

Faculty of Education, Language and Communication

Developing an ESP Guideline for Flight Attendant Students in a Chinese Vocational Undergraduate University

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Developing an ESP Guideline for Flight Attendant Students in a Chinese Vocational Undergraduate University

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DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Malaysia Sarawak. Except where due acknowledgements have been made, the work is that of the author alone. The thesis has not been accepted for any degree and is not concurrently submitted in candidature of any other degree.

……

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ABSTRACT

English for Specific Purposes (ESP) is vital in training flight attendants, particularly within China's vocational undergraduate system. Yet a clear mismatch remains between airline English requirements and the ESP content taught in universities. This study adopted a convergent parallel mixed methods design to examine the English needs of flight attendant students by analyzing both present and target situations of language use. Data were collected from 186 students and six teachers through documentation analysis of the current ESP syllabus, questionnaires, interviews, and classroom observations. Results show that while students regard English as essential for career development and self-rate their proficiency as "moderate", significant weaknesses persist across sub-skills. Speaking emerged as the most critical competence, followed by listening with grammar and vocabulary also requiring improvement. English certification was identified as a decisive factor in airline recruitment. Students further highlighted the value of interactive, learner-centered activities and AI-enhanced ESP. The study concludes that existing ESP provision does not fully align with industry demands and proposes a practical course design guideline to bridge this gap.

Keywords: Needs analysis, ESP, flight attendant, vocational education

Satu Kajian tentang Pembangunan Garis Panduan ESP bagi Pelajar Krew Kabin di Universiti Sarjana Muda Vokasional Cina

ABSTRAK

English for Specific Purposes (ESP) sangat penting dalam melatih kru kabin, khususnya dalam sistem sarjana muda vokasional di China. Namun, terdapat ketidakselarasan antara keperluan bahasa Inggeris syarikat penerbangan dan kandungan ESP di universiti. Kajian ini menggunakan reka bentuk penyelidikan bercampur selari konvergen dan menyiasat kemahiran bahasa Inggeris yang diperlukan oleh pelajar kru kabin dengan menganalisis situasi semasa dan sasaran penggunaan bahasa. Seramai 186 pelajar kru kabin dan enam guru terlibat, dengan data dikumpul melalui soal selidik, temu bual, analisis dokumen, dan pemerhatian bilik darjah. Hasil kajian menunjukkan bahawa walaupun pelajar melihat bahasa Inggeris sebagai penting untuk kerjaya mereka dan menilai keupayaan mereka pada tahap "sederhana", penilaian mendedahkan kelemahan ketara dalam sub-kemahiran. Antara kemahiran tersebut, bertutur adalah yang paling kritikal, diikuti dengan mendengar. Pensijilan bahasa Inggeris juga dikenal pasti sebagai penting untuk pengambilan kru kabin. Pelajar turut berminat dengan pembelajaran interaktif dan menghargai ESP berasaskan AI. Kajian ini merumuskan bahawa penyediaan ESP semasa belum memenuhi jangkaan industri penerbangan, dan mencadangkan pembaharuan berpusatkan pelajar untuk merapatkan jurang antara amalan bilik darjah dan keperluan profesional. Tesis ini mencadangkan garis panduan reka bentuk kursus ESP kru kabin, menawarkan cadangan praktikal untuk pendidikan vokasional di China dan antarabangsa.

Kata kunci: *Analisis keperluan, ESP, krew kabin, pendidikan vokasional*

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LIST OF ABBREVIATIONS

AI	Artificial Intelligence
ARAC	Aviation Rule making Advisory Committee
CAAC	Civil Aviation Administration of China
CARS	Create a Research Space
CBI	Content-Based Instruction
CET	College English Test
CIQ	Customs, Immigration, Quarantine
CLIL	Content and Language Integrated Learning
CNKI	China National Knowledge Infrastructure
CNP	Communication Needs Processor
EAP	English for Academic Purposes
EFL	English as a Foreign Language
EGAP	English for General Academic Purposes
EGP	English for General Purposes
EOP	English for Occupational Purposes
ESAP	English for Specific Academic Purposes
ESP	English for Specific Purpose
FAA	Federal Aviation Authority
GBI	Genre-Based Instruction
ICAO	International Civil Aviation Organization
ICT	Information and Communication Technology
LSA	Learning Needs Analysis
NA	Needs Analysis

PICAO	Provisional International Civil Aviation Organization
PSA	Present Situation Analysis
TSA	Target Situation Analysis

CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter begins by presenting the background of the study, followed by the problem statement and the aim of the research, along with the research objectives. To address these objectives, seven research questions are proposed. The significance of the study is then discussed from both theoretical and practical perspectives, before introducing the operational definitions of key concepts, including ESP, needs analysis, needs analysis in the ESP context, TSA and PSA.

1.2 Study Background

1.2.1 Vocational Undergraduate University in China

With China's economic growth and increasing internationalization, English has become an essential second language (Sun et al., 2016; Zhang, 2017). In particular, certain professions require English proficiency, directly impacting employment competitiveness. As a result, English courses are gaining importance in higher education, especially in vocational programs like the air crew major. However, vocational college students often struggle with limited learning abilities and weak English communication skills, leading to imbalanced listening proficiency. This poses significant challenges for aspiring air crew members and severely restricts their employment opportunities.

According to the national education plan, the Ministry of Education upgraded several higher vocational colleges to vocational undergraduate institutions during the 13th Five-Year Plan period (2016-2020). As of January 2025, 60 vocational colleges have been

transformed into vocational universities (Xinhua Daily, 2025). Unlike traditional undergraduate universities, vocational universities primarily focus on cultivating high-level technical and skilled professionals. This distinctive educational goal necessitates a tailored approach to English instruction. Therefore, English courses for vocational undergraduates should differ from those in regular universities, emphasizing professional needs and integrating language learning with specialized education. By strengthening foundational language skills and enhancing practical application, these courses aim to develop globally competent professionals and improve students' vocational competitiveness.

Vocational undergraduate education, distinct from traditional undergraduate programs, is a higher education model that evolved from vocational and technical education. Its development began in the latter half of the 20th century, particularly in Europe, where some countries expanded vocational education while maintaining its core attributes (Ulicna et al., 2016). Over time, certain vocational institutions were authorized to grant not only bachelor's degrees but also master's and doctoral degrees.

In China, vocational undergraduate education emerged around 2012 (Liu et al., 2022). That year, the Ministry of Education launched joint training programs between vocational colleges and general undergraduate institutions in provinces such as Zhejiang and Jiangsu, integrating vocational undergraduate programs into traditional universities. In 2014, the *State Council's Decision on Accelerating the Development of Modern Vocational Education* officially proposed exploring vocational undergraduate education. This initiative was reinforced by the *Implementation Plan for National Vocational Education Reform*, which outlined the establishment of "high-quality, high-skill, and high-level vocational and technical undergraduate institutions" (Song et al., 2020). Furthermore, the *Guidelines on*

Promoting High-Quality Development of Modern Vocational Education set a target for vocational undergraduate enrollment to constitute at least 10% of total higher vocational education enrollment by 2025 (Wu, 2021).

From the perspective of vocational education, vocational undergraduate universities emphasize the complexity of technical skills. These programs integrate professional theoretical knowledge, general education, and technical training, focusing on a competency-based talent development system to enhance students' ability to apply advanced vocational technologies comprehensively (Song et al., 2020). From a policy standpoint, the *Vocational Education Law of the People's Republic of China*, adopted at the 34th session of the Standing Committee of the 13th National People's Congress on April 20, 2022, explicitly recognizes vocational education as an educational system of equal importance to general education (Wu, 2021). At a broader national level, the emergence of vocational undergraduate education is a strategic response to the Fourth Industrial Revolution and directly supports the goals of "Made in China 2025". It serves as both an enhancement and a necessary complement to China's evolving vocational education system.

1.2.2 ESP in Chinese Vocational Undergraduate University

According to the Chinese College English Teaching Syllabus, the freshman and sophomore years focus on basic English consolidation, while the junior and senior years emphasize applied language proficiency (Cai, 2025). To meet these requirements, English for Specific Purposes (ESP) courses have been recommended in professional fields such as business English, computer English, medical English, and psychological English (Danaye & Haghighi, 2014; Hao & Yin, 2015). The primary goal of ESP, as envisioned in policy, is

to cultivate internationally competent professionals with strong listening, speaking, reading, and writing skills in their respective disciplines.

In practice, however, the development of ESP in vocational undergraduate universities in China is still in its exploratory stage (Yan, 2024). Unlike general English courses, which are compulsory in higher education, ESP courses are not yet fully institutionalized as mandatory. While some universities have implemented ESP programs, their adoption remains limited and uneven (Cai, 2019).

Moreover, the majority of existing ESP courses in these institutions lean toward English for Occupational Purposes (EOP) rather than English for Academic Purposes (EAP) (Hu, 2019). This reflects the vocational and application-oriented mission of such universities, where the emphasis is on preparing students for career-specific communication needs, for example, Business English, Tourism English and Engineering English (Belcher, 2009; Hao & Yin, 2015; Nateghian, 2024; Roshid & Kankaanranta, 2023). This contrast between the policy vision and the current practice highlights the gap that motivates the present study.

1.2.3 English Requirements for flight attendant Students

In recent years, with the development of civil aviation market, the demand for air crew is increasing which is a good opportunity for students of higher vocational colleges majoring in air crew (Liu, 2020). According to the rules of Civil Aviation Administration of China (CAAC), an English examination is a must for the majority of aviation professionals if they want to get a professional promotion (Wang, 2007). Here are the English requirements for flight attendants from CAAC, as shown in Table 1.1 (Li & Lin, 2019).

However, due to the weak English foundation of air crew major students in higher vocational colleges, the employment of students is facing great challenges (Liu, 2020).

Table 1.1: English Requirements for Flight Attendants from CAAC

Job Assignment	**Vocational Competency Requirement**
1.Pre-voyage preparation	1.1 Understand the machine type and equipment, understand CIQ related regulations in English and documents; 1.2 To be able to express flight related passenger meteorological information in English; 1.3 Understand the pre-flight preparation process, reserve the professional English knowledge involved in the discussion process of the crew, and hold the pre-flight preparation meeting.
2.Preparation of passengers before boarding	2.1 Understand the instructions on cabin service equipment and door in English; 2.2 Identify the English name of the emergency equipment identifier and the English description of the emergency exit; 2.3 Master the English name and description of the goods provided and duty-free goods on board.
3.Pre-take-off preparation	3.1 Fluent in English to introduce points of caution to exit seat passengers; 3.2 Give individual safety briefings to special passengers in good command of English; 3.3 Read and understand the English data of unlawful interference with flight crew before take-off.
4. Cabin service	4.1 Master the English names of meals, drinks and wines served on board and provide beverage and meal services; 4.2 Understand the relevant CIQ regulations of different countries and regions in English and guide passengers to fill in CIQ forms in English proficiently. 4.3 Master the English name of the duty-free goods on board and be able to understand their instructions in English; 4.4 Answer questions about airline knowledge and airline business. 4.5 Complete service-related broadcast in English

Table 1.1 continued

5.Pre-landing management	5.1 Express unsafe behaviors of passengers during taxi in English; 5.2 Complete unsafe behavior warning broadcast in English; 5.3 Simulated pre-landing cabin inspection process; 5.4 Complete the position report in English

1.3 Problem Statement

English, as a critical tool for communication, plays an increasingly vital role in the duties of flight attendants (Silva, 2023; Supriadi & Purbani, 2019; Wang, 2007). Regulations released by the Federal Aviation Authority (FAA), based on recommendations from the Aviation Rulemaking Advisory Committee (ARAC), emphasize that flight attendants must demonstrate sufficient English proficiency to communicate, coordinate, and perform their duties effectively (Supriadi & Purbani, 2019). In response, many airlines have raised their English requirements, not only by tightening recruitment standards but also by strengthening in-service language training (Uraipan, 2011; Wang, 2007). Consequently, universities and colleges in China have introduced English courses for flight attendant majors (Zhang, 2019).

Despite these efforts, the English proficiency of flight attendant graduates remains below airline expectations and passenger needs (Kankaew, 2021; Lestari, 2017; Taghipour et al., 2020). Research shows that many students struggle with national English assessments: at one Chinese university, only 5% of students passed the College English Test Band 4 (CET-4), while 61% had failed English exams once or twice (Xue & Wang, 2017). Although such results suggest widespread language difficulties, they do not

necessarily reflect the communicative skills required in real-world cabin crew contexts, where interaction with international passengers is crucial. This raises questions about whether existing assessment systems adequately capture the occupational English competencies needed in aviation.

Equally important is the incongruity between airline requirements and university training. Airlines demand strong communication skills, especially in speaking and listening, whereas many institutional curricula continue to emphasize grammar, vocabulary or exam preparation (Sirikanjanawong, 2016; Wang, 2023; Zhou & Yue, 2023). This misalignment results in graduates who are insufficiently prepared for the workplace, reducing both their employability and the competitiveness of vocational universities in producing industry-ready talent.

Therefore, this study investigates the specific English language skills needed by flight attendant students in a Chinese vocational undergraduate university, focusing on both the present situation and the target situation of language use. By addressing an under-researched learner group and directly linking educational provision with industry expectations, the study contributes to improving ESP course design for flight attendants. Its findings also hold implications for vocational higher education in similar international contexts.

1.4 Research Aim

The aim of this study is to evaluate the effectiveness of the existing ESP programme for flight attendant students in a Chinese vocational undergraduate university, and to conduct a comprehensive needs analysis in order to identify learners' necessities, lacks and wants. Building on these findings, the research further aims to propose a course

design guideline that addresses both academic and occupational requirements, thereby enhancing the alignment between institutional training and the practical language demands of the aviation industry.

1.5 Research Objectives

The first research objective is to evaluate the effectiveness of the current ESP programme for flight attendant students in a Chinese vocational undergraduate university, with attention to its strengths and limitations.

The second research objective is to analyze the present situation of flight attendant students (PSA), focusing on:

a. learners' personal information, including educational background, prior English learning experiences, attitudes, and self-evaluations of English proficiency;

b. learners' language proficiency, identifying current competence and specific strengths or weaknesses across language skills (listening, speaking, reading, writing, vocabulary, and grammar).

The third research objective is to identify the target situation needs (TSA) of flight attendant students, including:

a. necessities: the essential English skills required for professional roles;

b. lacks: the gaps between current proficiency and industry expectations;

c. wants: learners' subjective perceptions and aspirations regarding their English needs.

The fourth research objective is to propose a course design guideline for ESP that bridges the gap between the present and target situations, aligns with learner needs, and enhances programme effectiveness.

1.6 Research Questions

1. How effective is the current ESP programme for flight attendant students in a Chinese vocational undergraduate university?

2. What are the personal information about learners in the flight attendant ESP course?

3. What are the language information about learners from the perspective of ESP teachers and learners?

4. What are the necessities learners should have from the perspective of intern students and subject teachers?

5. What essential skills and knowledge are learners currently lacking?

6. What are learners' wants in the ESP course, and how are these shaped by their learning experiences?

7. Based on the findings, what course design guideline can be proposed to improve the ESP programme for flight attendant students?

1.7 Significance of the Study

This study could provide a comprehensive understanding of the role of English in the training and professional preparation of flight attendant students in Chinese vocational

undergraduate universities. Specifically, this study provides theoretical and practical contributions to the field of ESP education.

Firstly, from a theoretical perspective, this study enriches the framework of ESP needs analysis. It integrates Target Situation Analysis (TSA) and Present Situation Analysis (PSA) while refining TSA through a dual-layered view of learners' wants. By distinguishing between objective and subjective needs, and incorporating insights from Learning Situation Analysis (LSA), the study emphasizes the interaction between institutional expectations and learners' perspectives. This theoretical advancement adds nuance to existing ESP models, making them more adaptable to learner-centered curriculum design, especially within vocational education contexts.

Second, from a practical perspective, this study contributes to three key dimensions. First, it evaluated the current implementation of ESP courses tailored for flight attendant students in Chinese vocational undergraduate universities, addressing a gap in the literature where aviation-specific ESP has received limited attention. Second, it investigated the English language needs of flight attendant students in Chinese vocational undergraduate universities through a comprehensive mixed-methods approach, including questionnaires, interviews, classroom observations, and document analysis. This goes beyond previous studies that mainly examined general ESP learners without focusing on aviation.

Third, the study proposes a practical course guideline that aligns ESP instruction with both learners' needs and industry requirements. This guideline serves as a reference for educators and curriculum designers, not only in China but also in other vocational education settings with similar contexts.

1.8 Operational Definitions

1.8.1 ESP

English for Specific Purposes (ESP), is a specialized branch of English language teaching that focuses on the linguistic needs of learners in specific professional or academic contexts (Hutchinson & Waters, 1987). As Rahman (2015) explains, ESP differs from general English in that it emphasizes the use of language in real-world, context-specific situations rather than the study of grammar and general language skills. This approach tailors language instruction to meet the unique demands of learners' fields, ensuring practical and relevant language acquisition. In this study, ESP means English for Flight Attendant Purpose.

1.8.2 Needs Analysis

Needs analysis (NA), also referred to as "needs assessment," first emerged in India during the 1920s (West, 1994). It serves as a critical component in language course design by systematically evaluating learners' diverse needs. By identifying these needs, educators can develop tailored curricula that address specific linguistic, professional, or academic requirements, thereby enhancing the effectiveness of language instruction.

1.8.3 Needs Analysis in ESP

The research of needs analysis in ESP appeared in 1920s and became central in 1960s (West, 1994). Needs analysis is the fundamental to develop any language course successfully (Hutchingson & Waters, 1987; Kavaliauskiene & Uzapliene, 2003; Pranoto & Suprayogi, 2020; Sleezer et al., 2014; Torres, 2023). Needs analysis has traditionally been carried out at the beginning of the course development process, serving as the first step before the course is launched. (Long, 2005; Mazdayasna & Tahririan, 2008). It has become

a significant element in the field of ESP, which also plays a vital role in ESP course design (Dudley-Evans, 1998). Only by understanding why learners need English can a reasonable language course be designed and accepted from the learners' perspective (Jin et al., 2014). Many researchers have taken somewhat related studies to interpret needs analysis diversely (Bhatia, 2002; Dudley-Evans & St. John, 1998; Hutchinson & Waters, 1987; Hyland, 2019; Munby, 1978; Richterich & Chancerel, 1980). Therefore, different meanings and implications have been implied.

In this study, needs analysis in ESP course for flight attendant students involves assessing their TSA (Target Situation Analysis), identifying necessities (essential language skills for their job), lacks (gaps between current and required proficiency) and wants (personal learning preferences). It also includes PSA (Present Situation Analysis), which examines personal information about learners (previous learning experiences and attitude toward the ESP course) and language information about target situations (current English proficiency and their language use within cabin crew context).

1.8.4 TSA (Target Situation Analysis)

Target Situation Analysis (TSA) focuses on learners' needs at the end of a language course and is used to identify the target language needs of any group of learners (Munby, 1978). Munby formulated the well-known model named "Communication Needs Processor (CNP)" to identify learners' target language needs, and this model has become the main reference in ESP despite criticisms of its limitations (Habil et al., 2016). Admittedly, Munby' s model has limitations: some researchers argue that it is inflexible, time-consuming, overemphasizes the target situation, fails to address learners' needs and gives limited consideration to contextual and socio-cultural factors (Hutchinson & Waters, 1987).

Thus, Hutchinson and Waters revised the model. Different from Munby's language-centered approach, their model is learner-centered and considers a broader range of variables (Wang, 2011). According to Hutchinson and Waters (1987), TSA consists of three dimensions: necessities, lacks, and wants. In existing studies, Syakur et al. (2020) characterize "necessities" as the English language requirements of students within the aviation sector. "Lacks" pertains to the aspects of aviation English that learners have not yet mastered, while "wants" represent the content that learners desire to learn in the context of aviation. Similarly, Pranoto & Suprayogi (2020) assert that "necessities" should entail English instruction closely tied to students' prospective professions, "lacks" highlight deficiencies in practical usage, and "wants" signify the preferred topics of learners in an ESP course.

In this study, TSA represents the flight attendants' target situation of English language use, and it is measured through necessities, lacks and wants. Necessities refer to the requisite knowledge encompassing lexical understanding, grammatical structures, and sentence constructions that flight attendant students must acquire to function effectively in the cabin crew domain. Lacks refer to the deficiencies that flight attendant students demonstrate in English use. Wants denote the actual English learning desires of flight attendant students in this ESP course. Moreover, consistent with Dudley-Evans and St. John (1998), learners' wants are also seen as reflective of their Learning Situation (LSA), since they are shaped by classroom experiences, motivation and attitudes toward ESP learning. For this reason, LSA is acknowledged conceptually but is integrated into TSA in this study, rather than treated as a separate analytical category.

1.8.5 PSA (Present Situation Analysis)

Present situation analysis (PSA) was first proposed by Richterich and Chancerel (1980). Different from target situation analysis, present situation analysis examines three aspects of information, including the learners, the language teaching establishment and the user institution (Richterich and Chancerel, 1980). This illustration is in accordance with Jordan (1997)'s opinion: students, academic institution and prospective employers. Meanwhile, Hutchinson and Waters (1987) specified the model of present situation analysis from the aspect of learners themselves and the language teaching establishment without considering the prospective employers. They illustrated a framework to examine learners' present needs of language learning. This framework examines five broad questions: (1) Who are the learners? (2) Why are the learners taking the course? (3) How do the learners learn? (4) What resources are available? (5) When and where the ESP course take place?

In the research undertaken by Syakur et al. (2020), it is asserted that the study focuses on learner-specific demographic information, including variables such as age, gender, academic stage, and current levels of English proficiency. Additionally, the study examines the challenges experienced in four distinct English sub-skills and the learners' perceptions of the English language.

In this study, PSA represents the flight attendance's present situation of English language use, and it will be measured from personal information about learners and language information about target situations. Personal information about learners refers to flight attendant students' previous learning experiences and attitude toward the ESP course. Language information about target situations refers to both flight attendant students'

current English proficiency and their language use within the cabin crew context of the ESP course.

1.9 Chapter Summary

This chapter presents an overview of the introductory elements of the study. It includes the background and context of the research, the problem statement, the research aim and objectives, the key research questions, the significance of the study, and the operational definitions of key terms. Together, these components provide a comprehensive foundation for understanding the scope and purpose of the research.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter introduces the context of the study through several key aspects. Firstly, it explores the landscape of English language learning and teaching in Chinese vocational undergraduate universities, emphasizing the necessity of conducting needs analysis for ESP courses. This section highlights the importance of tailoring English instruction to meet the specific professional and academic needs of students. Secondly, it examines the situation of flight attendants in China from three perspectives: (1) The development of the flight attendant profession in China, (2) the current state of flight attendant training programs in Chinese vocational undergraduate universities, (3) the role of English language use in the daily responsibilities of cabin crew. Thirdly, it provides an overview of the definition and evolution of ESP, along with a review of ESP research conducted in China. This section traces the historical development of ESP and its application in the Chinese educational context. Fourthly, it compares the teaching of ESP in global and Chinese contexts, highlighting similarities, differences, and emerging trends in ESP pedagogy. Fifth, it delves into needs analysis in the ESP context, covering: (1) The development of needs analysis as a critical component of ESP course design, (2) an overview of needs analysis methods and models, (3) the specific needs analysis model adopted in this study. By addressing these aspects, this chapter establishes the theoretical and practical foundation for the study, providing a comprehensive understanding of the context in which the research is situated. In addition, this chapter also reviews selected approaches to course evaluation. In particular, Wheeler's cyclical model (1967) is

introduced as frameworks for evaluating the effectiveness of ESP syllabus, providing a theoretical basis for analyzing the current programme in this study. Finally, the chapter culminates with the conceptual framework of the study, which lays the theoretical and practical groundwork for the subsequent proposal of an ESP course guideline tailored for flight attendant students in Chinese vocational undergraduate universities.

2.2 English Language Teaching and Learning at Vocational and Technical University in China

Since the vocational undergraduate education has been implemented, there have been many debates about the orientation, connotation and the subject of running this new type of university. However, there are few research on the reform of vocational undergraduate teaching content. Vocational undergraduate university is committed to training a group of talents with high technical skills, pay attention to the cultivation of students' quality and ability (Cai, 2019). College English course, as a compulsory course in vocational colleges, should also take into account both academic and vocational characteristics, organically combine theoretical knowledge with applied practice, and improve students' international competitiveness in future employment. Therefore, the implementation of special purpose English teaching in vocational undergraduate university can help vocational college to "break through the difficulties" from ordinary undergraduate university, clarify the attributes of vocational education, and highlight its own university-running characteristics and positioning.

2.2.1 Necessity of Conducting ESP Course in Chinese Vocational Undergraduate University ESP Teaching

The necessity of English language teaching and learning at vocational and technical universities in China has become a critical issue, particularly with the implementation of

vocational undergraduate education. While there has been much debate surrounding the orientation and content of vocational higher education, there is a noticeable gap in research regarding the reform of teaching materials and curriculum. Vocational undergraduate universities are dedicated to cultivating highly skilled professionals, placing emphasis on the development of students' practical abilities and comprehensive qualities. In this context, English language education plays a crucial role. As a compulsory subject, the College English course must integrate both academic and vocational elements, combining theoretical knowledge with applied practice. This approach is essential for enhancing students' international competitiveness in future employment. Consequently, introducing English for Specific Purposes (ESP) teaching can help vocational universities differentiate themselves from traditional undergraduate institutions by emphasizing their specialized focus and aligning with their institutional goals.

The full name of ESP is English for Academic Purpose, also known as English for Professional use. This concept first originated in the 1960s (Dudley-Evans, 1998). Many scholars at home and abroad have studied and explained ESP. Professor Barber,C.L., of the University of Leeds, UK, published a paper entitled *Some Notable Features of Modern Technological Literature*, which referred to the grammatical study of EST (English for Science and Technology), which is considered to be the first attempt at ESP. Mackay and Mountford's 1978 book *English for Specific Purposes -- The Case Approach* has been called the ESP monograph in its true sense. Later, in 1987, Hutchinson and Waters collaborated on the release of ESP related work "English for Specific Purposes -- a Learn-based Approach", which has been widely followed by many researchers in China (Yang, 1978).

It was not until the late 1970s that ESP related studies really came into the view of Chinese researchers. As a early pioneer, Yang (1978, as cited in Qin, 2003) mentioned the concept of ESP and the textbooks used in ESP teaching abroad in his first two papers published in China. Building on this foundation, Liu (1996) further promoted the concept of ESP teaching, pointing out that English teaching in the future will be more and more combined with a certain subject or a certain aspect of professional knowledge, and EOP teaching for special purpose English will become the mainstream of teaching in the 21st century. Expanding the discussion, Qin (2003) summarized the theory and practice of ESP teaching at home and abroad, and aimed at the present situation of ESP teaching in Chinese colleges and universities, elaborated the nature, category and teaching principle of ESP, emphasized the core of "authenticity", analyzed "needs", and designed all relevant teaching contents and activities with "learners as the center". Similarly, Cai (2011) pointed out that the main purpose of foreign language learning should be to master a communication tool or relevant skills for a specific purpose. Foreign language teaching should not emphasize the cultivation of humanistic quality. If the instrumental property of language is ignored, it will be difficult to achieve the fundamental goal of foreign language learning.

Vocational colleges should adopt a well-defined approach to industrial English, integrating language learning with professional knowledge, setting clear learning objectives, and enhancing student engagement to improve language acquisition efficiency. Ni (2013) emphasized that English for Occupational Purposes (EOP) instruction should prioritize vocational needs by focusing on students' ability to use English in specific work environments, with teaching content tailored accordingly. With China's accession to international organizations such as the World Trade Organization (WTO), there is an

urgent need to cultivate a workforce proficient in both English and specialized skills. Developing international English professionals will strengthen China's global influence and enhance its ability to engage in international discourse.

However, in practice, ESP course development in China remains in its early stages, with many universities yet to introduce such programs (Mao & Zhou, 2024). Compared to traditional undergraduate institutions, vocational undergraduate universities focus on training high-level internationally skilled professionals, making the enhancement of English language application skills an urgent priority. Therefore, to effectively integrate professional knowledge and English proficiency, vocational universities should accelerate the development of ESP courses and establish them as the core framework for English instruction among non-English majors.

Although English for Specific Purposes (ESP) has been discussed by Chinese researchers for nearly 50 years, "ESP localization" has not been widely achieved in practice (Cai, 2011). In most universities, ESP is still difficult to implement, and many institutions have not established ESP courses. Even where such courses exist, they are often offered in a fragmented manner and lack a complete teaching system (Mo, 2017).

One major challenge lies in the teaching staff. Many English teachers in universities have limited interdisciplinary backgrounds beyond language knowledge (Gao, 2008). As a result, although ESP textbooks may contain professional content in areas such as science, finance, history, or geography, most teachers can only provide brief introductions based on their limited subject knowledge, or else focus mainly on grammar and language structures. This weakens the teaching of discipline-specific vocabulary and professional content.

Another challenge concerns teachers' motivation. Most ESP instructors are originally EGP teachers responsible for basic English in the first two years. Heavy teaching loads and performance assessments tied to CET-4 and CET-6 passing rates reduce their willingness to devote time to ESP, which demands higher levels of professional English competence (Yan, 2024).

The reasons why ESP is difficult to be implemented in vocational colleges and universities are mainly concentrated on the level of teachers and students. Compared with ordinary undergraduate English teachers, many vocational undergraduate English teachers have relatively lower academic qualifications or limited professional training backgrounds. Vocational universities are often upgraded from vocational colleges, and most of the original teachers only hold bachelor's or master's degrees (Yan, 2024). Due to heavy teaching workloads and limited research engagement, some teachers lack the capacity to conduct ESP-related teaching or research. Similarly, compared with ordinary undergraduate students, vocational undergraduates mostly have a weak English foundation, and their English college entrance examination scores are often concentrated around the passing threshold (Cheng & Wu, 2017). Many of these students struggle for years at the margins of passing CET-4 and CET-6, and some lack strong motivation to engage with English teaching related to their major. However, this does not mean that ESP teaching in vocational colleges is unnecessary; rather, it highlights the need for targeted reforms and support to improve its effectiveness.

Geng et al. (2020) pointed out that in the development trend of international globalization, China should cultivate more diversified, high-quality and compound professional English talents. In order to meet this requirement, students should not only

master the basic knowledge of English subjects, but also master more professional English knowledge. However, the traditional EGP teaching has been unable to meet the requirements of this kind of talent training, so it is necessary for higher English teaching to complete the transformation from EGP teaching to ESP teaching as soon as possible.

The implementation of ESP teaching in vocational undergraduate education aligns with its core educational objectives. Unlike general vocational colleges, vocational undergraduate institutions focus on cultivating high-level specialized talents by integrating advanced technology and professional expertise into their programs (Yan, 2024). These institutions not only train skilled professionals for industries but also support the development of postgraduate and doctoral education in specialized fields.

In China, entrance exams for master's and doctoral programs often require proficiency in professional English, including specialized vocabulary and subject-specific language skills (Cai, 2019). Therefore, ESP teaching plays a crucial role in vocational undergraduate education, enhancing students' academic and professional competencies while preparing them for further educational and career advancements.ESP teaching is in line with the characteristics of vocational undergraduate education. It is clearly stipulated in the *Vocational Education Law* that the quality evaluation of vocational education should highlight the employment orientation and guide vocational schools to cultivate high-quality technical and skilled personnel. Vocational undergraduate universities should not only pay attention to the cultivation of academic theoretical knowledge, but also consider the practicability of the major. Vocational undergraduate education needs to be both vocational and academic. Technical undergraduate education not only needs to cultivate skilled talents, but also needs to consolidate theoretical knowledge.

ESP teaching in vocational undergraduate meets the learning needs of vocational undergraduate students. Gao (2023) proposed that in the era of lifelong learning, a "learner-centered" teaching model has been formed, and educators should fully consider and respect students' learning needs. ESP teaching, based on the learning needs of learners, combines professional needs with language knowledge in teaching, improves learners' comprehensive learning ability and competitiveness, and develops them into international compound talents with international vision.

In conclusion, the implementation of ESP in vocational undergraduate education in China is not just a matter of academic interest but a strategic necessity. As globalization continues to reshape the job market, students equipped with both technical skills and professional English proficiency will be better positioned to succeed. Therefore, it is crucial for vocational universities to embrace ESP teaching, aligning their curricula with the evolving demands of global industries and preparing their students for the challenges and opportunities of an interconnected world.

2.3 Flight Attendant in China

With the waves of globalized economy, the global tourism market has grown rapidly and steadily, attracting a large number of travelers each year. In this background, more and more aviation industry and tourism continue to join the competition. Since 2007, China has become the second largest aviation market around the world as to the volumes of passengers and air cargo moved in its domestic market (Jiang and Zhang, 2016). Due to the huge population and rapid economic growth, China's airline market is growing rapidly. In 2022, China's civil transport airports completed 520.33 million passenger throughput, down 42.7% from the previous year, recovering to 38.5% in 2019. By route, domestic routes completed 516.349 million passengers, down 42.9% over the previous year,

recovering to 42.6% in 2019 (of which Hong Kong, Macao and Taiwan routes completed 1.493 million passengers, down 11.1% over the previous year, recovering to 5.4% in 2019); International routes completed 3.684 million passengers, an increase of 20.7 percent over the previous year, recovering to 2.6 percent in 2019. By the end of 2022, China has 66 transport airlines, a net increase of 1 over the previous year. In terms of ownership, these include 39 state-owned holding companies and 27 privately-owned or privately-controlled companies. The number of civil aviation transport aircraft in the industry was 4,165, an increase of 111 over the end of 2021 (Civic Aviation Administration of China, 2023). IATA (2014) forecasts that China will overtake the United States as the world's largest passenger aviation market by 2030.

2.3.1 The Development of Flight Attendant Profession in China

From November 1 to December 7, 1944, 52 countries, including the then Chinese government, attended an international conference held in Chicago and signed the Convention on International Civil Aviation (commonly known as the Chicago Convention). The Provisional International Civil Aviation Organization (PICAO) was established under the Convention. In 1947, the International Civil Aviation Organization (ICAO) was formally established (Jiang and Han, 2021). Civil aviation education in China began in 1950 (Li and Lin, 2019). Since 2006, China's civil aviation industry has been in a period of accelerated development, and the annual growth rate of civil aviation passenger turnover has increased to more than 15% (Liu, 2010). Besides, The employment development direction of the flight attendant profession has expanded beyond in-flight cabin crew to include ground service positions such as airport security inspectors, check-in officers, and VIP service personnel (Zhang, 2019). Consequently, the establishment of aviation related major is the most direct and effective way to train talents needed by civil aviation.

With the continuous improvement of China's education system and the development of civil aviation, civil aviation education has also made steady progress. By the end of the 13th Five-Year Plan, it had reached an unprecedented level. However, significant gaps remain when compared with other higher education institutions, the standards of Double First-Class university construction and the evolving demands of the aviation industry.

2.3.2 Flight Attendant at Vocational Undergraduate University in China

With the continuous development of the flight attendant industry and the increase in aircraft, a large number of new flight attendants are urgently required. Many universities have expanded the number of students to train talents in the flight attendant industry. By 2023, there are nearly 400 vocational colleges and universities in China that specialize in flight attendant (Gao, 2024). Among them, only 9 vocational undergraduate universities conducting flight attendant programme. However, the number of flight attendant graduates nationwide each year already far exceeds the number that airlines need. By the end of 2022, China's transport airlines had 85,001 flight attendants, 3,125 fewer than the previous year (Civic Aviation Administration of China, 2023). This oversupply of graduates, combined with the fact that airlines ultimately control recruitment standards and make final hiring decisions, leaves universities in a distinctly weak position when negotiating or aligning their training programmes with airline needs (Zhou & Yue, 2023). In the current training system of flight attendants in China, airlines hold the dominant voice, while universities have limited influence on defining the professional requirements (Wu, 2022). This requires flight attendant graduates to continuously improve their professional competitiveness.

2.3.3 English Language Use and Challenges in Flight Attendant

China has made significant advancements in facilitating international travel through the implementation of visa exemptions and related policies. The country has established mutual visa exemptions with 25 nations, introduced unilateral visa-free entry for 38 countries on a trial basis, and implemented transit visa-free arrangements for travelers from 54 countries. According to recent statistics from Xinhua News Agency, from January to November 2024, 29.218 million foreign nationals entered China through various ports, an 86.2% increase compared to the same period in the previous year. Among these entries, 17.446 million were made under visa-free arrangements, marking a 123.3% year-on-year increase, while the number of visitors utilizing the 72/144-hour visa-free transit policy rose by 132.9% compared to the previous year.

This data reflects China's increasing openness and accessibility, leading to a surge in international travelers. As the aviation industry supports this global connectivity, the importance of English proficiency among flight attendants becomes evident. English, as the global lingua franca, is essential for effective communication in the aviation and tourism sectors. Flight attendants play a crucial role in enhancing passenger experiences by addressing needs, ensuring safety and providing accurate information—particularly for travelers navigating visa-free and transit policies. Consequently, English proficiency among flight attendants is vital to the success of China's expanding international travel infrastructure.

The growing importance of English in the aviation industry highlights the need for enhanced language training for flight attendants. Airline companies have increasingly raised English standards, focusing on stricter admission requirements for prospective flight attendants (Wang, 2007) and providing specialized English language training (Uraipan,

2011). Many universities and colleges have incorporated English courses into their flight attendant programs to meet industry demands. However, recent research indicates a misalignment between training provision and actual occupational requirements. Hu et al. (2021) note that many Chinese universities still rely on traditional teaching methods that emphasize text analysis rather than practical communication skills. Similarly, Chen and Xue (2022) found that students often lack sufficient listening and speaking practice, which are the most critical skills for effective cabin service. This gap suggests that the current curriculum does not adequately prepare learners for the linguistic challenges of the workplace.

Several studies have explored the English proficiency challenges faced by flight attendants. In recent years, Kankaew (2021) analyzed the language challenges faced by flight attendants and emphasized the significance of training, skill enhancement and service quality in the aviation service industry. Besides, going back to earlier studies, Uraipan (2011) found that Thai flight attendants encounter difficulties in English listening and speaking, particularly when responding to passenger complaints or addressing inebriated passengers. Additionally, the diverse accents of passengers pose further listening challenges. Cornwall and Srilapung (2013) observed that even experienced Thai flight attendants face difficulties using appropriate English to navigate sensitive topics such as politics, religion, or social issues. Dhanasmithivesn (2007) identified that reading skills are the most essential English language skill for flight attendants in Chinese airlines, with speaking ranked second and writing the least utilized.

However, the literature on Chinese vocational universities remains limited. Only a few studies (e.g., Jiang & Han, 2021; Zhou & Yue, 2023) directly examine the mismatch between vocational students' English proficiency and the airline industry's expectations.

These studies highlight issues such as students' weak oral communication skills, over-reliance on certification-based teaching, and insufficient needs analyses in course design. Despite the growth of ESP research in China since 2015, little attention has been paid to aviation-related ESP courses or to the real challenges faced by vocational students preparing for flight attendant careers.

These findings suggest that English training for flight attendants should be tailored to job-specific situations and contexts. Effective training programs must prioritize practical communication skills to address real-world challenges encountered in cabin service, such as resolving passenger complaints, managing safety issues and interacting with a linguistically diverse passenger base. By systematically incorporating needs analysis into ESP course development, universities could better align curricula with airline expectations, thus equipping students with the competencies required for international aviation service. This gap in the literature underscores the importance of the present study.

In summary, while existing research highlights general challenges in ESP teaching and flight attendant training, there is still a lack of in-depth investigation into Chinese vocational undergraduate contexts, particularly the gap between students' English proficiency, course provision and industry requirements for justifying the significance of this study.

2.4 English for Specific Purposes (ESP)

This section explores the definition and classifications of English for Specific Purposes (ESP) and examines its development. Additionally, it reviews previous ESP research in China, highlighting research trends over the past decades and key focus areas within the field.

2.4.1 Definitions and Classifications of ESP

ESP, an abbreviation of English for Specific Purpose, which originated in the 1960s (Rahman, 2015). Barber, C. L., taught at Leeds University in England in 1962, published an article entitled "Some Measurable Characteristics of Modern Scientific Prose" (Barber, 1962). ESP teaching aims to satisfy students' study, work and research (Hutchinson and Waters, 1987). ESP can be separated into three parts, EGAP (English for General Academic Purposes), ESAP (English for Specific Academic Purposes) and EOP (English for Occupational Purpose), as shown in Figure 2.1 below (Jordan, 1997).

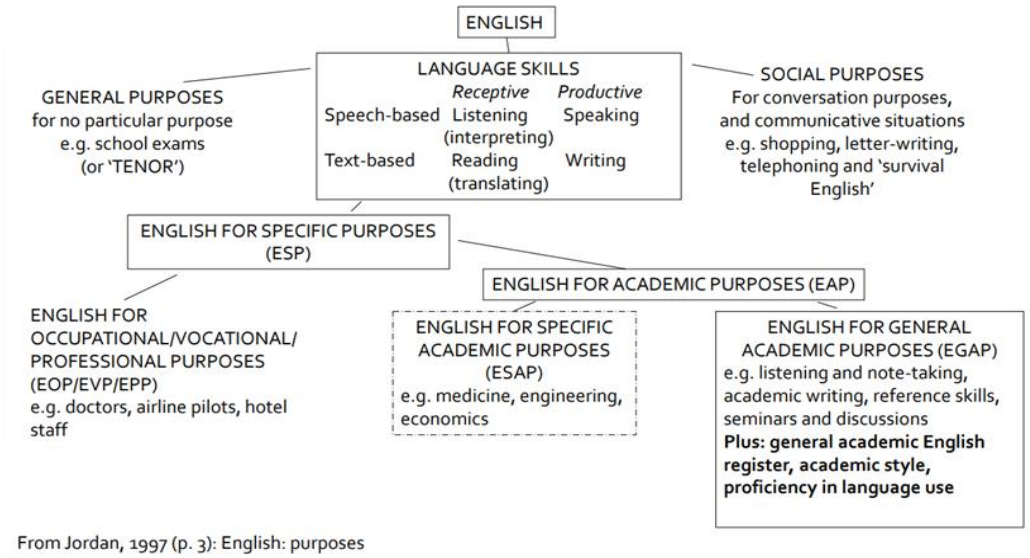


Figure 2.1: The Branch of English

2.4.2 Development of ESP

Hutchinson and Waters (1987), in their groundbreaking study, identified three major factors that shaped the early evolution of ESP: (1) the demands of a rapidly changing global landscape, (2) significant shifts in linguistic theory, and (3) an increased emphasis on learner-centered approaches. The first factor, often referred to as the "Brave

New World," was rooted in the post-Second World War era, when English gained prominence as a global lingua franca. This period was marked by unprecedented growth in science, technology, and global trade, largely fueled by the economic dominance of the United States. Additionally, the Oil Crisis of the 1970s further intensified the need for English proficiency, as Western resources and expertise were exported to oil-producing nations. These developments necessitated a more specialized approach to English language teaching, giving rise to ESP. This approach aimed to equip non-native speakers with the language skills required for effective cross-cultural communication, business transactions, and the dissemination of technical knowledge (Dou et al., 2023).

The development of ESP from 1981 to the 1990s gained new importance due to the widespread distribution of published ESP research and materials with distinct theoretical frameworks and practical applications (Dou et al., 2023). Theoretically, a key theoretical advancement during this period was John Swales' contribution to genre analysis. In his influential book *Genre Analysis: English in Academic and Research Settings* (1990), Swales presented the concept of genre as a tool for understanding language use in specific contexts. His "Create a Research Space" (CARS) model, which examined the structural patterns of academic research articles, became fundamental to ESP instruction, particularly in English for Academic Purposes (EAP). This approach investigated the need to teach students the rhetorical and organizational conventions of texts within their fields. Besides, needs analysis framework was refined as a significant component of ESP course design in this period. Researchers like Hutchinson and Water (1987) and Dudley-Evans and St John (1998) conducted needs analysis research successively to ensure that ESP courses were tailored to the specific requirements of learners in various fields.

Pedagogically, the development of ESP teaching methodologies from the 1980s to the 1990s saw the emergence of three major instructional approaches: Content-Based Instruction (CBI), Content and Language Integrated Learning (CLIL), and Genre-Based Instruction (GBI) (Salmani-Nodoushan,, 2020). CBI appeared in the mid to late 1980s, integrating language learning with subject matter instruction, treating language as a medium for acquiring knowledge rather than an isolated subject of study (Crandall & Tucker, 1990). This approach aimed to enhance learners' proficiency by immersing them in meaningful content, rather than traditional grammar-based methods. While similar to CBI, CLIL emphasizes teaching both subject-specific content and language skills simultaneously. Smit and Dafouz (2012) argue that CLIL is a method to "prepare learners for professional and academic settings", fostering discipline-specific language competencies. GBI focuses on teaching students the rhetorical and structural patterns of texts within their disciplines due to heavy influence of Swales' genre analysis (Suksawas, 2018). It became widely adopted in ESP pedagogy, particularly in English for Academic Purposes (EAP), ensuring that learners could effectively navigate professional and academic writing (Derewianka, 2003; Suksawas, 2018).

From the period of 1990s to early 2000s, ESP research continued to grow with an increasing focus on genre analysis, rhetorical moves and discourse analysis (Swales, 2004). From 2000s to 2010s, ESP research incorporated intercultural rhetoric, emphasizing the role of culture in communication and the importance of intercultural competence. Specifically, the use of information technology, including corpus linguistics, e-learning platforms, and blended learning, became a key trend in ESP teaching (Dou et al., 2023). From 2010s to present, the integration of big data, AI, and online learning platforms in

ESP teaching and research has expanded significantly (Bhatia et al., 2011; Chen et al., 2019; Kırkgöz & Dikilitaş, 2018).

2.4.3 ESP Research in China

ESP in China has been evolving for several decades since its emergence in the 1970s (Dou & Halim, 2023). Researcher searched ESP related studies published between 1975 and 2025 in the China National Knowledge Infrastructure (CNKI), the largest database of scientific publications in China. As shown in the following line chart (see Figure 2.2), the trend of ESP-related articles published on CNKI from 1975 to 2025 in this graph follows a clear pattern of slow growth, rapid increase, peak, and decline:

1. Slow Growth (1975-2000): The number of publications remained low, with fewer than 20 articles per year. Growth was gradual and steady.

2. Rapid Increase (2001-2014): From the early 2000s, ESP research gained significant momentum. The number of publications surged dramatically, peaking at 739 articles in 2015 and 2016, marking the peak of ESP research activity in China. As Wang (2014) indicates that ESP research in China is going through a bottleneck period.

