

# Exploration of the Reform of Aesthetic Education in College English Teaching in Higher Vocational Colleges from the Perspective of Sociolinguistics: A Case Study of Zhanjiang Preschool Education College

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**Abstract:** Against the background of the deepening of “five education simultaneously” and the emphasis on “integrating morality and skills” in higher vocational education, how to transcend the instrumental orientation of college English teaching and organically integrate aesthetic education to promote students’ all-round development has become an important issue. Based on sociolinguistic theory and its profound insight into the correlation between language, culture and social identity, this study explores the innovative path of integrating aesthetic education into higher vocational English classrooms. Taking Zhanjiang Preschool Education College as a case, the study points out the deficiencies of the existing teaching in terms of philosophy, design and evaluation through the analysis of current situation. Based on this, the study puts forward the core design principles of “contextual authenticity”, “cultural comparison and aesthetic integration”, “identity construction and creative expression” and “multi-dimensional interaction and process experience”, and constructs a systematic activity plan covering three levels: “perception and imitation”, “understanding and communication” and “creation and expression”. The research shows that combining the sociolinguistic perspective with aesthetic education goals can effectively guide English teaching from isolated knowledge transmission to social and cultural practice in real contexts, enabling students to simultaneously improve their aesthetic literacy, cross-cultural competence and professional identity in the process of language learning. This study aims to provide a practical paradigm reference of “language + aesthetics + profession” integration for the reform of English teaching in higher vocational colleges.

**Keywords:** Sociolinguistics; Higher vocational English; Aesthetic education; Activity design; Professional literacy

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## 1. Introduction

Under the guidance of the educational policy of “five education simultaneously”, aesthetic education, as a key

element in cultivating all-round development talents, has become increasingly prominent in its strategic position. In 2020, the General Office of the Communist Party of China Central Committee and the General Office of the State Council issued the “Opinions on Comprehensively Strengthening and Improving School Aesthetic Education in the New Era,” which clearly pointed out that aesthetic education should be “organically integrated” into the teaching of various disciplines<sup>[1]</sup>. Higher vocational education aims at cultivating “high-quality technical and skilled talents”<sup>[2]</sup>, and the connotation of talent literacy not only includes professional competence, but also should have a humanistic spirit and aesthetic literacy. However, the current college English teaching in higher vocational colleges generally has instrumental and examination-oriented tendencies<sup>[3]</sup>. The teaching focus is on the inculcation of language knowledge, such as vocabulary and grammar, as well as the pursuit of passing rates of grade examinations, ignoring the cultural heritage and aesthetic value carried by language, resulting in the fragmented phenomenon of “only seeing language but not culture; only emphasizing skills but neglecting literacy”. This model can neither meet the needs of students’ all-round development nor conform to the concept of “integrating morality and skills” in vocational education<sup>[4]</sup>.

Sociolinguistics provides a theoretical perspective for examining and reforming this situation. Beyond the static analysis of internal language structures, it focuses on the actual use of language in social life and reveals the dynamic interweaving of language with social culture, group identity and power relations. Language learning is far more than mastering a symbol system; it is a process of understanding culture, entering communities and constructing identity<sup>[5]</sup>. This is highly consistent with the goal of aesthetic education, advocating “improving personality and understanding culture through aesthetic experience”. Introducing the sociolinguistic perspective into higher vocational English classrooms means that teaching should shift from isolated sentence pattern drills to real social and cultural contexts, and from passive knowledge reception to active meaning negotiation and identity construction<sup>[6]</sup>, which opens a natural channel for the integration of aesthetic education—perceiving the beauty of cultural differences in the social use of language, appreciating the beauty of expressive art in communicative interaction, and creating the beauty of personalized expression in the exploration of professional identity.

This study selects Zhanjiang Preschool Education College as a case. As a higher vocational college for normal education, its students will directly engage in early childhood and primary school education in the future and shoulder the mission of aesthetic education. Students’ own aesthetic literacy, cultural taste and cross-cultural understanding ability will profoundly affect the growth of the next generation. Therefore, integrating aesthetic education into college English teaching is not only a response to national policies and educational concepts, but also an inherent demand for the training of professional talents. However, how to break through the traditional teaching model and design learning activities that can effectively improve language application ability, naturally infiltrate aesthetic education and conform to the professional characteristics of normal students is still a practical issue that needs to be explored.

