NEEDS ANALYSIS OF THE USE OF ENGLISH BY CABIN AND GROUND SERVICES PERSONNEL IN COMMUNICATION WITH PASSENGERS

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MASTER OF ARTS THESIS

Department of Foreign Languages Education
English Language Teaching Program with Thesis
Advisor: Asst. Prof. Dr. Hakan DİLMAN

İstanbul
T.C. Maltepe University
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JÜRİ VE ENSTİTÜ ONAYI

ESRA MELİS HARMAN'ın "Kabin ve yer hizmetleri personelinin yolcularla iletişimde ingilizce kullanımlarının ihtiyaç analizi" başlıklı tezi 27.09.2024 tarihinde aşağıdaki jüri tarafından değerlendirilerek "Maltepe Üniversitesi Lisansüstü Eğitim ve Öğretim Yönetmeliği" nin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı Yüksek Lisans/Doktora/Sanatta Yeterlik tezi oy birliğiyle/oy çokluğuyla, başarılı/başarısız olarak kabul edilmiştir.

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ETİK İLKE VE KURALLARA UYUM BEYANI

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DEDICATION

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Esra Melis HARMAN

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ÖZET

KABİN VE YER HİZMETLERİ PERSONELİNİN YOLCULARLA İLETİŞİMDE İNGİLİZCE KULLANIMLARININ İHTİYAÇ ANALİZİ

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Havacılık endüstrisinde güvenli ve verimli operasyonların sağlanması için etkili iletişim; yolcular ve meslektaşlarıyla etkileşime girmeleri gerektiğinden; hem kabin ekibi hem de yer personeli için çok önemlidir. Bu araştırma; havacılık personeli için İngilizce dil becerilerinin önemini ve iletişimi geliştirmek için gerekli İngilizce'ye dair verilen eğitimleri araştırmayı amaçlamaktadır.

Yorumlayıcı fenomenolojik bir yaklaşım kullanan araştırmada, katılımcıların İngilizce dil becerilerini, iletişimde karşılaştıkları zorlukları ve mevcut eğitim programları hakkındaki düşüncelerini anlamak için çevrimiçi anketler ve yarı yapılandırılmış görüşmeler yoluyla veri toplanmıştır. Bulgular, çoğu havacılık personelinin temel İngilizce yeterliliğine sahip olmasına rağmen, çeşitli İngilizce aksanlarını anlama, farklı kelimeler kullanma, karmaşık bilgileri net bir şekilde aktarma, kültürel farklılıkları anlama ve stresli durumlarda iletişim engellerini yönetme konusunda zorluklarla karşılaştıklarını ortaya çıkarmıştır.

Bu bulgulara dayanarak araştırma personel yeterliliğinin artırılması için havacılığa özel dil eğitim programlarının geliştirilmesi gerektiğini önermektedir. Bu programlar müşteri hizmetleri dil becerilerine ve sektöre özgü terminolojiye odaklanmalıdır. Bu araştırma, kabin ekibinin ve yer personelinin yolcularla günlük etkileşimlerinde karşılaştıkları dil gereksinimlerini karşılamak için mesleki gelişim ve eğitime yönelik süregelen ihtiyacın altını çizmektedir.

Anahtar Sözcükler: Gereksinim Analizi, Kabin Ekibi, Yer Hizmetleri Personeli, İngilizce Yeterlilik, Havacılık İngilizcesi,

ABSTRACT

NEEDS ANALYSIS OF THE USE OF ENGLISH BY CABIN AND GROUND SERVICES PERSONNEL IN COMMUNICATION WITH PASSENGERS

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Effective communication is essential for both cabin crew and ground staff to ensure safe and efficient operations in the aviation industry, as they need to interact with passengers and colleagues. This study aims to investigate the importance of English language skills for aviation staff and the training provided in English to improve communication.

Using a qualitative phenomenological approach, the study collected data through online surveys and semi-structured interviews to understand the participants' English language skills, the difficulties they face in communication, and their thoughts on the current training programs. The findings revealed that although most aviation staff have basic English proficiency, they face difficulties in understanding various English accents, using different words, conveying complex information clearly, understanding cultural differences, and managing communication barriers in stressful situations.

Based on these findings, the research recommends that aviation-specific language training programs should be developed to increase personnel proficiency. These programs should focus on customer service language skills and industry-specific terminology. This study highlights the ongoing need for professional development and training to meet the language needs of cabin crew and ground staff in their daily interactions with passengers.

Key words: Needs Analysis, Cabin Crew, Ground Staff, English Proficiency, Aviation English

GENİŞLETİLMİŞ ÖZET

KABİN VE YER HİZMETLERİ PERSONELİNİN YOLCULARLA İLETİŞİMDE İNGİLİZCE KULLANIMLARININ GEREKSİNİM ÇÖZÜMLEMESİ

Havacılık endüstrisinde etkin iletişim, operasyonel verimlilik, yolcu güvenliği ve müşteri memnuniyeti için çok önemlidir. Bu araştırma, havacılık sektöründe kabin ve yer hizmetleri personelinin İngilizce dil yeterliliği gereksinimlerini ve karşılaştıkları dil engellerini incelemeyi amaçlamaktadır. Kabin ve yer hizmetleri personelinin yolcularla, meslektaşlarıyla ve diğer ilgili kişilerle etkileşimde bulunmaları gerekmektedir. Araştırmada, personelin farklı İngilizce aksanlarını anlama ve havacılık sektörüne özgü terminolojiyi kullanma konusunda yetersiz hissettikleri, kültürel farkındalık eksikliği yaşadıkları ve stresli durumlarda iletişim kurmakta zorlandıkları belirlenmiştir. Bu doğrultuda, havacılık personelinin ihtiyaçlarını karşılayacak eğitim programlarının aksan eğitimi, teknik terimler ve senaryo tabanlı uygulamalar gibi konulara odaklanması gerektiği vurgulanmaktadır. Bu bağlamda bu araştırma, havacılık sektöründe çalışan personelin İngilizce kullanımına yönelik ihtiyaçlarını belirlemeye ve bu doğrultuda geliştirilecek dil eğitim programları için öneriler sunmaya odaklanmaktadır.

Araştırmada nitel araştırma yöntemi kullanılmıştır. Araştırma öncelikle niteldir çünkü asıl amacı kabin ekibinin ve yer personelinin İngilizce dil yeterlilikleri ve iletişim zorluklarıyla ilgili kişisel deneyimlerini ve görüşlerini keşfetmektir. Anketleri bilgi toplamak için bir ön araç olarak kullanırken, analizin asıl amacı, katılımcıların düşüncelerini ve deneyimlerini kendi sözleriyle ifade etmelerine olanak tanıyan yarı yapılandırılmış görüşmelere dayanmaktadır. Görüşmeler, nitel araştırmanın önemli bir özelliği olan tematik olarak analiz edilen zengin, tanımlayıcı veriler sağlamıştır. Veri toplama araçları olarak çevrimiçi anketler ve yarı yapılandırılmış görüşmeler tercih edilmiştir. Kabin ve yer hizmetleri personeline yönelik iki ayrı Google Forms anketi hazırlanmış ve dağıtılmıştır. Anketlere katılan kabin ekibi 50 katılımcıdan, yer hizmetleri personeli ise 30 katılımcıdan oluşmaktadır. Anketler, katılımcıların İngilizce dil

yeterliliklerini, iletişimde karşılaştıkları zorlukları, mevcut eğitim programlarına olan memnuniyetlerini belirlemeyi hedeflemiştir. Yarı yapılandırılmış görüşmelere ise kabin ekibinden 15 ve yer hizmetleri personelinden 11 katılımcı dahil edilmiştir.

Fenomenolojik yaklaşımın da kullanıldığı bu araştırmada, katılımcıların günlük işlerinde İngilizce dil yeterlilikleri ve iletişim kurarken karşılaştıkları zorluklar detaylı bir şekilde incelenmiştir. Fenomenoloji, bireylerin deneyimlerinin özünü anlamayı hedefleyen bir yöntemdir ve bu araştırma, kabin ve yer hizmetleri personelinin dil kullanımına dair kişisel deneyimlerini derinlemesine analiz ederek, dil eğitimi ihtiyaçlarını daha iyi anlamayı sağlamıştır. Bu yöntemler, katılımcıların dil kullanımı konusundaki deneyimlerini ve algılarını anlamaya yardımcı olmuştur.

Araştırmada yapılan anket sonuçlarına göre, katılımcıların büyük çoğunluğu genel İngilizce eğitimlerini üniversitede almışlardır. Katılımcılar, İngilizce yeterliliğinin sadece rutin görevleri yerine getirmek için değil, aynı zamanda beklenmedik durumları yönetmek ve yolcu memnuniyetini sağlamak için de önemli olduğunu ifade etmişlerdir. Birçok katılımcı, çeşitli aksanları anlamakta ve hızlı konuşmaları takip etmekte zorluk yaşadıklarını belirtmiş; bu durumun yanlış anlaşılmalara ve operasyonel zorluklara yol açabileceğine dikkat çekmiştir. Ayrıca, katılımcılar mevcut İngilizce eğitimlerinin havacılığa özgü terminolojiye ve gerçek yaşama dayanan senaryolara yeterince odaklanmadığını, bu nedenle günlük görevlerinde etkili iletişim kurmak için gerekli becerileri kazanmakta zorlandıklarını ifade etmişlerdir. Katılımcıların belirttiğine göre, bu durum hem aldıkları yükseköğretim eğitiminin havacılık sektörünün ihtiyaçlarını karşılayacak şekilde yapılandırılmamış olmasından, hem havacılık eğitim programlarının İngilizce'ye dair sağladığı eğitimin yeterli olmamasından kaynaklanmaktadır. Bazı katılımcılar, kendilerini İngilizce konuşurken yeterli hissetmedikleri için dışarıdan İngilizce dersleri aldıklarını belirtmişlerdir. Genel olarak, araştırma, havacılık personelinin çeşitli iletişim görevlerini etkili bir şekilde yerine getirmeleri için daha hedefe yönelik ve pratik dil eğitimine duydukları talebe dikkat çekmektedir.

Aynı şekilde, Liu ve Zhu (2016), Çin Güney Havayolları için geliştirilen kabin hizmet İngilizcesi eğitim programının önemine vurgu yaparak, havacılık sektöründe çalışanların dil becerilerini geliştirmeye yönelik özelleştirilmiş eğitim programlarının gerekliliğini

desteklemektedir. Eğitim programlarının, personelin farklı kültürel arka planlardan gelen yolcularla etkili iletişim kurmasını sağlamak için dilsel yeterlilik ve kültürel farkındalık üzerine odaklanması gerektiğini belirtmişlerdir. Ayrıca, Iswari (2017) tarafından yapılan bir çalışma, Endonezya'daki kabin ekibi için geliştirilen görev odaklı İngilizce konuşma materyallerinin, pratik ve senaryolara dayalı eğitimlerin iletişim becerilerini geliştirmede ne kadar önemli olduğunu göstermiştir. Bu araştırma, Yuqing'in (2011) de vurguladığı öğrenme ortamlarının önemini desteklemektedir, çünkü uçuş görevlileri, yolcularla gerçek hayattaki etkileşimleri yansıtan alıştırmalardan büyük ölçüde faydalanmaktadır.

Araştırmanın bulguları, havacılık sektöründe dil eğitiminin hem teorik hem de pratik unsurları bir araya getirmesi gerektiğini göstermektedir. Nguyen, Terry, Phan, Vickers, ve McInerney, (2018) tarafından yapılan bir araştırma, sürekli eğitim ve düzenli değerlendirmelerin, havacılık personelinin yüksek iletişim standartlarını koruması için gerekli olduğunu vurgulamaktadır. Bu, araştırmanın havacılık sektöründeki dil eğitim programlarının sürekli öğrenmeyi teşvik etmesi gerektiği önerisiyle uyuşmaktadır. Barkhordari ve Chalak (2017) ise, İran Hava Yolları'nın havaalanı hizmetleri personeli arasında yaptıkları gereksinim çözümlemesinde İngilizcenin uluslararası yolcularla etkili iletişimde oynadığı önemli rolü vurgulamışlardır.

Yer hizmetleri ve kabin ekiplerinin dil eğitimi ihtiyacına ek olarak bu araştırma, personelin çalışma koşullarının da dil yeterliliklerini etkileyebileceğini ortaya koymaktadır. Yoğun çalışma saatleri ve sürekli değişen vardiyalar, personelin dil eğitimi için zaman bulmasını zorlaştırmaktadır. Bu nedenle, havayolu şirketlerinin, çalışanlarına esnek ve erişilebilir dil eğitimi programları sunmaları önerilmektedir.

Bu bağlamda, araştırmanın sunduğu öneriler arasında endüstriye dair terminoloji eğitiminin artırılması, katılımcıların farklı İngilizce aksanları ve lehçeleri anlamalarını kolaylaştırmak amacıyla eğitim programlarına İngilizce dinleme egzersizlerinin eğitimlere eklenmesi yer almaktadır. Bu eğitimlerde, çalışanlar sıklıkla karşılaştıkları İngilizce aksanlarına ve bölgesel lehçelere maruz kalarak, duyduklarını daha iyi anlama ve bu çeşitliliğe uygun olarak yanıt verme becerilerini geliştirebileceklerdir. Ayrıca, çalışanların günlük görevlerinde karşılaşabilecekleri zorlukları gerçek yaşamda deneyimlemelerini sağlayacak gerçek durum simülasyonları da önerilmektedir. Bu

simülasyonlar, yolcularla yaşanabilecek dil kaynaklı sorunları pratik bir ortamda deneyimleme ve çözme imkanı sunacak şekilde yapılandırılacaktır. Bu tür uygulamalar, çalışanların yalnızca teorik bilgilerini değil, aynı zamanda gerçek dünyada karşılaşabilecekleri durumlarda etkin iletişim kurma yetkinliklerini de geliştirmeyi hedeflemektedir. Bunun yanı sıra, kültürel duyarlılık ve iletişim becerileri eğitiminin de entegre edilmesiyle, personelin hem dilsel hem de kültürel olarak donanımlı hale getirilmesi amaçlanmaktadır.

Dil eğitimi programlarının başarısını değerlendirmek ve sürekli iyileştirmek için düzenli geri bildirim mekanizmalarının oluşturulması da önemlidir. Bu araştırma, katılımcıların dil eğitimi programları hakkında geri bildirimde bulunmalarının, programların etkinliğini artırmada önemli bir rol oynadığını göstermektedir. Geri bildirimler, programların güçlü ve zayıf yönlerini belirleyerek, eğitimin sürekli olarak güncellenmesini ve personelin ihtiyaçlarına daha çok fayda sağlayacağı öngörülmektedir.

Havacılık sektörü, bu bulguları ve önerileri dikkate alarak, personelinin dil yeterliliğini geliştirebilir. Bunun yanı sıra, bu araştırma, kabin ekibi ve yer personelinin yolcularla günlük etkileşimlerinde karşılaştıkları dil gereksinimlerini karşılamak için sürekli gelişim ve eğitime olan ihtiyacı da vurgulamaktadır. Bu da, hem çalışan memnuniyetini artıracak hem de operasyonel verimliliği sağlayarak müşteri memnuniyetini en üst düzeye çıkaracaktır.

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1. INTRODUCTION

The aviation industry is an essential component of the world economy which enables trade, tourism, and transportation. The aviation industry, which includes airlines, airports, aircraft manufacturers, and related service providers, is essential to the global transportation of people and products. The more air travel continues to expand, especially in developing nations, the more the aviation sector is under pressure to maintain high standards of consumer satisfaction.

Aviation industry is the key component of keeping people, companies, and economy engaged globally. It is crucial for global tourism, trade, and economic growth. The sector makes it possible for people and goods to be transported quickly and effectively and therefore, cutting down on the time of travelling. According to Airports Council International (ACI), (ACI World

- the Voice of the World's Airports, 2024), the aviation sector plays a vital role for fostering global economic growth, supporting trade, and connecting people from all around the world together. The CEO and director general of IATA, the International Air Transport Association, (2018) stated, "The aviation industry supports 2.4 trillion dollars in GDP and creates 58 million employments." According to Zhang & Graham, (2020) because it makes it possible for people and goods to travel to destinations quickly and provides jobs for millions of people across a great many nations and professions, the aviation sector plays a significant role in terms of developing and expanding the global economy.

The aviation industry depends highly on having a common language to keep the communication going across many linguistic and cultural contexts due to its worldwide reach. English is accepted as the international language of aviation and is also essential for a standard communication. The most crucial conversations that occur are those between customers and the staff members who offer services in the cabin and while on the ground.

Being fluent in English is essential for making communication possible between airline personnel and passengers from diverse language backgrounds, since it is the universal language of international flight. Language competency and communication skills are essential requirements for cabin crew and ground staff to provide passengers or colleagues with any type of information, answer questions quickly, and deal with any type of issues that come to mind regarding a flight experience. However, there is still a lack of knowledge on the specific needs and difficulties encountered by ground staff and cabin crew when using English in their communications with passengers, despite the fact that the significance of English proficiency in aviation communication is widely acknowledged.

