

Development and Application of Transcripts in Experiential and Web-mediated ESP Learning

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Abstract:- To help the students to experience real scene of their future work, transcripts are retrieved, selected and downloaded from English speaking country websites to be the sources of and Experiential and web-mediated English for Policing, as a sphere of English for Specific Purpose (ESP), learning. Ulead VideoStudio and LRC are utilized to develop the transcripts before they are edited into speaking and listening, role-plays and d scenarios in a courseware covering curriculum learning and virtual training. Implement software include QQ International on a computer and android on a smart phone. Results show that most of the students enjoy and think highly of the Experiential ESP learning. Disadvantages from the users' perspective are also presented with possible solution to the problems.

Keywords:- Transcript development, web-mediated ESP learning, Experiential Learning, English for Policing

I. INTRODUCTION

Language environment consists of internal environment such as the context, wording sequence and external environment including social, political and cultural backgrounds, psychological factors, status and knowledge of the participants. Constructivism emphasizes the vital role of *scene* on the construction of meaning, and believes that learning is always connected with a kind of scene. A learner assimilates and acclimates new knowledge in a real scene with the relative experiences of the acquired knowledge and constructs knowledge in the circulation of assimilation and acclimation. Integration of education into real life, and more specifically, turning the educational process into an experience adequate to the complexity and multidisciplinary nature of reality, is a necessary basis for any effective learning [1].

English for specific purpose (ESP) refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain [2]. The spheres in our study cover English for Policing, English for Science and Technology, Business English and Legal English. English learning is efficient and enjoyable when it is done in a real, interactive and profession-related setting, aiming at strengthening original language experiencing and enhancing interactions through solving real world problems, we turn to transcripts with support of IT technologies to achieve the goal.

Part II of the paper is the outlines of related studies and the experiential and web-mediated ESP learning. Part III expounds on the standards of selection, developing techniques and the application of transcripts. Part IV focus on the outcomes and implications of the transcripts-based learning implementation.

II. RELATED LITERATURE

Experiential learning suggests that the uniquely valuable source of learning, especially in the realm of human behavior on the individual and group level, lies in the experience of everyday life and the conceptualization and reflection on it [3]. Experiential learning focuses on the learning process for the individual. In business school, internship, and job-shadowing opportunities in a student's field of interest are elevated as examples of valuable experiential learning which contribute significantly to the student's overall understanding of the real-time environment[4]. According to David A. Kolb, an American educational theorist, knowledge is continuously gained through both personal and environmental experiences [5]. He states that in order to gain genuine knowledge from an experience, certain abilities are required:

The learner must be willing to be actively involved in the experience;

The learner must be able to reflect on the experience;

The learner must possess and use analytical skills to conceptualize the experience; and

The learner must possess decision making and problem solving skills in order to use the new ideas gained from the experience.

Based on the related literature on experiential learning, the research team designed a program outline for English for Policing, as demonstrated by Figure 1, the learning starts from classroom or after-class

curriculum learning, implements web-mediated training with the learnt language points, and then if possible, applies the knowledge in concrete practice like serving as an intern policeman in a police department, conceptualize the knowledge after these two or three phrases and then starts the new and motivated learning.

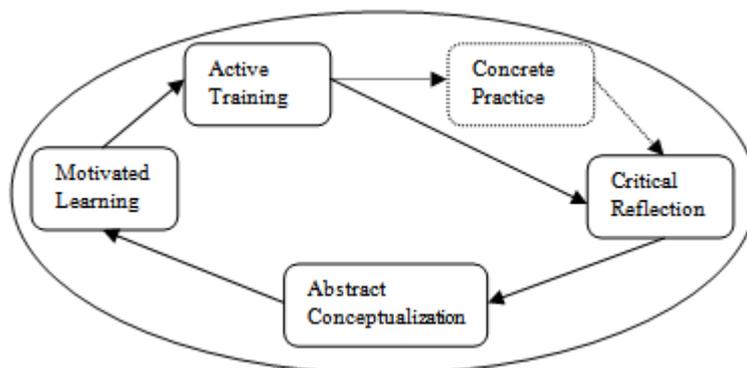


Fig.1: A Virtuous Cycle Model of the Experiential ESP Learning

Priorities are given to making the process related to their future policing work, making the students immersed and active in work-related situations, providing opportunities for them to experience real-time environment, reflect and practice, turning the students on the centre of the learning, and shifting the teacher to a facilitator. An English for Elite Police courseware consisting of textbook and a website was especially developed to carry out the above mentioned priorities [6], the courseware aimed at providing learners with high level of English a real and enjoyable policing environment to strengthen policing competences in English through Good to Remember, Speaking and Listening, Discussion, Writing, Role-plays and Case Study in 11 units of Police Academy, Police Administration, Alien Administration, Criminal Investigation, Criminal Technology, Social Order Administration, Traffic Control, Safety Protection, Cyber Crime Investigation, Criminal Justice and International Liaison. All the materials were derived from either the field interpreting practice of the writer as an interpreter for international liaison and a police liaison officer candidate for Public Security Ministry of China or the original police transcripts from large law-enforcement agencies in English speaking countries.

III. DEVELOPMENT AND APPLICATION OF TRANSCRIPTS

A transcript is defined by Oxford dictionary as “a written or printed version of material originally presented in another medium, like a *word-for-word transcript comes with each tape.*” Police transcripts provide real life situations for police academy students on campus, as all calls to 911 or to a police emergency number are recorded and logged. In most cases, the transcripts of calls and the logs summarizing calls to an emergency police number are considered public record. A member of the public may need a transcript of a call or a copy of the logs for a civil personal-injury lawsuit, as part of the defense in a criminal trial, or for any number of other reasons [7]. The word-for-word version help the learner understand the audio or video version, which is good for improving listening comprehension, communicative competence and cultural awareness. The original transcripts present the learner a situation of real policing event and a scene to experience uncut communications among native English speakers.

