



Needs Analysis of ESP Courses for Pre-service Flight Attendants

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ABSTRACT

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The purpose of this study is to analyze the practical needs of pre-service flight attendant students, identify any problems, and give suggestions on developing English for Specific Purposes (ESP) courses for them. For data collection, the researcher conducted an online survey on the respective needs of 144 university students majoring in airline services and three professors in the department of airline services at G University in Korea and interviewed five students. The questionnaire given to the students was composed of 23 items, and its responses were descriptively analyzed. As for the responses to the interview and open-ended survey questions, the responses were analyzed by coding and were grouped into the questionnaire categories. Consequently, most students felt that English is an important part of their work. Among the four main English skills, the needs for speaking skills were emphasized. In terms of ESP courses, they wanted a greater variety of English courses and preferred team teaching with an aviation expert and an English education expert. The results of the interview indicated that some of the current English courses were not designed for a specific purpose. Accordingly, this study identified some challenges to designing and implementing an appropriate ESP program matched with future job-related needs.

I. INTRODUCTION

Generally, English for Specific Purposes (ESP) is regarded as “a system of language learning and teaching developed to accommodate English as a second language (ESL)/ English as a foreign language (EFL) to learners’ specific needs in learning English” (J. Park, 2003, p. 137). Since the 1980s, as various stakeholders felt the need for specific English abilities depending on their requirements in their job, more English as an academic purpose (EAP) or ESP, and occupational purpose (EOP) programs have been developed and provided in ELT (Hyland, 2006; K. Sung, S. Yang, & H. Jung, 2016). The important purposes of those programs

are to enhance learners’ motivation and to help them acquire both language and content knowledge. Several ESP studies (Y. Hong & C. Lee, 2011; H. Hwang, 2001; J. Jeon & Y. Choi, 2002; M. Ko, 2011; J. Park, 2003; P. Park, 2013) showed that current trends of ESP programs in Korean universities have applied ESP theories more authentically and practically in their English programs. The universities have begun to emphasize the practical side of English and have shifted their focuses from establishing scholarly knowledge to developing the required English abilities or skills in specific situations (M. Ko, 2011). However, in the EFL context like Korea, there is still an excessive emphasis on basic interpersonal communication skills regardless of their future

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jobs or major fields (Cummins, 1979; K. Sung, S. Yang, & H. Jung, 2016).

Therefore, professional schools need to develop an authentic and practical English curriculum to meet job-related and situation-specific needs of English. According to diverse and changing workplace requirements, this study explores the curricular and instructional materials of a professional program examining whether the needs of workplace are effectively addressed.

Flight attendants, especially, who work on international routes usually meet passengers from all over the world. To handle their business, they have to speak the internationally recognized *de facto* lingua franca, English. This means, flight attendants must be competent in English to handle every possible situation during their flight duties and even when off-duty. Thus, flight attendants need to develop proficient English communication skills before they are put in real work conditions. The professional program for flight attendants provides English programs which intent to prepare pre-service flight attendants with sufficient English proficiency employing communicative syllabus.

Eventually, this paper focuses on the pre-service flight attendants' job-related specific needs, tries to find out the challenges posed and makes suggestions for ESP course improvement. The results may provide the program with meaningful insights concerning general perceptions of the courses, and students' specific job-related needs to improve such ESP courses.

II. LITERATURE REVIEW

1. ESP Needs Analysis

In the 1960s, due to the influence of a communicative language learning approach that responded learners needs, English education, which was centered on specific situation and jobs, was introduced (J. Kang, 2009). That is, while many different people accept the view of learning English to communicate with each other, there is also a call for learners' acquisition of specific English abilities to accomplish tasks in their future jobs (K. Sung, S. Yang, & H. Jung, 2016).

Among the research on ESP, there exist a lot of studies on needs analysis. These studies examined the needs of a specific group given that their career goals and future roles were unique. Hutchinson and Waters (1987) noted that ESP differs from general English in that it "recognizes" its needs, not with or without learning needs. If the instructor recognizes why s/he needs English in the target situation, s/he will draw a more specific picture of what should be conveyed as a rational content in the development of the lesson and which ability of the learners should be focused on. Thus, the design of the ESP process involves discovering which language and skills the course developer needs to set up. The information identified here will improve the content of the ESP process (Basturkmen, 2010). This is called needs

analysis. Needs analysis is not only important for teachers and curriculum developers to develop courses suitable for the learners and target fields, but also an important measure for determining the content and direction of a curriculum.

As mentioned earlier, ESP is based on the special needs of learners and therefore ESP instructors and textbooks must meet the learners' requirements. In particular, ESP needs analysis provides information about the linguistic features of English performed by learners in a target situation (Hutchinson & Waters, 1987). The needs analysis has the advantage of being able to provide tailor-made teaching especially based on the needs of learners, and it is also consistent with ESP's purpose of intensively learning the required English in certain areas of job (W. Jang, 2010). It serves to provide essential information, especially when producing or selecting ESP teaching materials. For example, P. Park (2013) conducted a study on the current status of English education for military aviation personnel. This study focused on military aviation personnel's work-related specific needs and attempted to find out problems and suggestions for the program improvement. The purpose of the study was to present the current English programs available in the Republic of Korea's Air Force, identify any potential weaknesses, and suggest improvements to develop a customized ESP aviation course.

Likewise, Ulucay and Demirel (2011) regarded needs analysis as the essential part of the learning-teaching process since it provided the ultimate information for the design of the model curriculum. They aimed to explore perceptions of the English needs of Logistics students at the University Vocational School in Istanbul from professionals, instructors, and students – past and present. Throughout the study, the importance of designing an ESP curriculum adapted for the Logistics department in order to train the learners with adequate knowledge in their field in addition to the necessary English skills so as to help them to be successful in their professional lives was emphasized.

