

Research on English Writing Teaching in Civil Aviation Higher Vocational Colleges Based on Core Competencies Cultivation

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ABSTRACT

Against the backdrop of the vigorous development and increasing internationalization of the civil aviation industry, English writing competence and core competencies have become indispensable key elements for civil aviation professionals. Focusing on English writing teaching in civil aviation higher vocational colleges, this study deeply explores the diverse needs of industry positions for English writing through literature review, industry visits, and case analysis. It is found that the current teaching has problems such as disconnection between goals and positions, lack of professionalism in content, single teaching methods, and imperfect evaluation systems. Therefore, based on the core competencies theory, a new teaching system is constructed from the dimensions of goal setting, content reconstruction, method innovation, and evaluation improvement, dedicated to cultivating high-quality civil aviation talents with both solid English writing skills and good job core competencies.

Keywords: Civil aviation higher vocational colleges, Core competencies, English writing, Teaching reform.

1. INTRODUCTION

With the acceleration of global economic integration, civil aviation, as a vital link for international exchanges and economic interactions, has become increasingly internationalized. As the universal language of international civil aviation, English plays an irreplaceable role in various aspects such as civil aviation services, business communication, and safety management. Civil aviation higher vocational colleges, as important bases for cultivating applied civil aviation professionals, see the quality of their English teaching directly influence students' future career prospects and the industry's talent reserve. English writing competence is not only a key reflection of students' comprehensive English proficiency but also an indispensable skill in civil aviation positions. Whether composing flight reports, handling business emails, or compiling service guides, these tasks impose high requirements on practitioners' English writing abilities.

Core competencies emphasize the essential character and key competencies that students should possess to adapt to lifelong development and social needs. In the field of vocational education, job core competencies cover multiple important aspects such as professional communication skills, teamwork ability, problem-solving skills, service awareness, and safety awareness. Integrating core competencies cultivation into English writing teaching in civil aviation higher vocational colleges, and connecting English writing ability training with job requirements, is an inevitable choice to enhance students' professional competitiveness and adapt to the rapid development of the civil aviation industry. However, current English writing teaching in civil aviation higher vocational colleges still has many deficiencies in core competencies cultivation, urgently requiring teaching reform and innovation.[1] This study aims to explore effective teaching reform paths to achieve the organic unity of English writing ability cultivation and core competencies development, providing theoretical support and practical guidance for cultivating high-

quality talents meeting the needs of the civil aviation industry.

2. ANALYSIS OF THE DEMAND FOR ENGLISH WRITING COMPETENCE AND CORE COMPETENCIES IN CIVIL AVIATION POSITIONS

2.1 Demand for English Writing Competence in Civil Aviation Positions

Civil Aviation Passenger Service Positions: Staff need to write English documents such as passenger complaint handling reports and flight delay notices, requiring clear, accurate, and polite language to effectively convey information and soothe passengers' emotions. For example, when handling complaints from international flight passengers, staff must use English to detail passengers' demands, event processes, and propose reasonable solutions, while fully demonstrating respect and care for passengers in language expression to maintain the airline's good image.

Civil Aviation Cargo Transport Positions: English writing is mainly reflected in filling out cargo documents, describing cargo transportation status, and business correspondence, with extremely high requirements for the accuracy of professional terminology and format standardization. For instance, information such as cargo names, quantities, weights, and destinations

in cargo documents must be expressed in accurate English, as any error may lead to cargo transportation delays or disputes.

Aircraft Maintenance Positions: Maintenance personnel need to write English maintenance records, fault reports, etc. These documents are directly related to flight safety, thus requiring detailed content, rigorous logic, and standardized expression. Maintenance personnel must accurately describe fault phenomena, analyze fault causes, and record maintenance processes and results to ensure that other maintenance personnel can clearly understand and provide reliable references for subsequent maintenance work.

2.2 Demand for Core Competencies in Civil Aviation Positions

Civil aviation positions, covering passenger service, cargo transport, and aircraft maintenance, have distinct requirements for employees' core competencies. These competencies are not only reflected in daily work interactions but also prominently showcased through English writing, which serves as a key channel to ensure accurate information transmission, standardized service delivery, and safe operation in the international civil aviation context. The following table details the corresponding core competencies and their specific embodiment in English writing for different civil aviation position types.