3. Gradual Decline (2017-2019): After the peak, the number of publications began to decrease slightly, maintaining relatively high levels but showing a downward trend.

4. Sharp Decline (2020-2025): Post-2019, the number of ESP-related articles dropped significantly, with a steep decline from 486 in 2020 to just 6 in 2025. ESP faces numerous challenges in practical implementation, including a shortage of qualified ESP teachers (Lan & Liu, 2021), a lack of suitable teaching materials (Bo et al., 2021) and the absence of effective teaching approaches (Yuan, 2023). These issues contribute to cognitive confusion regarding the distinctions between ESP, EGP, and EAP at a theoretical

level. Additionally, insufficient training and guidance in ESP teaching reduce teachers' confidence, leading many educators to abandon ESP courses in EFL classrooms. Although the overall number of publications has declined, these persistent challenges have prompted scholars to re-examine ESP theory and practice, spurring more focused discussions on how to reform and improve ESP education in China.

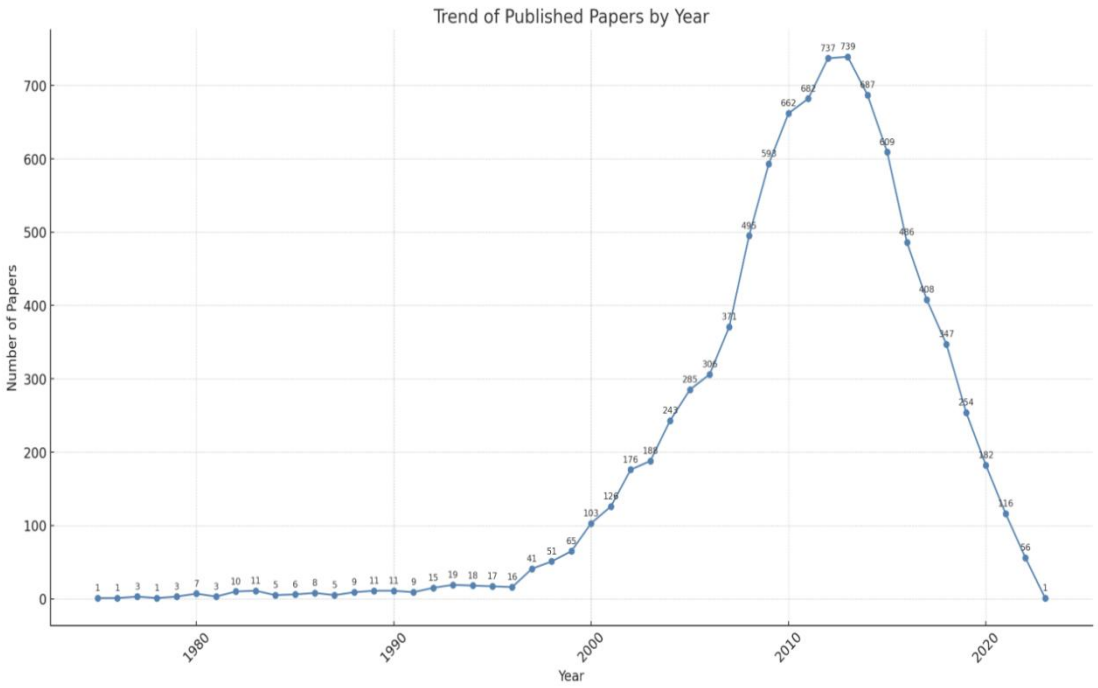


Figure 2.2: The Trend of ESP-Related Articles Published on CNKI From 1975 to 2025

Previous ESP studies in China can be broadly categorized into three main areas: needs analysis in ESP contexts, ESP course design, and the current ESP teaching situation, challenges, and solutions.

Firstly, regarding needs analysis in ESP contexts, it serves as a foundational step in course design and implementation. By identifying the specific language requirements of learners in their professional or academic settings, needs analysis ensures that language instruction is tailored to meet these demands. For example, in the aviation industry, flight

attendants require mastery of various English competencies, such as delivering safety announcements, managing customer service interactions and handling emergency communications. However, research specifically addressing the needs of flight attendants remains limited, with most studies focusing on general aviation English (Estival et al., 2016; Kim & Elder, 2009) rather than the unique linguistic demands of cabin crew.

Secondly, in terms of ESP course design, existing research has extensively explored the importance of designing ESP courses based on needs analysis. Studies have provided valuable insights into course development across various fields, such as guidelines for legal English courses (Yu & Xiao, 2013), the construction of aviation English programs (Lin et al., 2014), and innovative teaching approaches in aviation English classrooms (Demirdöken, 2021). These studies highlight the critical role of needs analysis in creating effective and relevant ESP curricula.

Thirdly, concerning the current ESP teaching situation, challenges and solutions, researchers have identified several issues in ESP instruction, particularly in aviation English. Studies have examined teaching challenges such as insufficient materials, lack of qualified instructors, and the need for more interactive and practical teaching methods (Bullock & Westbrook, 2021; Martelli, 2023). These findings shows the importance of addressing these barriers to improve the quality of ESP education.

2.5 Teaching of ESP

This section explores ESP teaching in both global and Chinese contexts. Globally, ESP research has expanded to address the needs of various professional and academic fields, focusing on its emergence, challenges, practices, strategies, and research gaps. In China, ESP has developed alongside economic globalization and educational reforms. Since its emergence in the 1970s, Chinese ESP teaching research has emphasized its

development, as well as theoretical and practical aspects, highlighting its growing significance in foreign language education.

2.5.1 Teaching of ESP in Global Context

This section reviews the existing research on the teaching of ESP in a global context, for the purpose of synthesizing key findings, identify gaps, and highlight trends in the literature. Recent studies show that there is a growing demand of ESP due to international communication, trade and education (Anthony, 2018; Basturkmen, 2015). In addition, ESP specialists like Hutchinson and Waters (1987) stress that the emergence of ESP teaching attributes to five main reasons: (1) the rise of English as a global lingua franca especially in the field of technology, business, (2) traditional general English courses were unable to meet the specific linguistic needs of learners in professional occupational and academic contexts, (3) the increasing specialization of professional and academic fields pushed the appearance of tailored language training, (4) the shift from teacher-centered to learner-centered education has played a significant role in the emergence of ESP, (5) the rapid economic and technological advancements urges people to equip with professional language skills for global collaboration.

Although there is high demand to conduct ESP course, there are some challenges in teaching ESP, which can not be neglected. There are three main challenges concluded after going through the related research. Firstly, the challenges of tailoring ESP programs to varied professional and academic contexts (Falasca, 2024; Ghafar, 2022; Rahmawati & Mar'an, 2024). Falasca (2024) indicates the most challenges in ESP course design is drafting aim and objective, along with choosing suitable teaching content. Besides, Rahmawati and Mar'an (2024) highlight the difficulty of designing suitable and tailored assessment to evaluate students' performance of language use in specific context. Secondly,

the lack of specialized materials, funding, and trained instructors in some regions (Basturkmen, 2010; Ghafar, 2022; Petraki & Khat, 2022). Ghafar (2022) lists the environmental related challenges, such as insufficient teaching resources and ESP instructors with poor professionalism. In addition, Basturkmen (2010) notes that the development of ESP courses in developing regions is often hindered by the scarcity of specialized materials and the limited availability of instructors with both language teaching and subject-specific expertise. Thirdly, the digital divide and its impact on ESP delivery (Hafner & Miller, 2018; Stojkovi, 2018). Hafner and Miller (2018) discuss the challenges of integrating technology into ESP courses, particularly in contexts where access to digital tools and infrastructure is limited. Additionally, Stojkovi (2018) discusses the necessity and effectiveness of the application of Information and Communication Technology (ICT) in the teaching of English for Specific Purposes (ESP) from a theoretical level with the guide model named Gunuc's Pyramid of Technology Integration, but gives no further empirical evidence.

In terms of strategies and practice to better solve the challenges of ESP teaching, there are three main research fields. Firstly, conducting needs analysis and customizing course design. Alsamadani (2017) did a needs analysis through adopting TSA and PSA approaches to examine industrial engineering students and civil engineering students' language needs at one middle east University. In addition, research provides (Gass, 2012; Pirnazarova et al., 2024) a sample design of an ESP curriculum in occupational contexts, such as nursing and dentists after conducting needs analysis. Secondly, integrating technology into ESP teaching, such as, using online platforms, multi platforms and AI. Alkhezzi and Al-Dousari (2016) examine the positive effects of using mobile application (Telegram Messenger) in ESP language learning of technical-related vocabulary. Assassi

(2025) uses ChatGPT, an artificial intelligence tool to conduct needs analysis for examining learners' language needs, which implicitly addresses the integration of technology into ESP teaching methodologies. Thirdly, providing specialized training for ESP instructors. Bassetti and Cook (2011) point out the necessity of interdisciplinary collaboration, ESP instructors and subject teachers should enhance mutual communication and cooperation to improve the quality of ESP course. In addition to these strategies, researchers have also emphasized teaching approaches in ESP classrooms. Globally, the Communicative Language Teaching (CLT) approach has been widely applied to strengthen learners' interactive speaking and listening skills in occupational and academic contexts (Adem & Berkessa, 2022; De Jong, 2018). At the same time, Content-Based Instruction (CBI) has become a dominant approach in ESP pedagogy, as it integrates subject knowledge with language learning, particularly in disciplines such as business, nursing and engineering (Stoller, 2004). In some regions, Task-Based Language Teaching (TBLT) has also been employed to simulate workplace tasks, enabling learners to acquire both linguistic and professional competences in authentic contexts (Ellis, 2009). These global practices highlight the importance of aligning ESP pedagogy with real-world communication needs.

Although a plenty of research has examined ESP teaching in global context, there is few empirical research investigate the long term outcomes of ESP programs and provide a reliable guideline to support the course design of ESP course. Building on the global context, the next section explores how ESP teaching has been implemented and adapted in China, with a particular focus on the challenges and opportunities specific to this region.

2.5.2 Teaching of ESP in Chinese Context

ESP teaching in China has gained significant attention in recent decades, driven by the growing economy (Luo & Garner, 2017), international communication (Dou et al., 2023), educational policies (Hao & Yin, 2015; Liu, 2016) and cultural factors (Tenieshvili, 2025).

Although ESP was introduced to China in the 1980s, it did not gain widespread traction due to the social and cultural environment at the time. One major obstacle was the English assessment system, which primarily focused on the CET exam, emphasizing general English rather than specialized language skills. Additionally, students' limited English proficiency made it difficult for them to acquire subject-specific vocabulary. (Gaikwad, 2016). It was not until 2004 that the Ministry of Education explicitly mandated the College English Teaching Guide which marked the teaching reform from general English to ESP (Hao & Yin, 2015). In 2007, the Business English Course Guideline was introduced, highlighting the practical application of English in business contexts. The establishment of this course marked a significant step toward the formal integration of ESP into China's higher education system (Hao & Yin, 2015).

In Chinese high education institutes, ESP program often focus on EAP (English for Academic Purpose), aiming to equip students with the language skills necessary for academic research and international collaboration (Cheng, 2016; Zhao & Yu, 2017). In addition, EOP (English for Occupational Purpose) is another sphere such as medical (Cai, 2012), business (Xie, 2014; Zhu et al., 2021), engineering (Zhao, 2021) which aims to cultivate international talents to satisfy China's growing demand for skilled professionals in these areas.

In terms of teaching approaches, ESP in China has similarly drawn on CLT and CBI, though their implementation has been uneven. CLT has been advocated to improve oral communication in professional settings, yet exam-oriented traditions often restrict its application to real classroom practice (Luo & Garner, 2017). CBI, while increasingly adopted in business and medical English, is sometimes hindered by the lack of instructors with dual expertise in both subject matter and language teaching (Cai, 2014). More recently, TBLT has been introduced in pilot ESP programs, particularly in aviation and tourism English, but research shows its sustainability depends on localized teaching materials and institutional support (Zhu et al., 2021). These mixed outcomes suggest that while Chinese ESP pedagogy is informed by global approaches, contextual constraints, such as teacher training, material localization and exam-driven culture, continue to shape its effectiveness.

However, there are some challenges of ESP teaching in China (Cai, 2014; Chen et al., 2024; Luo & Garner, 2017). Firstly, the major challenge is the lack of trained instructors who possess both subject-specific knowledge and language teaching expertise (Luo & Garner, 2017). Secondly, there are few localized ESP materials further complicates the teaching process and many ESP courses rely on imported textbooks that may not fully align with the needs of Chinese learners (Chen et al., 2024; Gu, 2019). Thirdly, the traditional exam-oriented education model has caused some obstacles to the innovation and implementation of ESP teaching. For instance, Shi et al. (2019) argue that the deeply entrenched exam-oriented culture in China poses a significant barrier to the effective implementation of ESP, as it prioritizes test performance over practical language skills.

Nowadays, the innovation and practice of ESP teaching in China is being implemented, and there are more and more researches conducted on this aspect. For

example, interdisciplinary cooperation, collaborations between universities and industries have also emerged as a key strategy for developing ESP courses that meet the practical needs of the job market (Shirokikh et al., 2017). In addition, recent studies emphasize the integration of technology into ESP teaching as an important means to enhance learning effectiveness (Liu et al., 2019). Furthermore, the implementation of ESP evaluation and assessment requires more practical research (Cai, 2025).

In summary, the teaching of ESP in China has made significant strides, yet it continues to face challenges such as the targeted needs for tailored teaching. Addressing these issues will be crucial for the future development of ESP programs in the Chinese context.

2.6 ESP in Flight Attendant Context

ESP has become a crucial component in the training of flight attendants, particularly in China's vocational education system. The growing demands of the aviation industry necessitate a workforce that is proficient not only in general English but also in aviation-specific English. However, multiple studies indicate significant gaps in the current ESP teaching framework for flight attendants, highlighting deficiencies in curriculum design, teaching methodology, and students' proficiency levels.

2.6.1 Challenges in ESP Teaching for Flight Attendants

A recurring issue in the literature is that flight attendant students often struggle with English proficiency, which directly impacts their employability. Liu (2010) noted that although professional standards for flight attendants have improved, students still face difficulties in job applications due to insufficient English skills and a lack of competitiveness. Similarly, Zhang (2019) emphasized a mismatch between the existing

curriculum and the professional requirements of students. The teaching content was found to be monotonous and ineffective, with students' English proficiency levels being inadequate for employment.

The issue of students' weak English foundations is further supported by the findings of multiple studies. Yang (2018) pointed out that the English proficiency of flight attendant students is generally insufficient for workplace demands and many ESP teachers lack specialized aviation English knowledge. Liu (2020) also observed that students tend to have low motivation for English learning, making it challenging to improve their proficiency. Additionally, Chen and Xue (2022) argued that the limited teaching hours dedicated to ESP and the weak English foundation of students further exacerbate the problem.

Beyond student-related issues, the lack of qualified ESP instructors is another major challenge. Both Hu et al. (2021) and Chen and Xue (2022) found that many ESP teachers do not possess sufficient knowledge of aviation English, which affects the effectiveness of instruction. As a result, the training content provided by vocational colleges often fails to meet the English proficiency requirements set by airlines.

Another critical problem highlighted in the literature is the inconsistency between ESP courses and industry expectations. Wu (2022) found that the course design in civil aviation vocational colleges does not align with the needs of airline companies. As a result, many graduates fail to meet industry standards, further limiting their employment prospects. Similarly, Jiang and Han (2021) suggested that improving civil aviation education requires enhancements in student abilities, curriculum structure, and teacher-student ratios.

Beyond general proficiency, one of the most frequently reported mismatches between ESP instruction and airline requirements lies in communication skills. Airlines expect flight attendants to demonstrate strong oral proficiency in handling in-flight announcements, passenger inquiries and emergency procedures, yet ESP courses often remain overly focused on grammar drills, reading comprehension and written examinations. This gap results in graduates who may perform adequately in classroom assessments but lack the interactive speaking and listening skills required in real cabin environments. Previous studies (Hu et al., 2021; Wu, 2022) highlight that inadequate training in situational communication, such as conflict resolution, customer service dialogues and cross-cultural exchanges, contributes significantly to graduates' inability to meet professional standards.

The lack of engaging and practical course content has also been widely discussed. Zhang (2019) noted that ESP teaching materials for flight attendants are often outdated, leading to monotonous learning experiences that fail to equip students with practical language skills. Moreover, Hu et al. (2021) observed that existing ESP training does not fully align with real-world aviation communication demands, creating a disconnect between theoretical knowledge and industry expectations.

2.6.2 Proposed Solutions and Future Directions

To address these challenges, researchers have proposed several solutions aimed at improving ESP education for flight attendants. One commonly suggested approach is the integration of digital teaching resources. Chen and Xue (2022) emphasized the importance of developing digital English teaching materials tailored to flight attendants, as this could make learning more engaging and effective.

Additionally, Hu et al. (2021) recommended reforms in ESP course structure, including increasing teaching hours and improving teacher training. They also highlighted the need for collaboration between aviation colleges and airline companies to ensure that ESP training aligns with industry needs.

Moreover, there is a growing call for a more innovative and practical approach to ESP teaching. Wu (2022) suggested that employment management strategies in higher vocational colleges should be improved to bridge the gap between education and job market requirements. Jiang and Han (2021) also emphasized that curriculum reforms should focus on strengthening students' practical communication skills and providing more opportunities for real-world practice.

To conclude, the literature indicates that while ESP is a crucial component of flight attendant training, significant challenges remain in its implementation. The most pressing issues include students' low English proficiency, outdated curricula, lack of industry alignment, and insufficiently trained ESP instructors. However, these issues cannot be effectively addressed without a comprehensive understanding of what learners currently can do and what they need to be able to do in professional contexts. This study argues that a systematic Needs Analysis combining Present Situation Analysis (PSA) and Target Situation Analysis (TSA), offers a practical and evidence-based approach to identifying these gaps. Through NA, curriculum designers can pinpoint the specific language competencies required by the airline industry, align teaching content accordingly and address both objective demands and learners' subjective expectations. Furthermore, the insights gained from NA can inform curriculum updates, guide the integration of digital learning tools, support teacher training, and foster partnerships between educational institutions and industry stakeholders. By addressing these challenges, ESP teaching for

flight attendants can be better aligned with industry expectations, ultimately improving students' employment prospects in the competitive aviation sector.

2.7 Needs Analysis in ESP Context

This section explores needs analysis in the ESP context through four key aspects. First, it examines the development of needs analysis in ESP. Second, it introduces various needs analysis approaches. Third, it details the specific needs analysis model adopted in this study. Finally, it focuses on needs analysis in ESP at the vocational university level in China, highlighting its significance and the necessity of conducting such an analysis in this context.

2.7.1 Needs Analysis in ESP Course Development

The researches of needs analysis in ESP appeared in 1920s and became central in 1960s (West, 1994). Needs analysis is the fundamental to develop any language course successfully (Hutchingson& Waters, 1987; Kavaliauskiene& Uzapliene, 2003). Long (2005) argued that needs analysis has been traditionally conducted during the initial stage of course development as the first step conducted before a course begins (Hutchingson& Waters, 1987; Jin et al., 2014; Mazdayasna& Tahririan, 2008). It has become a significant element in the field of ESP, which also plays a vital role in ESP course design (Dudley-Evans, 1998). Needs analysis has been traditionally conducted during the initial stage of course development as the first step conducted before a course begins. Only if understand why learners need English, the reasonable content of language course could be designed and accepted from learners' awareness (Hutchingson& Waters, 1987; Jin et al., 2014; Mazdayasna& Tahririan, 2008). Many researchers have taken somewhat related studies to interpret needs analysis diversely (Haliday et al., 1964; Munby, 1978; Hutchinson and

Waters, 1987; Richterich and Chancerel, 1980; Dudley-Evans and St. John, 1998; Bhatia, 2002; Hyland, 2013). Therefore, different meanings and implications have been implied.

2.7.2 Needs Analysis Approaches and Models

Jordan (1994) indicates that needs analysis can be divided into two main approaches, target situational analysis (TSA) and present situational analysis (PSA). The other approaches, such as learning needs analysis (LSA), register analysis, genre analysis. strategy analysis can be seen as the permutations of TSA and PSA. Building on these foundations, Hutchinson and Waters (1987) proposed a learning-centred framework that distinguished between target needs (necessities, lacks, wants) and learning needs. Later, Dudley-Evans and St John (1998) consolidated these perspectives into an integrated model that highlights the complementary roles of PSA, TSA, and LSA in ESP course design. Their framework is widely cited because it moves beyond isolated approaches and emphasizes triangulation of data from multiple sources (learners, teachers, and employers). In this section, in order to conduct needs analysis effectively, the definition and development of target situational analysis (TSA) and present situational analysis (PSA) will be discussed specifically.

2.7.2.1 Present Situational Analysis (PSA)

Present situational analysis was first proposed by Richterich and Chancerel (1980). Different from target situational analysis, present situational analysis examines three aspects of information, including the learners, the language teaching establishment and the user institution (Richterich and Chancerel, 1980). This illustration is in accordance with Jordan (1997)'s opinion: students, academic institution and prospective employers. Meanwhile, Hutchinson and Waters (1987) specified the model of present situational

analysis from the aspect of learners themselves and the language teaching establishment without considering the prospective employers. They illustrated a framework to examine learners' present needs of language learning (as shown in the Figure 2.3 below):

- Who are the learners?	*- How do the learners learn?*
Age / sex / nationality	Learning background
Subject knowledge	Concept of teaching and learning
English background	Methodology
Teaching styles used to	*- What resources are available?*
Interests	Teachers' competences
Sociocultural background	Teachers' attitudes to ESP
Attitudes to English	Knowledge of & attitude to subject content
- Why are the learners taking the course?	Materials, aids
Compulsory or optional	Opportunities for out-of-class activities
Concept of teaching and learning	*- When & where the ESP course take place?*
Apparent need or not	Pleasant, dull, noisy, cold, etc.
Academic or personal goals	Time of day; every day/once a week.
Promotion and attitude	F/P-time; concurrent with need or pre-need

Figure 2.3: Hutchinson and Waters' Model of PSA

This framework examines five broad questions: (1) Who are the learners? (2) Why are the learners taking the course? (3) How do the learners learn? (4) What resources are available? (5) When and where the ESP course take place?

In aviation ESP, PSA is particularly significant because flight attendant students often enter vocational undergraduate universities with relatively weak English foundations compared to their academic university counterparts (Cheng & Wu, 2017). Studies have shown that many vocational students scored only at the threshold level in the college entrance examination and continue to struggle with CET-4 and CET-6 benchmarks (Xue & Wang, 2017). Hu et al. (2021) further noted that ESP instruction in many Chinese universities still relies heavily on grammar-translation and text analysis, which limits students' opportunities to develop oral proficiency. These findings indicate that PSA must account not only for learners' prior experiences and proficiency but also for institutional

constraints, such as limited ESP teaching hours and insufficiently trained teachers. In the context of flight attendant training, understanding these present conditions provides a crucial baseline for identifying the gaps between current proficiency and target professional requirements.

2.7.2.2 Target Situational Analysis (TSA)

Target Situational Analysis, focuses on learners' needs at the end of a language course and is used to identify the target language needs of any group of learners (Munby, 1978). Munby formulated the well-known model named "Communication Needs Processor (CNP)". He used this model to identify learners' target language needs. This model has become the main reference in ESP despite some criticisms of its limitations (Habil et al, 2016). As Li (2014) illustrated in his article, "the most useful feature of Munby's model is its comprehensive data banks, for example: the micro skills and attitudes, which can be used as checklists for the resultant syllabubs." A language learner's personal profile in language learning can be clearly described through Munby's instrument. As Zhao (2005) illustrated in the article, Munby's model (see Figure 2.4) can be mainly separated into two stages which are CNP (Communication Needs Processor) and profile of needs:

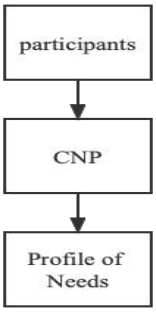


Figure 2.4: Munby's Model of Needs Analysis

During the first stage, there are eight socio-cultural and stylistic variables should be taken into consideration for analyzing learners' profile information: the purposive domain, setting, interaction, instrumentality, dialect, target level, communicative event, and communicative key (Munby, 1978). The CNP is set out under the above eight variables and starts from the processing of information input which refers to personal information about learners, including sex, age, nationality, present command of target language, and extent of other language(s) (Sani et al., 2020). During the second stage of this model, the user must take the activities with their communicative keys and decide which of the following data processing way is appropriate, including meaning processor, the language skills selector, the linguistic encoder and the communicative competence specification. After the processing of data in CNP, the profile of needs can be concluded, which is aims for understanding what the learner needs to know in order to function effectively in the target situation (Hutchinson and Waters, 1987).

Admittedly, Munby's model exists some limitations, some researchers argues that this model is inflexible, time-consuming, fail to prioritize the list of micro-elements and their linguistic functions, does not include other effective factors (Cunningsworth, 1983; Hutchinson & Waters, 1987; West, 1994). Thus, Hutchinson and Waters revised this model. Different from Munby's language centered approach, this model is learner-centered. It considers nearly all the variables (Wang, 2011). Target situational analysis according to Hutchinson and Waters (1987), is a term includes three aspects: necessities, lacks and wants. Necessities refers to learners' target linguistic features, lacks refers to what learners have not mastered in language learning, wants refers to learners expected content of English language. A framework for analyzing target needs by Hutchinson and Waters (1987) is illustrated as follows: (1) Why is the language needed? (2) How will the language

will be used? (3) What will the content areas be? (4) Who will the learner use the language with? (5) Where will the language be used? (6) When will the language be used? Huchinson and Waters (1987) indicated that the analysis of needs is "in essence a matter of asking questions about the target situation and the attitudes towards that situation of various participants in the learning process".

Later, Dudley-Evans and St John (1998) further expanded this framework by explicitly positioning TSA as one of the three parallel dimensions of needs analysis, alongside PSA and LSA. Their model emphasizes triangulation, collecting data not only from learners but also from ESP teachers, subject teachers and employers to achieve a fuller picture of target needs. Importantly, they stressed that TSA must be interpreted in conjunction with the realities of the classroom (LSA) and learners' current proficiency (PSA). This integrated view makes their model particularly useful for vocational education, where the alignment between industry requirements and classroom practices is often a key concern.

This is especially relevant in aviation ESP studies. For example, Kankaew (2021) highlighted that cabin crew frequently struggle with spontaneous oral communication in English, while Hu et al. (2021) noted that many Chinese universities still focus on written test preparation rather than job-specific communication. Similarly, Wu (2022) observed that airline recruiters often emphasize listening and speaking during interviews, underscoring the gap between training content and workplace demands. These findings illustrate why TSA, when combined with PSA and LSA, provides a more comprehensive framework for analyzing the English needs of flight attendant students.

2.7.2.3 Learning Situational Analysis (LSA)

The traditional ESP needs analysis framework, such as Munby (1978)'s Target Situation Analysis mainly focused on language skills in the target contexts but overlooked the learning process of language acquiring. In response, Hutchinson and Waters (1987) introduced the concept of analyzing learners' needs from a learning-centred perspective, switching from solely what learners need to learn, to also how learners learn. This perspective laid the theoretical foundation for distinguishing between target needs and learning needs, where the latter "avows the aim of maximize the potential of the learning situation" and examines factors that influence learners' ability to reach their goals, such as, physical setting of classroom, teaching styles and classroom dynamics.

Building on this foundation, the concept of Learning Situation Analysis (LSA) was formalized by Dudley-Evans and St. John (1998). LSA includes "subjective, felt and process-oriented needs" and emphasizes that learners' progress is significantly affected by the immediate context in which learning takes place. In contrast, TSA provides insights into the product-oriented demands of the occupational or academic field. Thus, TSA and LSA are typically regarded as parallel but complementary perspectives in ESP needs analysis.

Although TSA and LSA are often presented as separate analytical dimensions, recent perspectives suggest that they are closely interconnected, especially when exploring learners' wants, such as their learning desires and perceived priorities (Clarisa et al., 2022). Learners' wants are not developed in isolation from their current learning experiences. As Hutchinson and Waters (1987) proposed in their learning-centred approach, learners' preferences are significantly influenced by how they experience the learning process itself.

Therefore, the perceived "wants" identified under TSA often reflect aspects of the learning situation typically analyzed within LSA.

In this study, TSA, PSA and LSA are recognized as complementary components of the overall needs analysis framework. While TSA is emphasized as the primary analytical lens for investigating necessities, lacks and wants, LSA is explicitly acknowledged as an equally important dimension that highlights the contextual and process-oriented conditions shaping learners' experiences. In particular, learners' wants are understood as being co-constructed through both the requirements of the target situation and the realities of the learning environment. This interpretation aligns with the theoretical position of Hutchinson & Waters (1987) and Dudley-Evans & St. John (1998), who view learner needs as dynamic and shaped by multiple situational factors.

2.7.3 Needs Analysis and English for Specific Purposes at Vocational University Level in China's Contexts

Although the ESP research in China has been over 40 years since 1978 (Yang, 1978), there is very little research in the field of ESP study and needs analysis carried out in China's context, which is the focus of this research. For instance, Mo (2017) conducted a survey to investigate the learning needs analysis and target requirement analysis of e-commerce students by Dudley-Evans and St. John's needs analysis model via questionnaire and interview. It shows that students' interest in ESP learning is closely related to ESP teaching approaches and course design, and employers hope that students should master e-commerce terminology to better communicate with customers, as well as have cross-cultural awareness. Gu (2010) discusses ESP need analysis, ESP instructional models and further explores ESP instructional design from a constructivist perspective, adopting text analysis and introducing three teaching design models: ADDIE, ID1 and ID2.

It illustrated that the urgent needs and necessities of ESP revolution. Moreover, there is an increasing number of articles investigate the demand of English in different occupations in China but without researching how universities might address this demand. For example, Yang and Qin (2021) discovered that engineering students encounter increasing difficulties of vocabulary learning with the sequence of reading, speaking, listening and writing. Moreover, they noticed that these students' needs for support in these skills rise in a similar order within ESP courses. Besides, English speaking and listening are the most needed skills for medical students following the needs analysis via questionnaire but lack of professional ESP teachers and attractive teaching styles (Bo et al., 2021). These studies are limited to one specific occupational area other than flight attendant. Hence, there is a need to address this gap through examining the needs of stakeholders in this area to support effective ESP programme.

2.7.4 Needs Analysis Model for This Study

Needs analysis must be applicable, usable and reliable and it can be conducted through three steps: plan, information collection and information analysis (Witkin and Altschuld, 1995). During the first phrase, the researcher designs the research questions based on what information should be acquired, why the information is needed and how to access to the information. During the second phrase, the information is collected on the basis of needs analysis model. In this research, the researcher aims to investigate the English language needs of flight attendant college students in Chinese vocational undergraduate university. Present situational analysis and target situational analysis are adopted in this study.

In term of the present situational analysis, Hutchinson and Waters' Model of PSA is utilized to collect learners' information and language teaching establishment, including

flight attendant students' personal information (age, sex, nationality, subject knowledge, English background, interesting teaching styles etc.), reasons for taking ESP courses, ESP teaching and learning approaches, ESP course resources and ESP course's time and environmental situation. In terms of the target situational analysis, Hutchinson and Waters' model of TSA is adopted to focus on the target situation and learners' attitudes of that situation. For flight attendant students, their motivation of learning English might be work in aviation related institution. It is advisable to consider prospective employers' needs and anticipation in English. Moreover, the information from the "target situation analysis" is gathered from how students communicate in the academic and occupational contexts via questionnaire, observation and interview.

2.8 Course Evaluation in ESP: Wheeler's Cyclical Model

In addition to needs analysis, course evaluation frameworks provide useful perspectives for examining ESP provision. Among them, Wheeler's cyclical model (1967), as cited in Bhuttah et al. (2019), is widely recognized as an extension of Tyler's objectives-based approach (Tyler, 1949). Unlike Tyler's linear sequence, Wheeler's model conceptualizes curriculum development as a dynamic cycle, in which objectives, learning experiences, content, integration of content and learning experience and evaluation are interdependent and continuously inform each other (see Figure 2.5).

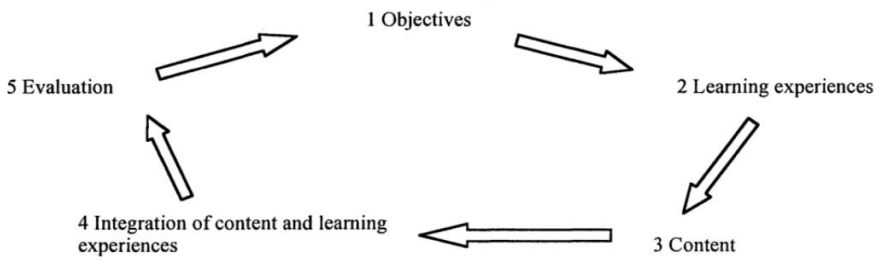


Figure 2.5: Wheeler's Cyclical Model

Specifically, “objectives” refer to the intended learning outcomes that the course seeks to achieve; “content” represents the subject matter and language focus to be taught; “learning experiences” describe the teaching strategies and classroom activities designed to facilitate student engagement; “integration” emphasizes the alignment between content and learning activities to ensure coherence and “evaluation” concerns the assessment processes used to measure both student performance and curriculum effectiveness.

This cyclical structure reflects the reality of ESP programme development, where evaluation outcomes often lead to adjustments in objectives and content to better meet learners’ professional needs. Besides, the Wheeler model is appropriate in vocational education due to its technological advances used in the practical learning process can be seen by curriculum designers (Prihantoro, 2021). As indicated by Bhuttah et al. (2019), Wheeler Model is “a best illustration of flexibility, continuity in the curriculum developed”.

For this study, Wheeler’s model offers an appropriate evaluative lens for analyzing the flight attendant ESP syllabus. By using its categories as deductive codes, the research systematically examines whether the syllabus objectives, content, learning experiences and evaluation mechanisms are aligned with industry expectations. The cyclical nature of Wheeler’s framework also resonates with the purpose of this study, which is not only to evaluate the current programme but also to provide recommendations for course improvement.

2.9 Conceptual Framework of the Study

Based on the literature reviewed in this chapter, the present study adopts a multi-dimensional conceptual framework that integrates both course evaluation and needs analysis to provide a comprehensive understanding of the English language needs of flight attendant students and to propose an improved ESP course guideline.

As illustrated in Figure 2.6, the framework incorporates two complementary strands:

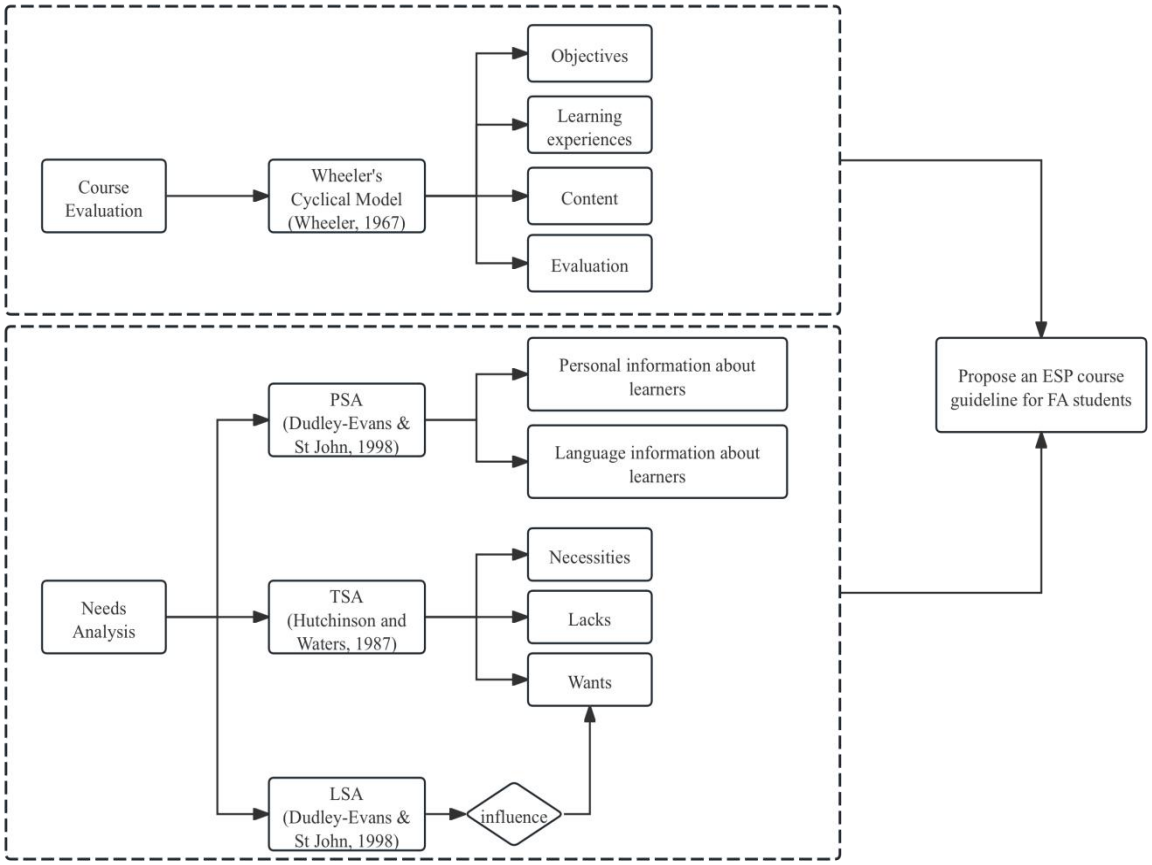


Figure 2.6: Conceptual Framework of the Study

1. Course Evaluation Strand: Wheeler's Cyclical Model (1967), as cited in Bhuttah et al. (2019), provides an evaluative lens to examine the existing ESP syllabus. Unlike Tyler's linear sequence, Wheeler's model conceptualizes curriculum development as a continuous cycle in which objectives, content, learning experiences and evaluation are interdependent. In this study, the model is used to deductively analyze the syllabus to identify strengths and shortcomings in its objectives, content, teaching methods and assessment mechanisms.

2. Needs Analysis Strand: Drawing on the models of Hutchinson & Waters (1987) and Dudley-Evans & St. John (1998), the framework employs Present Situation Analysis

(PSA), Target Situation Analysis (TSA) and Learning Situation Analysis (LSA) to capture learners' needs from multiple perspectives. PSA investigates learners' personal background and current language proficiency. TSA identifies necessities, lacks and wants in relation to the target occupational context of aviation. LSA complements these by examining subjective and process-oriented needs. Importantly, while TSA highlights product-oriented demands, LSA emphasizes process-oriented factors that shape learners' wants.

By combining Wheeler's cyclical model with PSA, TSA and LSA, this framework allows for a dual perspective: it evaluates the effectiveness of the current ESP syllabus while simultaneously identifying the real world and classroom-based needs of learners. Together, these strands provide a strong theoretical and practical foundation for designing a revised ESP course guideline tailored to flight attendant students in Chinese vocational undergraduate universities.

This integrated framework not only synthesizes key theoretical approaches but also structures the methodological choices in the subsequent chapter. It guides the selection of research instruments, participant groups and data analysis procedures, ensuring alignment between the study's theoretical orientation and its applied objectives.

2.10 Chapter Summary

This chapter presents a literature review of the study, consisting of five sections in total. Firstly, the necessity of ESP course implementation in Chinese vocational and technical universities is illustrated. Secondly, the situation of flight attendants in China and the role of English language use in their profession are examined. Thirdly, the development of ESP in China and globally is introduced before comparing ESP teaching in international and Chinese contexts. In addition, ESP in the flight attendant context is

reviewed by addressing key challenges, proposed solutions, and future recommendations. Finally, needs analysis in the ESP context is discussed in depth by analyzing its role in ESP course development, approaches and models, and its application in Chinese vocational education, followed by the specific NA models adopted in this study.

In addition to needs analysis, selected frameworks of course evaluation, particularly Wheeler's cyclical model, were also highlighted to support the evaluation of the current ESP programme. Building on these foundations, the chapter concludes with the presentation of the conceptual framework of the study. This integration provides both the theoretical and practical foundation of the research, laying the groundwork for the development of an ESP course guideline tailored for flight attendant students.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

Chapter 3 presents a comprehensive overview of the research methodology, addressing several key components that are crucial for understanding the structure and approach of the study. The chapter begins by outlining the research questions and research approaches, providing a detailed explanation of how these questions have been formulated and the rationale behind the chosen research methodologies. This section will also discuss the conceptual frameworks that guide the study, ensuring a clear connection between the research objectives and the methods employed.

Next, the chapter offers a detailed introduction to the research participants, specifying their demographic and academic backgrounds, as well as their relevance to the study. Particular attention will be given to the selection criteria and the rationale for choosing specific groups of participants, ensuring that the reader understands how these individuals' experiences and expertise align with the research focus.

In addition, the chapter will describe the data collection methods employed in the study. A thorough explanation will be provided for the instruments and techniques used to gather data, such as documentation, interviews, surveys, or observations, with a focus on how these methods align with the research objectives. The chapter will also explore the data analysis methods used to process and interpret the collected data, detailing the specific analytical procedures and tools employed to identify patterns, themes, and insights within the data.

Furthermore, the chapter will address the issues of validity and reliability, explaining the steps taken to ensure the robustness and consistency of the research findings. This includes a discussion on how the research design and methods were carefully selected to minimize potential biases and enhance the credibility of the study. Ethical considerations will also be highlighted, with particular emphasis on how the study adheres to ethical guidelines, including informed consent, confidentiality, and the protection of participants' rights throughout the research process.

3.2 Research Questions

1. How effective is the current ESP programme for flight attendant students in a Chinese vocational undergraduate university?

2. What are the personal information about learners in the flight attendant ESP course?

3. What are the language information about learners from the perspective of ESP teachers and learners?

4. What are the necessities learners should have from the perspective of intern students and subject teachers?

5. What essential skills and knowledge are learners currently lacking?

6. What are learners' wants in the ESP course, and how are these shaped by their learning experiences?

7. Based on the findings, what course design guideline can be proposed to improve the ESP programme for flight attendant students?

3.3 Research Approach

3.3.1 Overall Design: Mixed Methods Approach

In this study, the triangulation design, also called convergent parallel mixed method (Creswell, 2014) was adopted (Ivankova and Creswell, 2009). The quantitative data and qualitative data were collected simultaneously and analyzed separately and then put together, for example, they can be compared, looking for similarities, differences and complementarities (Cohen et., al, 2002). Figure 3.1 shows the visual diagram of the triangulation design process in this research. Specifically, the study employed a parallel data collection approach, using a quantitative method (questionnaire) together with qualitative methods (documentation, interviews and classroom observations). The data were analyzed using a combination of analytical techniques to evaluate the effectiveness of the ESP course. The findings were presented in Chapter 4.

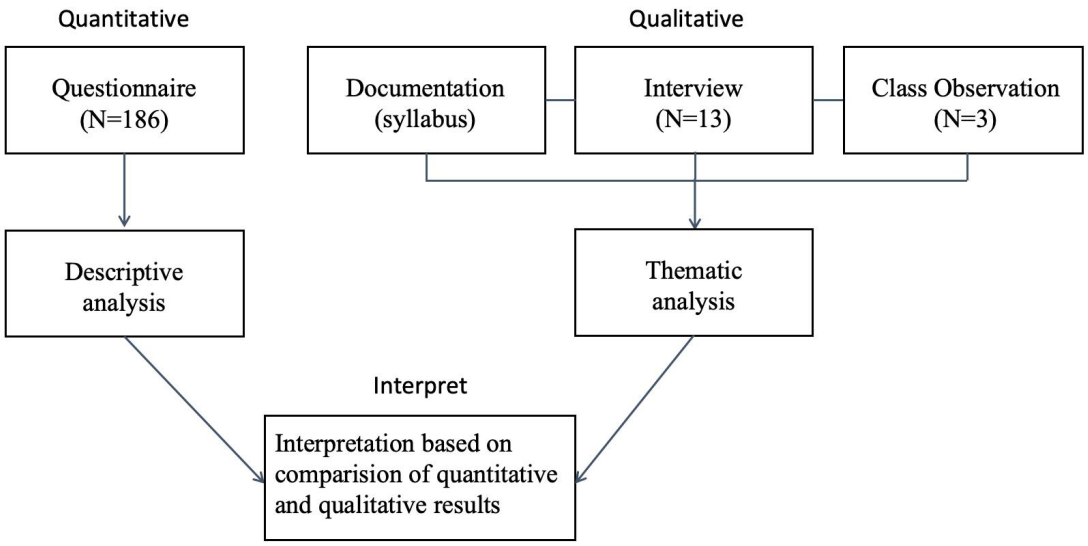


Figure 3.1: The Triangulation Design Process in This Research

It was evidenced that comparing with single quantitative or qualitative method, mixed methods approach shortens the limitation of using a single method (Migiro &

Magangi, 2011). Doyle et al. (2009) believes that mixed methods approach, as a third method movement, provides a lot of support for social science research, answering research questions from multiple levels. Different from qualitative and quantitative methods, mixed methods approach allows quantitative analysis and qualitative analysis to coexist harmoniously (Cresswell, 2008; Doyle et al., 2009). The weakness of a single research method is reduced, and the accuracy and reliability of data are improved. In complex research, more details and real data can be mined (Cohen et., al, 2002; Creswell & Tashakkori, 2007; Day & Sammons, 2008). Most importantly, numerous studies highlight the importance of adopting mixed methods in needs analysis to ensure comprehensive data collection and facilitate data triangulation (Jasso-Aguilar, 2005; Reviere, 1996; West, 1994).

3.3.2 Case Study Justification

Adopting Yin (2018)'s conceptualization of case study as "an empirical method that investigates contemporary phenomena within real-life contexts", this research employs a single case design to investigate the English language needs of students majoring in flight attendant in a Chinese vocational undergraduate university.

The approach is particularly justified by three unique requirements based on Yin's (2018) criterion (Table 3.1):

Table 3.1: Key Advantages of Adopting Case Study

Yin's criterion	Research implementation in this study
1. Capturing contextual complexity	Deficiencies between industry language needs and ESP training constraints.
2. Support theoretical development	Application of Hutchingson & Waters (1987) and Dudley-Evans & St. John's (1998) needs analysis framework transforms from theoretical model to actionable insights.