## **2. Theoretical framework and literature review**

### **2.1. Core concepts of sociolinguistics and their enlightenment to higher vocational English teaching**

The fundamental essence of sociolinguistics is to liberate language from the symbol system and examine it in vivid and dynamic social life. Its core proposition is “who speaks what, to whom, in what way, on what occasion”<sup>[5]</sup>, which directly challenges the traditional language teaching concept that regards language as a fixed set of rules. Sociolinguistics provides three key enlightenment for language teaching:

First, the essence of language is a social communication tool. Sociolinguistics holds that the appropriateness of language is equally important as fluency. Classic studies on phonetic variants of New York citizens have proved that language use shows systematic differences according to social class, context and communicative purpose. This enlightenment requires higher vocational English teaching to go beyond the single standard of syntactic correctness and focus on cultivating students' ability to use language appropriately in different social contexts.

Second, language is closely intertwined with culture and identity. Interactional sociolinguistics holds that language choice is a strategy to construct social identity and realize communicative intentions<sup>[6]</sup>. Furthermore, the concept of "investment" is proposed, believing that learners' investment in the target language is closely related to the social identity and material returns they expect to obtain. For higher vocational students, English learning is not only the acquisition of skills, but also an investment and construction process for their future professional identity.

Third, emphasizing authentic corpus and communicative practice. The research methods of sociolinguistics rely on the observation and analysis of naturally occurring language phenomena in real speech communities. This requires English teaching materials to turn to corpora in real workplaces, daily life and multimedia, and let students learn language in simulated or real communication through task-based and project-based activities<sup>[7]</sup>.

This perspective points out a path for the reform of higher vocational English teaching: shifting from isolated "language knowledge transmission" to "the coordinated development of communicative competence and identity" embedded in social and cultural contexts.

## **2.2. Connotation of aesthetic education and its value expansion in higher vocational education**

Aesthetic education is also known as aesthetic education. The modern view of aesthetic education has shifted from traditional art skill education to the combination of "emotional education" and "personality education". Placing aesthetic education in the special context of higher vocational education, its value presents two distinct dimensions:

First, as a core component of professional literacy. The requirements of modern industrial upgrading for technical and skilled talents have changed from single operational proficiency to comprehensive literacy, including aesthetic judgment, humanistic care and innovative thinking. For the future teachers trained by Zhanjiang Preschool Education College, aesthetic education ability is their core professional competence. They not only need to have good aesthetic taste themselves, but also master the methods of integrating aesthetic education into children's educational activities<sup>[8]</sup>. Therefore, higher vocational aesthetic education has a direct professional orientation.

Second, as a balancing force against the excessive expansion of "instrumental rationality". Higher vocational education tends to emphasize practical skill training, leading to a lack of a humanistic spirit and one-sided development of students. With its perceptual, experiential, and creative characteristics, aesthetic education can effectively arouse students' emotional world, stimulate their love and imagination for life, culture, and work, thereby cultivating complete people who "use both hands and brains, and integrate body and mind". At this level, aesthetic education is the key to realizing the "high-quality" connotation of higher vocational education.

## **2.3. Connection between sociolinguistics and aesthetic education: The integration basis of higher vocational English classrooms**

The integration of sociolinguistics and aesthetic education in higher vocational English classrooms is not a simple combination of "language classes" and "art appreciation", but based on the inherently interconnected theoretical

logic of the two, mainly reflected in the following three levels:

- (1) Language aesthetic level. Language itself has formal beauty. Sociolinguistic research on language variants enables us to guide students to appreciate the linguistic beauty of English. This goes beyond tedious grammatical analysis and makes language learning itself an aesthetic experience.
- (2) Cultural aesthetic level. Language is the carrier of culture. Sociolinguistic research on cross-cultural communication includes a deep cultural aesthetic process: by comparing the different expression ways of Chinese and Western languages, students can appreciate the beauty of diverse cultures and critically reflect on their own culture, thus cultivating an open, inclusive and appreciative cross-cultural aesthetic attitude.
- (3) Aesthetic level of identity construction. Sociolinguistics holds that learners are also trying and negotiating new social identities through the use of new languages. Through various activities, students consciously shape an “ideal self” in English. This process of self-expression and self-creation is exactly the embodiment of “human objectification” and “free creation” emphasized by aesthetic education, which has the dual significance of professional identity shaping and personal aesthetic realization.

Therefore, from the sociolinguistic perspective, aesthetic education activities in higher vocational English classrooms should guide students to perceive the beauty of language forms, understand the beauty of diverse cultures, and ultimately realize the beauty of personality that unifies professional identity and personal value in creative expression in social and cultural contexts.