2. ESP Curriculum for EFL Learners

ESP has been developed to meet the special requirements of ESL and EFL learners when they learn English. According to the results of S. Park's (2005) research, the main differences between Korean flight attendants and foreign flight attendants were that each were dependent on their own specific needs in terms of different working environments and different language learning situations. While flight attendants who were Korean were not confident speaking in English, those who were foreigners were more confident due to their different personal backgrounds and English exposure time.

Several studies on ESP needs analysis have been also conducted in various fields such as medical fields (Gass, 2012), engineering (Spence & Liu, 2013), navigation (S. Choi, 2014), logistics (Ulucay & Demirel, 2011), and in military service (K. Sung, S. Yang, & H. Jung, 2016). S. Choi (2014) designed an ESP curriculum for EFL learners at a college of navigation. She aimed to identify what was

needed to improve the ESP curriculum for EFL college learners in the air navigation department. This is because English is the official language of air navigation all over the world, as the international civil aviation organization (ICAO) specifies that all communications between pilots and air traffic controllers (ATC) should be conducted in English (Cutting, 2012); and accurate communication is critical for safety. For this purpose, putting learners at the center of the analysis and identifying their subjective and objective needs served as a departure in formulating the curriculum. Then, the target situation was analyzed depending on the short-term aim of finding a job, followed by long-term needs for successfully performing future tasks as a pilot. Based on her findings, she suggested that an ideal ESP curriculum for learners in navigational studies should focus on the successful language performance and tasks to be given in future working environment, rather than on immediate requirements for getting a job. As she said, in particular, special attention needed to be paid to improving learners' productive language competencies through a wide range of extra-curricular activities and a series of hands-on trainings, specifically for a higher command in oral communication.

Gass (2012) focused on the needs analysis and situational analysis for designing an ESP curriculum for Thai nurses. English was more needed as the numbers of medical tourists were increasing; nurses were expected to be able to communicate with the patient (customer) in English. For this reason, their predominant needs included speaking and listening skills and vocabulary related to the field, which would allow them to develop a higher quality of service. The study was based on both quantitative and qualitative data including a needs analysis questionnaire, situational analysis – observations and interviews with nurses, patients, and hospitals' directors. In conclusion, there were several important aspects that helped to shape the course: the skills most needed for their job are listening and speaking. Thus, it can be said that his study had pedagogical implications for designing a learner-centered specialized English curriculum to improve the Thai nurses' communicative skills.

The situation is the same for engineers. In a similar vein, Spence and Liu (2013) presented a characterization of the tasks requiring English and the associated English skills that process integration engineers (PIEs) need at the Taiwan semiconductor manufacturing company. According to them, engineers faced lots of English communicative events similar to other Asia-Pacific nations. Also, the need for English increased in tandem with the engineer's career and with speaking skills in building relationships and particular demands for customer visits. Thus, ESP instructors and engineering English course designers should endeavor to include authentic training in specific areas such as presentations, genre-specific writing, and computer-mediated communication.

3. ESP for Pre-service Flight Attendant Students

With regards to ESP research for pre-service flight attendants, Baroto, Iragiliati and Anugerahwati (2016) studied

the development of an English textbook for pre-service flight attendant students while undergoing training. The developed textbook was based on the existing syllabus and through needs analysis. Needs were determined by surveying pre-service flight attendant students, ESP teachers, and experienced flight attendants. The developed product contained ten units related to the actual in-flight working atmosphere. This developed product was absolutely matched with what pre-service students' English need in the workplace. Thus, they noted that it would be of truly advantageous assistance for students to learn contextual aviation English. There is, however, a limitation in this study, which is the developed product was based on the current findings and students' necessity in learning English, particularly in Sekar Gegani Training Center. Therefore, in accordance with the Korean situation, this study was carried out on the university students majoring in airline services.

H. Im and S. Park (2015) surveyed 106 university students majoring in airline services and interviewed 3 flight attendants. They analyzed target situations and practical needs of the students and gave some suggestions on developing ESP curricula for airline service majors. They provided some suggestions as follows. First, diverse English courses need to be developed to balance the students' learning. Second, a task-based syllabus has to be considered in relation to the real world. Third, appropriate ESP materials for the students should be developed based on the needs analysis.

According to K. Choi's (2019) study, she analyzed the needs of students studying airline service English within the ESP context. The 68 college students studying airline service English thought the competency units of 4 (In-flight service), 6 (Post-landing service), 8 (Dealing with a medical emergency), and 9 (Cabin crew management) were those they most wanted to learn. They also felt that those are interesting and necessary. To conclude, her study recommended an alternated sequence of the nine units based on the necessity and importance indicated by the students and the industry experts.

From these studies, the overall implication in designing an ESP curriculum is that learners as well as their needs have become a crucial factor in curriculum design. It means that conducting needs analysis is also an important part of ESP curriculum development. In the airline service field, communication with passengers is especially important, so foreign language ability among the qualifications of flight attendants is mentioned not only in the curriculum of department but also in the required qualifications of airlines. Y. Choi and Y. Kim (2014) stated that the English curriculum in airline services consists of courses that prepare for English proficiency (i.e., TOEIC) rather than improving their actual English communication skills. Therefore, it is necessary to develop a systematic curriculum suitable for the ESP curriculum of the airline services major. In spite of the fact that ESP has extensively been studied in various areas, there is still little literature available on English for airline flight attendants. Therefore, it is time to closely look into the current situation of English education for pre-service flight

attendants. The research questions are as follows:

- 1) How do the pre-service flight attendant students perceive their English curriculum?
- 2) What specific job-related needs do pre-service flight attendant students have?