1.1 Statement of the Problem

Miscommunication can create significant discomfort, especially during situations when clear instructions are required to be given by the cabin crew to the passengers. Skogstad, Dyregrov, and Hellesoy (1995) put emphasis on the fact that cabin crew and ground staff often struggle with exchanging essential information about flight status and passenger needs due to inadequate communication methods and procedures. This lack of effective communication can lead to operational problems and delays in aircraft turnaround times. Furthermore, weak coordination between ground staff and cabin crew can create disruptions in the flow of work. Improving the clarity of task delegation and coordination between these groups is crucial to avoid confusion and redundant work (Piven, 2022)

1.2 Purpose of the Study

The purpose of this study is to examine the English language proficiency levels of cabin crew and ground staff and to identify the specific challenges they encounter when communicating with foreign passengers. By conducting a needs analysis, the study aims to determine the situational, linguistic, and communicative factors that influence effective English

communication in the aviation sector. The research seeks to identify the areas that require more intensive English language support and training by pinpointing the linguistic needs and communication scenarios faced by ground staff and cabin crew. The findings will

provide insights into the key issues participants face, such as difficulties in understanding accents, using technical terminology, and managing communication under pressure. Ultimately, this study aims to offer practical recommendations for developing targeted training programs that can improve English proficiency, overcome communication barriers, and help aviation personnel deliver professional customer service to passengers.

1.3 Significance of The Study

The significance of this study is to investigate the communication methods within the the cabin crew and the ground staff members. A broad understanding of the language problems encountered in the industry is apparent when we look at the level of English proficiency required of ground staff and cabin crew. With this information, specific modifications can be implemented in order to guarantee that the language skills of aviation staff match the tasks that have been delegated to them which will eventually improve operational effectiveness and the overall traveler experience. Effective communication is a critical factor in an emergency. Identifying the language difficulties that ground staff face will help to improve ground operations by lowering the possibility of miscommunications and mistakes.

1.4 Limitations

The study did not describe the language learning curricula that ground staff or cabin crew members had taken. Moreover, it was not possible to take into account outside factors that could have had an impact on English language competency. These factors could be educational background, motivation to learn the language, or cultural context. One of the primary limitations of this study was the challenge in providing participation from ground staff members. It was difficult to get ground staff that was available or willing to work together because of their busy schedules and the constantly changing nature of their jobs. Furthermore, there wasn't much time in the office to interact with possible volunteers and convince them to take part in the study. The findings' generalizability might have been impacted by these factors.

1.5 Keywords and Identification

In this study, English language proficiency levels of cabin crew and ground staff members and the specific challenges they face in effectively communicating with passengers were identified. The keywords of this research are cabin crew, ground staff, English proficiency, aviation English, needs analysis.

– The International Civil Aviation Organization (ICAO) defines cabin crew as: "Licensed personnel responsible for the safety and comfort of passengers on board an aircraft, including enforcing safety regulations and assisting in emergency situations" (ICAO, n.d.).

– The International Air Transport Association (IATA) defines ground staff as: "Personnel employed by airlines or handling agents who work on the ground, primarily responsible for passenger services, baggage handling, aircraft maintenance, and logistics to ensure smooth airport operations" (IATA, n.d.).

2. LITERATURE REVIEW

2.1 Introduction

This chapter looks at earlier studies on how ground and cabin services employees communicate with passengers in English. This chapter focuses on several kinds of studies to highlight important findings, methods used, and areas that need further study in this area.

2.2 Needs Analysis

The concept of needs analysis has drawn a lot of attention in both professional and educational aspects since it plays a crucial role in the creation of instructional strategies, curricula, and programs. According to Daniala (2023), needs analysis is becoming a vital tool for curriculum writers, educators, and trainers as a methodical way to identify the gaps between learners' existing proficiency levels and intended goals. Hutchinson and Waters (1987) emphasized that needs analysis should not only consider the linguistic needs of learners but also take into account the specific contexts in which they will use the language. They argued that needs analysis should address both the target needs which is what learners need to do with the language, and learning needs which is how learners can best acquire the language. By focusing on these aspects, educators can ensure that the training content is relevant, motivating, and aligned with the real- world application of language skills. Teachers can improve the learning phase by using needs analysis to modify their teaching strategies to identify the distinctive requirements, preferences, and characteristics of their students. Gould, Kelly, White, and Chidgey (2004) also emphasized that needs analysis is a systematic approach to identify the gaps between learners' planned goals and their current skill levels, making sure that training and educational interventions are properly adapted to match the learner's specific needs.

2.2.1 History of needs analysis

Over the past few decades, the concept of needs analysis has undergone significant transformations. The origins of needs analysis can be traced back to the 1960s and 1970s,

when pioneers like Munby (1978) introduced a more systematic approach to analyzing the specific language needs of learners. Munby's Communicative Syllabus Design (1978) was one of the earliest frameworks to prioritize identifying learners' communicative requirements based on specific contexts, such as occupational or academic settings. The work of Hutchinson and Waters (1987) also put emphasis on the importance of aligning language training with what learners aim to achieve through language acquisition. This also aligned with the evolving understanding that language training should fulfill a purpose and be relevant to the learners' personal experiences (Sönmez, 2019). Since then, needs analysis has become a fundament in the development of English for Specific Purposes (ESP) courses, guiding the design of targeted language training programs across various fields.

2.2.2 Importance of needs analysis in aviation english

Needs analysis is particularly crucial in the aviation industry due to the high frequency and complexity of communication required for both safety and operational efficiency. Chute and Wiener (1996) emphasized that misunderstandings or communication failures in the aviation sector can have catastrophic consequences. This is especially true in high-pressure environments, such as during emergency situations, where clear and effective communication can be the difference between safety and disaster. To prevent such risks, Singh et al. (2021) argue that a thorough needs analysis in the aviation industry must consider not only the communicative tasks that employees must perform but also the unique language barriers they encounter daily. By addressing these challenges, language training programs can be developed to meet the actual needs of aviation professionals.

The roles of cabin crew and ground staff, for instance, require them to manage various communication scenarios, from handling routine passenger requests and providing safety instructions to managing conflicts and delivering announcements. According to Barkhordari and Chalak (2017), cabin crew must have a high level of communicative competence to maintain excellent customer service and effectively manage the diverse and dynamic environment they operate in. This includes not only being able to respond to passenger inquiries but also using specific terminology to convey complex information in clear, concise language. Furthermore, ground staff must coordinate with numerous

stakeholders, including international passengers and other airline personnel, requiring a strong grasp of intercultural communication and language adaptability (Barkhordari & Chalak, 2017).

Including these considerations, a comprehensive needs analysis identifies the linguistic, functional, and strategic language needs specific to aviation employees(Hutchinson & Waters, 1987). Hutchinson and Waters (1987) highlight that the results of such an analysis provide invaluable insights that guide the design and content of English for Specific Purposes (ESP) programs, ensuring that these programs are not only relevant but also practical for real-world application. This approach ultimately enhances the ability of aviation personnel to perform their duties effectively, ensuring both operational efficiency and passenger safety.

2.2.3 Conducting needs analysis for aviation english

Conducting a needs analysis involves collecting data through various methods such as surveys, questionnaires, interviews, observations, and tests. In this study, two separate online Google Forms were used to collect data from cabin crew and ground staff so that the specific needs and challenges of each group were identified separately.

Surveys are useful for gathering data on language proficiency levels, learning preferences, and specific needs of aviation personnel. Mann (1998) notes that questionnaires are an effective way to obtain a broad overview of learners' needs and preferences. On the other hand, interviews provide qualitative insights into the experiences, challenges, and perceptions of aviation professionals regarding their use of English. According to Sönmez (2019) interviews help gain a deeper understanding of the learners' context.

Observing aviation personnel in their work environment helps identify the real-life communicative tasks they perform and the specific language skills required. Dewi and Qamariah (2023) point out that observation is a valuable method for obtaining authentic data on the communicative demands of the target context.

Needs analysis is a vital component in developing effective language training programs for the aviation industry. Dewi and Qamariah (2023) emphasize that needs analysis is an essential part of any successful educational program, ensuring that the content and methods meet the specific needs of the learners. The goal of using needs analysis in this study is to pinpoint the particular language requirements of ground services employees and cabin crew. A needs analysis informs instructional practices and allows educational interventions to be adjusted to match the needs and preferences of the employees.

2.3 English in Aviation

Due to linguistic obstacles, there can be miscommunications and confusion among aviation professionals all over the world. Kraśnicka (2016) stated that tragic aviation accidents highlighted the issue of air traffic controllers and aircraft crews not understanding English, drawing attention to the International Civil Aviation Organization (ICAO) to identify these linguistic challenges.

The aviation industry uses English as the international language to improve communication and prevent miscommunications. However, for communication to be effective, aviation professionals must meet certain English proficiency standards. As people's reliance on flying increases, the aviation industry has begun to be more aware of the crucial role of Aviation English. Stezhko, (2022) emphasized that both phraseology and basic language must be specifically adapted to the aviation industry.

Previous studies have extensively examined the English language needs of cabin crew and ground staff to identify the specific skills required for effective communication in aviation contexts. Dhanasmithivesn (2007) conducted a needs analysis on Thai cabin crew employed by China Airlines, highlighting that speaking and listening were the most critical language skills needed for successful interactions with international passengers and during emergency situations. The study emphasized that these skills are vital for conveying safety instructions, handling passenger inquiries, and managing conflicts.

Similarly, an earlier study titled Spoken and Written Communication Needs of Aviation Management Trainees (1996) explored the language requirements of trainees in ground operations. The findings showed that both spoken and written English are essential for

performing administrative tasks and managing ground operations effectively. The study suggested that training programs should include industry-specific terminology and focus on real-life scenarios to better prepare ground staff for the diverse communication situations they encounter in their roles.

Prachanant (2012) further expanded on the topic by examining the language needs of pre-service cabin crew in the tourism and aviation industries. The study identified significant gaps in existing English language programs, particularly in their ability to prepare trainees for practical communication challenges. To address these gaps, Prachanant recommended incorporating more role-playing activities, simulations, and in-flight communication exercises into the curriculum. These findings highlight the necessity of bridging the gap between theoretical knowledge and practical application.

The examination of English language needs among aviation professionals has gained traction in Turkey, with several studies focusing on the development and evaluation of language training programs and proficiency tests. Arslan and Kavaklı (2017) explored how the European Association for Language Testing and Assessment (EALTA) guidelines are applied in the development of Turkey's foreign language proficiency test, YDS. This study highlighted the necessity for standardized language assessments that accurately reflect the specific communication needs of different professions, including aviation. The research put emphasis on the fact that using international guidelines as a baseline helps ensure that language testing is both effective and contextually appropriate for diverse fields, such as aviation (Arslan & Kavaklı, 2017).

Sezen Arslan (2021) conducted an insightful study on the experiences of flight attendants with English proficiency tests which are delivered by computer. This research found that although these tests are generally effective, they often fail to replicate real-life communication scenarios encountered by flight attendants. As a result, the study supports the inclusion of more work- related contexts and practical communication tasks in language assessment methods, ensuring that the tests accurately reflect the professional needs and linguistic demands faced by aviation personnel (Arslan, 2021).

Further research by Yakut and Aydın (2014) found out useful information on the use of blogs as a tool for enhancing English reading comprehension skills among Turkish EFL

learners. The study's findings are relevant for aviation professionals, particularly for ground staff and cabin crew who often need to navigate complex manuals and operational instructions written in English. Their research suggests that integrating technology-based learning methods could significantly benefit aviation employees by improving their reading comprehension and overall language proficiency (Yakut & Aydın, 2014).

Cabin crew and ground staff regularly interact with passengers and represent their airlines as ambassadors for the company. Therefore, they must be able to communicate fluently in English to assist passengers effectively (Xiaoqin & Wenzhong, 2016). Similar to other airline staff members, cabin crew must be sure that their command of English is sufficient to avoid misunderstandings during interactions with passengers. Chen and Chang (2005) stated that proficiency examinations for airport ground staff are necessary. They noted that many airlines have started evaluating both ground staff and cabin crew personnel because they interact with manufacturers, suppliers, government agencies, and other foreign organizations to ensure proper operations.

English proficiency is also limited by the busy schedules of aviation workers, which only leaves little time for language study. Balancing work and language study can be tough, leading the progress to be slow. Ewen, Jenkins, Jackson, Jutley-Neilson, & Galvin, (2020) add that the high levels of stress and time constraints in aviation jobs can negatively affect workers' willingness to dedicate time to language study.

Aviation staff deal with passenger needs, and navigate language and cultural barriers. In the international aviation industry, cabin crew and ground staff face issues that cross national boundaries. Kim and Park (2014) explain that, as front-line airline representatives, they deal with various linguistic, cultural, and operational challenges daily. They need to be skilled in different areas to meet the aviation industry's high expectations, including handling global regulations, Kim and Park (2014) also highlight that most challenges include miscommunications during emergencies, language barriers, and delivering consistent customer service. Good language skills are essential to overcome these challenges.

2.3.1 English in Aviation in Türkiye

In Türkiye the quality of English language training can vary significantly by region and institution. Kırkgöz, (2007) explain that the difficulties Turkish citizens face in learning English are not unique to the aviation sector but reflect larger issues within the nation's educational system and society. Although English is taught in Turkish schools as one of the main subjects from an early age, Acar, (2015) argue that there is little practical use of the language in everyday life. This limited exposure to real-world English situations outside of the classroom is an obstacle for students' ability to acquire fluency and competency. Gould et al. (2004) point out that inadequate resources, poor teaching methodologies, and a lack of skilled educators negatively impact language acquisition. Alderson, (2011) adds that insufficient support and education can cause aviation industry candidates to struggle with technical vocabulary essential for flight operations. As a result, there are few opportunities for practicing public speaking in daily conversations. Language learners in Türkiye often find it difficult to find situations or environments where they can practice their English skills which limits their ability to become fluent in conversations.

A study by Mede, Koparan, and Atay (2018) explored the perceptions of students, teachers, and graduates regarding the Civil Aviation Cabin Services English for Specific Purposes (ESP) program in Türkiye. The study revealed that while the program addressed some language needs of cabin crew, it lacked sufficient focus on real-world communication scenarios and cultural sensitivity training. Participants emphasized the need for more practical language activities, such as simulations and role-playing, to better prepare them for in-flight interactions and handling diverse passenger demands (Mede, Koparan, & Atay, 2018).

Alkur (2019) evaluated an English language program in a Civil Aviation Cabin Services Program at a vocational school in Türkiye using the CIPP (Context, Input, Process, and Product) evaluation model. This model helps assess educational programs by looking at their context, resources, implementation, and outcomes. The study found that the program had gaps in both course content and physical resources, suggesting it didn’t fully address the language needs of aviation personnel. This indicates the importance of conducting a

detailed needs analysis to ensure that training programs are aligned with the real-world language requirements of aviation staff. (Alkur, 2019).

Xiaoqin and Wenzhong (2016) put emphasis on the importance of raising standards for English language training, offering real-world practice opportunities, and integrating English training sessions into professional development programs specific to aviation. Herasymenko, Muravska, and Pidlubna (2021) highlight the necessity of lifelong learning and creating supportive environments to motivate and boost the confidence of language learners in Türkiye's aviation sector. Kraśnicka, (2016) states that English has become the lingua franca of international aviation, making it the primary language for pilots, air traffic controllers, cabin crew, and ground personnel. As air travel continues to increase, English has become the main language of communication for aviation professionals worldwide, including in Türkiye. English is widely used in the aviation industry in Türkiye and many other countries, facilitating communication with foreign counterparts. As the industry becomes more global, effective communication in English has become crucial for Turkish aviation employees. Xiaoqin and Wenzhong (2016) state that cabin crew members must speak English well to have clear communication with passengers and deal with any situations that may occur during flights. Farris, Trofimovich, Segalowitz, and Gatbonton (2008) state, "The complexity of aviation communication necessitates a high level of language proficiency, especially in high-stress situations where misunderstandings can lead to critical errors." Alderson (2011) also states, "Aviation professionals must be equipped with not only technical skills but also improve language abilities to navigate the multicultural environment of international flights."

2.4 Situational Contexts of English Communication in Aviation

English is the universal language in aviation, helping pilots, air traffic controllers, ground staff, and cabin crew communicate easily. According to Chong, (2007) the way ground staff and cabin crew use language is shaped by their specific situations. Factors like the passengers' backgrounds, the length of the flight, and the type of interaction all influence how airline staff choose their words and communicate. For example, Unnahasuttiyanon (2020) mentions that when dealing with passengers who don't speak English well, staff might need to use simpler language and speak clearly to help them understand.

