Research Paper

Integration of Flipped Classroom Model for a Hotel English Course in China

Jing Chen[1], Hyun-Ju Kim[2]*

[1]Ph. D. Candidate, Department of British American Humanities, College of Humanities, Dankook University, Korea
rebeccachen1121@gmail.com
[2]Professor, Department of British American Humanities, College of Humanities, Dankook University, Korea
hyunjukim@dankook.ac.kr

Abstract

"Flipped" or inverted classrooms are designed to utilize class time for application and knowledge building, while course content is delivered through the use of online lectures and watched at home on the students' time. It is believed that flipped classrooms promote student engagement and a deeper understanding of the class material. The implementation of flipped classroom has been conducted in China's higher education for more than a decade. However, its implementation in Hotel English courses has not received any attention. By doing a needs analysis, it was proved that the implication of flipped classroom model would be promising in Hotel English courses. Hence, the author redesigned the Hotel English course based on the results of the needs analysis. This course is expected to improve the cultural awareness of the students and offer them with more opportunities to practice speaking English, especially in an authentic situation. Meanwhile, their problem-solving ability and critical thinking ability can be upgraded. As a result, the students can be well prepared to enter their future career not only in hotel industry but other areas.

Keywords: *Flipped Classroom Model, Hotel English Course, Need Analysis*

ترکیب و تیم کس وارونه رای ره یس تل داری در چ‍ی

کللالالالا وارونلالا معلالاس طورلا الالاحی الالالالالا کهلاز زبلا کلاس برای دانش و کاربرد آن استفاده کرد، در حالیکه محتوای‌الالالاه آمولاشلا از طریق استفاده از کنفرانس های آنلـ‍این و تماشای و.دیوها در خانه تحو‍ل داده شده است.لا الالاوبلا الالالالا الالالا الال الالاسلالای الالاولالالا لالا الا لا درگیلای دالالاجو‍الا افلالایش ملا الالا لا باعثلالالا الالا الالالالالا الالالالالالای شلاد.الالالای کلاسلالای وارونه‌الالالا الالالا عالی کشور لالان‌الا الالالا کـ دهه انجام شده است. لالالالالالالالا الالالالالاه لای‌الالالالالا الالالالری‌الالالالالالالالالالالالالالالالالالالا است. با انجام تحلیل و بررسی ثابت شد که الالاولالالالا کلاس وارونه در دوره های انگلیسی هتل داری امید بخش بوده است. از این رو نویسنده دوره انگلیسی هتل داری را بر اسا الالالالا تحلیلی نیازها طراحی مجدد نموده است. انتظار می رودلاه این دولاه‌لالالاهلا ف الاگلا دلالاجولا لا لالالالا لا رلالالا ببرد و به آنها فرصت بیشتری لاد تا لالا لالالار لا یلا زبان اذلالیلالا رالامرین‌لالاند، ، لامن ا.نکلا توّلالالا لالا لالالئه و لالار لاتقادی‌لای توّلالا تقو لا شلاد. لار‌لالایله‌لالالالالایان می توانند آمادگی خوبی کسب کنند تا وارد حرفه آینده شوند.

واژگن کل دی: لادل کلاسی وارونه یا معکوس، دوره انگلیسی هتل داری، تحلیل نیازها

Introduction

Until 2020, it has been reported that there are only 54 out of 1258 colleges/universities in China opens up Hotel Management major. On the other hand, there are 477 out of 1482 higher vocational schools open up this major. As a result, hotel management is always regarded as a major at vocational level by the public. For the purpose of changing this stereotype, great efforts have been invested on improving the teaching level of many compulsory courses in this major since 2010. However, hotel English, as a compulsory course for the hotel management major, seems to be left behind (Wang, 2018). Hotel English should not only cultivate students' comprehensive English application ability, but also improve their cultural literacy. As the future Hotel and Tourism staff, besides the attitudes and knowledge in their career, the hotel majors must provide the client right assistance through excellent oral communication. The ability to speak English appropriately is considered as a necessary aspect of customer service which is affected if the language is not handled correctly (Lin, Wu, & Huang, 2013).

The status quo obviously does not meet the requirements. Li (2018) spent a year interviewing interns and their supervisors of 13 five-star hotels in Beijing. Several problems of the English proficiency of hotel staff have been reported in her investigation: 1. Shortage of vocabulary. Most of the interns are from universities (instead of vocational schools) all over China who are capable of basic communications in English. However, conversations with more professional or advanced vocabulary (e.g., *convenience*, *availability*) can be understood by only a few of them. 2. Inability of recognizing different English accents. Most of the listening materials for Chinese schools are recorded with accents of the inner circle countries. Many interns complained that they actually met more Indian guests than American or British guests which makes their work more complicated. 3. Lack of cultural awareness. Due to the lack of cultural awareness, misunderstandings result in customer complaints. 4. Low confidence of communicating in English. Many interns responded that because of rare practice in speaking English at schools, they found themselves really nervous when they met foreign guests. They have to spend several months to overcome this anxiety. Considering the above situations, the effectiveness of hotel English teaching in colleges should be questioned. Since there are much more vocational schools than colleges offer this major, most of the classes in colleges are still using learning materials for vocational schools. The teaching methods are mostly confined to lecturing and simple oral practices. Due to the outdated learning materials and inefficient learning activities, students have no interests in learning and thus regard this course meaningless.

Flipped Classroom Model (FCM) has gathered tremendous attentions in China since 2013. It has been widely accepted by educators and scholars that there are many advantages with the implementation of flipped classroom model in China. 1. The advantages of Blended Learning(B-learning) can be well reflected through FCM. 2. FCM goes along with the laws of human cognition. 3. FCM is beneficial for building a harmonious teacher-student relationship. 4. FCM can promote the effective use and development of teaching and learning materials (He, 2014). Research suggests that generation Z (who were born after 1995), or digital natives, was the first generation born into a globally (internet) connected world and therefore "live and breathe" technology. Flipping the classroom has become an increasingly popular approach to meeting the learning needs of this generation of college students (Cilliers, 2017). This research attempts to design the hotel English course by implementing the flipped classroom model, providing inspiration and references for the creative application of FCM in China's hotel English education.