III. METHOD

The needs analysis technique is a crucial initiation point when designing a curriculum. Hutchinson and Waters (1987) mentioned, "A number of ways in which information can be gathered about needs, such as: questionnaires, interviews, observations, and informal consultations with sponsors, learners, and so on" (p. 58). The purpose of this study is to analyze the practical needs of pre-service flight attendant students and give some suggestions on developing ESP courses for them. Consequently, it was supposed that students of G University majoring in airline services and their professors were suitable for this purpose.

1. Participants

In this study, 144 students who attend department of airline service at G University participated in the survey. All the participants were female, and they were in their early twenties (the age of 20-23). The Department of Airline Services was founded in 2004 at G University in Korea and has been developed since the establishment. This is a four-year-course college and there are 15 professors (including adjunct professors) in the department. Five of the students participated in the interview. Also, for the interview, three professors who are currently in charge of the course in airline service major participated. One professor, who is a foreign professor, has over 10 years' experience in teaching English in many English institutions but does not have working experience in aviation industries. He teaches 'Airline English conversation.' The other two were experienced flight attendants in C Airlines and D Airlines, and they worked for more than 5 years in their respective companies. One professor teaches 'Airline interview English' and 'In-flight practical English', and the other professor teaches 'Interview English,' which is closer to English for general purposes (EGP).

2. Data Collection

The needs analysis is a very crucial initiation step when offering a course or designing a curriculum. The data from the needs analysis was obtained from three investigations: the first method is by giving questionnaires; the second is an interview with five pre-service flight attendant students at G University; and the third is an interview with three professors who teach English courses.

First, an online survey was conducted on 144 pre-service flight attendant students in the form of a question-

naire. The online questionnaire program 'Naver office form' was used. The researcher modified the questionnaire of S. Park's (2006) and H. Im and S. Park's (2015) studies depending on the research questions and the participants (see Appendix). For its internal consistency, the researcher asked the experts in the aviation field who had much expertise and experience in aviation English teaching or aviation industry. The questionnaire had 23 items including one open-ended question and covered the following points: general opinion of English Learning, the importance of English, general perception of English courses and textbooks, and suggestions for the ESP courses' improvement. The questionnaire's responses were graded by using a 4- or 5- point Likert scale according to different questionnaire items. The purpose of the questionnaire was to obtain as much information as possible about the students' needs and to verify the current situation of the ESP course. The questionnaire was presented in Korean in order to avoid any misunderstandings.

After administering the questionnaire, five students were interviewed individually in order to get more detailed information. There were two major reasons to additionally conduct it: to provide further insights into the results of the questionnaire survey and to explore additional ideas on the current situation of the ESP course. The students were randomly selected from each grade. During the interview, the students were given frequent opportunities to express their opinions freely and expanded upon questions posed by the researcher. The guideline questions were quite similar to the questionnaire; however, there were some further elaborations on some points, so the researcher tried to find out why such survey results arose.

Finally, the researcher conducted an open-ended survey to three professors who had work experience as flight attendants or who had English teaching experience. She modified the questionnaire used in Baroto, Iragiliati and Anugerahwati's (2016) study to suit the university situation because they targeted pre-service attendant students having training in the flight attendant training center. Again, the researcher asked the experts for reliability. While the students in their study were graduate students from high school who wanted to pursue their careers as cabin crew or Ground staff, the participants in this study were undergraduates who wanted to be flight attendants. The questions covered were as follows: 1) backgrounds of the professor (i.e., their teaching experience and working experience as a flight attendant), 2) current curriculum, and 3) suggestions for the English course's improvement. Unlike the case of students' interviews, the interview questions to them were delivered via email and the professors replied via email due to their busy schedules.

3. Data Analysis

The questionnaire was analyzed based on frequency analysis. The 'Naver office form' automatically showed the frequency and percentage (%), and then these were tabulated and used in the results of this study. This indi-

cated how many cases (number of respondents) belong to each category in a variable (frequency), and show the ratio (%) of each case to total respondents. The questionnaires were divided into five categories (i.e., the general opinion of English learning, the importance of English, the general perception of English courses and English textbooks, and suggestions for the ESP courses' improvement), and each category had several subcategories. Meanwhile, the open-ended survey of three professors was conducted via e-mail. The survey questionnaire was categorized into similar concepts (i.e., current English curriculum or courses and suggestions for English course's improvement) and they were linked to the subcategories and analyzed by coding (Merriam & Tisdell, 2015). For example, a subcategory such as 'current teaching method' or 'teaching materials' was linked to the current status of English curriculum.

IV. RESULTS AND DISCUSSION

1. The General Opinion of English Learning

The four categories (1, 2, 3 and 4) in the questionnaire measured how the pre-service flight attendant students perceived English itself and their English curriculum. The first category was used to analyze the students' general opinion of English learning. About 81% students responded that their English proficiency was intermediate or low intermediate. For the question whether they study English regularly, 75 students (52.1%) studied English regularly, but 69 students (47.9%) did not. As shown in Table 1, the reasons for studying English were to get a job (61.1%), to improve English ability (23.6%), and for communication with foreigners (14.6%). In other answers, there was a desire to do it for fulfilling a dream. The students tended to focus on the short-term aim of getting a job rather than long-term needs.

When it comes to the English skills they want to learn, most students wanted to improve their speaking skill (72.2%). This point was the same as the result of Gass's (2012) study. According to the students' interviews, the majority of the students said that they feel anxious and challenged when communicating with foreigners. Also, one of the students referred to listening problems because of the foreigners' accents and vocabulary choice made the conversation hard to understand.