Medical emergencies on board can also get worse by miscommunications. If a passenger can't explain their symptoms clearly to a flight attendant who has limited English proficiency levels, the medical attempt can be late and make the situation worse. For example, if a passenger has dietary restrictions and asks for a specific meal, but the cabin crew member doesn't understand the terminology, they might end up serving the wrong meal, which could lead to serious health issues or leave the passenger feeling frustrated and dissatisfied (Kim & Elder, 2009).

Ground staff also face communication challenges, like handling baggage issues. If for instance, ground staff cannot understand a passenger's complaint about a lost baggage, the problem might not be resolved quickly. Miscommunication can also happen when passengers ask for directions in the airport. If the ground staff member gives wrong instructions due to insufficient language use, the passenger might get lost, miss their flight, or become stressed (Barkhordari & Chalak, 2017).

Boarding procedures can also be affected by misunderstandings. If passengers do not understand the cabin crew's instructions about seating and boarding order, it can disrupt the flight schedule. Questions about customs and immigration forms can lead to complications if ground staff can't give clear answers, causing passengers to fill out forms incorrectly and face delays at the checkpoint. These examples show the critical need for cabin crew and ground staff to have good command of English communication skills.

2.5 Global Perspectives on Cabin Crew and Ground Staff English Needs

Research on the language requirements of both cabin crew and ground staff highlights the critical role of English proficiency in providing clear communication during flights. Drayton, (2021) puts emphasis on the fact that during emergencies, effective communication is vital since language barriers can impact already stressful situations. In such scenarios, the ability to convey instructions clearly and succinctly in English can be a matter of life and death, as cabin crew need to quickly communicate with passengers from diverse linguistic backgrounds. Suthatorn and Charoensukmongkol (2018) puts emphasis on the fact that intercultural communication skills are equally crucial which enables cabin crew to deliver professional and courteous service. Their duties range from

greeting passengers and serving meals to addressing passenger needs all requiring clear and effective English communication.

Ground staff are equally important in maintaining smooth operations. Barkhordari and Chalak (2017) identified that proficient English is essential for tasks like coordinating with air traffic control, managing check-in procedures, and handling baggage. Misunderstandings in these areas can cause delays and increased costs. For instance, precise English communication is necessary when ground staff relay instructions between the cockpit and the control tower to ensure mutual understanding and prevent errors. During check-in, the staff must clearly give instructions on baggage policies and security procedures to passengers to avoid confusion and keep line moving smoothly. In handling baggage related issues, the staff must accurately follow loading and unloading instructions to ensure all luggage arrives at its destination on time.

Effective communication by both cabin crew and ground staff has a big impact on a passenger's travel experience. Kim and Park (2014) point out that how well these employees can answer questions, give clear instructions, and solve problems is directly related to customer satisfaction. Good English skills among cabin crew makes satisfactory in-flight services possible, while ground staff play a key role in boarding and gate announcements, which helps reduce passenger anxiety and improves overall airport efficiency. As the airline industry becomes more global, it's essential for both cabin crew and ground staff to continually improve their English skills. Training programs that focus on both general English proficiency and aviation-specific terminology are crucial. Singh et al. (2021) suggest that regular language assessments and ongoing professional development opportunities are necessary for maintaining high communication standards in the aviation industry.

Kim and C. Elder, (2009) explore the challenges faced by Korean aviation professionals in using English as a common language in the industry. They found that many Korean personnel struggle with aviation English, particularly in understanding and responding to non-native English accents. The study highlights the importance of English language training programs that deals with these specific challenges to improve communication and safety. Woodman, (2012) also puts forward the critical role that English proficiency

plays for cabin crew, mentioning that effective communication is not just beneficial but also essential for safety and service excellence in the aviation industry. She emphasizes the diverse linguistic demands faced by cabin crew, who must navigate interactions with passengers from various cultural and linguistic backgrounds.

Research by Piven (2022) points out that continuous professional development in language skills is essential for maintaining high standards service in the aviation industry. Moreover, a study by Dũng, Hanh, and Hang (2023) points out that language proficiency significantly impacts job performance and job satisfaction among cabin crew and ground staff. This puts emphasis on the broader implications of language training on job effectiveness and job satisfaction of employees. Finally, Kumpan and Kharlamova, (2019) state *"Integrating real- world scenarios into language training programs helps aviation professionals apply their skills more effectively in their daily duties."* This supports the recommendation for practical, training methods that are based on real-life scenarios.

Xiaoqin and Wenzhong (2016) examine a specialized English training program for cabin crew at China Southern Airlines. They put emphasis on the importance of integrating language learning with practical tasks that cabin crew come across on a regular basis. This approach makes the training more relevant and effective by connecting classroom learning with real- world scena rios. The authors found that this method significantly improves the communication skills of cabin crew, which in turn enhances service quality and boosts passenger satisfaction.

2.5.1 Contrasting perspectives on english proficiency in aviation

The need for English proficiency among cabin crew and ground staff in the aviation industry is well-documented, but various studies offer differing views on the extent and focus of this requirement. Understanding these contrasting perspectives can provide a deeper insight into how best to address the communication needs in aviation.

However, some studies suggest that while English proficiency is important, the emphasis should be on practical and job-specific language skills rather than overall fluency. Iswari (2017) argues that the primary goal should be to make sure that aviation personnel can

perform specific tasks in English, rather than achieving general language fluency. This approach focuses on equipping staff with the vocabulary and phrases they need for their specific roles, which can be more practical and immediately useful.

Dewi and Qamariah (2023) support this view, highlighting the importance of teaching language for specific purposes. They argue that aviation professionals need tailored training that addresses their unique communication needs. For example, cabin crew might benefit more from learning how to handle passenger requests and announcements in English, rather than focusing on broader language skills that are less relevant to their daily duties.

Castro, Carvalhais, and Teles (2015) point out the practical challenges of implementing continuous language training due to the demanding schedules of aviation workers. They note that irregular work hours and high stress levels can make it difficult for staff to have time for language training. This suggests a need for more flexible and adaptive training methods that can fit into the busy lives of aviation personnel.

While many researchers agree on the positive impact of English proficiency on operational efficiency and passenger satisfaction, some studies emphasize the importance of cultural sensitivity alongside language skills. Xiaoqin and Wenzhong, (2016) argue that understanding cultural differences is crucial for effective communication. They suggest that even with good language skills, a lack of cultural awareness can lead to misunderstandings and dissatisfaction among passengers. By integrating cultural sensitivity training with language programs, airlines can enhance the overall effectiveness of their staff's communication abilities.

Kırkgöz, (2007) highlight broader challenges within Türkiye's educational framework that affect English language acquisition. She points out that these systemic issues need to be addressed to improve language skills among aviation personnel. Acar, (2015) add that limited exposure to real-world English contexts outside the classroom restricts students' ability to become fluent, especially in specialized fields like aviation. These studies suggest that improving English proficiency in the aviation industry requires addressing educational and societal factors as well.

Gould et al. (2004) note that inadequate resources and teaching methodologies can hinder effective language acquisition. They emphasize the need for practical, real-world language use in training programs. This view is supported by Alderson, (2011) who argues that aviation personnel need language training that is integrated with their daily tasks. By focusing on practical applications and real-life scenarios, training programs can be more effective in helping staff develop the language skills they need.

Additionally, Drayton (2021) raises concerns about the long-term effectiveness of traditional language training programs, arguing that while these programs can improve immediate communication skills, they often fail to develop the language abilities needed in dynamic environments. This suggests that language training should be more dynamic, incorporating ongoing assessments and real-time adjustments to better equip staff linguistically. This contrasts with the study's focus on continuous learning, indicating that flexibility and adaptability should be inevitable in any training program.

Kraśnicka (2016) provides a broader view by arguing that focusing solely on verbal communication might overlook the importance of non-verbal communication in the aviation industry. She notes that in stressful situations, body language and facial expressions play a critical role in effective communication.

2.6 English Language Needs in the Turkish Aviation Context

Focusing on English proficiency for aviation staff in Türkiye is crucial as it aligns with global trends where effective communication in English is the key for accurate communication. As Turkish airports become major international hubs, cabin crew need to meet regulatory standards and be able to serve to a wide range of passengers from different linguistic backgrounds.

With Türkiye's tourism industry growing, ground staff need to speak English fluently to answer questions, handle logistical issues and go on with the flow of work. Otilia (2013) says, "Effective communication is the cornerstone of customer service in the tourism industry, and English proficiency is a key component." So, language training programs designed specifically for the aviation industry are vital. These programs should not only

improve technical communication skills but also encourage a customer-focused attitude among aviation professionals.

3. METHODOLOGY

This chapter gives details on the methods used in the study to identify the English language needs of cabin and ground staff in their interactions with passengers. A qualitative phenomenological approach was used to gather detailed information on the proficiency levels, daily challenges, and training needs of these aviation employees. The main objective of this study was to understand cabin crew's and ground staff's language skills, identify specific problems they confront, and determine that additional training could develop communication standards in the aviation sector.

To explore the experiences and challenges of cabin crew and ground staff, the qualitative method was combined with a phenomenological approach. Semi-structured interviews and focus group discussions were conducted to collect detailed accounts of the participants' experiences. Phenomenological approach allows for a deep understanding of these experiences, including the necessity for multi-skilled personnel to manage emergency situations and comply with global regulations (Malicka, Guerrero, & Norris, 2019). The combination of qualitative and phenomenological methods offers a comprehensive way to analyze and understand the complex situations and challenges that the aviation workers face on a daily basis.

3.1 Definition of Qualitative Method

Qualitative research offers to look at subjects from a more insightful and detailed perspective. Fossey, Harvey, McDermott, and Davidson (2002) highlight its effectiveness in exploring complex issues where variables are not easy to measure, aiming to understand the subject deeply from the participants' points of views.

Understanding the complex language needs, cultural challenges, and operational difficulties of aviation staff is crucial. This study is suitable for qualitative research because it focuses on collecting more details from participants on the subject and therefore, providing insights into their experiences and the impact of their English skills on their jobs. Fossey et al. (2002) explain that qualitative research helps explore and

understand the meanings people assign to social or human problems. This understanding is particularly important in aviation, where convenience and efficiency depend on effective communication.

3.2 Definition of Phenomenological Approach

Phenomenology is a kind of qualitative research that looks at people's experiences to understand a specific phenomenon. It studies how participants view and interpret their experiences to find common themes and meanings. According to Larkin, Watts, and Clifton (2006) this method examines the participants' own perspectives, giving valuable insights on how they see and understand their world. In this study, the phenomenological approach helps us understand the experiences of cabin crew and ground staff with using English in the aviation industry.

By using a phenomenological approach, we aim to uncover participant experiences, providing detailed descriptions of how they handle emergency situations and provide passenger comfort and convenience. This method helps identify the specific language needs and challenges that ground staff and cabin crew face, as well as the solutions they use.

The insights from this phenomenological study will help shape targeted English language training programs for aviation professionals. As Metscher, Smith, and Alghamdi (2009) state, "Cabin crew and ground staff need to be multi-skilled in order to fulfill the aviation industry's challenging expectations, including everything from managing emergency situations and handling global regulations to guaranteeing passenger convenience." By understanding the essence of participants' experiences, this study can help improve communication and operational effectiveness in the aviation sector.

Research Questions are as follows:

To improve language training programs for aviation workers, this study aims to address the following questions:

1. What are the specific communication challenges faced by cabin crew and ground staff when using English?

2. How do cabin crew and ground staff perceive their own English proficiency in various communicative tasks, and how does this perception impact their job performance?

3. What are the perceptions of aviation personnel regarding the effectiveness of existing English language training programs, and what improvements do they suggest?

4. How do cultural backgrounds and linguistic diversity among passengers influence communication between aviation staff and passengers?

5. What training strategies do aviation staff believe would enhance their English proficiency and communication skills?

3.3 Research Design

A research design gives shape and an outline to the approach, techniques, and steps involved in conducting a study. Fossey et al. (2002) describe it as the plan for research, integrating philosophy, strategies of inquiry, and specific methods. This design serves as a guide for researchers in collecting, examining, and evaluating data to address their research questions or hypotheses.

3.4 Participants

The participants of the study were divided into two main groups: 50 cabin crew members and 30 ground staff were targeted for the online questionnaire. For the semi-structured interview 15 cabin crew members and 11 ground staff members were selected to gain a deeper understanding of specific issues and gather qualitative feedback.

3.5 Data Collection

The semi-structured interviews were conducted in a setting that fostered open communication and allowed participants to express themselves freely. Voice recordings were made during these sessions to capture the details of the conversations in order to aid in transcription and analysis. In addition to the interviews, an online Google Forms

questionnaire was distributed to collect structured data on participants' English proficiency levels, communication challenges, and training needs. By comparing data from both the questionnaires and the semi-structured interviews, the research aimed to enrich the findings. As part of the study, semi-structured interview questions were prepared. Semi-structured interview was conducted to 15 cabin crew and 11 ground staff by the use of voice recordings. Semi-Structured Interview Questions are as follows:

A. Verbal Communication Skills

1. How do you percieve your English level in oral communication?

2. What kind of problems do you encounter in communicating in English with passengers or foreign employees?

3. How do you solve the problems you encounter when communicating in English during the performance of your job?

B. Developing Language Proficiency

4. Do you use any methods to improve your English skills?

C. Professional use of the target language

5. To what extent are English speaking and listening skills important in cabin/ground services?

6. What are the issues you most frequently encounter when communicating in English during the performance of your job?

3.5.1 Data collection ınstruments

Focus group discussions were conducted with 15 cabin crew members and 11 ground staff members to gather diverse perspectives on English language use and training needs. To gain deeper insights into the linguistic and cultural challenges faced by aviation professionals, semi- structured interviews were also used. As noted by Pessoa, Harper, Santos, and Gracino (2019), interviews are effective qualitative methods for

understanding participants' experiences and viewpoints. Additionally, two separate Google Forms questionnaires were designed, one for cabin crew and another for ground staff, to collect structured data on their English proficiency levels, communication barriers, training experiences, and suggestions for improvement. The online questionnaire were distributed electronically, ensuring voluntary participation and maintaining respondents' confidentiality and anonymity.

3.5.2 Data collection procedure

The first section of the online questionnaire focused on determining the participants' English skill levels. This section included questions to assess how comfortable and competent participants were in using English in different types of communication scenarios, such as speaking with travelers, writing messages, and understanding public announcements and instructions. Participants rated their own levels of competency on a scale from beginner to advanced. After assessing their English competence, the participants' experiences using English at work was asked in the questionnaires. The aim of these questions was to learn about the type and frequency of English-language interactions with coworkers, managers, and passengers. Participants were also asked to identify any specific difficulties they face when communicating in English and to describe typical communication problems they encounter at work.

The questionnaire included questions about the participants' needs for training and development. This section collected data on the participants' satisfaction with current trainings and the types of English language training programs or resources they use. Participants were asked to identify areas where they felt they needed more support or training to improve their ability to communicate effectively in English and other languages. A semi-structured interview guide was used to initiate discussions, aiming to encourage conversation and facilitate a deeper examination of the main topics.

3.6 Ethical Considerations

Before participating, all participants were informed about the purpose of the study. They were assured of anonymity and confidentiality and given the option to withdraw at any

time. Ethical approval was obtained from the university's institutional review board, and the study followed ethical guidelines and principles throughout the research process.

The methodology used in this study aimed to provide a comprehensive understanding of the language needs and training requirements of cabin crew and ground staff in the aviation industry. By combining qualitative semi-structured interview and questionnaire, the study aimed to gather rich insights that can inform the development of targeted training programs and communication strategies for cabin crew and ground staff to use.

4. FINDINGS AND DISCUSSIONS

The findings of the questionnaires and semi-structured interviews provide a clear understanding of the English language requirements that cabin and ground staff have when they interact with passengers.

4.1 Cabin Crew's Online Questionnaire Results

The information gathered from 50 participants on their years of experience in the aviation industry shows a wide variety of experience levels. The most common durations are 6 and 5 years, which represent 12% and 10% of the responses, respectively. This shows an increase of mid-level experience in the workforce and shows that a significant percentage of the respondents have worked in the sector for a significant period of time.

The results show that most participants worked for six years or less in the aviation industry. The responses differ over different time periods of working experience such as; three years (6%), two years (4%), one and a half years (2%), and one year (2%). Furthermore, a small number of outliers with much shorter or longer job durations; such as two months (2%) and ten years (2%); these prove that the sample could consist of both recent hires and highly experienced personnel.

4.1.1 Results of cabin crew's age distribution

The age distribution among the 50 cabin crew members reveals that the majority, about 15 individuals, are in their early thirties, making this the largest age group within the team. Around 20 crew members are in their early to late twenties, highlighting a significant younger segment of the workforce. Meanwhile, approximately 10 crew members are in their late thirties, with the remaining 5 being in their early forties or older. This distribution indicates that while the team is primarily composed of individuals in their early thirties, a substantial portion is in their twenties, and a smaller number of crew members are older ages.