Literature Review

A flipped classroom (FC) is an instructional strategy and a type of blended learning, which aims to raise student engagement and learning by having students complete readings at their home and work on live problem-solving during class time (https: // www. teacheracademy. Eu /course /flipped-classroom/). The Executive Director at Intel Corporation, Brian Gonzalez (http:/ /cepa. jyb. cn/swbb/gzdt/145928.shtml) gave his definition on FC at the 2011 China Education Informatization Summit: Flipped classroom means the teacher provides students with more freedom. Students acquire new knowledge at home which means the process can be personalized. The internalization of new knowledge happens in the classroom which offers more interactions among the students and students with teacher. Flipped classroom model has caught the eyes of the western countries since the early 2000s. The year 2011 was the most significant year for flipped classroom, when the Khan Academy, founded by Salman Khan, attracted worldwide attention. Its teaching video covered subjects such as physics, mathematics, biology, finance and contemporary economics (Du, 2018). Kathleen Fulton (2012) shared the top 10 reasons to flip by introducing the success of Byron High School math course in *10 reasons to flip*. They are: (1) students move at their own pace; (2) doing "homework" in class gives teachers better insight into student difficulties and learning styles; (3) teachers can more easily customize and update the curriculum and provide it to students 24/7; (4) students have access to multiple teachers' expertise; (5) teachers flip professional development by watching each other's videos and learning from each other; (6) Parents have a window into the coursework; (7) classroom time can be used more effectively and creatively; (8) teachers using the method report seeing increased levels of student achievement, interest, and engagement; (9) learning theory supports the new approaches; (10) and the use of technology is flexible and appropriate for "21st century learning."

The Flipped Learning Network (http://flippedlearning.org) presented four pillars of **F-L-I-P** which comprise a set of four design principles for designing flipped classrooms.

F: Flexible environment. Flipped learning allows for a variety of learning models. Physically speaking, the educators can arrange the learning space to accommodate different tasks or group sizes. Meanwhile, they can be more flexible with the teaching plan.

L: Learning culture. By contrast with the traditional model, flipped learning shifts instructions to learner-centered approach, where the students can explore the topics in greater depth and learning with more opportunities.

I: Intentional content. The educators can determinate the content with two standards, one is what the students need to learn and another is what they want to learn. Educators use intentional content to maximize classroom time in order to adopt methods of learner-centered, active learning strategies, depending on grade level and subject matter.

P: Professional educator. The role of educators in flipped classroom is highly demanded. They should continually observe their students, providing them with feedback relevant in the moment and assessing their work.

Flipped classroom model (FCM) was originated from the United States and now witnesses its prosperity in non-English-speaking countries. The FCM has been applied on various areas like math, physics, social science as well as EFL learning in higher education. Sung (2015) conducted a case study on a FC in an EFL Content Course in South Korea. The analysis showed that all the participants viewed flipped learning positively and regarded it as a good momentum for change in current English Language Teaching despite limitations such as test-oriented teaching practices,

learner difference in prior learning experiences and in their English proficiency levels. Ahmad (2016) concluded that the flipped classroom had a significant effect on the listening comprehension of Egyptian EFL students. Also wat (2016) aimed at investigating the effect of a suggested EFL Flipped Classroom Teaching Model (EFL-FCTM) on Arabian graduate students' English higher-order thinking skills (HOTS), engagement and satisfaction. Meanwhile, he investigated the relationship between higher-order thinking skills, engagement and satisfaction. The findings revealed the experimental group has a higher average level in HOTS than the controlled group. Also, the study proved that the using of the EFL-FCTM was effective in improving student engagement. Moreover, students' satisfaction on the EFL-FCTM was high. Finally, there were high significant relationships between HOTS and student engagement, HOTS and satisfaction and between student engagement and satisfaction. Abdullah (2018) found that students' involvement and willingness to participate in the English conversational tasks and their level of commitment and English-speaking performance have increased gradually. He recommended encouraging teachers to employ modern technologies in their teaching strategies, particularly FCM. Abdullah's arguments were proved by Suwanthep's (2017) study in Thailand. Namaziandost and Çakmak (2020) carried out an investigation on the differences that the flipped classroom made on students' self-efficacy and gender. The results demonstrated a significant increase in self-efficacy scores of the experimental group and within this group the females in the experimental group were found to have greater improvements in self-efficacy than their male colleagues. Professor Zhang, Wang, and Bao (2011) from Nanjing University were the scholars who firstly introduced FCM into China. Based on the analysis of literature of flipped classroom and some typical cases in the United States, they summarized a flipped classroom teaching model and described the challenges in the implementation of the flipped classroom teaching. The paper also provided an innovative way to reform teaching in Chinese schools. Professor He (2014) from Beijing Normal University analyzed the origin and the effect of classroom and challenges which may exist in implementation, and explored the essential characteristics of the flipped classroom. He put forward a clear guidance for the development of flipped classroom in China.