The students thought that the most difficult point when speaking English in flight could be dealing with passengers about their complaints (45.8%). The second biggest percentage was answering foreign passengers' questions (24.3%), and third was giving safety directions (19.4%). This suggests the need for basic speaking abilities that require wit and extemporaneousness beyond the level of reading a given script. It is shown clearly in Table 1.

TABLE 1
The General Opinion of English Learning

| | Respondent | Frequency | Percentage |
|---|--|-----------|------------|
| English proficiency | Advanced | 2 | 1.4 |
| | High intermediate | 12 | 8.3 |
| | Intermediate | 70 | 48.6 |
| | Low intermediate | 47 | 32.6 |
| | Elementary | 13 | 9.0 |
| Regular English study | Yes | 75 | 52.1 |
| | No | 69 | 47.9 |
| The reasons for studying English | To get a job | 88 | 61.1 |
| | To improve English ability | 34 | 23.6 |
| | To communicate with foreigners | 21 | 14.6 |
| | Others | 1 | 0.7 |
| English skill to learn | Reading | 9 | 6.0 |
| | Listening | 30 | 20.8 |
| | Speaking | 104 | 72.2 |
| | Writing | 1 | 0.7 |
| The most difficult points when speaking English in flight | In-flight dialogue during service | 11 | 7.6 |
| | Safety directions | 28 | 19.4 |
| | Dealing with passengers about complaints | 66 | 45.8 |
| | Answering foreigners' questions | 35 | 24.3 |
| | Public announcements | 4 | 2.8 |

2. The Importance of English

When asked the question of how important English is in your major, the majority of the students answered that English is very important (80.6%) or important (18.1%). The students rated the most important skill as speaking (75.7%) or listening (29.2%). On the other hand, reading and writing were assigned to the lowest importance. The figures were 2.1% and 0% respectively. According to the interviews, if they work as flight attendants in the future, they will meet a lot of foreign people, so they must be able to speak in English. That is, this is a reflection of the fact that the flight attendants are getting more opportunities to get to know foreigners and feel the necessity of the 'speaking' ability, which is used more in real working environment than reading and writing ability. The results can be seen in Table 2.

TABLE 2
The Importance of English

| | Respondent | Frequency | Percentage |
|----------------------------------|----------------------|-----------|------------|
| Importance of English | Very important | 116 | 80.6 |
| | Important | 26 | 18.1 |
| | Moderate | 2 | 1.4 |
| | Not important | 0 | 0 |
| | Not important at all | 0 | 0 |
| Most important skills of English | Reading | 3 | 2.1 |
| | Listening | 32 | 22.2 |
| | Writing | 0 | 0 |
| | Speaking | 109 | 75.7 |

3. The General Perception of English Courses

According to the current English curriculum, it consists of 96 credits of course work, 18 credits of which are in English courses. There are 6 English courses (Airline Interview English 1, 2; In-flight Practical English; Airline English Conversation; Interview English 1, 2), and they are all elective courses. Table 3 illustrates the general perception of current English courses. First, the question of whether the number of English classes that is currently offered is sufficient or not, 59 students (41.0%) answered 'adequate', 37.5% 'insufficient' and 21.5% 'sufficient'. And 73.6% of students thought that 6 to 10 English classes were sufficient. Therefore, it seems that some of students have complaints about the number of current English classes. This is illustrated in one of the students' responses;

The English class in our department is very poor compared to other universities. The professor emphasizes conversation in English, but does not offer many English courses to help. And most English courses are taught in third and fourth year. I would like to have a lot of subjects for English conversation study in the first and second year. Also, some of English courses were designed to just help students gain confidence in basic English speaking ability.

During the English course, 39.6% students did self-study with textbooks to improve their English skills. 23.6% of students memorized words or phrases related to aviation over and over again. One of students mentioned that they were trying to improve their speaking ability by simple rote learning like memorizing words, phrases or idioms repeatedly and listening and repeating the contents. In midterm and final exams, they took written tests (e.g. completing a dialogue). This reflected the fact that immediate oral or written tests were carried out on the students after presenting contents rather than applying various teaching methods. On the other hand, there were more positive responses to providing various vocabulary, expressions suitable for the flights, and reading materials during the English classes. The detailed results can be shown in one of the students' interview:

In the 'Airline Interview English' class, we learn vocabulary, ideas and opinions that are necessary to succeed in English interview. The contents are about flight attendants' jobs, reasons to be a flight attendant, job experience, and so on. In 'In-flight Practical English', the course contents are composed of 4 sections; 'Check-in service', 'Before taking off', 'En route service', and 'Walking around and personal touch'.

When asked about the opportunities of individual English speaking during English courses, 42.4% students felt they were given less opportunity to speak English. Even 19.4% students felt they rarely been given the opportunity to speak English. This showed that it was inconsistent with the needs of students who most wanted to learn speaking skills.

Finally, regarding the levels of satisfaction with current English courses, 89.2% of students had negative opinions such as 'moderate', 'unsatisfied' or 'not very satisfied'. Accordingly, it can be said that the degree of satisfaction with the current English courses for pre-service flight attendant students is quite low. This result showed the need for this research. Their responses are shown in Table 3.