4.1.2 Results of cabin crew's english education background

The educational background of 50 cabin crew shows different types of English language experiences at schools. 6participants (12%) mentioned that they had a strong English basis when they started university. 19 participants (38%) attended state universities, while 8 participants, or 16%, graduated from private universities. Degrees covered various educational systems, but 11 of the participants, making up 22%, specifically studied English Language and Literature. This group includes graduates from both state and private universities, indicating a strong focus on advanced English studies.

Several participants studied departments at university with compulsory English preparatory programs with 15 responses, or 30% of the participants. These preparatory courses generally include intensive English training, preparing students to be well-prepared for their academic and professional endeavors. These degrees include, for example, Aviation Management at a private university and Biosystem-Engineering at a state university, both of which involved an English curriculum entirely.

Additionally, 6 of the participants, making 12%, studied English Language Teaching, reflecting a high level of proficiency and specialization in English. Another 2 participants, or 4%, specialized in Translation and Interpreting, which means that they also have advanced English skills.

A small portion of the participants, 2 individuals or 4%, had professional training directly relevant to cabin services and civil aviation. This training most likely included specific English language components related to the aviation industry. In addition, 12 of the responses, making up 24%, were from respondents in a variety of other fields of study with a strong background in English. These subjects, which highlight the many different educational backgrounds and degrees of English competence among the cabin crew, include psychology at a private college and Spanish language and literature at a state university.

4.1.3 Results of cabin crew's views on their english language needs

The responses from 50 members of the cabin crew regarding the English needs in the aviation industry point out a number of important areas where English language competency should be given priority. 10 participants (20%) drew attention to the significance of listening abilities, especially the capacity to hear and grasp different dialects and tones of speaking. This was the most repeated subject. This ability is essential for cabin crew members who work with a number of different passengers and must be able to properly understand all kinds of English accents.

15 participants (30%) highlighted the importance of speaking abilities by emphasizing the need to communicate in a clear and professional manner. Proficiency in spoken English is considered necessary for effective communication in both daily and other types of scenarios that can come up. According to participants, candidates should have a strong command of both professional and conversational English in order to help passengers with their needs and express themselves clearly.

12 participants (24%), strongly suggested that B2 to B1 levels of English proficiency are required. This competency guarantees that cabin crew members can manage everyday tasks, have conversations fluently, and comprehend aviation-specific terminology. For interactions that can be more complex, 4 participants (8%) stated that a C1 level is a must.

10 participants (20%) mentioned ongoing speaking practice and real-world experience as crucial skills. Many pointed out that even with a formal education, there are few opportunities for public speaking in real life, and language proficiency may decrease if it is not used frequently. For this reason, it is advised that training programs include more speaking practice.

Emergency communication is another area where proficiency in English is critical, as pointed out by 7 respondents (14%). They emphasized the need for clear and precise language skills to give commands and instructions during emergencies. This requires not just basic conversational ability but also familiarity with emergency-specific vocabulary and the ability to remain calm and articulate under pressure.

The need for additional languages such as Russian, Arabic, and Persian was mentioned by 3 respondents (6%), reflecting the global nature of the aviation industry and the diverse passenger roots. This multilingual ability can enhance the communication skills of cabin crew members and improve passenger satisfaction.

5 participants (10%), talked about the structure and content of the training programs. Some suggested that the current exams and training might be too challenging and proposed alternative methods like English interviews or more practical trainings. The importance of grammar seems to be acknowledged but still it came as second when it is compared to the ability to communicate effectively and understand different accents.

4.1.4 Results of cabin crew's problems in english

20 respondents (40%), mentioned an important issue which is dealing with different accents. This includes both the diverse accents of passengers and their own pronunciation problems, which can lead to misunderstandings. For instance, several crew members put emphasis on the fact that understanding and responding to passengers with strong regional accents can be especially challenging.

8 participants (16%) mentioned that they struggle with understanding and using advanced vocabulary and idiomatic expressions that are common among native English speakers. This problem is even tougher because they need to respond at the same language level, which can be quite challenging for non-native speakers. Additionally, 7 participants (14%) pointed out that pronunciation issues often cause communication problems. This issue is closely related to accent differences. Furthermore, five participants (10%) noted that some passengers' limited English proficiency adds to the communication challenges.

6 participants which makes up 12%, put emphasis on vocabulary limitations. Cabin crew members mentioned that they find themselves repeating the same types of sentences or phrases. This situation can be a reason that their proficiency levels decrease. Additionally, 3 participants (6%) mentioned that they don't have confidence in their English communication skills. This lack of confidence can lead to hesitation and ruin the flow of work. Cultural differences and dialects also pose significant challenges, as mentioned by 2 participants (4%).

4.1.5 Results of cabin crew's functions of english use

The responses from 50 participants regarding the functions of English in their roles indicate that English is essential in various professional contexts. For instance, 48 participants (96%) highlighted that English is crucial for handling emergency situations, where they must provide clear instructions and calm passengers. Additionally, these participants mentioned using English for daily conversations, such as making small talk with passengers to create a welcoming atmosphere. 47 participants (94%) indicated that they use English to respond to passengers' requests, such as providing additional meals, pillows, or blankets. They also stated that English is used when addressing baggage-related issues, where they need to explain the situation accurately, whether it involves misplaced, delayed, or damaged luggage.

45 participants (90%) reported that English is necessary for answering passengers' questions about connecting flights, providing clear and accurate information to help passengers navigate their travel plans. 44 participants (88%) noted that English is used to serve meals and beverages and to engage in conversations about cultural differences, which involve explaining menu items and ensuring that passengers' needs are met. Furthermore, they stated that almost every interaction during the flight requires the use of English to communicate effectively with passengers.

36 participants (72%) mentioned using English for routine interactions, such as casual conversations that occur during flights, and 26 participants (52%) indicated that English is also used for personal conversations. Figure 1 illustrates the various functions cabin crew use English for, ranging from handling emergencies to facilitating everyday interactions with passengers. This question allowed participants to select multiple options, reflecting the diverse uses of English in their roles.

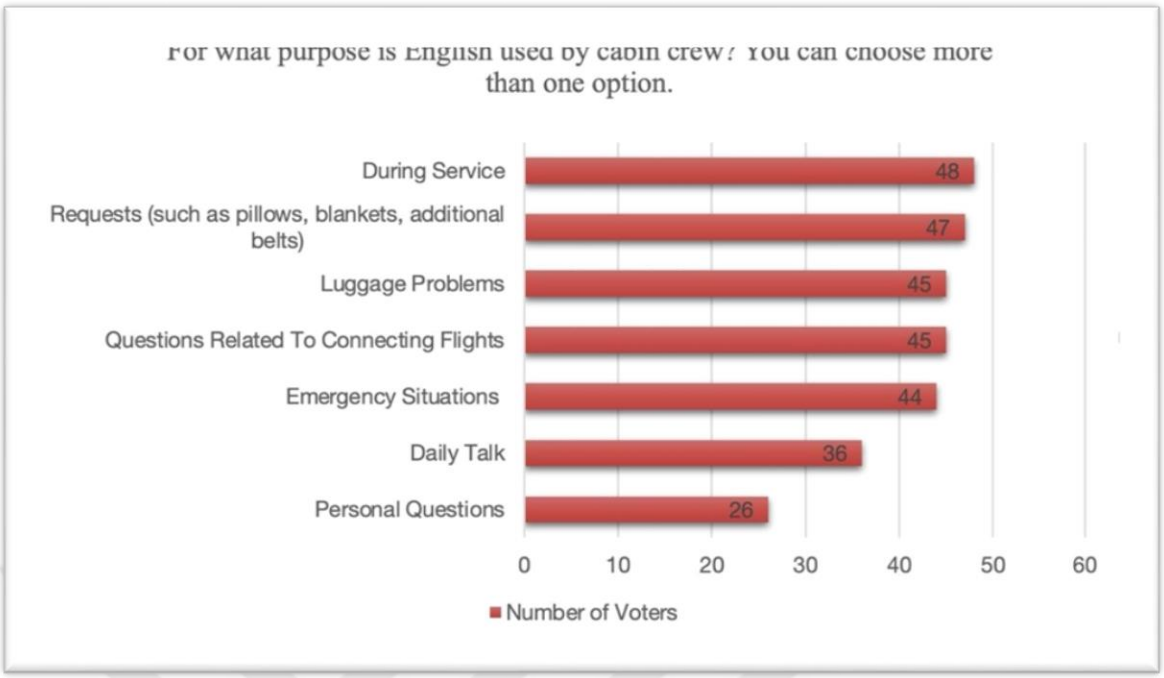


Figure 1. Cabin Crew's Topics in English Use

4.1.6 Results of cabin crew's views on listening proficiency

Out of 50 participants, 22 participants (44%) rated their English listening proficiency as intermediate. This indicates that they can comfortably understand basic and routine conversations, such as providing directions, responding to passenger questions, and handling common interactions related to in-flight service. However, they may have difficulties with understanding fast-paced speech, regional accents, or conversations involving complex or technical language. This means they might struggle in scenarios where passengers speak quickly, use idiomatic expressions, or when precise communication is required, such as during emergencies or when handling passenger complaints. These participants have a solid foundation but may need further training to enhance their ability to comprehend more advanced and context-specific conversations.

22 participants (44%) rated their English listening proficiency as advanced, indicating a high level of comfort in understanding a broad range of spoken English. These participants can follow most conversations with ease, including those involving complex terminology, detailed explanations, or fast-paced exchanges. They are also likely capable of understanding a variety of accents and dialects without significant issues. While they

are proficient in most communicative scenarios, they may still occasionally struggle with understanding unfamiliar technical jargon or when multiple passengers speak simultaneously.

1 participant (2%) rated their listening proficiency as low. This could come to mean that the participant has difficulty following spoken English in most situations, even for basic interactions like giving directions or answering simple questions. They may often rely on visual cues or translations to understand what is being said and would likely face challenges more often than the others.

Figure 2 demonstrates the self-assessments of cabin crew members regarding their English listening skills by percentages.

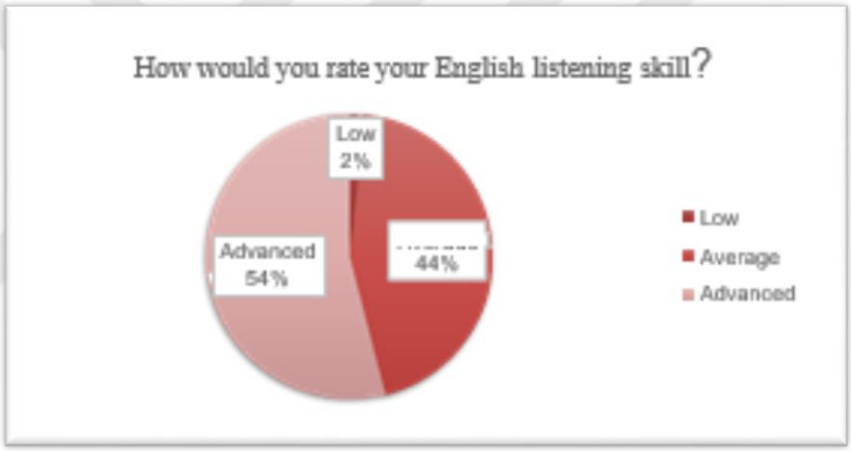


Figure 2. Cabin Crew's Views on Listening Proficiency

4.1.7 Results of cabin crew's views on their speaking proficiency

23 respondents (46%) out of 50, rated their English-speaking skills as advanced. This indicates that nearly half of the cabin crew members feel confident in their ability to speak English fluently, clearly, and effectively. These individuals are likely comfortable with various conversational contexts and can express themselves accurately and professionally. 26 respondents (52%) rated their English-speaking skills as intermediate. This suggests that half of the cabin crew members perceive their speaking skills as adequate but needing improvement. They might handle everyday conversations but may face challenges in complex or high-pressure situations where precise communication is

essential. 1 of the participants (2%) rated their speaking skills as low. Figure 3 demonstrates the self-assessments of cabin crew members regarding their English speaking skills.

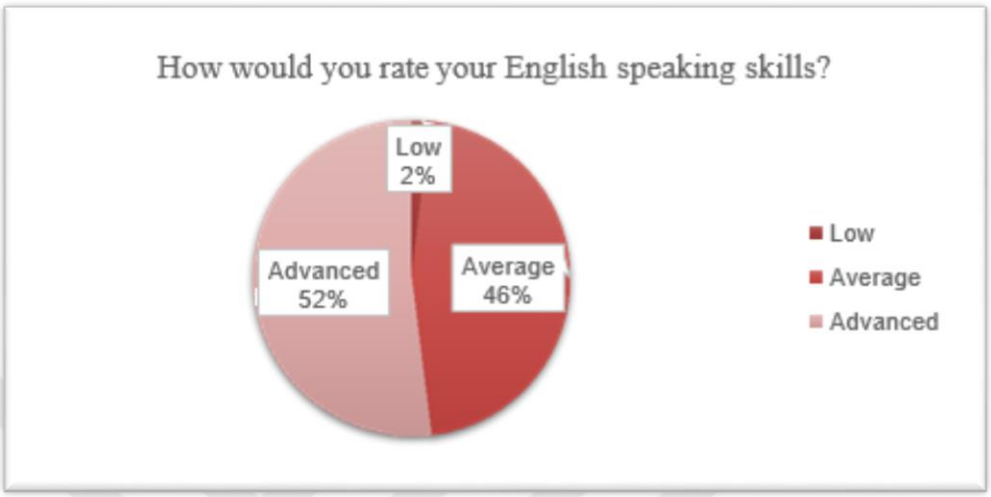


Figure 3. Cabin Crew's Views on Speaking Proficiency

4.1.8 Results of cabin crew's views on their reading proficiency

Cabin crew members' self-assessments of their English reading skills show different levels of proficiency among the participants. Out of 50 participants, 23 (46%) rated their English reading skills as "Intermediate." Additionally, 26 (52%) of the cabin crew members rate their English reading skills as "Advanced." This majority percentage demonstrates that more than half of the participants consider themselves highly proficient in reading English. 1 participant which makes up 2% added that their level of reading skills is 'Good 'which can come to mean both advanced or average.

None of the participants stated that they had low reading levels which means that the cabin crew members are at least somewhat confident in their reading comprehension. Figure 4 below demonstrates the self-assessments of cabin crew members regarding their English reading skills.

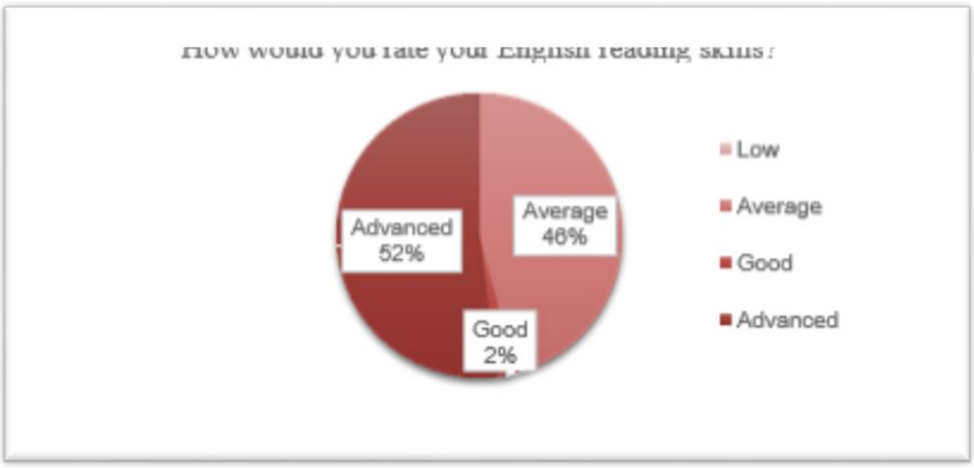


Figure 4. Cabin Crew's Views on Reading Proficiency

4.1.9 Results of cabin crew's views on their writing proficiency

Out of the 50 participants, 27 participants (54%) rated their English writing skills as intermediate. This indicates that over half of the cabin crew feel they have a solid grasp of writing in English for most every day and professional contexts. They are likely comfortable while writing emails, filling out reports, and communicating in written form although they may still face challenges with more complex or technical writing tasks when needed.

On the other hand, 22 (44%) of the participants rated their writing skills as "Advanced." These participants indicate that nearly half of the cabin crew consider themselves highly proficient in writing English. There is only 1 (2%) participant who rated their writing skills as low. This shows that employees are generally capable of meeting the requirements of written communication in their jobs, and a significant percentage of them have advanced writing skills. Figure 5 below demonstrates the self-assessments of cabin crew members regarding their English writing skills.

