lays a great foundation to the smooth implement of activities such as situational dialogue, simulation demonstration, group discussion, group cooperation and so on in the classroom, while offline classroom teaching can test how much and how deep students have learned so as to helps them to

find their weakness in knowledge and solve them. At the same time, SPOC integrates and transforms high-quality MOOC teaching resources and network resources to produce teaching micro-videos suitable for students of Flight Attendant Specialty [3]. Unlike PPT which can only present information, SPOC embeds tasks and tests in the micro-videos to allow students to think, to practice, to discuss, and to get feedbacks. Therefore, this new mode not only helps to improve students' learning enthusiasm but also mobilize their autonomous motivation. In addition, students can adjust the progress and speed of learning on the SPOC platform according to their ability and level, which solves the problem of that students cannot keep up with the learning progress due to their uneven English ability.

3.3 The realization of effective communication

SPOC realizes effective communication between teachers and students. Through a variety of interactive tools, students can have face-to-face communication and discussion with their peers and teachers online and get one-to-one guidance, which helps to enhance students' English communicative competence and provide better service for passengers.

3.4 The implement of more comprehensive evaluation system

SPOC has improved the evaluation system and made it more comprehensive and fair. Under the SPOC mode, teaching evaluation consists of formative evaluation and summative evaluation [4]. Online and offline learning performance (including online and classroom discussions, online Q & A and exercises, learning community interaction, online learning duration, simulation display, etc.) is regarded as the basis for formative evaluation. Unit tests and final exams are considered summative evaluations. The main body of formative evaluation has

changed from only teachers' evaluation to the combination of teachers', students' and groups' evaluation. This multi-faceted evaluation method helps students to analyze the views of their peers and to think about what they have learned, which deepens students' understanding of knowledge and also helps teachers to adjust the teaching contents and teaching method accordingly.

4 SPECIFIC IMPLEMENTATION PROCESS

At present, the College English for Flight Attendant Specialty in our school is 15 weeks per semester, with an average of 3 hours per week. The textbook used is *New Century College English*. According to the specific situation of our students, each unit is basically controlled at 8 hours in three weeks. In the first year, College English is taught at a normal pace to give students a buffer time to adapt to university English learning. In the second year, ESP is added step by step. At this stage, teachers need to fully understand the content of English for Civil Aviation Services and pick out the useful information related to the textbook of College English. After being restructuring and designing, the information of ESP will be integrated into corresponding unit. To ensure the normal progress of College English learning, the integration of ESP in each unit is mainly arranged in twice online learning and one-hour offline classroom learning. Online learning is composed of one pre-set content and one post-class extension. One hour offline classroom learning is used to check the online learning including summarization from teachers, and demonstration from students. The learning content is designed to cover basic vocabulary, phrases, situational dialogues, polite phrases, and the history and background of the development of civil aviation without being too difficult. The following is an example of the implementation of the teaching activities in the first unit of Book3 of New Century University.

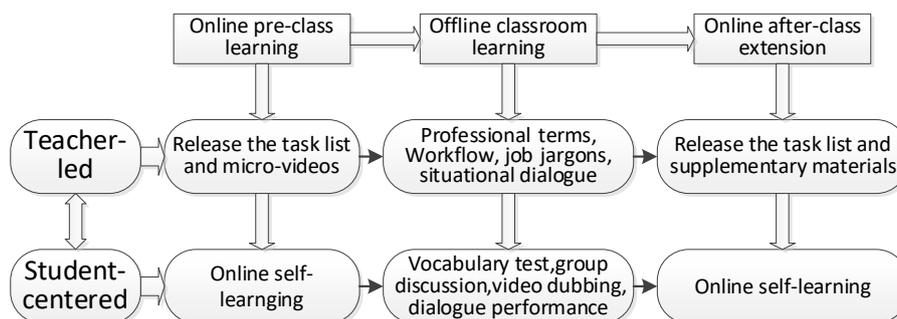


Figure 1. the implementation of the SPOC

4.1 Online pre-class tutoring

The theme of the first unit is the kindness of people around us. According to this theme, we can collect video

