

## ATTITUDE AND SKILL MODELS IN TEACHING ENGLISH FOR SPECIFIC PURPOSES IN CHINA

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It has been found that the current teaching system and teaching mode have restrictions on the English application to secondary vocational students with the main problem in the lack of alignment of the content of education with the real-life situations in the professional sphere. To solve this problem, blended learning can be used to improve the learning outcomes. The paper describes implementation of the blended learning method in the ESP teaching to secondary vocational school students with the focus on the attitude and skill models of teaching English for specific purposes. With the attitude model, the teacher can remotely monitor the learning status of each student and provide assistance. Skills-driven learning is a more advanced form of hybrid learning that allows students to set their own learning steps and ask teacher for help if needed.

**Keywords:** secondary vocational education; blended learning; TESP; ESP; attitude model; skill model.

Nowadays, blended learning is widely applied in the sphere of teaching specific skills and professional courses. Blended learning is a very developed way of learning, which can directly subvert the overall traditional education model and system. There is a range of reasons for the transition from the classical form of education to blended. In vocational schools, this is primarily due to the widespread trend of the 21<sup>st</sup> century towards the optimization of business processes.

In simple terms, with the development of technology and educational ideas, the traditional class has not been able to meet business requirements nowadays. For example, high school students have studied for a long time, but some knowledge may still be lacking, and some lower grade students may be interested in same knowledge. To bridge this gap and provide for the needs of both groups, as both groups need the same content and skills training, teachers can organize teaching and reteaching to both groups at the same time teaching across grade. Faced with this situation, the teacher will let different grades students log in the online classroom and arrange the teaching schedule by existing teaching resources and equipment.

From a technical point of view, the prerequisite for the implementation of blended learning is the use of computers. These can be computer or mobile classrooms, computers in the school library, and students' personal mobile devices. It should be noted that blended learning does not require every student to have a device at the same time, although the 1 on 1 model (one student – one device) and the BYOD model (bring your own device) are widely used in blended learning.

Most commonly, researchers interpret blended learning as a combination of face-to-face learning with technology based and particularly internet-based learning. We can trace seven types of blended learning based on what aspects are blended (used together) [1]:

- e-learning with traditional learning;
- online learning with face-to-face;
- different media;
- different contexts, for example, work and study;
- different theories of learning;
- learning objectives, for example, those concerning skills as opposed to knowledge;
- pedagogic approaches, for example, distance and campus-based learning.

There are two aspects to recognize blended learning. Firstly, it is about the teaching content. In the traditional classroom, the teacher guides students in a classroom with teaching fixed content all the time. However, in this teaching situation, the students are so different in the class. Different students have different levels to understand information and have variety of motivation and interests that cannot be ignored. Therefore, rather than assigning the same learning content for different levels and students, it is better to assign students to learn different content.

Blended learning means that students can choose learning content according to their own specific situation. This kind of learning method can optimize many steps that teachers undertake to define and differentiate students of different levels. It also makes each student's learning objective clearer and more direct.

Secondly, blended learning is about the teaching method. Because of the complexity of the teaching content in blended learning, the traditional teaching model is not suitable to the contemporary vocational training, and it will gradually fade away. Instead of traditional class, in online class, if students have the problem in studying, they can ask the question and share their ideas with their classmates and the teacher by email or via an online forum.

Students can organize a learning group on a social network, for example, on WeChat. In this case, the teacher can still provide guidance for students if being added to the group. When students study together, each of them can learn according to their own unique objectives and at their own speed, at the same time with constant access to the fellows' and the teacher's help, which is beneficial for different students.

Blended learning is different from the traditional learning. If teachers in China want to implement this teaching method, they should have a change in teaching from traditional pedagogy to hardware and software that provides better learning environment for students.

As we know, the learning mode and teaching methods of blended learning also put forward higher requirements for the teaching facilities in secondary vocational schools. In general, the schools need to be able to establish a stable and fully functional internet. It is necessary to build a good learning and communication channel and platform.

