

On Aesthetic Education Integration in an Air Service English Course

Zhi Wen

School of Humanities and Social Sciences, Guangzhou Civil Aviation College, China
Email: xinglu98@163.com

Abstract—Empowered by information technology, based on the Production-Oriented Approach (POA), this paper designs and implements a teaching model of aesthetic education integration in an Air Service English course. Through the combination of the English curriculum and aesthetic education, aesthetic education is integrated into the whole process of English listening and speaking skills training, which is conducive to realizing the dual training goals of promoting the cultivation of humanity and professionalism. Driven by the training needs of flight attendant majors, students can achieve intuitive results and enhance their aesthetic awareness through the input mode of learning-using integration. This study provides a new path for implementing interdisciplinary curriculum in higher vocational English teaching reform.

Keywords—Production-Oriented Approach (POA), aesthetic education, air service English, teaching model

I. INTRODUCTION

The term “Aesthetic Education” was created by Schiller [1] in his Book *On the Aesthetic Education of Man* and was developed by Chinese scholars Wang [2] and Cai [3] in the early 20th century. Domestic scholars have studied aesthetic education from different perspectives. Zeng [4] systematically discussed aesthetic education and proposed that the essence of aesthetic education was emotional education. The purpose of aesthetic education was to cultivate people’s aesthetic and artistic perception of life. In the 21st century, aesthetic education in China responds to the needs of the times and assumes a new significance. Du [5] believed that aesthetic education had three levels of relevance, namely perceptual education, personality education and innovative education, and played an essential role in promoting the all-round development of people, cultivating the overall personality and stimulating the vitality of life.

According to the definition of aesthetic education in academic circles, the characteristics of aesthetic education can be summarized as nurturing human character, arousing empathy, establishing a good image,

evoking emotional pleasure and stimulating life vitality. In 2020, the General Office of the CPC Central Committee and The General Office of the State Council issued *The Opinions on Comprehensively Strengthening and Improving Aesthetic Education in Schools in the New Era*, proposing that aesthetic education was aesthetic, sentimental, and spiritual education, and education to enrich imagination and cultivate innovative consciousness. Aesthetic education could enhance aesthetic quality, boost sentiment, exercise the mind, and stimulate the vitality of innovation [6]. It can be regarded as the primary connotation of aesthetic education at the national level.

The research on the feasibility of integrating aesthetic education and foreign language curriculum has attracted attention in domestic foreign language academia. Sun [7] mentioned the integration of aesthetic education in English teaching from four aspects: the beauty of teachers’ image, pronunciation, teaching principles and teaching methods. Zhao [8] discussed aesthetic education integration from direct and implicit infiltration. Deng [9] put forward that College English aesthetic education teaching mode combined academic and aesthetic education, which was imperative and significant. Gao [10] believed that the Internet era provided more options for the aesthetic education of foreign languages in institutions of higher learning. Sun and Zhang [11] discussed the approach of constructing the teaching model of aesthetic education in college English Courses. Liu and Zhang [12] tried to carry out aesthetic education in the foreign language immersion classroom, believing it could improve students’ foreign language competency, aesthetic competency and cultural and personal cultivation.

It is essential to realize the synergistic effect of aesthetic education and academic education by combining the objectives of cultivating aesthetic literacy with the content of English teaching and giving full play to the educational function of the English curriculum. This paper aims to provide a new path for implementing interdisciplinary curriculum in higher vocational English teaching reform by constructing the POA-based teaching model of aesthetic education integration in an Air Service English course.

Manuscript received November 10, 2022; revised December 20, 2022; accepted March 23, 2023.

II. THEORETICAL FOUNDATION OF MODEL CONSTRUCTION

A. Feasibility of the Aesthetic Education Integration in an Air Service English Course

English class is one of the ideal places for aesthetic education. The teaching model becomes feasible for the following reasons:

- It aligns with the flight attendant students' pursuit of beauty. By completing tasks integrated with aesthetic education, students have more willingness to use their English knowledge to learn new skills and deepen their understanding of the contemporary civil aviation spirit.
- It comes with short teaching hours. Students are encouraged to extend their English learning time and experience the joy of learning through online and offline classes and extracurricular activities.
- It meets the employment demand. The flight attendant's job has a high demand for English listening and speaking skills. Their working environment and the content of using professional English are clearly defined. As a result, it is easier for students to select appropriate language forms and relevant knowledge to complete tasks.

With the help of information technology, teachers can construct real or virtual scenarios and collect first-hand aesthetic and language materials close to life extensively. The integration of aesthetic education and the application of information technology provides multi-dimensional references for the setting of teaching tasks and overall assessment.