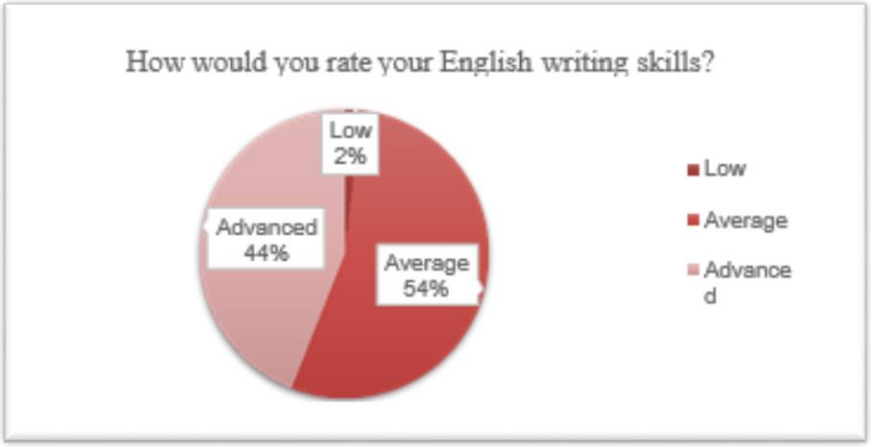


Figure 5. Cabin Crew's Views on Writing Proficiency

4.1.10 Results of cabin crew's listening skills

Out of 50 participants, 7 respondents (14%) find it challenging to understand English that is different from standard usage. 15 participants (30%) can comfortably understand English regardless of the accent. 15 participants (30%) have difficulty understanding English when different expressions and idioms are used. 12 participants (24%) find it difficult to follow conversations that include a lot of slang and idiomatic expressions. 19 participants (38%) can understand spoken English despite strong emphasis or intonation. Finally, 25 participants (50%) can follow conversations as long as they are not too fast and can be repeated if necessary. Figure

6 shows the different challenges and strengths in English listening that the participants experience. This question was also multiple choice and enabled for participants to select more than one option.

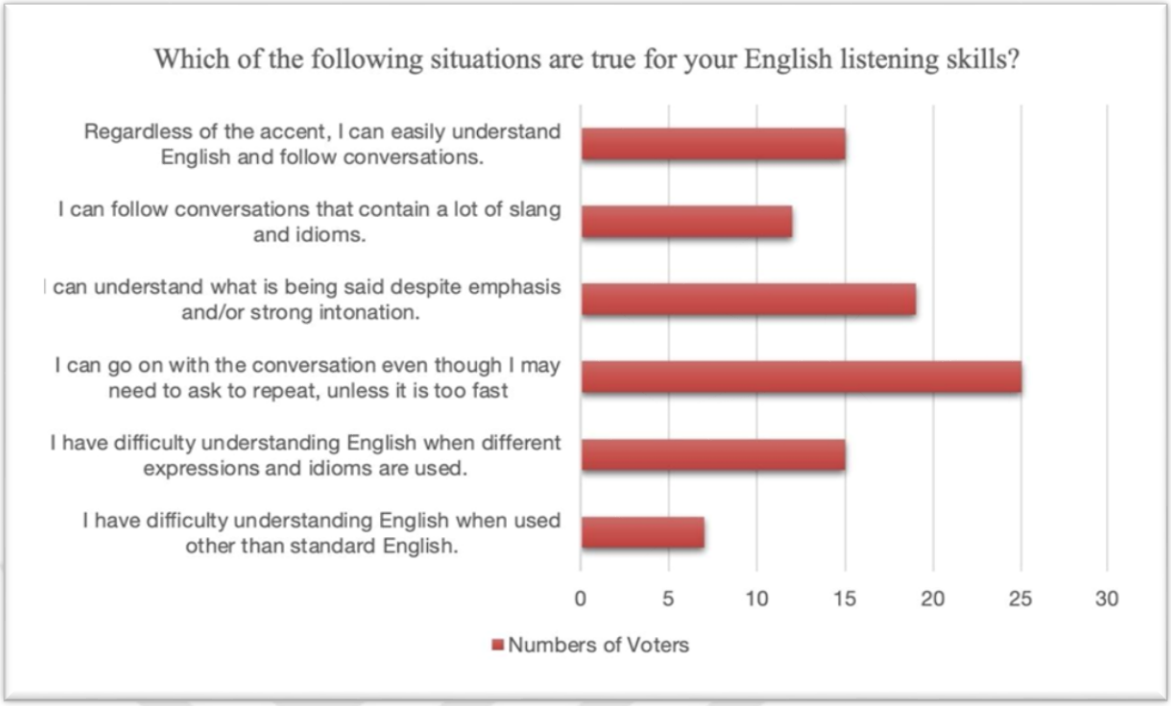


Figure 6. Cabin Crew's Views on Listening Skills

4.1.11 Results of cabin crew's speaking skills

17 respondents (34%) out of 50, can perform basic language functions, such as expressing opinions and making requests. 21 participants (42%) are comfortable with the simplest daily expressions and sentences. 23 participants (46%) find that even if the speech is fast, they can comprehend it to a good extent. 30 participants (60%) feel confident, clear, and polite in their speech. This represents the majority. 14 participants (28%) mentioned that they start the conversations hesitantly or incorrectly but they also mentioned that they can recover and continue to have a conversation. 16 participants (32%) can emphasize or clarify a point. 18 participants (36%) speak fluently and spontaneously, almost effortlessly.

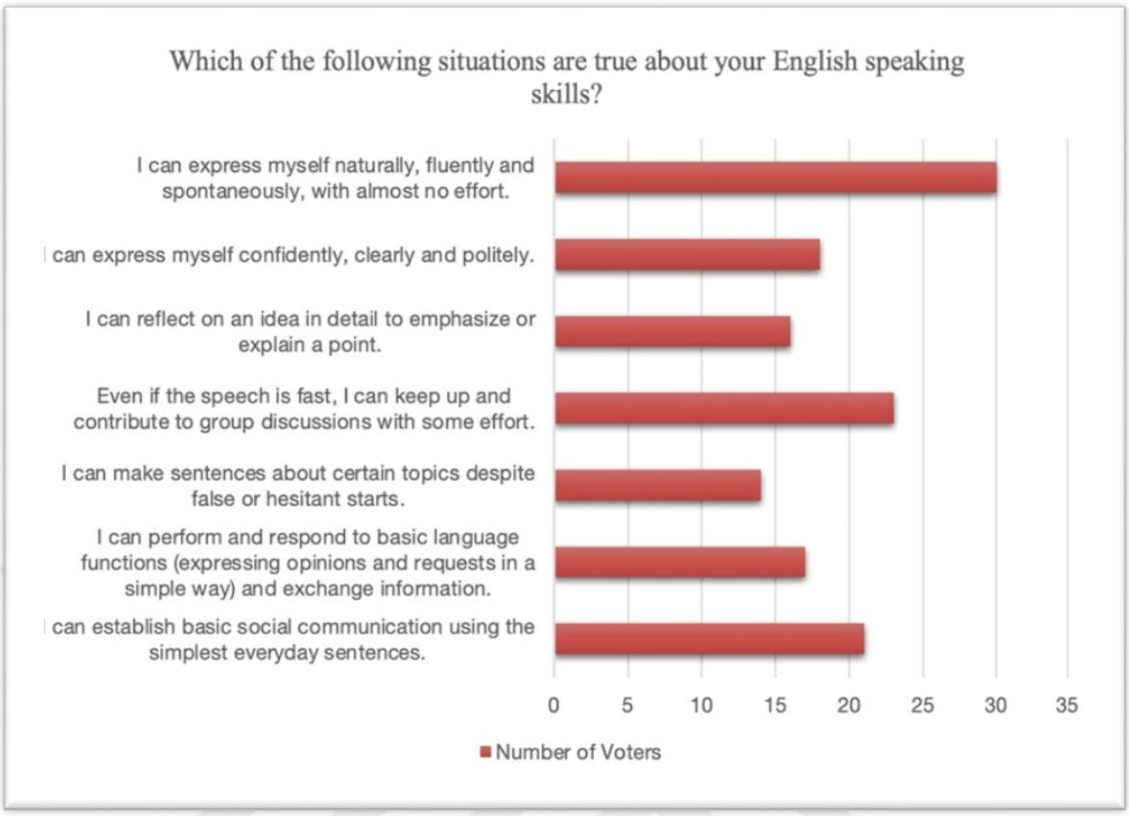


Figure 7. Cabin Crew's Views on Speaking Skills

Figure 7 illustrates the different levels of confidence and proficiency that participants have in using English. This question was multiple choice and enabled for participants to select more than one option as well.

4.1.12 Results of cabin crew's reading skills

Out of 50 respondents, 13 (26%) feel comfortable with short, simple texts that use common words. Another 14 (28%) can handle simple, factual texts related to their interests. 18 respondents (36%), stated that they have a broad reading vocabulary but that they also struggle with idiomatic expressions. This indicates that while they have a strong vocabulary proficiency, idiomatic and figurative language are still challenging.

Additionally, 20 participants (40%) are comfortable with literary texts, newspaper or magazine articles, and specialized academic or professional texts. Lastly, 20 participants (40%) feel they can understand any text as long as they read the difficult sections again.

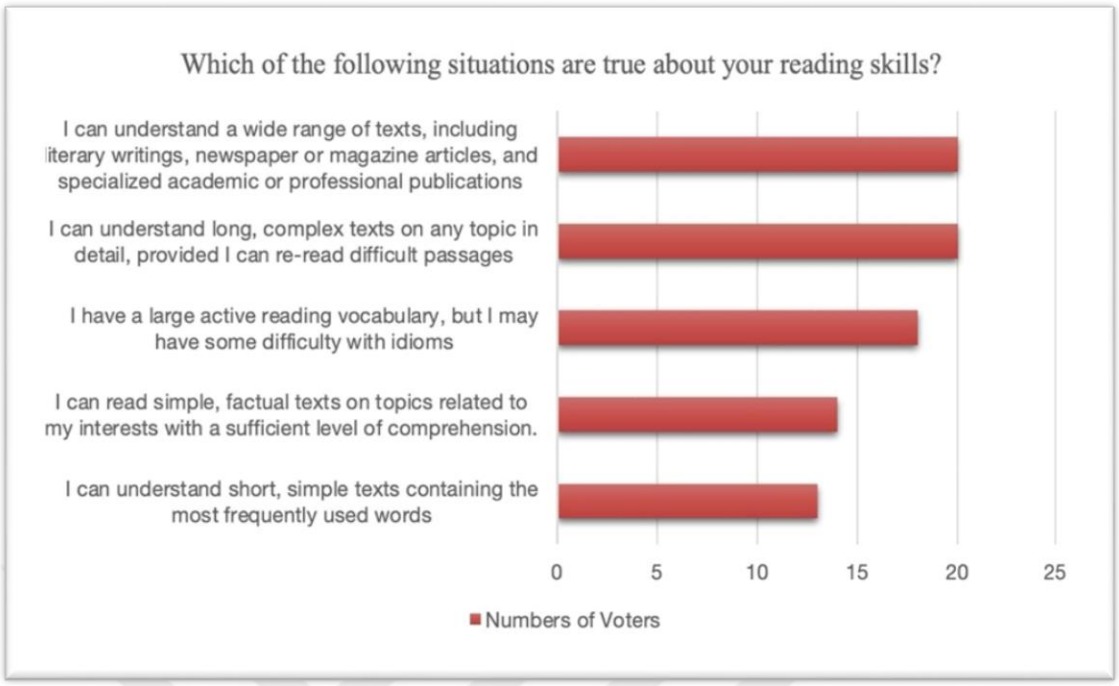


Figure 8. Cabin Crew's Views on Reading Skills

4.1.13 Results of cabin crew's writing skills

17 participants (34%) can use simple words and basic expressions to write about personally important topics. 19 participants (38%) are capable of connecting a series of basic sentences using simple conjunctions like "and," "but," and "because." 20 participants (40%) can combine a series of short, separate items to write about their areas of interest. 25 respondents (50%) are able to write about arguments from different types of sources on different subjects. 16 respondents (32%) can write clear and well-structured texts on complex topics.

12 respondents (24%) can write in an effective style that leads the reader to see the significant points. Figure 9 shows the writing skills of the participants and highlights how many can use simple words, connect basic sentences, and write about topics of personal interest. This question was also multiple choice and enabled for participants to select more than one option.

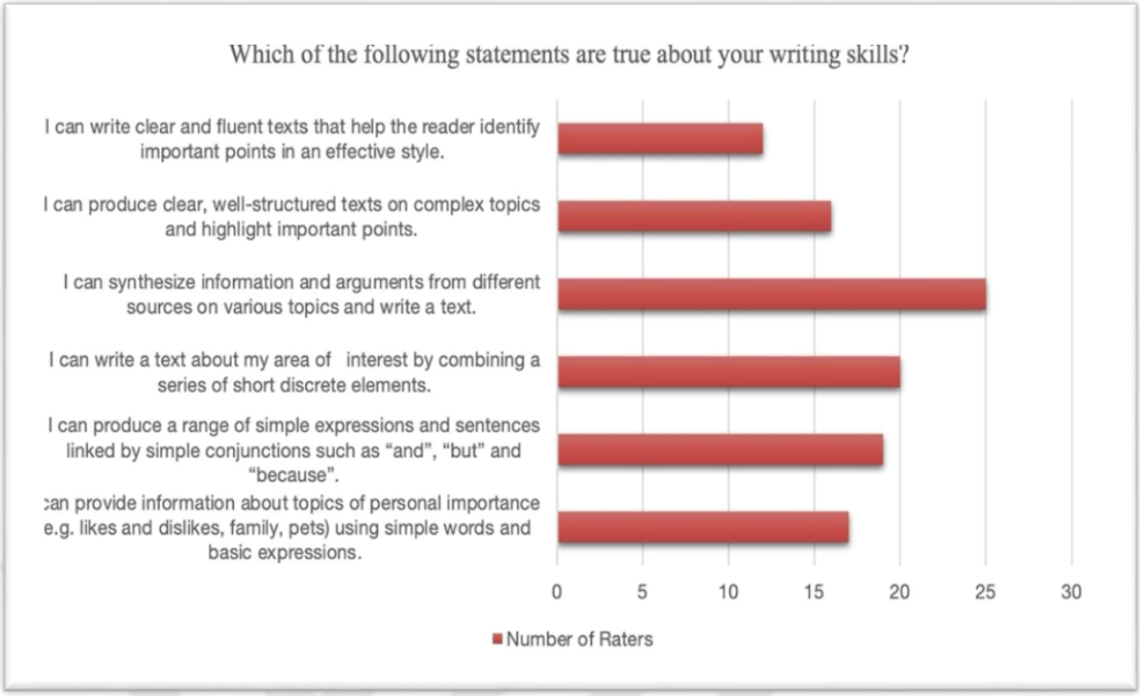


Figure 9. Cabin Crew’s Views on Writing Skills

4.1.14 Results of cabin crew’s frequency of problems in english communication

1 respondent (2%) out of 50, reported never experiencing problems when speaking English with passengers. 10 participants (19.6%) indicated experiencing problems rarely. 9 participants (17.6%) reported facing problems occasionally. 26 participants (51%) stated experiencing problems frequently. 4 participants (8%) mentioned facing problems almost every flight, while none of the participants mentioned that they have problems with English every flight. Figure 10 shows the varying frequency of English communication challenges among the respondents. This question was also multiple choice and enabled for participants to select more than one option.

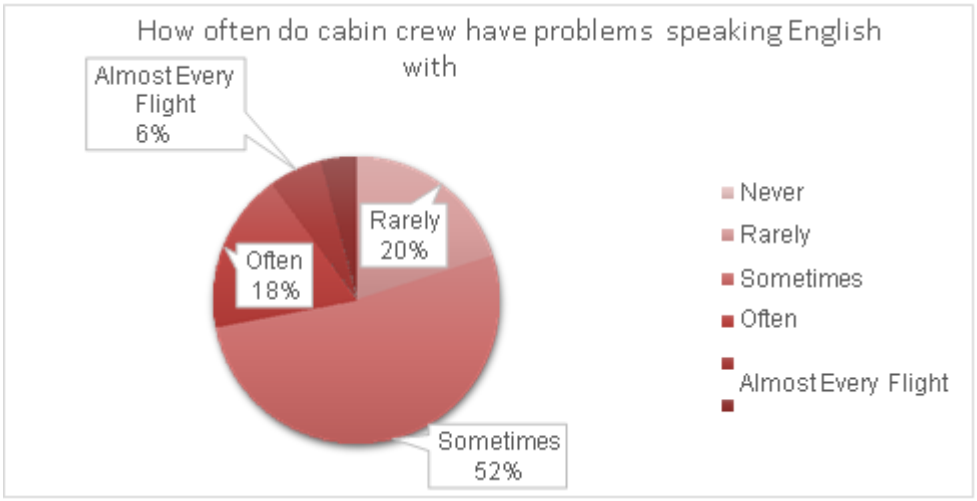


Figure 10. Frequency of Cabin Crew's Frequency of English Problems

4.2 Ground Staff's Online Questionnaire Results

The data collected from the 30 respondents reveals a diverse range of experience levels within the aviation sector. While some individuals have been in the industry for just under a year, others go up to six years of experience. The majority has been working from one to five year range. A few participants mentioned shorter durations of work of around nine months. It can be said that there is blend of both new employees and those who have worked for several years in the field.

