



# Improving Productivity of Teaching Spoken English for Hospitality Management Major from AMBTM Perspective

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## Abstract

It does matter to improve productivity of teaching Spoken English for Hospitality Management (SEHM) major to make students' oral English proficiency meet their future employers' requirements. But there are challenges in teaching SEHM in China now. Limited teaching hours and materials, obsolete teaching methods, and students' poor general-English-speaking skills set obstacles for teachers to teach SEHM course in China. Besides, the students' defective Spoken English skills hampered their career development [1]. To remove those obstacles and improve productivity of teaching SEHM, based on the learning theory of Constructivism, the author, taking assignments as core and mobile as a teaching tool, built Assignment & Mobile-based Teaching Model (AMBTM), to voluntarily teach the credit-tuition-fee-free-Oral-English for SBS (Shanghai Business School) students majoring in Hospitality Management (HM) in summer vacation, 2022. Taking a case study on this course, this paper illustrated how to build AMBTM teaching model, how to source AMBTM teaching materials, how to use this model to instruct students and assess students' assignments. In addition, the paper, based on quantitative and qualitative analysis, tested the effectiveness of employing the model in teaching this summer course. The testing results proved the model not only improved productivity of teaching SEHM, but offered an optional way to help the poor students who cannot afford computers and internet to join in the online class as their peers do. Furthermore, the model can be duplicated and promoted to improve teaching efficiency and contribute to educational equality in other countries.

**Keywords:** Assignment & Mobile-based-Teaching-Model; Teaching productivity; Spoken english; Hospitality management; Student-centered learning; Educational equality

## Introduction

Since reform and opening up, China has been making its door open wider to greet people from the world. In China, no matter whether business activities or leisure activities, they are no longer confined to Chinese, instead, they welcome global citizens to join in, for instance, China International Import Expo, ATP (Association of Tennis Professionals) World Tour Masters 1000 (Shanghai), Shanghai International Film Festival, and so on, which attract a large number of foreigners to visit China every year. Especially in the post-epidemic era, China continuously opens its arms to embrace foreigners to come in, as Li Qiang, the newly elected Premier of the

State Council of the People's Republic of China, said at the Opening Plenary of the Boao Forum for Asia Annual Conference 2023: China will adhere to reform and opening regardless of the changing world. Li's speech indicates that China is committed to the higher degree of openness, which calls for more people from the world to visit China, thus demanding more internationalized hospitality business to cater for them. In other words, the hospitality industry is booming again, which needs more employers and employees who offer services for guests from differing parts of the world. Because English is universally used, it is essential for hospitality staff to speak

English correctly, politely, and fluently to offer quality services for guests. It is the course, Spoken English for Hospitality Management (SEHM) major that not only teaches students majoring in Hospitality Management (HM) how to speak English correctly, politely, but also raises their cross-cultural awareness. When they graduate from universities or colleges, they will become the major work force for hospitality industry in China. To sum up, for HM students, the SEHM course plays an important role in career development. If they can communicate with their guests in English as easy as like fish swim in water, they will get more opportunities to be promoted. But there are many challenges in teaching SEHM in China. The limited teaching hours and materials, large class, the obsolete teaching methods, and students' poor general English-speaking skills set the obstacles for teachers to teach SEHM in China. Moreover, the students' defective Spoken English skills hampered teaching hours [1]. To remove those obstacles and improve productivity of teaching SEHM as well as accelerate students' career promotion, based on the learning theory of Constructivism [2,3], the author, taking assignments as core and mobile as a teaching tool, built the AMBTM teaching model, the Assignment & Mobile-based- Teaching-Model, to voluntarily teach Oral English for 26 HM students from Shanghai Business School (SBS) in summer vacation, 2022. That is, this summer course, based on the assignments and a mobile APP (WeChat) which is a popular, free and multifunctional mobile APP in China, was credit-free, and tuition and fees-free. Taking assignments as core, this course focused on improving students' spoken English ability, making best use of students' independent learning with the help of teachers' instructions and the advantages of mobile Apps teaching, such as, accessibility, flexibility, and affordability. This paper, taking the 2022 summer course as a case study, illustrated how to build AMBTM, how to source AMBTM teaching materials, how to use this model to instruct students, how to use this model to assess students' assignments, and how to put the model in practice. On the other hand, the paper, based on quantitative and qualitative analysis, tested the effectiveness of employing the model in teaching the 26 HM students in summer, 2022. The testing results proved this novel teaching model not only improved productivity of teaching SEHM, but offered an optional way to help the poor students who can't afford computers or internet to join in the online class as their peers do.

Numerous research concerning improving teaching efficiency has been done. Cross [4] proved using teacher's perception of the affordances of language as a tool to improve teaching productivity in a CLIL (content and language integrated learning) classroom. Robert Marzano's model suggested eight strategies to make teaching effective, including setting goals, providing feedback, helping students interact with new knowledge, and so on [24]. Fazel [5] proposed implementing Teacher-coach-student Coaching Model in teaching adults to improve teaching effectiveness. On the other hand, tremendous literature has made contributions to online teaching. Some offered solutions to the side-effects brought by Covid-19 and its variants, shifting physical class to virtual one with the help of diverse teaching software and APPs [6-10]. Some pointed out the disadvantage of adopting online teaching to response to epidemic impacts, that is, students didn't attend

online courses due to lacking internet or computer [11,12]. Some suggested using mobile phone and mobile APPs as supplementary educational tools to teach in the traditional classroom [13-15].

In the post-era of epidemic, online teaching is still a useful supplement to offline teaching. However, how to combine the merits of online teaching with assignments to improve teaching efficiency in the post-era of epidemic is a meaningful question. The AMBTM teaching model made by the author is a way to explore an answer to this question. Based on assignments, this model takes mobile App as a knowledge carrier to teach a course. As to how to link mobile App with assignments to solve the long-standing problems in teaching SEHM in China to improve teaching productivity, few have been done so far.

## Methods and Materials

### Methods

Based on the learning theory of Constructivism: the students take a positive role in acquiring knowledge [3], the use of student-centered strategies [16], as well as the principle of Layered Curriculum [21], the author built the AMBTM teaching model in order to propose suggestions to response to the current challenges in SEHM course in China and improve the teaching productivity of the SEHM course. The SEHM course would be taught in the fall semester in 2022. Twenty-six students, who major in HM and would be the third year of SBS in Fall, 2022, enrolled in this course at the end of the Spring semester in 2022. In summer, 2022, the author, based on the AMBTM teaching model, voluntarily took the summer vacation to open 2022 summer course to improve the students' proficiency of speaking general English to meet their future employers' requirements, and make the summer course available to each student. Please note that the students would neither earn credit from this course nor pay tuition and fees for this course. Why did the author do so? The reasons were as follows: First, the author knew the students' speaking-general-English proficiency didn't reach the level required by the SEHM course in terms of the author's teaching experience because the SEHM course is built upon students' speaking-general-English abilities, having its eyes on putting in the terms, phrases and expressions, and sentence patterns of hotel business as well as developing conversational skills through practicing the situational role-play (such as, reception, food beverage, housekeeping, and so on) and studying cross-culture cases, it assumes that students can express their opinions on general topics as they wish, unfortunately, the fact is that most students majoring in HM can't reach that assumption. To the author's knowledge, when asking for students to perform the situational role-plays or deliver their opinions on hotel business, they will get it done well if leaving them enough time to prepare for it, if not, they will say either a few of words and sentences or nothing if requiring them to speak promptly. Therefore, thinking about 30 teaching hours set by the SEHM course at SBS in the coming semester would be inadequate to teach students to speak hotel English fluently, correctly and natively to meet their future employers' requirements if they didn't speak general English well, so it is essential for the author to improve the students' speaking-general-English level before teaching them the professional