Table 3.1 continued

3. Handle multiple evidence sources	Triangulating data from questionnaire, interview and class observation.

Additionally, this university was selected as a critical case for the following reasons, as demonstrated in Table 3.2:

Table 3.2: Reasons for Selecting This University

Reasons	**Details**
1. One of Nine Institutions Offering the Flight Attendant Program Nationwide	Among the only nine institutions in China providing a specialized Flight Attendant Program, making it a key player in aviation service education.
2. The Only Institution in Zhejiang Province Offering This Program	The only university in Zhejiang Province with this program, emphasizing its regional significance.
3. Longstanding History and Experience	Established in 2008, with over 17 years of experience in aviation education, ensuring a well-developed curriculum and training system.
4. National 1+X Certificate Pilot Institution	Integrating professional certification with academic education to enhance student qualifications.
5. Strong Industry Collaboration and Airline Partnerships	Long-term cooperation with leading airlines, serving as a designated training base to ensure practical, industry-focused training.
6. High Employment Rate & Strong Alumni Network	Graduates secure jobs in top airlines both domestically and internationally, demonstrating the program's effectiveness and industry reputation.

3.4 Research Participants

The research aimed to investigate the English language needs of flight attendant students in a Chinese vocational undergraduate university and to propose a course design

guideline for improving the ESP programme based on these findings. The participants consist of two contexts: academic context and occupational context. In the academic context, second year students, subject teachers and ESP teachers are included. In the occupational context, the third-year students, which were intern students in the airline company, are included as well. As to the third-year students, subject teachers and ESP teachers, they must be regarded as being in the academic context because they also have knowledge of the language expectations and needs in the occupational context because of their knowledge and experience. The relationship between participants and contexts are illustrated in Figure 3.2.

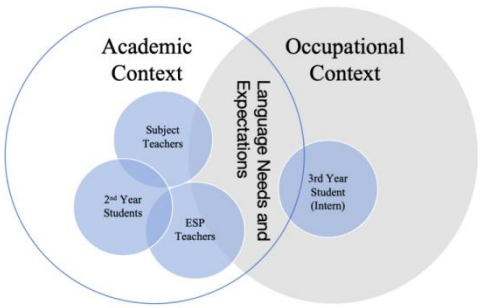


Figure 3.2: The Relationship Between Participants and Contexts in This Study

This study was conducted by collecting data from Flight Attendant Programme students in a Chinese university which has long history in offering this programme. All participants were students majoring in flight attendant. Purposive sampling, specifically homogeneous sampling, was employed to select participants based on "their typicality or possession of particular characteristics" (Cohen et al., 2002). In this context, typicality referred to their direct engagement with the ESP curriculum designed for flight attendant training, their exposure to English learning for specific purposes in both classroom and practical settings, and their shared academic and professional goals within the aviation

service industry. Consequently, participants were chosen based on their availability (having the time and willingness to participate in the survey) and their academic year (Etikan et al., 2016).

3.4.1 Flight Attendant Students

All participants were from the same university, enrolled in the English for Specific Purposes (ESP) program within the Faculty of International Business. A total of 186 students took part in the study (see Table 3.3). Of these, 84 were male and 102 were female. The participants were categorized by academic year as follows: 97 students (47 male, 50 female) from the first academic year, 74 students (32 male, 42 female) from the second academic year, and 15 students (5 male, 10 female) from the third academic year. The students' ages ranged from 18 to 24, with an average age of 20. All participants were intermediate to advanced learners of English, assessed based on their entry-level proficiency tests. Ethical approval was obtained for the study, and informed consent was acquired from all participants. Data were collected through a survey questionnaire administered during the spring semester of 2023.

Table 3.3: Flight Attendant Students' Information

	1st Year	**2nd Year**	**3rd Year**	**Sum**
Male	47	32	5	84
Female	50	42	10	102
Total	97	74	15	186

A total of 8 students were invited to participate in the interview (see Table 3.4), consisting of an equal distribution of four students from the second academic year and four students from the third academic year. All of the participants were majoring in flight

attendant, a field that requires specialized knowledge of both aviation terminology and customer service practices in the airline industry. The selection of these specific students was grounded in the premise that individuals at these stages of their academic progression would have acquired the necessary foundational and advanced knowledge required for engaging with the English for Specific Purposes (ESP) curriculum.

Table 3.4: Interviewees' Information

Name	Gender	Age	Knowledge of ESP	Internship Status
2nd Year Student A	Female	21	Basic understanding of ESP curriculum and aviation terminology	Not yet started internships
2nd Year Student B	Male	21		
2nd Year Student C	Female	20		
2nd Year Student D	Female	20		
Intern (3rd Year) Student A	Female	20	Advanced understanding of ESP curriculum, with applied experience in aviation settings	Currently interning at aviation companies
Intern (3rd Year) Student B	Female	21		
Intern (3rd Year) Student C	Female	21		
Intern (3rd Year) Student D	Female	22		

The second-year students, having completed introductory coursework, were expected to have developed a foundational understanding of the principles of ESP, particularly in the context of aviation, including basic aviation terminology and communication practices. In contrast, the third-year students, who are further advanced in their academic journey, were anticipated to have a more comprehensive grasp of the specialized language and skills required in the aviation industry. Notably, all third-year students had already begun internships with aviation companies, providing them with practical experience in the field and further enhancing their understanding of the specific language demands in real-world aviation settings. To ensure anonymity and comply with ethical standards, pseudonyms were assigned to the interviewees: Intern Student A, Intern

Student B, Intern Student C, and Intern Student D. Regarding the departments within the airline companies where the students were interning, the roles varied based on their level of experience. Intern Student A, being a newcomer, was assigned to a ground internship, likely to familiarize herself with the operational aspects of the airline industry before transitioning to in-flight responsibilities. In contrast, the remaining three students, Intern Students B, C, and D, were interning as flight attendants, gaining direct experience in cabin service and in-flight operations. This combination of academic knowledge and hands-on experience made the third-year students particularly well-positioned to reflect on the relevance and applicability of the ESP curriculum in preparing them for their professional roles.

The aim of this stratified selection was to ensure a diverse yet informed sample, with both foundational and practical insights into the effectiveness and challenges of the ESP curriculum as it relates to the flight attendant profession. The study included students at different stages of their studies. Some students were still in the process of acquiring theoretical knowledge. Others were already applying their knowledge during real-world internships. This approach aimed to capture a broad spectrum of perspectives on the curriculum's strengths and areas for improvement.

Although the total sample of the questionnaire included first-year students, the in-depth qualitative data (interviews) were collected only from second-year and third-year students. This decision was made deliberately for several reasons.

First, many of the interview items were related to occupational English needs in cabin crew contexts, such as professional communication, service interactions and aviation-specific tasks. Since first-year students had not yet been exposed to professional training modules or internships, their responses to these items would likely have been

speculative rather than grounded in experience. In contrast, second-year students had already completed introductory aviation-related coursework, giving them a basic understanding of professional terminology and communication practices.

Second, third-year students were actively engaged in aviation internships, providing them with first-hand exposure to the real communicative demands of airlines. Their perspectives were therefore considered crucial in linking the ESP curriculum with actual industry expectations.

Finally, by focusing on students who had acquired at least some degree of aviation-specific knowledge (second-year students) and those applying it in real world contexts (third-year students), the study ensured that the data collected would be both relevant and reliable for answering the research questions. While first-year students may also have initial impressions of English learning, their limited exposure to occupational contexts means that their input would not provide the same level of depth or validity in relation to the study's aims.

This stratified selection thus strengthened the research design by balancing foundational perspectives from second-year students with applied insights from third-year interns, ensuring that the findings reflected both academic preparation and professional realities.

3.4.2 ESP Teachers

Three ESP teachers were invited to participate in the interview (see Table 3.5), all of whom were employed at the Faculty of International Business at the same university. Since this university had only three ESP teachers assigned to teach English for flight attendant students, the study was able to include the entire population of ESP instructors

relevant to the programme.The teachers were selected based on their direct involvement in teaching ESP courses within the aviation programs. The group consisted of three female ESP instructors, with ages ranging from 28 to 40 years. All teachers held master's degrees in fields directly related to their teaching specializations, including English Studies, English Translation, and Flight Attendant Studies. Notably, one of the instructors possessed two master's degrees, one in Flight Attendant Studies and the other in English Studies, demonstrating a strong academic foundation in both language and the specific professional domain of aviation.

Table 3.5: ESP Teachers' Information

	Gender	**Age**	**Teaching Experience**	**Academic Qualifications**
ESP Teacher A	Female	28	2 years	Master' s degree in Flight Attendant Studies and English Studies
ESP Teacher B	Female	40	16 years	Master' s degree in English Studies
ESP Teacher C	Female	43	20 years	Master' s degree in English Translation

In terms of teaching experience, the teachers varied in length of service, with two teachers having over 15 years of experience in ESP instruction, while the remaining one teachers had 2 years of teaching experience. The teachers' backgrounds also included a mix of general language teaching experience and specialized knowledge in the fields of aviation English, business English, and general college English, which influenced the content and focus of the courses they taught.

In addition to their teaching duties, all ESP teachers were involved in the curriculum development process for their respective programs, working collaboratively

with other faculty members to design course materials that met both academic standards and aviation industry language needs. They also participated in regular professional development workshops and were engaged in ongoing research related to ESP pedagogy, with several teachers having published articles on ESP methodologies and language acquisition in professional contexts.

The ESP teachers were recruited for this study due to their expertise in teaching English to non-native speakers in specialized academic contexts and their direct involvement in the curriculum development process. Informed consent was obtained from all teacher participants, and their identities were kept confidential throughout the research.

3.4.3 Flight Attendant Teachers

Two flight attendant subject teachers were invited to participate in the interview (see Table 3.6). Both teachers are female, aged 28, and have approximately three years of teaching experience. While their teaching careers are relatively brief, their professional backgrounds are distinguished by substantial experience in the aviation industry, which significantly contributes to their expertise in the field.

Importantly, both teachers are part-time instructors who remain actively connected with airlines while teaching at the university. This dual role allows them to bridge the gap between academia and industry, ensuring their input reflects current airline practices and expectations.

Table 3.6: Flight Attendant Subject Teachers' Information

	Gender	**Age**	**Teaching Experience**	**Working Experience in Aviation Industry**
Subject Teacher A	Female	28	2 years	3 years
Subject Teacher B	Female	28	3 years	7 years

One teacher has accumulated three years of experience working in the aviation sector, while the other brings seven years of cabin crew experience to the role. This combination of teaching and professional experience positions them as knowledgeable educators, capable of offering valuable insights into the ESP curriculum for flight attendants.

Their ongoing engagement with the aviation industry enables them to integrate authentic, industry-specific language skills into classroom instruction and provide informed commentary on recruitment requirements, such as the types of English tasks typically assessed in airline interviews. Despite their relatively short teaching careers, their direct professional expertise ensures they are well-equipped to teach specialized ESP content.

This unique blend of teaching and industry experience makes their perspectives particularly relevant for the study, as they can articulate both the pedagogical implications and the practical industry needs that should inform the design of flight attendant ESP courses. Their inclusion in this study therefore strengthens the validity of the TSA findings by ensuring that the identified necessities and lacks are closely aligned with real-world airline requirements.

3.5 Data Collection

In order to achieve triangulation and valid results of the needs analysis in ESP context for flight attendant students, three different data collection instruments were adopted: documentation, questionnaire, semi-structured interview and classroom observation.

3.5.1 Research Instruments

The methodology employed in this study is multi-faceted, incorporating a range of data collection techniques to ensure a comprehensive understanding of the research topic.

The first method employed was documentation analysis, focusing on the ESP syllabus used in the case-study university. This instrument was essential for addressing RQ1, as it enabled the evaluation of programme objectives, content, learning experiences, and assessment procedures. Guided by Wheeler's cyclical model (1967), the document analysis provided a systematic basis for assessing the alignment between institutional provision and the professional English needs of flight attendant students.

Secondly, a structured questionnaire was designed to capture quantitative data from participants, allowing for a systematic examination of patterns and trends in students' English learning experiences and perceived needs.

Thirdly, semi-structured interviews were conducted to gather qualitative insights. The interviews provided opportunities for in-depth exploration of individual experiences and perspectives, offering a richer and more detailed understanding of the phenomena under investigation. The semi-structured format allowed for flexibility in questioning, enabling the interviewer to probe further into topics of interest while maintaining consistency across participants.

Finally, class observations were carried out to triangulate the data gathered from the questionnaire and interviews. Observations conducted in natural classroom settings allowed for the examination of real-time behaviors and interactions, offering insights into the dynamic, often unspoken aspects of teaching and learning practices.

By combining these four methods: documentation analysis, questionnaires, interviews and class observations, the study sought to provide a comprehensive analysis, integrating both qualitative and quantitative perspectives to address the research questions systematically.

To ensure methodological clarity, each research question in this study was explicitly linked to its corresponding data sources and instruments (see Table 3.7). This mapping illustrates how the mixed methods design was operationalized, with quantitative and qualitative strands complementing each other.

Table 3.7: Mapping of Research Questions, Data Sources and Instrument

Research Question (RQ)	**Data Source**	**Instrument**
RQ1: Evaluate the current ESP programme	ESP syllabus	Documentation
RQ2, RQ3 (PSA): Learners' personal info & language proficiency	Students, ESP teachers	Questionnaire, interviews, class observation
RQ4, RQ5 (TSA): Necessities & lacks	Subject teachers, intern students	Interviews
RQ6 (TSA & LSA): Learners' wants and experiences	Students	Questionnaire, interviews, class observation
RQ7: Propose a course design guideline for ESP	Integration of PSA, TSA & LSA findings	Synthesized from all data

As shown in Table 3.7, RQ1 focuses on the evaluation of the current ESP programme. Data were drawn from the ESP syllabus and analyzed using Wheeler's cyclical model (1967). RQ2 and RQ3 investigate learners' personal information and language proficiency, with data collected from students and ESP teachers through questionnaires, interviews and class observation. RQ4 and RQ5 explore necessities and lacks in the target situation, drawing on insights from subject teachers and intern students.

RQ6 investigates learners' wants and experiences in the ESP classroom, with data obtained from students' perspectives and observation. RQ7 integrates findings across PSA, TSA and LSA to propose a course design guideline for flight attendant ESP.

3.5.1.1 Documentation

Document analysis was employed in this research. This instrument focused on the ESP syllabus of the case-study university, as it represents the official framework guiding English instruction for flight attendant students. The syllabus was selected because it provides explicit information about course objectives, content, organization, and assessment procedures, which are essential for evaluating the alignment between institutional provision and industry requirements.

However, the scope of document analysis was limited to the syllabus. Due to the lack of permission, access to other materials such as teaching resources and lesson plans was not granted. While this restricted the range of documents available, the syllabus itself still offered valuable insights into how the programme was designed and officially presented by the institution.

Document analysis therefore served as the primary institutional source for answering RQ1, providing a foundation for evaluating the current ESP programme before triangulating with other data sources.

3.5.1.2 Questionnaire

The development of the questionnaire for this study was informed by a thorough review of the relevant literature, particularly the work of Chatsungnoen (2015), which provided a foundational framework for selecting appropriate items. In addition, the

questionnaire design was aligned with the key components of the conceptual framework adopted in this study, including “personal information about learners” from the aspect of Present Situation Analysis (PSA) and “wants” from the aspect of Target Situation Analysis (TSA) (see Appendix B). From the extensive pool of items identified in the literature, a subset was chosen based on their relevance to the study’s objectives. The questionnaire was distributed to a targeted sample, with the aim of gathering information on key variables related to the study’s focus. The design of the questionnaire included both closed-ended and Likert-scale questions, enabling a nuanced understanding of participants’ attitudes, perceptions, and behaviors to examine the findings for Research Question 2, 3 and 6.

For Research Questions 4 and 5, questionnaires were not employed as the primary data collection tool. The rationale for this decision lies in the nature of these questions. RQ4, which investigates the necessities learners should have, required perspectives from stakeholders with direct knowledge of industry requirements. Flight attendant subject teachers, who are concurrently employed in airlines, as well as intern students with hands-on industry experience, were in a stronger position to articulate the essential skills needed for professional practice. Similarly, RQ5, which explores the skills and knowledge that learners are currently lacking, was less suited to a questionnaire format because students are often unaware of their own deficiencies or their self-reported responses may be biased. To obtain more accurate and context-sensitive insights, semi-structured interviews were therefore conducted with subject teachers and intern students. These stakeholders, through their teaching expertise and practical airline exposure, were able to provide nuanced accounts of both the required competencies and the observable gaps, ensuring richer and more reliable findings.

In terms of the five-point Likert scale used in the questionnaire, as recommended by Croasmun and Ostrom (2011), is to gauge participants' responses. The scale ranged from 1 to 5, providing a means to assess the degree of participants' agreement or disagreement with the various statements presented. A value of 1 represents the most negative reaction while the value of 5 represents the most positive reaction (Edmondson, 2005). In the questionnaire used in this study, the five-point Likert scale was used to evaluate students' attitudes toward English, students' language ability and needs of English language skills. In terms of attitude evaluation, 1 = unimportant, 2 = of little important, 3 = moderately important, 4 = important, 5 = most important. In terms of students' language ability, 1 = very weak, 2 = weak, 3 = moderate, 4 = good, 5 = very good. In terms of needs of English language skills, 1 = very unnecessary, 2 = relatively not need, 3 = general, 4 = relatively need, 5 = most need.

The structured questionnaire comprised 36 items, divided into three main sections (see Table 3.8) and organized along two dimensions: PSA (Present Situation Analysis) and TSA (Target Situation Analysis). The first section gathered background information about the participants, including their general background, interests, attitudes toward the ESP program, and self-assessment of their English language proficiency. This section primarily focused on PSA. The second section centered on the perceived need for general English skills in an academic context, while the third section explored students' needs for specific English sub-skills in both academic and occupational contexts. These latter two sections were aligned with TSA. This structure enabled a clear distinction between participants' personal characteristics and their perspectives on the practical application of English in their academic and professional lives.

Table 3.8: The Composition of the Questionnaire

Section	Theme	Areas	Number of Questions
1. PSA	Background information	Attitudes and self-evaluation of the English language	11
2. TSA	Perceived needs for general English skills in academic context	Needs for using speaking, listening, reading, writing, grammar and vocabulary in academic study	7
	Students' needs for English sub-skills in both academic and occupational contexts	Needs for using speaking, listening, reading, writing, grammar and vocabulary in cabin crew context	18

To ensure the validity and reliability of the instrument, careful attention was given to the translation process. As noted by Su and Parham (2002), an accurate translation of the questionnaire is crucial for preserving its validity. Initially, the items were translated into Chinese, and then an expert in Chinese-English translation conducted a back-translation of the entire instrument to ensure that the meaning of the items remained consistent across languages.

To assess the internal consistency of the questionnaire, Cronbach's Alpha was calculated, yielding a value of 0.895, which is well above the acceptable threshold of 0.70 to 0.95, as suggested by Tavakol and Dennick (2011). This high value indicates that the questionnaire items were internally consistent and reliable. Moreover, the use of a questionnaire as a data collection tool has been well-documented in the literature as an effective means of measuring participants' attitudes, beliefs, and opinions (Dörnyei & Taguchi, 2009). Given its ability to efficiently gather data on the participants' English proficiency and their language needs, the questionnaire was deemed a suitable and appropriate method for this study.

3.5.1.3 Interview

The aim of interview was to examine students' perceptions toward ESP curriculum and to investigate which English language skills do ESP teachers and subject teachers perceive as the most important for flight attendant students in occupational context and which language skills and activities are much more emphasized in flight attendant ESP course.

The type of interview in this study was semi-structured interview which included 12 questions for second year students (see Appendix D), 14 questions for intern students (see Appendix F), 10 questions for interview with ESP teachers (see Appendix H) and 12 questions for flight attendant subject teachers (see Appendix J). Table 3.9 shows the compositions of the interviews. All these interview questions were adapted from the work of Chatsungnoen (2015) and were aligned with the components of the conceptual framework adopted in this study, including "personal information about learners" from the aspect of Present Situation Analysis (PSA) and "necessities" and "wants" from the aspect of Target Situation Analysis (TSA). These inquiries were formulated and subsequently refined following a preliminary study of Chatsungnoen (2015). The rationale behind the selection of semi-structured interviews was to afford interviewees expanded opportunities to articulate their perspectives and recommendations. This approach facilitates the elicitation of enriched and pertinent information from participants (Longhurst, 2003).

Table 3.9: The Composition of the Interviews

Interview for Second-Year Students		
Section	Theme	Items No.
A: PSA	Personal information about learners, English language information about learners	Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8
B: TSA	Preferred learning content, tasks and	Q9, Q10, Q11, Q12

Table 3.9 continued

	activities of ESP course	
Interview for Intern Students		
Section	Theme	Items No.
A: PSA	Personal information about learners, English language information about learners	Q1, Q2, Q3, Q4, Q5, Q6, Q7
B: TSA	Necessities and wants	Q9, Q10, Q11, Q12, Q13, Q14
Interview for ESP Teachers		
Section	Theme	Items No.
A: PSA	Personal information about ESP teachers, English language information about learner	Q1, Q2, Q3, Q4, Q5
B: TSA	Necessities	Q6, Q7, Q8, Q9, Q10
Interview for Flight Attendant Subject Teachers		
Section	Theme	Items No.
A: PSA	Personal information about subject teachers, English language information about learners	Q1, Q2, Q3, Q4, Q5
B: TSA	Necessities	Q6, Q7, Q8, Q9, Q10, Q11, Q12

The interview questions in interview covered two aspects: present situation analysis and target situation analysis. Firstly, the present situation analysis covered two points: personal information about participants and English language information about learners. Secondly, the target situation analysis covered what tasks and activities should be included and what English language skills should be emphasized in ESP course.

The interview questions for second-year students focused on their experiences in the ESP course, addressing two key dimensions: Present-Situation Analysis (PSA) and Target-Situation Analysis (TSA). With regard to PSA, the questions explored personal and language-related information about the learners. In the context of TSA, the interview aimed to identify the learners' preferred learning content, tasks and activities of ESP

course. In addition, necessities and lacks were not elicited from second-year students. The rationale is that second-year students have limited exposure to actual workplace contexts and therefore may not be able to accurately articulate what is professionally "necessary" or what specific skills they "lack" for airline employment. Their feedback might instead reflect perceptions or assumptions rather than grounded industry requirements.

For the third-year intern students, the interview questions were similar but adapted to reflect their more advanced stage in the program with examining their perspective of wants of ESP course. While PSA related questions also focused on personal and language information, a greater emphasis was placed on the occupational context. For example, an interview question in this category might have been: In the context of your current role, what do you think needs to be improved in the Flight Attendant English course? This distinction allowed for a more nuanced understanding of the evolving language needs of students as they progressed from learning to application in real-world professional settings.

Similarly, the interview questions for ESP teachers focused on their perspectives regarding students' current language skills and usage, as well as the learners' needs and deficiencies. Similarly, the interview questions for flight attendant subject teachers addressed students' needs and lacks, along with language-related information pertinent to the target situations. Additionally, a reflective and suggestive question was included to explore the potential benefits of collaboration between flight attendant subject teachers and English language instructors. This question aimed to assess how such collaboration could contribute to the ongoing improvement of the flight attendant English course and enhance students' career competitiveness.

3.5.1.4 Classroom Observation

The protocol for class observation in this study was adapted from the framework developed by Hamzaoui-Elachachi and Graia (2014), which has been widely used in educational research to assess various aspects of teaching and learning in the classroom (see Appendix N). The observation framework was revised to suit the specific context of this study, consists of five main themes that are critical for evaluating the effectiveness of instructional practices: content organization, presentation, interaction, instructional materials and environment, and content knowledge and relevance (see Table 3.10).

In total, six ESP classroom sessions were observed. To ensure fairness and representativeness, two lessons were observed for each of the three ESP teachers. This arrangement not only allowed the researcher to capture teaching practices across all instructors but also complied with institutional restrictions, which did not permit observing more than two lessons per teacher.

Table 3.10: The Composition of the Class Observation Framework

Section	Theme	Items No.
1	Content organization	1, 2, 3, 4, 5
2	Presentation	6, 7, 8, 9, 10, 11, 12
3	Interaction	13, 14, 15, 16, 17, 18, 19, 20, 21, 22
4	Instructional materials and environment	23, 24, 25, 26, 27, 28
5	Content knowledge and relevance	29, 30, 31, 32

Each of these themes was assessed through a structured observation process, with observations being recorded across three distinct categories: not observed, more emphasis recommended and accomplished very well (Hamzaoui-Elachachi and Graia, 2014). These categories allowed for a nuanced evaluation of the extent to which each theme was

implemented in the classroom, providing a clear indication of areas where teaching practices were either lacking, in need of improvement, or well-executed. The observer marked the appropriate category on the observation rubric form (Appendix L) to ensure quick and accurate data entry. Additionally, the observer took notes during the class observation to provide further context and insights.

The theme of content organization focused on the logical flow and clarity of the material presented, while presentation addressed the effectiveness of the teacher's delivery and engagement with the students. The interaction theme examined the quality of communication between the instructor and students, as well as among the students themselves, considering the level of student participation and teacher responsiveness. The instructional materials and environment theme assessed the appropriateness and effectiveness of teaching aids, classroom resources, and the physical learning environment in supporting the instructional process. Finally, the theme of content knowledge and relevance evaluated the teacher's command of the subject matter and the alignment of the content with students' needs and real-world applications. By using this comprehensive observation protocol, the study aimed to gather detailed and systematic data on the various factors influencing the teaching and learning process in ESP classrooms, providing valuable insights for enhancing the quality and effectiveness of the English for Specific Purposes curriculum.

The researcher adopted the role of a complete observer during the observation, refraining from participating in the lesson. This approach ensured that the participants were observed without any interruption or influence on the data collection process (Scott & Medaugh, 2017). Besides, the ESP course were audio-recorded rather than video-recorded to prioritize the protection of participants' image privacy. The audio recorder was placed in

the center of the classroom to ensure optimal sound capture. Prior consent was obtained from both the instructors and students to ensure ethical compliance. Additionally, the decision to avoid video recording was influenced by concerns that the presence of recording equipment, such as cameras, could potentially distract students and affect their authentic performance during the lessons (Cohen et al., 2002). Thus, audio recording was deemed a more suitable and less intrusive method for data collection in this context.

3.6 Data Analysis

After the accumulation of quantitative and qualitative data, the process of data analysis was initiated. This section described how data derived from documentation, questionnaire, interview and class observation were analyzed.

3.6.1 Documentation

In terms of document analysis, thematic analysis was employed to analyze the ESP syllabus collected from the case-study university. Unlike class observation, which applied an inductive approach, the analysis of syllabus data followed a deductive thematization approach under the guidance of Braun and Clarke's six-step method (2006). The deductive strategy was adopted because the analysis was guided by Wheeler's Cyclical Model (1967), which provides predefined categories of curriculum design, namely: objectives, content, learning experiences and evaluation.

The first step was to become familiar with the raw document through repeated reading and annotation of the syllabus text. Notes were made regarding how objectives, content, instructional design, and evaluation criteria were presented. Secondly, the syllabus was systematically coded using Wheeler's categories as initial coding frames. For example, sections describing the general aims of the course were coded under "Aims and

Objectives", while references to classroom tasks or assignments were coded under "Learning Experiences".

Coding was performed manually to maintain close engagement with the document. After generating codes, related items were grouped into themes that represented the strengths and weaknesses of the programme design. For instance, statements about "improving general English proficiency" were classified under "Objectives" but further themed as "Vague professional alignment," while assessment details focusing on written exams were coded under "Evaluation" and themed as "Limited performance-based assessment."

The finalized themes were reviewed for coherence and consistency by cross-checking them with Wheeler's cyclical model. This ensured that the analysis was both theoretically grounded and systematically organized. The themes were then integrated into the findings narrative, supported by excerpts from the syllabus. Through this process, document analysis provided evaluative insights into how the ESP syllabus addressed or failed to address the professional English needs of flight attendant students.

3.6.2 Questionnaire

Descriptive analysis was conducted on the data obtained from the questionnaire, focusing on summarizing and presenting key statistical metrics to provide an overview of the participants' responses. Specifically, measures such as the mean, which represents the average value of responses, represented the information of learners' needs of English sub-skills (Cohen et al., 2002). In this study, the mean was used to evaluate learners' English ability and language skills needs (see Table 3.11). For instance, the mean score from 1 to 1.80 represents "very weak" or "very unnecessary", 1.81-2.60 represents "weak" or "relatively not need", 2.61-3.40 represents "general" or "moderate", 3.41-4.20 represents

"good" or "relatively need", 4.21-5.00 represents "very good" or "the most need" (Wu, 2010).

Table 3.11: The Interpretation of Mean Scores

1.00-1.80	1.81-2.60	2.61-3.40	3.41-4.20	4.21-5.00
very weak	weak	general	good	very good
very unnecessary	relatively not need	moderate	relatively need	the most need

The standard deviation, which indicates the variability or dispersion of the data, were calculated to characterize the central tendency and spread of the data set (Bonne and Bonne, 2012). These metrics were tabulated in a clear and organized manner, enabling the identification of patterns, trends, and the general distribution of responses across the sample. This form of analysis is fundamental in offering a straightforward summary of the data, which can serve as the foundation for more advanced inferential analyses or comparisons across different groups or conditions within the study.

3.6.3 Interview

The qualitative data collected through interviews were subjected to a rigorous analytical process using thematic analysis, a widely employed method for identifying, analyzing, and reporting patterns (themes) within qualitative data. Both deductive and inductive approaches were used in this study.

Specifically, the deductive approach is a top-down process starts with predefined theories, concepts, or themes and tests them against the data (Boyatzis, 1998). In this research, the deductive themes were originated and named based on the factors of needs analysis model (see Figure 3.3). With the tool of NVivo software (version 15), its Text Search Queries and Auto-Coding functions facilitated the application of these themes

across the data. The analysis was iterative, with continuous refinement of codes and themes using NVivo's Node Hierarchy and Coding Queries tools to ensure a comprehensive understanding of the data.

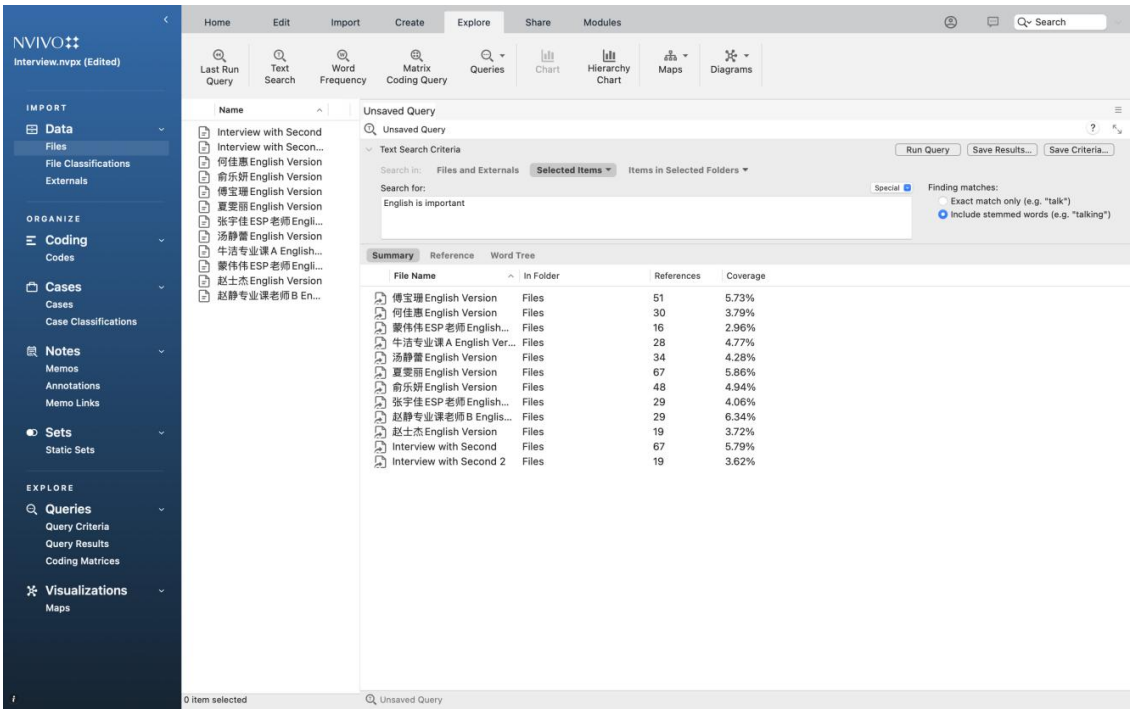


Figure 3.3: A Screenshot of Deductive Thematization of Interview in NVivo

Besides, the inductive approach followed the model proposed by Braun and Clarke (2006), which provides a clear and systematic framework for conducting thematic analysis. This was done using NVivo's In Vivo Coding and free nodes, which allowed for flexibility and adaptation of the coding structure as new patterns were identified (see Figure 3.4). Specifically, in the first phase, the researcher thoroughly familiarized with the interview data by reading the transcripts, ensuring a deep understanding of the content. Following this, initial codes were generated to capture significant features of the data that were relevant to the research questions. These codes were then grouped into broader themes, representing patterns or recurring ideas that emerged across the dataset. In the reviewing

phase, the themes were refined and reassessed to ensure they accurately reflected the data's meaning and the research objectives. Finally, a visual representation of themes and their relationships were applied in the analyzing process (see Figure 3.5).

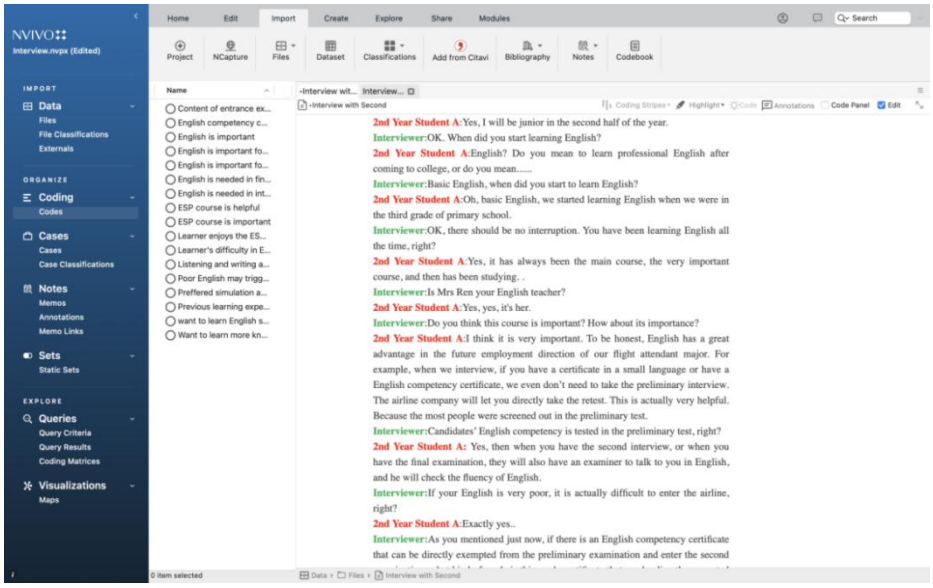


Figure 3.4: A Screenshot of Inductive Thematization of Interview in NVivo

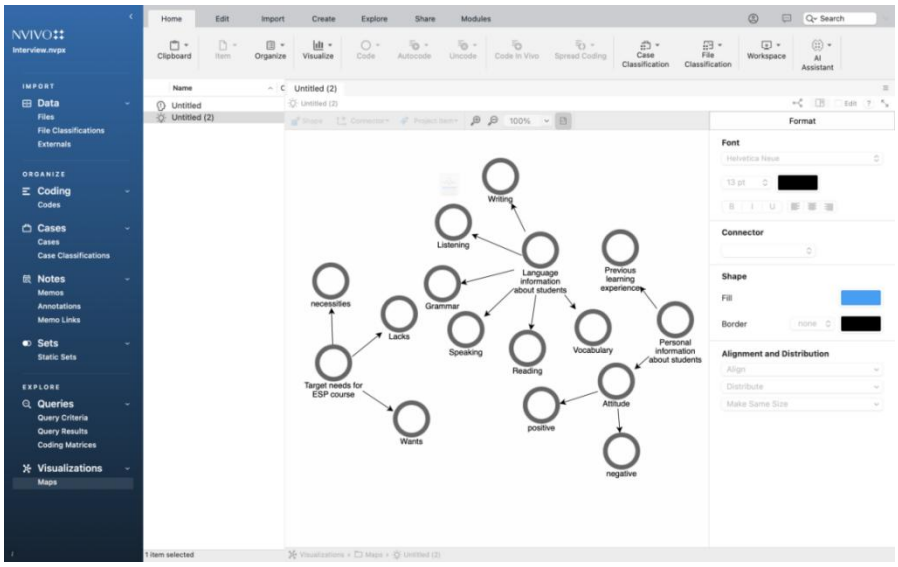


Figure 3.5: A Screenshot of Visual Representation of Mind Map

Thematic analysis, as applied in this study, allows for a flexible and detailed exploration of participants' perspectives, experiences, and insights. By following the above thematization approaches, the researcher was able to ensure the analysis was both systematic and reflective, allowing for a comprehensive interpretation of the qualitative data. The outcome of this analysis not only facilitated a deeper understanding of the participants' views but also provided rich, contextually grounded insights into the phenomenon under investigation.

3.6.4 Classroom Observation

In terms of class observation, thematic analysis was adopted to analyze the data derived from the study to evaluate the teaching and learning process in ESP classrooms. Under the guidance of Braun and Clarke's six- step method (2006), the inductive thematization approach was applied to class observation data. First of all, it is very important to be familiar with the raw data by making notes after transcribing the audio recording. The verbal data from the class observation such as teaching practices, student interactions, and classroom dynamics were transcribed for better conduct thematic analysis which is the key phrase of interpretive qualitative analysis (Braun and Clarke, 2006; Saldaña, 2021).

Secondly, the data was systematically coded using an inductive approach as "themes and interpretations may emerge inductively from the data" (Cohen et al., 2002). By using the NVivo software (version 15), each observation was transcribed and divided into meaningful units, and these segments were labeled with descriptive codes (see Figure 3.6). For example, a section describing ESP teacher addressing various learning needs was coded as "differentiated instruction." Coding was performed manually to maintain close engagement with the data. After generating codes, related codes were grouped to form

initial themes. For instance, codes such as “group work”, “listening activity”, “role play” were clustered under the broader theme of “Class Activities”. The initial themes were reviewed for coherence and consistency. This involved comparing them against the data to ensure they accurately represented key patterns. Some themes were refined, merged, or discarded if they lacked sufficient supporting data. The finalized themes were integrated into the narrative, supported by illustrative excerpts from the observation notes after defining and naming themes. This ensured that the analysis was both grounded in the data and interpretively rich.

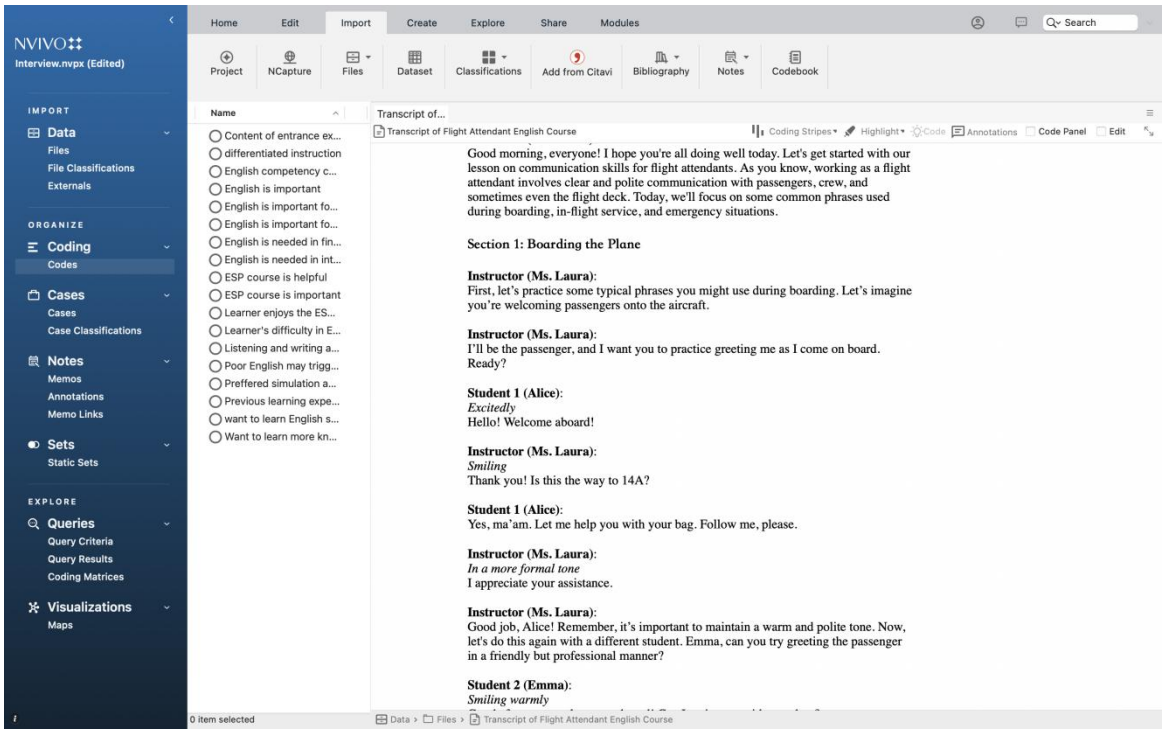


Figure 3.6: A Screenshot of Inductive Thematization of Observation in NVivo

3.6.5 Data Assessment

The rigor of methodological practices was employed to ensure the credibility and reliability of the data analysis process. This section concludes the validity and reliability of

the quantitative study and illustrates the trustworthiness and dependability of the findings of qualitative study.

3.6.5.1 Validity and Reliability

Firstly, the feasibility of the online questionnaire should be considered. Considering the internet restrictions in China, after the online questionnaire was designed, the investigator sent the link of questionnaire to her friends in China to test whether the online questionnaire can be opened in China. In this process, the investigator did not collect any data.

Secondly, a valid questionnaire translation can ensure the validity and reliability of the research (Su and Parham, 2002). The questionnaire questions were all translated in Chinese and then investigator asked someone else who is majoring in Chinese- English translation to back-translate the whole questionnaire questions.

In addition, in order to check the internal consistency of online questionnaire, SPSS was used to compute the Cronbach's Alpha. Alpha ranging from 0.70 to 0.95 is regarded as acceptable value (Tavakol and Dennick, 2011), as shown in Table 3.12.

Table 3.12: Reliability Statistics

Cronbach's Alpha	N of Items
0.895	36

The KMO and Bartlett test for checking whether this questionnaire was tested for appropriate factorization. KMO Index= 0.927 indicated the set of dependent variables as being very good for factorial analysis, as shown in Table 3.13.

Table 3.13: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		**0.927**
Bartlett's Test of Sphericity	Approx. Chi-Square	9624.170
	df	1128
	Sig.	.000

3.6.5.2 Trustworthiness

To establish trustworthiness, the study adhered to the criteria outlined by Lincoln and Guba (1985), including credibility, transferability and confirmability:

In terms of credibility, triangulation of data sources (documentation, questionnaires, interviews and observations) was employed to corroborate findings. Besides, peer debriefing sessions were held with colleagues to review codes and themes, ensuring consistency and minimizing researcher bias. Furthermore, students, ESP teachers and subject teachers were invited to check whether the preliminary findings reflected the truth and their feedback was incorporated to validate the interpretation of key themes. With respect to classroom observation, strategies were employed to minimize the observer's paradox, including prolonged engagement, obtaining informed consent in advance and positioning the researcher unobtrusively at the back of the classroom to reduce visibility and disruption. This placement helped participants perceive the researcher as a passive presence, thereby lessening potential influence on their behaviors.

In terms of transferability, detailed descriptions of the research settings and participants engaged in this study were provided to allow readers to assess the applicability of the findings to their own contexts. Besides, the use of purposive sampling ensured that the data captured diverse perspectives relevant to the study's aims.

3.6.5.3 Dependability

As to dependability, the research invited colleagues to do the peer brief to review the coding process of quantitative analysis from questionnaire and qualitative analysis of documentation, interview and class observation for minimizing the subjective bias (Lincoln and Guba, 1985). One of the features of confirmability of the study is all data collection and analysis procedures were systematically documented, allowing for external verification (Lincoln and Guba, 1985).

In addition, this study employed peer briefing as a practical strategy to ensure dependability. A colleague independently reviewed the coding framework and a sample of the transcripts, and feedback was incorporated to refine categories and confirm the consistency of interpretation. This systematic process minimized researcher subjectivity and enhanced the credibility of the qualitative analysis, in line with Lincoln and Guba's (1985) criteria for trustworthiness.

Furthermore, the pragmatist paradigm incorporates both subjective and objective epistemology. This approach allowed the perceptions of students and other participants in the field of flight attendant studies to serve as a foundation for describing the need for English in academic and professional contexts. Additionally, these insights highlighted the state of ESP instruction at the tertiary level in China. Although sitting at the back of the classroom may have had a limited psychological impact on some students, its influence was minimized through consistency of observation across six lessons and by maintaining a non-participatory role throughout. This ensured that classroom dynamics were captured as authentically as possible.

3.6.5.4 Pilot Study

Document analysis did not require a pilot study because it was based on existing institutional documents rather than researcher designed instruments (Lowe, 2019). Besides, prior to finalizing the questionnaire, a pilot study was conducted to assess the clarity and appropriateness of the items, ensuring that they effectively addressed the research questions. Pilot study can help investigators highlight the questions, such as, the ambiguous wordings, the irrelevant wordings, the length of time and the layout of the questionnaire (Dörnyei and Taguchi, 2009). In the pilot study, thirty potential participants were invited to complete the questionnaire. Once they finished, the researcher received feedback from these three participants. They marked the items whose meaning were not clear. Through having discussion with thirty participants, the investigator received useful and necessary suggestions about what else should ask and what were unnecessary. For example, in the original version of questionnaire, there was one question: Needs of using English. Two participants were confused by the vocabulary "needs" used in this question because they did not know which aspects of the English needs exactly pointed to. After having consultation and discussion with supervisor and participants, this question was revised to: To what extent, you need use English skills in specific academic study.

The internal reliability of the questionnaire was also examined, and the Cronbach's Alpha results are reported in Section 3.6.5.1 (Validity and Reliability).