On the other hands, the teacher in the secondary vocational schools should improve their own comprehensive abilities. Western developed countries have been cultivating talented professionals through school-enterprise cooperation and industry-education integration

for more than 100 years. For example, the “cooperative education” in the United States, the “dual system” in Germany, the “enterprise training” and “industry-university-government-research cooperation” model in Japan are all industry-education integration school-enterprise cooperation successful models [2]. China’s industry-education integration training model has just started in recent years, so it is necessary to further clarify the functional positioning of the government, schools and enterprises to deepen the teacher talent training mechanism and model of 中□院校□□教□企□□践模式的效能研究 “industry-education integration and school-enterprise cooperation” [2].

Nowadays, an indispensable part of professional training is ESP – English for specific purposes. It is important because a contemporary professional needs not only general language proficiency – in the framework of the 21<sup>st</sup> century skills, but also requires professional growth and mobility in the sphere of vocational education, as well as individual professional personality cultivation.

The future specialists study English with awareness of their goals and objectives, with the desire and need to use the acquired language knowledge practically in their real-life contexts. They understand the importance of meeting the modern employers’ requirements and are eager to adapt to changing labour market. This means that in the process of teaching ESP, individual students’ needs are more clearly manifested and the learning process has to meet these individual expectations.

The government order, in its turn, determines the content and forms of education not only directly from top to bottom, but indirectly, through the needs of students formed under the influence of the economic situation and circumstances in the labour market.

Therefore, English teachers in the secondary vocational school should not only know general English, but also learn some professional English, for example, needed to understand a manual in English for some factory appliances. To provide for this, the school principal can arrange teachers’ internships or advanced training at relevant enterprises or factories, so that teachers can better answer students’ questions and become competent in the professional vocabulary.

To make blended learning of ESP in vocational secondary schools more efficient, we recommend using the two models – attitude model and skill model. The first one is attitude driven model. According to the behavioral theory, there is a correlation between a situation, a reaction, and reinforcement. This theory can be applied to the blended learning, when the situation is a professional task or a problem to be solved, while tests (as summative assessment) are reactions, and the teacher’s formative assessment is reinforcement. The second one is skill driven model. Skills-driven learning is a more advanced form of hybrid learning. In this learning mode, students can set their own learning steps, then ask teacher for help online when they meet difficulties.

Blended learning cannot be implemented with the problem-solving stage. It needs some preparation. The first stage, preparation, implies introductory class, guidelines, and acquaintance with the instruments. The second stage is teaching comprising flipped techniques, lectures and LMS outlines. The third stage is demonstration that can mean watching professional videos, attending webinars, etc. The fourth stage is practical and allows students use their skills in simulation and presentation. Stages 2 to 4 are done in classroom and via e-learning. The final stage, stage five, is accomplished on the job and implies the solution of a practical task with constant access to help and information resources.

Let us consider these stages on a particular example of working with the wiring manual. Firstly, the teacher describes learning objectives and talks about related issues of online collaborative learning to students face-to-face. In the second stage, the teacher delivers information and organizes learning of various vocabulary patterns, e.g. *temporary voltage dip*, *temporary voltage surge*, *temporary under voltage*, etc. These materials, together with assignments and glossaries can be provided via LMS. When they encounter difficulties in learning, they can contact the teacher through the network. If students don’t understand the English version of a technical term or have doubts about the English instructions for the device, they can ask the teacher for help online. After the help of the teacher, they can continue to learn and complete the assignment. In this model, the teacher can remotely monitor progress of each student and give advice. For the last stage, students get a task to respond to a failure request from an employee. They need to demonstrate the knowledge of the situation and the ability to describe the steps in English using the professional terminology.

The acquired skills can be further used in a real-life situation at a factory. For example, students can join a business enterprise or a factory for practice. During the internship, students can find that the English used in practice is different from what they learned in class, and this can be viewed as a resource for creating some notes or provisions on the professional vocabulary and structures. At the same time, they would set another learning objective and plan to learn English with practical applications.

Thus, using the blended learning in teaching ESP in the secondary vocational schools is an efficient way to develop linguistic and professional communicative competences in learners. It can be achieved through clear planning of the stages, comprehensive guidance across all of them, and creating rich learning environment via simulation and real-life problem-solving tasks.



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