English. Second, the author considered the 26 students who were in their hometown during their summer vacation came from different parts of China and various family backgrounds, which demanded for an affordable and flexible teaching model to ensure each of them to be access to this course. For the reason that some of them would use summer vacation to do part-time job to increase their families' incomes, they couldn't set the fixed time to take the course. The AMBTM teaching model can let students take the lesson depending on their available time and places as long as they have mobile phones and internet connection or cellular mobile traffic. Thanks to the low price of mobile phones with Chinese brands, each student has mobile phone, which means they all can take the course

if they like. In other words, the AMBTM teaching model can solve the problems that students can't take the online course caused by lacking computers in China. If students have no internet connection, they will use affordable cellular mobile traffic to take lessons.

It took six steps for the author to build the AMBTM teaching model. First, the author adopted SO JUMP APP, a professional online questionnaire platform, to collect and analyze students' feedbacks of the AMBTM. The author designed the questions, made the questionnaire, released it through the WeChat group made up of the author and the 26 HM students, then received 26 students' feedbacks (See Table 1).

**Table 1:** Questionnaire Survey on Assignment & Mobile-based Teaching Model.

<b>1. Your Name</b>	[Fill in the blank]	
<b>2. The name of your university</b>	[Fill in the blank]	
<b>3. Your major</b>	[Fill in the blank]	
<b>4. Did you pass CET-SET 4? [Single Choice]</b>		
Choice	Subtotal	Percentage
Yes	13	50%
No	13	50%
Valid Number	26	
<b>5. Did you pass CET-SET 6? [Single Choice]</b>		
Choice	Subtotal	Percentage
Yes	4	15.38%
No	22	84.62%
Valid Number	26	
<b>6. Do you want to improve your proficiency of speaking general English? [Single Choice]</b>		
Choice	Subtotal	Percentage
Yes	26	100%
No	0	0%
Valid Number	26	
<b>7. Do you want to take this summer vacation to improve your proficiency of speaking general English? [Single Choice]</b>		
Choice	Subtotal	Percentage
Yes	26	100%
No	0	0%
Valid Number	26	
<b>8. Do you like the student-centered teaching approach to teach Oral English? [Single Choice]</b>		
Choice	Subtotal	Percentage
Yes	26	100%
No	0	0%
Valid Number	26	
<b>9. I would like to use mobile as a tool and take an assignment as a core to teach Oral English to improve your proficiency of speaking general English during this summer vacation, do you like it or not? [Single Choice]</b>		
Choice	Subtotal	Percentage
Yes	26	100%

No	0	0%
Valid Number	26	

**Note 1:** CET-SET 4/6 refers to College English Test Spoken English Test 4/6, which is served to measure the ability of Chinese college students to use English for oral communication<sup>20</sup>.

Second, based on the data collected from Table 1, the author divided the 26 students into three WeChat groups: The students who didn't pass CET-SET 4 (Group 1); The students who passed CET-SET 4 but didn't pass CET-SET 6 (Group 2); The students who passed CET-SET 6 (Group 3). Third, according to offering students 'choice of what assignment they will do to meet a given objective'<sup>20</sup>, the author put different teaching materials on each WeChat group in form of assignments. Fourth, based on student-centered strategies, the author posted specific instructions of how to practice those assignments on each WeChat group. Fifth, after the assignments were completed, the author asked the students to rate their own assignments based on the scoring principles of CET-SET 4&6<sup>11</sup> & IELTS<sup>25</sup>, then published their reviews on the WeChat group where they sit. Sixth, after analyzing and summarizing students' assignments, the author issued the assignment report on each WeChat group for students to identify their strengths and weakness [17-20].

## Teaching materials

**Introduction of teaching materials:** As assignments materials, the author employed the used CET-SET 4/6 papers and

IELTS training materials as assignments for students to practice. Specifically, the author assigned the used CET-SET 4 papers for the students of Group 1 (See Appendix 1), the used CET-SET 6 papers for the students of Group 2 (See Appendix 2), and the IELTS training materials for the students of Group 3 (See Appendix 3).

A sample of the CET-SET 4 paper is attached (See Appendix 1).

A sample of the CET-SET 6 paper is attached (See Appendix 2).

A sample of IELTS training materials is attached (See Appendix 3).

4.2.2. The rate of the assessment of CET-SET 4/6: The CET-SET 4/6 has four grades: A, B, C, and D. According to the syllabus of the National College English CET-4 and CET-6 Oral Examination<sup>26</sup>, the oral part assesses students' ability to verbally express and communicate on familiar topics in English, covering the ability to speak fluently on familiar topics, express personal opinions and emotions, etc., state facts and reasons, etc., and describe events. The exam is computerized. The candidates interact with each other or the mock examiners on the computer. The rate of assessment is described as below (See Table 2 & 3).

**Table 2:** The Rate of CET-SET 4&6 Assessments.

<b>Grade A</b>	Be able to conduct in-depth conversations on general topics in English; Be able to express personal opinions and emotions, etc. clearly and fluently; Be able to state facts and reasons articulately; And be able to describe events, phenomena, etc. in detail.
<b>Grade B</b>	Be able to conduct in-depth conversations on general topics in English; Be able to express personal opinions and emotions, etc. clearly and coherently; Be able to state facts and reasons relatively clearly, and describe events, phenomena, etc. relatively detailed.
<b>Grade C</b>	Be able to conduct simple conversations on general topics in English; Be able to basically express personal opinions and emotions, etc.; Be able to simply state facts and reasons; And be able to simply describe events, phenomena, etc.
<b>Grade D</b>	Basic English oral communication skills are not yet available.

**Source:** Adapted from: Hu, L. (n.d.). How to Rate CET-SET 4&6. educity. Retrieved August 6, 2022, from [11].

**Table 3:** The Rate of Passing CET-SET 4/6.

Students' rate of CET-SET 4 is C or above C	Pass CET-SET 4
Students' rate of CET-SET 6 is C or above C	Pass CET-SET 6

**Source:** Adapted from: Unknown. (n.d.). How to Pass CET-SET 4&6. Global Ivy League. Retrieved August 6, 2022, from [22].

**Note 2:** the adapted contents of Table 2 & 3 were originally written in Chinese, which were translated into English by the author.

## The AMBTM teaching model

Using a mobile phone as a tool, the author, taking an assignment as a core, built the AMBTM teaching model. The model regards students' independent learning as the base, and takes a teacher as a coach, an organizer and a coordinator to instruct students, organize the teaching activities and deal with the students' problems that occurred in the learning process. A sample of the AMBTM teaching model is attached (See Appendix 4) [21-23].