Table 1. Core competencies in English writing for different civil aviation positions

Position Type	Corresponding Core Competencies	Specific Embodiment
Civil Aviation Passenger Service Positions	Professional Communication Skills	Effectively communicate with passengers of different nationalities, and clearly convey service information through English writing, such as writing clear boarding guidelines and baggage check-in instructions.
	Service Awareness	Reflect concern for passengers' needs in English writing, with polite and friendly language—for example, promptly and patiently answering passengers' questions in email replies and expressing care for passengers.
	Problem-solving Skills	Formulate passenger problem solutions through English writing, such as delay compensation explanations and special passenger service arrangements, ensuring the plans are operable and reasonable.
Civil Aviation Cargo Transport Positions	Professional Communication Skills	Communicate business with clients and partners through English business correspondence, accurately conveying cargo transportation information and negotiating cooperation details.
	Rigor and Meticulousness	Accurately fill in cargo documents to ensure zero errors in English expressions, avoiding problems in cargo transportation due to information errors.

Position Type	Corresponding Core Competencies	Specific Embodiment
Civil Aviation Cargo Transport Positions	Teamwork Ability	Collaborate with cargo team members to write transportation reports, ensuring information consistency and jointly completing complex cargo tasks.
Aircraft Maintenance Positions	Safety Awareness	Truthfully and accurately record safety-related information in English maintenance records and fault reports, without concealing or exaggerating fault conditions, to guarantee flight safety.
	Logical Thinking Ability	Write maintenance processes and fault analysis reports in a well-organized manner, enabling other maintenance personnel to quickly understand the key points and critical links of maintenance work.
	Problem-solving Skills	Propose practical fault solutions in English, combining professional knowledge and practical experience to effectively solve equipment failures.

2.3 Correlation between English Writing Competence and Core Competencies

English writing competence and core competencies in civil aviation positions promote and complement each other. Good English writing skills help express work intentions more accurately and efficiently, serving as an important component of professional communication skills. For example, in civil aviation passenger services, staff who can write service information fluently and accurately in English can communicate better with passengers and enhance service quality. When composing team cooperation reports, project plans, and other documents, the English writing process also reflects the concept of teamwork. Team members need to jointly discuss writing content, divide tasks, and complete assignments, demonstrating the team's wisdom and achievements through writing. By drafting problem analysis reports and solution descriptions, problem-solving skills can be exercised. In the process of analyzing problems and proposing solutions, students need to apply logical thinking and professional knowledge, and express them accurately in English. When writing content involves service processes, safety regulations, etc., it can strengthen service awareness and safety awareness. For instance, when writing service guides, students will pay more attention to service details and passenger needs, thus enhancing service awareness; when writing safety reports, they will attach greater importance to safety norms and operation procedures, thereby reinforcing safety awareness. Meanwhile, the improvement of core competencies can also provide richer content and more appropriate expression perspectives for English writing, making writing more aligned with

actual job requirements. For example, students with strong problem-solving skills and service awareness can propose more targeted and practical content in writing based on real work scenarios.

3. CURRENT SITUATION AND PROBLEM ANALYSIS OF ENGLISH WRITING TEACHING IN CIVIL AVIATION HIGHER VOCATIONAL COLLEGES

3.1 Disconnection Between Teaching Objectives and Job Requirements

Currently, the English writing teaching objectives of many civil aviation higher vocational colleges are still oriented toward English proficiency tests, overemphasizing the mastery of basic knowledge such as grammar and vocabulary and training in test-taking skills. However, they ignore the special requirements of actual civil aviation jobs for English writing competence and fail to integrate core competencies cultivation into teaching objectives. Even if students pass English proficiency tests, they still struggle to complete writing tasks accurately and appropriately in real work scenarios.^[2] For example, teaching focuses on training students to write common styles like argumentative essays and letters for proficiency tests, while involving less training in professional styles commonly used in civil aviation, such as service notices and maintenance reports. This deviation in teaching objectives leads to students being unable to quickly adapt to job requirements after graduation, requiring extensive time to relearn and adjust.

3.2 Lack of Civil Aviation Professionalism in Curriculum Content

The content of English writing courses mainly uses general English writing materials, such as traditional styles like argumentative essays and narrative essays, lacking content closely combined with civil aviation professionalism. Training in professional writing styles such as civil aviation business emails, flight reports, and service guides is relatively scarce. Students have limited exposure to real civil aviation work writing scenarios and professional vocabulary, resulting in a serious mismatch between writing ability and job requirements. For instance, while students learn the basic formats and writing methods of letters in courses, they know little about the unique polite expressions, professional terminology, and business communication norms in civil aviation business emails. Meanwhile, curriculum content is slow to update, failing to promptly reflect new developments and demands in the civil aviation industry, thus unable to meet students' future career development needs.

