

Research on Instructional Design of English for Cabin Service Course Based on Visual Literacy

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ABSTRACT

This article focuses on the instructional design of English for Cabin Service course based on visual literacy. In the background of rapid development of the aviation industry and the increasing importance of English proficiency for flight attendants, visual literacy has become a key factor in improving learning efficiency. This study first explores the concepts, significance, and application in English learning of visual literacy and dual coding theory. Secondly, it investigates the existing problems in the cultivation of students' visual literacy in English for Cabin Service course. On this basis, this article proposes a detailed teaching design framework, including teaching objectives, teaching content and procedures, teaching strategies, and teaching evaluation, in order to promote the teaching reform and development of English for Cabin Service course.

KEYWORDS

Visual literacy; English for Cabin Service; Instructional design

1 Introduction

The aviation industry has grown significantly in recent years and the demand for highly skilled cabin crew has increased accordingly. English, as the international language, plays a vital role in ensuring effective communication and quality service on board. However, traditional teaching methods often fail to meet the practical needs of cabin crew trainees, who require the ability to handle various situations with confidence and accuracy. With the proliferation of visual media and the increasing reliance on images to convey information, the ability to understand, interpret, and create visual messages is of paramount importance. Visual literacy has emerged as a crucial aspect of communication and learning in the modern world.

Visual literacy, the ability to interpret, understand, and create visual messages, has been recognized as an important skill in the digital age. Incorporating visual elements into the teaching of English for cabin service can enhance learners' comprehension, motivation, and retention. This research aims to develop an instructional design that integrates visual literacy to improve the teaching and learning of this specialized English course.

2 Related Theoretical Foundations

2.1 Visual Literacy

The research on visual literacy began in the United States in 1960s. John Debes (1968), one of the most important figures in the history of the International Visual Culture Association, first proposed the concept of visual literacy: "Visual literacy is a series of visual abilities developed by humans

through observation and integration of other sensory experiences. The development of visual abilities is the foundation of normal human learning, and people with visual literacy can develop visual abilities to distinguish and explain various natural or artificial actions, objects, and symbols encountered in the environment.”^{[1][2]}

In 2011, the Association of College and Research Libraries (ACRL) developed the *Standards for Visual Literacy in Higher Education*, which defined visual literacy as “a series of abilities that enable individuals to effectively discover, interpret, evaluate, use, and create images and visual media. Visual literacy skills enable learners to understand and analyze the cultural, moral, aesthetic, knowledge, and technological factors involved in the production and use of visual materials. A person with visual literacy is not only an important consumer of visual media, but also a powerful contributor to sharing knowledge and culture.”^[3]

Professor Shuyu Zhang is an authoritative expert in the field of visual literacy research in China. She proposed, “Visual literacy is the ability to obtain information through vision, use tools to create information, use media to transmit information, and analyze, select, and evaluate various visual information, including visual thinking, visual communicating, and visual learning.”^[4]

2.2 Dual Coding Theory

Psychologist Allan Urho Paivio (1971) proposed the Dual Coding Theory in his book *Images and Language Processes*. The important principle of this theory is that when information is presented in both linguistic and visual forms, it can improve recognition and deepen memory.^[5]

The Dual Coding Theory suggests that the human cognitive system can be divided into two sub-coding systems, one is semantic system and the other is representational system, which are independent yet closely related to each other. The semantic system mainly processes language information, encodes the information in characters and stores it in the text memory area; representational system mainly processes non-verbal information and stores it in the image memory area on an image basis. Allan Urho Paivio found through experiments that when presenting a set of images and vocabulary quickly to the experimental subjects, he was able to recall far more images than words. This can prove that the information processing ability of representational system is better than that of semantic system, and the memory ability of human cognitive systems for image information is better than that of character information.

3 The Existing Problems of Applying Visual Literacy to English for Cabin Service

Applying visual literacy in English for Cabin Service course is a potential strategy to improve teaching effectiveness, but there are also some existing problems in practical operation. This article conducts research on English teachers and students who major in Flight Attendant, and find out several common problems in cultivating students' visual literacy in English for Cabin Service teaching:

3.1 Quality and Relevance Issues of Visual Materials

The selection of visual materials is crucial in English for Cabin Service. However, the current possible problem is that the quality of some visual materials is poor, such as blurry images and outdated video content, which can affect the learning experience and effectiveness of students. In addition, some visual materials are not strongly relevant to the course content, and may even be disjointed from the teaching theme, making it difficult for students to understand or causing confusion.