Gipps (1994) stressed that learning is to establish connections

in multiple directions and integrate them into a network. This network is not an external map which is directly transplanted into the student's brain, but an organic process during which students continuously reorganize and reconstruct while learning. In terms of Gipps's learning theory of Constructivism, teachers should interact with the constructional process of students' knowledge except for teaching knowledge. It is assignments that can facilitate both students' knowledge construction and teachers' interaction and realize the goals of teaching and learning in the process of spiraling improvement. But it should be underlined the vital step of adopting

the AMBTM teaching model is the teacher should clearly show the errors and shortcomings occurred in the students' assignments and explain why as well as instruct how to correct the errors or improve the shortcomings. From the sample of the AMBTM teaching model (See Appendix 4), the common mistakes made by the students were the students misused written words for oral ones and didn't know how to develop the topics or conversations, so the author marked the students' errors and gave students suggestions how to develop topics and conversions. In addition, on the WeChat group 1, the students exhibited the self-assessments of the assignments reached the level B of CET-SET4, which referred to the fact that they had enough time to prepare the topics in advance to reach level B. If requested to promptly express their opinions on those topics, they won't get level B. To motivate students, the author let them know it takes time and patience to improve orally communicating skills and encouraged them to keep on practicing. As to the formats of the submitted assignments, there were no requirements. It would be fine for students to upload their assignments in either written words or audio files depending on their circumstances. It should be addressed that although assignments are the base of the AMBTM model, teachers' instructions and motivation take a crucial role to ensure the model is effective during students' independent learning process.

As to how to select the teaching materials, it relies on the teaching objectives. Why did the author select CET-SET 4/6 and IELTS training materials as the assignments for this teaching model?

Because the certificate of CET-SET 4/6 is widely acknowledged by the employers to prove the employees' speaking ability of general English in China, and IELTS scores are accepted by the foreign-funded companies and joint-venture to show the employees' speaking ability of general English. If students can update their CET-SET levels or IELTS scores in use of AMBTM teaching model, students and teachers will embrace this teaching model, thus perfecting students' proficiency of speaking general English, improving productivity of teaching SEHM as well [24-26].

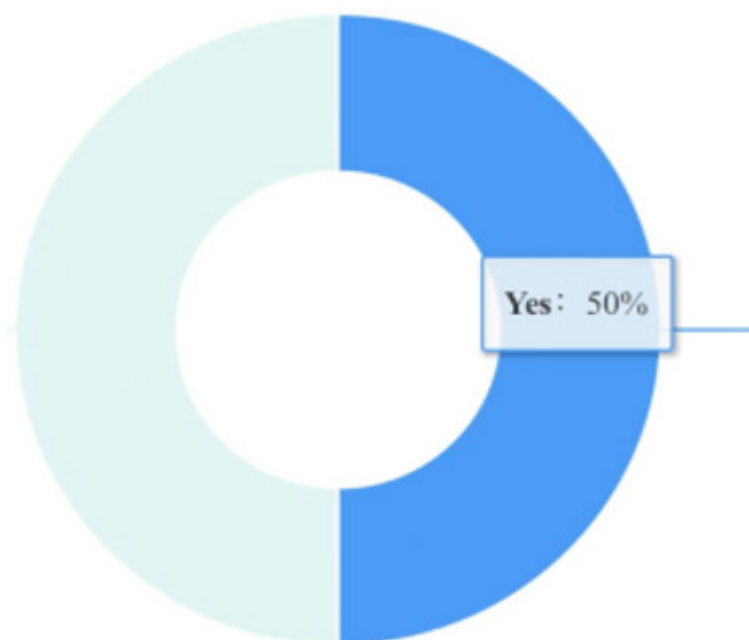
### Findings

Based on Table 1, the Q1-3 stated the participant's real name, the HM major, and the identifications of SBS students. That is, the data collected from Q1-3 proved the authenticity and reliability of the participants' identifications to ensure the data validity.

The detailed information from the Table 1 (see Appendix 5) indicated that students were access to the AMBTM teaching model in different parts of China in summertime in 2022, covering Northeast, Northwest, Southwest, South and East China as well as Shanghai.

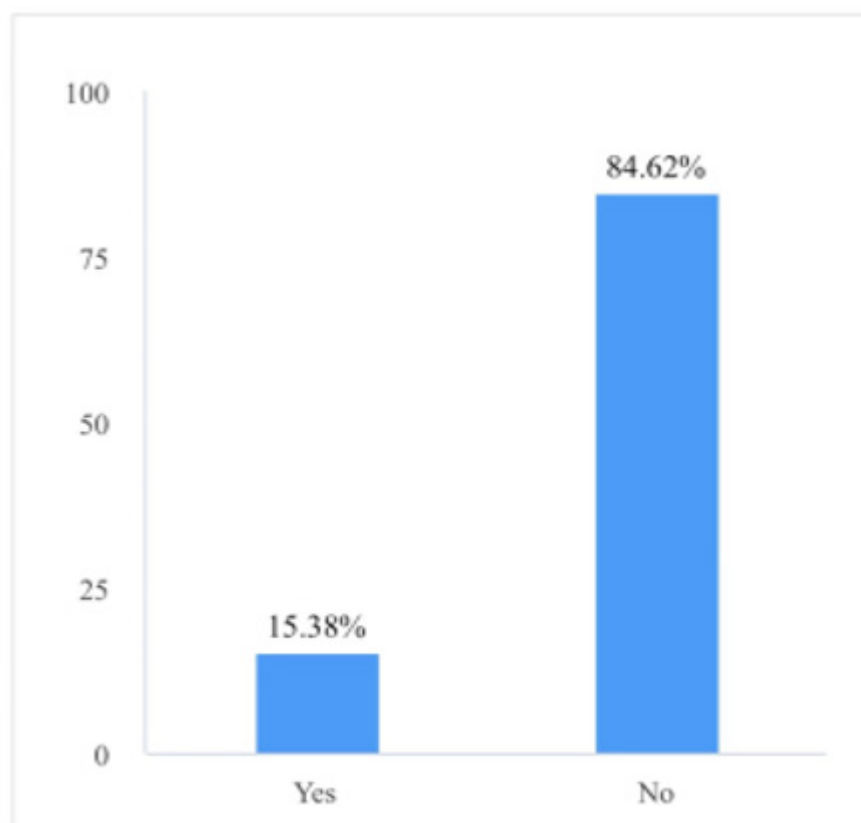
The Q4 showed that half of the students passed CET-SET 4, the other half didn't pass CET-SET 4 (see Figure1).

The Q5 displayed that only 4 students (15.38%) passed CET-SET 6, and majority students (84.62%) didn't pass CET-SET 6 (see Figure 2).



**Figure 1:** Students' CET-SET 4 Passing Rate.

**Figure 1 Alt Text:** Ring photograph of the passing rate of College English Test Spoken English Test 4 of China, stated 50% of the participants passed CET-SET 4.



**Figure 2:** Students' CET-SET 6 Passing Rate.

**Figure 2 Alt Text:** Bar photograph of the passing rate of College English Test Spoken English Test 6 of China, showed 15.38% of the participants passed CET-SET 6 and 84.62% of the participants didn't pass CET-SET 6.

The Q6 revealed that all the participants wanted to improve their proficiency of speaking general English. The Q7 pointed out that all the participants would like to take this summer vacation to improve their Spoken English skills. Q8 expressed that all the participants were willing to accept the student-centered teaching approach. The Q9 demonstrated that all the participants would like to take AMBTM model to learn Spoken English.