materials that show the love among people in the background of airports and flights. There are two words “trip” and “destination” in the text, which can correspond to the content of booking round-trip tickets and inquiring

about the destination in *Reservation and Ticketing*, the first unit of *English for Civil Aviation Service*. After finding these correspondences and related video materials, teachers reorganize and integrate them to design a micro-video with tests and exercises based on the knowledge point of airport booking, which can be done in various ways, such as matching, filling in the blanks, and dubbing. The teacher posts the micro-video and its supporting exercises on the SPOC platform in the form of a pre-class task list to ensure the clarity of the learning tasks, which mainly includes reading text, watching videos, finishing online tests, online Q&A and dialogues. The micro-video can be replayed, paused and saved multiple times. By completing the activities on the task list, students gradually master the professional knowledge of civil aviation English in the process of exploration, learning and collaboration. Students' online activities can be fed back to teachers through the platform's big data statistics, so that teachers can understand students' learning situation and adjust teaching tasks appropriately.

4.2 Offline classroom learning

With the preparation of pre-class learning, more time is spent in students' situational exercises in offline classroom teaching in line with the "dual-focus" teaching concept of "teacher-led and student-centered". After explaining the common problems from the teaching platform, the teacher adopts a task-driven teaching method and designs four sub-tasks around the central task of "booking and issuing tickets" for a customer, which are conducive to students' independent exploration and interaction. The four sub-tasks are professional terminology, workflow, job jargons and simulated situational dialogue [5]. The professional terminology is the necessary vocabulary that students need to communicate in the airport context, including words with special meanings in specific contexts. For example, "book" in "book the ticket" does not express the meaning of book we read as a noun, but as a verb to express the meaning of reservation. "taxi" does not mean the way of transportation, but means the movement of aircrafts going along ground before or after flying. This task is re-enforced through the SPOC platform by issuing classroom tests. After acquiring the basic vocabulary, students need to familiarize themselves with the workflow. As an airport attendant, you are supposed to know how to ask passengers about the place of departure and destination, departure and arrival time, one-way ticket or round-trip ticket, class, fare and confirmation of passenger name, etc. The teaching activities can be done by using matching games, the exercises of sequencing and group discussions. After becoming familiar with the workflow, students must understand the common English expressions used in each position, namely job jargons. As an airport attendant, it is important to know how to use English to advise passengers and give reasonable

explanations to their questions. This task can be realized through Specific teaching activities such as video dubbing, question-and-answer matching, etc. Actually, these job jargons students practice in the class can be used in real life for their future job. After completing the practice of the above three aspects, students can have a stimulated situational dialogue presentation where students play different roles and complete the situational dialogue, while the teacher gives evaluation and guidance. Through this task-driven approach, the teacher leads the classroom and guides the students to use what they have learned to complete the tasks one by one, which achieves the internalization of knowledge and the strengthening of ability.

4.3 Online after-class practice

Due to the limited in-class time for ESP of each unit, teachers can make good use of the SPOC mode to upload the micro-videos produced by the teacher or online high-quality video materials related to the topic on the platform, so as to realize the extension of knowledge by helping students fully use their after-class spare time. Through the platform, Students can read the extended information on this topic of "booking tickets", such as special catering needs, direct or transfer flights, flight duration, etc. Each group of students can choose a content they are interested in to make PPT presentation, audio dialogue or video shooting. When encountering problems or difficulties, teachers and students can leave a message in the forum section for discussion, and finally the group leader uploads it onto SPOC platform for teachers to make an assessment.

4.4 Overall teaching evaluation

Under the SPOC mode, the College English assessment for flight attendant specialty consists of two parts: formative assessment (online and offline learning performance) and summative assessment (final written test and oral test of ESP). The proportion has changed from 4:6 to 5:5, and the content of formative assessment is more detailed. The total score consists of 6 parts: online viewing duration accounts for 5%, online test accounts for 15%, online discussion accounts for 10%, classroom tasks (presentation, situational dialogue, etc.) account for 20%, final written examination 40% and final oral examination 10%. The teaching evaluation mode of both formative evaluation and summative evaluation can reflect the real level of students more comprehensively and effectively; the refinement of scores also makes students' grades more transparent and fair, and mobilizes students' subjective initiative in learning; The professional pertinence of the content improves the students' enthusiasm to participate in the construction of knowledge.