### **3. Current situation review: Opportunities and challenges of integrating aesthetic education into college English teaching in Zhanjiang preschool education college**

This part aims to examine the current situation of college English teaching in Zhanjiang Preschool Education College based on field observations, informal interviews and analysis of teaching materials, focusing on the existing foundation and practical dilemmas of integrating aesthetic education, so as to provide a realistic basis for the subsequent activity design.

#### **3.1. Characteristic analysis of teaching subjects, objects and environment**

At the student level, most students of the college are from the province, and most of them have relatively weak English foundations, and have a certain sense of difficulty and alienation from the traditional grammar-translation teaching model. However, students of the college generally have strong image thinking ability, artistic perception, and lively desire for expression, which provides a good psychological foundation for introducing aesthetic and situational activities in English learning.

At the curriculum level, the current college English courses still mainly adopt the national planning textbooks for vocational education during the “14th Five-Year Plan” period, and the teaching content focuses on daily life topics and basic language skill training. Although the curriculum objectives mention “cross-cultural communication competence”, in practice, the discussion of culture often stays at the level of superficial information introduction, which has weak correlation with in-depth cultural aesthetic experience and local cultural resources. The assessment method is still dominated by written examinations, focusing on the memory and understanding of language knowledge.

At the teacher level, most teachers have realized the limitations of pure language knowledge teaching, and tried to introduce materials such as English songs and film and television clips into the classroom to improve

interest. However, these attempts are mostly scattered “embellishments”, and there is no conscious curriculum reconstruction from the perspective of sociolinguistics and systematic aesthetic education, nor is there a design that deeply combines language training with the core professional competence of normal students.

### 3.2. Main problems and challenges

Based on the above analysis, there are three core problems at present:

- (1) Fragmented conceptual cognition: The understanding of aesthetic education mostly stays at the level of “art form introduction”, and fails to rise to the integrated concept of cultivating “aesthetic literacy” and “professional identity” through language social practice. The correlation between teaching activities and “social context” and “identity construction” is low, leading to the separation of aesthetic education and language teaching<sup>[9]</sup>.
- (2) Superficial and de-focused activity design: Existing activities stop at mobilizing the atmosphere, fail to deeply explore the social and cultural implications and aesthetic characteristics of language materials themselves, and also fail to effectively guide students to conduct critical aesthetic comparison and creative language output. The activity design fails to make full use of the core professional situation of “normal education” and has insufficient combination with future work scenarios.
- (3) Lack of evaluation mechanism: The current evaluation system cannot measure students’ growth in aesthetic perception, cultural understanding, creative expression and other aspects. Students’ participation in aesthetic activities, creative performance and their reflection on professional identity are not included in the effective evaluation category, resulting in the lack of sustained motivation and improvement basis for the integration of aesthetic education.

### 3.3. Unique opportunities and advantages

Despite the challenges, Zhanjiang Preschool Education College also has unique advantages in carrying out English aesthetic education practice from the sociolinguistic perspective:

- (1) Distinct professional orientation: The professional attribute of normal education requires teaching to focus on the comprehensive literacy and demonstration ability of students. Therefore, combining English learning with the cultivation of future teachers’ aesthetic expression and activity design ability has natural legitimacy and urgency.
- (2) Rich local cultural resources: The rich local culture of Zhanjiang and Leizhou Peninsula provides unique aesthetic materials for English teaching in non-native cultural backgrounds. Guiding students to understand and express local culture in English is an excellent path to practice the sociolinguistic concepts of “real context” and “cultural identity”.
- (3) Potential space for skill transfer: Students’ existing artistic skills can become effective carriers for English learning and display. By designing relevant activities combined with English, the coordinated development of language skills, aesthetic ability and professional literacy can be realized.
- (4) English teaching in Zhanjiang Preschool Education College is in a critical transition period: it faces the challenge of breaking through the traditional model and realizing in-depth reform, and also has significant opportunities for innovation based on school-based characteristics. Based on this current situation, systematic activity design principles are proposed in this paper.

## **4. Design principles: The construction logic of English aesthetic education activities from the sociolinguistic perspective**

Based on the guidance of the theoretical framework and the basis of current situation analysis, this study puts forward the following four core principles to guide the systematic design of aesthetic education activities in English classrooms of Zhanjiang Preschool Education College. These principles aim to transform the theoretical concerns of sociolinguistics and the practical goals of aesthetic education into specific and operable teaching action guidelines.