3.2 Differences in Visual Literacy Levels among Students

The level of visual literacy among students varies, which leads to differences in their perception, understanding, and application abilities of visual materials in the same teaching environment. For students with lower levels of visual literacy, they may have difficulty extracting effective information from visual materials, and may even have misunderstandings, which can affect learning outcomes^[6]

3.3 Challenges in Instructional Design and Implementation

Applying visual literacy in English for Cabin Service requires teachers to have high teaching design skills. However, some teachers may lack relevant training and practical experience, causing them to feel confused when applying visual literacy. In addition, during the implementation of teaching, there may also be some technical problems encountered, such as equipment malfunctions, lack of proficiency in software operations, which can affect the normal progress of teaching.

3.4 Lack of Evaluation and Feedback Mechanism

In the application of visual literacy in English for Cabin Service, how to effectively evaluate the learning effectiveness of students is an important issue. However, there may be a lack of scientific and systematic evaluation mechanisms currently, making it difficult for teachers to accurately evaluate students' learning outcomes and progress. Meanwhile, the lack of timely feedback mechanisms can also affect students' learning enthusiasm. If teachers cannot provide timely feedback and suggestions to students, they may feel confused or lose confidence in their learning outcomes.

In response to the common teaching issues mentioned above, this study proposes an innovative instructional design of English for Cabin Service course based on visual literacy.

4 Instructional Design of English for Cabin Service Course Based on Visual Literacy

4.1 Teaching Objective Design

4.1.1 Visual Recognition and Understanding Objectives

Students are able to recognize and explain common visual symbols and information in flight attendant work, such as safety signs, flight route maps, emergency evacuation instructions, etc;

Students are able to understand and explain image and video content related to aviation services, such as aircraft safety demonstration videos, airport and cabin layout diagrams, etc.

4.1.2 English Expression and Communication Objectives

Students are able to accurately and fluently explain and convey visual information in English, such as explaining safety instructions to passengers and introducing the use of cabin equipment;

Students can use English to communicate with passengers based on visual information in the context of flight attendant work, such as guiding passengers to use entertainment equipment, providing catering services, etc.

4.1.3 Cross Cultural Exchange Objectives

Students are able to understand the reactions and needs of passengers towards visual

information in different cultural backgrounds, in order to provide personalized services;

Students are able to communicate cross-cultural visual information in English to establish a harmonious cabin environment.

4.1.4 Professional Competence and Image Management Objectives

Students are able to maintain a professional image when presenting visual information, in order to enhance passenger trust and satisfaction;

Students are able to apply visual literacy and English communication skills to provide clear and accurate instructions in emergency situations, ensuring the safety of passengers.

4.2 Teaching Content and Procedure Design

4.2.1 Teaching Content Design

Occupational environment simulation: Using visual resources such as videos, images, and simulation software, simulate the daily working environment of flight attendants, such as inside the cabin, boarding gates, luggage check-in areas, etc.

Service process display: Use flowcharts, animations, or video clips to display the entire service process from passenger boarding to aircraft landing, such as safety instructions, catering services, emergency procedures in case of emergencies, etc.^[7]

Role-playing scenarios: Design role-playing scenarios in various contexts, such as communicating with passengers, solving problems, providing special needs services, etc., and add realism to the scene through visual materials (such as background boards, props, etc.).

Professional vocabulary and expressions: Use visual charts, images, and physical objects to display professional vocabulary and expressions related to flight attendants, such as aviation equipment, service language, etc.^[8]

4.2.2 Teaching Procedure Design

Step 1: Lead-in

Play a video related to flight attendant work to stimulate students' interest in learning. Show pictures of flight attendant work and briefly introduce the professional characteristics and importance of the flight attendant.

Step 2: Knowledge Presentation

Introduce the flight attendant service process using a flowchart or animation, accompanied by English explanation. Display professional vocabulary and expressions, explain and memorize them in combination with physical objects or pictures.

Step 3: Visual Simulation Training

Use simulation software or virtual reality (VR) technology to allow students to engage in role-playing and English communication training in a virtual cabin environment. Teachers can gradually improve students' adaptability and speaking proficiency by adjusting the difficulty and complexity of virtual environments.

Step 4: Realistic Simulation Practice

Build simulated cabin or airport environments in the class, allowing students to engage in role-playing and English communication training in real-life scenarios. Teachers can provide timely feedback and guidance to students based on their performance, helping them correct mistakes and improve their abilities.

Step 5: Summary and Feedback

Summarize and evaluate the learning outcomes of students, praise outstanding performance, and point out areas for improvement. Encourage students to share their learning experiences and insights through social media, blogs, and other platforms, in order to improve their visual literacy and English expression ability.