A. Development of Transcripts

Selection: key “police transcript” in Google to find suitable contents in written, audio or video version to match each unit, typical and standard dialogues are normally downloaded or copied, sequencing the accepted transcripts in one unit in the English level order from easy to difficult.

Editing: A fundamental principle of editing the transcripts is to keep them as original as possible, only delete repeated, irrelevant or silent portion, and add text explanation when it is absolutely necessary or extremely hard to understand, but background information, proper names and terms explanation, and comprehension questions or quiz are almost a must to be added. Most of the qualified written transcripts are either revised into Case Study or read by two foreigners to be the Speaking or Listening in the courseware. Corel's Ulead VideoStudio 11 is utilized as the tool to make audio and video transcripts editing a simple step-by-step process, the teacher can record narration from a microphone, or capture background music from the computer, even two clips of audio files can be put at the same time and fade from one to the other. Figure 2 demonstrates the editing of a transcript with Ulead VideoStudio 11.

Design of dialogue with the computer: To train the students oral English, an audio transcript clip is separated into two categories for each speaker, only one speaker's category is placed in the track with the interval of the other speaker silent, the scripts of the silent speaker is edited with the lyric editing tool LRC and Winamp player before the shared audio is played by a music player. The student can act the silent speaker to talk with the computer, with optional lyric display on the screen when studying on English for Elite Police Network as shown in Figure 3.



Fig.2: Editing of the transcript for Unit 1 Police Academy



Fig.3: A student acting one speaker to practice dialogue with the computer

B. Application of Transcript-based ESP Learning

what is vital in experiential learning is that the individual is encouraged to directly involve themselves in the experience, and then to reflect on their experiences using analytic skills, in order that they gain a better understanding of the new knowledge and retain the information for a longer time. The development and application of transcripts are both designed to arouse learning interests and solve practical problems. Fig. 4 shows the major components adapted from transcripts and the sequence of learning and training for a students to follow so that he or she has the chance to use the knowledge in role-plays, discussions and a comprehensive application in scenarios training, scenarios are designed in accordance to transcripts with the principle of curriculum connected, holistic and complete, authentic and complicated, a typical scenario contains a title followed by pre-requisite skills and time allocated, setting, characters with icons, plots, objectives and assessment [8]. Students can have a virtual training in the classroom, in a decorated police station or through QQ International on the Internet or WeChat on smart phones [9]. The application sequence is demonstrated in Figure 4.

Fig.4: Model of Transcript-based ESP learning sequence to enhance experiencing and interaction

C. Application of Transcript-based ESP Learning

Reflection is a crucial part of the experiential learning process, and like experiential learning itself, it can be facilitated or independent. Dewey wrote that "successive portions of reflective thought grow out of one

another and support one another", creating a scaffold for further learning, and allowing for further experiences and reflection [10]. Reflection is thinking for an extended period by linking recent experiences to earlier ones in order to promote a more complex and interrelated mental schema. The thinking involves looking for commonalities, differences, and interrelations beyond their superficial elements. The goal is to develop higher order thinking skills [11].

After the learning of one unit, the students are required to write reflections on questions like shown in Table 1.

Table I: Reflection questions for experiential ESP learning

| Facts | Analysis | Future Impacts |
|--|--|---|
| What were your initial expectations? | What did you learn in the experience? | If you could serve again, what would you do differently? |
| What roles have you played in this unit? | Do you see benefits of doing community work? | What would you like to learn more about or related to this service? |
| What specific skills have you used? | Talk about any disappointments or successes of your project. What did you learn from it? | What do you want to share with your peers from this experience? |

Reflection can happen in the classroom, at the online learning community, or individually through course assignments [12]. The students are required to write down note related to the reflection questions when they are undertaking a virtual training, the written reflection is either sent to the teacher via email or kept in the student's Qzone to be assessed. The students can also take part in an online discussion on their reflections or comments on the program in a QQ group, or post comments on the Reflection Forum of the network.

IV. OUTCOMES AND IMPLICATIONS

The courseware has been applied in the teaching of English for Policing for the undergraduates of grade 2007 and 2010, and is being used in the teaching of undergraduates of grade 2011 and two police training projects at present in Liaoning Police Academy. A recent anonymous survey was conducted in early 2013 among the 2010 undergraduates majoring in Trace Inspect who had implemented the learning for a semester. Survey results are presented in Table 2.

Table II: Survey results on transcript-based English for Policing learning

| Questions | Results |
|---|--|
| English for Policing isthan College English. | Better: 72% The same: 28% Worse: none |
| Which part do you like best? | Every part: 28% Original transcript: 28% Police jokes: 21% Role-play: 12% Speaking, translating and writing: 11% |
| The assessment and reflection is | Very good: 81% Comparatively fare: 19% Unfair: none |
| The average score of the courseware | 96.56 |

Their comment on the learning include: "practical, useful, the scenario is vivid and lively, closely related to police work, rich and abundant in contents, enjoyable." Disadvantages in their eyes are "too many new words, the native speakers talk too quickly for me to understand".

Observations and interviews with the students show the similar results, most of the students benefit from the experiential learning, enjoy the interactive process, and display a higher motivation to acquire the knowledge. Possible solution for some of the difficult audio or video transcripts are adding more textual explanations or more background introduction prior to the learning, technological solution may lie in flash, 3d animation assistance.

"I hear and I forget, I see and I remember, I do and I understand." As the Chinese goes, Experiential Learning is becoming more and more significant in this technology-driven era.

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