FCM has been widely applied to the courses of computer, medical, and P.E, Marxist theory and so on (Ma, Zhao & Wu, 2013; Zhang, 2015; Wang, 2016; Zhang & Zhang, 2018). Zhang & Long (2013) pointed out that it's been proved that courses of Natural Science such as biology, chemistry and geology are more suitable for FCM because of their systematic. Courses of Social Science such as English and history which are looser in structure can be more challengeable for teachers to make videos in pre-class sessions. Due to this problem, they suggested that mini video should be more effective for Social Science courses. And this can explain the trendy of FCM's implementation in EFL learning context combining with SPOC (Small Private Online Course) in China (Wang, Chen & Zhang, 2016; Wang & Zhang, 2016; Cheng & Yang, 2017; Jiang & Hu,, 2018; Liu, Li , Zhang & Hu, 2019). Lv & Wang (2016) investigated the effect of FCM of application of the SPOC+Teaching Resource Platform in college English teaching. The result shows that this teaching model is constructive to enhance students' comprehensive skills and learning effects and teaching innovation of the teachers. However, students' grades are more polarized and the instructors are faced with more challenges. Liu, Li, Zhang & Hu (2019) compared and analyzed the teaching effects of SPOC flipped classroom and traditional teaching in college and used meta-analysis method to conduct the statistical analysis of the effect values by homogeneity study, so as to increase the sample sizes to obtain the scientific conclusion. They concluded there is no significant difference in achievement rate, and collaboration ability between SPOC flipped classroom and traditional classroom，but the SPOC flipped classroom

outperforms the traditional one in terms of improving academic performance and some learning abilities. Students are more active and satisfied in the SPOC flipped classroom.

To date, little evidence has been found on the implementation of FCM in hotel English course in China. Most of the empirical researches are conducted in vocational schools (Liu, 2015; Yu, 2016; Guo & Sun, 2018; Yu, 2019). Most of the studies are showed with lots of limitations, such as there is a disproportion between the literature review part and the research method and findings. The current study is aimed to contribute to the body of literature on the implementation of employing FCM in hotel English class of universities based on the need analysis. Some recommendations and suggestions for further research were introduced.

Method

In this paper, the author investigated the needs of hotel majors and then explored the implementation of FCM in Hotel English course in a university of China.

Research Question

The research question in this paper is: How to implement FCM into a hotel English class with the help of needs analysis?

Participants

The study was conducted in GL International Hospitality Management School (GL School) of Guilin Tourism University (GTU, China). GL School is a GTU-EHL (Ecole hoteliere de Lausanne) partnership school offering undergraduate programs on hotel management for industrial elites with international vision. It is a hotel at the same time, innovatively combining theoretical teaching and practical training in its teaching system. In this kind of environment, students are able to learn by doing. Their performances in practical courses (such as: Chinese/Western Restaurant Service) are highly approved by the teachers and the society. In this school, most of the students have a relatively high instrumental motivation to learn English for they have to attain two internships in the industry and they are totally aware of the importance of learning English.

120 students and 6 teachers were enrolled in this study. First-year students were not recruited in this study because they had not taken this course by the time the data was collected. None of the students had ever experienced FCM before. The demographic characteristics of participants is listed in Table 1. Two English teachers had the experiences of teaching Hotel English for 2-3 years and internship in five-star hotels for at least 6 months. The other 4 teachers were from practical courses: Western Restaurant Service, Room Service, Pastry Kitchen and Front office. Table 1 shows the background information of participants.

Table 1
Demographic Characteristics of Participants

	Features	*N*	Percentage
Gender	Male	50	41.67%
	Female	70	58.33%
Grade	2nd	51	42.5%
	3rd	26	21.67%
	4th	43	35.83%

Years of learning English	6-8 years	25	20.83%
	8-10 years	25	20.83%
	10-12 years	27	22.5%
	more than 12 years	43	35.83%
Self-evaluated English Level	A1	25	20.83%
	A2	45	37.5%
	B1	37	30.83%
	B2	12	10%
	C1	1	0.83%
	C2	0	0%

All the participants had learnt English for at least 6 years. Since the early 1990s, English began to be taught in the kindergartens of some most developed cities in China and it spread all round the mainland around the late 1990s. Participants in this study were born around the year of 2000 which can explain a relatively large proportion (35.83%) of them had learnt English for more than 12 years. The data also reveals that the participants' self-evaluated English level roughly fell between A1 and B1. Only 10% participants qualified themselves as C1 level. Most of the students were enrolled with a relatively low level of scores of GaoKao (College Entrance Examination of China), so the results of their self-evaluated language proficiency level can be viewed as validated. Meanwhile, most of them had realized the necessity of learning English; however, they also suffered from the inability of improving their English levels.

Research Design
This study applied a mixed-method design and attempted to explore the needs of the hotel majors. The data were gathered from participants via questionnaire and interview, as Dudley-Evans and St John (1998) suggested. The questionnaire was designed by the author based on the model of need analysis in ESP proposed by Dudley-Evans and St John (1998). The general purpose of this questionnaire is to identify the students' needs and to reveal their attitudes to the hotel English course as well as their expectations. It was composed of 19 items covering the following aspects which were proposed in Dudley-Evans and St John's model for business English: (1) Professional information about the learners (item 9, 15): the tasks and activities learners will be using English for. (2) Personal information about the learners (item 1, 2, 3): factors which may affect the way they learn such as reasons for attending the course and subjective needs. (3) English language information about the learners (item 5, 14): what their current skills and language use are. (4) The learners' lacks (item 6, 7): the gap between the current and desirable skills of the learners. (5) Language learning information (item 8): effective ways of learning the skills and language determined by the lacks. (6) How to communicate in the target situation (item 4, 17): how language and skills are used in the target situation. (7) What is wanted from the course (item 10, 11, 12, 13, 15, 16): learners' needs from the course. (8) Information about the environment in which the course will be run (item 18, 19). The questionnaire was translated into Chinese to ensure students' understanding of the items. The data were analyzed by using the descriptive statistical method which is the percentage for all items of the questionnaire. Meanwhile, unstructured interviews with both the students and teachers were conducted in Chinese as well. All the interviews were conducted in the hope of deriving more details from the results of the questionnaire.