Step 6: Extension

Guide students to pay attention to the latest developments and trends in the aviation industry, understand the development trends and employment prospects of the flight attendant profession. Encourage students to participate in competitions and activities related to the aviation industry, such as simulated flight competitions, flight attendant service skills competitions, etc., to enhance their practical abilities and comprehensive qualities.

4.3 Teaching Strategies Design

4.3.1 Introducing Visual Materials and Creating Scenarios

Using images and videos: Introduce flight attendant related images and video materials in the course, such as airports, cabin, and crew services. These materials can help students intuitively understand the working environment of flight attendants and stimulate their interest in learning.

Creating animations and presentations: By creating simple animations or presentations, simulate real-life scenarios in flight attendant work, such as passenger boarding, safety demonstrations, catering services, etc. The intuitiveness and fun of animations and presentations can help students quickly immerse themselves in the context and improve learning outcomes.

4.3.2 Utilizing Visual Elements to Enhance Language Learning

Mark key vocabulary: Mark key vocabulary related to the course content in pictures and video materials to help students recognize and remember these words. For example, label words such as "airport" and "check in counter" in airport images.

Show dialogue scenes: By showing pictures or videos of the dialogue scenes, help students understand and imitate the English dialogue between flight attendants and passengers. These dialogue scenarios can include welcoming guests, safety tips, catering services, and other aspects.

Use charts and tables: For some processes or regulations that need to be mastered in flight attendant work, charts and tables can be used to display them. These charts and tables can help students better understand and remember relevant information, and improve learning efficiency.^[9]

4.3.3 Carry out Visual Interaction and Improve Practical Skills

Role playing: Arrange students to engage in role-playing activities, simulating real-life scenarios in flight attendant work. Students can choose their own roles and use their learned English knowledge and visual materials to perform.

This interactive approach can enable students to have a deeper understanding of flight attendant work and improve their English proficiency.

Video dubbing: Provide a video material of flight attendant work and have students dub it. Students need to choose appropriate English expressions based on the video content and practice dubbing. This practice method can help students become familiar with the English expressions used in flight attendant work and improve their oral proficiency.

Creating visual works: Encourage students to create visual works related to flight attendant work, such as posters, brochures, etc. Students can show their understanding and recognition of flight attendant work, which improves their English writing and visual design abilities.

4.4 Teaching Evaluation Design

4.4.1 Evaluation Content

Visual material understanding ability: Assesses students' understanding of the visual materials used in the course (such as charts, images, videos, etc.) and whether they can obtain effective information from them.

Professional knowledge mastery: Combining visual materials, assess students' mastery of flight attendant professional English vocabulary, phrases, and sentence structures.

English application ability: By simulating flight attendant work situations, test students' English communication ability, problem-solving ability, and teamwork ability.

Situational cognitive ability: Evaluate whether students can flexibly apply the knowledge they have learned and solve practical problems in the context of flight attendant work.

4.4.2 Evaluation Methods

Visual material understanding test: Design a series of visual material questions related to the course content and require students to answer relevant questions based on visual materials to test their understanding ability.

Professional knowledge written test: Through a closed book written test, we can assess students' mastery of professional English vocabulary, phrases, and sentence structures. The test paper may include visual elements such as images and charts to help students better understand the questions.

Simulation training: Create realistic flight attendant work scenarios, allowing students to role-play in simulated environments, communicate and solve problems in English. Teachers and classmates jointly evaluate the performance of students, focusing on their English application ability, problem-solving ability, and teamwork ability.

Situational cognitive test: Design challenging flight attendant work situational questions that require students to analyze, judge, and propose solutions based on their learned knowledge. Evaluate whether students are able to flexibly apply their learned knowledge and solve practical problems in complex situations.[10]

5 Conclusion

Visual literacy plays a crucial role in English for Cabin Service course. Through visual materials such as images, videos, or virtual reality technology that simulate airport and cabin scenes, students can be provided with a more realistic and intuitive learning experience, enhancing their learning interest and practical application abilities.

The integration of visual literacy can also promote students' self-learning ability. Students can independently discover problems and find solutions by observing, analyzing, and understanding visual materials, thereby cultivating their observation skills and analytical problem-solving abilities.

The design of flight attendant English teaching combined with situational teaching can effectively improve students' English communication skills. In simulated aviation service scenarios, students can use their English knowledge through role-playing, interactive communication, and other methods to improve their ability to cope with actual service scenarios.

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