

# An employment-oriented study on oral English teaching for flight attendants in higher vocational colleges

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**Keywords:** Career Orientation, Flight Attendant Major, Oral English, Teaching Research

**Abstract:** For high vocational schools students basic English is poorer, the purpose of the oral English learning is not clear, enthusiasm is not high, according to the theory of language input, output, and contextual theory, and constructivism theory, pay attention to oral English professional application scenarios, pay attention to knowledge, employment guidance in higher vocational colleges is put forward flight attendant professional oral English teaching methods. Make clear course nature, course objective, course content and course requirement, pilot project teaching of oral English course, and constantly improve and optimize classroom teaching. Through classroom observation, assessment and interview, the teaching effect was evaluated. The results show that this study can further enrich the oral English teaching of flight attendants in higher vocational colleges, and effectively improve students' oral English ability and professional comprehensive quality.

## 1. Introduction

Oral English teaching for flight attendants in higher vocational colleges is difficult, because students have poor English foundation, unclear learning purpose, lack of confidence and enthusiasm. Oral English is the basic ability of flight attendant major, so it is necessary to explore the teaching theories and methods of oral English for flight attendant major, so as to improve students' language application ability.

For the majors with oral English as the basic course in higher vocational colleges, how to integrate English learning into professional learning and put it into practice is a problem that needs to be discussed and solved<sup>[1]</sup>. The oral English teaching of flight attendant major in vocational colleges should also seek its own development path, and the teaching content, teaching method and assessment mode should not be divorced from the major<sup>[2]</sup>. Efforts should be made to find the connection between oral theoretical knowledge and professional theoretical knowledge, professional skills training, so that students can learn practical knowledge, professional, so as to make a good foundation for future interview, internship and employment<sup>[3]</sup>.

From a global perspective, the design of the German education system not only focuses on the improvement of students' academic qualifications, but also attaches more importance to the development of their career based on their future practical jobs<sup>[4]</sup>. The concept of "employment-oriented" in China first appeared in the Document "Several Opinions on Deepening the Reform of Higher Vocational Education with Employment-oriented" issued by the Ministry of Education (2004:6) : "Higher vocational education should be service-oriented, employment-oriented and take the development path of combining production, education and research". Since then, "employment orientation" has become the mainstream direction of vocational education (Kuang Ying, Shi Weiping, 2018)<sup>[5]</sup>, and employment has become the main benchmark to measure the development level of vocational education.

From the perspective of flight attendant major, this paper studies the influence of employment-oriented oral English teaching on improving students' oral English scores and changing students' learning attitudes, which can further enrich the research results of theoretical oral English teaching

of flight attendant major in higher vocational colleges. This kind of research has certain theoretical significance. From the practical significance of the research, the outstanding graduates trained by the flight attendant major are urgently needed in the society as service-oriented and application-oriented talents. It is of great practical significance to the innovation of oral English teaching mode and the deepening of vocational education reform in higher vocational colleges.

## **2. Theoretical Basis**

### **2.1. Input and output hypotheses in foreign language learning**

Chomsky, 1965 pointed out that English teaching and learning should be closely related to actual life and work scenes. Harmer 2015 proposes that virtual scenes are created in class to make language learning more immersive and improve learning effects. Xiu Yan, 2019:229, "In the process of English learning, students should not only have the corresponding objective 'comprehensible foundation', but also have the objective 'comprehensible will'. The possession of the subjective basic knowledge and the objective enjoyment and eagerness to learn jointly determine the learning effect of students". The learning and application of students' oral knowledge are realized in the process of language input and language output, and are closely related to the communicative environment.

According to the "Input Hypothesis" proposed by Krashen (1985), language learning starts when learners receive sufficient Input of the target language. Two necessary conditions should be met for successful second language acquisition: abundant comprehensible input; Secondly, learners themselves have certain internal acquisition mechanism of language learning. Only when the input content is moderately difficult and attractive, learners will have more motivation for follow-up learning.

### **2.2. Context theory, constructivism theory**

Context theory, an important category of sociolinguistic research, emphasizes that language communication between people is inseparable from communicative environment. Malinowski (1935) first proposed "situational context". He divided context into two categories, namely, context of culture and context of situation. He believes that interpersonal language communication is inseparable from the social and cultural background and the specific language environment in which the speaker's speech acts occur. Context theory of meaning further conceptualizes and categorizes people's cognition of context, so as to analyze specific linguistic scenes and events (Gao Ge, Wei Naixing, 2020). Through communication in students' situations, teachers can better grasp and standardize the purpose, content and direction of students' oral training, correct students' communication behaviors in different professional scenes, and make students' oral expression and use more normative and professional, thus laying a foundation for the improvement of students' professional comprehensive quality.