Results and Discussion

Results of Needs Analysis

The results of item (1), (2), (3) and (5) are listed in Table 1 above. The results obtained from item (4) show that students are learning English for the following main motives: a. To improve their integrative competence to find a good job in other areas (66.67%). In the interview, many of the students expressed their plans after graduation. Most of them hope that they can have more options than work in hotels. Some of they expect to work in the pan-hotel industry (e.g., airline services, luxury business) which requires a much higher ability of service English. b. To make themselves get well involved in the multicultural setting of hotel industry (63.33%). In the internship, they found language is not the only obstacle for them. The multicultural setting of hotels makes them realize knowledge of using English appropriately is a new challenge for all of them. c. To pass CET-4 and CET-6 (60%). Graduation is of the first importance to all of them and CET-4 is one of the prerequisites for graduation. For those with a relatively high level of English, they want to pass CET-6 for proving their good command of both oral and written English in order to impress the employers. d. To find a better job in the hotel industry (55%).

As suggested by Wu (2008), hotel English teaching should lay particular emphasis on improving the listening and speaking skills of hotel majors in order to meet the requirements of the industry. Item (6) tries to identify the lacks of students' English proficiency based on the characteristics of hotel English. The result shows that 43.33% of the students have trouble accessing information with non-native English accents while 36.67% of the total cannot respond in English even though they have no trouble understanding English. Foreign guests of the hotels are from all over the world, so it was quite common for the students to face this kind of situation. Through the interview, most of the students explained that they have very few opportunities to handle paper work in their internship unless they have the chance to work in the HR department which is rare. So only 12 students (10%) have difficulties in using English to handle the paper work. The result of this item confirms the fact that speaking and listening skills require more emphasis on teaching hotel English.

Guo and Sun (2018) concluded the typical problems of current hotel English teaching in China which cause the deficiency of learners' English learning. Item (7) attempts to identify the causes of the deficiency of the participants based on their findings. The result shows that more than half (51.72%) of the students attribute their failure of speaking English at work to the lack of opportunities of practicing which exposes the reality of current English teaching in China's high schools. 21.55% of the participants blame the outdated course contents. 20.69% of the students think that they have a weak foundation of English learning and most of the efforts they put in learning English is inefficient. According to Tian (2015), the sentence structures of hotel English are normally simple and can be used and understood by most of the college students. On the other hand, the professional vocabulary which is never met by the students before they get into the hotel English class should be considered as one of the main challenges of learning hotel English. As a result, the result that some participants identified the cause of their English deficiency at work as their weak foundations of English learning might be half true. According to the observation of the author, most of the low proficiency learners can improve their English learning level if they can actively participate in the class which means efficient classroom activities means a lot to them. Fortunately, only 6 students expressed no interests in English and only 1 thought negatively of the teaching level of the English teachers. We can conclude that the teaching content and activities need to be improved and this can be realized with the help of FCM.

Item (8) was to investigate the environment of English learning for the participants by

asking about who they would ask for help if they face any problems in learning English. The result shows that more than half (55%) of the students have inclination to the Internet which is a common behavior of the Generation Z. As a matter of fact, it also provides a prerequisite for flipped learning. There are more than 1/4 (26.67%) of the students chose to solve the problems by themselves. It is worth noticing that only 4 students (3.33%) would look for their teachers and 14 students (11.67%) prefer asking help from their classmates. However, by interviewing teachers from other courses (Front Office, West Restaurant Service), it was found out that students would ask help from them quite a lot. Obviously, the learning environment of the English class needs to be improved. The students need to trust and communicate with their classmates and teachers.

Item 10 to 13 explores to find out the expectations of the students in terms of the four basic skills of English.

For listening skill, 44% of the participants hope to understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed. And 23% of the participants hope to be able to understand simple technical information such as operating instructions for everyday equipment. For speaking skill, 45% of the participants expect to be able to deal with most transactions likely to arise whilst travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit, or at work. And there is 1/3(30%) of the participants hope to be able to use native-like English to communicate with the customers and colleagues. Since listening and speaking are the most frequently used skills in hotel English, students have relatively higher expectations for themselves.

Through the interview, most of the participants expressed their concerns on passing CET-4 and 6. As a result, they hope to improve their reading and writing skills for passing these exams. For reading, the same proportion of participants (around 31%) hope to be capable of identifying the main conclusions in clearly signaled argumentative texts and understand articles and reports concerned with contemporary problems in which the writers adopt particular viewpoints. For writing, 46% of the participants hope to be capable of conveying information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision. And 36% of them hope to be able to express news and views effectively in writing, and relate to those of others.

Item (14) attempts to find out student's opinions of the arrangement of the current hotel English textbook. There is no significant difference between the three choices (reasonable 38.33, unreasonable 31.67% and no idea 30%).

The analysis of item (15) (see Table 2) reveals that the following topics achieved considerable proportions of attention: Handling Complaints, Front Office, Food and Beverage and Cultural Awareness. The first three topics are actually the most popular departments among students' internship choices. The students also expressed that cultural awareness is what they neeeded most in their internship. The ability of understanding cultural differences is regarded as a necessary competence for the prospective workforce in hotels (Wu, 2018). The students also complaint that there is little information of cultural awareness in the present hotel English class. Teachers are always "running after" the schedule. This situation is caused by the lacking of time in class which can be solved the FCM.

Table 2

What topic/topics do you think is/are the most important in hotel English?

Item 15	Response						
What topic/topics do you think is/are the most important in hotel English?	Food and Beverage	Front office	Room service	Handling complaints	Health and the Recreation Club	Cultural awareness	Others
	65%	76.67%	47.5%	79.17%	21.67%	56.67%	9.17%

Item 16 investigated students' needs on the language focus of the textbook, more than half of the participants (61.67%) chose communicative skills which goes along with the emphasis of hotel English on the communicative ability of the students. Apparently, most of the students do have a correct understanding of the hotel English course which makes another prerequisite for the implementation of flipped model. Also, in the investigation of the effective activities of English learning (item 17), most of the students chose "use English in authentic settings" which is also a creation of this study. Students are expected to use English and be evaluated through their services in GL hotel.

