An Investigation on Interest of Aviation English Learning

Lixin Dai

Shenyang Aerospace University, Shenyang, Liaoning Province, China

Email:daisy55988@163.com

Abstract. Learning interest is a key element in aviation English learners' learning process and an internal driving force that inspires learners to actively develop their language proficiency. This study aims to explore aviation English learners' interest performance based on learning interest theory using methodology such as questionnaire and interview. The factors that affect learning interest are explored and analyzed, and corresponding effective improvement suggestions are proposed.

Keywords: learning interest; civil aviation; aviation English.

1 Introduction

Learning interest is a key element in aviation English learners' learning process and an internal driving force that inspires learners to actively develop their language proficiency. It's been an important issue to improve learners' interest has become an important issue that for English for specific purpose (ESP) educators. With the development of the civil l aviation and travel industry, learners who work in the field of civil after graduation, for example, flight attendants whose job employment relates to the work of communicating with international travelers in the cabin, and pilots who will work with air traffic controllers with flight English, have strong desire to improve their aviation English ability which is a fundamental skill in their employment development and is of great significance to their future career prospect. The study explores and analyze the learning interests of students who are aviation service art and management major and flight technology major to seek factors affecting language proficiency acquisition.

2 Literature Review

2.1 Learning Interest and Engagement

Learning interest is regarded as a key factor in predicting academic engagement, and a positive attitude to learning can increase academic engagement (Garn et al., 2017) [1]. It is learners' emotional and cognitive engagement in learning process. Wu et al. (2021) point out that a strong learning interest is characterized by enthusiasm and curiosity [2].

Dziuban et al. (2013) found that in the case of online learning, learning interest can significantly affect learning satisfaction [3]. So interest is an active cognitive engagement that involves positive attitude and persistence in learning process. Thus, understanding and making good use of learning interests may have better learning outcomes, in other words, active interest in learning can promote learners' learning satisfaction and academic achievement in learning.

Present studies on learning interest are focused on mathematics and physics, or biology [4]. 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. 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. [5] 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.

2.2   Motivation

Motivational states are unobservable psychological, neural, and biological processes that initiate, direct, and sustain individuals' behavior and have an important role in students' learning [6]. Ryan & Deci(2000) indicate that the decrease in situational interest of participants who received a major increase in task difficulty may have resulted from the changes in the amount of positive or negative feedback [7].

This suggests that scholars should apply a broad theoretical framework to better understand the factors that affect motivational outcomes when digital instruction is adapted.

3   Methodology

The survey was carried out among students of civil aviation management major and flight technology major in a flight college. The study conducted questionnaires and interviewed among both learner and teaching groups. The questionnaires were mainly conducted among students. The candidates were selected randomly among students of sophomores. Among the samples, 20 are cabin service English students from service art and management major, 20 are flight technology major students whose future job employment will be pilots; 5 teachers of cabin service English and 5 flight English teachers engaged in the interview. It should be noted that the teachers involved in the interview were required to offer some opinions and suggestions concerning were required to offer. The questionnaire data were collected by means of online survey and available in both Chinese and English. The purpose of the study was introduced at the beginning of the conducting the questionnaire 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

VARIATIONS	DATA
norms for aviation English learning	academic performance 5%; for job employment 95%
Learning platforms	Classroom face to face learning 30%; online resources 89%, English study Apps 17%, other resources 3%.
Attitudes towards aviation English learning	positive 100%, medium 0%, negative 0%
Motivations in aviation English learning	actively solving problems 85%; solving problems passively 15%
Desire for sharing learning experience	strong 60%; medium 15%; unwillingness 25%
Participation in different aviation English learning activities	English corner 27%; online learning groups 5%; Internships in airlines 100%;

The variables involve study norms or purpose for learning aviation including cabin service English and flight English, attitudes towards aviation English learning, aviation English learning platforms, desires to share learning experience and motivation for learning, active or passive involvement in aviation English learning, and participation in various aviation English learning activities. The statistics show that 95% of participants' aviation English learning learning purpose are for job employment in the near future, 5% of the candidates are for academic achievements. The data showed that learners' personal interests are closely related to their job performance and the purpose of learning affects learning behaviors and attitudes. As to learning platforms, candidates in this study said they can access to the library, use Internet, communicate with others to develop their cabin service English or flight English abilities, with favor of online learning 89%, face to face classroom learning 30%; using study Apps 17%, and other resources 3% respectively. This showed that aviation English learners are able to access to different learning resource and have a need for diverse learning channels, which reflects a desire for learning and personalized tutoring learning to meet their job employment in the future.