### **4.1. Principle of contextual authenticity and professional anchoring**

This principle directly originates from the core assertion of sociolinguistics that “language use is highly context-dependent”. It requires activity design to abandon the practice of fabricating scenarios for language practice, and instead anchor in real or highly simulated social and professional communicative scenarios. For students of Zhanjiang Preschool Education College, this means deeply integrating English learning with the future work context of teachers. A real context can not only greatly enhance learning motivation and sense of meaning, but also enable students to naturally experience the appropriateness of language, the constraints of social culture, and the beauty of communication art and strategies in the process of solving practical communicative problems. Professional anchoring ensures that aesthetic education is not an external addition, but inherent in the process of professional competence cultivation.

### **4.2. Principle of cultural comparison and aesthetic integration**

This principle emphasizes that activity design should consciously guide students to conduct aesthetic appreciation and critical thinking in cross-cultural comparison. This requires going beyond the simple listing of cultural facts and deeply exploring the differences in values, thinking modes and expression habits between different cultures and their aesthetic manifestations.

### **4.3. Principle of identity construction and creative expression**

This principle integrates the “identity investment” theory of sociolinguistics and the “creative” nature of aesthetic education. It advocates that activities should become a creative process for students to explore, try and construct their “ideal professional self” using English. Learning activities should not stop at imitation and reproduction, but encourage students to carry out personalized meaning production and aesthetic creation.

### **4.4. Principle of multi-dimensional interaction and process experience**

Sociolinguistics attaches importance to the interactive nature of language communication, while aesthetic education emphasizes personal aesthetic experience. This principle requires activity design to ensure sufficient and multi-dimensional interaction and in-depth process participation. Activities should be designed as projects or tasks that need to be completed through collaboration, emphasizing the generation of learning outcomes in social interactions such as discussion, negotiation, rehearsal and display. The focus of evaluation should partially shift from a single terminal product to the emphasis on process values such as cooperation, negotiation, reflection and creative inspiration. This principle ensures the democracy, sociality and generativeness of aesthetic education experience, making the classroom a community of aesthetic practice and language learning.

## **5. Practical path: Classified design and examples of English aesthetic education activities for Zhanjiang preschool education college**

The college English textbook used by Zhanjiang Preschool Education College is the national planning textbook for vocational education during the “14th Five-Year Plan” period, “New Era Higher Vocational English (Basic Module).” This chapter aims to transform the aforementioned four design principles into specific activity plans applicable to English classrooms of Zhanjiang Preschool Education College. The activity design follows the cognitive and ability progressive law from “perception” to “understanding” and then to “creation”<sup>[10]</sup>, forming a spiral-up practice system to ensure the systematicness and hierarchy of the integration of aesthetic education.

### **5.1. Perception and imitation layer: Appreciating the sensory beauty of language and culture**

This level of activity aims to awaken students’ aesthetic senses, guide them to pay attention to and experience the surface aesthetic characteristics of English language forms and cultural symbols, and cultivate keen perception.

(1) Design orientation: Focus on the material and cultural visual beauty of language, and conduct preliminary experiences through imitation and comparison.

(2) Example of core activities:

(a) “Emotional Map in Rhythm” - English Song Rhythm Workshop

Design concept: Select English songs with positive and rhythmic themes from textbooks for students to learn and sing. The activity not only explains vocabulary and syntax, but also guides students to analyze how stress, linking, pauses, and intonation work together to construct rhythm and convey emotions. Students experience the phonetic beauty and emotional expression of English through repeated singing, imitation, and group singing.

The integration point of aesthetic education and language: Extending language learning from “semantic decoding” to “sound aesthetics,” and experiencing the infectious power of language as a sound art.

(b) “Dialogue of Symbols” - Comparative Analysis of Visual Symbols in Chinese and Western Festivals

Design concept: Display typical visual symbols of Chinese and Western festivals. Students were guided to group and describe and compare the core visual symbols, color preferences, and their symbolic meanings in English. Further explore the cultural psychology and values behind these differences in aesthetic forms.

Integration of aesthetic education and language: Train students to observe, describe, and compare visual cultural symbols, understand the cultural roots of aesthetic forms, and learn English expressions for cultural comparison.

### **5.2. Understanding and communication layer: Applying and appreciating beauty in context**

This level of activity places students in more complex social and linguistic contexts, requiring them to use language for specific communicative purposes based on understanding cultural differences and aesthetic connotations, and achieve appropriate and effective communication.

(1) Design orientation: Emphasize the comprehensive use of language skills and aesthetic judgment in

real communication tasks.