By asking about their opinions about practicing and taking assessments in the real situation of hotel service, the data of item 18 reveals that the implementation of flipped model in hotel English is promising as you can see in Table 3.

Table 3

What do you think of practicing and taking assessments in the real situation of hotel service (in our hotel)?

Item 16	Response			
What do you think of practicing and taking assessments in the real situation of hotel service (in our hotel)?	it's a good idea and I really want to have a try	it's a good idea but I'm no sure if I can handle it	I don't like this kind of arrangement	no idea
	46.67%	46.67%	2.5%	4.17%

In the interview, we found that English teachers would normally choose to use English only at the beginning of the course. After several classes, they turned to use more Chinese with less English for the sake of time management since English only seemed to be time-consuming. They contribute the cause to the deficiency of the students' English. But the result of item (19) (see Table 4) reveals a different truth that most of the students hope the teacher can use half English and half Chinese or more English in the class. They value the opportunity of listening and speaking English in the class even they would face lots of difficulties at the same time.

Table 4
What language do you prefer for the teacher's speech?

Item 19	Response			
What language do you prefer for the teacher's speech?	a little English with more Chinese	half English and half Chinese	more English with a little Chinese	English only
	9.17%	42.5%	38.33%	10%

Flipped Classroom Design Based on the Needs Analysis

So, what is the suitable teaching and learning model of hotel English Course in China? With the guidance of the aims of this course and the result of needs analysis, the author attempted to design the hotel English course under the principles of flipped learning. There are three stages in the flipped hotel English class.

The first stage is pre-class. There are two kinds of materials for the students to prepare for the class. One is PMGR (pre-module guide reading), the learning material required by EHL, which includes new words and phrases of each lesson. Another is the online source of 3A hotel English (http://www.3alearning.com/, see Figure 1) which includes short videos and quizzes. After watching the short video, students are required to finish the quiz. The quizzes test not only the language skills but also critical thinking of the students. Cultural awareness is the main focus of this learning material.

Figure 1
Sample of Learning Materials of 3A Hotel English

The second stage is the in-class stage. The whole 90 minutes will contribute to various kinds of activities, such as: discussions on issues from the online source in the pre-class stage; role play; dialogue practice; watching lectures by professors from EHL. As mentioned above in the introduction part, GL school is a hotel on operation at the same time. Taking advantage of this environment, this study creatively designed a role play in an authentic setting. In other words, the students will be evaluated when they are actually serving guests in the GL hotel. Not only do they have to be familiar with the expressions and procedures of serving in English, but they have to be able to give proper reactions to all kinds of situation promptly.

In the post-class stage, students will be assigned with two tasks. First one is the video-creation project work. Because there is only 90 minutes for each class, there must be groups that cannot present their works. In order to deal with this kind of situation, these groups will be asked to take a video recording their works. So, the other task is assigned to the rest of the class which ask them to give peer assessments to the video-creation project works of their classmates. Detailed course design is listed in Table 5.

Table 5
Course design of flipped hotel English class

	Pre-class	In-class	Post-class
Steps	Preparation Quiz	Discussion Activities and tasks Evaluation (formative)	Assignments
Activities	-online lecture -online quiz	-reviewing online quiz -group discussion -role play -dialogue practice -doing service in English in an authentic setting -watching lectures by professors from EHL	-video-creation project work -peer assessment -teacher assessment and feedback
Evaluations	-online lecture participation (10%) -online quiz (10%)	-group presentation (40%)	-video-creation project assessment (10%) -written final (30%)

According to the terms and conditions of the cooperation contract with EHL, there should not be any forms of textbooks for the students which means they can only be distributed with learning materials like PMGR and handouts. Still, there are two reference materials (see Figure 1): *Hospitality English and International Service Culture* (Textbook A) by 3A English and *Hospitality English* (Textbook B) by Marriott International, China. The contents of cultural awareness are provided by textbook A while textbook B provides conversations and dialogues. There are 16 weeks of teaching time and five topics are included. They are: Front Office (5 weeks), Restaurant Service (4 weeks), Room Service (2 weeks), Customer Complain (4 weeks)

and Recreation Center (1 week). The teaching and learning of cultural awareness permeates into every class. 7 topics of cultural awareness are selected from textbook A and illustrated in table 6. Teachers are free to choose any topics of cultural awareness in every class which means the teacher can choose to teach non-verbal communication in Room Service or Front Office.

Figure 2
Reference Materials

Textbook A   **Textbook B**

Table 6
Topics and Learning Objectives of Cultural Awareness

Topics	Learning objectives
Cultural Differences	Develop sensitivity to cultural differences and communicate effectively with people from other cultures to provide appropriate customer service.
Stereotypes	-Understand that your stereotypes show in your attitude and your attitude shows in your service. -Understand the importance of using the correct tone of voice.
International Service Expectations	-Understand the differences in service expectations between international guests. -Develop skills to use the 10-foot, 5-foot rules. -Develop skills to acknowledge guests when busy.
Non-verbal Communication	-To learn to read others' body language and act accordingly. -Develop strategies to use body language to make people feel more comfortable. -Demonstrate ability to use professional body language in service.
Connecting with Guests	-Learn the importance of a good first impression and body language that will help you make one with others. -Learn about small talk and the acceptable topics you can discuss in a work environment. -Learn how to soften language to sound more professional in your speech.