TABLE 3
The General Perception of English Courses

| | Respondent | Frequency | Percentage |
|---|--|-----------|------------|
| The number of English classes | Sufficient | 31 | 21.5 |
| | Adequate | 59 | 41.0 |
| | Insufficient | 54 | 37.5 |
| The sufficient number of English classes | 1-5 | 30 | 20.8 |
| | 6-10 | 106 | 73.6 |
| | 11-15 | 7 | 4.9 |
| | Others | 1 | 0.7 |
| The type of lessons to improve English skill | Listen and repeat the contents | 25 | 17.4 |
| | Memorize words or phrases related to aviation repeatedly | 34 | 23.6 |
| | Discuss on flight-related topic | 15 | 10.4 |
| | Discuss or role-play after watching videos | 13 | 9.0 |
| | Self-study through textbooks | 57 | 39.6 |
| Provision of various vocabulary, expressions, and reading materials | Strongly agree | 14 | 9.7 |
| | Agree | 46 | 31.9 |
| | Neither agree nor disagree | 65 | 45.1 |
| | Disagree | 13 | 9.0 |
| English speaking time during English classes | Strongly disagree | 6 | 4.2 |
| | Too much | 4 | 2.8 |
| | Quite a lot | 13 | 9.0 |
| | Sufficient | 38 | 26.4 |
| Satisfaction with current English courses | A little | 61 | 42.4 |
| | Almost none | 28 | 19.4 |
| | Very satisfied | 10 | 6.9 |
| | Satisfied | 20 | 13.9 |
| | Moderate satisfaction | 74 | 51.4 |
| | Dissatisfied | 32 | 22.2 |
| | Very dissatisfied | 8 | 5.6 |

4. The General Perception of English Textbooks

Most students were generally satisfied with using English textbooks to improve their English skills. The textbook *Flight Attendant English Interview* used in the 'Airline Interview English' class provided guidance for preparing for interviews of prospective flight attendants according to recruitment standards by airlines, detailing the know-how, questions about supporting airlines, interview manners, how to respond to unexpected questions, and various interview know-how tips. The textbook *Essential Airline Service English* used in the 'In-flight Practical English' class was written to provide the necessary content for

high-quality service to aviation services and to perform skilled field work. A total of five sections covered boarding reservations, boarding passes, and various services, including passenger boarding instructions, seating arrangements, on-board baggage actions, and preparation for take-off. It also covered destination city guidance, immigration procedures, and customs information. When it came to the students' interest in the textbooks, 45.1% of the students answered that the textbooks were interesting, but 54.9% of them answered that they were not interesting. The reason is that there are numerous different technical terms that they have never learned while they were in high school, according to the students' interviews. Thus, students need to get used to vocabulary related to aviation knowledge. Also, from the interviews, there were answers that the composition of the textbook was insufficient to induce interest, and that the contents of the text were boring. The detailed results are shown in Table 4.

TABLE 4
The General Perceptions of English Textbooks

| | Respondent | Frequency | Percentage |
|---|---|-----------|------------|
| The proper use of the textbooks to improve English skills | Strongly agree | 9 | 6.0 |
| | Agree | 38 | 26.4 |
| | Neither agree or disagree | 78 | 54.2 |
| | Disagree | 12 | 8.3 |
| | Strongly disagree | 7 | 4.9 |
| Interest in the textbooks | Yes | 65 | 45.1 |
| | No | 79 | 54.9 |
| Reasons for answering 'No' | The content of the text is tedious and bland. | 12 | 8.3 |
| | The textbook organization is not interesting | 19 | 13.2 |
| | Too much jargon | 32 | 22.2 |
| | 'One-way teaching method' of lecturer | 10 | 6.9 |
| | Too large a number of students | 6 | 4.2 |

5. Suggestions for Improving ESP courses

The following is the important results analysis section that provides answers to what pre-service flight attendant students' specific job-related needs are. The students' needs of improvements in English courses were for a great variety of courses and teaching styles, 52.8% and 46.5% respectively. As for the greater variety of courses, it was in line with the suggestion by H. Im and S. Park (2015). It is shown that students want to change not only the type of English course but also the way of teaching. In addition to the results of perception of the English course, it confirms that learner-centered lecture contents and progress toward communicative competence are necessary.

For the majority, the most necessary English subject for this major was English conversation (i.e., aviation English conversation). The next one is for aviation English job interviews and English test preparation. The figures were 22.9% and 20.8% respectively. ESP curricula for pre-service flight attendants should focus on the success-

ful language performance in actual contexts and duties to be given in the future working situation. However, at the same time, the students had immediate needs for getting a job so it can be said that English conversation should be prioritized within the English course. This is because they will meet and serve many foreign passengers thus good communication in English takes a very important role in their duties as flight attendants. However, it doesn't mean that speaking skills should be the only area of focus. This is also noted in one of the students' answers;

We really want the university to focus on our English proficiency. I know TOEIC is very important to apply for a job, but at the same time I am afraid that I might not understand what ATC may say and I might not speak in English appropriately ... especially in the case of an emergency because our job is directly connected to passengers' lives.

Therefore, not only ESP, the curriculum for EGP should be systematically structured as an ESP-oriented EGP, and naturally move onto areas of ESP in a coherent way (S. Choi, 2014).

When it comes to which part should be emphasized in English education, most students wanted to improve their pronunciation/intonation 50.7%. This result seems to be in order to prepare for communication with international passengers who have various accents and types of pronunciation. Next, 26.4% of students wanted to learn how to express aviation-related knowledge in English. In students' interviews, they did not have enough confidence about speaking in English because of their lack of vocabulary and pronunciation problems. They felt scared of having misunderstandings because of their bad pronunciation.