3.3 Single Teaching Methods

In English writing teaching, teachers typically adopt traditional lecture methods, focusing on teachers explaining writing skills and students imitating practice, with a lack of interactivity and practicality in the teaching process. Such teaching methods struggle to stimulate students' learning interest, and students cannot effectively improve their English writing competence and core competencies through passive learning. Meanwhile, the teaching process insufficiently cultivates students' thinking abilities, leaving students often lacking logic and innovation in writing.^[3] For example, when explaining writing skills, teachers merely teach theoretical knowledge, and students mechanically memorize and imitate, lacking opportunities for independent thinking and practical operation. Additionally, teaching activities mainly focus on individual learning, ignoring the cultivation of teamwork ability, which does not align with the actual demand for teamwork emphasized in civil aviation positions.

3.4 Imperfect Evaluation System

The existing English writing evaluation system is mainly dominated by teacher evaluation, with evaluation criteria focusing on language aspects such as grammatical errors and vocabulary usage.

However, it ignores the evaluation of students' writing content in terms of alignment with civil aviation job requirements and the embodiment of core competencies. A single evaluation method cannot comprehensively reflect students' English writing competence and core competencies development, hindering the improvement of students' comprehensive abilities. For example, for a simulated civil aviation service notice writing assignment, teachers may only focus on the accuracy of grammar and vocabulary, while ignoring important aspects such as whether the notice content complies with civil aviation service specifications and whether it demonstrates good service awareness. Furthermore, the evaluation process lacks student participation and feedback, preventing students from timely understanding their strengths and weaknesses in the writing process, which is not conducive to self-improvement.

4. TEACHING REFORM STRATEGIES FOR ENGLISH WRITING IN CIVIL AVIATION HIGHER VOCATIONAL COLLEGES BASED ON CORE COMPETENCIES CULTIVATION

4.1 Clarifying Teaching Objectives and Integrating Core Competencies

Guided by the needs of civil aviation positions, scientifically reset English writing teaching objectives. On the basis of emphasizing the cultivation of English language basic knowledge and writing skills, integrate core competencies such as professional communication, teamwork, problem-solving, service awareness, and safety awareness into the teaching objective system. For example, set specific teaching objectives such as "being able to use standard English to complete the writing of various civil aviation work documents, demonstrating good professional communication skills and service awareness" and "completing civil aviation project plan writing through group cooperation to cultivate teamwork ability and problem-solving skills," so that English writing teaching and core competencies cultivation are organically integrated. Meanwhile, formulate differentiated teaching objectives according to different job requirements. For example, for civil aviation passenger service positions, emphasize the cultivation of service English writing ability and service awareness; for aircraft maintenance positions, focus on improving maintenance English

writing ability and safety awareness. Through clear and specific teaching objectives, provide a clear direction for the development of teaching activities.

4.2 *Reconstructing Curriculum Content to Reflect Civil Aviation Professionalism*

Based on the English writing needs of different civil aviation positions, comprehensively reconstruct the curriculum content of English writing. Add professional modules such as Civil Aviation Business English Writing, Civil Aviation Service English Writing, and Civil Aviation Safety English Writing, and introduce real civil aviation work cases and documents as teaching materials, such as international flight passenger service manuals, cargo contract templates, and aircraft maintenance report examples. Meanwhile, emphasize the teaching of professional vocabulary and terminology, and carry out vocabulary expansion training combined with writing tasks to enable students to familiarize themselves with and master common English expressions in the civil aviation industry. For example, in the Civil Aviation Business English Writing module, teach the format of business emails, polite expressions, and writing for common business communication scenarios; in the Civil Aviation Service English Writing module, train students to write service documents such as passenger guidance instructions and complaint responses. In addition, regularly update the curriculum content, promptly incorporate new technologies, new norms, and new service models in the civil aviation industry, and ensure the timeliness and practicality of the curriculum content. Through cooperation with industry enterprises, invite industry experts to participate in curriculum content design to make the curriculum content closer to actual work needs.