4.2.1 Results of ground staff's age distribution

The age range of the 30 ground staff respondents varies between the ages of early thirties to mid-thirties. While respondents range in age from their early twenties to mid-thirties, most are in their thirties, particularly between 31 and 34 years old. There are fewer respondents in their twenties, which gives a diverse distribution.

4.2.2 Results of ground staff's english education background

The results show a range of experiences regarding English education among participants from various universities in Türkiye. It's clear that there is a divide between state and private universities. The majority of participants, 22 out of 30 (73%), attended state universities, while 6 participants (20%) attended private universities. A small group of 2 participants (7%) did not specify the type of university they attended. The fields of study

among these participants varied widely, with 6 studying aviation and space sciences (20%), 4 in aviation management (13%), 3 in English teaching (10%), 2 in economics (7%), 2 in civil aviation and cabin services (7%), and others in fields like international relations, local government, and physics.

English education experiences also varied greatly among the participants. In high school, 19 participants (63%) had English courses, although the intensity and duration of these courses differed. At the university level, 10 participants (33%) had a dedicated English preparatory year, while 8 participants (27%) had specific English courses as part of their degree programs. However, 12 participants (40%) did not have any English courses at the university level.

Additionally, 5 participants (17%) mentioned taking supplementary English courses outside of their formal education, highlighting a need for further language skills development.

Among those who attended state universities, 9 participants (30%) had taken English lessons through preparation years and integrated courses, while 13 participants (43%) had minimal or no exposure to English during their university education. In contrast, those who attended private universities generally received more structured English education, with all 6 participants (20%) mentioning preparation years and integrated courses involved in their education.

4.2.3 Results of ground staff's views on their english language needs

Out of 30 participants, 12 (40%) emphasized the necessity of having at least a B1 level of English proficiency. Additionally, 10 respondents (33%) stated that B1 to B2 levels of English are sufficient to handle the tasks required for the job.

Practical language skills, particularly speaking and listening, were highlighted by 15 respondents (50%). Meanwhile, 4 participants (13%) pointed out the need for training in aviation-specific terminology. Furthermore, 2 respondents (6.7%) noted the importance of understanding accent differences and improving vocabulary skills during training.

4.2.4 Results of ground staff's problems in english

14 individuals (46.7%), reported that they encounter problems almost every day. Another group, which consists of 8 respondents (26.7%), indicated that they frequently experience difficulties. Additionally, 3 respondents (10%) stated that they sometimes face issues, while 5 respondents (16.7%) reported rarely having problems.

4.2.5 Results of ground staff's functions of english use

Out of 30 participants from ground staff, 29 respondents, (96.7%) stated that English is mostly used for seat selection and problem resolutions. These 29 respondents also stated that English is used for providing flight information. Another significant area where English is used is in handling connecting flights was mentioned by 28 respondents (%93.3). 28 participants, (93.3%) of the total, mentioned that daily conversations with passengers are also a common reason to use English. The necessity for ground staff to be able to engage in everyday interactions with passengers, providing a better customer experience and taking care of all of their needs can be understood by this percentage. Handling special requests or issues related to passengers' luggage is another critical aspect According to the responses, 25 participants, (83.3%) stated that English is used for managing situations regarding sensitive luggage and dealing with cargo items.

Interestingly, only 1 respondent indicated English is used for other unspecified purposes. These singular responses suggest there are occasional, less common uses of English by ground staff that were not recognized by the majority. Figure 11 shows how ground staff use English in their work. This question was also multiple choice and enabled for participants to select more than one option.

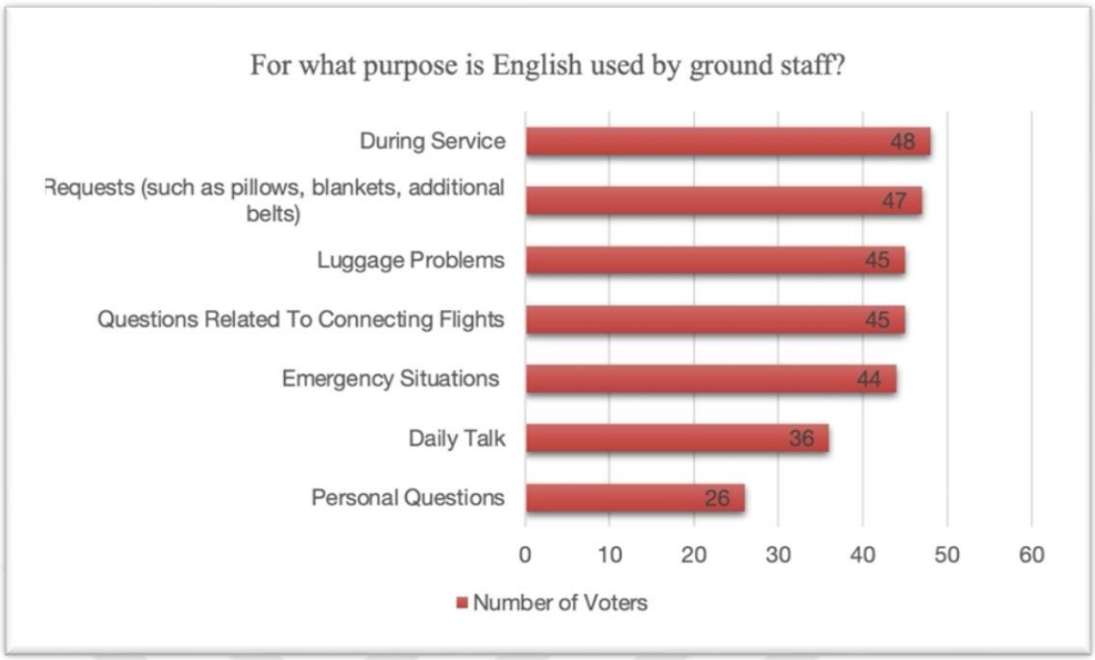


Figure 11. Ground Staff's Reasons of English Use

4.2.6 Results of ground staff's views on listening proficiency

Out of the 30 respondents, 19 (63%) rated their listening skills as average, which comes to mean that a substantial portion of the staff have a moderate level of fluency in understanding spoken English. On the other hand, 11 participants (37%) identified themselves as having superior listening abilities, indicating that a smaller group of ground staff members have superior accuracy and clarity in comprehending spoken English.

These findings highlight the diverse range of listening competencies among ground staff. There is a significant percentage with high proficiency, even though the majority seems to be have average level of proficiency. Figure 12 shows how ground staff participants rated their listening skills.

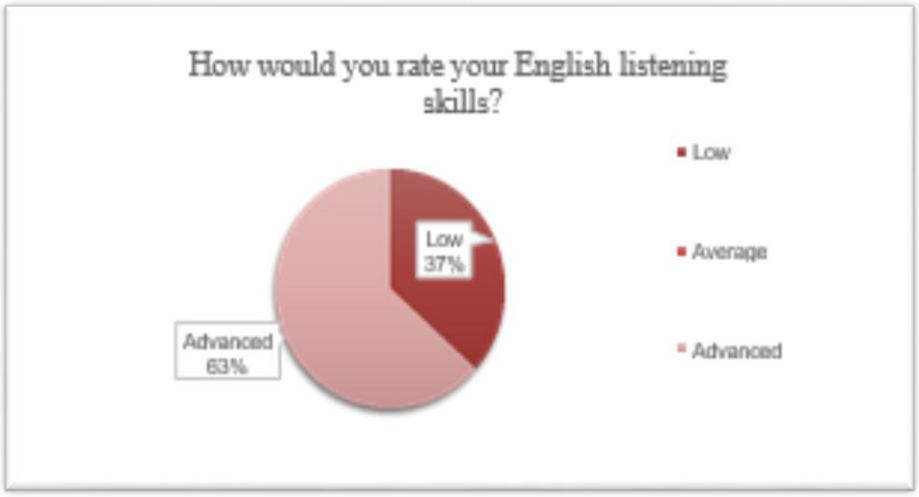


Figure 12. Ground Staff's Views of Listening Proficiency

4.2.7 Results of ground staff's views on speaking proficiency

Out of the 30 respondents, 21 (70%) gave an average rating for their English language proficiency. This implies that a significant percentage of the employees who took part in the poll have an average command of spoken communication. Even though they occasionally struggle with self-expression, they generally demonstrate the ability to communicate well in English when it comes to their employment in the aviation industry. On the other hand, 9 individuals (30%) claimed their speaking skills were high. This smaller group indicates that there are people working on the ground who are highly proficient in speaking English fluently and confidently.

Figure 13 presents the distribution of English-speaking proficiency among the respondents and shows the varying levels of spoken communication skills within the group. This figure illustrates the diverse range of speaking skills among the staff.

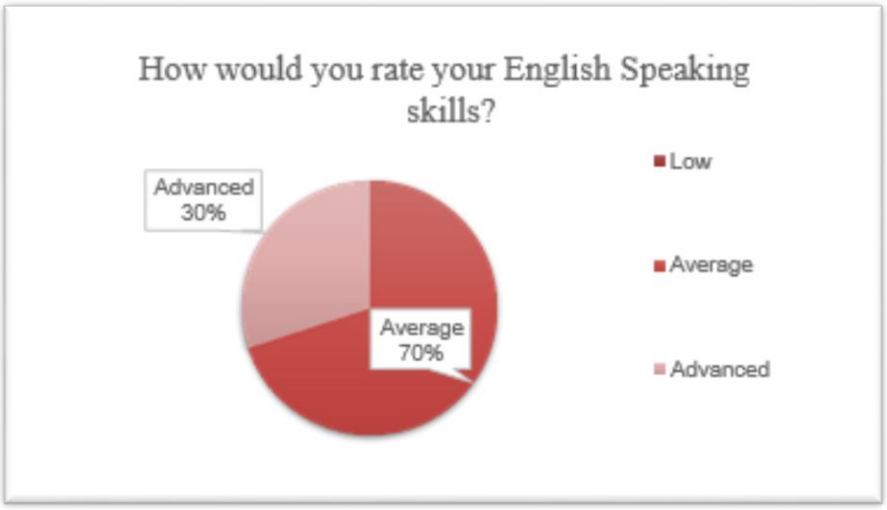


Figure 13. Ground Staff's Views of Speaking Proficiency

4.2.8 Results of ground staff's views on reading proficiency

Out of the participants, 18 (60%) rated their English reading skills as advanced, while 10 participants (33.3%) rated their skills as intermediate. Interestingly, 2 participants (7%) considered their English reading skills to be low.

This distribution suggests that most respondents view their English reading abilities as advanced, with a substantial portion also identifying as intermediate. It's worth noting that a small percentage of participants rate their skills at a lower level. Figure 3 below shows the distribution of reading skill levels rated among the participants.

Figure 14 provides a clear visual representation of the distribution of reading skill levels among the participants.

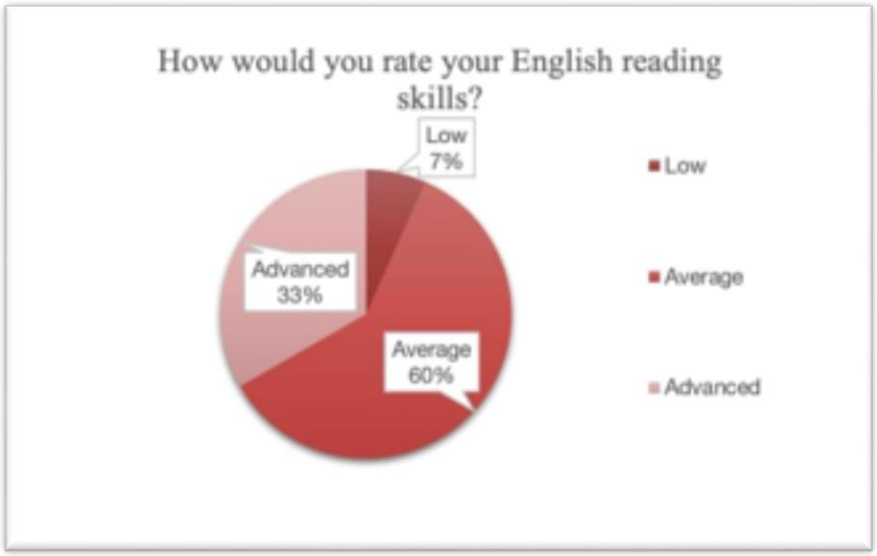


Figure 14. Ground Staff's Views of Reading Proficiency

4.2.9 Results of ground staff's views on writing proficiency

The distribution of participants' ability levels in English writing is varied, as indicated by the online questionnaire responses provided by ground staff. 19 participants (64%), or the majority of the thirty respondents, reported having a high proficiency in English writing. This substantial percentage of the people polled indicates that ground staff members have a high degree of skill and confidence in their ability to communicate clearly in written English. On the other hand, a smaller group of participants, 7 participants (23%) in total, rated their English writing ability as low. 4 participants (13%) reported their English writing proficiency as average. While this group represents a smaller percentage of the total respondents, their answers indicate that some ground staff members have at least an average level of proficiency in writing English. Figure 4 shows the spread of writing skills among the respondents. Figure 15 shows the range of writing skills among the group, highlighting the importance of creating training programs that cater to the different proficiency levels.

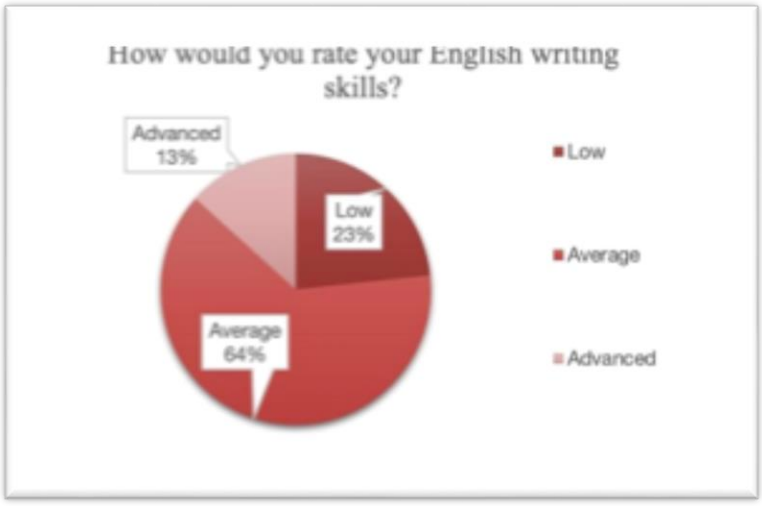


Figure 15. Ground Staff's Views of Writing Proficiency

4.2.10 Results of ground staff's listening skills

Out of 30 participants, 18 respondents (60%), reported being able to easily understand English and follow conversations, regardless of the accent. However, when it comes to following conversations that include slang and idioms, only 10 respondents (33.3%) felt confident in doing so. This indicates that informal or colloquial language presents a challenge for some. Similarly, 9 respondents (30%) stated they could understand conversations even when strong emphasis or intonation was used. Interestingly, 14 respondents (46.7%) mentioned that they can continue conversations even if they need to ask for repetition, as long as the speech isn't too fast. the other hand, 7 respondents (23.3%) acknowledged difficulties in understanding English when different expressions and idioms are used, as well as when non-standard English is spoken.

Figure 16 below illustrates these varied experiences, showing how well participants can understand English in different situations, whether it's dealing with idioms, different dialects, or the pace of speech. This question was also multiple choice and enabled for participants to select more than one option.

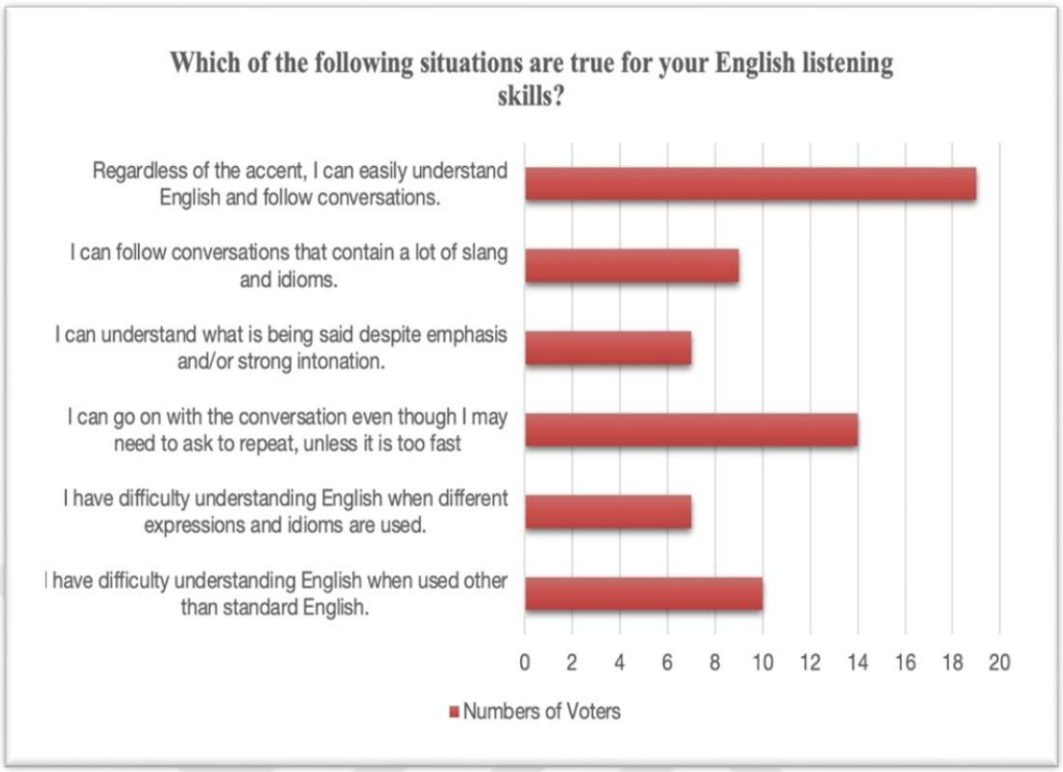


Figure 16. Ground Staff's Listening Skills

4.2.11 Results of ground staff's speaking skills

Out of the 30 respondents from the ground staff, 15 respondents, (30%) reported being comfortable with basic social communication, using simple everyday sentences. Similarly, 14 respondents, (28%) felt confident performing and responding to basic language functions, such as expressing opinions and requests in simple ways.