Exceeding Expectations	-Learn to identify guest needs to determine how to exceed expectations. -Demonstrate ability to take action to something before it happens. -Consider cultural background when assessing service needs. -Understand food service is more than delivering food. Develop skills to create a memorable dining experience.
Complaint Management	-Understand the importance of complaints and how people complain. -Learn about common lodging industry complaints and why people complain. -Learn how to handle guest complaint using the LEAF system.

Conclusion

The transformation of modern teaching model is the general trend. The development of information technology has triggered the wave of flipped classroom in China's College English Teaching (Du, 2018). The student-oriented harmonious teaching atmosphere of flipped classroom improves student's ability of independent thinking and autonomous learning. In hotel English course, students are expected to be left with more time to apply their knowledge into speaking activities with teachers' guidance and peer collaboration in the class. However, the practice and study of FCM in China's hotel English teaching still needs to be improved. In higher vocational schools, most of the studies become a mere formality and stay on the surface level. What's more, the implications and studies of FCM in colleges are rare.

According to the results of need analysis, it's been proved that the implication of FCM is promising in GL school. Hence, the author redesigned the hotel English course based on the results of need analysis. This course is expected to improve the cultural awareness of the students and offer them with more opportunities to practice speaking English especially in an authentic situation. Thus, the problem-solving ability and critical thinking ability can also be upgraded. As a result, the students can be well prepared to enter their future career not only in hotel industry but other areas.

The results of the study provide the foundation for the implementation of FCM in hotel English course in China's colleges. And the efficiency of this course needs to be further improved with more qualitative and quantitative data.

Reference

Abdullah, M. Y., Hussin, S., & Ismail, K. (2019). Implementation of Flipped Classroom Model and Its Effectiveness on English Speaking Performance. *International Journal of Emerging Technologies in Learning*, 14(9).

Al-Otibi, A, M. (1994). Identifying the English Communication Needs of Kuwaiti Student Soldiers at the Military Institute in Kuwait. Unpublished Ph.D thesis. UK: *Cardiff University College*.

Ahmad, S. Z. (2016). The Flipped Classroom Model to Develop Egyptian EFL Students' Listening Comprehension. *English Language Teaching*, 9(9), 166-178.

Alsowat, H. (2016). An EFL flipped classroom teaching model: Effects on English language higher-order thinking skills, student engagement and satisfaction. *Journal of Education and Practice*, 7(9), 108-121.

Basal, A. (2015). The implementation of a flipped classroom in foreign language teaching. *Turkish Online Journal of Distance Education*, *16*(4), 28-37.

Bloom, B. S. (1986). Mastery learning assumes that it is within nearly every student's capacity to master any given instructional task. *Fujian: Fujian Education Press.*

Chen Hsieh, J. S., Wu, W. C. V., & Marek, M. W. (2017). Using the flipped classroom to enhance EFL learning. *Computer Assisted Language Learning*, *30*(1-2), 1-21.

Chang, H.J. (2020). The Flipped Classroom Approach for Tourism English Learners. *ENGLISH TEACHING (영어교육)*, *75*(3), 93-107.

Chen, Y. (2014). Study on Teaching Design and Application Based on Flipped Classroom Model. *Modern Educational Technology*, *2*, 49-54.

Cilliers, E. J. (2017). The challenge of teaching generation Z. *PEOPLE: International Journal of Social Sciences*, *3*(1), 188-198.

Dudley-Evans, T., St John, M. J., & Saint John, M. J. (1998). Developments in English for specific purposes: A multi-disciplinary approach. *Cambridge university press*.

Du, Y. (2018). Discussion on Flipped Classroom Teaching Mode in College English Teaching. *English Language Teaching*, *11*(11), 92-97.

Flipped classroom. (2021). https://www.teacheracademy.eu/course/flipped-classroom/

F-L-I-P Pillars (2021). https://flippedlearning.org/category/flexible_environment/.

Fulton, K. P. (2012). 10 reasons to flip. *Phi Delta Kappan*, *94*(2), 20-24.

Fulton, K. (2012). Upside down and inside out: Flip your classroom to improve student learning. *Learning & Leading with Technology*, *39*(8), 12–17.

Hamdan, N., McKnight, P., McKnight, K., & Arfstrom, K. (2013). The flipped learning model: A white paper based on the literature review. Retrieved from http:// research network. Pearson. com/wp-content/uploads/WhitePaperFlippedLearningpdf.

He, K. (1997). Constructivism Teaching Mode, Method and Design. J*ournal of Beijing Normal University*, *5*(75), 78-81.

Hutchinson, T. and Waters, A. (1987). English for Specific Purposes: A learning centered Approach (*Cambridge: Cambridge University Press*)

Hung, H.T. (2017). Design-Based Research: Redesign of an English Language Course Using a Flipped Classroom Approach. *TESOL Quarterly*, *03*,180-192.

Kubra, A.H.& Lee, J.M. (2020). Flipped Learning Research Trends in English as a Foreign Language Classrooms: Systematic Reviews. *Global Creative Leader*, *10*(3): 109-133.

Lage, M., Platt, G. & Treglia, M. (2000). Inverting the classroom: A gateway to creating an inclusive learning environment. *Journal of Economic Education*, *31*, 30-43.

Li, H. (2013). Design and Application of Task-based Flipped Classroom Teaching Model. *Modern Educational Technology*, *9*, 46-51.

Lin, Ch-H, Wen-Chih, W., &Yin-Tsuo, H. (2013). English for specific purposes (ESP) for hotel college students and hotel employees in Taiwan. *International Journal of Education and Research 1*(8) (2013): 1-14.

Lu, H. (2014). Feasibility Analysis on the Application of Micro-class Based "Flipped Classroom" Mode in College English Teaching. *Technology Enhanced Foreign Language Education*, 7, 33-36.

Lv, T. (2016). The study on autonomous learning of higher English education based on flipped classroom. *Foreign Languages in China*.1:77-83.

Mahbub, M. (2018). English teaching in vocational high school: a need analysis. *JEELS*, 5 (2), 230-257.

