

Study on the Curriculum Development of Professional English for Civil Aviation Flight Attendants based on CBE Concept

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Abstract: Aiming at the problem of derailment between English learning and job ability of higher vocational college students of civil aviation flight attendant major, according to CBE theory, this paper analyzes the job ability requirements of civil aviation flight attendant major, establishes the professional ability index of civil aviation flight attendant English, finds out the existing problems of English curriculum, and arranges the course content structure according to service workflow. According to the vocational ability goal of the course, the module is divided and the course is designed. Based on the results of relevant data analysis, the following conclusions are drawn: The combination of English curriculum and vocational knowledge can significantly enhance students' interest in learning; The modular curriculum arrangement helps to improve students' professional ability; The combination of Chinese and English vocational English modules is beneficial to improve students' learning efficiency; There are individual differences in students' understanding of the course.

1. Introduction

The contents of professional English courses for civil aviation flight attendants are not consistent with the job requirements, and English learning and professional ability requirements are derailed, which affects the cultivation of students' professional ability. The curriculum structure needs to be adjusted, the teaching method needs to be changed, and the evaluation subject needs to be transformed. In order to improve students' professional ability, it is necessary to develop professional English courses with industry characteristics and in accordance with students' practical life.

Foreign scholars' theoretical researches on Competency Based Education (CBE) mainly focus on the cultivation of professional Competency. Lindsay et al. studied the application of CBE concept in internal medicine education ^[1]. Boykin M^[2], Maram Billett^[3], Weinberger^[4] all proposed different learning strategies and emphasized the importance of different teaching modes such as project learning, role playing and experiential learning for the improvement of students vocational ability. Many scholars and teachers in China are exploring and reforming vocational education based on competency-based. For example, Wang Hui^[5] and Yang Ping^[6] proposed how to build a practical teaching system under the CBE mode for the deficiency of students' practical ability, thinks that the deep integration between colleges and practice units should be strengthened and the practical skill training system of higher vocational schools should be designed scientifically in view of the cultivation of nursing students. The macro-level concepts such as curriculum system and training mode are the research hotspots of vocational education based on force, but scholars seldom study the specific development process of a certain curriculum, and the research results are few.

This article try to CBE competency-based concept design of civil aviation flight attendant professional English course, through to the civil aviation flight attendant professional vocational ability of the demand analysis, determine the course objectives, in a modular form the content of the

course arrangement, application to the specific teaching practice, improve the professional ability of students, for students after graduation to work ability to lay the foundation.

2. CBE competency-based theory and curriculum development

2.1. CBE competency-based theory

Competency Based Education (CBE) is a Competency Based Education system, This concept emphasizes the leading role of students in the learning process, and the teaching process must have clear teaching objectives and ability training programs to enhance the practicality and applicability of teaching content ^[4].

The CBE concept contains five elements: first, as the goal and destination of education, vocational ability should be the standard for evaluating training objectives and education quality; Second, through the vocational analysis, determine the comprehensive vocational ability that the college should have, and arrange the teaching plan according to this. The third is to take the ability as the basis of teaching and transform the ability into curriculum in the form of modularization. The third is to highlight the multiple evaluation, taking the ability standard as the reference to evaluate the students' ability to achieve the situation. Followed by individualized teaching according to students' aptitude. Finally, the corresponding credits or vocational qualifications are awarded.

By referring to the western CBE concept and introducing it into the training of professional management talents for civil aviation flight attendants in higher vocational colleges, the course of Professional English for Civil Aviation Flight Attendants is developed. Enrich the teaching content of the course, update the teaching means of teachers, change the traditional teaching evaluation form, realize the transformation from "teacher-oriented" to "student-oriented", improve the quality of education, and cultivate a group of practical and innovative outstanding professional civil aviation flight attendants for the sustainable development of civil aviation flight attendants.

2.2. Curriculum development model theory

Curriculum compilation is not arbitrary, the whole process needs to have strict theoretical support. After selectively reserving some thoughts in the fields of psychology and philosophy, many scholars put forward four curriculum development models, namely, target model, process model, situation model and practice model.