(2) Example of core activities:

(a) I am a designer of English activities for young children

Design concept: Set tasks - Encourage students to design an English-themed activity for the kindergarten's "World Culture Week" during the three rural activities at the end of each semester. The student group needs to select a cultural point and design a lesson plan that includes simple English instructions, songs, props, and interactive elements. In classroom simulation presentations, the focus is on evaluating the fun of the activities, the appropriateness of the cultural content, and the clarity and appropriateness of the English instructions.

Integration point of aesthetic education and language: closely integrating aesthetic creation with professional practice, and exercising communication skills in English for activity planning and organization through real tasks

(b) "Zhanjiang Cultural International Promotion Ambassador"

Design concept: Student groups select a local cultural element from Zhanjiang and collaborate to create a brief English promotional material. The content includes cultural description, aesthetic value interpretation, and experience invitation.

Integration point of aesthetic education and language: Deepen the aesthetic recognition of local culture, and complete the leap from Chinese cultural cognition to English cultural translation and expression, practicing the advanced communicative function of cross-cultural promotion.

### **5.3. Creation and expression layer: Integrating output aesthetics and professional identity**

This level is the highest stage of the practical path, encouraging students to comprehensively apply the perceptual, understanding, and communicative abilities accumulated in the first two stages, and engage in comprehensive and creative language and aesthetic output, clearly demonstrating their professional identity.

(1) Design orientation: Emphasize originality, complete output of individual or group works, and professional role awareness reflected in the works.

(2) Example of core activities:

(a) Our Cross-Cultural Picture Book Creation Project

Design concept: Student groups collaborate to create a simple English picture book for children. Require the story to naturally integrate at least one cultural element from both Eastern and Western cultures, and convey positive values.

The integration point of aesthetic education and language: The complete process from aesthetic conception, story creation, graphic and textual coordination to language polishing is a model activity for achieving cultural aesthetic integration and creative language output.

(b) "Education-themed English micro theatre"

Design concept: Around an educational theme, the group will write, direct, and perform an English short drama. Script creation needs to consider the compatibility between the language style of the characters and their identity and personality. Stage performance should include simple body language, facial expressions, and the use of props. After the performance, there will be a group peer evaluation and sharing of creative experiences in the English version.

The integration point of aesthetic education and language: This is the ultimate integration of language ability, dramatic aesthetics, educational philosophy, and teamwork. Students deepen

their professional identity as future educators through creative artistic expression.

## **6. Implementation guarantee and effect prospect**

To transform the aforementioned activity design plan into reality and ensure its educational effect, systematic support and scientific evaluation orientation are required. This part will discuss the implementation guarantee from three dimensions: teacher role, resource environment and evaluation mechanism, and make a reasonable prospect for the expected effect.

### **6.1. Reconstruction of teacher role and professional development**

In the aesthetic education integration teaching from the sociolinguistic perspective, teachers need to transform into “designers of context”, “guides of aesthetic dialogue” and “cooperators of interdisciplinary teaching and research”.

First of all, teachers need to deeply understand the social and cultural dimensions of language learning and the inherent value of aesthetic education, and be able to consciously tap teaching materials from social contexts to design learning tasks that seamlessly connect language forms, cultural connotations and aesthetic experiences. Secondly, the role of teachers should shift from leading to guiding, stimulating students’ aesthetic perception through questions, demonstrations and feedback, promoting their in-depth thinking and critical dialogue on cultural differences, rather than providing standard answers. Finally, English teachers should take the initiative to carry out cooperative teaching and research with teachers of art, music, preschool education and other majors, jointly develop curriculum resources, and improve their own aesthetic literacy and activity design ability. Schools should provide teachers with relevant workshops, training courses and interdisciplinary exchange platforms to support their professional development and transformation.

### **6.2. Development of teaching resources and construction of learning environment**

The “authenticity” principle requires teaching activities to rely on rich, high-quality teaching resources that are in line with professional situations. This requires targeted resource development and overall construction of the learning environment.

On the one hand, a digital resource library integrating “local-international” dual lines should be built. The resource library not only includes excerpts of classic English literature, film and television, and works of art, but also systematically collects pictures, texts, audio and video materials reflecting Zhanjiang’s local culture, and converts them into multimodal corpora suitable for English teaching. At the same time, actively collect real professional scenario videos and case texts related to early childhood education and cross-cultural communication to provide support for creating simulated contexts. On the other hand, the construction of learning space should reflect the concept of “aesthetic community”. Classrooms can set up “English aesthetic education works display corners”, and at the same time use online platforms to establish class portfolios. By sharing learning outcomes, encourage peer evaluation and cross-class communication, thereby creating an immersive and interactive aesthetic language learning environment.