Learning to speak a foreign language is like learning to drive a car, it is the process of acquiring a skill. After earning a driving license, a person still is afraid of driving without sufficient practice. The same goes to learning to speak a foreign language. It takes time and tremendous exercise for students to drill because practice makes perfect. It's difficult for a teacher to teach a student to fluently speak a foreign language without a mass of exercise, let alone teaching Spoken English for HM students because the SEHM course covers abundant teaching contents, such as general English, hotel English and cross-culture. However, the teaching hours of SEHM course are limited, which are 30 hours, lasting one term in Chinese universities. Based on the above facts, the author proposed the AMBTM teaching model, hoping to offer a concept and a way for teachers to improve productivity of teaching SEHM. On the other hand, based on Findings, each of the students was access to the 2022 summer course though some of them were

in the remote area of China, which tested the feasibility of using the AMBTM teaching model as an optional way to help the poor students, who cannot reach computers in China, to take the online lesson as their peers do. Furthermore, the AMBTM teaching model can be modified to make it adapted to other countries to solve the online teaching problems brought by shortage of computers (see the literature review of Introduction). The data of Q4-5 of Table 1 indicated most students' spoken English was poor. The case is very common in China. The main reason is during the journey to English learning, many students focused on reading and grammar instead of listening and speaking in most parts of China except for Beijing, Shanghai, and other big cities due to exam-oriented education. The data also highlighted the students' demands for small class and layered teaching due to the 26 students with different levels of oral English, luckily the AMBTM teaching model can meet their demands. The data of Q6-9 of Table 1 demonstrated that all the participants realized the value of oral English, so they were willing to sacrifice their leisure time to use the AMBTM teaching model to improve Spoken English skills.

With the AMBTM teaching model being applied, the teaching hours can be extended resting with students and teachers' needs, and students' Spoken English skills can be improved to meet their jobs' requirements as long as both students and teachers like to

spend time and efforts practicing and teaching oral English. Except for those advantages, students, based on the AMBTM teaching model, can enjoy small class and layered learning, even personalized learning. In other words, not only will the long-standing problems of SEHM course related to limited teaching hours, large class, and students' low base of Spoken English in China be solved with the help of the AMBTM teaching model, but also the students' career development barrier caused by poor Spoken English skills will be removed too if they stick to AMBTM to practice to make their Oral English skills meet their employers' needs under the condition that teachers' willingness to donate part of their free time to instruct them. What's more, each student can afford the AMBTM teaching model in China, which can benefit the poor students [27].

In short, the AMBTM teaching model does improve productivity of teaching SEHM course and educational equality.

## Conclusion

At the end of the course, the author examined the same 26 students' feedback through the questionnaire survey on the teaching effectiveness of the AMBTM teaching model (See Appendix 6). 25 students released their opinions, and 1 student didn't take the survey.

Based on the data of Appendix 6, 100% participants were access to the AMBTM teaching model, 96% participants liked the model after experiencing it, 96% participants deemed the teaching model was effective, and 96% participants' Spoken English was improved. Because the 2022 summer course was free of credit & tuition & fees, those data, together with the author's observation about the same students' good performance (they promptly expressed their opinions on hotel business and conducted two-way conversation in situational role-plays) in Oral Hotel English taught by the author in Fall, 2022, proved that the AMBTM teaching model was operational, productive, and accessible when it came to improving teaching productivity and educational equality. Although the teaching model was tested by one case, the 2022 summer course taught by the author, it offers teachers a new conceptual teaching method, which can be reproduced in other courses in China and the rest regions and countries.

Hopefully, this paper will add value to the database of literature for improving teaching productivity.

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## Conflict of Interest

No potential conflict of interest was reported by the authors.

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## Appendix

### Appendix 1

#### A Sample of the CET-SET 4 Paper

##### Task1: Read aloud

In this task, you are to read aloud a short passage. You will have 45 seconds to go over the passage and 1 minute to read it aloud. Now here is the passage. Jackie Chen is a Chinese Kung fu actor, film director, producer, and singer. In his movies, he is known for his comic fighting style, use of improvised weapons, and innovative stunts, which he typically performs himself. Jackie Chan has received stars on the Hong Kong Avenue of Stars, and the Hollywood Walk of Fame, and he was awarded honorary Academy Award at the Eighth Annual Governors Awards, marking the first time the 62-year-old actor has received that distinction in his decades-long career. He has appeared in over 200 films. He also sings many theme songs for the films in which he has starred. He is also a notable kind person who often donates his money to those people who are in need.

##### Task 2 : Question and Answer

Q1: What award did Jackie Chen receive according to the passage?

Q2: Who is your idol? And why do you admire him or her?

##### Task3: Individual Presentation

In this task, you are to talk about the topic displayed on the screen. You will have 45 seconds to prepare and 1 minute to talk about it. Now here is the topic.

#### The Phenomenon of Idol Worship of Youth

##### Task4 Pair Work

In this task, you are to talk with your partner about a plan of going to a concert. Suppose you are both free at weekends. Talk with each other and make a plan. Your plan may include:

- concert to go
- schedule
- means of transportation

You will have 1 minute to prepare and 3 minutes to talk. Remember, this is a pair activity, and you need to interact with each other. Your performance will be judged according to your contribution to the pair work.

**Source:** Adapted from: Liu Wenfang. *SIJI KOUYU KAOSHI ZHINAN YU QIANGHUA XUNLIAN* [M]. Hangzhou: Zhejiang Education Publishing House, 2017: 21-23<sup>13</sup>.

### Appendix 2

#### A sample of the CET-SET 6 paper

##### Part1

Hello, welcome to the CET-Spoken English Test Band 6. We wish you both good luck today. Now let's begin with self-introductions. Candidate A, would you please go first? (20seconds)

Thank you, Candidate B, now it's your turn (20seconds)

Thank you. OK, now that we know each other, let's move on. First, I'd like to ask you a question. Q: How many languages do you speak?



(Candidate A &B,30 seconds)

## Part 2

Now let's move on to something more specific. The topic for our discussion today is "Language learning". Both of you will see a card with instructions for your presentation. You'll have one minute to prepare, and each of you will have one and a half minutes to give your presentation. Now look at your card. (60seconds)

### CET Topic: Language-Learning

For Candidate A

#### Do you think it is difficult to learn a new language? Why?

Now Candidate A, please begin. (One and a half minutes)

For Candidate B

#### Has your language competence ever helped you in any situations?

Candidate B, now it's your turn. (One and a half minutes)

Right. Now that we've talked briefly about language-learning, I'd like you to develop this topic further and have a discussion for about three minutes. During this discussion you may argue and ask each other questions. Our discussion is about **the benefits and problems of language learning**. Remember, this is a pair activity, and you need to interact with each other. So don't keep talking without giving the other a chance. Now let's begin. (3minutes)

## Part3

All right, that's the end of the discussion.

Now I'd like to ask you just one last question on the topic of "Language-learning".

**Q: Do you think schools in China should teach another foreign language besides English?** Please say something about it. (Candidate A &B,45seconds)

**Source:** Adapted from: Cheng, Jing. *YINGYU LIUJI KOUYU* [M]. Guangzhou: Guangzhou World Publishing Corporation, 2020: 268-269<sup>4</sup>.