Mohammadi, J., Barati, H., & Youhanaee, M. (2019). The Effectiveness of Using Flipped Classroom Model on Iranian EFL Learners' English Achievements and Their Willingness to

Communicate. *English Language Teaching*, *12*(5), 101-115.

Milman, N. B. (2012). The flipped classroom strategy: What is it and how can it best be used? *Greenwich: Distance Learning*, *3*, 85-87.

Namaziandost, E., & Çakmak, F. (2020). An account of EFL learners' self-efficacy and gender in the Flipped Classroom Model. *Education and Information Technologies*, 1-15.

Nouri, J. (2016). The flipped classroom: for active, effective and increased learning-especially for low achievers. *International Journal of Educational Technology in Higher Education*, 13:33.

Nielsen, L. (2012). Five reasons I am not flipping over the flipped classroom. *Tech & Learning*, *9*, 15-18.

Sams, A. & Bergmann, J. (2013). Flip Your Students' Learning. *Educational Leadership*, *3*, 16-20.

Sams, A. & Bergmann, J. (2014). Flip Your Classroom: Reach Every Student in Every Class Every Day. *Beijing: China Youth Press*.

Sun, J.& Sun, W. (2020). Investigation and Research on the Current Teaching Situation of English Course for hotel Service in Higher Vocational Colleges. *JOURNAL OF LIAONING HIGHER VOCATIONAL*, 2020(22):48-50.

Sung, K. (2015). A case study on a flipped classroom in an EFL content course. *Multimedia-Assisted Language Learning*, *18*(2), 159-187.

Tucker, B. (2012). The flipped classroom. *Education next 12*(1): 82-83.

West, R. (1994). Needs Analysis in Language Teaching. *Language Teaching*, 27, 15–49.

Wu, W.-C. V., Chen Hsieh, J. S., & Yang J. C. (2017). Creating an Online Learning Community in a Flipped Classroom to Enhance EFL Learners' Oral Proficiency. *Educational Technology & Society*, *20* (2), 142-157.

Ying, L. (2016). Flipped classroom, Wise Teacher- Self-directed Learning in Foreign Language Classroom. *Beijing: Foreign Language Teaching and Research Press*.

Zhang, L. L. (2018). English Flipped Classroom Teaching Model Based on Cooperative Learning. *Educational Sciences*: *Theory & Practice*, *18*(6), 3652-3661.

夏冬生,孙先念 & 朱公志.(2019). 微课、慕课和翻转课堂的特性及其相互关联性的探究. *黑龙江教育(高教研究与评估)*(04),47-49.

吕婷婷 & 王娜.(2016). 基于 SPOC+数字化教学资源平台的翻转课堂教学模式研究——以大学英语为例. *中国电化教育*(05),85-90+131.

张伟.(2017). 近五年（2012-2016）高校翻转课堂研究的分析和反思. （硕士学位论文，*西南大学*）

田秋月.(2015). 酒店服务英语语言特点的若干研究论述. *海外英语*(23),117-118+121.王国亮. 翻转课堂引入普通高校公共体育教学的研究[D].*北京体育大学*,2016.

张乐 & 张云霞.(2018)."翻转课堂"教学模式在高校思政课中的应用研究. *中国高等教育*(01),36-38.

张红艳 & 龙荣培.(2013). 试析翻转课堂在国内本土化实践过程中的挑战. *文教资料*(14),158-159+164.

武平.(2008).酒店英语课程设置与国际酒店现代要求之比较研究.*湖北广播电视大学学报*(11),22-23.

马秀麟,赵国庆 & 邬彤.(2013). 大学信息技术公共课翻转课堂教学的实证研究. *远程教育杂志*(01),79-85.

王燕华.(2018). 应用型本科院校酒店管理专业英语教学改革探索[J].*度假旅游*,2018(11):167-168.

何克抗.(2014). 从"翻转课堂"的本质,看"翻转课堂"在我国的未来发展[J]. *电化教育研*

究,2014,35(07):5-16.

李亚青 (2018). 从酒店员工英语语言现状看酒店商务英语教学改革[J]. *教育教学论坛*,2018(33):67-68.

张金磊,王颖 & 张宝辉 (2012). 翻转课堂教学模式研究. *远程教育杂志*(04),46-51.

王娜 & 张敬源 (2016). 基于"SPOC+小课堂"的大学英语翻转课堂教学模式设计研究. *中国大学教学*(09),57-63.

程少云 & 杨芳 (2017). 基于移动终端云班课+SPOC 的大学英语混合式教学实验研究. *实验技术与管理*(05),183-188+214.

蒋艳 & 胡加圣.(2018). 基于 SPOC 的大学英语翻转课堂大规模教学运行机制研究. *外语电化教学*(04),9-15+29.

刘寒雨 (2015). 基于微课的 ESP 翻转课堂模式及教学设计研究——以酒店英语为例. *现代职业教育*(04),59-62.

俞圆 (2016). 基于情景过关考核翻转课堂教学模式在高职酒店英语教学中的应用研究. *人才资源开发*(08),253.

郭俊 & 孙鑫 (2018). 基于 MOOC 和 SPOC 背景下酒店英语翻转课堂教学模式的研究. *吉林省教育学院学报*(02),115-117.

俞欣 (2019). 基于微课"翻转课堂"教学模式在酒店英语口语课程中运用的问题与对策. *旅游纵览(下半月)*(16),204-205.

英特尔全球教育总监 BrianGonzalez,聚焦教育变革 2011 中国教育信息化峰会上的讲话[EB/OL]. *中国教育新闻网*, http://cepa.jyb.cn/swbb/gzdt/145928.shtml.

Appendix
Questionnaire for Need Analysis
1. Grade
Year 2_____   Year 3_____   Year 4_____
2. Gender
Male_____   Female _____
3. How long have you been studied English?