### **6.3. Optimization and reconstruction of evaluation system**

The traditional evaluation method dominated by written examinations cannot effectively measure the effect of aesthetic education activities. It is necessary to construct a “comprehensive evaluation system combining process

and performance, and multi-dimensional”.

Process evaluation focuses on students’ investment and development in the whole process of activities. Through observation records, learning logs, group collaboration records and other methods, students’ aesthetic participation, depth of cultural understanding and creative conception process can be evaluated. Performance evaluation focuses on the final comprehensive output. According to the type of activity, formulate a clear evaluation rubric to conduct hierarchical evaluation of students’ works in multiple dimensions such as the quality of language use, aesthetic creative performance, transmission of cultural connotations and fit with professional situations.

#### **6.4. Expected effect and promotion value**

Through the teaching practice supported by the above guarantee measures, the following transformations and effects are expected to be achieved in English teaching of Zhanjiang Preschool Education College:

First, students’ learning paradigm will shift from “passive acceptance” to “active inquiry and creation”. Driven by real, interesting and aesthetically challenging tasks, students’ internal motivation will be stimulated, the learning process will pay more attention to meaning construction and identity investment, and English learning will become more personally meaningful and fulfilling.

Second, the teaching goal will be upgraded from “single language skill” to “integrated development of composite literacy”. Students can not only improve their English communicative ability in specific contexts, but also synchronously exercise their aesthetic perception, cultural sensitivity, critical thinking and creative expression ability, which are the core competitiveness necessary for future teachers.

Third, the curriculum attribute will be deepened from “public basic course” to “professional literacy support course”. English courses will be more closely connected with the talent training goals of normal majors, becoming an important platform for students to build an international perspective, cultivate educational feelings and master cross-cultural educational methods.

Although the framework and cases proposed in this study are based on the specific context of Zhanjiang Preschool Education College, the design logic behind them—realizing the in-depth integration of language education and aesthetic education through serialized and professionally anchored aesthetic activities within the three-dimensional framework of “context-culture-identity” in sociolinguistics—also has important reference and adaptation value for other types of higher vocational colleges, providing an explorative characteristic path for the reform of public English courses in higher vocational education.

### **7. Conclusion**

Taking sociolinguistics as the theoretical lens and Zhanjiang Preschool Education College as the practice field, this study systematically explores the activity design path of integrating aesthetic education into college English classrooms in higher vocational colleges. The main conclusions of the study are as follows:

First, the study demonstrates the rationality and necessity of the in-depth integration of sociolinguistics and aesthetic education in higher vocational English teaching. Sociolinguistics regards language as a communicative practice rooted in social culture and serving identity construction. This perspective breaks the stereotype of confining language teaching to instrumental skill training, and provides a solid theoretical fulcrum for the natural infiltration of aesthetic education in real contexts. The perceptual experience, cultural understanding and creative expression concerned by aesthetic education can be realized and sublimated in the social use of

language. For vocational colleges such as Zhanjiang Preschool Education College, this integration is not only the implementation of the policy requirement of “five education simultaneously”, but also directly points to the inherent needs of students’ professional identity and comprehensive literacy cultivation.

Second, this study constructs a three-in-one practical framework of “principles-paths-guarantees”. The four core design principles transform theories into action guidelines. The three-level activity system designed based on this provides specific steps from aesthetic input to comprehensive and professional output, enabling aesthetic education goals to be implemented through a series of operable and assessable classroom tasks. At the same time, the systematic consideration of teacher roles, resource environment and evaluation mechanisms ensures the integrity and feasibility of the framework from design to implementation.

The limitation of this study is that although the proposed activity design framework is based on theoretical analysis and school-based current situation investigation, its actual effectiveness has not been fully verified through large-scale and long-term teaching experiments. The specific impact of the framework on students’ language ability, aesthetic literacy and professional identity needs to be quantitatively and qualitatively evaluated through rigorous action research, questionnaires and in-depth interviews in the future.

Looking forward to the future, the exploration initiated by this study can be deepened in two directions: school-based and cross-college/cross-professional. Future research can explore how to adaptively adjust and characterize this framework according to the professional scenarios and literacy requirements of different majors, so as to promote the extensive and in-depth development of English aesthetic education practice from the sociolinguistic perspective in the field of higher vocational education.

## Disclosure statement

The author declares no conflict of interest.

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