



# An Analysis of Learning Interest on Cabin Service English

\*Lixin Dai

Shenyang Aerospace University, Shenyang, Liaoning Province, China

\*Email: daisy55988@163.com

**Abstract.** Interest is a key factor in learners' learning process that inspires them to actively explore and seek knowledge. This study aims to explore interest performance of cabin service English based on learning interest theory, and uses research methods such as questionnaires and interviews to explore and analyze the factors that affect learning interest, and propose corresponding effective improvement suggestions.

**Keywords:** interest; civil aviation industry; cabin service English

## 1 Introduction

Learning interest is a learner's psychological status when engaging with specific academic domain. It plays a crucial role in learners' learning process, and is the inner driving force that inspires students to actively explore and seek knowledge. To improve learners' interest has become an important issue that educators have to pay close attention to. With the rapid development of the global aviation and travel industry, learners whose job employment will relate to civil aviation and the work of communicating with international travelers in the cabin, have strong desire to improve their cabin service English ability which is a necessary skill in their career development and is of great significance to their future employment and career development. Therefore, this study explores the interest performance of learners who are major in aviation service art and management to discover and analyze the factors affecting interest, and to put forward corresponding effective improvement suggestions. The study is supposed to provide guidance for aviation English learners and college teachers to develop more effective learning.

## 2 Literature Review

### 2.1 Learning Interest

Learning interest is defined as learners' cognitive engagement in learning materials. Wu et al. (2021), indicate that enthusiasm and curiosity are the features of learning interest [1]. Dziuban et al. (2013) found that learning interest can greatly affect learning

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satisfaction [2]. Garn et al. believe that learning interest is a fundamental factor in one's learning process, and a positive attitude can increase academic engagement (Garn et al., 2017) [3]. As to the factors contributing to learning interest may involves learning environment [4], so interest is an attentive attention that involves pleasant feelings and persistence that play an important role in learning process. Thus, interference with learning interest may have different learning outcomes, in other words, active interest in learning can promote learners' satisfaction and achievement in learning. Studies on learning interest are focused on mathematics and physics, or biology [5]. Jo et al. (2022) point out that satisfaction in learning involves autonomy learning and capabilities in different learning environments [6].

The literature shows that learning interest plays mediating roles in learners' learning process. High interest can develop and improve learners' willingness to engage in learning process, thus increasing their academic performance. The current study investigates the educational outcomes on factors influencing learning interests in aviation service English learning, which may affect teaching and learning effectiveness, and thus promote learners' individual development.

## 2.2 Interest Classification

According to Hidi & Renninger (2006), interest is described as situational interest and individual interest. The former focused on attention and the affective reaction that is triggered in the moment by environmental stimuli, which may or may not last over time, while individual interest refers to a person's relatively enduring predisposition to reengage particular content over time as well as to the immediate psychological state when this predisposition has been activated [7]. Hidi & Renninger (2006) classify interest and four-phase model of interest is introduced and developed as to describes how the learner's interest progresses from being primarily extrinsic, "situational" interest to primarily intrinsic, "individual" interest. Situational interest focused on attention and the affective reaction that is triggered in the moment by environmental stimuli, while individual interest refers to an individual's relatively enduring predisposition to reengage particular content over time as well as to the immediate psychological state when this predisposition has been activated [6]. According to the literature, the study will focus on individual interest and propose that leaning interest is closely related to job performance in the future.

## 3 Methodology

The questionnaire was conducted among leaners of civil aviation management major and a few cabin service English teachers in an aerospace university. The applicants were selected randomly. Among the samples, 20 are male students, 40 are female students, and 10 teachers. The study interviewed both learner and teaching group, including students who are major in aviation service art and management and teachers who teach in the field of aviation English in a aerospace university. It should be noted that the teachers selected mainly involved in the interview in which some questions

concerning opinions and suggestions were required to offer. The questionnaire data were collected by means of online survey and designed in both Chinese and English versions. The purpose of the study was introduced firstly and a voluntary involvement in this survey is permitted. After collection, the variables were generated a database for the purpose of statistical analysis.

## 4 Results and Discussion

The data of the study are shown in Table 1.

**Table 1.** variations and the results of the study

ITEMS	STATISTICS
Purpose for learning cabin service English	for academic achievements 3%; for job performance 97%.
Learning resources	mainly classroom learning 26%; using online learning 89%, study Apps 17%, other resources 3%.
Attitudes towards cabin service English learning	positive 85%, medium 15%, negative 0%
cabin service English learning engagement	Solving problems actively 87%; only dealing with tasks given by teachers 13%
Willingness to share learning experience	strong 56%; medium 41%; unwillingness 3%
Participation in various cabin English learning activities	English clubs 25%; online ESP learning groups 2%; practical internships 100%;

The variables involve study norms or purpose for learning cabin service English, attitudes towards cabin service English, cabin service English learning engagement, willingness to share learning experience, group discussion activities, and participation in various cabin English learning activities. The statistics show that 97% of participants' cabin service English learning purpose are for job performance in the future, 3% goes for academic achievements, which indicate that learners' individual interests are closely related to future job employment and influence individuals' learning behaviors and attitudes over a longer period of time [8].