6-8 years_____   8-10 years_____ 10-12 years_____   more than 12 years_____
4. What is the motivation for you to learn English? (multiple choices)
A. to find a good job in the hotel industry (instrumental motivation)
B. to pass CET-4 and CET-6 (instrumental motivation)
C. to study abroad (instrumental and integrative motivation)
D. just love learning English (integrative motivation)
E. to make myself get well involved in the multicultural setting of hotel industry (integrative motivation)
F. To improve my integrative competence to find a good job (outside of hotel industry) (instrumental motivation)
F. others_____
5. Choose your English Language proficiency level according to the following table
A. A1   B.A2   C.B1   D.B2   E.C1   D.C2

	Reception		Interaction		Production	
	Listening	Reading	Spoken Interaction	Written Interaction	Spoken Production	Written Production
C2	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.	I can express myself with clarity and precision, relating to the addressee flexibly and effectively in an assured, personal, style.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.	I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles, which present a case with an effective logical structure, which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.
C1	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.		I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion	I can express myself in clear, well-structured text, expressing points of view at some length. I can write detailed expositions of complex subjects in an essay or a report, underlining what I consider to be the salient issues. I can write different kinds of texts in a style appropriate to the reader in mind.
B2	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. I can understand contemporary literary prose.	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can write letters highlighting the personal significance of events and experiences.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.
B1	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can write personal letters describing experiences and impressions.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes & ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can write straightforward connected text on topics, which are familiar, or of personal interest.
A2	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment). I can catch the main point in short, clear, simple messages and announcements.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job	I can write a series of simple phrases and sentences linked with simple connectors like „and", „but" and „because".
A1	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can write a short, simple postcard, for examples sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can use simple phrases and sentences to describe where I live and people I know.	I can write simple isolated phrases and sentences.

6. What are the difficulties in using English when you work in a hotel?

A. I can't understand the speech in English
B. I can't response in English though I can understand the speaker
C. I can't understand the speech because of the accent of English
D. I can't handle the paper work
E. others _____

7. What do you think is the reason for causing your difficulties in speaking English at work (internship)?
A. The course is not close related to the needs of the industry
B. I have a weak foundation of English proficiency
C. I have no interest in learning English
D. I seldomly have opportunities to practice my English (orally)
F. The teaching method is out of date and inefficient.

8. When facing a problem in English learning, I _____.
A. try to solve it by myself
B. ask for help from the teacher
C. ask for help from my classmates

D. ask for help from the Internet

E. ignore it

F. others_____

9. On what occasions will you use (speak) English outside of the class? (multiple choices)

A. never

B. English after school activities (such as: English corner)

C. prepare for the assignment (such as: role play)

D. try to speak to the foreigner guests as much as possible

E. others _____

The following choices are based on the Communicative Activities of Common European Framework of Reference.

For these students are majored in service industry, the LISTENING TO ANNOUNCEMENTS & INSTRUCTIONS part is used.

10. What level of Listening skill do you prefer to obtain after learning this course?

A. Can understand instructions addressed carefully and slowly to you and follow short, simple directions. (A1)

B. Can catch the main point in short, clear, simple messages and announcement. (A2)

C. Can understand simple technical information, such as operating instructions for everyday equipment. (B1)

D. Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed. (B2)

E. Can understand complex technical information, such as operating instructions, specifications for familiar products and services. (C1)

TRANSACTIONS TO OBTAIN GOODS & SERVICES

11. What level of Speaking skill do you prefer to obtain after learning this course?

A. Can ask people for things and give people things. (A1)

B. Can ask for and provide everyday goods and services. (A2)

C. Can deal with most transactions likely to arise whilst travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit or in your work. (B1)

D. Can use native-like English to communicate with the customers and colleagues. (B2)

READING FOR INFORMATION & ARGUMENT

12. What level of Reading skill do you prefer to obtain after learning this course?

A. Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. (A1)

B. Can identify specific information in simpler written material you encounter such as letters, brochures and short newspaper articles describing events. (A2)

C. Can identify the main conclusions in clearly signaled argumentative texts. (B1)

D. Can understand articles and reports concerned with contemporary problems in which the writers adopt particular viewpoints. (B2)

E. Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and

implied as well as stated opinions. (C1)

OVERALL WRITTEN INTERACTION

13. What level of Writing skill do you prefer to obtain after learning this course?

A. Can ask for or pass on personal details in written form. (A1)

B. Can write short, simple notes relating to matters in areas of immediate need. (A2)

C. Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision. (B1)

D. Can express news and views effectively in writing, and relate to those of others. (B2)

14. Do you think the arrangement of the topics in the current hotel English textbook is reasonable?

A. unreasonable   B. no idea   C. reasonable

15. What topic(topics) do you think is(are) the most important in hotel English?(multiple answers)

A. Food and Beverage   B. Front office

C. Room service   D. Handling complaints

E. Health and the Recreation Club   F. Cultural awareness

G. others_____

16. Which of the following do you expect the textbook to put the main focus on?

A. language knowledge   B. professional knowledge of hotel English

C. communicative skills   D. cultural awareness

E. others_____

17. Which activity(activities) do you think is(are) efficient when learning English? (multiple choices)

A. attending lectures   B. watch demonstrative videos

C. give a presentation   D. recite conversations in hotel English

E. role play   F. group discussion

G. practice English in an authentic situation   H. other_____

18. What do you think of practicing and taking assessments in the real situation of hotel service (in our hotel)?

A. it's a good idea and I really want to have a try

B. it's a good idea but I'm not sure if I can handle it

C. I don't like this kind of arrangement

D. no idea

19. What language do you prefer for the teacher's speech?

A. a little English with more Chinese   B. half English and half Chinese

C. more English with a little Chinese   D. English only