The pilot study for the interviews aimed to identify ambiguous or redundant questions and evaluate whether the interview structure effectively facilitated an in-depth exploration of the research questions (Van & Hundley, 2001). Four participants were invited to participate in the pilot: one second-year student, one intern student, one ESP teacher, and one subject teacher specializing in flight attendant training. The interviews

were conducted face-to-face in a quiet room, ensuring a conducive environment for discussion. With the interviewees' consent, all sessions were audio recorded. The interview protocol varied across participant groups, consisting of 12 open-ended questions for second-year students, 14 for intern students, 10 for ESP teachers, and 12 for flight attendant subject teachers. After each interview, participants were asked to provide feedback on the clarity and flow of the questions. The pilot study identified several issues with the initial interview protocol. For instance, the question "What challenges do you face in the ESP course?" was deemed too broad. One student asked for clarification, stating, "Do you mean challenges with the teacher, materials, or something else?" After revision, this question was rephrased to "What challenges do you face in learning English for specific purposes (e.g., understanding materials, practicing speaking, or completing tasks)?" Additionally, two research questions overlapped, both inquiring about students' preferred teaching methods, leading to similar responses. To ensure conciseness and avoid redundancy, these overlapping questions were consolidated into a single question.

The aim for piloting class observation is to evaluate the observation protocol's clarity, practicality, and relevance in capturing key aspects of ESP classroom dynamics through testing the observation criteria. The observation framework included five criteria: content organization, presentation, interaction, instructional materials and environment, content knowledge and relevance. The pilot study was conducted in one ESP course which lasted 40 minutes. Observation was recorded using a standardized checklist and supplemented with detailed field notes. During the observation, it was noted that some criteria were too broad and difficult to observe. For example, "Encourage students' participation." It is difficult to define what kind of participation, thus, in the final version of observation criteria, this question was detailed and revised to "Encouraged students to

answer difficult questions." Besides, it is evident that some criteria overlapped, "Present purpose of the lesson." and "Present the objective of the lesson" were merged into a single criterion labeled "Presented overview of the lesson." The revised framework ensured that all relevant aspects of ESP classroom practices were systematically documented, facilitating a more accurate and detailed analysis in the main study.

3.7 Ethical Considerations

This section provides a comprehensive overview of the ethical considerations applied across various methods of data collection, including documentation, questionnaires, interviews, and classroom observations. It outlines the measures taken to ensure informed consent, protect participant confidentiality, and maintain their autonomy, while also addressing method-specific concerns such as minimizing bias and ensuring non-disruption of educational activities.

3.7.1 Documentation

The syllabus used for analysis was an official, non-confidential institutional document that did not include any sensitive or personal information. Permission to use the syllabus was granted at the faculty level, and its use was strictly limited to academic purposes within this research.

The analysis was conducted with respect for institutional ownership of the document. No alterations were made to the content, and direct references to the syllabus were anonymized to avoid identifying the case-study university. This ensured that the institution's identity and intellectual property were protected.

By adhering to these procedures, the use of document analysis complied with ethical standards while contributing to the validity and trustworthiness of the research findings.

3.7.2 Questionnaire

Prior to completing the questionnaires, all participants reviewed and signed the ethics forms. One participant was excluded from the final analysis because they did not complete the participant information and consent form.

An important ethical consideration in this study was ensuring the confidentiality of participants. The investigator's consent form and information sheet clearly stated that all identifying and non-identifying data would be securely stored in a password-protected electronic database and on the investigator's personal computer, also secured with a password.

Regarding the translation of the consent form and information sheet, both were translated into Chinese, along with the data collection instruments (questionnaire and interview), due to the students' limited English proficiency and to ensure participant readiness and data reliability. Following the initial translation, a certified translator was invited to conduct a back-translation of all materials to verify the accuracy and consistency of meaning.

It is essential to obtain informed consent and ensure that participation is entirely voluntary, free from any coercion (Esterberg, 2002). To safeguard participants' rights, the investigator included the following statement at the beginning of the questionnaire: "If you do not agree to participate, please leave this page now." For one participant who completed

the questionnaire without signing the consent form, the response was deemed invalid and subsequently excluded from the analysis.

3.7.3 Interview

Walliman (2015) emphasizes the importance of treating participants with respect and politeness. During the interviews, the researcher was mindful of language use and other aspects of etiquette, ensuring that no stereotypes or discriminatory attitudes were conveyed in response to participants' answers. Furthermore, care was taken to avoid any bias related to participants' age or university affiliation.

Respecting participants' personal interests and autonomy was also a priority (Giordano et al., 2007). Consequently, participants were not pressured to answer questions they were unwilling or uninterested in responding to. Additionally, the language used during the interviews plays a critical role in influencing the accuracy of the analysis, particularly when participants' English proficiency varies (Santos-Lozada and Martinez, 2018). To enhance the reliability of the data, the researcher conducted the interviews in Chinese, the participants' native language.

3.7.4 Class Observation

Before collecting data from the class observation, the consent forms were provided to the ESP teachers and students involved in the class observation, including the purpose, methods, and objectives of the observation, as well as how their data would be used. The confidentiality of participants, such as anonymize data was ensured not being disclosed. Most importantly, participation was entirely voluntary and individuals had the right to decline participation or withdraw from the study at any time without penalty.

During the process of collecting data, the researcher was sitting at the back of classroom to respect the classroom dynamics and ensure minimal interference to the regular teaching and learning process. In addition, the study strictly followed the institutional restriction that permitted a maximum of two observed lessons per teacher. This measure ensured fairness across all three ESP teachers, minimized disruption to normal teaching routines, and reinforced ethical compliance with institutional guidelines.

3.8 Chapter Summary

This chapter provided a detailed examination of the research methodology, encompassing an in-depth discussion of the research approach, the selection and characteristics of participants, the tools and techniques employed for data collection, the methods and processes used for data analysis, the criteria and procedures for data assessment, and the ethical considerations that guided the study. Each section aimed to ensure the research was conducted systematically, rigorously, and in alignment with established academic standards.

CHAPTER 4

FINDINGS

4.1 Introduction

This chapter delineates the findings derived from the documentation, questionnaire, interviews and class observational. The findings are presented sequentially according to the data collection methods, including documentation, questionnaire, interview and class observation to address the six research questions posited. In terms of the documentation, the ESP syllabus was reviewed. Regarding the questionnaire, a total of 186 students participated by providing responses. A total of eight students from this group underwent interviews conducted by the researcher. Additionally, three ESP instructors and three subject teachers specializing in flight attendant training were interviewed respectively.

4.2 Documentation

To evaluate the existing ESP syllabus for flight attendant students, document analysis was conducted. This instrument was employed to address RQ1, which focuses on evaluating the current ESP programme. As shown in Table 4.1, document analysis directly informs RQ1 by examining the syllabus against established curriculum evaluation dimensions. To make sense of the findings, the syllabus was analyzed deductively using Wheeler's cyclical model, which considers objectives, content, learning experiences and evaluation. The analysis generated several themes, codes and representative excerpts, presented in Table 4.1.

Table 4.1: Themes from Document Analysis of the ESP Syllabus

Research Question	Theme	Codes	Representative Excerpts

Table 4.1 continued

RQ1	1. Objectives	Speaking-centered, Oral communication emphasis	"...emphasize oral communication through broadcast reading and dialogues."
	2. Content	Aviation vocabulary, Routine service focus, Limited intercultural/emergency content	"Students are required to learn standard expressions for boarding and in-flight announcements."
	3. Learning Experiences	Mechanical practice, Pair role-play only, Lack of diverse activities	"Students take turns acting as flight attendants and passengers in dialogues."
	4. Evaluation	Teacher-centered assessment, Summative focus	"Final exam accounts for 40%, consisting of oral performance."

The following section narratively discusses each theme, supported by illustrative quotes from the syllabus to highlight specific strengths and limitations.

4.2.1 Objectives

The syllabus emphasizes the centrality of speaking ability as the primary aim of the course. Several stated objectives explicitly highlight oral practice, including "broadcast reading" and "service dialogues." For instance, one section specifies that "students should be able to deliver standard boarding announcements and perform oral interactions with passengers." This reflects a strong alignment with the communicative role of flight attendants, who are expected to engage directly with passengers in both routine and safety-related contexts.

However, the stated aims remain narrow in scope, focusing almost exclusively on spoken production while overlooking other dimensions of communicative competence. For

example, there is no reference to developing skills such as active listening, intercultural sensitivity or reflective learning strategies. The lack of objectives related to feedback mechanisms is notable; nowhere in the syllabus is there mention of peer or self-assessment, which could encourage learners to critically evaluate and improve their own performance.

Furthermore, the objectives fail to explicitly articulate the link between classroom language use and airline industry requirements. While speaking is emphasized, the syllabus does not frame these skills in terms of employability or recruitment standards (e.g., English certification benchmarks, airline interview performance). As such, the aims, though practical, appear underspecified in relation to real-world professional expectations.

4.2.2 Content

In terms of content, the syllabus provides learners with aviation-related vocabulary and phrases relevant to cabin service. It requires students to learn "standard expressions for greeting passengers, making in-flight announcements and handling routine interactions". This demonstrates an attempt to simulate authentic airline communication and equip students with the lexical tools necessary for their future profession.

Nevertheless, the coverage of content is largely limited to predictable, routine service scenarios. For example, while there are units on boarding procedures and meal service dialogues, there is no mention of tasks related to emergency situations (e.g., evacuation announcements, dealing with in-flight medical issues). Similarly, intercultural communication, which is highly relevant given the diversity of passengers in international flights, is not incorporated. This omission risks leaving students underprepared for the complexity of real cabin crew communication.

Another limitation is that the content scope is heavily weighted toward speaking tasks. Reading and writing skills, which could also serve professional purposes (e.g., filling out safety reports or reading internal memos), are underrepresented. Listening is only implied indirectly through oral practice, but no explicit training materials or tasks are included to ensure learners develop this receptive skill in authentic contexts.

Taken together, the content reflects an effort to align with professional routines but falls short of preparing students for the full range of communicative demands in the aviation workplace.

4.2.3 Learning Experiences

Learning experience refers to the choice of instructional methods applied in the teaching process. In this syllabus, the methodological emphasis is placed on role-play and pair practice. One example task states: “Students take turns acting as flight attendants and passengers in dialogues.” Such activities aim to simulate cabin service interactions and encourage oral fluency. While role-play is widely recognized as an effective strategy in ESP classrooms, the implementation here is mechanical and repetitive. Students are expected to alternate between scripted roles, with little room for improvisation or authentic interaction.

Moreover, the methodology appears to lack task diversity. Beyond pair role-play, there are no indications of activities such as group discussions, case-based problem solving, or simulations that mirror real airline operations. The reliance on scripted dialogues risks reducing student engagement and limiting the development of adaptive communication strategies, a skill crucial in unpredictable service situations.

Another concern is the absence of technology-enhanced learning approaches. With the rapid rise of digital platforms and AI-supported tools for language practice, the syllabus does not integrate multimedia, online resources, or interactive simulations. This is a significant limitation, as many aviation training programs internationally have incorporated computer-based simulations and scenario-based learning to improve communicative competence.

Overall, the methodology reflects a traditional, teacher-led approach, relying heavily on repetition and memorization. While useful for building basic fluency, it does not provide the interactive, varied, and learner-centered environment needed for ESP learners in aviation.

4.2.4 Evaluation

The evaluation framework is summative and teacher-centered. According to the syllabus, assessment consists of "30% daily performance, 30% in-class practice and 40% final oral performance." This indicates that oral production is the dominant criterion, with the final exam serving as the decisive assessment of student achievement.

While this reflects the emphasis on speaking, the lack of formative assessment is problematic. Students are not given systematic opportunities to reflect on their progress, receive structured peer feedback, or engage in self-evaluation. For example, there are no requirements for portfolio tasks, reflective journals or peer evaluation checklists, which could encourage continuous learning and improvement. Instead, assessment remains a one-way process, dependent entirely on teacher judgment.

Another shortcoming is the limited skill coverage in evaluation. Listening comprehension, intercultural communication, or problem-solving in real-life scenarios are not assessed. By focusing exclusively on oral delivery in routine contexts, the assessment system risks overlooking other critical competencies required by the aviation industry.

In addition, the absence of peer evaluation mechanisms deprives students of collaborative learning opportunities. Peer assessment not only allows learners to reflect critically on others' performance but also enhances self-awareness and evaluative judgment. The omission of this component contributes to the over-reliance on teacher authority as the sole arbiter of student success.

In summary, while the evaluation framework reinforces the speaking-centered aims of the syllabus, it is narrow, summative and teacher-driven, lacking the balance and inclusivity. It requires a more comprehensive assessment of flight attendant students' language readiness.

To conclude, the document analysis guided by Wheeler's cyclical model, revealed that the syllabus strongly emphasizes oral communication, with aviation vocabulary and service dialogues well represented. However, its aims are narrowly framed around speaking, content is limited to routine interactions, methodology relies on repetitive pair role-plays and evaluation is teacher-centered and summative, lacking peer or formative assessment. These findings address Research Question 1 by showing that while the syllabus aligns partly with industry needs, it fails to provide a balanced and learner-centered programme.

4.3 Questionnaire

This section reports the findings from the student questionnaire, organized into three area to answer Research Question 2 and Research Question 3: students' background information, their needs for general English skills and their needs for specific English language sub-skills.

4.3.1 Students' Background Information

The background information of the students encompasses their attitudes and self-evaluation of the English language. Firstly, the study explores students' attitudes toward English, capturing their perceptions, motivation, and overall stance regarding the language. Secondly, it examined the learners' self-evaluation of their English language proficiency.

4.3.1.1 Attitudes Towards the English Language

Learners' attitudes toward English courses play a pivotal role in needs analysis, particularly in the context of ESP. Understanding these attitudes, whether positive or negative, is a critical dimension in evaluating the relevance and effectiveness of an ESP course. By assessing learners' perspectives, course designers can gain valuable insights into their motivations, preferences, and challenges.

The results of the questionnaire clearly illustrate students' varying perceptions regarding the importance of English for their academic and professional lives. A significant proportion of respondents, 62 students (33.33%), strongly agreed that English is crucial for both their studies and future careers. This finding suggests a robust acknowledgment of the value of English proficiency in academic success and workplace competitiveness. Similarly,

59 students (31.72%) expressed agreement, further reinforcing the perception that English plays a vital role in achieving academic and professional goals.

However, not all students shared this enthusiasm. While 54 students (29.03%) maintained a neutral stance on the question, indicating they neither agreed nor disagreed, this group's responses may reflect uncertainty about the direct relevance of English in their specific fields or career aspirations. Lastly, 11 students (6.92%) disagreed, believing that English is not important for their studies or work. This minority opinion may stem from differing career plans, such as pursuing roles that do not prioritize English proficiency, or perhaps from challenges or frustrations with learning the language.

Overall, the data indicates that a majority of students recognize the importance of English, while a smaller segment remains neutral or disagrees, reflecting a spectrum of perspectives that could be influenced by individual experiences and aspirations.

4.3.1.2 Self-Evaluation of English Language Skills

Self-evaluation of English proficiency is a crucial element of needs analysis, as it reflects learners' perceptions of their own language abilities and cognitive awareness of their skills. By analyzing learners' self-assessed English proficiency, valuable insights into their current level of language mastery and gaps between their perceived and actual abilities could be gained and identified. This process not only deepens understanding of learners' perspectives and goals but also provides essential data for designing a curriculum that is both targeted and adaptive.

The Table 4.2 provides an overview of students' self-assessed English proficiency across various skills, including listening, speaking, reading, writing, vocabulary, and

grammar. While most students rated their skills as “Moderate”, the findings reveal significant weaknesses in writing, vocabulary, and grammar. For these three sub-skills, the combined percentages of students who assessed themselves as “Very Weak” and “Weak” exceeded those in the “Moderate” category.

Table 4.2: The Ratings on English Language Skills (N=186)

Skills/ Level of Competency	Very Weak	Weak	Moderate	Good	Very Good
Listening	15.59%	18.28%	41.94%	20.97%	3.23%
Speaking	13.44%	25.27%	42.47%	11.83%	6.99%
Reading	12.37%	27.96%	44.09%	11.29%	4.30%
Writing	22.04%	28.49%	39.78%	7.53%	2.15%
Vocabulary	17.20%	31.72%	37.63%	11.29%	2.15%
Grammar	18.28%	31.72%	38.17%	7.53%	4.30%

Specifically, in writing, 50.53% of students rated their proficiency as “Very Weak” (22.04%) or “Weak” (28.49%), surpassing the 39.78% who categorized their skills as “Moderate”. Similarly, for vocabulary, 48.92% of students assessed their abilities as “Very Weak” (17.20%) or “Weak” (31.72%), which is notably higher than the 37.63% who identified their proficiency as “Moderate”. Grammar followed the same pattern, with 50% of students reporting “Very Weak” (18.28%) or “Weak” (31.72%) levels, compared to only 38.17% who perceived their skills as “Moderate”. These findings highlight a critical gap in proficiency for these three sub-skills, as more students perceive themselves as struggling with basic levels than achieving even moderate competency.

In addition, students were invited to rank their ability of sub skills from the “very weak” (1) to the “very good” (5) via the questionnaire. Based on the data presented in Table

4.3, the ranking of English sub-skills among students reveals distinct patterns in perceived proficiency across different areas. The mean scores for listening, speaking and reading all fall within the interval of 2.62–3.42, indicating that students perceived their abilities in these sub-skills as moderate, neither weak nor exceptionally strong.

Table 4.3: Descriptive Analysis of the Abilities in English Sub Skills (N=186)

Skills	Mean	SD	Rank
Listening	2.780	1.050	1
Speaking	2.737	1.061	2
Reading	2.672	0.978	3
Vocabulary	2.495	0.977	4
Grammar	2.478	1.015	5
Writing	2.392	0.982	6

In contrast, vocabulary (mean = 2.495, SD = 0.977) and grammar (mean = 2.478, SD = 1.015) are ranked fourth and fifth respectively, indicating lower levels of perceived competence in these foundational language components. Writing is ranked the lowest, with a mean score of 2.392 (SD = 0.982), suggesting that students consider it to be the most challenging sub-skill among the six skills.

The standard deviation values indicate a relatively consistent spread of responses for most sub-skills, with vocabulary showing the least variability (SD = 0.977) and speaking demonstrating the highest variability (SD = 1.061). These results provide valuable insights into the areas of English language proficiency that may require additional focus in instruction, particularly in speaking, listening and grammar development.

In summary, this section examined students' background information from two key perspectives: their attitudes toward the ESP course and their self-evaluation of English

proficiency. The findings indicated that more than half of the students recognized the importance of English. Regarding specific language skills, students identified their listening, speaking, and reading abilities as moderate, neither weak nor strong, while writing was perceived as the weakest among the various English sub-skills.

4.3.1.3 Students' Proficiency Test Results

The questionnaire findings revealed participants' performance on China's College English Test Band 4 (CET-4). Only 26.3% (n = 49) of the sampled students achieved a passing score, meeting the minimum competency threshold for the exam. In contrast, the overwhelming majority—73.7% (n = 137) scored below the required benchmark, indicating limited English language proficiency among most students.

4.3.2 Needs of Using English Skills in Specific Academic Study

It is essential to understand flight attendant learners' needs of the specific English skills in specific academic study to ensure ESP courses are purposeful, learner-centered and align with the demands of the aviation industry.

Students were invited to rank their needs of sub skills from the very unnecessary (1) to the most needed (5) via the questionnaire. The data presented in Table 4.4 reflects the descriptive analysis of the students' perceived needs for improvement in English sub-skills, as ranked via the questionnaire. The findings indicate that speaking was identified as the most needed sub-skill, with the highest mean score of 3.84 (SD = 1.005), highlighting a strong emphasis on oral communication skills among the participants.

Table 4.4: Descriptive Analysis of Needs in English Skills in Specific Academic Study (N=186)

Skills	Mean	SD	Rank
Speaking	3.84	1.005	1
Listening	3.73	1.004	2
Vocabulary	3.77	0.971	3
Grammar	3.60	1.057	4
Reading	3.52	0.988	5
Writing	3.44	0.975	6

Listening was ranked as the second most need sub-skill, with a mean score of 3.73 (SD = 1.004), suggesting a continued focus on auditory comprehension alongside speaking. Following these, vocabulary (mean = 3.77, SD = 0.971) and grammar (mean = 3.60, SD = 1.057) were ranked third and fourth, respectively. These results underline the importance of receptive skills and lexical knowledge as well as grammatical knowledge to support overall language proficiency.

Reading (mean = 3.52, SD = 0.988) and writing (mean = 3.44, SD = 0.975) were ranked as the least critical areas of need, occupying the fifth and sixth positions. These findings suggest that, while reading comprehension and written communication are necessary, they are perceived as less urgent compared to the demands of oral proficiency and listening comprehension.

The standard deviation values indicate varying levels of agreement among respondents regarding the rankings, with grammar showing the greatest variability (SD = 1.057), suggesting differing opinions on its relative importance. These results provide insight into the prioritization of English sub-skills, which may guide instructional focus

toward developing speaking and listening competencies to better address students' perceived needs.

To conclude, this section examined the flight attendant students' needs in specific academic study. It is evidenced that students thought speaking and listening are two most needed skills in specific academic study, while writing is the least needed skill.

4.3.3 Needs of Using English Language Sub Skills in Aviation Context

Understanding flight attendants learners' needs of using English language skills in aviation context is essential for ensuring ESP course design is practical, focused, and aligned with the roles of flight attendants. It not only prepares them for the complex communication demands of the aviation industry but also enhances their ability to deliver safe, efficient, and high-quality cabin service in a global environment.

This section outlines students' needs for English language sub-skills in aviation contexts across six areas: listening, speaking, reading, writing, vocabulary and grammar. The findings are presented using descriptive analysis, which includes mean values and standard deviations to provide a comprehensive understanding of the data.

4.3.3.1 Listening

Incorporating listening skills development into ESP needs analysis ensures that the curriculum equips flight attendant learners with the necessary competencies to address the linguistic demands of their profession effectively. As a highly communicative role, being a flight attendant requires exceptional listening abilities to navigate diverse interactions and challenges. Therefore, analyzing learners' listening needs is crucial for their success in the dynamic and language intensive aviation environment.

Table 4.5 highlights the varying degrees of needs related to different listening tasks, reflecting the diverse language needs in aviation contexts. Overall, listening tasks in cabin service, such as handling passengers' requests, complaints and inquiries, are perceived as highly necessary. A combined 74.19% of respondents rated this task as either "The most need" (38.17%) or "Relatively need" (36.02%), emphasizing the critical role of comprehending passengers' needs in such environments for effective communication. Only a small proportion of respondents considered this task as "Moderate" (20.43%), "Relatively not need" (3.76%), or "Very unnecessary" (1.61%).

Table 4.5: The Ratings on Language Needs of Listening Tasks (N=186)

Tasks/ Level of needs	**Very unnecessary**	**Relatively not need**	**Moderate**	**Relatively need**	**The most need**
1. Listening to passengers' requests, complaints and inquiries.	1.61%	3.76%	20.43%	36.02%	38.17%
2. Listening to emergency procedures and announcements.	1.61%	3.76%	22.58%	45.16%	26.88%
3. Listening to instructions from pilots, cabin crew supervisors or ground staff.	1.08%	4.84%	25.27%	35.48%	33.33%

Similarly, listening to emergency procedures and announcements is viewed as essential, with 72.04% of respondents identifying it as either "The most need" (26.88%) or "Relatively need" (45.16%). This underscores the importance of instructional listening skills in aviation settings, where understanding radio announcement is fundamental to flight safety.

However, a higher proportion rated this task as “Moderate” (22.58%) and only 3.76% and 1.61% viewed this task as “Relatively not need” or “Very unnecessary” respectively.

In the context of listening to English instructions, such as comprehending with pilots, cabin crew supervisors or ground staff, a combined 68.81% of respondents rated this task as either “The most need” (33.33%) or “Relatively need” (35.48%). This indicates the students have a clear understanding of the responsibilities of flight attendants. However, a notable 25.27% rated this task as “Moderate” with smaller proportions finding it “Relatively not need” (4.84%) or “Very unnecessary” (1.08%).

Across all tasks, the consistently high percentages for the “Relatively need” and “The most need” categories highlight students’ recognition of the skills that a qualified flight attendant should possess, with a particular focus on communicative effectiveness in aviation contexts.

Compared with general or supplementary listening exposure (e.g., listening to English media or practicing unrelated dialogues), students placed greater emphasis on structured, goal-oriented listening tasks that directly mirror aviation scenarios, such as responding to passenger requests, following emergency announcements, or interpreting instructions from crew members. These are perceived as having a more immediate impact on their professional readiness and employability.

This finding suggests that flight attendant learners prioritize job-specific, task-oriented listening activities over more general listening practices, reinforcing the need for ESP curricula to foreground high-necessity listening tasks while using general communicative activities only as supplementary reinforcement.

4.3.3.2 Speaking

Speaking as another important skill in communication, its needs from learners cannot be neglected. By understanding the speaking skill needs of flight attendant learners, ESP courses can focus on practical, job-specific language training that equips learners to meet the real-world demands of aviation field effectively.

The Table 4.6 provides insights into the learners' needs of different speaking tasks in English across aviation contexts.

The findings suggest that speaking tasks play a significant role in language needs, with specific tasks being prioritized over others based on their functional relevance to communication in aviation scenarios.

Table 4.6: The Ratings on Language Needs of Speaking Tasks (N=186)

Tasks/ Level of needs	Very unnecessary	Relatively not need	Moderate	Relatively need	The most need
1. Delivering safety announcements, eg. making pre- flight, in flight and post flight announcements.	1.61%	2.69%	22.04%	40.32%	33.33%
2. Pronouncing aviation specific terminology	1.61%	3.23%	20.43%	32.8%	41.94%
3. Addressing passengers' needs, eg. dietary preference and medical needs.	1.61%	4.84%	19.35%	38.17%	36.02%
4. Interacting with the cabin crew	1.61%	3.23%	24.73%	39.78%	30.65%
5. Introducing yourself and others in a variety of situations, e.g. job interview of airline.	1.61%	3.23%	20.97%	32.8%	41.4%

Overall, the tasks that involve pronunciation and introducing oneself in diverse situations, such as job interviews, are rated as the most crucial. A significant proportion of respondents (41.94% for pronunciation and 41.4% for introductions) consider these tasks as "The most need" with an additional 32.8% identifying them as "Relatively need". These findings emphasize the need of clear and effective oral communication, which directly impacts interpersonal and professional interactions within aviation context.

Similarly, addressing passengers' needs (36.02%) and delivering safety announcements (33.33%) are also rated as highly needed. Both tasks are essential for fostering practical communication skills, with over 70% of respondents collectively categorizing them as either "The most need" or "Relatively need". This highlights the importance of practical communication skills for flight attendants which are integral to their professional responsibilities.

The task of interacting with cabin crew, though slightly lower in priority compared to other tasks, remains significant, with 30.65% identifying it as "The most need" and 39.78% as "Relatively need". While fewer respondents prioritized this task, it is still vital for flight attendants because it ensures effective teamwork, safety, and the smooth operation of a flight.

Across all tasks, the consistently low percentages for the "Relatively not need" and "Very unnecessary" categories indicate a consensus on the importance of speaking skills in aviation scenarios. However, the variations in priority suggest that respondents view tasks associated with foundational or professional communication (e.g., pronunciation, self-introductions) as more critical than those related to communicative activities.

In conclusion, the findings underscore the need to focus on essential speaking tasks, particularly those involving pronunciation, introductions, and practical communication in aviation scenarios. The emphasis on these tasks highlights the need for tailored ESP training programs that focus on real world scenarios and context-specific language use in aviation.

4.3.3.3 Reading

The need for flight attendant learners to develop English reading skills in aviation contexts is a critical component of ESP needs analysis due to the specific demands of their profession, such as reading passenger-related information, understanding airline regulations and company policies. Thus, ESP curriculum designers can tailor ESP course based on the learners' specific needs for English reading skills. Table 4.7 highlights the perceived needs of various reading tasks in aviation contexts, reflecting their relevance in professional, practical, and academic contexts. The findings indicate that reading tasks related to professional roles, particularly in specific occupational contexts such as flight attendant and cabin services, are prioritized over more general academic reading tasks.

Table 4.7: The Ratings on Language Needs of Reading Tasks (N=186)

Tasks/ Level of needs	Very unnecessary	Relatively not need	Moderate	Relatively need	The most need
1. Reading safety and emergency materials, eg. safety manuals and emergency equipment usage instructions.	1.61%	3.76%	22.58%	37.63%	34.41%
2. Reading passenger-related information, eg. passenger profile for special requests, medical conditions, passenger feedback forms	1.61%	2.69%	22.58%	32.26%	40.86%

Table 4.7 continued

3. Reading airline regulations and updates from aviation authorities.	1.61%	5.38%	27.96%	36.56%	28.49%

Tasks related to cabin service, such as reading passenger-related information, are rated as the most needed, with 40.86% of respondents identifying them as “The most need” and 32.26% as “Relatively need”. This strong emphasis highlights that potential flight attendants prioritize customer service as a key aspect of their role. Similarly, reading safety and emergency materials is also deemed required, with 34.41% rating it as “The most need” and 37.63% as “Relatively need”. These findings underscore the importance of these tasks in ensuring passenger safety and contributing to the smooth operation of flights.

On the other hand, reading airline regulations and updates from aviation authorities are perceived as less needed compared to passenger- centered and safety relevant tasks. While 28.49% rated this task as “The most need” and 36.56% as “Relatively need”, a relatively higher proportion of respondents categorized it as “Moderate” (27.96%). This indicates that while understanding regulations and rules is acknowledged as important, it may not be viewed as immediately essential for the practical, day-to-day responsibilities of flight attendants in the aviation field.

Across all tasks, the percentages for “Relatively not need” and “Very unnecessary” remain low, indicating a consensus on the general requirement of reading skills. However, the variations in priority highlight a clear preference for reading tasks that align closely with cabin service requirements.

In conclusion, these findings highlight the importance of prioritizing occupationally relevant reading tasks, such as service-related activities, in language instruction for flight attendants. Incorporating the reading of airline regulations and rules as supplementary activities can further enhance professional reading skills. This tailored approach ensures that learners develop the reading competencies most aligned with their practical and professional needs in the aviation context.

4.3.3.4 Writing

It is essential to analyze learners' needs of writing skills in aviation context because writing as a core skill of English language, plays a significant role in various professional scenarios. These include handling written communication related to customer service and ensuring clear and effective correspondence with other crew members and ground staff. By understanding these specific needs, ESP curriculum designers can develop tailored courses that address the practical writing demands of the aviation industry, ensuring learners are well-equipped for their roles.

The Table 4.8 highlights the varying levels of needs attributed to writing tasks within the context of flight attendant related English. Overall, the findings suggest a balanced prioritization of professional and academic writing tasks, with a strong focus on practical applications such as job-related communication.

Table 4.8: The Ratings on Language Needs of Writing Tasks (N=186)

Tasks/ Level of needs	Very unnecessary	Relatively not need	Moderate	Relatively need	The most need
1. Writing a job application in English for aviation recruitment.	2.15%	5.38%	24.19%	34.95%	33.33%

Table 4.8 continued

2. Writing customer service correspondence, eg. write apology notes or goodwill messages for dissatisfied passengers, complete feedback forms.	2.15%	5.91%	26.88%	33.87%	31.18%
3. Service-related documentation, eg. record meal preferences or special service needs for passengers	2.15%	4.84%	25.81%	36.56%	30.65%
4. Writing safety and compliance records, eg. fill out pre-flight and post-flight checklists to confirm compliance with safety protocols.	2.15%	5.91%	24.73%	36.56%	30.65%

Writing a job application in English for aviation recruitment emerges as a high priority task, with 33.33% of respondents rating it as “The most need” and 34.95% as “Relatively need”. This highlights the necessity of mastering formal written communication for career advancement, particularly in competitive industries like aviation. Similarly, writing customer service correspondence, such as writing apology notes or goodwill messages for dissatisfied passengers, is deemed critical, with 31.18% of respondents identifying it as “The most need” and 33.87% as “Relatively need”.

Service related documentation as well as writing safety and compliance records, such as fill out pre-flight and post-flight checklists to confirm compliance with safety protocols, are also recognized as important, though slightly less prioritized than the aforementioned tasks. Both tasks share similar ratings, with approximately 30.65%

identifying them as “The most need” and 36.56% as “Relatively need”. This suggests that while these tasks are essential for ensuring operational efficiency and regulatory compliance, they may not be as immediately relevant to the direct customer facing responsibilities of flight attendants. However, their importance cannot be overlooked, as accurate and thorough documentation is crucial for maintaining safety standards and supporting seamless coordination between flight crews and ground staff. By equipping flight attendants with strong writing skills tailored to these tasks, airlines can enhance both the reliability of operations and the overall safety of passengers and crew.

Across all tasks, the percentages for “Relatively not need” and “Very unnecessary” remain minimal, with less than 6% in both categories. This indicates a general consensus on the relevance of writing skills across aviation domains, although the degree of needs varies depending on the task’s alignment with professional goals.

These findings suggest that vocabulary, while sometimes overshadowed by the emphasis on speaking and listening, plays a crucial role in aviation-specific communication. The limited range of aviation-related terminology restricts students’ ability to handle authentic tasks such as safety announcements, passenger inquiries, and emergency communication. Moreover, insufficient vocabulary breadth contributes to a reliance on memorized phrases rather than flexible language use, reducing students’ ability to adapt in unpredictable situations. Addressing this gap requires not only general vocabulary expansion but also systematic exposure to domain-specific lexis, which directly supports the communicative skills prioritized by both students and teachers.

4.3.3.5 Vocabulary

Analyzing flight attendants' vocabulary needs in the aviation context is vital to ensure they can effectively communicate using industry-specific terminology, essential for safety procedures, operational tasks, and professional interactions with passengers and crew.

The data shown in Table 4.9 highlights the needs of vocabulary acquisition in flight attendant related English, demonstrating a strong need for proficiency in task-specific terminology and understanding vocabulary in aviation contexts. Among the two areas assessed, using customer service language emerged as the top priority, with 47.85% of respondents identifying it as "The most need" and an additional 27.42% rating it as "Relatively need".

Table 4.9: The Ratings on Language Needs of Vocabulary Tasks (N=186)

Tasks/ Level of needs	Very unnecessary	Relatively not need	Moderate	Relatively need	The most need
1. Aviation specific terminology, eg., aisle, fuselage, cockpit.	2.15%	2.69%	22.58%	33.33%	39.25%
2. Customer service language, eg. polite expressions for passenger interaction.	1.61%	4.3%	18.82%	27.42%	47.85%

Similarly, aviation specific terminology was also rated as essential, with 39.25% identifying it as "The most need" and 33.33% as "Relatively need". This highlights the necessity of familiarizing learners with domain specific terms essential for effective communication and task performance in flight attendant settings. While fewer respondents deemed these tasks as "Moderate" (22.58%) or "Relatively not need" and "Very

unnecessary" (both under 5%), the findings suggest the overwhelming needs of aviation-specific terminology for flight attendants.

Overall, the findings revealed the need for targeted vocabulary instruction in ESP courses tailored to flight attendant training, emphasizing the dual focus on operational terminology and customer service language. This approach ensures that learners are equipped to meet airline demands, aligning their linguistic skills with the expectations of the aviation industry.

4.3.3.6 Grammar

As shown in Table 4.10, the analysis of the grammar task needs reveals a notable emphasis on mastering grammar structures essential for flight attendant discourse. Specifically, tasks involving the use of grammar elements such as present participles, passives, and conditionals were identified as critical by respondents. Among the participants, 34.95% regarded these grammar tasks as "The most need", while an additional 37.1% considered them as "Relatively need". This reflects a strong collective recognition of the importance of grammar for accurate and professional communication in both operational and service-oriented contexts within the aviation industry.

Table 4.10: The Ratings on Language Needs of Grammar Tasks (N=186)

Tasks/ Level of needs	Very unnecessary	Relatively not need	Moderate	Relatively need	The most need
1. Grammar structures frequently used in flight attendant discourse e.g. present participles, passives, conditionals, etc.	1.61%	3.76%	22.58%	37.1%	34.95%

Furthermore, a moderate portion of respondents (22.58%) rated the need for grammar knowledge as “Moderate”, suggesting a recognition of its value but perhaps not as the highest priority compared to other linguistic needs. Only a small percentage (3.76% as “Relatively not need” and 1.61% as “Very unnecessary”) deemed these skills as less significant, underscoring the general agreement on the foundational role of grammar in ESP courses tailored for flight attendants.

The findings suggest the need for ESP programs to integrate targeted grammar instruction focusing on practical applications. Such training can enhance learners’ abilities to use precise and context-appropriate grammatical structures, contributing to effective communication in both written and spoken forms, thus aligning with the professional requirements of the aviation sector. This comprehensive approach ensures students acquire not only linguistic accuracy but also contextual fluency, equipping them to meet the multifaceted demands of their roles.

The findings on grammar highlight that accuracy remains an underexplored but vital area for professional communication. Students often perceived grammar as less urgent than speaking or listening, errors in accuracy were shown to undermine fluency and reduce professional credibility during real-life tasks such as safety briefings or passenger interactions. Strengthening grammar instruction through contextualized practice and integration with communicative activities, would therefore ensure that improvements in speaking and listening are matched by corresponding gains in language precision.

4.4 Interviews

The previous section presented an analysis of students’ background information, their needs regarding the use of general English skills and their specific requirements for English sub-skills. This section, however, focuses on the responses of 13 stakeholders

interviewed as part of the needs analysis model adopted in the study. The stakeholders included four second-year students, four intern students currently employed in an airline company, three ESP teachers and two subject teachers specializing in flight attendant training. All stakeholders were directly connected to both the academic and occupational contexts relevant to the flight attendant ESP program. Through a thematic analysis of the interview data, three key themes emerged, based on two situational analyses. The first is the present situation analysis, which includes personal information about the stakeholders and language details about the students. The second is the target situation analysis, focusing on the target needs for the ESP course..

To provide an overview of the analysis, Table 4.11 presents the main themes, codes, and representative excerpts derived from the interview data.

Table 4.11: Themes from Interview Findings

Research Question	**Theme**	**Codes**	**Representative Excerpts**
RQ2, RQ3, RQ4, RQ5, RQ6	PSA: Personal information about students	Early exposure; Vocational school gap; Supplementary tutoring	"Because I went to vocational high school, there is no English course to us."
	PSA: Language information about students	Weakest in speaking; Strength in reading; Poor vocabulary	"Reading is probably their strongest, but speaking is where they struggle."
	TSA&LSA: Target needs	Necessities: aviation-specific communication; Lacks: speaking fluency, vocabulary; Desire for interactive, practical activities	"I hope we can do more role-play, not just reading dialogues."

4.4.1 PSA: Personal Information about Students

According to the conceptual framework of needs analysis adopted in this study, learners' personal information is a critical dimension of present situation analysis that must be considered. This section examined ESP learners' personal information from two key aspects: their previous learning experiences and their attitudes toward the flight attendant ESP course. Personal information plays a significant role in shaping how learners engage with and approach their studies. To gain deeper insights, responses from second-year students and interns were obtained through interviews.

4.4.1.1 Previous Learning Experience

The interview responses revealed that the participants' English language learning journeys began at an early age, with most starting in the third year of primary school. This aligns with the national emphasis on English as a compulsory subject within primary education, reflecting its perceived importance in foundational academic development. The respondents emphasized the centrality of English during their early education, underscoring its integration into the curriculum as a key component for academic and personal growth.For example, second year student A stated as follows:

> "Oh, you mean, basic English. Emm, well, I started learning English when I were in the third grade of primary school. But you know, it has always been a compulsory course and it is, sometimes, well...very important." (Second Year Student A)

However, disparities in access to continuous English education became evident as students progressed into high school. Notably, intern student B highlighted that attending a

vocational high school resulted in a complete lack of English instruction during this period. As she said as follows:

> "...because I went to vocational high school, there is no English course. I think that is why my English foundation is very weak because...you know, err... I haven't learned English for a long time." (Intern Student B)

This gap signifies systemic differences in curriculum design across academic and vocational tracks, potentially hindering the language development of students in non-academic pathways. In contrast, the other respondents benefited from consistent exposure to English education throughout their schooling, which may have contributed to more robust language proficiency upon entering university.

The findings also revealed variations in the participants' commitment to enhancing their English skills beyond the formal school system. Second Year Students C, D, and Intern Students C for example, proactively enrolled in supplementary English tutorials at private language schools, as they said in the interview. This decision reflects a recognition of the importance of English for future academic or professional opportunities, as well as their willingness to invest additional time and resources to improve their language skills.

Critically, while some students demonstrated resilience and sought external means to bridge educational gaps, others, like Intern Student B, may face challenges in catching up with their peers. This underscores the need for a more inclusive and comprehensive approach to language education, ensuring that all students, regardless of their academic track, have adequate preparation to meet the linguistic demands of higher education and their prospective careers.

4.4.1.2 Attitude Towards Flight Attendant ESP Programme

Second year students and internship students held different views regarding their attitudes toward the ESP course. There are two sub-themes emerged from the data.

a. Positive Attitude

The majority of students perceived the ESP program as highly significant for their major studies. This perspective was echoed by some students from the second academic year and third academic year.

As evidenced by second year student A, she emphasized the critical importance of English proficiency for their flight attendant major, particularly for future career opportunities. She highlighted how having an English proficiency certificate or additional foreign language skills can provide a significant advantage during airline interviews. Specifically, such qualifications may allow candidates to bypass the preliminary interview stage and proceed directly to the retest, which is crucial given the high elimination rate during initial screenings. This underscores the value of English mastery as a key factor in enhancing employability and gaining a competitive edge in the airline industry.

> "Well, I think it's definitely really important. I mean, to be honest, English is such a huge advantage for our flight attendant major. Especially for the future, you know? For example, when we go for interviews, if you have a certificate in a foreign language besides English or if you have an English proficiency certificate, you might not even have to take the preliminary interview. The airline will just let you skip straight to the retest. That's pretty crucial, right? But, honestly, it's super helpful, because most people get screened out during the preliminary test." (Second Year Student A)

Similarly, another student D also agreed the significance of English, who claimed that English is essential for daily use in travel and future career life.

> "I need English if I travel abroad. Well, of course, English is needed in my future work, because... you know, many airlines require English competency certificate, especially CET-4 certificate." (Second Year Student D)

Besides, the intern student A revealed the growing importance of English proficiency in the context of China's increasing international tourism and the presence of foreign passengers and flight attendants. She stressed that English is essential for effective communication in the airline industry. Additionally, the student highlighted a practical incentive: in some airlines, a flight attendant's English proficiency is directly tied to their salary. This not only emphasized the communicative necessity of English but also its financial implications, making it a critical skill for career advancement and earning potential in the aviation sector.

> "Yeah, it's definitely important. I mean, more and more foreigners are coming to travel in China these days, and with that, there are a lot more foreigners flying here. Plus, in the airlines, there are a lot of foreign flight attendants as well. So, you really have to use English when communicating with them. And, honestly, one of the most important things is that, in some airlines, a flight attendant's English proficiency is actually linked to their salary. So, it's not just about being able to communicate—it can affect your pay, too." (Intern Student A)

The findings above revealed that these students all believed the ESP course plays a vital role in both their work and studies. Not only is it important for communicating with

foreign customers, but English proficiency is also closely tied to salary.

b. Negative Attitude

However, one of the interviewees shared a differing perspective, expressing that the ESP course was not particularly relevant to her academic pursuits. She explained that, in her opinion, the course did not align with her current academic goals and was not something she considered essential for her future studies. As she put it:

> "I mean, English is definitely really important for students majoring in flight attending. But for me, I don't think it's all that important. Honestly, I don't really want to be a flight attendant. So, my need for flight attendant English isn't all that strong." (Second Year Student C)

To conclude, the attitudes toward the ESP course among students varied, reflecting differing perceptions of its relevance and significance. The majority of students viewed the course as highly important, particularly for its role in enhancing their future employment ability within the aviation industry. They highlighted the competitive advantage provided by English proficiency, such as facilitating success in airline recruitment processes. However, one student expressed a contrasting view, deeming the course less important due to her lack of intention to pursue a flight attendant career. These differing attitudes illustrate that while the ESP course is broadly valued for its professional utility, its perceived importance is influenced by individual career aspirations and personal goals.

In summary, the analysis of students' personal information revealed that while the majority had received general English education from a young age, only a few pursued additional English training outside of class, leading to varying levels of English proficiency. Regarding their attitudes, most learners recognized the vital role of English in the aviation

industry for flight attendants. However, one student expressed a negative attitude toward the ESP course, attributing this to their future career plans, which do not include becoming a flight attendant.

4.4.2 PSA: Language Information about Students

Language information about learners is another important factor of present situation analysis in the conceptual framework of NA model. This section presents the findings related to the language information of learners in the flight attendant ESP course, as derived from participants' responses to the interviews. The term "language information about learners" is grounded in the needs analysis framework of the ESP model, as outlined by Dudley-Evans and St. John (1998). This concept encompasses both learners' current English proficiency and their language use within the specific context of the ESP course. The findings will be detailed across the following key areas of English language skills: speaking, listening, reading, writing, vocabulary, and grammar. These aspects provide a comprehensive overview of learners' language abilities and their relevance to the demands of the flight attendant profession.

4.4.2.1 Speaking

In terms of learners' current speaking ability, the interviews with ESP teachers showed that students' speaking ability is the poorest among all English skills. As ESP Teacher B observed that students in the ESP program have a weak foundation in English, particularly in vocabulary acquisition. Among the four language skills—listening, speaking, reading and writing, reading is identified as their strongest area, while speaking poses the greatest challenge. This highlights a significant gap in oral communication skills, which is critical for their professional contexts.

> "Well, their English foundation is pretty weak, and they don't really know a lot of vocabulary. Out of the four skills—listening, speaking, reading, and writing, reading is probably the strongest for them, but speaking... yeah, that's where they struggle the most." (ESP Teacher B)

Findings from the interviews with three ESP teachers suggested that speaking is used to complete activities and tasks in ESP course. The most speaking activity is situational dialogue, which was designed to equip students with the practical language skills necessary for real-world flight attendant duties, emphasizing both routine tasks and critical in-flight situations. As one ESP teacher mentioned:

> "There are basically two main topics for the speaking activities. The first, and probably the most important, is the English broadcast. And the second one is cabin service, like providing drinks and meals and responding to passengers' needs. For example, if a passenger with a baby needs to prepare milk powder, or if someone suddenly faints and needs a doctor. Or even situations like land or water evacuations." (ESP Teacher A)

Apart from taking situational dialogues, mock interview in English is another activity of speaking use, the ESP Teacher C emphasized the significance of English interviews in the first round of airline entrance exams, where candidates must introduce themselves and respond to questions fluently. To prepare students, this teacher provided a list of common interview questions for practice, focusing on improving their speaking skills to meet the demands of the recruitment process. As evidenced in the following extract from her:

> "The English interview has become such an important part of the first round of

> airline entrance exams. Candidates are expected to introduce themselves in English and answer questions from the examiners fluently. So, in my class, I usually give students a list of common interview questions to help them practice and improve their speaking skills." (ESP Teacher C)

Similarly, the responses of learners about the speaking activities and tasks are conversation and interview as well. They all regarded that these speaking activities are closely related to their occupational context. Especially for intern students who had already worked in the airline, they all think the speaking activities and tasks are effective for work. As one intern student stated:

> "For example, when I had my interview, there was an English session. After I introduced myself in English, the examiner asked me to read an English broadcast. Since I had already learned it in my flight attendant English class, I was able to say it really fluently." (Intern Student D)

In conclusion, the findings highlight that speaking is the weakest skill among learners in the flight attendant ESP course, as identified by both teachers and students. While students' English foundation is generally weak, speaking activities, particularly situational dialogues and mock interviews, play a crucial role in improving their fluency. ESP teachers emphasize the importance of practical speaking tasks such as English broadcasts and cabin service scenarios, which directly relate to the students' future occupational context. Intern students, having already entered the workforce, confirm that these speaking activities are highly effective in preparing them for real-world tasks, particularly in job interviews and on-the-job communication.