Target mode: Taking curriculum objectives as the basic basis and core of curriculum development is the most important link in the whole process. In view of the above problems, curriculum objectives, curriculum content selection, curriculum content organization and curriculum implementation results evaluation are determined by combining the three elements of students' interest needs, social needs and disciplinary functions .

Process mode: Although the target model has strong operability and can be effectively evaluated, it is prone to rigidity in practical implementation, which is not conducive to giving play to teachers' dominance and creativity. In view of the defect that the target model ignores specific teaching process, a process model combining the intrinsic value of knowledge and the intrinsic value of learning knowledge activity is proposed .Therefore, the curriculum field is a process in which students freely cooperate and explore. Meanwhile, teachers should maintain a neutral position and not excessively interfere with students, acting as diagnosis rather than grading staff .

Practice mode; Curriculum development is an extremely complex process, and all subjects and factors are full of changes. However, the two modes mentioned above are only for established order and invariable factors, which have significant defects. Therefore, it is opposed to curriculum development that emphasizes theory, and it is proposed that curriculum development should pay more attention to practical factors, and the process should also be targeted, situational and specific.

Situational model: The social reality and curriculum development are inseparable, taking social culture as the logical starting point of curriculum development, trying to make up for the shortcomings of the above three curriculum development models. The so-called social culture refers to the culture created by the people with obvious group and regional characteristics. Cultural choice

and value Judgment principle: Social utility; Social responsibility; Common cultural upbringing; Personal satisfaction; Cognitive aspects; Parents and social pressure; Mental Ability.

The above modes have their own important characteristics and values. As a complex system problem, curriculum development should integrate the above modes comprehensively and combine the specific status of learners, so as to further meet the needs of students and society.

2.3. Civil Aviation Flight Attendant Professional English course introduction

Civil aviation flight attendant majors have high requirements on students' comprehensive ability. As the three most important basic professional abilities of flight attendants, oral expression ability, written writing ability and organization and coordination ability should be improved and exercised in English courses. However, the current curriculum focuses on students' written test scores in terms of objectives, content, implementation and evaluation, and fails to make students perceive significant changes in vocational ability. English curriculum in higher vocational schools consists of three modules: basic module, vocational module and expansion module. Among them, the basic module is the required basic content for students of all majors, aiming at building the common foundation of core literacy of English subject. Professional English for Civil Aviation Flight Attendants is a professional English module course for students majoring in civil aviation flight attendants, which aims to improve students' professional English service skills and lay a knowledge foundation for their future career development.

Out of realistic consideration for students' English foundation is poor, the civil aviation flight attendant professional students of vocational colleges in the whole grade one academic year only learn basic English module, a total of ten units, each semester to learn five unit, there is no suitable for higher vocational teaching material of professional English published throughout the school year is no longer open vocational English module.

3. Professional English course development for civil Aviation flight Attendants

3.1. Job requirements for professional ability

As the basis for setting course objectives, the vocational ability system needs to be comprehensively refined from the aspects of professional training direction, students' needs, teachers' suggestions, flight attendant practitioner experience and relevant core journals. From the perspective of the training goal of civil aviation flight attendant service and Management, this major mainly provides first-line talents such as flight attendant interpreters and tour guides for civil aviation industry. From the point of view of students' needs, most students want to improve their written writing ability and Oral English expression ability through Learning English courses; From the teacher's suggestion, in addition to the aforementioned ability, students' marketing ability and adaptability should also be exercised. In addition, from the experience of the industry personnel, to become a foreign-related civil aviation flight attendant needs to have rich cultural knowledge and the ability to deal with accidents.

Based on the above conditions, the professional ability indicators that meet the practical ability needs of students majoring in civil aviation flight flight are selected: the ability to independently conduct publicity and explanation; Strong organization and coordination ability and flexible working methods; Ability to deal with different people; Ability to analyze and solve problems independently and deal with accidents; Ability to collect and process information; Marketing ability; Reading and writing skills.