As for the preferred form of English classes, lectures and group work (27.8%) were most preferred for the pre-service flight attendant students to learn English. Next, the most advantageous teaching method for the students was team teaching with an aviation-related expert and an English education expert (28.5%) and utilizing multimedia (26.4%). According to students' interviews, they wanted to take an English class which was structured into two areas, contents and language. In detail, the content expert (aviation-related expert) would select specific content items and appropriate materials related to aviation. When adapting or developing materials, the English education expert could use authentic texts for they naturally include the target language. During adaptation, grammatical or vocabulary items could be altered to suit students' proficiency by the English expert. In other words, the students wanted a 'content-based education for improving true communication skills' that was beyond the level of responses using simple words or phrases.

Finally, the tasks would be where language and content knowledge meet and acquire the purpose. Also, some of students thought that by utilizing multimedia, they could identify real working situations. Multimedia, like video clips, would also be useful in conducting role play activ-

ities in the classroom in both the learning and teaching processes. It is said that the students are aiming for an experiential learning method that can be applied to the actual situations by experiencing personally, not the one-way lecture method. In addition, using multimedia in class can have many positive effects. One of the biggest advantages is that visual information and auditory information are appropriately combined to enhance educational effectiveness. This multimedia learning environment can not only enhance learners' motivation and interest, improve their English learning achievement (Gitsaki & Taylor, 2000), but also help them to understand their learning contents and improve their memory (Barnard, 1992). Their responses are shown in Table 5.

TABLE 5
Suggestions for Improving ESP Courses

| | Respondent | Frequency | Percentage |
|--|---|-----------|------------|
| Potential areas for improvements in English courses | Greater variety of courses | 76 | 52.8 |
| | Teaching methods | 67 | 46.5 |
| | Textbooks | 1 | 0.7 |
| Required English courses | English conversation | 64 | 44.4 |
| | English tests | 30 | 20.8 |
| | Aviation English interviews | 33 | 22.9 |
| | Practical Aviation English | 10 | 6.9 |
| | English Listening | 5 | 3.5 |
| | English Reading | 1 | 0.7 |
| | English Writing | 1 | 0.7 |
| What part of the improvement should be emphasized in English education | Pronunciation/ Intonation | 73 | 50.7 |
| | Nonverbal communication (i.e., Eye-contact, gestures, etc) | 8 | 5.6 |
| | Understanding cultural differences and cultural knowledge | 20 | 13.9 |
| | Expressing Aviation-related knowledge in English | 38 | 26.4 |
| The preferred form of English class | Expressing Korean culture in English | 5 | 3.5 |
| | Lectures | 28 | 19.4 |
| | Pair work | 27 | 19 |
| | Group work | 28 | 19.4 |
| | Pair work and group work | 21 | 14.6 |
| The most advantageous English teaching methods | Lectures and group work | 40 | 27.8 |
| | Role play | 21 | 14.6 |
| | Utilizing multimedia | 38 | 26.4 |
| | Utilizing only textbooks | 17 | 11.8 |
| | Courses with a compromise between role-play and multimedia | 27 | 19 |
| | Team teaching with an aviation expert and an English education expert | 41 | 28.5 |

The last question, “In order for the pre-service flight attendants to develop and improve their English abilities, what needs to be changed?”, was an open-ended question. Among 144 students, 13 students hoped that a variety of English course development is required for ESP. There should be a balanced curriculum and operation between aviation practical English, job English, and general English. Also, an actual language sample of the target situation should be provided. In providing language samples, not only linguistic function should be taken into account, but polite expressions and cultural learning should also be carried out.

6. Open-ended Survey of Professors

In order to gather more specific answers to the second research question, three professors, who teach English courses, participated in the study for the interviews. Specific interview questions, ‘backgrounds of the professors’, ‘current curriculum’, and ‘suggestions for English course’s improvement’ were asked. The professors with airline backgrounds agreed with emphasizing speaking skills in teaching English for pre-service flight attendant students. Especially, it is important to use the necessary expressions for communicating in various situations in the aircraft and for smooth communication with foreign passengers. By having good communication skills, the pre-service flight attendant students will have smooth communication with passengers at work so the professors who taught ‘Airline Interview English’ and ‘In-flight Practical English’ have tried to apply a communicative technique to the ESP course. This is in line with their experience working as flight attendants.

Next, the professor with the general background responded that he designed the English course to prepare students for everyday conversations in English. The key component of the class was to get students to speak often during the class, and to have them gain confidence in their abilities. Some new vocabulary were introduced and they learned idioms used in common English conversation. He focused on how to ask questions and practice their pronunciation. Even though the professor did not have experience in working as a flight attendant, he believed that flight attendants would spend most of the time communicating with passengers and English speaking ability is important as well. However, his English course seems to be close to an EGP-oriented class.

The researcher asked the professors about their own opinions with regard to what could be done to improve the English courses. The current course focused on improving general skills such as grammar, general reading, listening, and basic speaking. The courses were intended to improve English abilities related to future job, but the courses have not been meeting these needs. In particular, they all recognized that the needs to teach aviation English to enhance the students’ future job performance should be fully met. Therefore, it is important that the ESP instructor has the content knowledge/specialty of the aviation field.

Again, all professors agreed that English education needs to be centered on actual job performance rather than simply on satisfying immediate needs, as the following interview extract suggests:

It is important to modulate those two factors in university English education, but I think the actual performance in the future job situation should be more focused on because it takes considerable time to familiarize oneself with the technical terms and phrases, and the specialized communication is directly related to the safety of flights, especially if an abnormal situation occurs.

This demand for more emphasis on carrying out successful job performance in university education coincides with students' needs. As suggested in the other interview extracts with the professors, repetitive exposure of specialized terms and phrases will enable students to 'get used to' the language. Moreover, in Korean airlines, English interviews with native speakers are required along with Korean interviews. Foreign airlines hire through individual interviews, group talk, and essay writing in English. So, the pre-service flight attendant students should be prepared for the questions and answers for the interview. In this sense, the ESP program for pre-service flight attendant students needs to connect university education to the target job market. This suggests that it is necessary to strengthen the scaffolding to develop the ability to cope with various situations that may arise in a special and limited situation.