B. Key Elements and Principles of Model Design

Based on second language acquisition theories such as Krashen's [13] input hypothesis and Swain's [14] output hypothesis, Wen and his team proposed the output-driven hypothesis from 2007 to 2013 and the output-driven hypothesis and input-enabled hypothesis from 2013 to 2014. Since Wen [15] published her paper *Building a Theoretical System of Output-Oriented Method* in 2015, foreign language teaching based on POA and its related research has attracted wide attention in foreign language education. From 2015 to 2018, the theory was gradually improved and systematically elaborated in Wen's monograph *Production-Oriented Approach: Developing a Theory of Foreign Language Education with Chinese Features* [16]. The system contains three parts: teaching principles, hypotheses, and procedures.

Based on POA3.0, this study designs a teaching model of aesthetic education integration in an Air Service English course. The design is composed of three elements:

- The teacher-guided and student-centered teaching principles emphasize learning-centered and learning-using integrated. Meanwhile, it is necessary to integrate the cultivation of cultural

and communicative competency into the language learning process and focus on developing specific and well-defined key competencies.

- The four teaching hypotheses proposed by POA are output-driven, input-enabled, selective learning and assessment being learning.
- Information technology is applied in the blended teaching process. To complete the English learning task needed in the actual work, the students can make video products and publish them on the network teaching platform. Information technology like video production, streaming media transformation, and multi-media display can play a prominent role in this process.

In addition, the model design holds three principles:

- Knowledge is unconsciously acquired in thinking and appreciation.
- Aesthetic proficiency is gradually developed in induction and inspiration.
- Elegant manners are cultivated in activities and task display.

Wen [16] believes the teaching procedure has multiple cycles of motivating-enabling-assessing. The previous cycle's results will affect the output of the next round, and so on. Given this, in Air Service English teaching practice, the cycle corresponds to three phases, i.e., scenario design, task implementation, and production-oriented task display, as shown in Fig. 1.

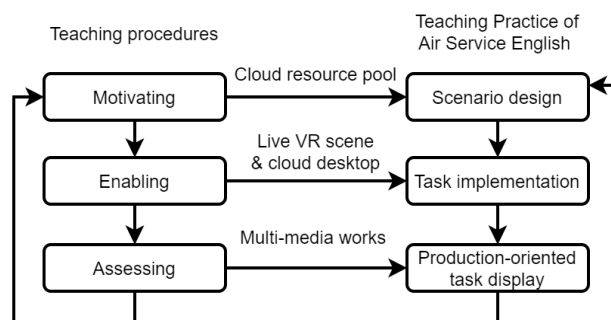


Figure 1. N cycle of teaching procedures.

III. CONSTRUCTION OF POA-BASED TEACHING MODEL OF AESTHETIC EDUCATION INTEGRATION IN AN AIR SERVICE ENGLISH COURSE

A. Model Construction

Air Service English is an oral English course for flight attendant majors. Through the simulation of an actual work situation, students practice and master the various expressions of English in civil aviation service to achieve the purpose of proficient use of English communication in the ground and air service positions. The design of teaching content or a single cycle comprises three phases: output-driven, input-enabled, and assessment being learning, as shown in Fig. 2.