3.2. Course Objectives

Workplace language communication goals: students can communicate basic daily English, also can around as a flight attendant management narrator or tour guide explain involved in his flight, climate condition, group, live, travel, tour, shopping, entertainment related topics in the process of flight attendant service, combined with the knowledge, to master the professional English knowledge taught by each unit; Ability to use comprehensive language knowledge and skills to

communicate with travelers in the future work environment.

Comprehensive Vocational Ability Objective: Students can learn many vocational abilities in addition to English communication, such as the ability to organize and coordinate, the ability to collect information, the ability to sell, the ability to deal with accidents, etc., so as to solve the disadvantages of current English courses that students can only learn knowledge but not apply it.

Differences in thinking perception Objective: Students can understand the differences in the way of expression between Chinese and Western thinking; On the basis of understanding the difference between Chinese and western thinking, he can treat different views objectively and make correct value judgment.

Regional culture Understanding Objective: Students can deepen their understanding of scenic spots with regional characteristics and know the culture of different regions, so as to lay a certain foundation for their future work and improve the practicability of knowledge.

3.3. Organization of course content

Specifically, there are eight learning modules involved in the "Basic Chapter", including greeting tourists, common English for flight attendants, discussing schedules, explaining scenic spots, handling complaints, shopping, checking in hotels and seeing off tourists. The layout of each module follows the actual process of tour guide service, and each unit contains six parts, including scene simulation, thesaurus, key sentence patterns of local guide, key hints, role playing and comprehensive skills test. Through the study of "Basic part", students can have basic communicative ability and comprehensive professional ability in tour guide service work. Considering that the English foundation of secondary vocational students is relatively weak, the main part of the course content is provided with Chinese annotations, and the method of illustration and illustration is adopted to make the teaching material easy to understand and reasonable in depth.

"Comprehensive Section" is an advanced step of "Basic Section". On the basis of students' basic English communication skills, eight representative tourist attractions are selected and English commentary of scenic spots is taken as the main learning content of each module, which covers high-frequency sentence patterns commonly used in tour guide commentary. Through "comprehensive" learning, students can further master the culture of different regions in the province, and the course content with local characteristics can arouse students' interest in learning to a greater extent.

3.4. Curriculum evaluation

Curriculum evaluation refers to the use of scientific methods through certain standards and principles, to test whether curriculum objectives and educational objectives can be achieved, to judge the effect of curriculum design, and to make corresponding improvements to the existing defects.

In principle, the evaluation of "Flight Attendant English" should not only refer to the evaluation of the course teachers, but also include the evaluation of enterprise practitioners, school leaders and students. However, due to practical factors such as the author's short internship time and the small scale of curriculum implementation, the actual evaluation mainly adopts the evaluation methods of students' self-evaluation and teachers' evaluation, combined with the evaluation of students' staged test results, and strives to make the evaluation results fair and effective.

Diagnostic evaluation, formative evaluation and summative evaluation are combined. Flight Attendant English not only focuses on students' scores, but also focuses on the improvement of students' comprehensive professional ability. At the beginning of the implementation of the curriculum, the students are uniformly tested to ensure that the ability level of the subjects is generally at the same level. In the course implementation, teachers assign group tasks to test the improvement of students' knowledge ability when learning each unit. After the curriculum implementation, undertake to the student after the test, the results comparing with former results, evaluate the efficacy of the curriculum implementation, and undertake to the student questionnaire, let the student to the professional ability of self awareness situation to judge, and then combining subjective evaluation and objective evaluation of students, to the overall rating of multi-stage,

multidimensional principle.