4.4.2.2 Listening

The interviews with ESP teachers reveal a divided perspective on the importance of listening skills in the flight attendant ESP course. One teacher expressed the view that listening is less critical for students, suggesting that listening skills would naturally develop in the workplace over time through exposure to routine interactions with passengers. As stated by ESP Teacher A:

> "I didn't really focus on training the students' listening skills in class. I don't think they'll need to use listening skills a lot in their future work, except maybe for responding to some simple questions from passengers. Also, I believe listening is something that needs to be built up over time while on the job. The questions passengers ask are usually the same, so after working for a while, they'll get more and more comfortable with it. The most important thing is for the students themselves to learn how to adapt when they start working." (ESP Teacher A)

From this extract, it can be seen that ESP teacher A suggested that listening skills are not a primary focus in class, as they are less critical for students' future work and can be developed on the job through repeated exposure to common passenger questions. The emphasis is instead on students' ability to adapt and learn independently once they begin working. However, in contrast, two other ESP teachers emphasized the importance of listening, particularly for the airline entrance exams, and incorporated listening exercises into their lessons. This balanced approach highlights the need to develop both listening and speaking abilities. As ESP Teacher B explained:

> "So, the first half of the class is mainly for listening exercises, and then we

> move on to activities that focus on improving their speaking skills. After playing a listening passage, I ask the students to summarize the main points—things like the key details, characters, time, and events. If they're having trouble, well, I'll replay the audio and ask for their feedback. Eventually, I show them the full transcript to help them understand it better." (ESP Teacher B)

Learners' responses also reflect the discrepancy in teaching priorities. Intern students in ESP Teacher A' s class reported limited exposure to listening exercises, with the focus predominantly on speaking tasks. While students acknowledged the importance of speaking, they expressed a desire for more listening practice. As one intern student noted, "My listening ability is weak, I think understanding what others say is crucial in conversation, as speaking is a two-way interaction, not just a one-way process." This feedback suggests that a more balanced approach to listening and speaking could better support students' communication skills, both in exams and in real-world situations.

In conclusion, the findings highlight differing views on the role of listening in the flight attendant ESP course. While some teachers believe that listening skills will naturally develop in the workplace, others emphasize the importance of listening exercises, particularly for airline entrance exams. This discrepancy is reflected in students' experiences, with some reporting limited listening practice and a stronger focus on speaking activities. However, students themselves expressed a desire for more listening opportunities, recognizing the importance of understanding spoken language for effective communication. These insights suggest that a more balanced approach, integrating both listening and speaking practice, would better support learners' overall language development.

4.4.2.3 Reading

The findings from the interviews with ESP teachers indicate that students' reading ability is relatively weak, and reading skills are seldom applied in the workplace, leading to a limited emphasis on reading activities and tasks in the classroom. One ESP teacher noted, "Reading is rarely used in the flight attendant context, and it is not considered very important. Therefore, I organize reading activities only occasionally." This perspective is also supported by second-year students who explained that their English teacher prioritizes other skills over reading, leading to limited reading activities in class, which has resulted in the student having weak reading comprehension abilities. The curriculum and focus are heavily influenced by the teacher's decisions., as one student commented:

> "Because it is teacher who decide what we learn, and my English teacher said that English reading skill is not very important so we don't have so many reading activities in class. Actually, my reading comprehension ability is weak." (Second Year Student B)

However, despite the views of ESP teachers and second-year students, intern students expressed a different opinion, emphasizing that reading skills should not be overlooked. This contrasting perspective will be further explored in section 4.4.3.2.

4.4.2.4 Writing

Like reading skill, there were no writing activities and tasks in the ESP course to practice writing ability because most teachers and students all thought there is no need to practice it because it is not significant in occupational context. As evidenced by one ESP teacher who prioritized speaking and listening activities over reading in lesson plans, as she

believed that reading is rarely used in real-world flight attendant work, based on discussions with other subject teachers.

> "When I talk with the other flight attendant subject teachers, they told me reading is rarely used in real work. So, emm... when I design a lesson plan, I put more attention on organizing other activities and tasks such as speaking and listening activities." (ESP Teacher B)

It is also evidenced by second year student C who acknowledged her weak writing ability but downplays its importance, as her English and other subject teachers have emphasized that speaking and listening are more critical skills.

> "Although my writing ability is very weak, I think it doesn't bother me a lot. Well, emm... because my English teacher said writing is not more important than speaking and listening, the same as other subject teachers said." (Second Year Student C)

Findings from the response of intern students reported that most of them hold the same points of view to the neglect of writing skill when they had ESP course. As said by intern student A who recalled that the only writing activity they encountered was creating an English CV for job applications, which they found extremely challenging due to a lack of prior experience with such tasks, even in their native language:

> "...well, about writing activities, I only remembered the tasks of writing an English CV for job application. But, you know, it was very hard for me because I even not know how to start because I never write this before even it was written in another language." (Intern Student A)

However, one intern student pointed out that it is still valuable to have writing activities in ESP course due to some unforeseen situations. This contrasting perspective will be further explored in section 4.3.3.2.

4.4.2.5 Vocabulary

Findings from the interviews with ESP teachers and students reported that learners' vocabulary is very poor. As a result, the purpose of the vocabulary relevant activities and tasks is increasing the vocabulary bank as one ESP teacher acknowledged their students' weak English foundation and emphasizes the importance of vocabulary as the basis for all language skills. To address this, this ESP teacher provided a glossary of flight attendant-related terms and assess retention through quizzes and dictation exercises:

> "Well, actually, most of my students' English foundation is pretty weak. You know, vocabulary is really the base of all English skills, like speaking and listening. So, I put together a glossary of flight attendant-related terms for them to memorize. I usually use quizzes or dictation exercises to see how well they've retained the words." (ESP Teacher A)

Both second-year students and intern students provided insights into the vocabulary activities during the interviews. For instance, second-year student D described how her ESP teacher employed a game called "Bingo" to reinforce the vocabulary learned in class. This game, according to the student, not only enhanced their engagement but also helped solidify their retention of the vocabulary. Similarly, an intern student recalled a particularly memorable activity from the ESP course, she described a group activity where they solved a crossword puzzle with flight attendant-related clues, competing to finish first for a prize.

She found this activity both engaging and challenging, making it an enjoyable learning experience. As detailed in the following description:

> "So, my teacher split the class into a few groups, and each group got a sheet of paper with a crossword puzzle on it. We had to fill in the blanks by solving the clues on the right side of the page. The group that finished the puzzle the fastest would win a prize. It was a fun activity—pretty engaging, but uh-uh also a bit challenging, which made it even more enjoyable." (Intern Student B)

4.4.2.6 Grammar

The findings revealed a notable divergence of opinions regarding the grammar activities and tasks used in the ESP course, particularly between ESP teachers and students, despite both groups acknowledging the students' weak grammatical foundation. ESP teachers emphasized the importance of focusing on grammatical issues, often through a variety of tasks designed to raise students' awareness of and adherence to grammatical rules. ESP teacher A explained that these activities aim to foster a deeper understanding of grammar, stating that "we incorporate a range of exercises, from sentence correction to transformation tasks, to help students internalize grammatical structures and apply them more naturally in communication."

In contrast, students expressed a different perspective, particularly regarding the perceived difficulty and complexity of these grammar activities. While students agreed that their grammatical foundation was weak, they found the tasks used in class to be challenging and difficult to grasp. Second year student B complained, "The grammar exercises are too complicated, and it's hard to understand the explanations. I feel overwhelmed by the rules and the tasks don't seem to help much." This sentiment was echoed by several other

students, who felt that the exercises did not align with their current level of understanding and often led to confusion rather than clarity.

In summary, the contrast in viewpoints highlights a critical tension between the instructional approach adopted by teachers and the learners' experience in the classroom. While teachers focus on providing rigorous grammatical training to address the gaps in students' knowledge, students often find the tasks too advanced or poorly explained, which may hinder their ability to effectively engage with and internalize the material. This disconnect suggests that a more balanced approach, one that carefully considers students' current level of proficiency and progressively builds their grammatical competence, could enhance both the effectiveness of the activities and the students' learning outcomes.

To conclude, this section analyzed language information about flight attendant students in ESP course. In terms of learners' current language proficiency, the findings highlight that learners in the flight attendant ESP course generally have a weak English foundation, with speaking identified as their weakest skill. While reading and writing skills are under-emphasized due to their limited application in the workplace, students also display poor vocabulary knowledge and a weak grammatical foundation. In terms of language use, speaking and listening skills dominate classroom activities due to their relevance to occupational contexts, such as airline entrance exams and real-world communication. Intern students affirm the importance of these skills in professional settings, especially for job interviews and on-the-job interactions. However, listening exercises are inconsistently prioritized, with some teachers downplaying their importance, while students express a desire for more listening opportunities. Besides, reading and writing skills are minimally practiced, as both are deemed less critical for aviation tasks. Moreover, vocabulary building is a key focus, addressing the gap in learners' word knowledge, while

grammar instruction varies, depending on individual teacher and learner perspectives. Thus, these findings suggest a need for a more balanced approach that integrates all core language skills to better support learners' professional and linguistic development.

4.4.3 TSA: Target Needs for ESP Course

Target needs is one essential factor of target situation analysis from the conceptual framework of NA model in this research. In this study, it represents learners' needs of ESP course including necessities, lacks and wants. This section presents the findings from interviews with second-year students, intern students, ESP teachers, and flight attendant subject teachers, organized according to three key aspects of target situation analysis: necessities, lacks and wants.

Given the academic context, particular attention is paid to the insights provided by second-year students, ESP teachers, and flight attendant subject teachers. This is because intern students, having already completed the ESP curriculum and successfully secured positions within airline companies, possess a period of professional experience following their interviews and subsequent training by the airlines.

Consequently, while intern students are in occupational context who could offer valuable insights regarding the necessities and wants of the ESP curriculum, their views are supplemented by the input of flight attendant subject teachers who bring substantial industry experience, is crucial for identifying the necessities and wants that the ESP course should address. Both groups, drawing from their real-world and professional experiences, are well-positioned to provide informed recommendations for the enhancement of the ESP curriculum.

After knowing the necessities and wants of ESP curriculum, lacks will be elaborated clearly through understanding the gaps that learners are insufficiently equipped to meet the demands of the flight attendant context.

4.4.3.1 Necessities

Necessities, as conceptualized by Hutchinson and Waters (1987), refer to the essential knowledge and skills that learners must acquire in order to function effectively in the target situation. This includes not only linguistic knowledge, such as lexical understanding, grammatical structures, and sentence constructions, but also communicative skills, such as speaking, listening, and interactional competence, which are directly relevant to professional performance in aviation contexts. In this study, two sub-themes were identified from the participants' responses: (1) speaking as the most important skill, and (2) the high demand for overall English proficiency.

a. Speaking is the Most Important Skill

The findings from interviews with ESP teachers indicated that English speaking is regarded as the most crucial skill in the flight attendant context. It was emphasized that improving speaking ability is essential for students to successfully integrate into their future careers as flight attendants but the textbook is not 'real' which is not consistent with the real working scenarios. As one teacher noted:

> "My friends working in airline companies have told me that speaking is becoming increasingly important for cabin crew as a communication tool with foreign passengers...But the textbook is not practical and including too many theories, students often feel it boring." (ESP Teacher B)

This perspective aligns with that of flight attendant subject teachers, who also highlighted the significance of speaking, not only for performing well in entrance exams but also for effective cabin service. One subject teacher, who had worked in an airline company managing long-haul international flights, highlighted the necessity of English proficiency in international flight settings, where effective communication with colleagues from diverse backgrounds is essential for performing duties. Without strong English skills, individuals would struggle to adapt and succeed in such environments:

> "I once worked on long-haul international flights, and all my colleagues were from different countries. You have to speak English to communicate effectively and perform your duties in this environment, or you will struggle to keep up." (Flight Attendant Subject Teacher A)

The findings from intern students suggest that flight attendants are required to meet specific English proficiency standards set by the airline industry. According to the intern students working in airline companies, English competency certificates are highly valued by employers. For example, one intern student explained that although she had obtained a Level B certificate (a provincial English proficiency test in Zhejiang, China, roughly equivalent to the A2–B1 level of the CEFR), this qualification carried little weight in the airline recruitment process. Airlines instead explicitly prioritize the College English Test Band 4 (CET-4, approximately B1–B2 level) during interviews. This mismatch created frustration for some students, as their existing certificates did not provide the expected advantage in the job market. At the same time, it illustrates the importance of aligning ESP training with industry-recognized standards: without such alignment, students may invest effort in attaining credentials that do not significantly improve their employability:

> "I got the Level B certificate, but I don' t find it particularly useful. The airline

only recognizes the CET-4 certificate. During the interview, the examiner will specifically ask if you have this certificate." (Intern Student B)

Another intern student also explained that having a CET-4 certificate provides a competitive advantage during airline interviews, as candidates with this certification are prioritized over those without it, even if they are from the same class.

"...If two candidates from the same class are interviewing together, and one has a CET-4 certificate, that candidate will be given priority." (Intern Student C)

b. The High Demand of English Proficiency

Furthermore, the high demand for English proficiency is also evident during the airline recruitment process. Candidates are required to participate in a face-to-face English interview and take a computer-based English test to demonstrate their language skills. As one intern student evaluated the candidate's English proficiency through basic conversational topics like family and hobbies, while also assessing their behavior, adaptability, and interpersonal skill:

"In addition, the interviewers assess your English level by asking questions in English...such as about your family or hobbies—very basic, everyday topics. The focus is on your behavior, adaptability, and affinity." (Intern Student D)

It is also described by another student who suggested that computer-based English test focuses on aviation-related reading comprehension, including topics such as airline introductions and flight attendant service processes, to assess the candidate's industry-specific language skills:

"It (computer-based English test) includes reading comprehension exercises,

all related to aviation. For example, there are questions about the English introduction to airlines, the flight attendant service process, and so on." (Intern Student C)

Moreover, one intern student highlighted the relationship between English certification and career advancement, emphasizing that higher proficiency in English often correlates with greater career opportunities:

> "Aviation companies have their own English certification systems. For instance, the company I currently work for categorizes the English broadcasting certificate into three levels: A, B, and C, with A being the highest and C the lowest. If flight attendants wish to be promoted to a higher position, they must achieve the required grade; otherwise, they are not considered eligible." (Intern Student B)

To conclude, the findings from interviews with ESP teachers and intern students showed the critical role of English language proficiency, particularly speaking skills. ESP teachers highlighted that speaking is considered the most vital skill for students, both for effective communication with international passengers and for success in entrance exams and cabin service tasks. This is in accordance with the perspective of flight attendant subject teachers, who emphasized that flight attendants may struggle to meet the demands of their work without proficiency in English, particularly on international flights.

In contrast to the teachers' emphasis on speaking, intern students provided insights into the English proficiency requirements in the airline industry. While they acknowledged the importance of speaking, they also revealed that formal English competency certifications, such as the CET-4, are highly valued by employers. Besides, the interviews

of airline entrance exam often focusing on basic conversational topics, evaluate candidates' language fluency and interpersonal skills, while the computer-based tests assess reading comprehension, specifically in aviation contexts.

This contrast between teachers' focus on speaking skills and students' recognition of formal language certification requirements showed how language proficiency is prioritized and assessed in ESP programs. While teachers emphasize the development of communicative competence, particularly in speaking, the airline industry places significant value on standardized language certificates. Furthermore, the findings indicate that the airline recruitment process is structured to ensure that candidates can demonstrate their English proficiency, not only through casual conversation but also through specialized tests. This suggests that while communicative fluency is crucial for day-to-day tasks, meeting formal certification standards remains a pivotal factor in the industry's hiring process. Therefore, a more integrated approach that balances the development of practical language skills with preparation for formal certification exams might better satisfy ESP course outcomes with industry expectations.

4.4.3.2 Wants

The actual desires of the learners in this ESP course, as defined from interviews with second year students and intern students, have been categorized into two distinct aspects: preferred learning content and preferred tasks and activities.

a. Preferred Learning Content

As to preferred learning content, firstly, interviews have revealed that there exists a variation in the learning content as perceived by the learners. Firstly, English introduction is emphasized most by learners. No matter second year students or intern students in third year,

they all thought English introduction is the key role in airline company's interview. For instance, second year student A suggested incorporating English self-introduction into the final exam or process test to motivate students to improve their English skills, emphasizing its importance for airline interviews.

> "I think English self-introduction can be added to the final examination or put into the progress test. This will encourage students to improve their study in this field. I found that a good self-introduction in English is very important when interviewing an airline." (Second Year Student A)

Similarly, another student shared her experience of an interview that included an English session, where they first introduced themselves in English and then read an English broadcast, highlighting the importance of language proficiency in professional settings.

> "For example, when I had an interview, there is an English session, after introducing myself in English, the examiner will ask the interviewer to read English broadcast." (Intern Student D)

Additionally, learners expressed a desire to enhance specific sub-skills in speaking, reading, and writing. In terms of speaking, they seek more practice in scenarios drawn from both professional and daily contexts, as well as an increase in English broadcast training. Intern Student A suggested that more practice with daily English conversations focused on interviews, along with additional English broadcast training, would be beneficial for improving language skills.

> "I think more daily English conversation about interview and more English broadcast training would be better." (Intern Student A)

Besides, Intern Student D believed that incorporating more daily topics into class

would enhance oral English skills and make lessons more engaging and dynamic.

> "...it would be better if the teacher could integrate more daily topics in class, which can exercise our oral English ability. I think this way of class will be more vivid." (Intern Student D)

Regarding writing, as exemplified by one learner's statement, there is a wish for ESP educators to collaborate with subject matter experts to design scenario-based exercises that prompt students to compose problem-solving reports grounded in classroom learning.

> "After class, he will set a situation related to this class, such as how the crew and ground staff need to deal with an emergency when boarding, and then ask us to write a practical solution in the form of a written report, combined with the content learned in the class...I think it is very practical. It's just related to practice, and that's pretty good. It can also exercise people's imagination and enhance the ability to solve practical problems. It would be better if flight attendant English could go this way." (Second Year Student C)

In terms of listening skills, students highlighted the inextricable link between listening and speaking, emphasizing the necessity to comprehend what has been said before articulating a response, especially when interacting with non-native speakers.

> "Listening is more important because you first have to understand what others say to answer their questions." (Intern Student A)

Although intern student A stressed the importance of listening, another student also highlighted the importance of oral English and listening skills for effective communication, especially in interactions with foreign colleagues from various countries.

> "Oral English is the most important thing, because you need to communicate

with people. Listening is also important, because foreigners speak quickly and need to understand what they say to answer their questions. I have some of my colleagues who are foreigners, some from Russia, some from Europe. I need to greet them and make some daily answers." (Intern Student D)

Finally, it is noted that ESP instructors should deepen their professional understanding of aviation attendant duties and integrate more career-related knowledge into their pedagogy, thereby better preparing students for future career opportunities.

"I think more professional knowledge can be added into the course...I think four stages of aviation service can be included within the course." (Intern Student B)

b. Preferred Tasks and Activities

As to tasks and activities, in contrast to sustained passive instruction, learners showed a preference for an increased incorporation of oral engagements, collaborative group tasks, and role-play exercises within the learning environment. Such methodologies are perceived by learners as more conducive to active learning, skill development, and the internalization of knowledge, as evidenced by one student who felt that the current situation is satisfactory but believes it would improve if there were more opportunities for speaking practice:

"I think it's good now. It would be better if we had the opportunity to speak more." (Second Year Student B)

Second Year Student A suggested that group work and fostering a competitive environment could motivate everyone to learn more effectively.

"I think it's better to work in groups and then motivate everyone to learn in

that competitive way. I think it might be better in this way." (Second Year Student A)

Besides, second year student C believed that role-playing is more engaging than constant lecturing, as it captures students' interest and creates a more lively classroom atmosphere through active participation and humor.

> "I think compared with teachers talking all the time, role-playing can at least arouse students' interest in learning...The teacher talks all the time, maybe the students' attention will shift after a while. But if the students can engage into the dialogue, may sometimes make some jokes, can active the classroom atmosphere." (Second Year Student C)

In addition, from the perspectives of the learners, it is evident that educators who tailor their instruction to individual student aptitudes, incorporate realistic simulations within dedicated training facilities, and engage in interactive discourse—as opposed to unilateral lecturing—are received more favorably. Such findings examined the importance of adaptable and participatory teaching strategies that foster a more immersive and tailored learning atmosphere. It is evidenced by one student who felt that the class content is too basic for more advanced students and suggests that teachers should tailor lessons to different levels of proficiency, offering more challenging material for those with stronger foundations:

> "I think the content of the class is too simple, because most of the students are not very good foundation, so the teaching content is very basic. But for me and a small number of students, it's too easy, so if the teacher can expand the teaching content for us, it will be better...I mean, it would be better if teachers

can teach students according to their aptitude." (Second Year Student C)

Second Year Student D believed that using a simulation cabin for lessons is a great idea, as it allows students to experience realistic scenarios, making the learning process more vivid and practical.

> "I think taking students to the simulation cabin of the training building for having lessons is a good choice, so we can simulate a specific scene and it is vivid." (Second Year Student D)

Additionally, Intern Student C compares their teachers, noting that while their ESP teacher's serious, lecture-based style lacks interaction, another teacher's more engaging and interactive approach is preferable, with a particular fondness for the foreign teacher who fosters English communication to improve listening and speaking skills.

> "I think my ESP teacher's teaching style is more serious. She always spoke all the time without too much interaction with students. But another teacher's class is more interesting and more interactive. But my favorite is the foreign teacher, who will always communicate with us in English, which greatly exercises our listening and speaking ability." (Intern Student C)

Notably, thematic analysis of interview with students also showed a preference for an increased incorporation of oral engagements, collaborative group tasks and role-play exercises with the support of AI technology. Specifically, it revealed three dominant learner preferences regarding AI-enhanced instruction:

1. a strong demand for oral interaction opportunities via virtual role-play scenarios, such as answering requests with AI passengers ("AI can act as passengers with different accents." [Second Year Student B]; "AI could give me more concise and

individualized advice in oral training." [Second Year Student D]).

2. perceived benefits of collaborative AI-mediated tasks, such as, complete problem-solving tasks in group with AI support ("I think AI could provide a more logical solution in emergency scenarios" [Intern Student B], with Second Year Student A further elaborating, "AI's aviation-specific datasets is rich which can generate a more comprehensive and tailored task for my level ").

3. focus on simulating authentic scenarios, such as simulating turbulence emergencies ("VR is a good way to simulate the real scenario which could create a vivid scenery" [Intern Student A]; "With AI's like-real simulation, I won't feel nervous and anxious when I am in the real aviation scenario" [Intern Student D]).

Surprisingly, while 6 participants enthusiastically emphasized these applications, two students expressed anxiety about over-reliance on technology and explained that human teachers could understand nuances better.

Overall, the findings indicate that students want a more dynamic, participatory learning environment that balances practical language skills with deeper industry knowledge. They favor teaching methods that foster engagement, adaptability, and real-world relevance with AI support, reflecting a shift away from traditional, one-way teaching models towards more interactive, personalized and artificial intelligent approaches.

4.4.3.3 Lacks

Findings from the interviews with ESP teachers, flight attendant subject teachers and students showed lack of learners from three aspects: speaking skills gaps, English competency certificate and lack motivation in learning.

a. Speaking Skills Gaps

As demonstrated in the previous findings, oral English predominantly serves as the mode of communication for flight attendants. Nonetheless, this particular skill is precisely what students most conspicuously lack, whether it pertains to daily conversational exchanges within an occupational context or during the specialized English language courses in an academic setting. Based on the responses of learners' self-assessment, intern students' working experience and teachers' teaching experience, students and teachers held different viewpoints. Intern Student A felt that while they have memorized many terms during training, they struggle with daily communication, feeling unsure of what to say in real-life situations:

> "I think in terms of daily communication, we memorize a lot of related terms in the training. Daily communication involves a lot of verbal language, but I don't know much and don't know what to say." (Intern Student A)

It is also proved by another student who attributed her struggle with communication to a combination of focusing on standardized exam answers, leading to rigid and stereotyped responses, as well as feeling self-conscious about speaking English and lacking vocabulary:

> "On the one hand, I think it may be because we all studied for exams and to get close to the standard answers. As a result, we lack our own ideas and choose to answer questions in a programmed and stereotyped way. Therefore, in daily training, in order to pass the test, we will still rigidly remember the answers given by the teacher. On the other hand, I think it may be my English shame disorder, coupled with the lack of vocabulary." (Intern Student D)

In addition, the competency of speaking is emphasized by subject teacher who noted that many students struggled with reading English broadcasts and came across as blunt, which impacted their effectiveness in interacting with both Chinese and foreign passengers.

> "It's important, because as a service industry, flight attendants need to communicate with passengers, whether Chinese or foreign passengers...When I evaluate them, I found that many students did not read (English broadcast) well and are very blunt." (Flight Attendant Teacher A)

b. English Competency Certificate

In addition, despite the significant emphasis placed on English proficiency among flight attendants within the airline industry, there is a marked disparity between students' language skills and the expectations of employers. Concurrently, a minority of students possess the CET-4 English certification, while the majority merely satisfy the rudimentary standards of English competency. This is evidenced by learners and ESP teachers.

With reference to the extract from second year student C and D below, both of them shared similar experiences of achieving English proficiency certificates, with Student C earning an A-grade certificate early on but struggling with CET-4, while Student D obtained Level A and B certificates but also failed CET-4:

> "I got the A-grade English certificate in the first semester of my freshman year. Later, I also took cet-4, but it was a little difficult and failed." (Second Year Student C)

> "I got the Level A and B certificates, but failed CET-4." (Second Year Student D)

Intern students also came across the similar experience, Intern Student B mentioned

earning a Level B certificate but felt it's not very useful since airlines only recognize the CET-4 certificate, while Intern Student C shared their experience of failing the CET-4 exam, falling 40 points short of passing.

> "I got the Level B certificate. But I don't feel of much use. The airline only admits CET-4 certificate." (Intern Student B)

> "I took the exam (CET-4), but failed, 40 points short of passing the exam." (Intern Student C)

From the perspective of flight attendant subject teacher, she noted that out of the four classes they teach, only one student has obtained the CET-4 certificate, while a few others hold only Level A, B, or Level 3 English certificates.

> "Only one of the four classes I teach has obtained the CET-4 certificate, while A small number of other students only have Level A, B or Level 3 English certificates." (Flight Attendant Teacher A)

c. Lack Motivation in Learning

Besides, motivation can be separated into two distinct dimensions: intrinsic motivation and extrinsic motivation (Ryan & Deci, 2000). Intrinsic motivation is typically characterized by engaging in activities that are inherently satisfying, while extrinsic motivation involves pursuing actions for attainable outcomes. The deficiency of motivation among learners in ESP courses can be explained within these two domains.

Firstly, from the perspective of intrinsic motivation, certain learners have low interest in English learning and feel it is boring and difficult to learn, as one student illustrated:

> "Actually, I don't like English at all. I always feel sleepy in English lessons."

(Second Year Student B)

Secondly, from the perspective of extrinsic motivation, certain students are unaware of their prospective career paths and not realized the significance of English. This was evidenced by a student's statement during an interview:

> "But for me, I don't think it (flight attendant English) is very important. Because I don't really want to be a flight attendant. So my need for flight attendant English is not very strong (good)." (Second Year Student C)

In sum, the findings reveal significant lacks in learners' speaking proficiency, certification levels, and motivation. These gaps indicate a mismatch between the current language education provided and the demands of the airline industry. Addressing these issues requires a more practical, engaging, and career-oriented approach to ESP instruction that enhances students' speaking skills with industry certification standards and motivates learners by making English more relevant to their future professional lives.

4.5 Class Observation

Classroom observation serves as a practical method for evaluating ESP classrooms, providing real-time insights into teaching effectiveness, student engagement, learners' use of English, and the overall classroom atmosphere. This approach enables researchers to gain a more direct and intuitive understanding of the present situation while complementing and validating data from questionnaires and interviews, thereby enhancing the reliability of the findings. Thus, classroom observation is an indispensable component in informing the design of ESP courses.

This section presents the findings from the class observation, which are examined in three key areas: classroom environment and atmosphere, the language skills emphasized

during the observation, and learners' participation and engagement. These aspects provide a comprehensive overview of the instructional setting and the dynamics within the ESP classroom.

As shown in Table 4.12, the findings of class observation answers two research questions. The thematic analysis of six observed ESP lessons revealed recurring patterns across three major areas, including Classroom environment and atmosphere, Language skills focused, Learners' participation and language challenges. Specifically, Classroom environment was generally positive, with supportive interactions observed in five out of six lessons. Language skills emphasis showed a strong prioritization of speaking activities (observed in all six lessons), while grammar tasks appeared only occasionally (two lessons). Learners' participation remained limited overall, with four lessons characterized by moderate engagement, and two lessons characterized by low engagement. These frequency counts highlight both the consistencies and gaps observed across lessons, offering a structured supplement to the qualitative excerpts.

Table 4.12: Themes and Frequency Counts from Class Observation (N=6 Lessons)

Research Question	Theme	Codes	Representative Excerpts	Frequency
RQ3, RQ6	Classroom environment and atmosphere	Comfortable setting; supportive teacher–student rapport	"Teacher A and B's class: lively and enjoyable" (Observation notes)	5/6
	Language skills focused	Speaking prioritized; minimal grammar practice	"Students only practice dialogues alternately, without extension."	6/6 (speaking); 2/6 (grammar)
	Learners' participation and language challenges	Passive participation; limited interaction	"Few students passively engage with low enthusiasm"	2/6 (low); 4/6 (moderate)

4.5.1 Classroom Environment and Atmosphere

The class environment and atmosphere provide the first impression of a lesson and play a crucial role in shaping the learning experience. In this section, the physical setting of the classroom will be described, followed by an analysis of the classroom dynamics, including the interactions between students and teachers, the overall mood of the lesson, and the level of student engagement. By examining both the physical layout and the social environment, this section aims to offer a comprehensive understanding of how the classroom environment influences teaching and learning, as well as the extent to which it supports or hinders student participation and academic performance.

4.5.1.1 Physical Setting

There are two types of classrooms for taking ESP course. The first one is a lecture-based classroom with rows of desks facing the front, desks arranged in rows with 4-5 students per row. There is an interactive whiteboard at the front and a projector and laptop for multimedia presentations. Besides, there is audio system for broadcasting English recordings (see Figure 4.1).



Figure 4.1: The Output of Lecture-Based Classroom

The second one is a retired aircraft, repurposed to serve as a specialized learning environment for flight attendant students (see Figure 4.2). This unique setting blends aviation-themed design with functional training elements to simulate the real-world conditions of an airline cabin, providing students with practical, hands-on learning experiences. Inside, the aircraft has been converted to replicate an airline cabin environment with modifications to accommodate the training needs of flight attendants. The aisle, rows of seats, and overhead compartments all remain intact, providing a realistic environment for students to practice in-flight service procedures, emergency evacuations, and safety demonstrations.



Figure 4.2: The Output of Aviation Classroom

4.5.1.2 Classroom Dynamics

The class observation of classroom dynamics were conducted with the support of rubric form. In the classes taught by ESP Teachers A and B, a high level of dynamism was evident, with the teachers well observing the criteria for maintaining eye contact, which helped foster a sense of connection and attentiveness. The use of humor was appropriately integrated, enhancing the lively and enjoyable atmosphere, and ensuring that students stayed engaged and motivated throughout the lesson. By encouraging students' volunteering, the teachers created an inclusive environment where students were eager to contribute to discussions and class activities. These strategies, along with the teachers' ability to maintain students' attention and focus, contributed to a collaborative and energetic learning atmosphere that supported active participation and a positive learning experience.

In contrast to the dynamic classrooms of ESP Teachers A and B, ESP Teacher C's session showed a stricter, more formal approach that did not effectively maintain eye contact with students, potentially contributing to a less engaging and more tense atmosphere. While Teacher C maintained discipline and high expectations, the use of humor was minimal, which may have reduced the overall enjoyment and relaxed nature of the class. Encouraging student volunteering was notably absent, as many students, particularly those at the back of the classroom, seemed disinterested and disengaged, often distracted by unrelated activities rather than participating in the lesson. During group conversation activities, students were reluctant to contribute, indicating a lack of encouragement and an environment that did not foster open communication. Although Teacher C did answer students' questions satisfactorily, the overall lack of engagement and interaction suggests that students had less interest in the subject matter. Additionally, audio-visual materials or demonstrations were not prominently used to support the lesson, which could have helped

sustain attention and foster a more interactive learning environment. The formal classroom setting, combined with limited student participation, seemed to hinder the development of a communicative space necessary for practicing language skills effectively.

The contrasting classroom dynamics between the two teaching styles highlight the impact that teaching approach and classroom management can have on student participation and overall engagement. While a more relaxed, interactive teaching style can encourage active involvement and foster a positive learning environment, a strict, formal atmosphere may result in student disengagement, particularly in language acquisition settings where communication and interaction are essential.

To conclude, the classroom environment in ESP courses ranges from traditional settings to professional training spaces, with its use varying based on individual teachers' preferences. However, the effectiveness of these environments is largely shaped by the teaching methods employed. A strict teaching style often results in a more formal and rigid atmosphere, where students primarily listen to and follow instructions. Conversely, a more engaging and interactive teaching approach fosters a lively classroom environment, encouraging greater student autonomy and active participation. These findings showed the critical role of teaching strategies in shaping the learning experience, suggesting the need for a balanced approach that aligns with both the course objectives and learners' engagement needs.

4.5.2 Language Skills Focused on During Observation

This section examines various English language skills based on the class observation. By analyzing specific examples from lesson extracts, it seeks to assess how effectively learners have mastered key language skills, including speaking, listening, reading, writing, vocabulary and grammar. Additionally, the section aims to explore the types of classroom

activities and tasks emphasized by the ESP teachers to enhance students' proficiency in these areas. Through this analysis, the section provides insight into the teaching strategies employed to address students' language development needs.

4.5.2.1 Speaking

In ESP Teacher A's lesson, the primary focus was on developing speaking skills, with the majority of the class time dedicated to speaking activities. The lesson took place in a retired aircraft, which provided an immersive environment that simulated real-life airline scenarios. The content of the lesson centered on conversational English, with students practicing communication in professional contexts, such as offering cabin service to passengers. For instance, during a role-play activity, students assumed various roles, such as flight attendants and passengers, to engage in realistic interactions. An example of the activity is as follows:

[Transcript Excerpt]

Teacher A: "Can anyone tell me what you would say to a passenger who's asking for assistance with their luggage?"

Student A: "I would say, 'Sure, I'll help you with that. Let me assist you with your luggage."

Teacher A: "Good, but remember, you can also use polite phrases like, 'Please allow me to assist you."

This approach allowed students to practice and internalize the language skills necessary for their future roles in the airline industry.

In contrast, in ESP Teacher B's lesson, the time allocation was equally divided between speaking and listening activities, with each section lasting 40 minutes. The first half of the lesson was dedicated to listening tasks, while the second half focused on speaking exercises. Unlike ESP Teacher A, who emphasized occupational contexts, Teacher B incorporated more general, everyday topics into the speaking activities, such as discussing personal subjects like family and hobbies. For example:

[Transcript Excerpt]

Teacher B: "You will have five minutes to prepare a presentation on the topic 'My Favourite Hobby.' Please discuss your ideas in groups and be ready to share."

(After five minutes, several students raise their hands to share.)

Student B: "I would like to talk about my favourite hobby, which is swimming. I think swimming is good for my body and... err... how do you say 'xinlijiankang' in English?"

Teacher B: "You can say 'mental health' in English."

Student B: "Oh, I see. I think swimming is good for my body and mental health. I always go swimming with my friends after class. I love it very much!"

Teacher B: "Excellent! But next time, try to provide more details in your response."

In this interaction, Teacher B encourages student participation by assigning a group discussion task on a familiar and relatable topic. The teacher's supportive feedback helps guide the student's language production, while also emphasizing the need for further elaboration in future responses. This approach was consistent with the findings from student interviews, where learners expressed a preference for incorporating more daily-life topics into their lessons to enhance their conversational skills.

However, ESP Teacher C's lesson did not align with the findings from the interview with her, despite her acknowledgment of the importance of speaking skills. In practice, however, the lesson predominantly involved teacher-centered instruction, with few student group discussions or interactive questioning. This approach limited student engagement and reduced opportunities for active participation in speaking activities, which was in contrast to the emphasis on speaking skills highlighted in the teacher's interview.

4.5.2.2 Listening

The findings from the interviews revealed that while listening skills are considered important, they were not given as much attention as speaking skills in some ESP lessons. In ESP Teacher A and C's class, listening was largely excluded from the instructional content, with the exception of occasional textbook audio exercises. Beyond this, the teacher did not focus much on developing students' listening skills. In contrast, ESP Teacher B placed equal emphasis on both speaking and listening. In her lesson, the first section was dedicated to listening activities. For example, students listened to a conversation set in an occupational context and were required to select the correct response based on the conversation.

[Transcript Excerpt]

Teacher B: "We are going to listen a conversation happened in a plane between a flight attendant and a passenger, please choose the correct answer to what is the request of the passenger."

(Teacher plays the audio and students listen attentively.)

(Transcript of the listening comprehension):

Passenger: “The smell of the toilet is too disgusting.”

Flight attendant: “Is it?”

Passenger: “Can you...?”

Flight attendant: “Thank you for letting me know, madam. I do apologize. I will make sure they clean it immediately, then I will come back to let you know. I promise.”

Question: What is the passenger complaining about?)

Teacher B: “Can anyone tell me your answer?”

Student C: “I think the answer should be C, the service.”

Teacher B: “Well, I am afraid it is not the correct answer, anyone else?”

Student D: “The answer is B, the toilet.”

Teacher B: “Correct!”

In this activity, Teacher B not only integrated a real-life occupational context but also encouraged active participation and comprehension through targeted questions, thus reinforcing the importance of listening skills in the flight attendant role.

4.5.2.3 Reading

In contrast to the significant emphasis placed on speaking and listening, reading activities appeared to receive relatively less attention in the ESP classroom. This observation aligns with the findings of interviews and questionnaire which indicated that reading is not considered as crucial in the flight attendant context.

However, in ESP Teacher C’s class, reading was incorporated into a small portion of the lesson. The teacher utilized authentic reading comprehension materials related to

aviation and assigned learners to read and complete the relevant questions. This authentic material was from the second round of the flight attendant entrance exam of an airline company. Students were asked to finish the test in ten minutes. To ensure better understanding and maintain focus, the teacher instructed students to read the material sentence by sentence, minimizing distractions. Afterward, the teacher invited students to share the main idea of the passage, although some students struggled to grasp it. Besides, the teacher also taught students how to grasp the key information in a short time and how to understand long sentence structures and patterns. To support their comprehension, the teacher encouraged students to underline key language points and provided guidance on how to efficiently extract important information from the text. Additionally, the teacher offered strategies for understanding complex sentence structures and patterns, helping students improve their reading skills within a time-limited context.

4.5.2.4 Writing

In ESP Teacher B's lesson, a brief writing task was integrated into the lesson plan, focusing on preparing students for a self-introduction required during the airline entrance exam interview. The task aimed to familiarize students with the typical format and expectations of professional introductions in the airline industry. Firstly, the teacher provided a sample self-introduction on the presentation slides, offering a clear model for students to follow. This approach was particularly beneficial, as it allowed students to emulate a structured and appropriate introduction format commonly used in airline interviews. Instead of requiring students to create an introduction on their own, the teacher provided a reference point to make the task more accessible given their relatively weak English foundation. This scaffolding approach helped students feel more confident and

ensured they could focus on practicing the essential elements of a self-introduction, such as educational background, professional aspirations, and relevant skills. By providing this structure, the teacher not only simplified the task but also guided students in increasing their writing skills within a realistic occupational context.

4.5.2.5 Vocabulary

In contrast to the repetitive memorization tasks for learning vocabulary in ESP Teacher B and C's classes, ESP Teacher A's lesson featured varied and highly engaging vocabulary activities. The content was clearly relevant to the aviation context, with the teacher organizing a glossary of key terms, it was the interactive nature of the activity that captured the students' attention and enthusiasm. The teacher employed a team-based approach, organizing the class into several groups, with each group arranged in a line. The first student in each line was given a card containing a vocabulary word. Once the teacher signaled the start of the activity, the first student turned to the second student in the line and described the word without revealing it directly. The second student then relayed the description to the next student, continuing this process until it reached the last student in the line. The final student's task was to write down the word they believed was being described based on the verbal relay. The team that completed the activity the fastest, with the correct word written down, was awarded a prize. This activity not only provided a fun and competitive element to the lesson but also fostered collaborative learning, with students actively engaging in communication and reinforcement of the aviation-specific vocabulary. The engaging nature of the task encouraged students to participate fully, and the competitive element further motivated them to stay focused and improve their vocabulary retention.

4.5.2.6 Grammar

Grammar was notably under-emphasized across all three ESP teachers' classes during the class observations. In ESP Teacher A's lesson, for example, one student responded to a question but made grammatical errors, which the teacher overlooked without providing correction.

[Transcript Excerpt]

Teacher A: "If the passenger wants to order some drink but you are busy, what would you say?"

Student E: "I would say 'Sorry, madam. Please wait one minute, I am back to you later'."

In this case, the student used the present tense ("I am back") when the future tense ("I will be back") would have been more appropriate. Despite this error, the teacher did not address the mistake, which was a recurring pattern throughout the lesson. This lack of grammatical correction contrasts with the findings from the interviews with ESP teachers, who emphasized the importance of grammar in ESP courses. It raises questions about the consistency between teachers' stated priorities and their actual classroom practices regarding grammar instruction.

In summary, this segment analyzed the effectiveness of learners mastering language skills and what class activities and tasks ESP teachers focused on through class observation. The observation revealed that while students exhibit weaknesses across various English sub-skills, ESP teachers prioritize speaking and listening activities, often devoting less attention to writing, vocabulary and grammar development. Additionally, classroom activities vary across teachers, with some adopting a teacher-centered approach, while

others emphasize student interaction and participation. These differences in teaching strategies highlight the need for a more balanced approach to addressing all language skills and fostering greater engagement in all aspects of language learning.

4.5.3 Learners' Participation and Language Challenges

This section presents an inductive thematic analysis of observation and there are two themes generated: learners' participation and language challenges. The first aspect focuses on student participation, specifically examining their performance and involvement during ESP lessons. The second part addresses learners' language challenges. By exploring both learners' participation and learners' language challenges of ESP course, this section aims to provide a comprehensive understanding of the factors influencing students' learning experiences in ESP courses.

4.5.3.1 Learners' Participation

Learners' participation varied across different ESP teachers' classes. In some classes, students were very active, showing interest and enthusiasm. However, in others, the atmosphere was more passive, with students rarely engaging in the class.

a. Dynamic Participation

In ESP Teacher A's lesson, students demonstrated high levels of participation, particularly during speaking activities such as role-play. The use of a retired aircraft as a training facility added an element of realism and novelty, which enhanced students' engagement. Students took on various roles to practice real-life work scenarios, and this immersive experience contributed to a lively and enjoyable atmosphere. For instance, students occasionally pretended to ask challenging questions or made exaggerated requests

as part of the role-play, which, although intended humorously, further energized the class. As a result, the overall tone of the lesson was relaxed, with students actively involved and enjoying the experience.

In ESP Teacher A' s lesson, the role-play activity was a central part of the class, encouraging active participation and enhancing students' speaking skills. At the beginning of the activity, the teacher prompted the class by asking, "Any volunteers who would like to act as a passenger and a flight attendant?" Two students eagerly volunteered, with Student A taking on the role of the passenger and Student B acting as the flight attendant. The teacher then set the scene: "Let' s imagine a setting where the passenger requests some water. What would you say in this scenario?"

The dialogue presented as follows:

Student A: "Excuse me, can I have some water?"

Student B: "OK, would you like ice in that?"

Student A: "No, I am taking my medicine. It is my medicine time."

Student B: "OK, I will be right back."

The teacher praised the students' performance, saying, "Great, very good dialogue!" Throughout this activity, the observer noted that most students were highly engaged, carefully listening to the conversation and some even taking notes in their textbooks. Although a few students appeared distracted, the overall level of attentiveness was high. This activity not only facilitated students' speaking practice but also created a dynamic and interactive classroom environment, reinforcing the importance of real-life context in language learning. The enthusiasm shown by the volunteers and the participation of the

other students demonstrated the effectiveness of this role-play activity in fostering a supportive and engaging learning atmosphere.

b. Reticent Behaviour

In contrast to the dynamic involvement observed in the other classes, ESP Teacher C's lesson presented a lack of student attention and participation. The class atmosphere appeared rigid and subdued, with several students sitting at the back of the room either distracted by their mobile phones or even sleeping. Although a few students remained attentive, taking notes during the lesson and listening carefully, the overall mood of the classroom was disengaged. This lack of involvement was further highlighted when the teacher initiated a group discussion activity. Despite the teacher's efforts to encourage interaction, most students remained unusually quiet, offering only minimal contributions to the conversation.

In particular, some students exhibited reticent behavior in class, which could be attributed to several factors. One contributing reason was the perceived difficulty of the vocabulary and pronunciation, which led some students to feel unsure about their ability to communicate effectively in English. Furthermore, a degree of reluctance was evident, as certain students appeared too shy or self-conscious to speak English in front of their peers. This passivity in group discussions not only reflected a lack of confidence but also showed the challenge of engaging students in language tasks when they feel overwhelmed by linguistic barriers. Consequently, despite the teacher's attempts to foster a more interactive learning environment, the class was characterized by a general lack of enthusiasm and student-driven engagement.