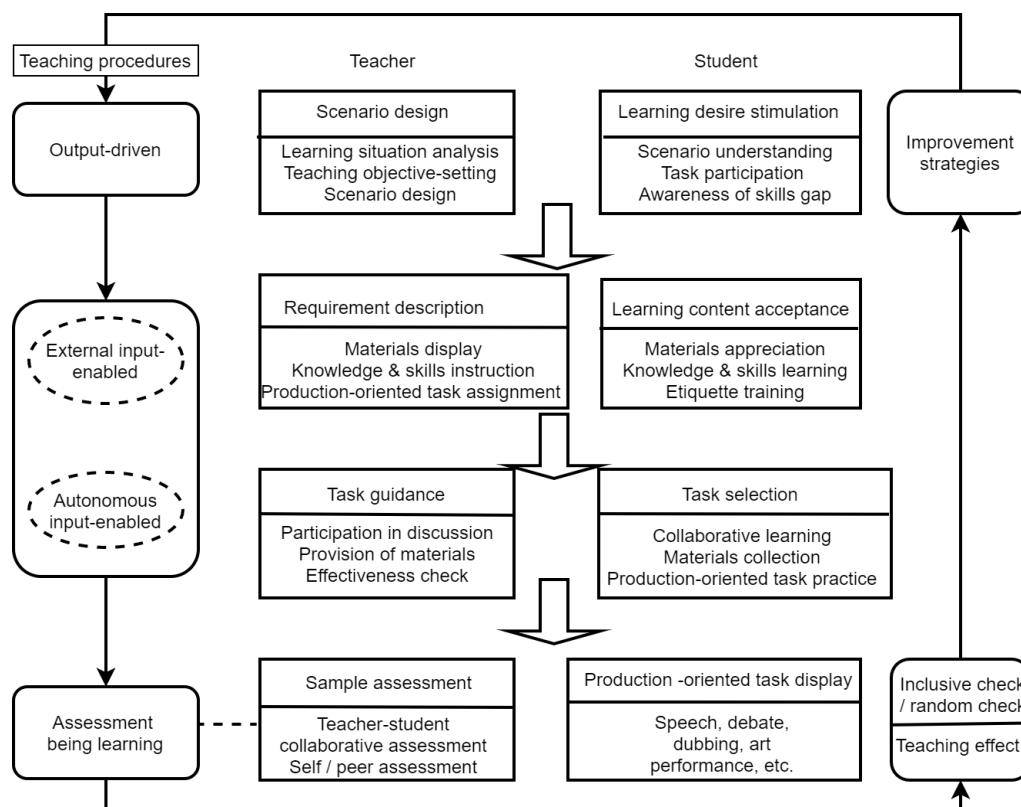


Figure 2. POA-based teaching model of aesthetic education integration in an air service English course.

B. Implementation Process

In the motivating phase, teachers design scenarios. Scenarios should be the tasks that students may perform in future international communication. Teachers determine the content based on the learning situation analysis. The content is broader than just the communication needs of the job. It covers a wide range of exciting areas in international communication so that students can feel the pleasure and challenge, realize their weaknesses in skills, and effectively develop the desire to learn. Also, teachers focus on the module theme of the higher vocational English curriculum and the three-dimensional teaching objectives, i.e., knowledge-skills-emotion objectives and design teaching modules. The modules combine with the requirements of flight attendant professional positions, including cultural heritage, professional spirit, social responsibility, science and technology, cultural exchanges, and workplace environment.

Regarding production-oriented task design, teachers can design learning tasks combining etiquette and air service English expressions. While analyzing the learning situations, teachers should consider not only flight attendant majors' English proficiency and limited English teaching hours but their practical needs for future jobs and great interest in body etiquette and other aesthetic education curricula. Regarding the curriculum introduction, by opening the contents, to arouse students' emotional resonance, teachers can guide students to explore the beauty in materials appreciation, thinking,

communication, and discussion so that their aesthetic proficiency has improved accordingly.

In the enabling phase, external input and autonomous input coexist. Teachers guide external input. In class, teachers explain learning needs, introduce teaching content and aesthetic education materials, provide preliminary learning materials for students to choose from and impart relevant knowledge and skills. Students finish the autonomous input themselves. They form study groups, select tasks, and then prepare for them through classroom collaborative learning activities such as materials appreciation, discussion, and data collection. In this process, teachers take an active part. They participate in discussions, guide the selection of learning materials, help students learn to appreciate good works, stimulate their imitation willingness, and evaluate teaching effectiveness.

In the assessing phase, through various forms like speech, debate, dubbing, and artistic performance, students gradually improve their aesthetic competency and build aesthetic education value. The form of production-oriented tasks displayed includes group work and individual performance. The creation of artistic works with the theme of integration of body etiquette and Air Service English can be a project that enables all students to participate in a professional presentation. Based on a preliminary understanding of students' effectiveness in the previous phase, teachers can select typical samples and evaluate them through teacher-student collaboration and peer assessment when the task is displayed. Afterward, teachers clarify the assessment

criteria and guide students to conduct self-assessment and peer assessment of other tasks. Aesthetic education runs through students' classroom and extracurricular activities and produces evaluable reporting performance, covering classroom performance, extracurricular practice, and post-class reporting.

After completing each cycle, teachers conduct an inclusive check or random check on the students, aiming to understand the teaching effect from five aspects: the enhancement of learning driving force, the improvement of English level, the mastery of essential skills and competencies, the improvement of aesthetic competency, and the overall assessment. Teachers test the teaching effectiveness and analyze the survey results to improve the design and implementation of the next cycle.