In sum, this study utilized a survey questionnaire and an interview to examine the pre-service flight attendant students' perception of current English curriculum and what they have regarding specific job-related needs. The discussion needs to proceed in the context of providing English education in a way that ensures that every student derive maximum benefit from the education. First, as for their perception of existing English curriculum, most of the students were aware of the importance of English in their major, and thought speaking ability was especially important in their English skills and wanted to take speaking classes. As noted in previous studies, speaking skills appeared to be a common priority in most job fields. More than half of the students said they were somewhat satisfied with their current English classes, but said the number of courses offered was not enough. They also felt that the textbooks used in the class were not used properly to improve their English skills. Accordingly, in order to address such problems, the English curriculum should be reconsidered to serve the students' diverse needs and future job requirements. Second, in terms of specific job-related needs that the students had, they reported that they wanted a variety of English classes and desired to change the way they were taught. It was clear that there were some ineffective teaching methods such as memorization or listening and repeating the contents in their English classes (see Table 3). These results are in line with H. Im and S. Park's (2015) study in which diverse English courses need to be developed. In their study, task-based learning has to be

considered in relation to real world, but in this study the students preferred utilizing multimedia and a mixture of lectures and group work. This may be due to differences in students' personal learning styles. In addition, through the answers to the open-ended question, it is necessary to provide the students with knowledge of specific purposes and majors, to provide them with practical learning related to their future careers, and to set up ESP courses in the curriculum in pursuit of 'practical values' that are different from EGP.

V. CONCLUSION

More ESP research is still needed in Korea, and little research about aviation English programs can be found in the extant literature. Although this study could not reflect the actual needs of the job situation, it provided many implications through pre-service flight attendant students' needs analysis and interviews with professors. Therefore, in future research, it would be better to check the necessary needs in the occupational situation through surveys or interviews with current crew members.

This research explored one university's department of airline services and analyzed practical needs of the students. Additionally, based on the analysis results, it gave some suggestions on developing ESP curricula for airline services majors.

According to students' questionnaires and interviews, the following results were drawn. Most students felt that English is an important part of their work. Again, it was concerning their comprehension toward the real-working situation that having good English is a necessity for communicating with foreign passengers. Among the four main English skills, the skill that needed to be emphasized was speaking, which is useful for flight attendants when dealing with passengers. Especially, pronunciation/intonation in speaking also played an important role in handling all kinds of communication problems that happen in-flight. The next ability was expressing aviation-related knowledge in English that also plays important part in the future job. Thus, the students required English conversation classes the most. At the same time, they noted that they needed a class related to English tests, which was to meet their immediate needs.

Considering the professors' general perceptions, open-ended survey data gave significant insights as to whether ESP theories for the students are effectively and appropriately embodied in the course. The following results were found. First, even though the university seemed to have enough English instructors qualified for EGP, there were few ESP experts for airline services. Next, some of the current English courses for the pre-service flight attendant students were designed with a general purpose, so ESP theories were not practically applied in the course. For example, one of the classes was designed for everyday conversation in English. There seemed to be a gap between the students' job-related needs and actual English

learning. Lastly, the three professors were all aware of the necessity of job-related aviation English courses. However, they indicated the lack of appropriate ESP course contents, authentic materials, as well as aviation-related ESP experts.

In conclusion, the researcher found some limitations with the current syllabus that did not emphasize components the students should know. Meanwhile, there was some positive recognition from the three professors for more practical aviation English education to meet pre-service flight attendants' job-related needs. It is time for ESP authorities to pay attention to the field's voices and requests. In particular, the university has to review and prepare for better implementation of job-related ESP courses in advance. To offer better customized ESP courses, authentic materials and ESP qualified instructors should be provided readily (Baroto, Iragiliati, & Anugerahwati, 2016).

Of course, some level of EGP can be practiced in order for ESP to be tailored to learners. However, for students preparing for special-purpose English, EGP will be implemented, but if the topics and the goals are selected for the relevant special purpose, the course will be much more beneficial after graduation and will be a great help for any future related job. Hopefully, this study will make a contribution towards improving ESP courses for pre-service flight attendant students.

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APPENDIX

Questionnaire Form for Pre-service Flight Attendant Students

I. 영어 학습에 대한 태도

- 1. 성별: (남) (여)
- 2. 평소에 영어 학습을 하고 계십니까?
(1) 하고 있다. (2) 하고 있지 않다.
- 3. 본인의 영어실력이 어느 정도라고 생각하십니까?
(1) 상 (2) 중상 (3) 중 (4) 중하 (5) 하
- 4. 평소 영어에 대한 흥미도는 어느 정도입니까?
(1) 매우 높다 (2) 높다 (3) 보통이다 (4) 낮다 (5) 매우 낮다
- 5. 영어 학습을 하는 이유는 무엇입니까?
(1) 취업을 위해서 (2) 영어실력 향상을 위해서 (3) 외국인과의 대화를 위해서 (4) 기타
- 6. 비행 시 영어로 대화할 때 가장 어려운 부분은 무엇입니까?
(1) 서비스 시 영어 관련 대화내용
(2) 안전비행 관련 사항에 대한 지침
(3) 승객 불평 및 불만사항 대처
(4) 외국 손님들의 질문 답변
(5) 영어기내방송