When it comes to more complex language tasks, 12 respondents, (24%) indicated they could reflect on an idea in detail to emphasize or explain a point. Meanwhile, 10 respondents, (20%) expressed that they could communicate naturally, fluently, and spontaneously, and an equal number of the participants mentioned that they could keep up with group discussions even when the speech was fast. On the other hand, 9 respondents, (18%) were confident in expressing themselves clearly, confidently, and politely, as well as making sentences despite occasional false starts. Figure 17 shows various aspects of their language proficiency. This question was also multiple choice and enabled for participants to select more than one option.

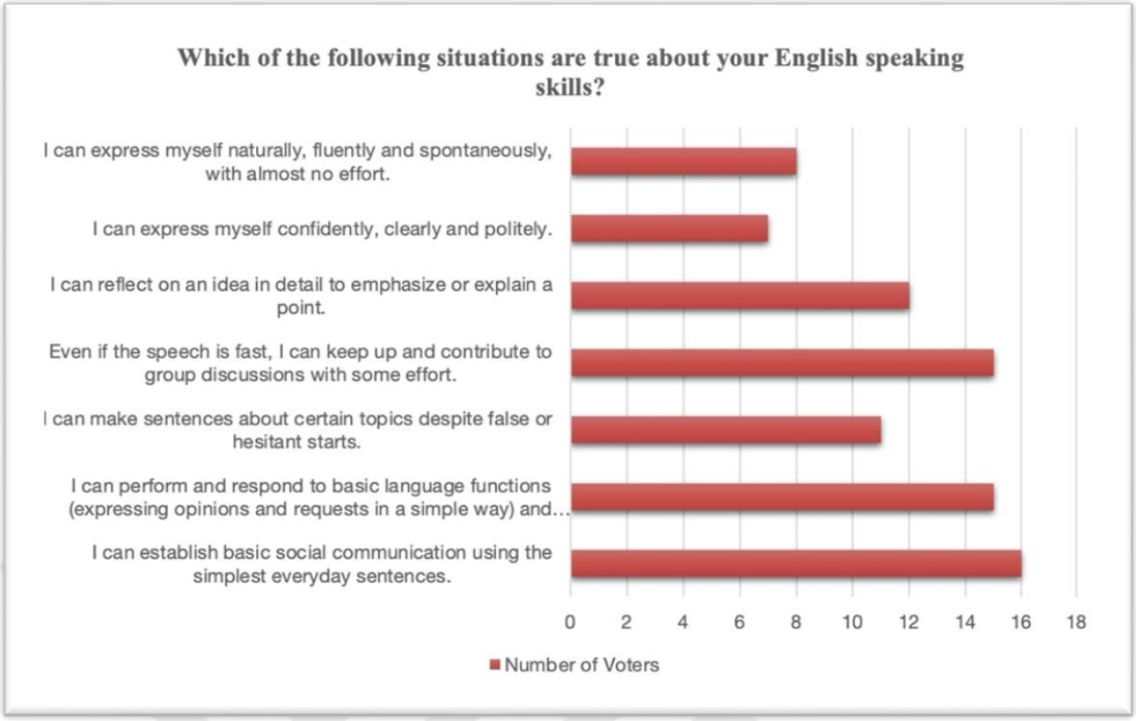


Figure 17. Ground Staff's Speaking Skills

4.2.12 Results of ground staff's reading skills

The results regarding the participants' reading skills demonstrate a range of abilities among the respondents. For instance, 18 participants (60%) reported that they can understand a wide range of texts, including literary works, newspaper or magazine articles, and specialized academic or professional publications. Additionally, 7 participants (23.3%) indicated they can understand long, complex texts on any topic in detail as long as they can re-read difficult passages.

Meanwhile, 13 respondents (43.3%) rated their skills as having a large active reading vocabulary but facing some difficulty with idioms.

When it comes to reading simple, factual texts on topics of interest, 20 participants (66.7%) expressed confidence in their comprehension. Furthermore, 16 participants (53.3%) indicated that they can understand short, simple texts containing the most frequently used words. Figure 18 gives a clear picture of the reading skills among the

respondents. This question was also multiple choice and enabled for participants to select more than one option.

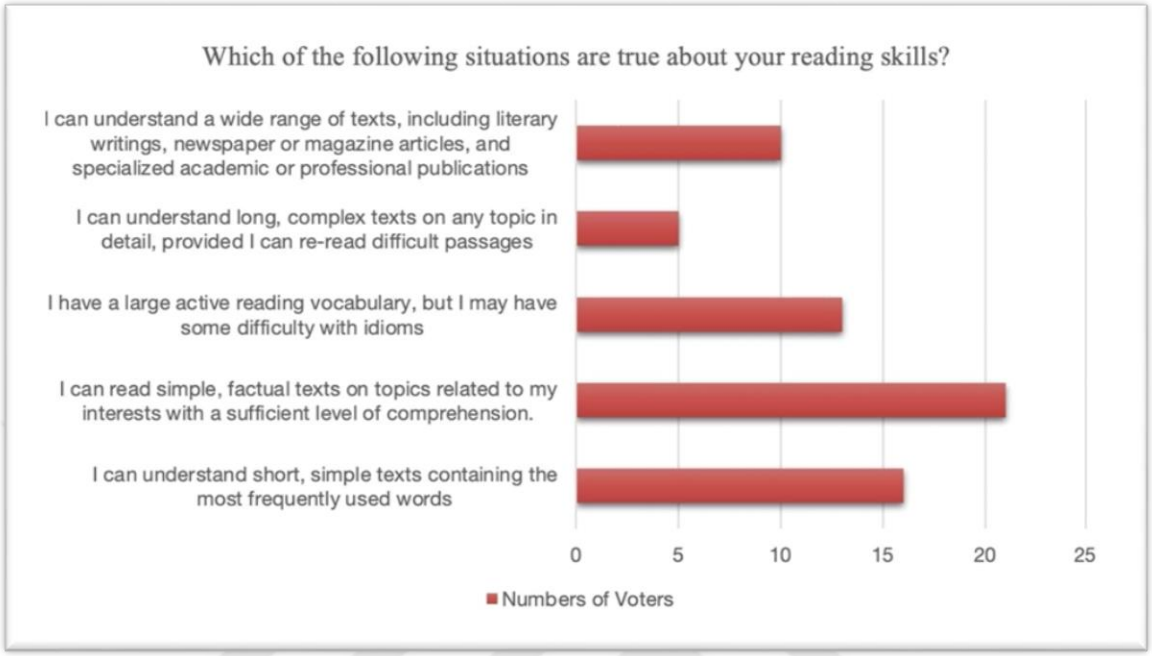


Figure 18. Ground Staff's Reading Skills

4.2.13 Results of ground staff's reading skills

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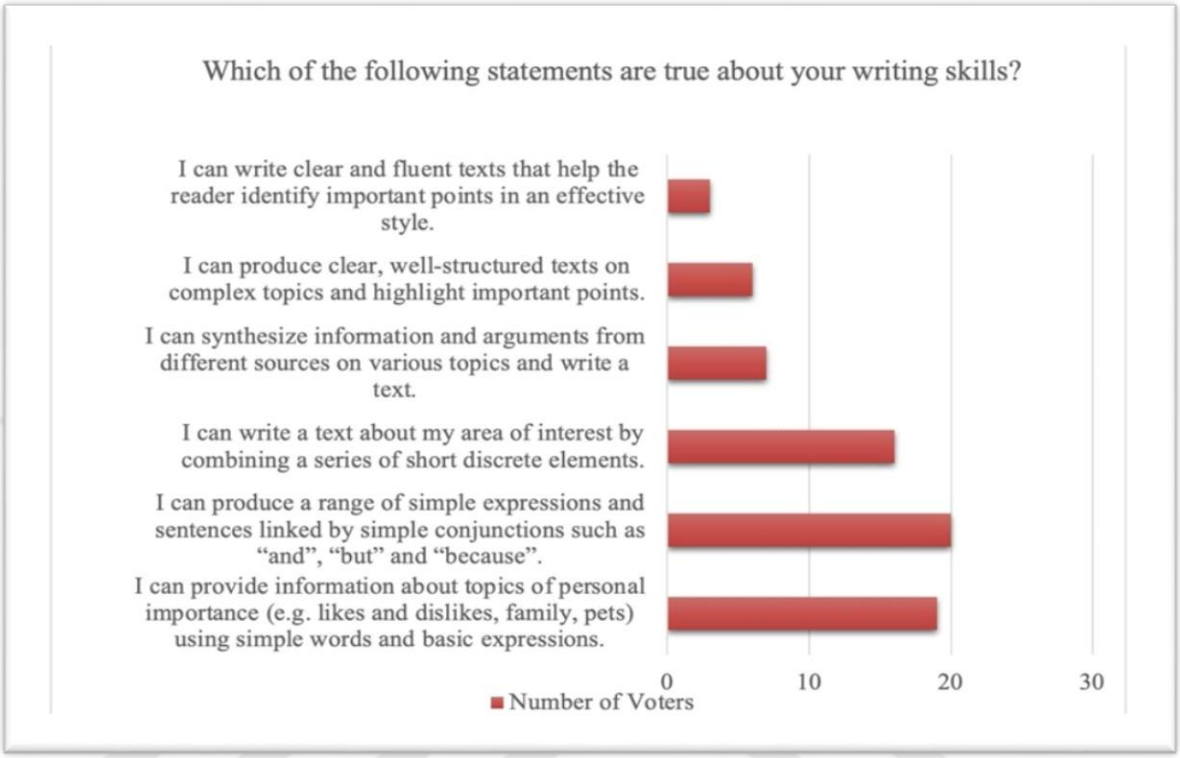


Figure 19. Ground Staff's Writing Skills

4.2.14 Results of ground staff's frequency of problems in english communication

The frequency of ground staff encountering problems while speaking English with passengers varies significantly. According to the data from 30 respondents, 5 respondents (17%) indicated that they never experience problems. On the other hand, 14 participants (46%) mentioned that they often have problems. Additionally, 8 respondents (27%) stated that they sometimes face issues. Lastly, 3 participants (10%) stated that they rarely encounter problems. None of the respondents indicated experiencing problems almost every day or every day.

The data on figure 20 shows that ground staff have different experiences when speaking English with passengers. This question was also multiple choice and enabled for participants to select more than one option.

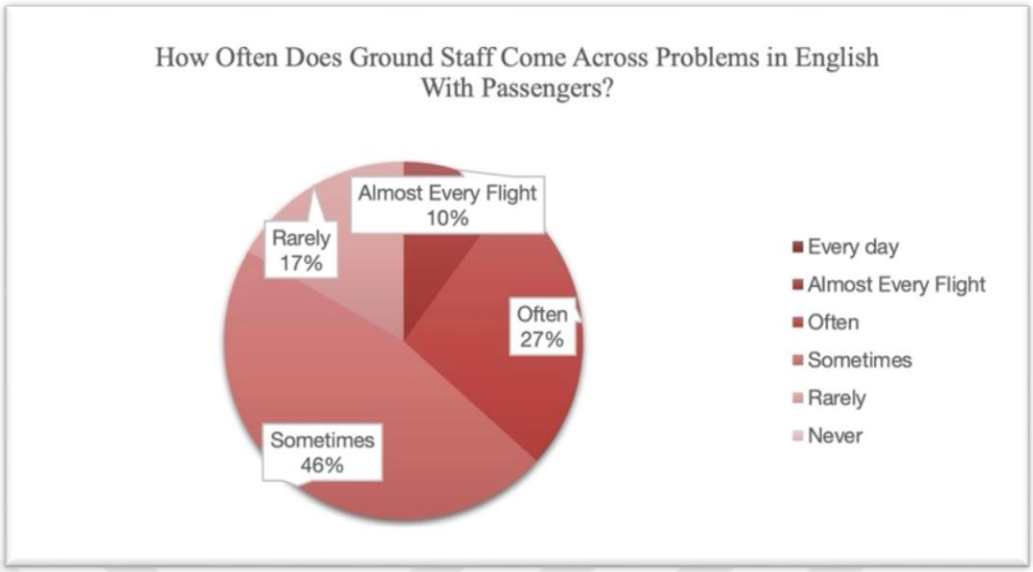


Figure 20. Ground Staff's Frequency of English Problems

4.3 Results of the Semi-Structured Meetings

The purpose of the semi-structured discussions with the cabin crew and ground staff was to learn more about how they use English at work. During these conversations, the cabin crew and ground staff were able to share their experiences, challenges, and strategies for communicating in English. The semi-structured interviews were held in Turkish since the participants chose to speak in Turkish in order to feel more confident and comfortable while giving details of their challenges while using in English.

The three main sections of the study of these sessions are Professional Use of the Target Language, Improving Language Proficiency, and Oral Communication Skills. Because there are many different situations in which cabin crew members use their language skills, each section focuses on specific aspects of using English.

Oral Communication Skills focus on how participants assess their own verbal communication abilities, the problems they face when speaking English with passengers and international colleagues, and the methods they use to overcome these challenges. This section of the analysis gives details on the proactive actions cabin crew take to improve

their language proficiency. Professional Use of the Target Language gives details on the crucial role of English speaking and listening skills in both cabin crew and ground staff.

A. Oral Communication Skills

1. How would you assess your English level in verbal communication?

2. What types of problems do you encounter when communicating in English with passengers or foreign colleagues?

3. How do you solve the problems you encounter when communicating in English during the performance of your job?

B. Improving Language Proficiency

4.- Do you apply any methods to improve your English skills?

C. Professional Use of the Target Language

5. How important are English speaking and listening skills in cabin services/ground services?

6. What are the most common topics you encounter when communicating in English during the performance of your job?

4.3.1 Analysis of cabin crew's responses

The cabin crew members' responds give more details about their experiences communicating in English as they do their jobs. The analysis is divided into categories according to the topics that were asked, and it includes both direct quotes from the respondents as well as additional analysis in order to place their experiences in context. The responses were in Turkish and were translated into English.

4.3.2 Cabin crew's oral communication skills

While most members of the cabin crew understand the necessity of being fluent in English for their jobs, their confidence in their skills differs. Respondent 1 admits that the lack of

instant resources causes them to communicate more slowly while speaking than when writing. They said, "I use Google for written help, however while speaking, if I can't remember a word's meaning, I speak more slowly or divert to a different topic." Respondent 2 expressed: "I think my level of English in oral communication is good because I use it daily for work, even better than my writing,". On the other hand, Respondent 3 describes their proficiency as adequate. Respondent 3 points out that they rely on the repeated phrases or patterned responses that they frequently use to deal with ongoing problems.

> I believe my English is at an advanced level. I can communicate comfortably with passengers and colleagues, but I sometimes have trouble with different accents. It's not a big issue most of the time, but it can slow things down a bit when I'm trying to understand quickly (Respondent 11).

"I consider my English to be quite good, but I find it challenging to understand fast speech and certain accents, like Australian and South African. It's especially difficult when passengers are in a hurry and speak quickly." (Respondent 12).

"I think my English is pretty good. I use online language courses and read English books to improve my vocabulary. This helps me feel more confident in my interactions, although technical terms can still be a trouble for me sometimes." (Respondent 13).

"I feel that my English is at an intermediate level. I actually feel comfortable with daily conversations, but I get nervous when it comes to using technical terms or when passengers use slang words." (Respondent 14)

"I'd say that my English is advanced, but I think that fast speech and technical jargon can be challenging from time to time." (Respondent 15)

4.3.3 Cabin crew's problems in english communication with passengers

Accent and pronunciation issues are common challenges for many respondents. Respondent 2 mentioned, "Sometimes I have trouble understanding passengers with Indian or British accents."