IV. ROLE OF INFORMATION TECHNOLOGY IN THE MODEL IMPLEMENTATION

When implementing the teaching model, teachers should give the promotion role of information technology full play, especially virtual reality technology and we-media. Concerning teaching methods, we use modern information technology to create real situations, carry out situational teaching, promote teacher-student interaction, and realize the dual training goals of highlighting the education of humanity and professionalism. For instance, the VR all-in-one machine in our college's virtual reality experiment center is used to help students familiarize themselves with the airport environment, check-in procedures, airport services, and the names of venues and facilities in all aspects of cabin services. The teaching model is implemented through VR immersive experience, VR maker groups and other functions. Students can better master the common English expressions used by flight attendants in the virtual simulation situation, strengthen their working ability in civil aviation, and improve the effect of aesthetic education. Meanwhile, teachers give full play to students' familiarity with information products and encourage students to fully show their learning achievements in video shooting and skit performance.

The network platform collects pre-class, in-class and post-class data throughout the teaching procedure. Through the data analysis of students' learning situation, teachers have improved teaching methods, implemented the guidance, and efficiently completed the blended teaching procedures involving the N cycle of motivating-enabling-assessing.

By means of modern technology, students take the initiative in the learning process. While studying the textbooks, they actively search for personalized learning content and complete learning tasks through planning, practice, and production. In this process, teachers play the role of helping students to enhance the value of aesthetic education under the guidance of correct values to achieve the integration of knowledge and practice and improve their thinking skills and image style.

V. IMPLEMENTATION PATH OF AESTHETIC EDUCATION INTEGRATION IN AN AIR SERVICE ENGLISH COURSE

A. *Understanding the Connotation of Aesthetic Education and Distinguishing Explicit and Implicit Goals*

The original teaching objectives of Air Service English are mainly to improve students' language, knowledge and skills. After reforming the curriculum, the objective of aesthetic education was added. With awareness of national pride, civil aviation spirit, and professional spirit, the objective of shaping value, training ability, and imparting knowledge has been achieved. The curriculum standards have been improved to clarify further the content, teaching methods, integration points, and integration ways of aesthetic education.

In the motivating phase, the explicit goal is to learn English knowledge and art knowledge, while the implicit goal is to collect aesthetic education materials to enhance students' aesthetic skills. In the enabling phase, the explicit goal is to improve students' language and artistic skills, while the implicit goal is to embody the value of aesthetic education.

B. *Making an In-Depth Study of the Aesthetic Education Materials*

The aesthetic education materials contained in the Air Service English teaching should be studied to maximize the effectiveness of aesthetic materials.

1) *Cultivating patriotic feelings and carrying forward the spirit of civil aviation*

Since the founding of the People's Republic of China, China's civil aviation industry has undergone tremendous changes and experienced significant events in its history, forming its unique spirit and culture of civil aviation. At the same time, civil aviation professional courses have distinct industry characteristics. Therefore, the exploration of aesthetic education elements in civil aviation professional English courses can combine with civil aviation's distinctive culture and reflect the civil aviation spiritual core of "Reverence for life, reverence for regulations and reverence for responsibilities" through the introduction of actual events and film materials. Professional service in the cabin requires professional skills and etiquette, teamwork spirit, and communicative proficiency. In teaching, teachers can combine the characteristics of the courses, and promote the work style of unity and cooperation, the character of loyalty and responsibility, and rigorous and scientific professionalism.

2) *Imitating high-quality listening and speaking materials and feeling the beauty of culture*

Language can only have new meanings and demonstrate its charm in situational practice. Some are characterized by rhetorical beauty and some by linguistic beauty. Teachers should not only pay attention to the beauty of language and display the beauty of pronunciation but also guide students to boldly imagine, appreciate and reproduce the scenarios described in the beautiful articles. Finally, they create the feeling of being on the scene and develop a beautiful artistic conception. Students should be encouraged to participate in various

meaningful activities, express themselves, show their talents, and comprehensively improve their English language sense. Teachers should consider language knowledge, skill objectives, and students' interests when choosing English listening and speaking materials. If teachers mobilize the students' learning initiative and enthusiasm, students will be more eager to learn, enjoy learning, and finally feel the beauty of culture.

3) Enhancing teachers' aesthetic competency and strengthening interdisciplinary cooperation

Aesthetic education is the foundation of the whole education. The particularity of aesthetic education lies in its goals and tasks and in integrating itself into each curriculum. All the curricula involve emotional experience, and the integration of aesthetic education may help to achieve the pluralistic goal of school curriculum teaching. Integrating aesthetic education with the civil aviation English curriculum requires the participation of the whole team of teachers. Through the division of labor of team members, we will create a model curriculum of aesthetic education of the vocational English curriculum in our college and a high-quality English curriculum resource library. In addition, teachers are encouraged to participate in teaching competitions to promote teaching skills actively.

VI. CONCLUSION

Enabled by information technology, this paper constructs and implements the teaching model by integrating English vocational curriculum and aesthetic education. In this model, based on the needs of the civil aviation industry, the learning content highlights the characteristics of civil aviation and the teaching process incorporates the goal of educating people.