## Appendix 3

### A Sample of IELTS Training Materials

#### Weather & Climate

##### General Questions:

1. What is the weather like in your hometown?

##### Topic card practice:

2. Describe a season

Describe a season that you like,

You should say:

What season it is,

What is special with the season,

What people do in this season,

And explain why you like the season.

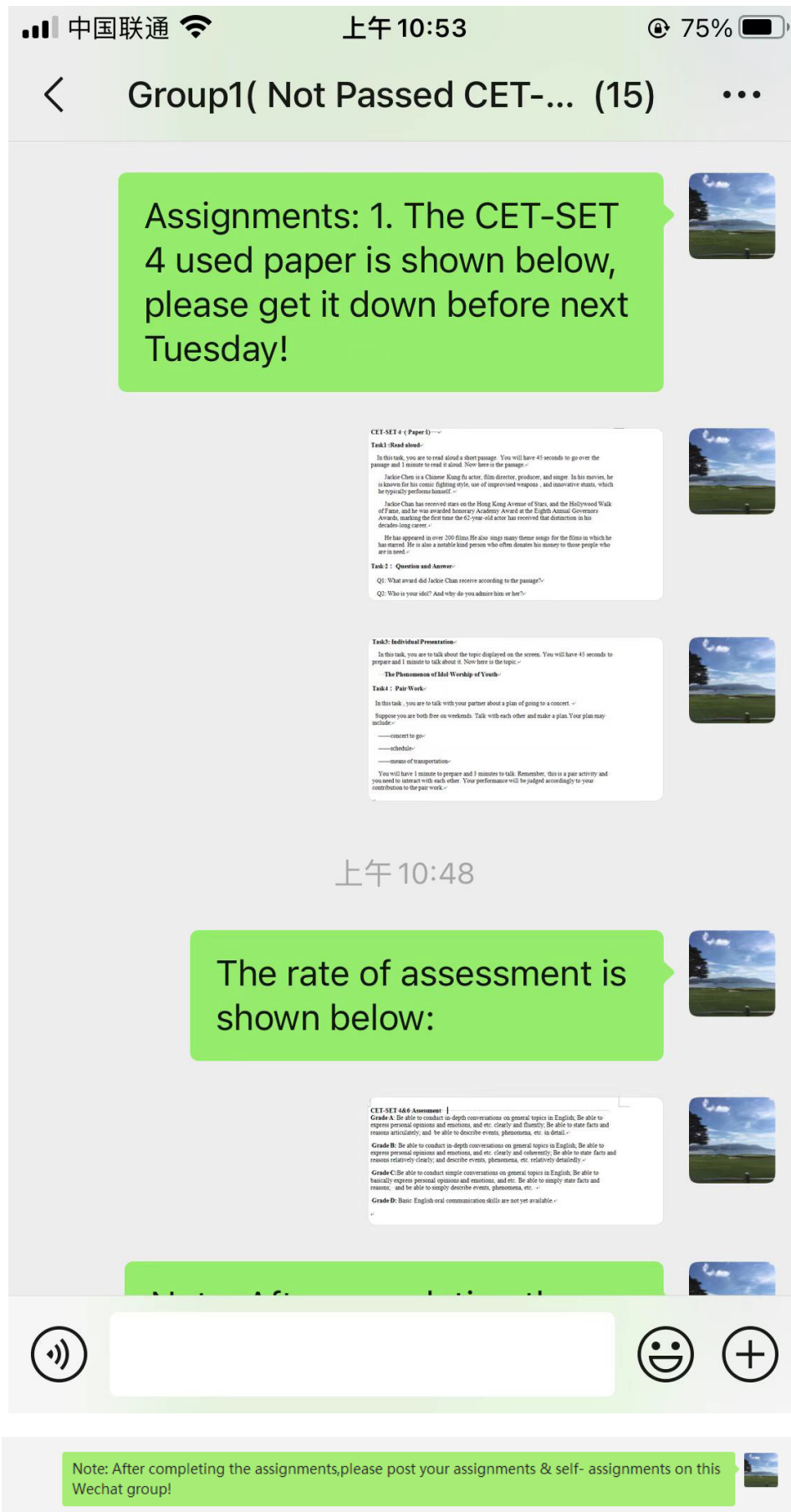
##### Material for further discussion:

3. How do you think the weather affects us?

**Source:** Adapted from: Chen, Yu. *IELTS JINGXUAN SHITI JIEXI KOUYU* [M]. Shanghai: Shanghai Jiao Tong University Press, 2004: 53-57<sup>3</sup>.

Appendix 4

A sample of the WABTA Teaching Model



中国联通 上午 11:02 74%

< Group1( Not Passed CET-... (15) ...

**Zhengyiwen 郑怡雯**

Task 2:  
 Q1: He received stars on the Hong Kong Avenue of Stars, the Hollywood Walk of Fame, and honorary Academy Award at the Eighth Annual Governors Awards.  
 Q2: My idol is Adele who is said to be a singer by nature. She is a wonderful singer not only because her voice is beautiful but also you will be deeply moved and feel a kind of nobility when you listen to her songs.

Task 3:  
 Nowadays the phenomenon of idol Worship of Youth is more and more common in the society. As far as I am concerned, every coin has two sides. First of all, moderately taking stars as role models can promote us to learn from them, thus making ourselves promoted, and finally, we will lead a positive and fruitful life. However, on the contrary, if we only pursue the appearance of the stars or indulge in chasing them, we will get deeper and deeper, waste a lot of time and money, and eventually lead to bad consequences and regret too much. In a word, our attitude determines the nature of star-chasing, moderation is the most important.

昨天 下午 1:29

**Lianshangyin 连尚银**

Task 2  
 Q1: He received stars on the Hong Kong Avenue of Stars and the Hollywood Walk of Fame, and he was awarded honorary Academy Award.  
 Q2: I have many idols such as Pamela who is a fitness blogger. I admire her because she has a perfect figure and she can persist in high-challenge exercise motion. Besides, I very like her videos' vibe.

