

The Development of Loose-Leaf Teaching Materials Based on the Concept of Outcome-Based Teaching Model and Its Effectiveness* —The example of “Check-in” in Professional English for Hotel Staff

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ABSTRACT: At present, loose-leaf teaching materials are attracting more and more attention in higher vocational institutions and have become a hot topic now. However, since the development of loose-leaf teaching materials is still in its beginning and exploratory stage, the examples of loose-leaf teaching materials for specialized courses are very hard to find. In fact, there is little research and application of how teaching objectives, content structure, teaching methods and teaching effectiveness reflect the original intention of loose-leaf teaching materials, especially there is little empirical evidence and reporting on teaching effectiveness. In this paper, we adopt the concept of outcome-based teaching model and take “Check-in” in Professional English for Hotel Staff course as an example to demonstrate the development and design of loose-leaf teaching materials and their features of career guidance, brevity and clarity, simplicity and practicality, real time and flexibility. By comparing the fourth semester exam results of 125 students majoring in hotel management from the class of 2013 to the class of 2016, who used traditional hotel English textbooks, with the fourth semester exam results of 112 students from the class of 2017 to the class of 2020, who used loose-leaf teaching materials of hotel English in a higher vocational college, the advantages of the “4Es” embodied in loose-leaf teaching materials, namely, easy to teach, easy to learn, easy to understand and easy to use, and their effectiveness are revealed. According to the current study and preliminary teaching results, the development of the loose-leaf textbook based on the concept of outcome-based teaching model has been effective.

1. INTRODUCTION

In recent years, China has issued the policies and regulations of “National Vocational Education Reform Implementation Plan”, [1] “Measures for the Administration of Teaching Materials in Vocational Colleges” [2] and “Action Plan for Improving Quality and Cultivating Excellence in Vocational Education (2020-2023)”, [3] which propose to strengthen the construction of teaching materials, support the reform of teaching materials, and advocate the development and use of loose-leaf teaching materials in vocational education. Loose-leaf teaching materials (hereinafter referred to as LLTM) are receiving more and more attention in the higher vocational institutions and have become a hot topic now.

Although LLTM is a common concern in many higher education institutions, both theoretical studies and practical applications in this area are in its beginning and exploratory stage. There are no definitive answers to the

existence of LLTM for different specialized courses and there is no ready-made or “one size fits all” template for the basic structure of LLTM. There are limited examples of LLTM in specialized courses, there is little research and application of how teaching objectives, content structure, teaching methods and teaching effectiveness reflect the original intention of LLTM, especially there is little empirical evidence and reporting on teaching effectiveness. Therefore, the teachers in higher education institutions are supposed to be not only double-qualified teachers, but also have the level and ability to develop LLTM. These, in turn, challenge the teachers.

In this paper, we adopt the concept of outcome-based teaching model and take “Check-in” in Professional English for Hotel Staff (LLTM) [4] course as an example to demonstrate the development and design of LLTM and their features of career guidance, brevity and clarity, simplicity and practicality, real time and flexibility. By comparing the fourth semester exam results of 125 students majoring in hotel management from the class of 2013 to the class of 2016, who used traditional hotel English textbook, with the fourth semester exam results

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