4. Course teaching

4.1. Teaching methods and processes

Classroom teaching mainly adopts the situation simulation method and heuristic teaching method, in line with the principle of students as the main body, increase the interaction between teachers, students and students in class. For those students with weak English skills and who do not like to speak, games are adopted to make them dare to speak and give them more positive affirmation, which improves their participation in class. However, there are still some students who are indifferent in all the teaching links. Due to the large number of students in the class and the requirements of the teaching schedule, they cannot have further communication with them. In the last part of homework assignment, due to the different number of students in each source place and a small number of students unwilling to obey the assignment of team members, there was a situation of chaos in group cooperation, which required continuous maintenance of discipline.

The teaching process needs to be improved: the interaction with students during teaching should not only stay in the form of language, but also pay more attention to the students' learning status in real time by stepping off the platform, and the students who are not in a good state of listening should be given hints for many times. We should make more rational use of multimedia to create more learning situations that fit students' lives and arouse their curiosity and thirst for knowledge.

4.2. Design of Professional English course for Civil Aviation Flight Attendants

English course is an important part of the professional curriculum system of civil aviation flight attendants, which mainly includes basic module and vocational module. The perspective of course development mainly focuses on the vocational modules in the blank area. Curriculum objectives: The task of English curriculum in higher vocational schools is to further help students learn basic English knowledge, improve listening, speaking, reading, writing and other language skills on the basis of compulsory education, and develop the core quality of English subject in higher vocational schools. On the other hand, as the subject of education, students have their own unique law of development. The specific objectives of the course are as follows: language communication in the workplace, comprehensive vocational ability, difference in thinking and perception, and understanding of regional culture.

Course content selection and ability analysis. In the design stage of the course, this paper collects relevant information and takes flight attendant service program and air travel commentary as the writing system. In terms of specific organization and arrangement, the "Basic Part" focuses on the work tasks of flight attendants, grasps the principle from simple to profound and multi-directional, and makes students familiar with the whole process and related expressions of flight attendants from the English level, so as to train students' different professional abilities. Specific methods include the following: 1. Set the story situation to attract students' attention; 2. Game-based teaching to activate the classroom atmosphere; 3, multimedia teaching situation, deepen students' understanding; 4. Create performance situations to improve students' knowledge application ability; In task-based teaching mode, communicative activities between learners are emphasized, and learners' application level of target knowledge is improved by completing tasks in real society.

4.3. Analysis of course implementation effect

A questionnaire was issued to the students of the experimental class about the ability of the course development of Professional English for Civil Aviation Flight Attendants. The video of the students' unit group task display was sent to three civil aviation flight attendants to evaluate their professional ability. Finally, a data analysis is made on the latest monthly English test results of the experimental class and the control class, in order to test the influence of the newly developed curriculum on the knowledge level and vocational ability of the experimental class students.

The implementation of the course had a positive impact on the comprehensive vocational ability

of more than half of the students. To be specific, first of all, the largest number of people agree with the understanding of regional culture in the province, which shows that the knowledge coverage and organization arrangement of the textbook content are relatively suitable for students' actual life and meet their cognitive characteristics and needs. Second: The options of oral expression ability, written writing ability, organization and cooperation ability, marketing ability, accident handling ability and other topics are roughly similar, indicating that this course has a different impact on students, which is most likely caused by individual differences of students. Students with positive performance in group task cooperation will earnestly complete their own tasks in other groups.

5. Conclusion

(1) English courses combined with vocational knowledge can significantly enhance students' interest in learning. Revamp course content to align closely with professional competence.

(2) Modular course arrangement can improve students' professional ability. With the ultimate goal of improving students' professional ability, the newly developed English curriculum. According to the work flow, arrange the order of the course content and connect the knowledge of each unit.

(3) The vocational English module combined with English and Chinese is conducive to improving students' learning efficiency. Make full use of the guidance of bilingual teaching materials to students, let students actively participate in classroom interaction, practice after class to improve students' self-learning ability;

(4) The positive influence of the same curriculum on different students is different. For this part of the students, the teacher should pay more attention to them in daily teaching, learn more about their difficulties in English learning, and try to encourage them to actively participate in the classroom inquiry link, at the same time more positive affirmation and praise, overcome their fear of English learning, improve their confidence..

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