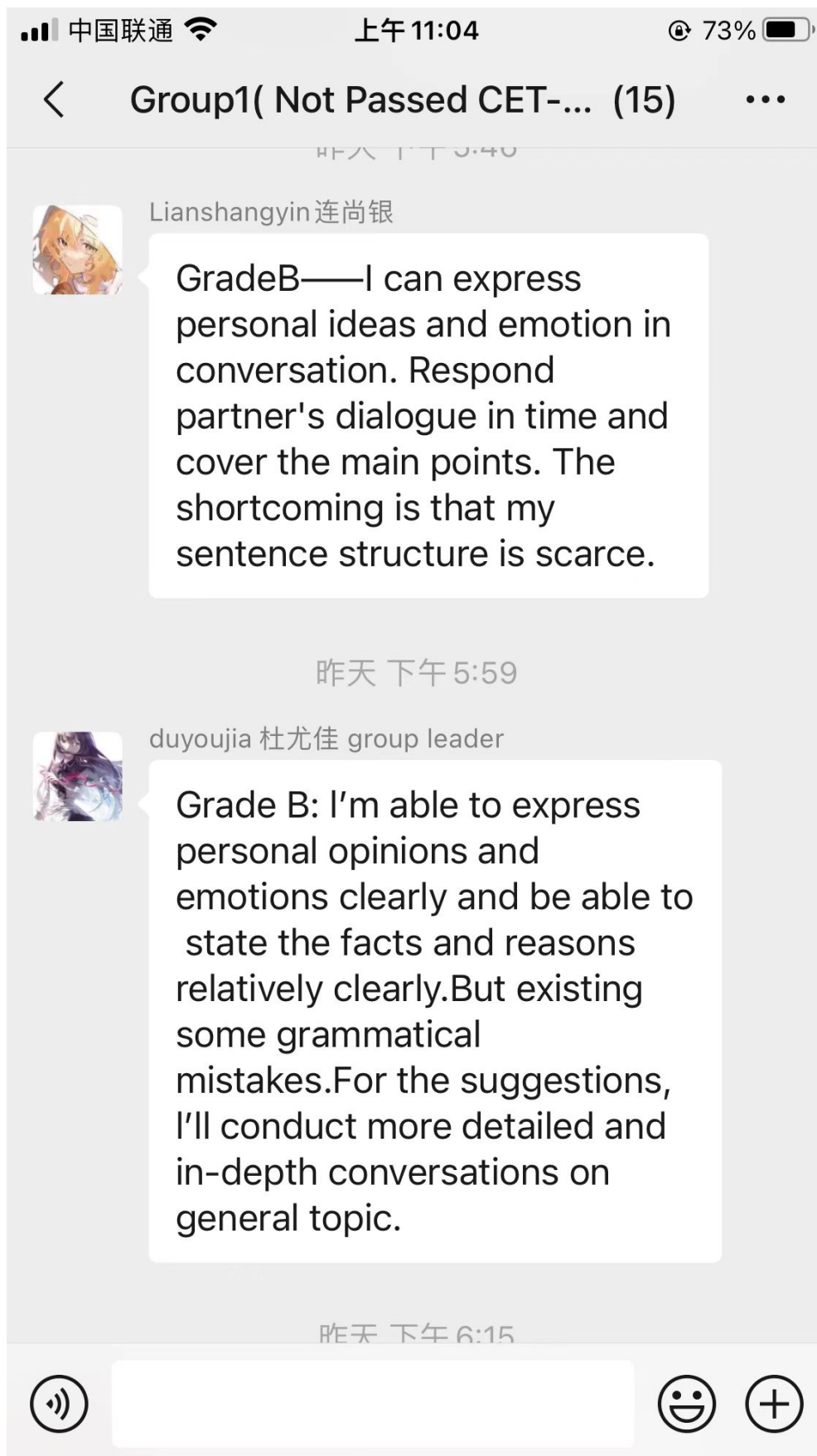
Task 3  
 Idol worship is a common phenomenon among youngsters. Usually, it can play a positive role in their growth. Idols' inspiring experience could give them motivation when they in tough. The encouragement from idols may also give youngsters energy. But there are many young people spend a lot of time and money on their idols such as going to idols' vocal concert or buying expensive products, which will bring negative influence to their life and it's also the point that are most concern about. The key is keep the idol worship in moderation. Idols are general people living in the same planet with us, we can view them as role models but don't exaggerate their shining point, focus more on our own life.