Constructivism theory, constructivism theory caused the transformation of learning theory is put forward, its representative Piaget (1972) proposed that language learning should pay attention to the development of individual cognition, the process of the individual and others contact, can through the interactive way to learn new things, gain new meaningful knowledge construction. Therefore, it is particularly important to adopt interactive teaching mode in class for students' knowledge construction system. Constructivism also points out that learning should be a process of active construction by language learners, and knowledge can be acquired only when learners make efforts to construct knowledge subjectively (Gao Wu, 2010). Students should form the habit of independent thinking and good at exploration in the process of learning. Students only have the desire and interest in learning, and maintain a positive learning to heart, is the inspiration of the theory of teacher, in the process of teaching practice, efforts should be made to try various ways to develop the students' learning initiative, enthusiasm and self-confidence, let the students find English learning, to realize the importance of oral English learning, In this way, students can exert their own subjective initiative to construct knowledge. It provides the corresponding theoretical and

practical guidance for this empirical study from the perspective of flight attendant profession.

### **3. Oral English Teaching design for flight Attendants**

#### **3.1. Teaching research problems**

This study aims to explore the employment as the guidance of the oral English teaching method the effect of flight attendant professional students' oral English teaching in higher vocational colleges, based on the professional characteristics, redesign the spoken language teaching content, teaching method and examination mode, targeted to the content of the oral English teaching to strengthen the training and examination evaluation, in order to improve the daily classroom teaching effect, Cultivate students' professional oral expression ability. This experiment focuses on the following two questions:

- 1) Can employment-oriented oral English teaching improve the oral English level of flight attendant students in vocational colleges?
- 2) What is the attitude of flight attendant major students towards employment-oriented oral English teaching?

Teaching and research objects: Students of two classes of five-year air flight attendant major in 2019 were selected as experimental subjects in this experiment, which were divided into experimental class and control class. Prior to an oral examination, all students will be according to the score height is divided into excellent, qualified and unqualified at three levels, each selected from each class 30 people to participate in the experiment, two classes in the three levels of roughly the same number of distribution, and divided the grades two classes there was no significant difference, so that the subsequent experiments.

#### **3.2. The teaching process**

Combined with the experiment process of oral English course in this semester, the experimental class carried out daily teaching with a new teaching mode: teachers assigned online preview homework before class, and students were organized to complete online homework and review independently after class. In class, we explained important theoretical knowledge points related to textbooks according to the theme of each unit, and assigned relevant tasks to students for oral training and summarized and commented on them. Based on airline interview English and flight attendant job training content, employment-oriented oral English teaching mode is mainly reflected in the following three aspects:

1) Classroom teaching content: three modules are designed, including (1) the pronunciation knowledge module of spoken language teaching materials. Phonological knowledge, that is, phonetic symbols, pronunciation skills and reading skills; (2) Interview English module, including interview English questions, English broadcast word reading and English self-introduction; (3) Professional English module: on the basis of basic oral English training, students will be trained in simulated in-flight English service and communication skills, so as to improve their practical ability of using oral English to engage in flight attendant related jobs.

2) Teaching method: it is mainly presented by completing various communicative tasks in groups. In the course of classroom teaching, students' mastery and practice of oral English theory are integrated into different situations designed by teachers. A variety of new media equipment and the school's training equipment are used to create learning and communication training under various employment related situations for students, such as simulated flight attendant English interview and cabin service process.

3) Assessment method: Periodical assessment is interspersed in the teaching experiment process. In principle, important knowledge points are reviewed and assessed for students after every two teaching units. The assessment content is still set up on the basis of the three teaching modules mentioned above. The examination of students' oral basic knowledge ability is combined with the skills training of professional flight attendant positions, and students are evaluated by organizing mock airline English interview and in-flight English service group demonstration.

### **3.3. Teaching data processing and analysis**

According to the comparison of the pre-test and post-test scores of the experimental class and the control class, SPSS 24.0 statistical software was used to analyze the mean scores of the pre-test and post-test scores of the two classes and the test results. The results of independent sample test were used for comparison between the two classes, and paired sample test was used for comparison of the differences between the scores before and after the group. The distribution of the three grades (excellent, qualified and unqualified) of the pre - and post-test scores of the two classes was compared and analyzed by using the bar chart.

A two-part questionnaire was designed aiming at the students' attitude towards teaching experiment, and its reliability and validity were tested respectively. The former is a five-level scale designed for students' satisfaction with teaching experiment, Cronbach's Alpha coefficient value is 0.868, KMO value is 0.767; Cronbach's Alpha coefficient value is 0.862, KMO value is 0.838, the reliability and validity of the two questionnaires are good, which can be used as a standard research tool to be distributed to students.

In the interview with students, 9 students from the experimental class were selected to participate in the interview at the later stage of the experiment, and 3 students from each of the three grades of excellent, qualified and unqualified in the pre-test were selected for investigation to ensure the comprehensiveness and objectivity of the investigation. Carefully record the conversations between students and teachers. The feedback given by students in the interview and the feedback results of the questionnaire survey are used as data to analyze students' attitude towards the employment-oriented teaching experiment. Through the comparison and analysis of the above data, this paper demonstrates the influence of employment-oriented oral English teaching on the improvement of students' comprehensive oral English level and the change of their learning attitude from multiple perspectives.