5 TEACHING EFFECT

There are 60 students in two classes of Flight Attendant Major. SPOC was used to gradually integrate ESP into the learning of College English in the second year. At the end of the second year, the researcher conducted a questionnaire on the satisfaction of "Research on the Bridging Teaching Mode of College English and ESP of Flight Attendant Specialty based on SPOC". As shown in Figure 2, students are generally satisfied with the way that ESP is integrated into the text. Among them, nearly 90 % of the students believe that the course content is more subject-specific and the course content is rich. About 88 % of the students are interested

in this teaching method and willing to actively complete the tasks. Nearly 91 % of the students said that they had improved their intercultural communicative competence, which was conducive to the needs of future work. More than 85 % of students believe that SPOC teaching mode effectively promotes the interaction and collaboration between teachers and students. It is not difficult to see that the teaching mode to some extent broke through the bottleneck of the lack of professional characteristics of College English teaching. Of course, from the Figure 2, we can also find that students' autonomous learning knowledge ability is still weak and teachers' guidance is necessary.

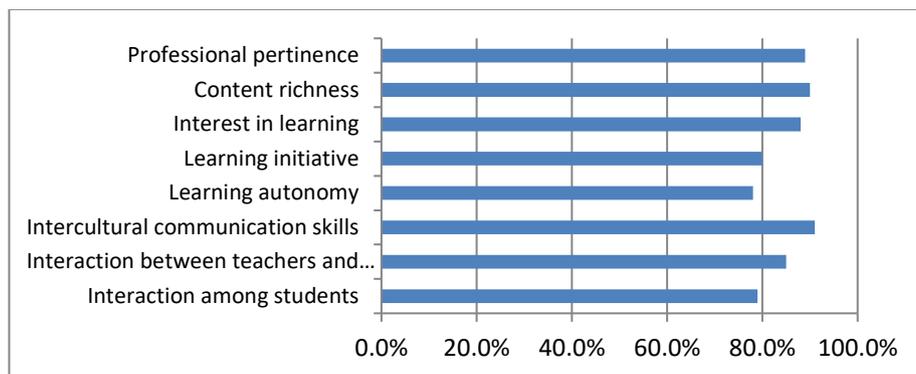


Figure 2. the satisfaction of this course based on SPOC

The flight attendant major of our school is a school-enterprise cooperation project. At the end of every school year, a company will conduct various assessments on the students of this major. The assessment includes physical fitness, professional knowledge, English, etc. Table 1 is the assessment standard for English proficiency. Through the comparison of two-year data, it can be seen that in the academic year when the SPOC mode is used to integrate

ESP into college English, there has been an overall improvement in test scores. Safety instructions are mainly to check whether students can read it out fluently, so there is not much change, but the performance of students in service English (job jargon) and cross-cultural communication ability has been significantly improved, and these two are very useful in practical work.

TABLE 1 AVERAGE SCORES WITH AND WITHOUT BASED-SPOC ESP

Mode \ Cat	Listening (40%)	Speaking			Total
		Cross-cultural Communication (20%)	Job Jargon (30%)	Safety Instructions (10%)	
Non-SPOC	31.8	15.4	22.6	7.8	77.6
based-SPOC ESP	32.2	16.6	24.1	8.1	81

6 CONCLUSION

College English teachers should "teach" with textbooks rather than "teach textbooks," and tailor students of different majors with the textbooks. The ESP should be gradually added in the College English from the second year of the school year. Although it is undoubtedly a great challenge for teachers to bring the ESP and College English together, SPOC teaching mode

provides a diversified, three-dimensional and open teaching mode, which realizes the extension of classroom teaching, stimulates students' learning desire and interests, improves students' English application ability related to specialty, realizes the smooth integration with grade three professional English, and helps to enhance students' workplace competitiveness. At the same time, it also provides reliable data support for teachers to master students' learning dynamics in real time and adjust teaching contents and methods in time.

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