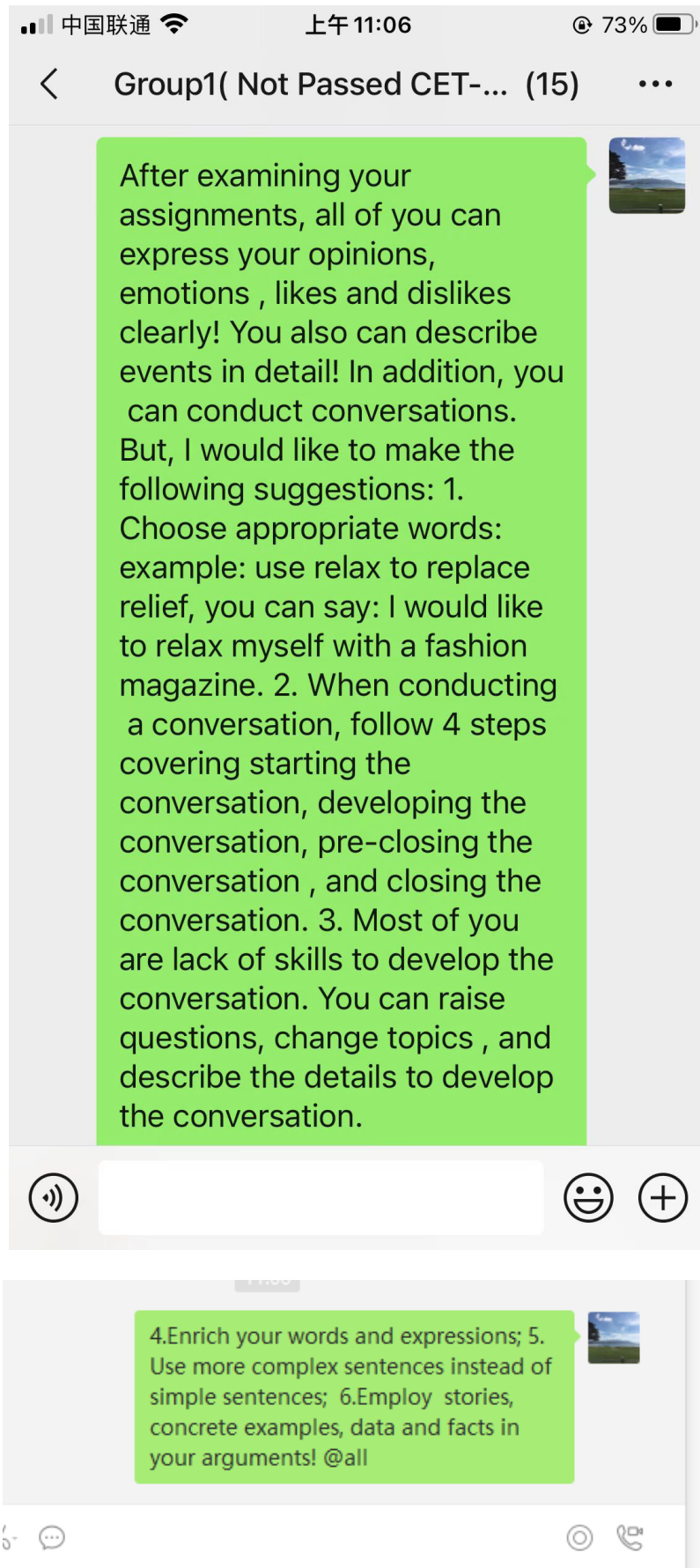
**Lianshangyin 连尚银**

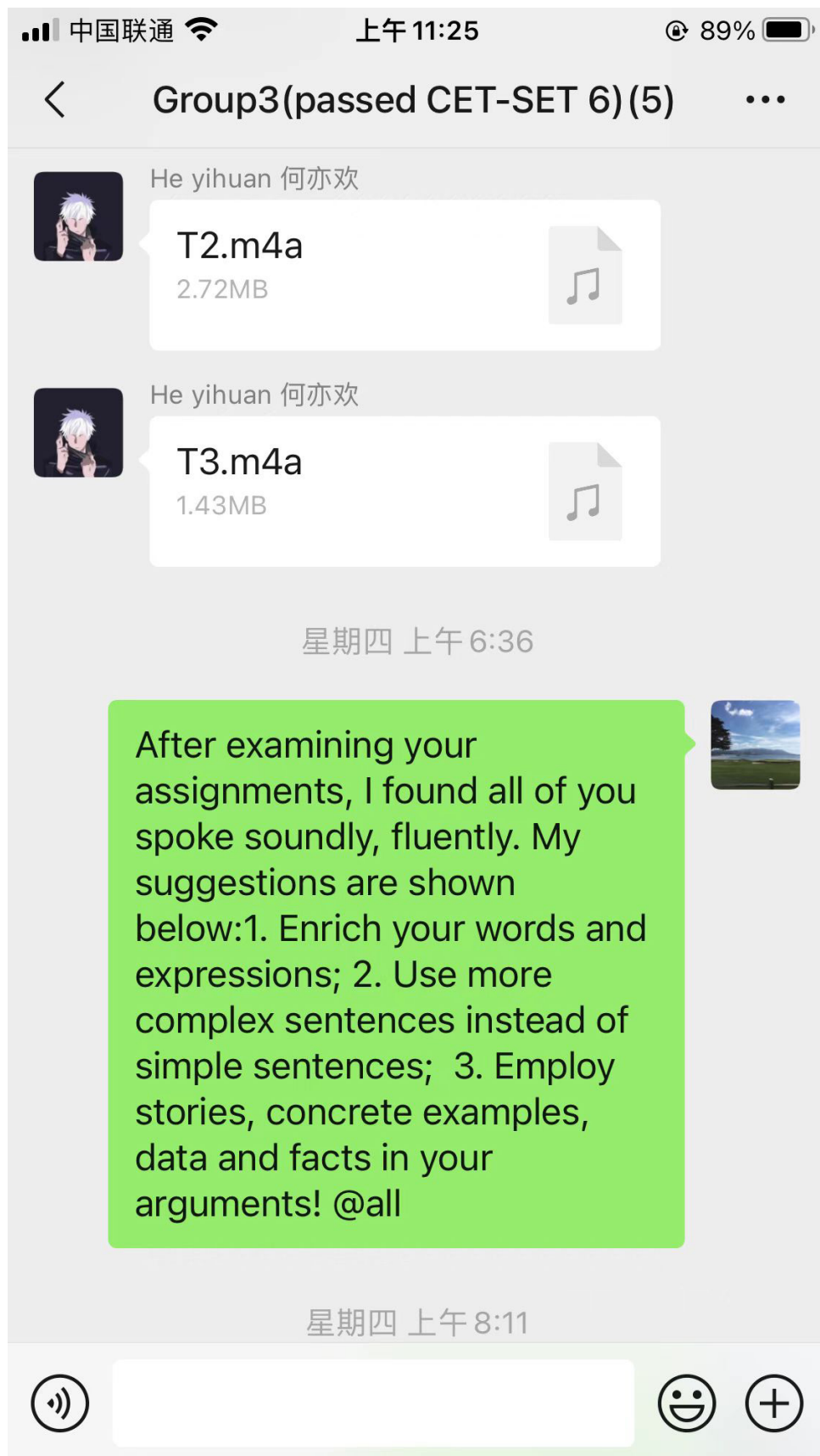
task4  
 L: Hi, Daorenchen, this weekend will have a Jay's concert, would you like to go with me?  
 D: It's really a good weekend for both of us available. I'm looking forward to such a wonderful concert. When will the concert start?  
 L: Let me have a look, the concert is at 2pm on May 1<sup>st</sup> and will be held in Mercedes-Benz Arena.  
 D: Great, so what will we take to Mercedes-Benz Arena? Taxi or subway?  
 L: I think subway is more convenient and economical. We can take Line 1 to get there directly.  
 D: Sure, it's a good idea. We can have lunch outside where nearby the concert so that it's easy to get there. And we should equip with a power bank to make sure the phones' batteries is abundant.  
 L: OK, you're so considerate. I will prepare a power bank. Besides, we can bring a camera to take photos. I haven't go to a concert for so long and I'm very excited about this. I believe we'll have an unforgettable time.  
 D: Wonderful ideal! Camera can freeze precious time for eternity, we should record such memorable moments.  
 L: How about meeting in Shibei Source Shopping Center at 12pm on May 1st? There are many restaurants where we can have lunch.  
 D: Sure, the shopping center equates with amusement and leisure in one which meets our demand! It's really looking forward to see u on May 1<sup>st</sup>.

**Zhengyiwen 郑怡雯**

Task 4:  
 -Hello, my friend Jane. How are you doing?  
 -Hi, Jennie. Everything is ok. And you?  
 -Me, too. By the way, are you free this weekend?  
 -Let me check. Yes, I'm free this Saturday.  
 -Well, I'd like to invite you to the concert with me this weekend. It is famous recently. Therefore, would you like to go with me?  
 -Really? Of course I will.  
 -The concert is at Shanghai Concert Hall. Maybe we can take subway Line 1 and get off at People's Square Station. What do you think?  
 -Perfect. By the way, what time will the concert begin and when should we arrive?  
 -It will be on at 4 p.m. and end at 6 p.m. We can meet at the subway exit.  
 -OK. We can make phone calls and meet that day.  
 -Done.  
 -What about our dinner? It's time for dinner at the end of the concert, I think.  
 -Yeah. The restaurants around the concert hall are too expensive. Let's find a cheap one to eat in a far-away place.  
 -I agree. Let me see the map on my mobile phone. Hmm... What do you want to eat?  
 -Not pot, as usual?  
 -No, I've already eaten it yesterday with my family.  
 -So, What about Sushi?  
 -No. You have to eat a lot of Sushi to be full and that will cost a lot.  
 -Then, What about barbecue?  
 -Sounds good. A little beer would be better.  
 -OK. I know a barbecue restaurant near the concert. It will take us 15 minute to get there on foot.  
 -Then it's settled. 4 p.m. at the subway exit, right?  
 -Yes. See you there.