As to motivations in aviation English learning, data showed that participants who solve problems actively are up to 85%, and those with passivity are 15% ; The results indicated that motivation in aviation English learning plays a vital role between interest and learning motivation.

Candidates in this study invested more time and effort in learning knowledge and developing English language proficiency not only to broaden their professional knowledge, but also to improve their professionalism in the field of civil aviation. This can be seen in that data that included participation in various learning activities, actively seeking out relevant learning platforms, and discussing aviation professional topic with other students.

In this study, 60% of participants' desire for sharing learning experience indicated positive learning engagement in learning process. When learners have strong desires to involve in the learning activities, the learning outcome will be better produced and therefore in turn, facilitate learners' effective learning. It follows that a positive and active engagement in English topic activities concerning aviation language learning may lead to a high level of learning performance, which also has a positive impact on effective language learning. Besides, during the interview of this study, most of interviewees whose majors are flight technology described their eagers to solve problems actively, they believed that their active reflections on the problem they met are beneficial to the decision-making abilities in work-related situations. Another crucial contribution to successful aviation English learning is the positive attitude, which account to 100% of total participants. The statistics implied that attitudes towards interests could directly affect learning engagement and learning performance but also reflect their willingness to excellent achievement in the future job employment.

Regarding participation in various aviation English learning activities, English corner, online study teams, internships in airlines accounted for 27%, 5%, 100% respectively. The data showed that by participating in different type of activities, for example, practicing cabin service English in airlines, or using radio telephony English with air traffic controller in simulators in airliners, learners would be able to learn more knowledge in related fields as well as language proficiency, including aviation terminology and language skills.

Based on the literature reviewed, interest is not purely intrinsic, as self-determination theory suggests, but is also influenced by extrinsic factors [6]. Learners' high willingness to share learning experience indicates a strong interest in specialized subjects in ESP fields, which helps to improve learning motivation and learning efficiency.

The statistics from the interview with teacher groups suggest that the current college curriculum of aviation English courses should provide more practice opportunities, for example, airline practice, simulator training or internships and organize more extra-curricular English activities to develop learners' aviation learning interests. Moreover, the availability of aviation English learning resources should be in various types, multimedia materials and personalized tutoring are supposed to offer for further developing learners' aviation English learning interests, thus increase professional aviation English proficiency and better meet learners' employment needs.

Therefore, by incorporating the present aviation English learning interest survey study, educators may improve their course designs and construct proper curriculum that better meet learners' needs to enhance learners' learning experiences and achievements. The study provided a reference for further investigation on the role of interests in learning process in other practical fields.

Besides, to enhance learning satisfaction and achieve excellent education and teaching quality, the key lies in positively developing learners' learning interests. 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.

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. Moreover, 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 can better understand learners' needs and target teaching strategies to enhance 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 indicates that learning interest is associated with learning norms, attitude, engagement, motivations, desire to learn, and participation in a variety of aviation language learning activities or resources. It is a key factor in high quality cabin English and flight English learning process. Learners' interests in aviation English learning indicates the demand for providing them with opportunities and various learning resources to support and motivate learners' academic and employment development. To enhance learners' language proficiency and learning satisfaction, it is suggestive to positively develop learners' learning interests. Therefore, college curriculum design should be focused on providing a variety of practical courses that are informative and can better stimulate learners' learning interest.

Reference

1. Garn, A. C., Simonton, K., et al. (2017). Predicting changes in student engagement in university physical education: Application of control-value theory of achievement emotions. Psychology of Sport and Exercise, 29, 93–102.
2. Wu, C., Gong, X., et al. (2021). Applying control-value theory and unified theory of acceptance and use of technology to explore pre-service teachers' academic emotions and learning satisfaction. Frontiers in Psychology, 12. https://doi.org/ 10. 3389/ fpsyg. 2021. 738959.
3. Dziuban, C., Moskal, P., et al. (2013). Student satisfaction with online learning in the presence of ambivalence: Looking for the will-o'-the-wisp. Internet & Higher Education, 17(APR.), 1–8.
4. Bernacki, M. L., & Walkington, C. (2018). The role of situational interest in personalized learning. Journal of Educational Psychology, 110, 864–881.

5. Hidi, S., & Renninger, K. A. (2006). The four-phase model of interest development. Educational Psychologist, 41(2), 111–127. https://doi.org/10.1207/ s15326985ep4102_4.
6. Eccles, J. S., & Wigfield, A. (2020). From expectancy-value theory to situated expectancy-value theory: A developmental, social cognitive, and sociocultural perspective on motivation. Contemporary Edu Psychol., 61, Article 101859.
7. Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. American Psychologist, 55 (1), 68–78. https://doi.org/10.1037/0003-066X.55.1.68.