4.3 *Innovating Teaching Methods to Improve Learning Effects*

4.3.1 *Project-based Teaching Method*

Relying on actual civil aviation work projects, carefully design English writing teaching projects. For example, simulate an international flight delay handling project, and let students work in groups to complete a series of writing tasks such as delay notice writing, passenger comfort email responses, and follow-up service arrangement descriptions. In the project implementation process, students need to apply English writing knowledge, while cultivating teamwork, problem-solving, and other

abilities, and deeply experience real work scenarios.^[4] Teachers play the role of guides and organizers in project-based teaching, guiding students to clarify project objectives, formulate work plans, and provide appropriate guidance and help when students encounter difficulties. Through project-based teaching, students can apply what they have learned to actual work and improve their ability to solve practical problems.

4.3.2 *Situational Teaching Method*

Teachers can use multimedia technology, virtual reality technology, etc., to create civil aviation work scenarios, such as airport check-in counters, aircraft cabins, cargo warehouses, etc. Students carry out English writing practice in simulated scenarios, such as writing passenger information registration forms and baggage abnormality reports in the check-in counter scenario. Through immersive experience, enhance students' learning interest and understanding of job tasks, and improve the practicality of English writing. For example, in the aircraft cabin scenario constructed by virtual reality technology, students can simulate flight attendants to write emergency handling reports, feel the real work atmosphere, and thus more deeply understand job requirements and writing requirements.

4.3.3 *Flipped Classroom Teaching Method*

Before class, teachers provide students with English writing learning materials, such as teaching videos, writing cases, professional vocabulary lists, etc., so that students can independently learn basic knowledge and writing skills. In class, teachers organize students to carry out group discussions, writing practices, peer review and revision, and other activities, and teachers provide targeted guidance and comments. This teaching model can fully exert students' subjective initiative and cultivate students' autonomous learning ability and critical thinking. For example, students learn the writing method of business emails by watching teaching videos before class, share their learning experiences and writing ideas in group discussions in class, put forward revision suggestions to each other, and teachers focus on explaining and guiding students' problems to improve students' writing level.

4.4 Improving the Evaluation System to Comprehensively Assess Competence

It is necessary to construct a diversified English writing evaluation system to achieve diversification of evaluation subjects, evaluation contents, and evaluation methods. Evaluation subjects should include not only teachers but also student self-evaluation, peer evaluation, and enterprise expert evaluation. Enterprise experts can evaluate students' writing works from the perspective of actual job requirements and put forward improvement suggestions. Evaluation contents should not only cover language accuracy, grammatical standardization, and other aspects but also focus on inspecting the degree of fit between writing content and civil aviation job requirements and the embodiment of core competencies, such as the effectiveness of communication, the expression of service awareness, and the logic of problem analysis. The evaluation method combines process evaluation with summative evaluation. Process evaluation focuses on students' performance in the writing learning process, such as group cooperation participation, writing task completion progress, learning attitude, etc.; summative evaluation comprehensively evaluates students' final writing achievements. For example, when evaluating students' civil aviation service English writing assignments, teachers evaluate from the perspective of language norms, students reflect on their writing processes and achievements through self-evaluation and peer evaluation, and enterprise experts evaluate whether the assignments meet work requirements from the perspective of actual job operations. Through a sound evaluation system, comprehensively and objectively reflect students' English writing ability and core competencies development level, and provide a strong basis for teaching improvement.[5]

5. CONCLUSION

English writing teaching in civil aviation higher vocational colleges based on core competencies cultivation is an important measure to meet the development needs of the civil aviation industry and enhance students' professional competitiveness. Through the implementation of a series of teaching reform strategies such as clarifying teaching objectives, reconstructing curriculum content, innovating teaching methods, and improving the evaluation system, the organic integration of English writing ability cultivation and core competencies development can be effectively

achieved, and high-quality applied talents more in line with the needs of the civil aviation industry can be cultivated. In future teaching practice, experience should be continuously summed up, and according to the new trends and demands of the civil aviation industry, the teaching reform plan should be continuously optimized to further improve the quality of English writing teaching in civil aviation higher vocational colleges and provide a solid talent guarantee for the development of China's civil aviation cause. At the same time, it is recommended to strengthen in-depth cooperation with industry enterprises, establish a long-term and stable school-enterprise cooperation mechanism, jointly carry out teaching research and talent training, and make teaching contents and methods closer to the actual needs of the industry. In addition, encourage teachers to continuously improve their professional literacy and teaching ability, actively participate in industry practice and training, integrate the latest industry knowledge and skills into the teaching process, and promote the sustainable development of English writing teaching in civil aviation higher vocational colleges.

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