4.5.3.2 Learners' Language Challenges

Learners' language challenges varied across multiple language skills, including speaking, listening, reading, writing, grammar, and vocabulary. During the class observations of ESP teachers' lessons, several challenges were identified, each corresponding to specific areas of language learning. These challenges reflected the students' difficulties in mastering key language skills, with notable struggles in areas such as active speaking, listening comprehension, and grammar application. For instance, students often hesitated to speak in English due to a lack of confidence and vocabulary knowledge, while some found it difficult to comprehend spoken English in both academic and occupational contexts. Additionally, reading tasks were perceived as challenging, with many students struggling to extract key information from texts. Writing activities also posed difficulties, particularly when students were asked to construct meaningful sentences or express ideas clearly in English.

The Table 4.13 provides a detailed overview of these observed challenges, highlighting specific examples from the classroom to illustrate the areas where students require further support and improvement. This format allows for a clearer understanding of the students' needs, enabling the identification of targeted strategies to address these challenges effectively.

Table 4.13: Observed Challenges and Examples

Students Need	Challenge	Example
Speaking	Lack of confidence and fear of making mistakes	Many students are hesitant to speak English in class, especially when asked to role-play or participate in group discussions, due to fear of mispronunciation.

Table 4.13 continued

Listening	Difficulty understanding fast speech or accents	Students find it challenging to comprehend native or foreign-accented speech in audio recordings or during live interactions with passengers in English.
Reading	Difficulty with complex texts and professional language	Students find authentic texts, such as those related to aviation regulations or procedures, difficult to understand, particularly when they include technical terms, as observed from teachers' feedback and comments in class.
Writing	Struggling with sentence structure and grammar	From teachers' feedback and comments about students' writing tasks, students often make grammatical errors, such as improper verb tense usage, affecting the clarity of their responses.
Vocabulary	Limited vocabulary and difficulty with pronunciation	Some students struggle to remember and correctly pronounce aviation-specific terms, such as "destination" or "aisle", hindering effective communication. Some also struggle with abbreviations, like "ETA (estimated time of arrival)" or "ETD (estimated time of departure)".
Grammar	Ignoring grammatical errors in speaking or writing	Students frequently make grammatical mistakes (e.g., using present tense instead of future tense), which go uncorrected by teachers in some lessons.

In summary, this section shows the learners' participation and requirements of ESP course. Students' participation varied significantly across classes, with ESP Teacher A's use of immersive role-play fostering active participation and a lively atmosphere, while Teacher C's class struggled with low engagement due to linguistic challenges and student reluctance. These differences highlight the impact of teaching methods and classroom dynamics on student involvement in ESP learning. Besides, the classroom observations revealed that students face challenges across various language skills, including speaking, listening, reading, writing, grammar, and vocabulary. These difficulties, such as hesitation in speaking

due to lack of confidence and vocabulary, listening comprehension issues, and struggles with reading and writing tasks, highlight the need for targeted support in these areas. The findings emphasize the importance of addressing specific language gaps to enhance students' overall proficiency. Thus, by identifying learners' engagement, needs and challenges, educators can implement tailored strategies that better support learners in overcoming these obstacles and improving their language skills.

4.6 Chapter Summary

This chapter reported the findings from both quantitative and qualitative data to answer Research Questions 1–6. The questionnaire revealed students' backgrounds, language proficiency and perceived needs, showing that speaking and listening were prioritized but gaps remained in writing, vocabulary and grammar. Document analysis of the syllabus exposed limitations in aims, content, methodology and evaluation, highlighting a narrow speaking focus and teacher-centered assessment. Interviews with students, ESP teachers and subject teachers further clarified necessities, lacks and wants, emphasizing the demand for more interactive and practical learning activities. Classroom observations supported these findings by showing teacher-led practices, limited task variety and restricted peer interaction.

Across instruments, a comparative synthesis reveals both convergence and divergence in perspectives. For example, students consistently rated speaking and listening as the most urgent needs, while teachers emphasized the importance of vocabulary and grammar as underlying forms required for fluency. Intern students highlighted the gatekeeping role of English certification, whereas subject teachers stressed industry-specific communicative skills for safety and service. These complementary but sometimes

contrasting views demonstrate how different stakeholders prioritize needs differently, yet all agree on the centrality of communicative competence.

Furthermore, by triangulating questionnaire, interview, syllabus, and observation data, the findings provide a more coherent and comprehensive narrative. The syllabus shortcomings identified through document analysis were confirmed by observation (e.g., reliance on mechanical pair drills), while the gaps in grammar and vocabulary mentioned by teachers aligned with students' self-reported struggles in the questionnaire. This strengthens the validity of the findings and highlights the importance of integrating both language skills and language forms into ESP curricula.

Overall, the results indicate a partial alignment between the current ESP programme and industry expectations, but also significant shortcomings. These conclusions not only establish the groundwork for the discussion in Chapter 5, but also provide the rationale for the course design guideline in Chapter 6, aimed at developing a more balanced, interactive, and industry-responsive ESP programme.

CHAPTER 5

DISCUSSION

5.1 Introduction

This discussion chapter explores the findings of this study, which adopted a mixed-methods approach to evaluate the English language needs of flight attendance students in a Chinese vocational undergraduate university through needs analysis. In addition, the study also evaluated the effectiveness of the existing ESP programme through documentation analysis, thereby addressing not only learners' needs but also the quality and relevance of the current syllabus. Grounded in a needs analysis framework, this study aimed to address six research questions: Research Question 1: How effective is the current ESP programme for flight attendant students in a Chinese vocational undergraduate university? Research Question 2: What are the personal information about learners in the flight attendant ESP course? Research Question 3: What are the language information about learners from the perspective of ESP teachers and learners? Research Question 4: What are the necessities learners should have from the perspective of intern students and subject teachers? Research Question 5: What essential skills and knowledge are learners currently lacking? Research Question 6: What are learners' wants in the ESP course, and how are these shaped by their learning experiences?

To address these questions, data were collected through a triangulated approach involving documentation, questionnaires, interviews and classroom observations. A total of 186 participants completed the questionnaire, while eight students, three ESP teachers and two subject teachers participated in interviews, offering valuable insights into the program.

The theoretical framework of this study combines and adapts the needs analysis models proposed by Dudley-Evans and St. John (1998) and Hutchinson and Waters (1987). In relation to RQ1, Wheeler's cyclical model (1967) was also introduced to guide the evaluation of the current programme, ensuring that curriculum assessment was systematically incorporated into the discussion. Accordingly, the discussion chapter is structured to align with this framework, presenting findings individually and in-depth for each component of the analysis. This approach provides a systematic interpretation of the results, linking them to the broader research objectives and the theoretical basis of the study.

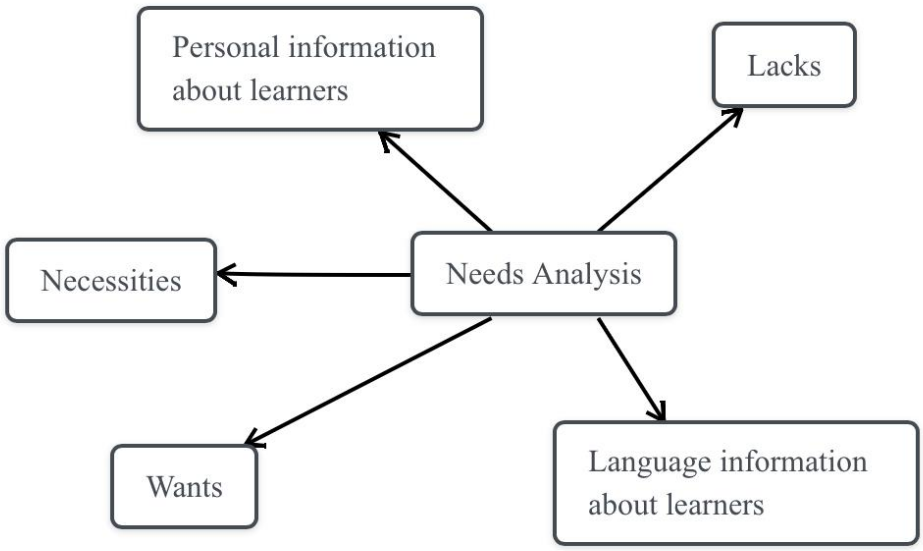


Figure 5.1: Components of Needs Analysis Addressed in This Research

5.2 Evaluation of Current ESP Programme

The documentation analysis of the course syllabus revealed several critical limitations in the current ESP programme for flight attendant students. Firstly, although the

syllabus emphasized professional terminology and oral communication, the tasks and activities were overly mechanical, typically limited to role-plays where two students alternately assumed the roles of passenger and flight attendant. This lack of task diversity reduced opportunities for authentic communication and restricted students' ability to practice spontaneous language use. In comparison with effective ESP pedagogy highlighted in global research (Basturkmen, 2010; Anthony, 2018), which stresses communicative competence through varied, interactive and problem-based learning tasks, the current syllabus appears insufficiently dynamic.

Secondly, the evaluation of the assessment framework highlighted a highly teacher-centered and summative structure, in which final grades were determined exclusively by instructors. Peer and self-assessment, which have been shown to promote learner autonomy and reflective practice were absent (Lavrysh, 2016). This reliance on a single evaluation mechanism potentially undermines students' motivation and reduces the alignment between learning outcomes and industry expectations of collaborative performance and adaptability.

Thirdly, while oral communication was prioritized, other receptive skills such as listening were largely overlooked in the syllabus. Listening competence is crucial for flight attendants, who must respond accurately and promptly to passenger requests and operational instructions. The imbalance between productive and receptive skills therefore raises concerns about whether the syllabus adequately prepares students for the real-world communicative demands of the airline industry, where both speaking and listening are equally vital.

In summary, the documentation analysis reveals a misalignment between the existing syllabus and best practices in ESP course design. The identified shortcomings limited task variety, single-mode assessment and insufficient integration of receptive skills,

which highlight the need for a more comprehensive, learner-centered and industry responsive ESP curriculum. These findings not only answer RQ1 but also provide a crucial foundation for the course design guideline proposed later in this study (see Chapter 6).

5.3 Personal Information about Learners in the Flight Attendant ESP Course

This section answers the first research question: what are the personal information about learners in the flight attendant ESP course? The personal information of learners are indicated as follows:

- Findings from the questionnaire revealed the background information about 186 second year students, including students' general information, attitudes towards English and self evaluation of English language skills.
- Findings from interviews revealed previous English learning experience of 186 second year students and their attitudes to flight attendant ESP course.
- Findings from interviews also revealed personal information of intern students.
- Findings from class observation of ESP course showed learners' participation and involvement in ESP course.

5.3.1 Learners' Attitudes Towards English

In this study, learners' attitudes toward English is varied based on their career aspirations, specifically focusing on students who aim to enter the aviation industry as flight attendants versus those pursuing other occupational fields. The results indicated that students seeking careers in aviation viewed English as a crucial skill for their future success, whereas those interested in different professions demonstrated limited interest in learning English specifically for a career as a flight attendant.

The results of this study highlight the importance of integrating language learning with students' career goals. For students aspiring to work in the aviation industry, English is perceived as an essential skill for communication and career advancement. This belief is consistent with the growing demand for multilingual professionals in the global aviation industry, with English being the international language of communication among crew, passengers and aviation authorities (Uraipan, 2011; Wang, 2007). The attitudes of the respondents reflect an understanding that proficiency in English is not only an academic requirement, but also a professional requirement. These students may recognize that their success in the aviation industry largely depends on their ability to communicate with international customers, colleagues and stakeholders in English, the lingua franca of the aviation industry (Hu et al., 2021).

In contrast, students who pursue careers in other fields have relatively low enthusiasm for English. The lack of motivation for this group to learn English is not hard to be understood, as English may not have the same relevance or urgency to their career goals. This difference in attitude can be understood through instrumental motivation in second language acquisition (Amoah & Yeboah, 2021; Gardner & Maclntyre, 1991; Oxford & Shearin, 1994). Students aspiring to careers in aviation show a high level of instrumental motivation, as they recognize the direct advantages of mastering English for their future roles. In contrast, those pursuing careers outside of aviation may not perceive a clear connection between English proficiency and their professional goals, resulting in a lower inclination to prioritize English language learning.

The findings of the research are consistent with the previous studies on second language learners' motivation. Research has indicated that students with career-focused goals are more likely to recognize the practical value of English, particularly in industries

that demand international communication (Csizér & Dörnyei, 2005; Pranawengtias, 2022; Quinto, 2015). For example, a study conducted by Kim and Jin (2017) indicated that flight attendant students pay high importance on English due to the need of communicating with passengers during the flight. Similarly, students also prioritize language learning due to future career preparation in other professional fields, like food science and technology (Chatsungnoen, 2015), hotel management (Alhumaidan & Alghamd, 2023), tourism (Prachanant, 2012) and business management (Wulandari, 2023). However, in other fields like healthcare and engineering, students may not focus on language learning due to infrequent use of language in occupational contexts (Rahmat et al., 2015). The variation in attitudes observed in this study thus confirms the influence of career-specific goals on language learning motivation.

Meanwhile, this finding is contrary to previous studies which have suggested that English language learning should be paid high importance in various professional contexts, no matter whether it is directly applicable in daily tasks (Deepa et al., 2023). Although some students majored in fight attendant expressed low interest in English due to future career selection, their attitude may change with increased awareness of the global nature of many industries. The findings suggested that a more tailored teaching approach may be more accepted by students who may not initially recognize the broader applications of English in their chosen careers.

5.3.2 Learners' Previous English Learning Experience

The findings from this study indicated significant variation in learners' previous English learning experiences, which have implications for understanding individual differences in language acquisition and instructional effectiveness. While the majority of students began learning fundamental English in the third year of primary school as part of

the compulsory curriculum, a subset of learners exhibited early exposure to the language, either through informal means or structured training. Additionally, a considerable number of students supplemented their school-based learning by participating in extracurricular English training courses.

This variation demonstrates how differing linguistic backgrounds influence the foundation of English proficiency. Learners who are exposed to English at an earlier age or engaged in additional training tend to develop stronger fundamental language skills and greater familiarity with the language, potentially giving them an advantage in subsequent stages of their education. This finding is in accord with previous studies which showed language-learning ability is significantly influenced by the language exposure during early stages of brain development (Aktan-Erciyes, 2021; Baumert et., al, 2020; Mayberry & Kazmi, 2002) and the positive outcomes associated with sustained and diverse learning opportunities (Ellis, 2008; Kakitani & Kormos, 2024).

The findings highlight that fundamental English education serves as the baseline and compulsory foundation for all ESP learners. However, a noticeable disparity exists among students' language proficiency levels, raising critical questions about whether this foundational education is sufficient to meet the diverse needs of all learners. Students who rely solely on basic English instruction often struggle with the language after progressing to higher education, suggesting gaps in the curriculum's ability to prepare them adequately. In contrast, students who receive supplementary English lessons alongside their basic education tend to find English less challenging, indicating that additional learning opportunities can significantly enhance language proficiency.

A possible explanation for the variation in learners' previous language learning experiences is the lack of ESP instruction in vocational high schools, which reflects a

curricular deficiency in foundational education. It should be noted that this university offers a “3+2 program”, which consists of three years in vocational high school (foundation education) followed by two years at the university as part of a specialized training track. As a result, ESP courses should be integrated into the vocational high school curriculum, students can enhance their flight attendant English competency once they enter university.

Moreover, another possible explanation for triggering the variation in learners’ previous language learning experience is socioeconomic and cultural influences on access to English education. Students with access to private English training may come from families that place a higher value on English proficiency, potentially linking these opportunities to socioeconomic privilege. This reason is in line with the previous research reported by Qin and Li (2024) who suggested that education equity should be a key consideration in curriculum development and policy implementation to ensure that all learners have equal opportunities to succeed in acquiring English as a second language.

Consequently, on July 24, 2021, a policy document titled “Opinions on Further Reducing the Homework and Off-Campus Training Burdens of Students in Compulsory Education” was released. The introduction of the “Double Reduction” policy ostensibly aimed to address widespread concerns about excessive homework and the burdens of off-school training through strict regulations and robust governance (Qin & Li, 2024). On a deeper level, however, it represents a movement to resist the encroachment of capital and market forces, striving for fairness while balancing efficiency in compulsory education. This initiative reflects the will of the state and leverages the advantages of the socialist system, embodying a push toward educational equity.

5.3.3 Learners' Self Evaluation of English Language Skills and Proficiency Test Results

The findings from this study provide valuable insights into learners' self-evaluation of their English language skills, with the majority of students rating their abilities as "Moderate." However, triangulated data from questionnaires, interviews, and classroom observations reveal systemic deficiencies in core linguistic competencies, particularly in writing, vocabulary, and grammar. This is further substantiated by standardized assessment results with a majority of students remained below the proficiency threshold of the nationalize English test (CET-4). Such fundamental skill gaps directly impede both academic progression and occupational readiness, indicating critical shortcomings in current pedagogical approaches for aviation ESP training.

This discrepancy between students' self-assessment and their actual proficiency highlights the influence of differing evaluation criteria on outcomes. For instance, from the students' perspective, achieving basic conversational ability in English might qualify as "moderate" proficiency in speaking. However, from an academic evaluation standpoint, their speaking skills may fall short of meeting the criteria for a moderate level. Alternatively, students' self-rating of their language skills as "moderate" may reflect a lack of meta-cognitive awareness or an overestimation of their abilities relative to their peers. This explanation aligns with previous research suggesting that L2 learners benefit from developing meta cognitive awareness and actively self-regulating their knowledge and learning strategies to enhance their second language acquisition (Jelisaveta & Dragana, 2023).

Interestingly, these findings stand in contrast to previous studies that suggest a stronger alignment between learners' self-perceptions and their actual language abilities.

For instance, Shi et al. (2024) argued that self-assessment is the effective tool to facilitate students' second language learning, learners can examine their areas of weakness and determine what aspects need improvement, enabling them to enhance their learning outcomes effectively by applying specific criteria in their self-assessment. However, the discrepancies observed in this study suggest that learners may lack sufficient meta cognitive awareness or accurate benchmarks for evaluating their skills.

To conclude, the differences between learners' self-assessment and actual proficiency may also reflect differences in contextual factors, such as differences in the quality of instruction, access to complementary resources, or cultural attitudes toward self-assessment. These factors require further investigation to understand the root cause of this dislocation and to align these findings with previous research. By identifying these differences, this study contributes to the ongoing discussion on language education and highlights the need for targeted interventions to bridge the gap between learners' perceived and actual abilities.

5.4 Language Information about Learners from the Perspective of ESP Teachers and Learners

This section answers the third research question: what are the language information about learners from the perspective of ESP teachers and learners? The language information of learners are indicated as follows:

- Findings from interview with ESP teachers revealed learners' current English proficiency within the academic context.
- Findings from interview with ESP teachers and students (at second year and intern year) revealed learners' English language use within the academic context and occupational context.

- Findings from class observation of ESP course showed learners' English proficiency and engagement in ESP course.

Although the stratified sampling method included both second-year and intern-year students to ensure representation across different stages of training, the analysis did not distinguish their language information separately. This decision was made because the primary research objective was to capture an overall picture of learners' language proficiency and needs, rather than to compare across cohorts. Moreover, the questionnaire and interview data were designed to elicit general patterns of English use and challenges, not to generate systematic year-to-year comparisons. Separating the analysis by academic year would have fragmented the findings without providing additional insights directly relevant to the research questions. Nonetheless, including both cohorts strengthened the validity of the results by incorporating perspectives from students with classroom learning experience (second-year students) and those with practical workplace exposure (intern students).

5.4.1 Learners' Current English Proficiency

The results showed that learners' current English proficiency is relatively lower than relevant stakeholders' expectations. Learners' speaking skills emerged as the weakest among all English language competencies. Additionally, their reading, writing, and listening abilities were relatively underdeveloped. Vocabulary proficiency was notably limited, and significant grammatical issues were evident during speaking activities and tasks.

The findings indicating that learners' English proficiency is weaker than the expectations of the targeted aviation company align with previous research. Studies (Arslan, 2021; Supriadi & Purbani, 2019; Uraipan, 2011; Wang, 2007) emphasized that prospective flight attendants need to improve their English competency to meet the demands of the

aviation industry. It is suggested that broader deficiencies in their overall English proficiency, which may be attributed to inadequate instructional methods (Alqahtani, 2021), limited exposure to the language outside of formal education (Browder, 2014), or insufficient opportunities for practice (Islam & Stapa, 2021).

Moreover, these findings reflected the increasing demand for higher levels of English proficiency in occupational environments. While this finding is consistent with that of Hu et al. (2021) who highlighted that English requirement of aviation industry is constantly rising, it contradicts earlier studies that suggested existing curricula adequately address these demands. For example, Lin et al. (2014) argued that ESP programs in aviation English for aircraft engineering are generally well-aligned with industry expectations, with particular strengths in preparing learners for occupational settings. However, the current findings suggest significant gaps, particularly in speaking and listening skills, indicating that practical language needs are not being fully met. This discrepancy may be due to the different priorities of stakeholders and curriculum designers. While stakeholders may emphasize communicative competence, the ESP programs remain focused on exam preparation and theoretical knowledge, which lacks of adequate practical language training.

5.4.2 Learners' English Language Use within the Academic and Occupational Context

The ESP course consists of core language skills: speaking, listening, reading, writing, grammar and vocabulary, with each skill contextualized through scenarios relevant to flight attendants. This approach integrates academic preparation with occupational applications. The findings of this study provide valuable insights into learners' use of English in both academic and occupational contexts, focusing on the specific linguistic demands of flight attendant training and professional practice. The results indicate that learners face

significant challenges in core language skills, including speaking, listening with notable deficiencies in speaking and vocabulary, which are critical for both academic success and occupational performance. This section will examine the language use in academic context and occupational context individually and specifically.

5.4.2.1 Language Use in Academic Context

In academic settings, the findings reported that learners demonstrated poor performance in speaking activities such as engaging in classroom discussions to explain technical concepts, such as aircraft features or emergency procedures. The results also showed weakness in grammar and vocabulary which hindered their ability to produce coherent academic work.

These findings align with Alsahafi (2023) research, which emphasized the critical role of vocabulary knowledge in academic achievement. Similarly, they are consistent with McCarthy's (2021) assertion that linguistic accuracy, particularly grammar, is essential for academic writing. Although learners demonstrated a general ability to grasp content, their limited capacity to articulate ideas and arguments effectively in English highlighted significant academic gaps, particularly within the context of aviation-specific environments.

However. the findings of the current study do not support the previous research which have observed that ESP programs effectively equip learners for academic challenges by focusing on exam-oriented preparation (Cui & Gardiner, 2025). The present research shows that although this method is beneficial to the cultivation of theoretical knowledge, it is not very effective in practical application, especially in oral English. For example, it is difficult for learners to independently complete the introduction of flight attendant meals, which is both an academic requirement and a key to career preparation.

5.4.2.2 Language Use in Occupational Context

In the occupational domain, learners demonstrated weak performance in role-play scenarios, such as greeting passengers, making boarding announcements, and offering meal options. Additionally, their listening skills, particularly when engaging with authentic materials from aviation companies were notably underdeveloped. This stands in contrast to stakeholder expectations, which emphasize the importance of clear, confident communication in real-time situations, including interactions with passengers and the ability to handle emergencies effectively. The results highlight a misalignment between learners' current proficiency levels and the demands of the aviation industry, the explanation has been discussed in 5.3.1.

5.5 Necessities of Learners Should Have from the Views of Intern Students and Subject Teachers

This section answers the third research question: what are the necessities of learners should have from the perspective of intern students and subject teachers? The necessities of learners are indicated as follows:

- Findings from interview with intern students revealed the necessities of learners should have in the occupational context.
- Findings from the interviews with subject teachers revealed the necessities of learners should have in the academic and occupational context.

5.5.1 Necessities of English Sub Skills

The necessities of English refer to the essential abilities learners must acquire to effectively engage in their future career domains. These necessities encompass the requirements and target standards identified by stakeholders, focusing on core skills such as

speaking, listening, reading, writing, vocabulary, and grammar. This section provides a detailed analysis and discussion of these core skills, addressing each individually.

5.5.1.1 Speaking

The findings reported that speaking ability is the most important skill for flight attendants among all core skills which acts vital role in interview of aviation entrance exam and in cabin service. This aligns with the critical role speaking plays in both the aviation entrance examination and cabin service. Stakeholders, including recruiters and training personnel, emphasize that clear and effective oral communication is indispensable for ensuring passenger satisfaction and maintaining safety standards.

In the aviation entrance exam, speaking ability is often a decisive factor as it reflects a candidate's performance under pressure and ability to interact professionally. This result is align with prior research (e.g. Astawa & Ardiasa, 2022) who highlight that oral proficiency serves as a key predictor of success in service-oriented professions. Similarly, speaking skills in occupational context is essential for responding passengers' requests, delivering boarding announcement and dealing with emergencies. It is in accord with the previous studies indicating that speaking competency influence the customer-based industry, particularly in influencing customers' satisfactory (Rungsipon, 2017).

However, the results is contrary to previous research, for instance, Shukri et al. (2021) reported that reading and writing are both very important in aviation, such as reading instructions of aviation manuals, writing log books and reports. Similarly, Campbell-Laird (2004) stressed the standardized phraseology is a key determinant of professional credibility in English especially in correspondence with international aviation authorities. These perspectives appear to downplay the importance of speaking ability in favor of other

English competencies. The differences between these studies and the current findings can be attributed to differences in professional domain focus. While previous research may have focused on technical aviation (Shukri et al., 2021) or administrative roles (Haryani et al., 2023), this study looked specifically at the linguistic needs of flight attendants, with speaking is even more important due to the customer-facing nature of the role. In addition, the increasing globalization of the aviation industry in recent years may have expanded the need for strong verbal communication skills, reflecting a shift in stakeholder expectations.

To conclude, this difference emphasizes the need to customize ESP programs to meet the language requirements of specific roles. While a general aviation English course may balance these core skills, ESP course for flight attendants should prioritize speaking ability to adapt to the changing needs of the aviation industry.

5.5.1.2 Listening

The findings of this study revealed the importance of listening as the second most critical skill for flight attendants, second only to speaking. This aligns with its role as a key criteria in airline entrance exams, where candidates are assessed on their ability to comprehend and respond accurately to audio prompts. In the professional context, effective listening is indispensable for ensuring clear communication with passengers and colleagues, particularly when handling diverse accents, safety announcements, or emergency instructions.

This results seem to be consistent with other research which place greater emphasis on listening competency as well (Herasymenko, 2020; Tsarova, 2019). Because listening belongs to the specific field of aviation communication and has its standard form, it bears a very important component in language communication. However, these findings partially

contrast with studies that tend to underestimate the significance of listening skills, prioritizing fluency speaking competency as the most critical competency (e.g. Hayaramae & Worasurt, 2020). Hayaramae and Worasurt (2020) emphasized the predominant role of speaking in managing international business interactions with diverse foreign customers. They recommended integrating intensive English-speaking activities into classroom instruction to enhance aviation students' speaking proficiency.

Furthermore, the study highlights a potential gap between learners' current listening abilities and the expectations of the aviation industry. Stakeholders often emphasize real-time comprehension of aviation-specific terminology and authentic materials, such as in-flight announcements or operational briefings, which require advanced listening skills. However, learners in this study frequently struggled with such tasks, indicating a need for targeted training in the ESP curriculum to bridge this gap.

5.5.1.3 Reading and Writing

The findings of this study reveal that reading and writing skills play a relatively limited role in the professional context of flight attendants. While reading is significant for the aviation entrance exam, it is seldom utilized in daily occupational tasks, except in specific scenarios such as reading operational instructions during in-flight emergencies. Similarly, writing emerges as the least utilized skill in the flight attendant domain, with minimal practical application beyond occasional report writing or form-filling requirements.

These findings align with previous research (e.g. Uraipan, 2011), which noted that the role of reading and writing in aviation-related professions is often overshadowed by the immediate need for speaking and listening skills. However, they partially contradict studies reported by Douglas (2012) and Sarwanti et al. (2023) who emphasized a balanced

approach to all core language skills in ESP courses. While a comprehensive skill set may benefit general English learners, the occupational realities of flight attendants suggest a more targeted focus on speaking and listening.

In summary, in the field of flight attendants, the substantive nature of the job content does not require much reading and writing, which may be due to the highly interactive and verbal nature of much of the crew's responsibilities. For example, in real-time scenarios, tasks such as interacting with passengers, communicating safely, and solving problems rely heavily on verbal communication. However, reading and writing skills are also indispensable, and their importance becomes obvious in high-stakes situations, such as explaining safety manuals to foreign travelers.

Therefore, in light of these findings, ESP programs tailored for flight attendants should realign their priorities to focus more on oral English communication while ensuring that learners have sufficient reading and writing skills to handle critical scenarios. This nuanced understanding of the role of reading and writing in the flight attendant field underscores the importance of integrating ESP courses with real-world job demands. By doing so, learners are better prepared to meet the linguistic challenges of their professional environment without being overburdened with skills they are unlikely to use regularly.

5.5.1.4 Vocabulary and Grammar

In this study, the results highlighted a notable emphasis on vocabulary development within the ESP course for flight attendants. Intern students regarded vocabulary activities as both engaging and necessary, emphasizing their role in enriching learners' lexical knowledge for professional use.

This is consistent with previous research (e.g. Masito et al., 2024; Tokar & Fainman, 2019), which highlighted the importance of a strong vocabulary base to improve speaking and listening in the career field of flight attendants. Vocabulary is especially important for flight attendants, who rely on precise technical and industry-specific terms to communicate safety instructions, manage in-flight interactions, and deal with emergencies.

In contrast, grammar received significantly less attention from both intern students and flight attendant teachers. While ESP teachers acknowledged the necessity of adhering to grammatical rules, they rarely prioritized grammar error correction during instruction. This discrepancy suggests a potential gap between theoretical recognition of grammar's importance and its practical implementation in classroom teaching. This finding is in line with Bankole et al. (2023), who argued that ESP teachers often prioritize communicative competence over grammatical accuracy, especially in courses with a strong focus on practical application.

It is worth mentioning that there are obvious contradictions in ESP teachers' grammar teaching methods. Although grammar is often regarded as the foundation of language competence, it is not given special attention in the actual teaching of ESP, in other words, effective communication is more important than grammatical accuracy. This approach is consistent with the Communicative Language Teaching (CLT) approach, which prioritizes fluency in practical communication over adherence to strict grammar (Adem & Berkessa, 2022; De Jong, 2018).

However, the importance of grammar cannot be ignored because it can have a long-term impact on learners, especially in some situations where grammatical accuracy is required, such as writing a work journal or radio communication. Therefore, in order to solve this problem, ESP courses can incorporate more contextualized grammar activities

that meet the communication needs of flight attendants. For example, students can practice choosing correct verb tenses when delivering cabin announcements, enabling them to enhance accuracy while maintaining fluency.

5.5.2 English Competency Certificate

The results of this study highlight the important role of English proficiency certificates in the aviation industry. Internship students consistently stressed that having such certificates is a highly valued requirement for aviation employers. In the recruitment process, candidates with English proficiency certificates are usually given priority, thus differentiating them from those who do not. This finding was confirmed by teachers of flight attendant subjects, who noted that certificates are increasingly important in airline interviews.

These findings are consistent with previous research highlighting the positive role of English language certification in enhancing employ ability in globalized industries (e.g., Kamlun, 2020; Merrifield, 2012). A language certificate, such as the TOEFL or IELTS, is tangible evidence of a candidate's language ability and provides a reliable benchmark for employers to assess their communication skills. Meanwhile, this is particularly important in aviation domain, where clear and effective English communication is critical to passenger safety, customer satisfaction and operational efficiency.

However, these findings also raise some key issues regarding reliance on certification as the sole indicator of language proficiency. While language certificates can demonstrate a candidate's comprehensive ability to perform well in standardized test scenarios, they may not always reflect actual communication skills in real career Settings. In addition, most English language certificates are based on written tests, for example, CET (College English Test) Band 4 and Band 6, which almost every college student in China has

to take, mainly based on the written test results. Therefore, this cannot fully represent the level of students' oral English, especially for flight attendants, which is mainly a communication service industry. It is possible that candidates with high test scores may have difficulty communicating effectively in English with international passengers in high-pressure situations such as resolving passenger conflicts or dealing with in-flight emergencies.

In addition, it is found in the results that different airlines have their own language proficiency certificates, and flight attendants need to pass different levels of language certificates to achieve higher positions. While ICCAO has common standards for pilots and air traffic controllers (Estival et al., 2016), there is currently no common English language standard for flight attendants, suggesting that airlines need a more comprehensive approach to assessing language proficiency in the aviation industry. For example: airlines should consider incorporating performance-based evaluations, such as role-playing scenarios or task-based evaluations, into the hiring process. By doing so, they can ensure that candidates not only possess theoretical knowledge, but also the practical skills necessary to succeed in their role.

From an educational perspective, ESP courses should address the dual challenges of preparing students for the certification exam while developing their practical communication skills. Balancing these priorities will better equip learners to meet the language requirements of the recruitment process and their professional responsibilities as flight attendants.

5.6 Learners' Lacks

This section answers the fourth research question: What essential skills and knowledge are learners currently lacking? The lacks of learners are indicated as follows:

- Findings from interviews with ESP teachers, subject teachers and learners showed the lacks of learners.
- Findings from class observation of ESP course showed the learners' challenges in ESP programme.

5.6.1 Lacks of English Sub Skills

This part delves into the specific areas where learners demonstrate deficiencies, focusing on four key aspects: speaking, listening, reading and writing, as well as vocabulary and grammar. Each segment is discussed in detail to provide a comprehensive understanding of the necessities and challenges faced by learners in these core language skills.

5.6.1.1 Speaking

The findings of this study reveal the shortcomings of learners in oral English, especially in broadcasting. ESP teachers find a general lack of proficiency in spoken English, which challenges learners to meet the communicative needs of the aviation industry. Similarly, flight attendant teachers have noticed that students are having difficulty effectively announcing English broadcasts, a skill that is critical for in-flight broadcasts and emergency communications.

There are four potential explanations for this result. Firstly, a possible explanation derived from class observation for this result might be students lack of confidence and too shy to share their own ideas. This is in agreement with Aksoy-pekacar et al. (2020) and Mora et al. (2024) who showed tension and anxiety would have a negative effect on English learners' speaking performance. The second possible explanation for this is they fear of

making mistakes in English speaking. This also accords with earlier research (Lee et al., 2020; Saint Léger & Storch, 2009), which suggest that encouraging students to speak, regardless of their initial performance, fosters greater confidence in using the language. Over time, this practice can lead to significant improvements in their English-speaking ability. Another explanation for this phenomenon could be the influence of silence in the classroom. Gilmore's theory of silence (Gilmore, 1985) suggests that students may use silence as a form of self-defense, protecting themselves from being the center of attention or focus by the teacher. This is further supported by Maher and King (2022), who found that learners' silence is influenced by social-psychological factors, serving as a way to avoid perceived threats and concerns about receiving negative feedback from peers.

Another findings from internship students provide more insight into the lack of oral English ability, such as: their answers to oral questions in interviews and other assessments tend to be too rigid and unoriginal. This gap in speaking proficiency may stem from teaching methods that prioritize controlled dialogues and accuracy over spontaneity. Students are rarely given authentic communicative scenarios to build fluency, leading to rigid and formulaic oral performances. Additionally, the exam-driven environment reduces incentives to take risks in speaking practice. This may attribute to deeper issues related to critical thinking and spontaneous language use, which are essential for effective communication in real-world aviation scenarios. For example, Baghi et al. (2015) suggested that aviation ESP courses often prioritize accuracy such as pronunciation, intonation and stress over spontaneity, causing learners to struggle with standardized interactions, such as rehearsed greetings, safety announcements or pre-scripted service dialogues. While students may perform adequately in these formulaic contexts, they often lack the flexibility to

respond appropriately in unpredictable or unscripted situations, such as handling passenger complaints or answering unexpected questions.

Similarly, while previous research, such as Nunta (2008) reported that over half of flight attendants' broadcasting skills were generally well-developed among flight attendant trainees, the present findings reveal persistent difficulties in this area. This discrepancy may stem from differences in the methodologies of ESP instruction. For example, the ESP course focus heavily on memorization and repetition may fail to develop the nuanced delivery skills required for effective broadcasting, such as stress pattern and pronunciation.

In conclusion, while the current ESP programs provide foundational language skills, a stronger emphasis on practical speaking and broadcasting competencies is needed to bridge the gap between learners' abilities and the aviation industry's requirements. These improvements could better equip learners for both professional success and the dynamic demands of their future roles as flight attendants.

5.6.1.2 Listening

The results of this study show that listening ability is one of the most lacking skills of ESP learners, second only to speaking. The mastery of English listening skills of flight attendants in effective communication would address the concern from relevant stakeholders. In an aviation environment, listening skills are essential for answering passengers' requests, responding to instructions from air controllers and understanding safety protocols in an emergency situation.

The reason why students' listening ability is weak may attribute to the neglect of ESP teachers, as evidenced by the interviews with ESP teachers who regards listening skill can be improved during work. These findings are contradict with research by Tsarova

(2019), who identified listening skills training is regarded as the significant area in ESP programs for aviation students. His study emphasized that listening proficiency directly impacts professional performance, particularly in high-pressure scenarios where accurate comprehension can influence flight safety.

Another reason is the complexity of listening materials which make students feel difficulty in understanding, for example, in the ESP teacher B's lesson, when students were given a piece of authentic listening material from one Chinese aviation company, they found it challenging to comprehend the detailed information due to plenty of professional aviation terms. Although students were given listening strategies from instructors, there was gap between theoretical emphasis and practical implementation. This explanation is supported by previous study by Moskalenko and Didenko (2018) who observed that using computer technology to provide students with a simulated real work scene, so that students can improve their listening ability through practical operation.

In addition, the exam-oriented culture in Chinese vocational universities may exacerbate this gap. Since national English tests (e.g., CET-4) focus more on grammar and reading comprehension, less instructional time is allocated to listening practice. This reduces students' exposure to authentic input such as diverse accents, aviation-specific terminology, and fast-paced communication, which are critical for cabin crew. Moreover, the classroom observation indicated that listening tasks were often limited to short dialogues or scripted materials, which failed to simulate the complexity and unpredictability of real-life aviation communication.

In summary, while listening ability is essential in aviation communication, it is still an under-developed skill among ESP learners. The reason is not only the teaching course design, but also the professional reason of students' poor listening content. Bridging this

gap requires curriculum reform that expands authentic listening exposure, integrates industry-based materials, and prioritizes listening comprehension as a core skill rather than a supplementary one.

5.6.1.3 Reading and Writing

The findings of this study highlight a notable divergence in perspectives regarding the importance of reading and writing skills in the context of flight attendant training. Interviews with ESP teachers and flight attendant subject teachers indicated that these skills are not prioritized in their curricula or considered critical for learners' professional roles. This view reflects the occupational realities of the aviation industry, where speaking and listening are often regarded as the most relevant competencies for daily operations, such as in-flight communication and passenger interactions. This is consistent with the study of Baghi et al. (2015) who reported that language proficiency requirement for aviation prioritize speaking and listening ability without mentioning reading and writing. Similarly, Büyükkalay (2016) and Maliwan (2020) both argued that listening proficiency is crucial for verbal communication in international environment especially in service- based industry, such as aviation, tourism and hotel management.

However, the interviews with intern students presented a contrasting perspective. Interns emphasized the importance of reading strategies, particularly in the context of aviation entrance exams. Reading comprehension is a small component of these assessments, serving as a criterion for evaluating candidates' English proficiency during the hiring process. This finding showed the role of reading as a supplemented skill for securing employment opportunities in the aviation industry. This result seem to be consistent with other research which found that reading skills often play a significant role in language

assessments for professional qualifications, even in service industries where reading is less relevant to daily tasks, such as tourism (Hanh, 2023).

In addition, the findings of this study revealed that writing skills receive minimal attention in the ESP curriculum for flight attendants, a trend attributed to their limited applicability in the professional domain. Interviews with ESP teachers highlighted that writing is seldom utilized in the day-to-day responsibilities of flight attendants. As a result, writing instruction in ESP courses is largely overlooked, with the exception of a few targeted activities, such as preparing resumes for job applications. Actually, the marginalization of writing skills reflects the practical realities of the aviation industry, where speaking and listening skills dominate the communicative context. Flight attendants are rarely required to produce written texts, as their primary responsibilities involve direct interaction with passengers and colleagues. Consequently, ESP instructors prioritize skills deemed more relevant to learners' immediate occupational needs.

One underlying cause of this gap may be the exam-driven nature of vocational education in China. Reading is often reduced to test-oriented practice, with limited focus on developing strategies for authentic aviation contexts such as manuals, safety instructions, or airline policy documents. Similarly, writing instruction is constrained to employment-related tasks (e.g., resumes), offering little opportunity for learners to practice functional writing required in real-world aviation, such as incident reports or written communication with airline management. These limitations suggest that institutional priorities, which emphasize immediate employability over broader literacy skills, may contribute to the neglect of reading and writing in ESP curricula.

In conclusion, while reading and writing may not be the most essential skills for flight attendants, possessing a certain level of proficiency in these areas can provide a competitive edge and enhance their professional standing.

5.6.1.4 Vocabulary and Grammar

The findings showed the significant gaps in learners' vocabulary knowledge, particularly in aviation-specific terminology. This deficiency poses a major barrier to effective communication in both academic and occupational contexts. Without an adequate grasp of key industry-related terms, learners may struggle to comprehend technical materials or participate in job-specific scenarios such as in-flight communication, safety briefings and operational instructions. The lack of mastering aviation related vocabulary for learners aligns with the insights of Yanisa (2017), who emphasized the flight attendants did not feel confident in explaining safety and security terminology in English.

Similarly, grammar has emerged as another difficult area for learners and the results indicate challenges in understanding and applying grammatical rules. These findings suggest that students lack a solid foundation in grammatical structure, which greatly affects their ability to construct accurate, fluent sentences. It is in accord with recent studies indicating that there is a positive relationship between grammar knowledge and pragmatic ability (Lee, 2015).

The limited focus on grammar instruction in ESP programs may exacerbate this problem, as ESP teachers often prioritize communicative tasks over grammatical accuracy in the classroom. While the communicative approach has its advantages, these findings highlight the need for balanced teaching, including targeted grammatical support.

A deeper explanation for these weaknesses lies in the systemic under-emphasis on language forms in vocational curricula. Vocabulary teaching is often limited to glossaries or word lists without sufficient contextualization, which hinders long-term retention and active use. Similarly, grammar is usually taught in a fragmented, exam-oriented manner, focusing on isolated rules rather than meaningful application in aviation communication. Classroom observation also revealed that students tended to memorize vocabulary mechanically or repeat sentence patterns, but lacked opportunities to apply these forms flexibly in spontaneous tasks such as role-plays or problem-solving scenarios. This gap suggests that the imbalance between fluency-focused instruction and insufficient form-focused practice contributes significantly to students' poor mastery of vocabulary and grammar.

To sum up, students' weak vocabulary and grammar are due to their poor foundation and ESP teachers' lack of attention. Therefore, in order to make up for these shortcomings, ESP course design needs some adjustments. ESP programs should consider integrating vocabulary-building activities that focus on aviation-specific terms. Additionally, grammar instruction should be reinforced through practical applications.

5.6.2 Strong Motivation in Learning

The results of this research revealed a concerning lack of motivation among learners in the ESP course, mainly from both extrinsic and intrinsic factors. This lack of motivation poses significant challenges to language acquisition, as motivation is widely regarded as a key driver of successful learning (Dörnyei et al., 2001; Frahmand, 2021; Gardner, 2007; Pavelescu, 2023).

From an extrinsic perspective, some learners expressed that they were not interested in aviation English because they did not want to be a flight attendant as their future career. This perception revealed their motivation to invest in mastering the language skills needed

in the field. This is in consistent with the findings of Gardner and MacIntyre (1991) and Floris et al. (2024), who argued that learners' motivation is often influenced by enhancing their job opportunities or meet professional requirements. As a result, learners may struggle to find extrinsic motivation to participate in the course without a clear connection between the ESP course and their personal or professional goals.

On the other hand, intrinsic factors also played a significant role in learners' lack of enthusiasm. Many students found the ESP course content challenging and fail to engaging, which hindered their willingness to actively participate. This aligns with Csikszentmihalyi's (1990) flow theory, which posits that intrinsic motivation is fueled by interest, enjoyment, and the perceived value of an activity. If students find the course content too difficult or irrelevant, their intrinsic motivation diminishes, further exacerbating their disengagement.

Consequently, ESP programs should adopt a more learner-centered approach to deal with these challenges. For extrinsic motivation, it may be beneficial to expand the perceived utility of aviation English by highlighting transferable skills and alternative career paths where these competencies are valuable. For intrinsic motivation, educators could integrate interactive and contextually relevant activities, such as simulations or project-based tasks, to make learning more engaging and meaningful.

5.7 Learners' Wants

This section answers the fifth research question: What are learners' wants in the ESP course, and how are these shaped by their learning experiences? The wants of learners are indicated as follows:

- Findings from questionnaire for students revealed learners' wants toward ESP course within academic context and occupational context.

- Findings from interview with second year students and intern students revealed learners' wants toward ESP course within academic context and occupational context.

5.7.1 Preferred Learning Content

The findings reveal that learners have clear preferences regarding the content and structure of the ESP course for flight attendants, highlighting the alignment between their expectations and their perceived professional needs. These preferences can be grouped into four main areas, which provide valuable insights into improving ESP course design and delivery.

Firstly, learners expressed a desire for more content related to English introductions, English broadcasting, and daily conversational topics in speaking. This preference aligns with the highly communicative nature of the flight attendant profession, where interpersonal interactions are crucial. Previous research has emphasized the importance of developing practical speaking skills tailored to specific occupational contexts (e.g., Feak, 2012; Muntiningsih, 2015). However, learners' focus on everyday topics indicates a potential gap between current course material and students' broader communicative needs. Therefore, subsequent ESP courses need to integrate these elements to enhance learners' confidence and fluency in communicating in real life scenarios.

Secondly, learners pointed out that the ESP course needed to incorporate a cabin service-based writing task, which was inspired by the students from the professional course. For example, preparing practical solution reports for emergency situations. This reflects the business needs of the aviation industry, where accurate and professional documentation is often required. Interestingly, while learners considered writing to be important, both ESP teachers and flight attendant subject teachers tended to view it as a less critical skill,

revealing a mismatch between students' perceived needs and instructors' expectations. Although writing is considered a less important skill in professional settings, this discrepancy highlights the learners' growing awareness of writing as a tool for problem-solving and professional reporting. As Ali (2015) and Mulyadi (2023) point out that a task-based approach to ESP writing can significantly improve learners' ability to deal with the specific requirements of their major. The preference for cabin service based writing activities in this study suggests that learners recognize the importance of documentation and problem-solving in professional contexts, signaling a potential shift in learners' perception of writing as a critical skill.