## **4. Influence on students' oral English level**

### **4.1. The improvement of students' oral English**

The test results of oral English proficiency of the students in the first two classes were analyzed. According to the grade distribution of the test results of 60 students majoring in flight attendant, the students were divided into experimental class and control class. According to the results, the average score of the experimental class was 66.7 points, and that of the control class was 65.6 points. There was no significant difference between the two classes ( $P > 0.05$ ), that is, there is no significant difference between the two classes in English vocabulary reserve, English pronunciation, sentence expression and other aspects. It conforms to the principle of statistical sampling and can be used as a reasonable sample for this experiment.

After the experiment, the oral test results of the two classes were analyzed, and the differences between the control class and the experimental class were tested by independent sample test. The following results showed that there were significant differences between the two classes in the post-test results ( $P < 0.05$ ), the average score of the experimental class is 73.7, and the average score of the control class is 67.9. The average score of the post-test of the experimental class is higher than that of the control class, that is, students in the experimental class generally have more accurate pronunciation, more standard pronunciation and intonation, and better comprehensive expression ability during the oral interview simulation test.

The results show that oral teaching under the traditional teaching mode does not show great advantages in improving students' comprehensive oral quality. According to the pre-and post-oral test performance of the students in the two classes, namely, the students' pronunciation of words, the accuracy of sentence reading, the degree of conversational fluency and the comprehensive communication ability, the students' scores are divided into three grades: excellent, qualified and unqualified.

In experimental classes through the above comparison can be integrated, and after that in comparative classes the students' oral test scores on a test before each have improve, based on the

employment guidance of oral English teaching has great practical significance, basis can make a good student better play to the subjective initiative, and effectively improve the oral English foundation is weak students' oral English, It greatly reduces the unqualified rate and is beneficial to improve the overall oral English level of flight attendant students.

#### **4.2. Students' attitude towards oral English teaching**

Students' self-evaluation of oral English learning effect. At the end of the experiment, the oral English learning results submitted by the students in the experimental class were as follows: the students were willing to spend more time on English learning, paid more attention in class, and were more interested in learning; I can participate in team tasks more actively and have a more harmonious relationship with team members. I think that through stage training, I have made great progress in oral English, and gradually eliminate the tension when asked questions; Confidence gradually increased, but also for the future airline interview more confident; Students' learning enthusiasm has changed very well. It can be seen from the above phenomenon that most of the students in the experimental class have a good self-evaluation of their oral English learning effectiveness after a semester of oral English learning, which will greatly promote their oral English learning in the future.

Through the above comparative analysis of the test data of the comprehensive oral ability of the experimental class and the control class, as well as the analysis of the questionnaire survey and interview results of the experimental class, it is believed that compared with the control class, the students in the experimental class have made remarkable progress in their academic performance and great changes in their learning attitude.

By comparing the relevant data obtained from the experimental study, this paper analyzes whether there is a significant difference between the employment-oriented oral English teaching mode and the improvement of students' oral English ability, as well as students' opinions and attitudes towards this teaching mode. The results showed that there was a significant difference between the experimental class and the control class. The former had a great improvement in the comprehensive ability of oral English, and achieved outstanding results in the comprehensive oral English test. And students in learning interest, learning initiative, learning confidence and other aspects, have better classroom performance, practical performance and self-evaluation. The employment-oriented oral teaching of flight attendants has indeed changed the status quo of students' oral learning to a certain extent.

#### **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. In other words, students with positive performance in group task cooperation will earnestly complete their own tasks in other groups.

## 5. Conclusion

1) The employment-oriented oral English teaching model improves students' overall oral English scores.

2) Students recognize the employment-oriented oral English teaching. This teaching mode improves students' learning initiative, improves their learning interest, makes students more actively involved in the learning of oral knowledge and the completion of scene tasks, makes students' attitude towards oral learning to a large extent a benign change, and better cultivates students' professional ability and accomplishment. In this way, students will be more confident in the face of future job interviews and positions.

3) Employment-oriented oral English teaching opens a new way for the practical teaching of flight attendant teachers. The selection of oral English teaching materials should highlight practicability and meet the professional needs; Oral English teaching methods should be flexible and diversified, and should be integrated with professional situations to improve teaching effectiveness. The evaluation method of oral English teaching should highlight the process and the professional characteristics of flight attendants.

4) The flight attendant professional vocational colleges teaching oral English, professor should not be conducted in accordance with a foundation course, efforts should be made to seek with various professional skills combining site, create the teaching resources of all kinds of situations, give the students more chance to practice oral English in practice, oral implementation specialization, integrated use of to improve oral professional ability.

5) English teachers should strengthen the study of subject professional knowledge and quality, learn more professional knowledge, and integrate teaching with professional services. It can provide corresponding post practice and internship sites for students based on the actual situation, and further improve students' oral application ability through real practical training, which is also a good test for students majoring in flight attendant to master oral practical skills.

## Acknowledgements

The authors greatly appreciate the following sponsors for their support to the study: Soft Science Project of Science and Technology Department of Sichuan Province:

"Research on Cooperative Innovation Capability of Mixed Ownership Enterprises in Sichuan Province" 2020JDR0232.

"Intelligent NUMERICAL control system based on physical motion control principle" 22RCYJ0005.

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