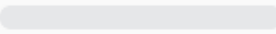
## Appendix 5

Number	Deliver time	Time	Origin	Origin details	From IP	1. Your Name	2. The name of your university	3. Your major	4. Have you passed CET-SET 4?	5. Have you passed CET-SET 6?	6. Do you want to improve your Oral English proficiency of general English?	7. Do you want to take this summer vacation to improve your Oral English proficiency of general English?	8. Do you like the student-centered teaching approach to teach Oral English?	9. I would like use Wechat as a tool to teach Oral English to improve your Oral English proficiency during this summer vacation, do you like it or not?
1	7/3/2022 15:14	37seconds	Wechat	N/A	223.104.210.119(Shanghai-Shanghai)	Liu Qian (刘倩)	Shanghai Business School	Hospitality Management	No	No	Yes	Yes	Yes	Yes
2	7/3/2022 15:14	91seconds	Wechat	N/A	180.161.42.152(Shanghai-Shanghai)	Jiani Huang (黄佳妮)	Shanghai Business School	Hospitality Management	No	No	Yes	Yes	Yes	Yes
3	7/3/2022 15:14	48seconds	Wechat	N/A	101.228.71.198(Shanghai-Shanghai)	chenjeyi (陈洁仪)	Shanghai Business School	Hospitality Management	No	No	Yes	Yes	Yes	Yes
4	7/3/2022 15:15	42seconds	Wechat	N/A	140.206.92.114(Shanghai-Shanghai)	Niu Jiali (钮佳丽)	Shanghai Business School	Hospitality Management	No	No	Yes	Yes	Yes	Yes
5	7/3/2022 15:16	33seconds	Wechat	N/A	114.87.73.114(Shanghai-Shanghai)	Tangjie (汤捷)	Shanghai Business School	Hospitality Management	No	No	Yes	Yes	Yes	Yes
6	7/3/2022 15:16	31seconds	Wechat	N/A	140.206.92.114(Shanghai-Shanghai)	Niu Jiali (钮佳丽)	Shanghai Business School	Hospitality Management	No	No	Yes	Yes	Yes	Yes
7	7/3/2022 15:18	91seconds	Wechat	N/A	36.45.224.85(Shanghai-Hanzhong)	Zhu Zhiying (朱志英)	Shanghai Business School	Hospitality Management	Yes	No	Yes	Yes	Yes	Yes
8	7/3/2022 15:19	142seconds	Wechat	N/A	1.189.62.22(Heilongjiang-Harbin)	lin zhuowei (林卓薇)	Shanghai Business School	Hospitality Management	No	No	Yes	Yes	Yes	Yes
9	7/3/2022 15:20	239seconds	Wechat	N/A	106.89.208.111(Chongqing-Chongqing)	Jiang yuhan (蒋雨含)	Shanghai Business School	Hospitality Management	No	No	Yes	Yes	Yes	Yes
10	7/3/2022 15:20	100seconds	Wechat	N/A	180.162.185.14(Shanghai-Shanghai)	zhang siyuan (张思远)	Shanghai Business School	Hospitality Management	Yes	No	Yes	Yes	Yes	Yes
11	7/3/2022 15:22	114seconds	Wechat	N/A	119.48.180.81(Jilin-Changchun)	Wu Ziyi (伍子怡)	Shanghai Business School	Hospitality Management	Yes	No	Yes	Yes	Yes	Yes
12	7/3/2022 15:24	115seconds	Wechat	N/A	117.136.65.134(Sichuan-Chengdu)	Lianshangyin (连尚银)	Shanghai Business School	Hospitality Management	No	No	Yes	Yes	Yes	Yes
13	7/3/2022 15:24	80seconds	Wechat	N/A	39.144.55.177(Liaoning-Liaoyang)	Shi Jinhao (史金浩)	Shanghai Business School	Hospitality Management	Yes	Yes	Yes	Yes	Yes	Yes
14	7/3/2022 15:25	35seconds	Wechat	N/A	36.28.70.145(Zhejiang-Hangzhou)	Heshuya (何舒雅)	Shanghai Business School	Hospitality Management	Yes	No	Yes	Yes	Yes	Yes
15	7/3/2022 15:30	193seconds	Wechat	N/A	101.86.182.227(Shanghai-Shanghai)	Zhang Xinni (张心妮)	Shanghai Business School	Hospitality Management	Yes	No	Yes	Yes	Yes	Yes
16	7/3/2022 5:30	82seconds	Wechat	N/A	101.84.18.51(Shanghai-Shanghai)	Zheng Yiyun (郑怡雯)	Shanghai Business School	Hospitality Management	No	No	Yes	Yes	Yes	Yes
17	7/3/2022 15:31	264seconds	Wechat	N/A	101.86.23.116(Shanghai-Shanghai)	Zhao Jingwei (赵婧玮)	Shanghai Business School	Hospitality Management	Yes	Yes	Yes	Yes	Yes	Yes
18	7/3/2022 15:35	49seconds	Wechat	N/A	112.17.236.205(Zhejiang)	Wanmeijing (万美静)	Shanghai Business School	Hospitality Management	Yes	No	Yes	Yes	Yes	Yes
19	7/3/2022 15:38	67seconds	Wechat	N/A	183.193.158.245(Shanghai-Shanghai)	Daxinchen (戴欣晨)	Shanghai Business School	Hospitality Management	Yes	No	Yes	Yes	Yes	Yes
20	7/3/2022 15:40	236seconds	Wechat	N/A	139.215.46.53(Jilin-Changchun)	Cailin (蔡琳)	Shanghai Business School	Hospitality Management	No	No	Yes	Yes	Yes	Yes
21	7/3/2022 15:48	81seconds	Wechat	N/A	101.82.127.117(Shanghai-Shanghai)	duyujia (杜尤佳)	Shanghai Business School	Hospitality Management	No	No	Yes	Yes	Yes	Yes
22	7/3/2022 16:30	170seconds	Wechat	N/A	114.88.101.218(Shanghai-Shanghai)	zhoujunwei (周骏伟)	Shanghai Business School	Hospitality Management	No	No	Yes	Yes	Yes	Yes
23	7/3/2022 16:42	67seconds	Wechat	N/A	183.46.73.111(Guangdong-Shantou)	Zengweiyi (曾伟艺)	Shanghai Business School	Hospitality Management	Yes	No	Yes	Yes	Yes	Yes
24	7/3/2022 17:34	94seconds	Wechat	N/A	101.85.32.177(Shanghai-Shanghai)	yihuan He (何奕欢)	Shanghai Business School	Hospitality Management	Yes	Yes	Yes	Yes	Yes	Yes
25	7/3/2022 17:35	30seconds	Wechat	N/A	36.28.102.109(Zhejiang-Hangzhou)	QinXiao (秦箫)	Shanghai Business School	Hospitality Management	Yes	Yes	Yes	Yes	Yes	Yes
26	7/3/2022 20:34	24seconds	Wechat	N/A	36.28.70.145 (Zhejiang-Hangzhou)	Heshuya (何舒雅)	Shanghai Business School	Hospitality Management	Yes	No	Yes	Yes	Yes	Yes

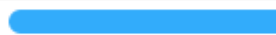
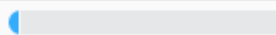
## Appendix 6

### The Teaching Efficiency of the AMBTM Teaching Model

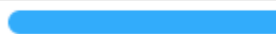
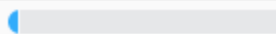
- a) Your Name [Fill in the blank]
- b) Were you access to the 2022 summer course which was based on Assignment & Mobile-based Teaching Model (AMBTM)? [Single choice question]

Choice	Subtotal	Percentage
Yes	25	 100%
No	0	 0%
<b>Number of valid participants in this question</b>	<b>25</b>	


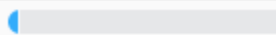
- c) Do you like the AMBTM teaching model after experiencing it? [Single choice question]

Choice	Subtotal	Percentage
Yes	24	 96%
No	1	 4%
<b>Number of valid participants in this question</b>	<b>25</b>	

- d) Do you think the AMBTM teaching model is effective? [Single choice question]

Choice	Subtotal	Percentage
Yes	24	 96%
No	1	 4%
<b>Number of valid participants in this question</b>	<b>25</b>	

- e) Have you had your oral communication skills improved since employing the AMBTM teaching model? [Single choice question]

Choice	Subtotal	Percentage
Yes	24	 96%
No	1	 4%
<b>Number of valid participants in this question</b>	<b>25</b>	