Third, learners suggested that listening strategies for communicating with passengers and colleagues should be emphasized in ESP courses. This is in line with the industry demand for skilled listening skills to ensure smooth communication in both daily and emergency situations. This also accords with the earlier observations, which showed that listening is significant for communicative purposes (Maslova, 2017). While listening has traditionally been considered a receptive skill, this finding highlights its positive role in enabling effective workplace interactions. As earlier found in this study, the integration of listening strategies for aviation work can help students make up for the lack of listening skills in a more targeted way.

Lastly, learners highlighted the importance of ESP teachers being equipped with professional aviation knowledge to deliver more career-relevant English instruction. This finding resonates with prior studies (e.g.Bezukladnikov & Kruze, 2012; Xu et al., 2018) which stressed that subject-specific expertise among ESP teachers enhances the relevance and authenticity of language instruction. However, this poses a challenge for teacher training, as it requires a balance between pedagogical expertise and industry-specific

knowledge. To address this problem, collaborative initiatives between aviation professionals and educators could address this gap effectively.

5.7.2 Preferred Tasks and Activities

The findings of this study demonstrated the students' preferences for communicative and engaging learning environments in the ESP course, emphasizing the need for a shift from traditional, teacher-centered methods to more interactive approaches. Specifically, students expressed a desire for group discussions and role-play activities conducted in training facilities. These preferences support the studies of Communicative Language Teaching (CLT), which emphasize interaction as both the means and the goal of language learning (Omar et al., 2020; Richards, 2005; Savignon, 1987; Tiwari, 2021). By participating in such activities and tasks, learners can develop practical language skills in simulated real-world scenarios, thereby bridging the gap between classroom instruction and occupational demands.

Besides, a more dynamic and participatory class environment is another want from students, which can foster students' engagement. The need for a dynamic and participatory classroom environment indicates that learners value a supportive atmosphere that promotes participation and anxiety reduction. This finding is supported by Krashen's (1985) affective filtering hypothesis, which states that low-anxiety environments promote language acquisition. The desire for a relaxed and active classroom environment reflects learners' need for challenge and support, enabling them to take risks and practice their language skills without fear of being judged.

In addition, learners want more tailored education to individual student aptitudes, instead of standardized teacher monologue. Unilateral lecturing, also called teacher-centered instruction, may be effective for the transfer of theoretical knowledge, but may

hinder students' active participation. Previous research supports this criticism, emphasizing that standardized teaching methods often ignore the diverse needs of students (Fenuku & Akpaku, 2024). In this study, the call for more targeted education highlights the importance of a learner-centred approach, in which teaching is adapted to the specific needs and abilities of each student.

Moreover, AI technology integrated tasks and activities is affirmed by learners based on the findings, prior research examines the benefits of integrated ChatGPT into individualized coaching, which can tailor different knowledge based on flight attendant students' diverse demands (Cho & Choe, 2024). Building on empirical evidence demonstrating that AI-enhanced interactive simulations and authentic practice scenarios significantly improve aviation language acquisition outcomes (as detailed in Sections 4.3.3.2), this study advocates for the development of standardized AI-integrated ESP course guidelines. These evidence-based guidelines, systematically presented in Chapter 6.

In summary, the findings suggested that learners' increasing awareness of professional requirements may require educators to improve ESP curriculum design and teaching methods. ESP educators need to replace traditional teaching methods with communicative, learner-centered teaching methods with AI support in some aspects. By fostering an interactive and inclusive classroom environment, ESP programs can better align with learners' expectations and prepare them for the dynamic demands of their future careers.

5.8 Chapter Summary

This chapter has discussed the findings of the study in light of the research objectives and the reviewed literature, addressing Research Questions 1–6. The evaluation of the current ESP programme (RQ1) confirmed that while oral communication is

emphasized, the syllabus lacks methodological variety, balanced skill development and formative assessment, echoing previous critiques of ESP in Chinese vocational contexts. The analysis of students' personal information and language proficiency (RQ2–RQ3) revealed disparities between academic and vocational tracks and highlighted the persistent gap between students' self-perceptions and their actual competence.

The target situation analysis (RQ4–RQ6) indicated that necessities center on spoken interaction and aviation-specific communication, while lacks include weak fluency, limited vocabulary and insufficient learning motivation. Learners' wants emphasized interactive and practical learning activities, aligning with the shift toward learner-centered ESP pedagogy.

Overall, the discussion underscored both the achievements and shortcomings of the current ESP provision for flight attendant students. It demonstrated how present and target situation needs are only partially met, leaving significant gaps between classroom practices and airline industry expectations. These conclusions provide the rationale for the course design guideline proposed in Chapter 6, aimed at developing a more balanced, interactive and industry responsive ESP programme, thereby addressing Research Question 7.

To further consolidate these findings, a convergence/divergence matrix was developed to illustrate how results from different data sources (questionnaire, documentation, interviews, and classroom observation) align or diverge across the identified themes. This matrix highlights the consistency of evidence regarding learners' necessities (e.g., speaking and listening as core skills), while also exposing divergences in areas such as the perceived importance of reading, writing, and grammar. By synthesizing stakeholder perspectives and triangulating multiple instruments, the matrix strengthens the coherence of

the study's argument and demonstrates the multi-faceted nature of ESP needs for flight attendant students.

Table 5.1: Convergence and Divergence Across Data Sources

Skill	Instruments & Main Findings	Convergence/Divergence
Speaking	1. Documentation: Syllabus places 60% weight on speaking; 2. Questionnaire: Rated as most important skill by majority; 3. Interview: Teachers & interns emphasized speaking for interviews & cabin service; 4. Observation: Oral practice frequent, but activities mechanical	Convergent – all data sources highlight speaking as central, though teaching methods may limit effectiveness
Listening	1. Documentation: Listening scarcely covered in syllabus; 2. Questionnaire: Rated moderately important; lower than speaking; 3. Interview: Students/interns reported difficulty understanding diverse accents, announcements; 4. Observation: Few structured listening tasks observed	Convergent – listening consistently identified as underdeveloped
Reading	1. Documentation: Not emphasized in syllabus; 2. Questionnaire: Considered less important for daily tasks; moderate ratings overall; 3. Interview: Intern students highlighted reading as necessary for airline entry exams; 4. Observation: Little explicit reading practice observed, beyond textbook prompts.	Partly divergent – while teachers devalue reading, students note its role in exams, and classroom practice gives it minimal focus.
Writing	1. Documentation: Not emphasized in syllabus; 2. Questionnaire: Rated least important; 3. Interview: Teachers viewed writing as rarely used in flight attendants' daily work; interns only mentioned resumes.; 4. Observation: Minimal written tasks observed	Convergent – all sources show writing is marginalized.

Table 5.1 continued

Vocabulary	1. Documentation: Vocabulary lists appear in syllabus but not well-integrated into tasks 2. Questionnaire: Students reported lack of aviation-specific vocabulary; 3. Interview: Teachers stressed need for technical terms; 4. Observation: Teacher explanations superficial; few tasks expanding vocabulary	Convergent – across sources, vocabulary teaching inadequate
Grammar	1. Documentation: No explicit grammar focus in syllabus; 2. Questionnaire: Students self-reported weakness in grammar; 3. Interview: Teachers indicated grammar often overlooked in ESP classes.; 4. Observation: Accuracy not emphasized; communicative tasks prioritized instead.	Convergent – grammar overlooked across instruments

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter is divided into three sections. First, it presents a detailed summary of the research findings. Second, it offers recommendations by proposing a course design guideline for an ESP program tailored to flight attendant students. Finally, the chapter outlines the study's limitations and provides suggestions for future research.

6.2 Summary of the Study

This study evaluated the current ESP programme and explored the flight attendant students' English language needs in Chinese vocational undergraduate university, for the aim of proposing an ESP course guideline conducted in Chinese vocational undergraduate university for flight attendant students through needs analysis. The findings underscore a misalignment between current pedagogical approaches and industry demands, highlighting opportunities for curriculum reform:

1. Motivation and perceived relevance: While most students recognize English as vital for career growth, a subset lacks motivation due to unclear relevance. This suggests the need for tailored teaching approaches (e.g., case studies from aviation contexts) to demonstrate real-world applications.

2. Educational background disparities: Vocational high school graduates often lack foundational English training compared to their academically tracked peers. In response, integrating ESP courses earlier (e.g., in vocational curricula) could bridge this gap.

3. Self-assessment vs. actual competency: Students rate their skills as “moderate” but language competency test revealed significant weaknesses in speaking, listening, writing, vocabulary, and grammar. This perception gap calls for diagnostic assessments and targeted remediation in ESP programs.

4. Skill deficits and industry expectations: Speaking as the most critical skill for flight attendants is the weakest, followed by reading and writing. ESP courses should prioritize practical communication (e.g., role-plays, AI-driven simulations) over exam-focused theory.

5. Certification vs. practical balance: Although English certificates are valued in airline hiring, students demand applied learning (e.g., interactive tasks with AI technology). A hybrid curriculum balancing certification prep and real-world scenarios is recommended.

This research challenges the conventional “one-size-fits-all” ESP model by demonstrating the need for learner-centered designs that address flight attendant students’ diverse backgrounds, skill levels and career-specific requirements. To bridge these gaps, this study proposes actionable steps (e.g., AI integration course design, vocational school partnerships) to align training with airline industry standards. A specific course design guideline for flight attendant majored students is illustrated specifically in section 6.2 for recommendation.

6.3 Recommendation: Course Design Guideline for Flight Attendant ESP Course

After evaluating the current English for Specific Purposes (ESP) course for students majoring in flight attendant studies, this research investigates the challenges, issues and needs faced by the students. In order to enhance the design and delivery of future ESP courses for flight attendant students, as well as other related educational contexts, this

chapter presents a set of course design guidelines, as shown in Figure 6.1. These guidelines are intended to serve as a practical reference for educators in the field. The following sections outline the key aspects of the proposed guideline. Firstly, the course overview is presented, followed by a detailed examination of the teaching methodologies, assessment, and evaluation. Next, the materials and resources are discussed before introducing the instructors' qualifications. Finally, the course evaluation and improvement process are outlined.

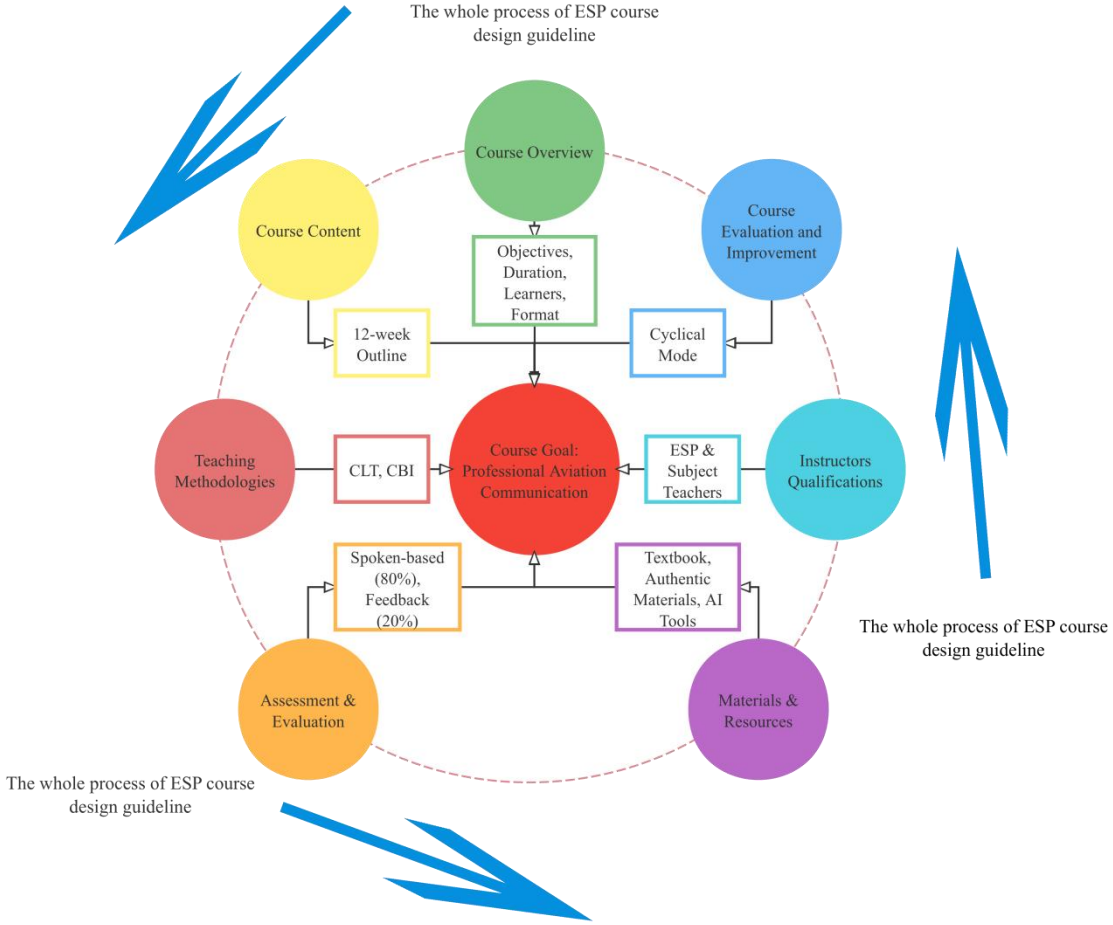


Figure 6.1: The Whole Process of ESP Course Guideline for Flight Attendant Students

6.3.1 Course Overview

The findings of this study highlight the necessity for flight attendants to possess professional communicative skills when interacting with both customers and colleagues in an aviation context, which determine the objectives of the course. Regarding the English proficiency of the targeted learners, questionnaire results indicate that only a few students have obtained the CET-4 certificate, a recognized language assessment test. Research by Li (2021) suggests that CET-4 aligns closely with the B1 level of the Common European Framework of Reference for Languages (CEFR). This implies that the majority of students have a proficiency level below B1, likely falling within the A1-A2 range.

Additionally, the course spans an entire semester, though the exact duration may vary depending on the specific teaching arrangement in different universities. The frequency of classes is determined by the volume of course content and the learners' actual proficiency levels and needs. Finally, regarding the course format, students expressed a preference for more interactive tasks and activities in the ESP course. As a result, role-playing, simulations, and group discussions have been integrated into the curriculum to enhance engagement. Additionally, qualitative findings indicate that some high-achieving students desire more advanced professional content.

However, given the overall receptive learning abilities of most students, this specialized content (such as Master course) has been moved to an online platform. This approach allows students to access in-depth professional knowledge at their own pace, offering greater flexibility in their studies.

6.3.1.1 Objective

Formulation principle: Align learning objectives with needs analysis involving students, teachers, aviation professionals and other key stakeholders

Example: This course is designed to equip flight attendants with the English language skills necessary for effective communication in various flight scenarios with passengers and crew, ensuring safety, customer satisfaction, and compliance with international aviation standards.

6.3.1.2 Duration

Duration guideline: Duration should be coordinated based on academic calendar, learners' entry-level English proficiency and complexity of selected teaching materials, see example below:

1. Total duration: 12 weeks (3 month)
2. Class frequency: 2 sessions per week
3. Session duration: 1 hour 30 minutes per session (10 minutes for break)
4. Total teaching hours: 32 hours

6.3.1.3 Targeted Learners

1. Students majoring in flight attendant
2. Prerequisite: Minimum CEFR A1-A2 level in general English.

6.3.1.4 Course Format

Blended learning: face to face instruction, online learning is adopted (see Table 6.1).

Table 6.1: Time Allocation and Key Features of Two Course Formats

Course format	Description	Key features
1. Face to face instruction	2 sessions per week, 1 hour and 30 minutes per session	1. Instructor- led activities on aviation terminology and in-flight procedures 2. Interactive learning sessions through role play, simulations and group discussions. 3. Practical simulations: eg. cabin service, flight announcement
2. Online learning	Self-paced learning outside of class time	1. Master course: lectures by senior flight attendants with international flying experience 2. Interactive quizzes and pronunciation exercise via platforms or apps

1. Face to face instruction: Face-to-face instruction in aviation English training is structured into three distinct yet interconnected pedagogical components: instructor-led activities, interactive sessions, and practical simulations. Each component is designed to address specific learning objectives and foster the development of both linguistic and operational competencies.

Specifically, the first component, instructor-led activities, focuses on the systematic delivery of foundational knowledge, such as aviation-specific terminology, standard phraseology, and in-flight procedural protocols. These activities are typically conducted

through direct instruction, supported by visual aids, real-world examples, and guided practice to ensure comprehension and retention of critical concepts.

The second component, interactive sessions, emphasizes collaborative and experiential learning. This is achieved through role-playing exercises, scenario-based simulations, and group discussions, which replicate real-world aviation contexts. These activities encourage learners to apply their knowledge in dynamic, communicative situations, thereby enhancing their ability to respond effectively to both routine and unexpected scenarios.

The final component, practical simulations, involves hands-on, task-based activities that mirror the responsibilities of flight attendants in operational settings. Examples include practicing cabin service protocols, delivering flight announcements, and managing passenger interactions. These simulations are designed to refine learners' procedural fluency, situational awareness, and interpersonal communication skills, ensuring they are well-prepared for the demands of their professional roles.

Together, these components create a comprehensive and immersive learning environment that bridges theoretical knowledge with practical application, aligning with the competency-based training framework required in aviation education..

2. Online learning: This is a learning format referring to self-paced learning outside of class time, including master course from professional cabin crew with rich international flight experience and interactive exercise via platforms or apps.

Specifically, the content of online learning is predominantly composed of self-paced instructional materials, which are systematically curated and disseminated by instructors through dedicated online learning platforms. These materials often include a variety of

multimedia resources, such as audio-visual recordings of lectures delivered by subject matter experts, designed to facilitate the acquisition of domain-specific knowledge and skills. Such resources enable learners to engage with the material at their own pace, fostering flexibility and autonomy in the learning process.

In addition to these didactic resources, online learning platforms frequently incorporate interactive components to enhance learner engagement and skill development. These include formative assessments, such as automated quizzes with instant feedback mechanisms, which reinforce comprehension and retention of key concepts. Furthermore, specialized tools and applications are often integrated to target specific linguistic competencies, such as pronunciation exercises utilizing speech recognition technology. These exercises aim to improve learners' oral proficiency by providing real-time feedback on phonetic accuracy, intonation, and fluency, which are critical for effective communication in professional contexts.

This multi modal approach to online learning not only accommodates diverse learning styles but also promotes active participation and continuous skill refinement, thereby supporting the development of both theoretical knowledge and practical abilities.

Conclude: The original course objective which used in institute right now focuses on developing students' speaking and listening comprehension skills, enhancing their English fluency in both areas. However, this guideline expands the course goal beyond general speaking and listening improvement to address the specific communication needs of the flight attendant industry. These include passenger interactions, crew coordination, emergency response, and service etiquette. By incorporating these industry-specific elements, the course ensures that students' language skills align more closely with the demands of their future careers. Furthermore, the original guideline lacks a clear description

of the targeted learners' English proficiency, making it vague and difficult to assess. In contrast, the new guideline provides a precise description, allowing instructors to better understand the intended student audience and tailor their teaching accordingly. Additionally, regarding the course format, the original guideline primarily adopts a teacher-centered instructional model, offering students limited opportunities to practice the language. However, the new guideline shifts the focus to a student-centered approach, where learners take an active role in their education while the teacher serves as a guide. This approach provides students with more opportunities to engage in communication and practice English in the classroom.

6.3.2 Course Content Outline

The course outline is designed based on the findings of this research, which investigates both the present and target situations of the ESP course. Quantitative data reveal that students prioritize speaking and listening skills in key areas of cabin service, such as understanding passenger requests, providing meal service, and handling emergencies. Meanwhile, qualitative findings indicate that learners are particularly interested in mastering English self-introductions, a crucial component of airline entry exams. Additionally, students express a desire to practice more daily conversation topics to enhance their speaking skills Moreover, other skills are focused on some aspects.

Therefore, the new course outline integrates all these essential elements to better meet students' learning needs. The outline corresponds to a 12-week ESP program, with two sessions each week, totaling 24 sessions. The topics and focus areas for each lesson are outlined in Table 6.2.

Table 6.2: Course Content Outline

Week	Task	Topic	Focus	Skills
Week 1	1.Introduction to aviation English	Boarding, seat belt, turbulence etc.	Basic aviation terminology & phonetics	Speaking & Vocabulary
		Communication protocols, safety briefings	Standard phrases for in-flight communication	
Week 2	2.Boarding service	Greetings and seating directions (FCY), seating (confirm, switch)	Warm and professional greeting, clear and helpful directions, seat confirmation and switching	Speaking & Listening
		Assisting with overhead storage, lost and found	Language for clear communication, language for handling lost items	
Week 3	3.Prior to take off	Welcome announcement and safety check announcement, safety demonstrating	Clear pronunciation and intonation, familiarity with safety equipment terminology, effective communication of safety procedures	Speaking & Listening
		Electronic device, final safety check	Clear communication of electronic device rules, comprehensive safety communication	
Week 4	4.Cruising	Greetings and airline introduction, on-board entertainment	Welcoming passengers professionally with clear and positive language, informing passengers about entertainment options	Speaking & Vocabulary

Table 6.2 continued

		Meal service, duty-free sales	Clear communication of meal choices and dietary options, Introducing and promoting duty-free products	
Week 5	5.Landing	Landing announcement, farewell and greeting	Clear and reassuring communication, polite and gracious farewells	Speaking & Pronunciation & Listening
		Transit / Connecting and stopover announcement	Clear information about connecting flights, providing information for stop over passengers	
Week 6	6.Passengers with special needs	Expectant passengers	Understanding the needs of expectant passengers, providing information on health and safety procedures	Listening& Writing
		Passengers with infants, unaccompanied minor	Understanding the needs of parents and infants, clear communication with the minor	Speaking & Listening
Week 7	7.First class service	Disabled passengers, senior passengers, sickness	Using appropriate language, tone, and gestures, providing comfort and assistance, identifying symptoms of illness and providing initial care.	Speaking & Vocabulary
		First Class Service 1 (Prior to Take-off)	Personalized greeting and welcome, offering	Speaking & Listening

Table 6.2 continued

			pre-flight amenities, handling special requests or needs	
Week 8		First Class Service 2 (Cruising)	Ongoing personalized service, discreet communication and respecting privacy, problem-solving and handling requests	Speaking & Critical thinking
		First Class Service 3 (Prior to Landing)	Final meal and beverage service, safety and comfort preparations for landing, farewell and courtesy	Reading &Vocabulary
Week 9	8.Dealing with emergencies	Delay	Communicating the delay to passengers, maintaining a calm and professional demeanor	Speaking& Grammar
		Security tips of different emergency	Handling security threats, evacuation procedures, dealing with medical emergencies, fire and smoke emergencies	Critical thinking & Vocabulary
Week 10	9.Interview	Mock interview for airline entry test	Self introduction, common questions about daily topics	Speaking & Listening
		Mock interview for airline entry test	Practice authentic interview materials from the airline	Vocabulary & Grammar
Week 11	10.Practical Language Skills and Simulations	Role-playing in-flight scenarios	Simulating real-world in-flight scenarios, developing communication	Speaking & Vocabulary

Table 6.2 continued

			skills for in-flight service	
		Role-playing in customer complaints	Handling different types of complaints, improving problem-solving and critical thinking	Critical thinking & Speaking
Week 12	11.Final Evaluation	Spoken-based test	Mock interview, cabin service, Role-play, in-flight announcement	Integrated skills

Conclude: While the original outline focuses on flight attendant-related contexts, it fails to address critical real-world situations such as communication during emergencies, airline job interviews, and assisting passengers with special needs, such as those with disabilities. In response, the new outline integrates these essential aspects, offering tailored lessons that better prepare learners for their future careers. By incorporating authentic materials and communicative practice, the updated curriculum ensures that students develop the practical skills necessary for real workplace scenarios.

6.3.3 Teaching Methodologies

Findings from interviews and classroom observations indicate that students prefer interactive tasks and activities, such as role-playing and simulations, which enhance their speaking and listening skills. Additionally, the results suggest that students prefer to combine AI with interactive simulations and real-world scenarios. In response, the new guideline emphasizes the course's practicality by adopting teaching approaches that prioritize communicative skill development and the integration of subject-specific knowledge with language learning.

6.3.3.1 Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is an approach that focuses on teaching language through interactive and practical communication events. The primary goal is to enhance learners' communicative competence in authentic, real-world situations that flight attendants are likely to encounter. Ultimately, the aim is for learners to use the language both productively and receptively (Sato & Kleinsasser, 1999). Here are some applications of CLT approach in ESP course with examples:

a. Role-Playing:

Role-play requires learners to take on the role of flight attendants in simulated aviation contexts. This approach effectively enhances the teaching and learning atmosphere, engages learners' interest, and improves instructional outcomes, making language acquisition more memorable (Liu & Ding, 2009). Here are the implementation steps of role-play in Figure 6.2:



Figure 6.2: Implementation Steps of Role-Playing

Step 1: Define the aviation scenario: Create a realistic aviation scenario, for example, a passenger is unsatisfied with the meal and require a refund.

Step 2: Assign roles: Give each student a role, one act as the flight attendant dealing with complaints, the other one act as the unhappy passenger.

Step 3: Provide language support: Teacher offers key vocabulary, phrases, and sentence structures that learners might need for the scenario, such as, allergy, overcooked, complaint form, apology, "I truly apologize for this inconvenience and appreciate your understanding."

Step 4: Act out the scenario: Students perform the role play, focusing on communication instead of perfection.

Step 5: Debrief and feedback: After role-playing, teacher and students give feedback to learners' performance. Discuss the advantages and shortcomings of language use, accuracy and fluency.

b. Simulation

Simulation as a form of experimental learning, is a highly developed role play without script, which gives students more flexibility and autonomy and more immersive and complex (Razali & Ismail, 2017). Here are the implementation steps of simulation in Figure 6.3:

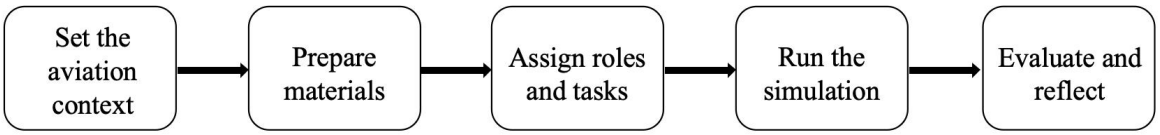


Figure 6.3: Implementation Steps of Simulations

Step 1: Set the aviation context: Conduct a detailed aviation scenario, for example, a passenger requests to switch a seat.

Step 2: Prepare materials: Provide learners with relevant materials, such as a listening material related to seating switch.

Step 3: Assign roles and tasks: Give each learner a specific role and task within the simulation, one acts as a passenger, the other one acts as a flight attendant.

Step 4: Run the simulation: Learners perform the task, interacting with each other and using appropriate language with autonomy and freedom.

Step 5: Evaluate and Reflect: After the simulation, discuss the outcomes, language use, and problem-solving strategies. Provide feedback on both content and language.

Moreover, building on empirical findings that demonstrate learners' strong preference for AI-enhanced interactive simulations and authentic scenario-based training, this study proposes practical applications for integrating artificial intelligence into the Communicative Language Teaching (CLT) framework within ESP courses. Table 6.3 outlines implementable strategies for institutions adopting AI-enabled education:

Table 6.3: AI Integration into CLT for Flight Attendant English

Teaching phase	**AI integration approach**	**AI tools**	**Example**
1. Set up aviation scenario	AI generates dialogues with aviation context	ChatGPT+aviation corpus	Passenger requests for changing seat
2. Assign roles	AI acts a virtual passenger	Voice synthesis (DeepSeek, Doubao)	Passengers with accent or emotional instability
3. Provide language support	Pronunciation correction, emotional tone adaptation	ELSA Speak, Replika	Provide real time, language patterns
4. Act out scenario	VR cabin simulations with AI interactions	Meta Quest, gesture recognition software	Transcribe interactions for review
5. Assessment	Real-time speech scoring, converts student responses to text with feedback	ELSA Speak, Sensay	Generate performance reports with error correction

6.3.3.2 Content-Based Instruction (CBI)

Unlike Communicative Language Teaching (CLT), Content-Based Instruction (CBI) is a teaching method that integrates language learning with subject-specific content. In CBI, learners develop language skills by studying and discussing a particular topic or subject area (e.g., science, history, business, etc.) (Stoller, 2004). For example, ESP learners can develop their English proficiency by engaging with authentic flight attendant materials. Research evidence shows that the principle of Content-Based Instruction (CBI) is grounded in the idea that students learn most effectively when the content aligns with their perceived needs and interests (Heo, 2006; Richards & Rodgers, 2014). Here is an example of a lesson plan (Table 6.4) designed using the CBI approach, based on the lesson structure outlined in Figure 6.4.

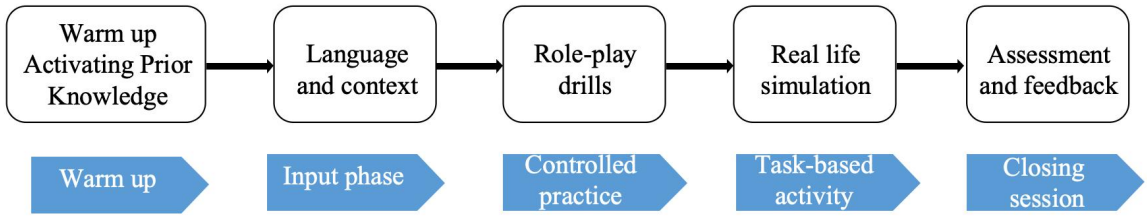


Figure 6.4: Lesson Structure Using CBI Approach

Table 6.4: Lesson Plan Example Designed Using CBI Approach

Lesson Topic: Cruising-meal service	
Duration: 90 minutes (10 minutes for break)	
Objective: By the end of the lesson, learners will be able to handle passenger meal complaints professionally using appropriate English phrases and strategies.	
Step 1: Warm up- Activating prior knowledge (10 minutes)	● Question for discussion: How do you think flight attendants should respond to passenger complaints about the meal service? ● Vocabulary and sentences structures:

Table 6.4 continued

	allergy, meal option, overcooked, beverage, refund, "I am very sorry."
Step 2: Input phrase- Language and context (20 minutes)	● Provide authentic learning material: Play a video or audio of a real scenario where a passenger complains about a meal being overlooked, expressing dissatisfaction and requesting a refund. The flight attendant responds with an apology and offers alternatives to resolve the issue.
	● Guided noticing: Students are encouraged to reflect on the following two questions while watching or listening to the material: 1. What strategies does the flight attendant use to handle the situation? 2. What language and sentence structures does the flight attendant use?
Step 3: Controlled practice- Role-play drills (20 minutes)	● The setting is divided into three scenarios: Scenario 1: The passenger receives a meal from the flight attendant. Scenario 2: The passenger finds the meal overcooked and becomes very angry. Scenario 3: The passenger complains to the cabin crew and requests for a refund. ● Students are divided into groups, with each group acting out different roles from the various scenarios. They will practice key terms and sentence structures relevant to their assigned roles.
Step 4: Task- based activity- Real life simulation (20 minutes)	● Full role-play simulation: Students work in groups, taking on the roles of passenger, flight attendant, and observer. The passenger complains to the cabin crew about the overcooked meal and requests a refund. ● The observer watches the simulation and assesses whether the language used is appropriate, polite, and fluent.

Table 6.4 continued

Step 5: Closing session- Assessment and feedback (10 minutes)	● Conclusion: Key language points used in this lesson ● Teacher's feedback: Suggestions on language usage, pronunciation and communicative skills ● Peer feedback: Suggestions for improvement

Conclude: The teaching methods outlined in the original guideline primarily follow a teacher-centered instructional model, where the instructor leads the entire lesson, and students have limited opportunities to actively engage in speaking and practicing their language skills. This approach often results in passive learning, where students focus more on receiving information rather than applying their knowledge in real-world contexts.

In contrast, the new course outline shifts towards a student-centered learning model, emphasizing active participation and hands-on language practice. This approach provides students with more opportunities to develop their English proficiency through interactive activities such as group discussions, role-playing, peer collaboration, and problem-solving tasks. Additionally, communicative teaching methods, including task-based learning and scenario-based simulations, are integrated to ensure students can apply their language skills in aviation-specific contexts. By fostering a more interactive and engaging learning environment, the new guideline enhances students' confidence, encourages spontaneous communication, and better prepares them for real-life situations they may encounter in their future careers as flight attendants.

6.3.4 Assessment and Evaluation

The course assessment and evaluation consists of two sections: Spoken-based test, Feedback from teachers and students. Speaking has been identified as the most critical skill

for flight attendants, as evidenced by the findings of this study. Specifically, interviews, cabin service interactions, and in-flight announcements are among the most frequently used communication scenarios. Given that the primary objective of the course is to develop students' practical communication skills in aviation service contexts, the spoken-based test accounts for 80% of the final assessment to ensure students are adequately prepared for real-world communication demands.

In addition, in terms of the teacher's feedback, as instructors who observe students' learning performance over time, they can provide professional evaluations based on daily performance to compensate for the occasional factors that may exist in a single speaking test. As to the students' feedback, it can help students find their own strengths and weaknesses, promote self-improvement, and let them learn to understand effective language expressions from the perspective of the peers.

6.3.4.1 Spoken-Based Test

The test is divided into three sections: the first section is mock interview for airline entrance exam, the second section is cabin service assessment, the third section is in flight announcement test. The rubric for the assessment and evaluation is shown in Table 6.5.

Table 6.5: The Rubric for the Spoken-Based Test

Assessment component	Evaluation method	Content	Marking criterion	Total score
1. Mock interview	Individual speaking test	-Self introduction -Q & A Session (Reasons for wanting to become a flight attendant, the qualities a responsible flight attendant should possess)	✓ Fluency and clarity (10) ✓ Pronunciation and intonation (10)	20 points

Table 6.5 continued

2. Cabin service	Role-play	Example scenarios: -Boarding service (greetings, luggage assistance) -Cruising service (meal service, duty-free sales) -Landing service (farewell and greeting) -Other special scenarios (special passengers, emergency dealing)	✓ Fluency (10) ✓ Pronunciation and intonation (10) ✓ Problem solving skill (10) ✓ Politeness and customer service (10) ✓ Clarity (10)	50 points
3. In-flight announcement test	Individual speaking test	-Welcome announcement -Landing announcement -Transfer and stopover announcement	✓ Clarity of the speech (10) ✓ Organization of the speech (10) ✓ Professionalism (10)	30 points
Total score				100 points

6.3.4.2 Feedback from Teacher and Students

a. Feedback from Teacher (10%)

It is conducted by the teacher based on the student's overall classroom performance throughout the semester. The evaluation is based on three dimensions: class participation (5%), learning attitude (3%) and teamwork (2%) (see Table 6.6).

Table 6.6: The Rubric for Teacher's Feedback

Evaluation dimension	Score	Criteria
1. Class participation	5 points	Actively participates in class activities

Table 6.6 continued

2. Learning attitude	3 points	Completes assignments on time and proactively asks questions or seeks help
3. Teamwork	2 points	Actively collaborates in group activities and effectively supports peers

b. Peer Feedback (10%)

It is conducted at the end of the course using anonymous scoring to ensure fairness. Students are given a rubric form to give feedback to peer based on their performance in the course. Communication skills (5%), contribution (3%) and collaboration (2%) are used to evaluate (see Table 6.7 for further details).

Table 6.7: The Rubric for Peer Feedback

Evaluation dimension	Score	Criteria
1. Communication skills	5 points	Clearly expresses ideas and listens to others in group activities
2. Contribution	3 points	Provides valuable ideas or assistance to group tasks
3. Collaboration attitude	2 points	Respects peers and effectively resolves team issues

6.3.4.3 Final Assessment

The final assessment of learners is calculated as follows: Final Assessment = (Spoken-based Test Score * 0.8) + (Teacher Feedback * 0.1) + (Peer Feedback * 0.1)

After calculating the final grade, students can assess their performance using the grading scale shown in Table 6.8. It is important to clearly communicate the evaluation criteria and process to students at the beginning of the course to encourage active participation and foster self-improvement.

Table 6.8: Grading Scale of the Final Assessment

Score	Grade	Evaluation
90-100	Excellent	-Accurate use of aviation-specific vocabulary and terminology, with minimal grammatical errors and clear, natural pronunciation -Able to quickly and appropriately complete English communication tasks in simulated scenarios -Exhibit service language that meets aviation service standards
80-89	Good	-Comprehensive grasp of aviation vocabulary with occasional grammatical or pronunciation errors that do not hinder overall understanding -Capable of completing routine service scenarios but shows limited adaptability in handling complex issues -Completes service procedures with a polite attitude
70-79	Moderate	-Basic grasp of aviation vocabulary but limited proficiency in using specialized terms, with frequent grammatical errors -Able to complete simple tasks with instructor guidance but struggles with non-routine issues -Follows basic service procedures but lacks initiative and flexibility
60-69	Pass	-Only able to use basic English vocabulary, with frequent confusion or absence of specialized terms, and numerous grammatical and pronunciation errors -Can barely complete simple tasks with prompts but is unable to handle complex scenarios -Incomplete service procedures with nervous attitude that fails to meet basic aviation service requirements
Below 60	Fail	-Severe language errors hinder communication, with an inability to use aviation-specific vocabulary -Unable to complete any scenario tasks, lacking basic knowledge of workflow and emergency handling -Displays negative attitudes, with language or behavior clearly violating professional standards

Conclude: Unlike traditional evaluation methods mentioned in the original guideline, where the final exam solely determines the result, this grading method not only emphasizes the core position of oral ability, but also combines professional assessment of teachers and

students' feedback to ensure that the assessment is more multidimensional and fair, while encouraging students to stay motivated in the learning process, not only focusing on test scores, but also focusing on continuous language improvement and vocational skills development.

6.3.5 Materials and Resources

Findings from the interviews indicate that students prefer learning practical communicative skills over studying excessive theoretical concepts. Regarding teaching materials, interviews with ESP instructors reveal that the content of the original textbook is too rigid and disconnected from real working scenarios, making it feel inauthentic to students.

6.3.5.1 Textbook

As a result, the selection of course materials for a flight attendant ESP course should adhere to three key criteria, informed by both previous research (Tomlinson, 2023) and the findings of this study. These criteria ensure that the materials are relevant, engaging and aligned with real-world aviation communication needs.

The first standard is quality. Quality is not limited to physical aspects such as paper, binding, and layout; it also encompasses the content itself. For instance, the materials should be authentic and reflect real in-flight communication scenarios to ensure practical relevance.

The second standard is relevance and specificity. The language level of the textbook should be appropriate, ensuring that learners can understand and grasp the content without excessive difficulty. The material should be scaffolded, allowing students to build their

knowledge progressively with the teacher's guidance. In terms of specificity, the textbook should align with students' needs and interests while also complementing the teacher's instructional skills. This means the content should be both teachable and learnable, ensuring that teachers can effectively deliver the material and students are motivated and capable of learning it.

The third standard is practicality. The primary goal of an ESP course is to enable learners to use the language effectively in cabin service settings. Therefore, the textbook should not be overly theoretical. Instead, it should provide ample conversational skills, strategies, and practical exercises that allow learners to practice and apply the language in aviation-specific contexts.

By satisfying these three standards- quality, relevance and specificity, and practicality- a suitable and effective textbook can be selected to meet the needs of both learners and instructors in a flight attendant ESP course.

6.3.5.2 Authentic Materials

Authentic materials immerse students in real-world occupational contexts, enhancing their confidence in language learning while aligning with their needs and interests (Joraboyev, 2021). These materials can take various forms, including English-language standards from official airline websites, manuals from international aviation associations, and videos or audio recordings related to cabin service. There are no strict limitations on selection criteria—any resource from an authorized website can be considered valuable for use as authentic material in ESP teaching. Here are some useful online resources for ESP instructors to reference in their teaching in Table 6.9:

Table 6.9: Useful Online Resources About Aviation English

Resource Name	Description	Website Link
ICAO (International Civil Aviation Organization)	Provide ICAO English language proficiency requirements for aviation personnel, including English proficiency standards for flight attendants.	https://www.icao.int/Pages/default.aspx
IATA (International Air Transport Association)	Provides global standards, guidelines, and regulations for airlines, including English language requirements for flight attendants.	https://www.iata.org/en/training/
EASA (European Union Aviation Safety Agency)	Establishes safety standards in the aviation industry in Europe, with some focus on training requirements for flight attendants	https://www.easa.europa.eu/en
English for Cabin Crew (Oxford University Press)	Teaching resources and learning resources about cabin crew English	https://elt.oup.com/teachers/express/?cc=my&selLanguage=en&mode=hub
Cambridge English for Aviation	E-learning platform for learning aviation English	https://cambridgeschool.online/business-english-courses-english-for-aviation/
Singapore Airlines Training	Provide reference to their English proficiency standards	https://www.singaporeair.com/en_UK/sg/careers/

6.3.6 Instructor Qualifications

Qualitative findings indicate that students hope ESP instructors will collaborate with subject teachers to design more professionally relevant, scenario-based exercises, to enhance the authenticity and practicality of their learning experience. As a result, fostering collaboration between professional course instructors and ESP teachers is essential. Flight attendant subject teachers possess in-depth knowledge of the field and a clearer understanding of students' professional learning needs. By engaging in regular communication and cooperation, ESP teachers can gain insights into students' learning

requirements more efficiently, streamline lesson preparation, and deliver more targeted and effective instruction.

Furthermore, to ensure the quality and effectiveness of ESP instruction, universities should conduct teaching evaluations every two years. These assessments will help determine whether instructors continue to meet the required standards for teaching flight attendant ESP courses. This periodic evaluation not only maintains high teaching standards but also encourages instructors to stay updated with industry developments and continuously improve their professional and pedagogical skills.

6.3.7 Course Evaluation and Improvement

For the effective delivery of the ESP course, it is essential to continuously refine and improve the lessons. The cycle shown in Figure 6.5 outlines the process for course evaluation and improvement. After the first round of the course, the first step is to conduct a needs analysis, utilizing data from flight attendant students questionnaires, interviews with teachers and airline industry stakeholders, and classroom observations. Based on the analysis of this data, learners' needs and feedback are gathered to inform course improvements. The revised course is then implemented in the next session, and the process continues in a cyclical manner.

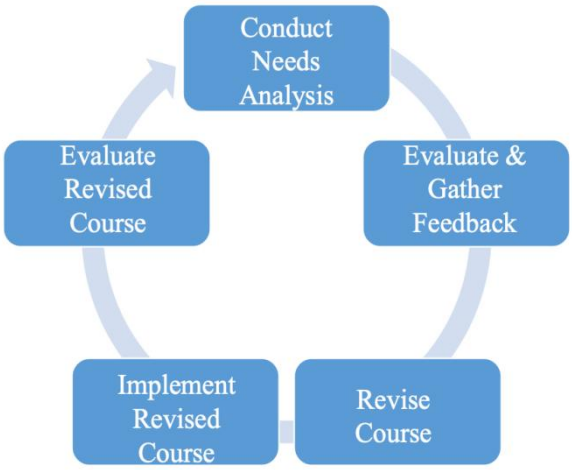


Figure 6.5: Cycle Graph Design for ESP Course Evaluation and Improvement

In conclusion, this guideline serves as a comprehensive reference for relevant stakeholders, particularly ESP instructors seeking evidence-based support for designing flight attendant courses. It systematically addresses seven critical aspects: course overview, content framework, pedagogical approaches, student assessment and evaluation, instructional materials and resources, instructor qualifications, and continuous course improvement. By integrating these components, the guideline ensures a structured and effective approach to ESP course development in the aviation sector.

6.4 Limitation and Future Research

Although this study provides valuable insights of needs analysis in ESP, several limitations should be acknowledged. First, due to the case study design and the relatively small, purposively selected sample from a single institution, the findings may have limited external validity. Although data triangulation enhanced internal validity, the results may not fully generalize to broader contexts. In addition, the measurement tools, including the

questionnaire, interview protocols and the observation rubric, were designed specifically for this context and may require further validation in other educational settings.

Second, the study relied primarily on descriptive analysis to map learners' needs and did not include inferential statistical techniques (e.g., group comparisons through t-tests or ANOVA). While descriptive results provided a comprehensive overview, the absence of inferential analysis limited the ability to test for significant differences across sub-groups, such as second-year and intern-year students. This is acknowledged as a limitation, and future research could incorporate inferential methods to provide more nuanced comparisons and strengthen the robustness of the findings.

Future research could strengthen the generalizability by replicating the study across diverse regions and institutions. Longitudinal studies would also help assess the long-term impact of AI-enhanced ESP instruction. Furthermore, comparative research involving vocational and academic track students could offer deeper insights into optimizing language training for different learner populations within the aviation sector.

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APPENDICES

Appendix A: Ethic forms

CONSENT FORM

(English Language Needs of Flight Attendant Students in Chinese Vocational Undergraduate University)
(Zhou Yan)

If you agree to participate in the study, please tick the boxes.

	Yes
1. I have read the information sheet dated _____ for this study. I have had the opportunity to consider the information, ask questions, and have had these answered satisfactorily.	
2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason, without my legal rights being affected.	
3. (If appropriate) *I agree to the [interview/ class observation] being audio recorded.*	
4. (If appropriate) *I agree to be contacted about ethically approved studies for which I may be suitable. I understand that agreeing to be contacted does not oblige me to participate in any further studies.*	
5. I understand that all data I provide will be kept confidential and stored securely at researcher's personal laptop. Only the researchers will have access to this.	
6. I understand that my data will remain anonymous at all times, including when the results of the study are disseminated in conferences, published articles.	
7. I have been provided with details of whom I should contact about the study.	
8. I agree to take part in this study.	

_____ _____ _____
Name of Participant *Date* *Signature*

Zhou Yan
22010051@siswa.unimas.my

INFORMATION SHEET

Title: English Language Needs of Flight Attendant Students in Chinese Vocational Undergraduate University

I would like to invite you to take part in our study. Before you decide, it is important that you understand why the study is done and what you will need to do. Please take time to read this information. If there is anything that is not clear, or if you would like more information, please ask me.

What is the purpose of the study? (The purpose of this study is to evaluate the ESP programme conducted in Chinese vocational undergraduate university for flight attendant students through needs analysis.)

Why have I been invited? (You have been invited to take part in this study because you are a Chinese university student majoring in flight attendant which qualifies you to be a participant of this study.)