As to Learning resources, participants can access to different channels to develop cabin service English abilities, with preference to the form of online learning accounting 89%, classroom learning 26% ; using study Apps 17%, and other resources 3% respectively. This shows that learners have a need for diverse learning channels, reflecting a desire for hands-on learning and personalized tutoring. In English for specific purpose, like cabin English learning process, the learning resources can be understanding as ways of learning environments, which based on social cognitive belief, correlate with learning interest and academic performance, influence learners' learning outcomes.

As to cabin service English learning engagement, data show that participants who solve problems actively are up to 87%; just as Wu et al. (2021), describes in their study that curiosity and engagement are typical characters of strong learning interest, which

encourage more active involvement in work-related learning activities [9]. The research data in this study indicate that engagement in cabin English learning affects satisfaction in learning results. Learning interest can be seen as cognitive process that involves a learner's engagement in certain learning tasks, thus yields better improve learners' learning results (Aprilia et al., 2020; Zhang, 2012) [10] [11].

Participants in this study are willing to invest time and effort in learning relevant knowledge and skills not only to broaden their knowledge base, but also to improve their professionalism in the field of civil aviation services. This may include voluntary participation in extracurricular learning activities, actively seeking out relevant learning resources, and discussing learning content with others [12]. The positive attitude towards cabin English learning exemplifies Albert Einstein's famous quote, "Learning is not about surviving, it is about living." When learners have strong desire to engage in the learning activities, the learning outcome will be ideal and therefore produce positive and effective learning. It follows that an engagement in certain aviation topic activities in learning may accelerate the level of learning achievement, thus has a positive effect on aviation English learning. Moreover, in the process of interview, most of interviewees described their willingness to solve problems actively, their subjective reflections about the task or problems they met are also related to performance and enhance their language ability. Another contribution to successful cabin service English learning is positive attitude, which is 85% of total participants. It implies that attitudes towards interest can not only positively affect learner's delectation to learning but also reflect their job expectation on language requirements.

Regarding participation in various cabin English learning activities, English clubs, online ESP learning groups, practical internships account for 25%, 2%, 100% respectively. The data show that by participation in different activities, for example, practice cabin service English in airlines, learners are supposed to learn more about knowledge in related fields, including terminology, language skills for cabin service as well as responding to emergencies, and so on. They may expand their knowledge and skills eventually. The predominance of high willingness to share learning experience indicates a strong interest in specialized subjects, which helps to improve motivation and learning efficiency.

Based on the literature reviewed, participation in various learning activities can be interpreted as learners actively involve themselves in different learning environment, which impacts interest systematically. Because interest is not purely intrinsic, as self-determination theory suggests (Ryan & Deci, 2000), but is also influenced by extrinsic factors [13]. With the development of Internet information technology, digital learning has gradually become the focus of education that learners are highly concerned about at present. Thus, it is necessary to provide various learning resources to develop learners' learning interest. The construction of learning environments highlights the facilitating role of enhancing learners' satisfaction in academic achievements. In this study, participants take the advantage of English clubs, online ESP learning groups and other learning sources to develop their language proficiency, which can be seen as signs of the willingness to involve in better and suitable learning environments.

Therefore, educators and administrators are supposed to take the initiative to apply the digital and AI education learning environment. With the help of multimedia aids,

online learning platform and intelligent evaluation program, the construction of learning environment for learners to self-study and develop their learning interest will effectively improve learners' cabin service English language proficiency.

Moreover, the statistics suggest that the current curriculum of cabin service English teaching should provide more practical opportunities, such as airline practice or internships and increase extracurricular English activities to develop learners' learning interests. By means of such channels, learners' learning interests can be further activated. These activities can enhance their sense of inquiry, retrieve relevant materials, thus develop their ability to analyze and solve problems in real working domain and demonstrate the capability of using cabin service English to communicate in real world situations.

Besides, the availability of various aviation English learning resource platform, multimedia materials and personalized tutoring are supposed to offer for further developing learners' cabin English learning interests, thus increase professional cabin English proficiency that can better meet learners' employment needs in the future.

Therefore, by incorporating the cabin service English learning interest survey study, educators and administrators can better understand learners' needs and target college curriculum and teaching strategies to enhance cabin service students' learning experiences and achievement. The results provided a reference for further investigation on the role of interests in learning process in other practical fields.

## 5 Conclusion

The study concludes that interest that is associated with academic engagement, learning purpose, willingness to learn, and participation in various forms of learning activities or platforms, is a key factor in high quality cabin English learning experience. Learners' interests in cabin English learning indicates the need to provide them with opportunities that support and motivate their academic, and employment development. To enhance learning satisfaction and improve learning and teaching quality, learning interests is a fundamental factor that needs to focus. Therefore, it is suggested that university curriculum is supposed to focus on providing a variety of courses that stimulate learners' learning interest as well as professional knowledge.

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