With virtual reality technology, actual situations in aircraft simulation cabins are created. The software, hardware, and resources of each module are combined. It makes the teaching process more appealing, intuitive, and specific and provides a new and effective practice path for interdisciplinary curriculum in higher vocational English teaching reform. The practice of the model helps overcome the learning difficulties caused by the individual differences of higher vocational students. It helps students focus more on expanding essential knowledge and skills and achieve the objectives of showing good manners, developing service awareness and improving practical language skills.

CONFLICT OF INTEREST

The author declares no conflict of interest.

FUNDING

This research was funded by the Education Talents Project of the Civil Aviation Administration of China – Research on Public Basic Courses Helping the Construction of High-level Majors under the “Double

High Plan”, grant number mhrc22; 2021 Guangdong Education Science Planning Project (High Education Special) Project – Research on the Cultivation of Students' Critical Thinking Ability in Higher Vocational English Teaching from the Perspective of Curriculum Ideology and Politics, grant number 2021GXJK666.

REFERENCES

- [1] F. Schiller, *On the Aesthetic Education of Man*, Shanghai: Shanghai People's Publishing House, 2003, p. 7.
- [2] G. W. Wang, *Collected Works of Guowei Wang (Vol. 4)*, Beijing: China Literature and History Press, 1997, pp. 369–370.
- [3] Y. P. Cai, *The Complete Works of Yuanpei Cai (Vol. 3)*, Hangzhou: Zhejiang Education Press, 1997, p. 307.
- [4] F. R. Zeng, “On the essence of aesthetic education,” *Literature, History and Philosophy*, no. 1, pp. 53–60, 1985.
- [5] W. Du, “On the inner moral function of aesthetic education – The second study on the basic theory of contemporary Chinese aesthetic education,” *Social Science Bulletin*, vol. 239, no. 6, pp. 48–58, 213, November 2018.
- [6] General Office of the CPC Central Committee and General Office of the State Council Issued Opinions on Comprehensively Strengthening and Improving School Physical Education in the New Era and Opinions on Comprehensively Strengthening and Improving School Aesthetic Education in the New Era. (October 2020). Bulletin of the State Council of the People's Republic of China. [Online]. Available: <http://cpc.people.com.cn/n1/2020/1015/c419242-31893734.html>
- [7] W. Sun, “The penetration of aesthetic education in English teaching,” *Shanghai Education*, no. 10, p. 51, 1995.
- [8] D. Zhao, “The infiltration of aesthetics education in college English teaching,” *Journal of Beijing University of Aeronautics and Astronautics (Social Sciences Edition)*, vol. 21, no. 2, pp. 70–73, 76, October 2008.
- [9] Y. Deng, “The application of aesthetic education teaching model in college English teaching,” *Overseas English*, vol. 18, pp. 1–3, June 2015.
- [10] Y. Gao, “Aesthetic education in college foreign language teaching in the network era,” *Youth Journalist*, no. 18, p. 128, September 2017.
- [11] Y. T. Sun and X. Y. Zhang, “A study on the teaching mode of aesthetic education in college English course from the perspective of aesthetics,” *Journal of Hubei Open Vocational College*, vol. 34, no. 6, pp. 162–163, 169, March 2021.
- [12] Y. Liu and Y. Zhang, “Feasibility study on aesthetic education in immersion foreign language classroom,” *English Square*, no. 4, pp. 103–107, February 2022.
- [13] S. Krashen, *The Input Hypothesis: Issues and Implications*, London: Longman, 1985.
- [14] M. Swain, “Communicative competence: Some roles of comprehensible input and comprehensible output in its development,” in *Input in Second Language Acquisition*, S. Gass and C. G. Madden, Eds., Rowley, M.A.: Newbury House, 1985, pp. 235–253.
- [15] Q. F. Wen, “Developing a theoretical system of production-oriented approach in language teaching,” *Foreign Language Teaching and Research*, vol. 47, no. 4, pp. 547–558, 640, July 2015.
- [16] Q. F. Wen, *Production-Oriented Approach: Developing a Theory of Foreign Language Education with Chinese Features*, Beijing: Foreign Language Teaching and Research Press, 2020, pp. 41–42.

Copyright © 2023 by the authors. This is an open access article distributed under the Creative Commons Attribution License ([CC BY-NC-ND 4.0](https://creativecommons.org/licenses/by-nc-nd/4.0/)), which permits use, distribution and reproduction in any medium, provided that the article is properly cited, the use is non-commercial and no modifications or adaptations are made.