Do I have to take part? (Participation is entirely voluntary and you can withdraw if you later change their mind, without giving a reason. If you decide to withdraw, all the information collected from you until that point will be deleted and not used in this research.)

What will taking part involve? (If you agree to take part in this study, you will be asked to complete an online questionnaire (10 minutes)/be interviewed (25 minutes)/ attend a class observation (40 minutes per session). I will audio record during the interview and class observation.)

Are there any possible disadvantages or risks from taking part? (Some interview questions may cause distress, you may decline to answer any questions which make you upset or stressful during the interview.)

What are the possible benefits of taking part? (Your participation will directly contribute to improving flight attendant English training for tomorrow's cabin crews.)

Will my taking part in the study be kept confidential?

- All non-identifying information you provide will be kept in a password-protected electronic database, tagged with an anonymous ID number. Identifying information, e.g. your name, contact details and date of birth will be kept on my computer.
- Your audio recordings will be used solely for research purposes and will be securely stored on password-protected devices. The recordings will be transcribed, after

which the original audio files will be permanently deleted. Transcripts will be anonymized (with all identifying details removed).

Will I be reimbursed for taking part? (Please note that participation is voluntary and unpaid. While I cannot offer financial compensation, your contribution will directly help enhance training programs for future flight attendants.)

What will happen to the results of this study? (The findings of this study will be used for academic purposes, including being published in my thesis and potentially in journal articles or conference presentations. All data will be strictly anonymized – no individual participants will be identifiable in any public reports or publications. The results may also be shared with aviation training institutions to help improve future ESP (English for Specific Purposes) courses for flight attendants.)

What if there is a problem? (If you wish to complain about any aspect of the way in which you have been approached or treated, or how your information is handled during the course of this study, please contact me via email at 22010051@siswa.unimas.my or by telephone at (+60) 147606773.)

Thank you.

Appendix B: Questionnaire - English version

This questionnaire is divided into 3 parts:

Part 1: Background Information

Part 2: The Needs for General English Language Skills

Part 3: The Needs for English Language Sub-skills （Listening, speaking, reading, writing, vocabulary, grammar）

Part 1: Background Information

General Information

1. Gender： A. Male B. Female

2. Grade: A. Third Year, Class 1 B. Third Year, Class 2 C. Second Year, Class 1

D. Second Year, Class 2 E. Second Year, Class 3

Interest and Attitude Towards the ESP Programme

3. To what extent do you think English is important to your study and work?

A. Unimportant B. of little important C. Moderately important

D. Important E. Most important

Self-evaluation

4. Evaluate your abilities in the English language skills as follows

	Very Weak	Weak	Moderate	Good	Very good
Listening					
Speaking					
Reading					
Writing					

Vocabulary					
Grammar					

5. Rank your English language abilities in order from the best (1) to the least (6)

a. Listening b. Speaking c. Reading d. Writing e.Vocabulary f. Grammar

Part 2: The Needs for General English Language Skills

6. To what extent do you need to use these general English skills in English courses?

	Very unnecessary	Relatively not need	General	Relatively need	The most need
Listening					
Speaking					
Reading					
Writing					
Vocabulary					
Grammar					

7. Rank the following English skills you need in studying in the university from 'The most need' (1) to 'Do not need' (6):

a. Listening b. Speaking c. Reading

d. Writing e.Vocabulary f. Grammar

Part 3: The Needs for English Language Sub-skills (Listening, speaking, reading, writing, vocabulary, grammar)

8. To what extent do you need to use these general English sub-skills in your study?

	Very unnecessary	Relatively not need	General	Relatively need	The most need
1. Listening to passengers' requests, complaints and inquiries.					
2. Listening to emergency procedures and announcements.					
3. Listening to instructions from pilots, cabin crew supervisors or ground staff.					
4. Delivering safety announcements, eg. making pre- flight, in flight and post flight announcements.					
5. Pronouncing aviation specific terminology					
6. Addressing passengers' needs, eg. dietary preference and medical needs.					
7. Interacting with the cabin crew					
8. Introducing yourself and others in a variety of situations, e.g. job interview of airline.					
9. Reading safety and emergency materials, eg. safety manuals and emergency equipment usage instructions.					
10. Reading passenger-related information, eg. passenger profile for special requests, medical conditions, passenger feedback forms					
11. Reading airline regulations and updates					

from aviation authorities.					
12. Writing a job application in English for aviation recruitment.					
13. Writing customer service correspondence, eg. write apology notes or goodwill messages for dissatisfied passengers, complete feedback forms					
14. Service-related documentation, eg. record meal preferences or special service needs for passengers					
15. Writing safety and compliance records, eg. fill out pre-flight and post-flight checklists to confirm compliance with safety protocols.					
16. Aviation specific terminology, eg., aisle, fuselage, cockpit.					
17. Customer service language, eg. polite expressions for passenger interaction.					
18. Grammar structures frequently used in flight attendant discourse e.g. present participles, passives, conditionals, etc.					

Appendix C: Questionnaire - Chinese version

本问卷分为三部分：

第一部分：背景信息

第二部分：对通用英语语言技能的需求

第三部分：对英语子技能（听、说、读、写、词汇、语法）的需求

第一部分：背景信息

基本信息

9. 您的性别： A. 男 B. 女

10. 班级）： A. 21 空乘 1 班 B. 21 空乘 2 班 C. 22 空乘 1 班

D. 22 空乘 2 班 E. 22 空乘 3 班

对专门用途英语的兴趣和态度

11. 英语对你的学习和工作的重要程度

A. 不重要 B. 有一点重要 C. 一般重要

D.重要 E. 非常重要

自我评估

12. 请评估下您的英语语言技能:

	非常弱	弱	一般	好	非常好
听力					
口语					
阅读					
写作					
词汇					
语法					

13. 请将您的英语语言技能按照从好到差的顺序进行排列：

a. 听力 b. 口语 c. 阅读 d. 写作 e.词汇 f. 语法

第二部分: 对通用英语语言技能的需求

14. 在大学里，你需要在多大程度上使用这些通用的英语技能?

	非常不需要	不需要	不一定	需要	非常需要
听力					
口语					
阅读					
写作					
词汇					
语法					

15. 请将你在大学学习中需要的英语技能从“最需要”(1)到“不需要”(6)的顺序进行排列）：

a.听力 b. 口语 c. 阅读 d. 写作 e.词汇 f. 语法

第三部分:对英语子技能（听、说、读、写、词汇、语法）的需求

16. 在大学课程学习里，你需要在多大程度上使用这些英语子技能?

	非常不需要	不需要	一般	需要	非常需要
1. 听懂乘客的请求、抱怨和咨询。					
2. 听懂应急程序和广播					
3. 听懂飞行员、乘务长或地勤的指令					
4. 播报安全广播，例如：飞行前、飞行中和飞行后广播					
5. 正确发音航空专业词					
6. 满足乘客的需求，例如饮食偏好和医疗需求					
7. 和其他空乘交流					
8. 在各种场合介绍自己和他人，例如航空公司的求职面试					
9. 阅读安全与应急方面的材料，例如安全手册和应急设备使用说明					
10. 阅读与乘客相关的各类信息，例如乘客资料（用于特殊要求）、健康状况、乘客反馈表单等					
11. 阅读航空公司的规章制度以及航空管理部门发布的最新信息					
12. 用英语撰写一份航空行业招聘的求职申请材料					
13. 撰写客户服务相关信件，例如为不满的乘客撰写道歉信或致歉性留					

言，填写反馈表格					
14. 与服务相关的文件资料，例如记录乘客的饮食偏好或特殊服务需求的资料					
15. 填写安全与合规记录，例如填写飞行前和飞行后的检查清单，以确认是否符合安全规程要求					
16. 掌握航空专用术语，例如：过道、机身、驾驶舱					
17. 掌握客户服务用语，例如用于乘客互动的礼貌表达方式					
18. 掌握航班服务话语中常用的语法结构，例如现在分词、被动语态、条件句等等					

Appendix D: Interview with second-year students - English version

ESP Needs Interview for Second-Year Students

CONTEXTURAL INFORMATION

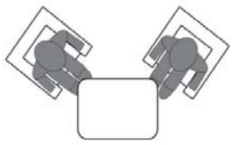
*Questions for the flight attendant students depend on the answer from the questionnaire. Other questions may arise depending on participants.

Date: _____

Location: _____

Interview starting time: _____

Interview setting:



WELCOME TO THE INTERVIEW

- Greeting
- Informing the objectives of the research
- Revise the Right of the Participant

Theme A: Present Situation Analysis (PSA)

Personal information about learners

- Demographic information:

1. Age

2. Gender

- Previous learning information:

3. How many years have you learned English?

- Attitude to English:

4. Is Flight Attendant English course important to you? Why or why not?

5. Do you think your knowledge of English is a decisive factor for your success at the university? Why?

6. Do you think your knowledge of English is a decisive factor for future work? Why?

English language information about learners:

7. What challenges do you face in learning English for specific purposes (e.g., understanding materials, practicing speaking, or completing tasks)?

8. Have you have taken any English competency test/ certificate?

Theme B: Target Situation Analysis (TSA)

9. Do you want to improve your flight attendant English language skills?

10. What content do you want to learn in the Flight Attendant English course to study/work effectively? Why?

11. What is the learning activity that helps you to study English successfully in the Flight Attendant English course? (Group work/Pair work/Individual work/ Outside classroom activities/ Others?)

12. What do you think about the use of AI in teaching?

Appendix E: Interview with second-year students- Chinese version

空乘二年级学生对于 ESP 的需求

介绍

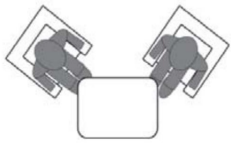
*对学生的问题取决于问卷的答案。根据参与者的不同，可能会随机提出其他问题。

日期: _____

地点: _____

访谈开始时间: _____

访谈场景:



欢迎环节

- 打招呼
- 说明研究目标
- 申明参与者的权利

主题 A: 现状分析

个人信息

- 人口统计信息:

1. 年龄

2. 性别

- 学习经历

3. 你学习多久英语了?

- 对英语的态度

4. 你认为空乘英语课程重要吗? 为什么?

5. 你认为英语是你在大学取得成功的关键因素吗?

6. 你认为英语是你在未来工作中取得成功的关键因素吗?

学习者的英语信息:

7. 在学习空乘英语（比如理解材料、练习口语或者完成任务）的过程中，您遇到了哪些挑战?

8. 你是否参加过任何英语能力测试/获得过相关证书?

主题 B: 目标状况分析

9. 你是否想要提升你的空乘英语语言技能?

10. 在空乘英语课程中，你希望学习哪些内容以便能够有效地学习和工作？为什么?

11. 在空乘英语课程中，哪一种学习活动有助于您成功地学习英语？（小组活动/两人小组活动/个人活动/课外活动/其他？）

12. 对于在教学中使用人工智能这件事，你怎么看?

Appendix F: Interview with intern students- English version

ESP Needs Interview for Intern Students

CONTEXTURAL INFORMATION

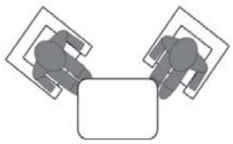
*Questions for the flight attendant students depend on the answer from the questionnaire. Other questions may arise depending on participants.

Date: _____

Location: _____

Interview starting time: _____

Interview setting (offline/ online):



WELCOME TO THE INTERVIEW

- Greeting
- Informing the objectives of the research
- Revise the Right of the Participant

Theme A: Present Situation Analysis (PSA)

Personal information about the learners

- Demographic information:

1. Age

2. Gender

- Previous learning information:

3. How many years have you learned English?

- Attitudes to English

4. Is an English for specific purposes course important to you? Why or why not?

5. Do you think your knowledge of English learned in Flight Attendant English course is useful for your internship in airline? Why? (in which situations?)

6. Do you think your knowledge of English is a decisive factor for future work? Why?

Language information about learners

7. Have you have taken any English competency test/ certificate?

Theme B: Target Situation Analysis (TSA)

8. Do you want to improve your English language skills?

9. What content should be taught in the Flight Attendant English course to study/work effectively? Why?

10. What do you think about the use of AI in teaching?

11. What is the learning activity that helps you to study English successfully? (Group work/Pair work/Individual work/ Outside classroom activities/ Others?)

12. What are the airline's English language requirements for flight attendants?

13. What occasions do you use English at work?

14. In the context of your current job, what do you think needs to be improved in the Flight Attendant English course?

Appendix G: Interview with intern students- Chinese version

空乘实习学生对于 ESP 的需求

介绍

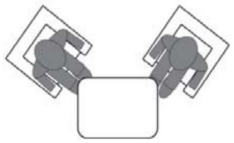
*对学生的问题取决于问卷的答案。根据参与者的不同，可能会随机提出其他问题。

日期: _____

地点: _____

访谈开始时间: _____

访谈场景:



开场词

- 打招呼
- 说明研究目标
- 申明参与者的权利

主题 A: 现状分析

个人信息

- 人口统计信息:

1. 年龄

- 学习经历

2. 你学习多久英语了?

- 对英语的态度

3. 一门特定用途英语课程对你来说重要吗? 为什么重要或者为什么不重要?

4. 你觉得你在空乘英语课程中学到的英语知识对你在航空公司实习有用吗? 为什么? (在哪些情况下有用?)

5. 你认为英语是你在未来工作中取得成功的关键因素吗?

学习者的英语信息

6. 你是否参加过任何英语能力测试/获得过相关证书?

主题 B: 目标状况分析

7. 你是否想要提升你的空乘英语语言技能?

8. 在空乘英语课程中, 你希望学习哪些内容以便能够有效地学习和工作? 为什么?

9. 在空乘英语课程中, 你希望学习哪些内容以便能够有效地学习和工作? 为什么?

10. 对于在教学中使用人工智能这件事, 你怎么看?

11. 在空乘英语课程中, 哪一种学习活动有助于您成功地学习英语? (小组活动/两人小组活动/个人活动/课外活动/其他?)

12. 航空公司对空乘人员的英语语言能力有何要求?

13. 你在工作中哪些场合会使用英语?

14. 结合你目前的工作环境，你认为《空乘英语》这门课程在哪些方面需要改进?

Appendix H: Interview with ESP teachers- English version

ESP Needs Interview for ESP Teachers

CONTEXTURAL INFORMATION

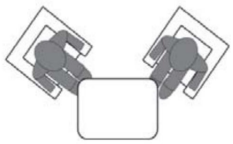
*Questions for the flight attendant English teachers depend on the answer from the questionnaire. Other questions may arise depending on participants.

Date: _____

Location: _____

Interview starting time: _____

Interview setting:



WELCOME TO THE INTERVIEW

- Greeting
- Informing the objectives of the research
- Revise the Right of the Participant

Theme A: Present Situation Analysis (PSA)

Personal information about the participants

- Demographic information:

1. Age

2. Gender

3. Experience in teaching ESP for flight attendant

English language information about the learners

- Learners' current skills and language use:

4. Could you tell me what do you think of students' English ability? (Speaking, listening, reading and writing)

5. Could you tell me how you usually determine whether or not a particular language skill is essential for your students? Any examples?

Theme B: Target Situation Analysis (TSA)

6. What English skills do students lack most? (Speaking, listening, reading and writing)

7. Could you give me a detailed description about how you set the teaching and learning objectives and tasks for your students?

8. Could you describe in detail what language skills do you develop for your students to prepare them for their professional roles? What are your priorities in developing the skill(s)?

9. What sources do you use to help you elaborate and develop these skills? (flight attendant English text books? Websites? Graduates? Workplace informants? Subject teachers? Others?)

10. What sources do you use to identify that a particular language skill need to be developed and embedded in your ESP course?

Appendix I: Interview with ESP teachers- Chinese version

ESP 教师对于 ESP 课程需求的看法

背景信息

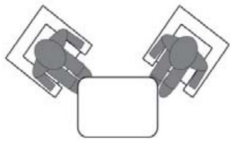
*针对空乘英语老师的问题取决于调查问卷的答案。根据实际的情况，可能会提问其他问题。

日期: _____

地点: _____

采访开始时间: _____

采访形式:



开场词

- 打招呼
- 说明研究目标
- 申明参与者的权利

主题 A：现状分析

个人信息

- 人口统计信息:

1. 年龄

2. 性别

3. 教龄

学习者的英语语言信息：

- **学习者当前的技能和语言使用情况：**

4. 您认为学生的英语能力如何？**(**说、听、读、写)

5. 您通常如何判断某项语言技能是否是学生的必备技能？有什么例子吗?

主题 B：目标情况分析

6. 学生最缺乏的英语技能是什么？**(**说、听、读、写)

7. 能否详细介绍一下您是如何为学生制定教学目标和任务的?

8. 您能否详细描述您为学生培养了哪些语言技能，以帮助他们为职业角色做好准备？在培养这些技能时，您的重点是什么?

9. 您通过哪些渠道来帮助您阐述和发展这些技能？(空乘英语课本？网站？毕业生？工作场所的信息提供者？专业课教师？其他？)

10. 您通过哪些渠道确定需要在 ESP 课程中发展和嵌入某种语言技能?

Appendix J: Interview with Flight Attendant Subject Teachers- English version

ESP Needs Interview for flight attendant Subject Teachers

CONTEXTURAL INFORMATION

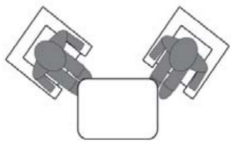
*Questions for the flight attendant subject teachers depend on the answer from the questionnaire. Other questions may arise depending on participants.

Date: _____

Location: _____

Interview starting time: _____

Interview setting:



WELCOME TO THE INTERVIEW

- Greeting
- Informing the objectives of the research
- Revise the Right of the Participant

Theme A: Present Situation Analysis (PSA)

Personal information about the teacher

- Demographic information:

1. Gender

2. Age

3. Experience in teaching flight attendant

English language information about the learners

4. Could you tell me what do you think of students' English ability? (Speaking, listening, reading and writing)

5. What English skills do students lack most? (Speaking, listening, reading and writing)

Theme B: Target Situation Analysis (TSA)

6. What is the role of English in the subject you teach? (in which situations)

7. How do you emphasize the importance of English in your course?

8. What English language skill(s) do you think is important for students?

9. Could you tell me how you usually identify whether or not a particular language skill is essential for your flight attendant student, for example, able to use listening and spoken English skills in cabin service training course? Could you give examples?

10. Could you tell me what you consider as the primary resources of learning English for your students?

11. Should this be resources for learning, could you tell me something more about how you use or what you suggest to use these resources to set the teaching and learning objectives and tasks for your students?

12. Do you think there is a need for flight attendant subject teachers to communicate more with flight attendant English teachers to continuously improve the flight attendant English course, so as to enhance students' career competitiveness?

Appendix K: Interview with Flight Attendant Subject Teachers- Chinese version

空乘专业教师对于 ESP 课程需求的看法

背景信息

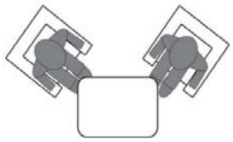
*针对空乘英语老师的问题取决于调查问卷的答案。根据实际的情况，可能会提问其他问题。

日期: _____

地点: _____

采访开始时间: _____

采访形式:



开场词

- 打招呼
- 说明研究目标
- 申明参与者的权利

主题 A：现状分析

个人信息

- 人口统计信息:

1. 年龄

2. 性别

3. 教龄

学习者的英语语言信息：

- **学习者当前的技能和语言使用情况：**

4. 您认为学生的英语能力如何？**(**说、听、读、写)

5. 您通常如何判断某项语言技能是否是学生的必备技能？有什么例子吗?

主题 B: 目标情况分析

6. 您所教授的这门课程中，英语起着怎样的作用？（在何种情况下）

7. 您是如何在您的课程中强调英语的重要性这一问题的?

13. 您认为对于学生而言，哪些英语语言技能是重要的?

14. 您通常会如何判断某一特定语言技能对于空乘学生而言是否是必不可少的?比如说，在客舱服务培训课程中能否运用英语听力和口语技能这一点。您能否举例说明?

15. 您认为对学生而言学习英语的主要资源是什么?

16. 您能否再跟我详细说一说您是如何利用这些资源来设定学生的教学与学习目标以及任务的？或者您有什么建议可以分享吗?

17. 您认为有必要让空乘专业教师与空乘英语教师加强交流，以不断改进空乘英语课程，从而提升学生的就业竞争力吗?

Appendix L: Class observation rubric

Instructor's Name: Date & Time: Duration of Class: Class Size: Students Grade: Observer's Name:				
Theme A: Content Organization	Not observed	More emphasis recommended	Accomplished very well	Notes
1. Lesson purpose clearly stated. 2. Related this lesson to previous lessons. 3. Presented overview of the lesson. 4. Presented topics with logical sequence. 5. Responded to problems raised				
Theme B: Presentation	Not observed	More emphasis recommended	Accomplished very well	Notes
6. Projected voice so easily heard. 7. Explained ideas with clarity. 8. Maintained eye contact with students 9. Listened to students questions & answers. 10. Defined unfamiliar terms, concepts, principles. 11. Provided alternative explanations for complex material. 12. Used humour appropriately.				
Theme C: Interaction	Not	More emphasis	Accomplished	Notes

	observed	recommended	very well	
13. Encouraged questions. 14. Encouraged students to answer difficult questions. 15. Encouraged students' volunteering. 16. Maintained students' attention & focus. 17. Ask questions to monitor progress. 18. Gave satisfactory answers to students' questions. 19. Responded to non verbal cues or confusion or curiosity. 20. Paced lesson to allow students taking notes. 21. Asking probing questions when student answer was incomplete. 22. Students demonstrated interest in subject matter.				
Theme D: Instructional materials and environment	Not observed	More emphasis recommended	Accomplished very well	Notes
23. Maintained a classroom environment conductive to learning and motivating. 24. Prepared students for the lesson with appropriate assignments. 25. Supported lesson with useful classroom discussions and activities. 26. Provided helpful audio-visual materials or demonstrations to support lesson. 27. Provided relevant written assignments. 28. Use technology appropriately to support the				

lesson.				
Theme E: Content knowledge and relevance	Not observed	More emphasis recommended	Accomplished very well	Notes
29. Presented material appropriate to student needs, knowledge and background. 30. Presented material appropriate to stated purpose of the course. 31. Demonstrated command of subject matter. 32. Applied/ related content to authentic situations				

Appendix M: Interview sample (Chinese transcript)

Interview with Intern Student A (Chinese Transcript)

采访时间: 26/06/2024

采访地点: Classroom 107, Teaching Building B, ZGUC

采访开始时间: 10:30a.m.

受访者性别: 女

Interviewer：你英语学习多久了？

Intern Student A：我最开始是从小学的时候，然后以前有报过英语的补习班、培训班。后来就是大学的时候进行系统学习并且开始参加英语等级考试。

Interviewer：你在中学的时候有没有继续学英语呢？

Intern Student A：中学的时候的英语就是作为必修科目，但是我没有非常用功的去学习，学的比较马马虎虎。

Interviewer：好，那你刚才说到就是你大学的时候，有去考这个英语相关的这个等级证书，是吗？

Intern Student A：我考了英语 A 级，但是现在结果还没有出来。

Interviewer：你是今年才考的对吧？

Intern Student A：对我今年才考的。

Interviewer:你现在是大学几年级？

Intern Student A：我现在是大一，九月份是大二，我是 2005 年出生的。

Interviewer：那你现在已经在航空公司接受培训了是吗?

Intern Student A：是的，我在大一的最后一个学期就被航空公司录取了。目前，我就是在航空公司培训，已经一个多月了。

Interviewer：在哪家航空公司呢?

Intern Student A：长龙航空。

Interviewer：好的，那你们平时培训的内容是什么呢?

Intern Student A：我现在是在进行一个地面的实习，大概持续一个多月。在航空公司下属的一个物业公司。

Interviewer:你在实习时，会使用到英语吗?

Intern Student A：有的，我们在培训时需要背很多英语单词，航空公司比较注重英文口语沟通。而且，我在实习时，遇到了很多外国同事，比如：机长、乘务员、执行飞行任务时，也需要用英语和他们沟通。我现在还在学习英语。

Interviewer：你现在还在学英语是吗？是哪方面的英语呢？通用英语还是空乘英语?

Intern Student A:我现在学习的主要是英语口语，日常沟通方面的。

Interviewer：日常用语，比如说，如何和客户进行沟通对吗?

Intern Student A：是的。而且我觉得最重要的是，在和他们沟通的时候，首先我要能听懂。

Interviewer：是的。

Intern Student A：前几天在工作时刚好有一个外国人，但是他讲英语我就不太听得懂，然后只能去找我的同事们寻求帮助。

Interviewer：你觉得在和外国人沟通时最大的困难是什么？

Intern Student A：我觉得外国人说话语速很快，不太能听得清他们说的单词，可能因为词汇量不太够。

Interviewer：你认为是哪方面的词汇量不太够？空乘英语还是日常沟通？

Intern Student A:我觉得日常交流方面吧，空乘英语相关的词汇我们在培训的时候背了很多相关术语。日常交流会涉及到很多口头用语，但是我不太了解，不知道怎么说。

Interviewer：你大一时有学过空乘英语这门课程吗？

Intern Student A：有的。主要是学习客舱模拟场景对话，比如：安全演示、广播词之类。我们在面试航空公司的时候，如果你能够用英文读广播词，就会很加分。

Interviewer：航空公司对于英语的要求高吗？

Intern Student A：要求很高的，比如：参加面试的时候，如果你有英语等级证书，就会脱颖而出。另外，面试老师会通过对面试者英文提问来检验英文水平。

Interviewer：你是否记得在参加面试的时候有哪些英语相关的问题吗？

Intern Student A：比如说问你的家庭情况，或者是你的爱好之类的，很简单日常的一些话题。主要看你的言谈举止、应变能力和亲和力。

Interviewer：刚才你提到了面试时如果能够用英文读广播词就会很加分对吗？

Intern Student A：对的，但是如果在读广播词时，是在有一些不会的单词，你选择跳过去省略不读或者发音错误也没有关系，面试官主要是从整体来考察你，比如：是否自信。

Interviewer：在空乘英语这门课程中，你有学习过广播词相关内容吗？

Intern Student A：有。我们在这门课的期末考试中也会考英文广播词。

Interviewer：你觉得英语对你在空乘领域的工作重要吗？

Intern Student A：重要，现在越来越多的外国人来中国旅游，在飞机上遇到的外国人越来越多。另外，在航空公司，也有很多外国乘务员。在和他们沟通的时候都需要用到英语。最重要的一点是，在一些航空公司，空乘英语水平的高低和工资有关系。

Interviewer：你的意思是说，如果你的英语能力好，就会有更高的工资待遇是吗？

Intern Student A：是的，如果想执行国际航线飞行任务的话，也会更容易一些。

Interviewer：那你未来是有想参与国际航线飞行任务的打算吗？

Intern Student A：目前的话没有想那么远，我现在想顺利通过培训考核后，能够转正成为一名正式的空乘。

Interviewer：好的。空乘英语这门课的任课老师是谁？

Intern Student A：任老师。她是用英语来给我们授课的，目的是为了营造一种英语对话的环境。有时候我们听不懂的时候，她会用中文解释。

Interviewer:你觉得在这门课中学习到的知识在现在的工作中是否有用到呢？

Intern Student A：有帮助的。有一些词语因为学过，比如：广播词等专业词汇，所以在实际工作中有印象，立刻去读的话反应也快一些。另外有一些日常问答在课堂上我们模拟过，所以我觉得帮助还是很大的。

Interviewer：好的，听说读写四项技能，你认为现在工作中哪一项用的比较多？

Intern Student A:听力。英语阅读和写作在工作中不是很常用。听力比较重要是因为首先你要听懂别人说的内容，才能回答他的问题。英语口语方面，如果你实在不知道怎么说，还可以用手势比划。

Interviewer：你觉得空乘英语这门课有什么需要扩充的教学内容吗？

Intern Student A：应该是就是我刚刚讲的听力，课堂上不太注重于听力这方面的技能锻炼。平时上课总是口语训练比较多。但是在实际工作中，特别是你在和你的外国同事再去想去沟通的话，会发现其实有时候表达还挺困难的。所以，我会使用翻译软件来和他们沟通。

Interviewer：你现在所在的航空公司对于空乘的英语要求是什么？

Intern Student A：在招聘面试时，有英语四级证书的应聘人员优先。但是一般，有四级证书的人很少，大部分都只有英语 A、B 级证书。当然，如果应聘者有小语种能力证书也会优先考虑，比如，精通日语、韩语、法语。

Interviewer：你觉得空乘英语课程的教学方式如何？是老师从头说到尾还是小组分布任务然后 PPT 展示？

Intern Student A：小组活动比较多。老师会设置一个场景，然后两到三个人一组进行情境对话。有时候，老师会采取随机抽取的方式，请同学来回答问题。另外，也有要求我们小组制作 PPT 然后在班级汇报。

Interviewer：你觉得这种上课方式怎么样？对你学习这门课程有帮助吗？

Intern Student A：我觉得是有帮助的。任老师上课不是那种很死板的，是很有趣的，能激发人学习的那种动力。小组合作这种方式很有效，因为实际的操作过，对单词理解和对话会印象更加深刻。

Interviewer：你觉得这门课程是否还有哪些需要改善的方面呢？

Intern Student A：我觉得还是能够教授一些面试有关的日常英文对话，以及多一些英文广播词的训练。

Interviewer：你觉得这门课程是否有必要融入一些 AI 技术吗？

Intern Student A：我觉得很有必要。因为 AI 现在不断地融入我们的生活，对学习和工作都很有帮助。嗯，比如说，老师如果能在课上使用 VR 就好了，这是一种很好的模拟真实场景的方式，能够营造出逼真的场景效果。

Interviewer：好的，我的访谈问题就是这些，非常感谢你的帮助。

Intern Student A：不客气。

Appendix M: Interview sample (English translation)

Interview with Intern Student A (English Translation)

Date: 26/06/2024

Location: Classroom 107, Teaching Building B, ZGUC

Interview starting time: 10:30a.m.

Gender: Female

Interviewer: How long have you been studying English?

Intern Student A: I started in primary school, and also took part in English training classes.After entering into college, I started to take English competency certificate test.

Interviewer: Did you continue to learn English in middle school?

Intern Student A: In middle school, English was a compulsory subject, but I did not study very hard, so I learned it carelessly.

Interviewer: Ok, then you just said that when you were in college, you took English competency test, right?

Intern Student A: I took part in the English A level test, but the results have not come out yet.

Interviewer: You only took the exam this year, right?

Intern Student A: I just took the exam this year.

Interviewer: What grade are you in university?

Intern Student A: I am now a freshman year, September will be my a sophomore year, I was born in 2005.

Interviewer: You have received training course in the airline now, aren't you?

Intern Student A: Yes, I was admitted by the airline in the last semester of my freshman year. At present, I have been training in the airline company for more than a month.

Interviewer: Which airline are you in?

Intern Student A: Loong Airlines.

Interviewer: Ok, how is your training?

Intern Student A: I am now doing a ground internship, which lasts for more than a month. In a property company belongs to the airline company.

Interviewer: Do you use English during an internship?

Intern Student A: Yes, we need to recite a lot of English words in training, the airlines pay more attention to oral English communication. In addition, during my internship, I met many foreign colleagues, such as the captain, flight attendant. I need to communicate with them in English. I am still learning English right now.

Interviewer: OK, you are still learning English. General English or flight attendant English?

Intern Student A: Now I mainly learn oral English, like daily communication.

Interviewer: For example, how to communicate with customers, right?

Intern Student A: Yes. And I think the most important thing is that when communicating with them, I have to understand what they say.

Interviewer: Yes.

Intern Student A: A few days ago, I happened to talk with a foreigner at work, but I didn't understand what he said, so I had to ask my colleagues for help.

Interviewer: What do you think is the biggest difficulty in communicating with foreigners?

Intern Student A: I think they speak very fast and can not hear the words they say clearly, maybe because my vocabulary is not good.

Interviewer: What kind of vocabulary do you think is not good? Flight attendant English or daily communication words?

Intern Student A: I think in terms of daily communication, we memorize a lot of related terms in the training. Daily communication involves a lot of verbal language, but I don't know much and don't know what to say.

Interviewer: Did you ever learn flight attendant English in your freshman year?

Intern Student A: Yes. Mainly is to learn the cabin simulation scene dialogue, such as: safety demonstration, broadcast and so on. When we interview for an airline, if you can read the broadcast in English, it's a bonus.

Interviewer: Do airlines have high requirements for English?

Intern Student A: Very demanding, such as: when attending the interview, if you have an English level certificate, you will stand out. In addition, the interview teacher will test the English level by asking questions in English.

Interviewer: Do you remember any questions related to English during the interview?

Intern Student A: For example, ask about your family, or your hobbies, very simple daily topics. It depends on your behavior, adaptability and affinity.

Interviewer: Now you mentioned that if you could read the broadcast in English, it will be a bonus, right?

Intern Student A: Yes, but when you are reading broadcast, there are some words you can't read, it's okay to skip or even make pronunciation errors, the examiner mainly examines you from the whole, such as whether you are confident.

Interviewer: Have you ever learned any broadcast words in the flight attendant English course?

Intern Student A: Yes. We are allowed to read English broadcast on the final exam of this course.

Interviewer: Do you think English is important to your work in the flight attendant field?

Intern Student A: Yeah, it's definitely important. I mean, more and more foreigners are coming to travel in China these days, and with that, there are a lot more foreigners flying here. Plus, in the airlines, there are a lot of foreign flight attendants as well. So, you really have to use English when communicating with them. And, honestly, one of the most important things is that, in some airlines, a flight attendant's English proficiency is actually linked to their salary. So, it's not just about being able to communicate—it can affect your pay, too.

Interviewer: You mean, if you have good English skills, you will get a higher salary?

Intern Student A: Yes, it will be easier if you want to fly on international flights.

Interviewer: Do you want to participate in the international route flight missions in the future?

Intern Student A: At present, I don't think so far away. Now I want to become a formal flight attendant after passing the training and assessment successfully.

Interviewer: Yes. Who is the teacher of the flight attendant English course?

Intern Student A: Mrs Ren. She taught us in English in order to create an environment for English dialogue. Sometimes when we can't understand, she explains it in Chinese.

Interviewer: Do you think the knowledge you have learned in this course is useful in your current work?

Intern Student A: Yes, it's helpful. Some words we have already learned in class, such as: broadcast and other professional words, so in the actual work, I can immediately read out these sentences. In addition, there are some daily questions and answers that we have simulated in class, so I think it is very helpful. Well, about writing activities, I only remembered the tasks of writing an English CV for job application. But, you know, it was very hard for me because I even not know how to start because I never write this before even it was written in another language.

Interviewer: Ok, listening, speaking, reading and writing, these four skills, which one you uses most in your recent work?

Intern Student A: Listening. English reading and writing are not very commonly used at work. Listening is more important because you first have to understand what others say to answer their questions. In spoken English, if you really don't know how to say it, you can also use gestures.

Interviewer: Do you think there is anything should be added into the flight attendant English course?

Intern Student A: I think more daily English conversation about interview and more English broadcast training would be better. Teachers don't pay much attention to the listening skills in class. Usually the class is always more like oral English training. However, in practice, especially if you want to communicate with your foreign colleagues, you will find it quite

difficult to express yourself sometimes. So, I often use the translation software to communicate with them.

Interviewer: What are the English requirements for flight attendants in your current airline?

Intern Student A: During the recruitment interview, the applicants with CET-4 certificate are preferred. But generally, there are very few people with CET-4 certificates, and most of them only have English Level A and B certificates. Of course, if the applicant has a minor language ability certificate will also be preferred, such as, proficient in Japanese, Korean, French.

Interviewer: What do you think of the flight attendant English course teaching method? Does the teacher speak all the time or assign the group distribution task?

Intern Student A: More like group activities. The teacher will set up a scene and then have a situational dialogue in groups of two or three people. Sometimes, the teacher will ask students to answer questions. In addition, we were also required to make a PPT and then report to the class.

Interviewer: How do you think of the teaching style? Does it help you to learn this course?

Intern Student A: I think it helps. Mrs Ren is not the kind of very rigid, is very interesting, can stimulate our learning motivation. Group cooperation is very effective, because of the actual operation, the words and dialogue will be more impressive.

Interviewer: Do you think there are any areas that need improvement in this course?

Intern Student A: I think more daily English conversation about interview and more English broadcast training would be better.

Interviewer: What do you think about the use of AI in teaching?

Intern Student A: I think it is quite necessary. Because AI is increasingly integrated into our lives now and it is very helpful for both learning and work. For instance, VR is a good way to simulate the real scenario which could create a vivid scenery.

Interviewer: OK, those are my questions. Thank you so much for your help.

Intern Student A: You’ re welcome.

Appendix N: Class observation rubric and notes (sample)

Instructor's Name: ESP Teacher A

Date & Time: 28/06/2024 9:40a.m - 10:20 a.m.

Duration of Class: 40 minutes

Class Size: 24 students

Students Grade: 2nd Year

Observer's Name: Zhou Yan

Theme A: Content Organization	Not observed	More emphasis recommended	Accomplished very well	Notes
1. Lesson purpose clearly stated. ① at the beginning ② "We are going to talk emergency procedures..."			✓	The teacher clearly stated the lesson objectives at the beginning, which were directly related to cabin service English. The lesson followed a logical sequence, with smooth transitions between activities and topics. However, there was minimal reference to the previous lesson, and no explicit overview of how this lesson fits into the larger course structure. She responded actively to student questions, which
2. Related this lesson to previous lessons. very few, 1-2 sentences		✓		
3. Presented overview of the lesson. ① not heard ② normally, mentioned at 1st lesson (should check)	✓			
4. Presented topics with logical sequence. ① PPT outline ② linking words "so, however, but..."			✓	
5. Responded to problems raised S: usage of "turbulence" T: explain the Chinese meaning			✓	

Theme B: Presentation	Not observed	More emphasis recommended	Accomplished very well	Notes
6. Projected voice so easily heard. use microphone			✓	The teacher spoke clearly and confidently, using humor appropriately to keep the class lively. She maintained good eye contact and listened attentively to students' answers. However, some key concepts and technical terms could have been emphasized more, and while definitions were given, there was little in-depth elaboration. For complex content, the teacher struggled to provide alternative explanations or rephrasing.
7. Explained ideas with clarity. Only Chinese meaning, without further explanation		✓		
8. Maintained eye contact with students			✓	
9. Listened to students questions & answers. have response			✓	
10. Defined unfamiliar terms, concepts, principles. few, neglect		✓		
11. Provided alternative explanations for complex material. still play audio without guidance, lack in-depth explanation		✓		
12. Used humour appropriately. Ss laugh during class activities			✓	
Theme C: Interaction	Not observed	More emphasis recommended	Accomplished very well	Notes
13. Encouraged questions. "good, excellent, right"			✓	

14. Encouraged students to answer difficult questions.			✓	The teacher encouraged students to answer difficult questions and welcomed volunteers, which created a supportive learning atmosphere. While she did attempt to engage the class, she had some difficulty sustaining attention throughout the entire lesson. She was responsive to verbal feedback but did not always pick up on non-verbal signs of confusion or hesitation. Nonetheless, students appeared interested and motivated by the content.
15. Encouraged students' volunteering.			✓	
16. Maintained students' attention & focus.		✓		
17. Ask questions to monitor progress.		✓		
18. Gave satisfactory answers to students' questions.			✓	
19. Responded to non verbal cues or confusion or curiosity.	✓			
20. Paced lesson to allow students taking notes.		✓		
21. Asking probing questions when student answer was incomplete.			✓	
22. Students demonstrated interest in subject matter.			✓	
Theme D: Instructional	Not	More	Accomplished	Notes

materials and environment	observed	emphasis recommended	very well	
23. Maintained a classroom environment conductive to learning and motivating. good vibe			✓	The classroom environment was well-managed and conducive to learning. The teacher assigned relevant group tasks, including engaging role-plays that matched the cabin service theme. Some digital tools, such as a vocabulary game app, were effectively integrated. However, there was a lack of audiovisual materials and no observed written assignments. More varied resources would help enrich the learning experience.
24. Prepared students for the lesson with appropriate assignments. not too hard, most very basic			✓	
25. Supported lesson with useful classroom discussions and activities. ① role play SA: passenger FA B: FA ② T gave feedback ✓			✓	
26. Provided helpful audio-visual materials or demonstrations to support lesson. some too hard, Ss felt confused, cannot track		✓		
27. Provided relevant written assignments. no	✓			
28. Use technology appropriately to support the lesson. PPT, vocabulary app "Bingo"			✓	

Theme E: Content knowledge and relevance	Not observed	More emphasis recommended	Accomplished very well	Notes
29. Presented material appropriate to student needs, knowledge and background. basically o/k few difficult		✓		The teacher showed strong command of the subject, partly due to her professional background as a flight attendant. She related real-life experiences to the textbook content, which made the lesson more authentic and interesting for students. While the material was appropriate in topic, the vocabulary level was somewhat advanced for the students' proficiency, and more emphasis on pronunciation and repetition would be helpful.
30. Presented material appropriate to stated purpose of the course. Some too advanced eg: turbulance, complaint"		✓		
31. Demonstrated command of subject matter.			✓	
32. Applied/ related content to authentic situations real-life experience sharing			✓	

Instructor's Comments (if any):
(Optional: Please provide feedback or clarification regarding the observation notes.)

Accurate.

Instructor's Confirmation:
I have read the observation notes above and confirm that they accurately reflect the classroom activities on the stated date.

Instructor's Signature: _____

Date: 2024/6/30

Appendix O: Side-by-side translation table (partial) and translator' s confirmation

Side-by-side Translation Table (Partial)

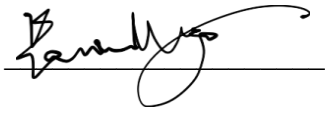
Original English item	Translated Chinese Item	Back-Translated English
1. Interacting with the cabin crew	和其他空乘交流	1. Communicating with other flight attendants
2. Writing a job application in English for aviation recruitment	用英语撰写一份航空行业招聘的求职申请材料	2.Write a job application letter for the aviation industry recruitment in English.
3. Pronouncing aviation specific terminology	正确发音航空专业词	3.Pronouncing aviation-related professional terms
4. Customer service language, eg. polite expressions for passenger interaction.	掌握客户服务用语，例如用于乘客互动的礼貌表达方式	4.Customer service language, such as the polite expressions used in passenger interactions

Translator' s Confirmation

This is to confirm that the back-translation of the instrument was completed by Yanan Wang, a certified translator and expert in English-Chinese academic translation. The goal of the back-translation was to ensure conceptual equivalence between the original English items and the translated Chinese version.

Translator: Yanan Wang

Credentials: Lecturer, Certified English-Chinese Translator

Date: 20/03/2024 Signature: 

Appendix P: Participants feedback on interview questions and observation rubric (pilot study)

ESP Needs Interview for Second-Year Students

CONTEXTURAL INFORMATION

*Questions for the flight attendance students depend on the answer from the questionnaire.

Other questions may arise depending on participants.

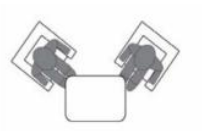
Date: _____

Add specific time & date

Location: _____

Interview starting time: _____

Interview setting:



WELCOME TO THE INTERVIEW

- Greeting
- Informing the objectives of the research
- Revise the Right of the Participant

Theme A: Present Situation Analysis (PSA)

Personal information about learners

- Demographic information:

1. Age
2. Gender

- Previous learning information:

3. Have you learned English before?

I think this question no need to ask.

How long have you learned English?

- Attitude to English:

Clear

4. Is Flight Attendant English course important to you? Why or why not?
5. Do you think your knowledge of English is a decisive factor for your success at the university? Why?
6. Do you think your knowledge of English is a decisive factor for future work? Why?

English language information about learners:

Confusing, can add some examples

7. What challenges do you face in learning English for specific purposes?
8. Have you have taken any English competency test/ certificate?

Theme B: Target Situation Analysis (TSA)

Flight Attendant English

9. Do you want to improve your English language skills?
10. What content do you want to learn in the Flight Attendant English course to study/work effectively? Why?
11. What is your preferred teaching method?

I think the two are very similar.

12. What is the learning activity that helps you to study English successfully in the Flight Attendant English course?
13. What do you think about the use of AI in teaching?

Participant Comments:

I think the questions are clear and relevant to my experience. Iva 2024/3/10

Some questions are a little bit unclear, most are good! Zh

Instructor's Name: Duration of Class: Class Size: Students Grade: Observer's Name:				
Theme A: Content Organization	Not observed	More emphasis recommended	Accomplished very well	Notes
1. Lesson purpose clearly stated. 2. Related this lesson to previous lessons. 3. Presented overview of the lesson. 4. Presented topics clear. 5. Responded to problems raised				
Theme B: Presentation	Not observed	More emphasis recommended	Accomplished very well	Notes
6. Projected voice so easily				

heard. 7. Explained ideas with clarity. 8. Maintained eye contact with students 9. Listened to students questions & answers. 10. Defined unfamiliar terms, concepts, principles. 11. Provided alternative explanations for complex material. 12. Active atmosphere. not clear it is not about presentation.				
Theme C: Interaction	Not observed	More emphasis recommended	Accomplished very well	Notes
13. Encouraged questions. 14. Encourage students' participation. what type? How? should be defined. 15. Encouraged students' volunteering. 16. Maintained students'				

attention & focus. 17. Ask questions to monitor progress. 18. Answers students' questions. Do you mean give students with satisfactory answer ? 19. Responded to non verbal cues or confusion or curiosity. 20. Paced lesson to allow students taking notes. 21. Asking probing questions when student answer was incomplete. 22. Students demonstrated interest in subject matter.				
Theme D: Instructional materials and environment	Not observed	More emphasis recommended	Accomplished very well	Notes
23. Maintained a classroom environment conductive to learning and motivating. 24. Prepared students for the lesson with appropriate				

assignments. 25. Supported lesson with useful classroom discussions and activities. 26. Provided helpful materials or demonstrations to support lesson. What kind of materials are helpful I think it can be added more details. eg. audo / video... 27. Provided relevant written assignments. 28. Use technology appropriately to support the lesson.				
Theme E: Content knowledge and relevance	Not observed	More emphasis recommended	Accomplished very well	Notes
29. Presented material appropriate to student needs, knowledge and background. 30. Presented material appropriate to stated purpose of the course. 31. Demonstrated command of				

subject matter. 32. Personal experience sharing				

confusing, It has no relationship with this rubric
how about "share related content to authentic situations"?

Participant Comments:

Well. I think some parts of the rubric were a little bit unclear. Hope my suggestions can help you! Good luck!

Liu
2024/3/12