II. 영어의 중요성

- 7. 본 전공과정에서 영어가 얼마나 중요하다고 생각하십니까?
(1) 매우 중요하다 (2) 중요하다 (3) 보통이다 (4) 중요하지 않다 (5) 전혀 중요하지 않다
- 8. 영어능력 중 어느 능력이 가장 중요하다고 생각하십니까?
(1) 읽기 (2) 듣기 (3) 쓰기 (4) 말하기

III. 영어 수업에 대한 인식

- 9. 현재 전공과목으로 개설된 교과목 가운데 영어 교과목 수가 차지하는 비중이 충분하다고 생각하십니까?
(1) 그렇다 (2) 보통이다 (3) 그렇지 않다
- 10. 충분한 영어 교과목 수는 몇 과목이라고 생각하십니까?
(1) 1과목-5과목 (2) 6과목-10과목 (3) 11과목-15과목 (4) 기타()
- 11. 구두 능력 향상을 위해 교육 기간 중 받은 수업의 형태는 무엇입니까?
(1) 교재와 관련된 내용을 어학테이프를 듣고 따라 한다
(2) 비행 혹은 서비스 관련 단어나 어구를 반복해서 외운다
(3) 교육생들과 비행 관련 주제 지문에 관해 토론 한다
(4) 실무와 관련된 내용의 비디오를 보여준 후 토론 혹은 역할극을 한다
(5) 교재를 통해 자가 학습을 한다
- 12. 현재 개설되어 있는 영어 관련 수업(기내실무영어, 항공영어회화, 항공인터뷰실습 등)에서 교재와 다양한 수업방식을 통해 다양한 어휘, 표현 및 읽기 자료가 제공되었습니까?

(1) 매우 그렇다 (2) 그렇다 (3) 보통이다 (4) 그렇지 않다 (5) 매우 그렇지 않다

13. 실무영어 수업 시간 중 학생들이 개별적으로 영어로 말한 시간은 어떻습니까?

(1) 매우 많음 (2) 상당히 많음 (3) 보통 (4) 약간 있음 (5) 거의 없음

14. 현재 개설되어 있는 영어 수업(기내실무영어, 항공영어회화, 항공인터뷰실습 등)에 만족하십니까?

(1) 매우 그렇다 (2) 그렇다 (3) 보통이다 (4) 그렇지 않다 (5) 매우 그렇지 않다

IV. 영어 교재에 대한 인식

15. 영어 관련 수업(기내실무영어, 항공영어회화, 항공인터뷰실습 등)에 사용된 교재는 나의 영어능력 향상을 위해 적절하게 사용되었다고 생각하십니까?

(1) 매우 그렇다 (2) 그렇다 (3) 보통이다 (4) 그렇지 않다 (5) 매우 그렇지 않다

16. 영어 관련 수업(기내실무영어, 항공영어회화, 항공인터뷰실습 등)에서 사용된 교재에서 '영문의 글'을 읽을 때 흥미를 느끼셨습니까?

(1) 예 (2) 아니오

17. 16번 문항에 '아니오'라고 대답하신 분은 그 원인이 무엇이라고 생각하십니까?

- (1) 글의 내용이 지루하고 식상해서
- (2) 교재 구성이 흥미유발이 되지 않아서
- (3) 전문용어가 너무 많이 나와서
- (4) 학습자 중심이 아닌 강의자의 일방적인 수업 방식이 마음에 들지 않아서
- (5) 교육생의 수가 너무 많아서

V. 영어교과목 개선사항

18. 영어교과목(기내실무영어, 항공영어회화, 항공인터뷰실습 등)에서 개선이 필요한 사항은 무엇이라고 생각하십니까?

(1) 교과목의 다양성 (2) 수업운영 (3) 교재

19. 본 전공에서 영어교과목으로 가장 필요하다고 생각하는 것은 무엇입니까?

- (1) 영어회화(예: 실용영어회화 등) (2) 영어시험(예: 토익, 토익스피킹 등) (3) 항공사 면접인터뷰(예: 항공인터뷰영어 등)
- (4) 항공실무영어(예: 객실서비스영어, 기내실무영어 등) (5) 영어듣기 (6) 영어읽기 (7) 영어쓰기

20. 어떤 부분의 향상에 영어교육이 강조되어 이루어져야 한다고 생각하십니까?

- (1) 정확하고 자연스런 발음, 억양 지도 (2) 비언어적 행동 지도 (nonverbal behaviors- gesture, face expression, etc)
- (3) 취향 국가의 문화전반에 관한 지도 (승객들의 특성, 선호도 등) (4) 항공관련 지식을 영어로 표현하기 (5) 한국문화를 영어로 표현하기

21. 어떤 형태의 실무영어교육 수업을 가장 희망하십니까?

- (1) 전체를 대상으로 한 강의자의 일방적인 강의식 수업
- (2) 두 명씩 짝을 지어 이루어지는 짝(pair work) 활동
- (3) 4~5명씩 이루어지는 그룹별(group work)수업
- (4) 짝 혹은 그룹별 수업의 절충(pair work, group work)
- (5) 강의식과 그룹별 수업을 절충한 형태의 수업

22. 어떤 방식의 영어교육 수업을 가장 희망하십니까?

- (1) 모의 상황별 역할극 수업 (2) 멀티미디어 매체 활용 (3) 교재만을 활용한 수업 (4) 역할극과 멀티미디어 매체를 활용한 수업 (5) 내용 전문가(항공분야 전공자)와 영어 전문가(영어전공자)와의 팀티칭 수업

23. 설문조사 항목 이외에 본인이 실제 비행과 관련하여 강의자가 영어교육 시간에 꼭 다뤄주었음 하는 사항이나 효율적인 교육방법이 있다면 적어주시기 바랍니다.