Respondent also 3 mentioned, *"I struggle with accents or when people talk really fast."* Misunderstandings due to accent differences can lead to significant problems. For instance, Respondent 6 shared a story where "butter" was misheard as "water," showing how easily miscommunication can happen. Respondent 11 mentioned that different accents can be particularly challenging during busy times when there's a lot of background noise which makes it hard to catch every word.

"There could be challenging passengers when there is a miscommunication or a medical situation that we need to handle as quickly as possible. In such cases, it is important to maintain clarity under stress." (Respondent 4)

"I feel that I would feel more confident if I were trained on specific scenarios like calming a distressed passenger during turbulence. Right choice of words and tone is very important in these types of stressful situations."(Respondent 9).

Respondent 12 stated, *"I sometimes struggle with understanding passengers who speak very quickly or have strong accents. It can be frustrating because I want to help them as quickly as possible."*

Respondent 14 mentioned, *"I have difficulties with passengers who use slang or speak too quickly. It's like they have their own language, and I have to keep asking them to slow down."*

Lastly, Respondent 13 added, *"Understanding fast speech and different accents can be difficult, especially under stress. During busy flights, it's hard to keep up sometimes."*

Among the 30 participants, 14 claimed to be able to understand English even with the use of different idioms and expressions. 9 participants stated that they could hear speech as long as it wasn't said too quickly.

4.3.4 Cabin crew's strategies for solving communication problems

Cabin crew members stated that they rely on each other to tackle communication issues. Respondent 1 shared, *"I ask my colleagues for help"*. Respondent 4 supported this by

saying*: "I can ask my crew friend for help or I ask the passenger to repeat what they said."*

Respondent 11 mentioned, *"I ask them to repeat or speak slower if I don't understand. Mostpassengers are patient and willing to help."*

Respondent 12 said, *"I use visual aids and write notes to clarify communication. Sometimes drawing a quick picture or writing down key words helps a lot."*

Respondent 13 noted, *"I often ask colleagues for help or use online translation tools. It's great to have a supportive team."* Respondent 14 agreed, *"I ask passengers to slow down and sometimes use gestures or visual aids. Body language and pointing can bridge the gap when words fail."*

Respondent 15 commented, *"I rely on asking for repetition and using clear, simple language. Breaking things down into smaller, more manageable parts often helps."*

4.3.5 Cabin crew's strategies for ımproving english skills

Cabin crew members use a lot of methods to improve their English skills. Respondent 1 mentioned that they practice with international friends and reads books to broaden their vocabulary, they stated *"I practice with friends from different countries and try to read books to improve my vocabulary."* Respondent 2 takes a language course by foreign teachers, watches tv sitcoms, and uses flashcards: *"I bought card sets to improve my vocabulary, watch sitcoms, and try to speak with my foreign friends."* These techniques highlight the value of diverse approaches, from conversational practice to visual aids. Respondent 6 emphasizes the importance of constant practice and plans to use Cambly to improve.

> After an English lesson or a speaking session at the language course I attend to, it's helpful to talk about what was difficult later with the instructor. Reflecting on what we struggled with and getting feedback from our instructors makes it easier to improve the next time. Respondent 11 reads English articles and watches movies to improve their language skills: "This not only helps with

vocabulary but also with understanding different accents and slang." (Respondent 1)

"I try to find an opportunity to review my performance after a speaking activity and discuss it with others which I find very enjoyable and beneficial. It's not just about practicing; it's about understanding where I need to improve and how to do better in real situations." (Respondent 7).

Respondent 12 mentioned that they try to have regular online language courses and regularly has conversations with their friends who speak English, *"We need more engaging and effective methods to retain new vocabulary, particularly in a diverse and multilingual work environment,"*

Respondent 13 mentioned that they attend online courses and practices with native speakers whenever possible: *"Speaking with native speakers helps me pick up on different types of phrases and improve my fluency."*

Respondent 14 uses language learning apps and reads books to enhance their skills, mentioning, *"Apps are great for on-the-go practice, and books help me see proper grammar and usage."* Respondent 15 participates in online forums and watches educational videos in English.

4.3.6 Importance of english for cabin crew

All participants agree on the importance of being fluent in English for their roles. Respondent 5 said,

> English speaking skills are crucial for us because we meet passengers from different languages and cultures, and misunderstandings must be avoided." Respondent 1 supported this by putting emphasis on the need for effective communication since "90% of our passengers speak different languages and come from different cultures. Being able to communicate effectively in English is essential for both daily interactions and ensuring the satisfaction of passengers.

Respondent 11 stated, *"English is crucial for effective communication with passengers and for their own comfort. Without good communication, it's hard to provide the best service."*

"Clear communication is important especially during emergencies. In critical situations, every second counts, and we need to be understood immediately." (Respondent 12)

"Effective communication is key to providing excellent customer service and handling emergencies. It's about making sure everyone feels safe and taken care of." (Respondent 13).

"It is very important for explaining general procedures. Passengers rely on us to understand what they need and to make them feel secure." (Respondent 14).

"English proficiency is vital for managing various passenger interactions and protocols." (Respondent 15).

4.3.7 Common topics in english communication for cabin crew

Cabin crew members frequently encounter questions about connecting flights, medical issues, and passenger requests. As Respondent 1 shared, "The most common questions we encounter are about connecting flights, illnesses, and requests from passengers with babies." Respondent 7 described their experiences from in-flight services to medical situations and personal concerns of passengers.

Respondent 11 said, *"Safety instructions, food and beverage service, and handling complaints. These are daily tasks that require clear and effective communication."*

Similarly, Respondent 12 noted, *"I frequently handle general instructions and food service in English. Passengers to understand flight-related procedures is a top priority."*

Respondent 13 mentioned, *"Baggage handling and flight information are common topics I deal with. Explaining these clearly helps passengers feel more at ease."*

Respondent 14 added, *"I often deal with questions about flight schedules and regulations. Passengers often have questions about their flights and concerns."*

4.3.8 Analysis of ground staff's responses

There were different levels of English proficiency among the ground staff consisting of 11 participants. Respondents 1 and 3 rated their English proficiency at an intermediate level. According to Respondent 1, their proficiency is at an intermediate level. By stating this it can be understood that they indicated that they have confidence in daily conversations but difficulties with technical terms. In contrast, Respondents 2, 4, and 5 rated their proficiency as advanced. For instance, Respondent 2 mentioned, "I consider myself at an advanced level. I can communicate comfortably with foreign passengers and usually do not experience any issues," reflecting a higher degree of fluency and ease in communication.

Respondent 6 assessed their English proficiency as B1 level, indicating they do not face significant problems in English communication but struggle with advanced vocabulary. They mentioned, *"I think my English level is B1. I don't think I have any problems in English communication, but I find it difficult, especially with vocabulary, when engaging in advanced verbal communication."*

"I think my English level is advanced. I can handle daily conversations and job- related topics easily. However, there are still moments where I need to think about technical terms." (Respondent 6)

"I would say my English is intermediate. I can manage most interactions, but I struggle with different accents and technical terms, especially when things get busy." (Respondent 7)

> I consider my English to be at an intermediate level. I can communicate effectively in most situations, but there are times when I get stuck on certain words or phrases." Respondent 9: "My English is at an intermediate level. I am comfortable with routine tasks but find technical terms challenging. Everyday conversations are fine, but more complex topics require more effort. (Respondent 8)

"I believe my English is advanced. I can manage most conversations, but some technical vocabulary is difficult. There are still areas I need to improve, especially when dealing with specific airport operations." (Respondent 10)

4.3.9 Ground staff's oral communication skills

All respondents mentioned facing challenges when communicating in English, especially with passengers and foreign colleagues. The main difficulties include understanding different accents and fast speech.

Respondents 1 and 3 highlighted these issues. Respondent 3 said, *"Different accents and complex questions can sometimes be challenging,"* pointing out the problems with diverse accents. Respondents 2 and 5 mentioned struggling with technical terms and local idioms.

Respondent 2 stated, *"I sometimes struggle with technical terms and some local idioms,"* emphasizing the challenge of specialized vocabulary and idiomatic expressions.

Respondent 4 added, *"I mostly struggle with technical terms, especially less commonly used ones,"*

Respondent 6 also has trouble understanding different accents, particularly when passengers speak quickly or unclearly. They explained, *"I especially have difficulty understanding some passengers' accents and think they speak very fast. They usually do not speak clearly, and there can be issues with their emphasis. Accents other than the familiar British-American ones are difficult to understand."*

Respondent 6 noted, *"Understanding certain accents and rapid speech can be difficult. It's especially challenging when passengers are in a rush."*

Respondent 7 also said, *"I find it challenging to understand passengers with strong accents or those who speak quickly. It can be frustrating because I want to help them as quickly as possible."*

Respondent 8 added, *"Different accents and technical terms are the main issues we encounter. Some accents are really hard to understand, and technical terms can sometimes confuse me."*

Respondent 9 also shared, "I have trouble with fast speech and understanding technical jargon.

It’s easier when people speak slowly and clearly."

Respondent 10 mentioned, *"Accents and fast speech are the primary problems I face in communication. Sometimes, it’s just a matter of asking for clarification."*

4.3.10 Ground staff’s problems in english communication with passengers

All respondents mentioned facing challenges when communicating in English, particularly with passengers and foreign colleagues. The main difficulties include understanding different accents and rapid speech. Respondents 1 and 4 supported this. Respondent 4 mentioned, "Fast speech and unfamiliar accents can be tough to keep up with." Additionally, Respondents 2 and 7 pointed out that they often struggle with technical terms and industry-specific jargon, which can complicate interactions and lead to misunderstandings.

"Dealing with irate passengers in English is tough, especially when they use words or phrases I'm not familiar with." (Respondent 5)

"The variety of accents I encounter daily can make it hard to ensure clear communication." (Respondent 6)

"Handling customer service inquiries in English requires a lot of patience, especially when I'm unsure of the correct terminology." (Respondent 7)

"Working with colleagues from different countries can be tricky when we're not all on the same page with our English skills." (Respondent 8)

"I often need to repeat myself to be understood, especially when dealing with passengers who aren't fluent in English." (Respondent 11)

4.3.11 Ground staff's strategies for communication problems

Participants use different types of strategies to manage communication issues. For example, Respondents 1 and 3 ask people to repeat themselves or speak more slowly if they don't understand. As Respondent 1 shared, *"When I don't understand, I ask them to repeat or speak more slowly."* Respondents 2 and 4 often ask for help from colleagues or use online tools. Respondent 2 noted, *"I ask for help from colleagues or use online dictionaries for issues I struggle with."*

Respondent 3 mentioned that they use visual aids and written notes to clarify communication, *"When I need I speak in simple and clear terms, sometimes using drawings or written notes for support."*

Respondent 6 frequently asks passengers to repeat themselves or asks for assistance from colleagues who are around in challenging situations. They stated, *"When I face communication difficulties, I often ask passengers to repeat what they said. I use my passenger notebook to write down messages when a colleague is around, or at least I try to ask for assistance."*

Respondent 6 added, *"I ask passengers to repeat themselves or speak more slowly if I don't understand. Most people are understanding and patient when I explain that I need them to slow down."*

> I seek help from my colleagues or use online dictionaries to bridge communication gaps. It's always good to have a backup plan." Respondent 8 shared, "I sometimes use written notes for support. Visual aids can really help get the message across when words fail. (Respondent 7)

Respondent 9 stated, *"I ask for repetition and use visual aids when necessary. Gestures and pictures can make a big difference."* Finally, Respondent 10 noted, *"I use gestures and visual aids to make it more understanding. Sometimes showing is better than telling."*

4.3.12 Ground staff's strategies for ımproving english skills

All respondents are working to improve their English skills in different ways. Respondents 1 and 3 use online language courses and apps. Respondent 1 said, *"I attend online language courses and watch English series,"*

Respondents 2 and 4 mentioned that they join English clubs and read novels by well-known authors. Respondent 2 shared, *"I go to an English-speaking club once a week and read professional English books,"*

Respondent 5 listens to English podcasts and reads articles on a daily basis. They shared, *"I listen to English podcasts and read English articles for at least 30 minutes every day."*

Respondent 6 mentioned that they take online lessons with foreign teachers every two weeks or once a week. They also mentioned that the short duration of the lessons do not really help them improve. They explained, *"I take online lessons with foreign teachers every two weeks or once a week, but it's only about one hour per week, so it hasn't improved my skills much."* They also add that they attend online language courses and watch English series regularly.

Respondent 7 uses language learning apps and reads English books to improve their vocabulary. They said, *"I use language learning apps and read English books to enhance my vocabulary. It's a great way to learn new words and practice."* Respondent 8 also mentioned that they participate in online courses and practices with people who speak English.

Respondent 9 mentioned that they focus on reading English articles and watching educational videos to learn new words and phrases. They mentioned, *"I read English articles and watch educational videos. This helps me learn new words and phrases."*

4.3.13 Importance of english for ground services

All respondents agreed that English proficiency is crucial for their roles as ground staff. Respondent 1 pointed out the need for quick and accurate communication with passenger by saying, *"Effective and fast communication with passengers is the main part of the job."*

Respondent 2 pointed out the importance of English in understanding passenger needs and handling emergencies: *"It is necessary to understand the needs of passengers and give correct directions in all kinds of situations when needed."*

Respondent 4 pointed out the significance of English in explaining procedures: *"It is very important to respond to passengers' requests quickly and accurately."*

"Quick and accurate responses are inevitable, especially during check-ins and security procedures. Misunderstandings can lead to delays and frustration." (Respondent 7)

"English proficiency is crucial for handling passenger inquiries and doing our work as it needs to be done. It helps dealing with concerns as soon as possible and effectively." (Respondent 8)

4.3.14 Common topics in english communication for ground staff

In the study, participants mentioned that they usually come across tasks that require proficient English communication. These responsibilities include giving directions, providing flight information and making announcements. Topics such as flight information, baggage issues, and food and beverage services are also among the most spoken topics. Furthermore, participants mentioned that they manage check-in processes and various flight-related details every day. Daily duties involve responding to passenger inquiries about seat selection, connecting flights, and airport services. Handling lost baggage claims, explaining airport amenities, and guiding passengers on their flight schedules and facilities are also tasks that are done on a daily basis. Participants emphasized the critical role of clear communication to prevent misunderstandings and making sure that passengers are always informed accuretely.

4.4 Discussion

This study intended to explore the critical role of English language proficiency among cabin crew and ground staff in the aviation industry. Because of the international nature of aviation, effective communication is the core for ensuring safety, operational efficiency, and customer satisfaction. The study sought to identify the specific challenges

faced by aviation personnel in their daily interactions, particularly those related to language barriers, and to propose solutions for addressing these challenges.

The findings of this study emphasize how crucial English proficiency is for cabin crew and ground staff in the aviation industry. The study's findings align with the what Skogstad et al. (1995) highlighted in their study, associated with poor communication among cabin crew and ground staff, showing that misunderstandings due to inadequate language skills can disrupt operations and delay flights. This study's findings also corresponds closely with Iswari's (2017) research, as both emphasize the importance of task-based and English training based on scenarios for aviation professionals. While Iswari focused on developing English speaking materials for Indonesian cabin crew, this study includes both cabin crew and ground staff. Both studies highlight the effectiveness of real-life interaction exercises in improving communication skills, putting emphasis on the necessity of immersive learning environments. This study also supports the idea that practical training is a key to ensure aviation personnel are well prepared for the communication challenges.

This study expands the research by Xiaoqin and Wenzhong (2016) by advocating not only for aviation-specific vocabulary and situational training but also for the practical implementation of these elements in both ground staff and cabin crew training programs. They highlighted the significance of an integrated English curriculum specifically designed for cabin crew in their research by putting emphasis on the importance of language training to the specific demands of the aviation industry, which is a notion also strongly supported in this study.

The emphasis on practical, real-world applications of language skills in this study reinforces the conclusions drawn by Barkhordari and Chalak, suggesting that a more practical approach to language training can lead to better outcomes. The importance of addressing English language proficiency within the aviation industry is further supported by studies such as the study by Barkhordari and Chalak (2017), who conducted a needs analysis among Iran Air's airport services personnel. Their research highlighted the crucial role of English in enabling effective communication between ground staff and international passengers. Similar findings were reported by Herasymenko, Muravska, and

Pidlubna (2021), who emphasized the need for motivation and customized training programs to improve language skills among future aviation specialists. These studies reinforce the conclusions of this research, emphasizing the necessity of specialized language training programs that meet both the linguistic and cultural needs of aviation personnel. This study takes it a step further by offering concrete training solutions, such as the integration of immersive learning environments and simulation-based exercises, to fill in these gaps.

By focusing on both cabin crew and ground staff, this study broadens the scope of Kim and Elder's (2009) findings, which explored the perceptions of Korean aviation personnel regarding the use of English as a lingua franca. Their research highlighted the challenges associated with understanding different accents and the critical role clear communication plays in ensuring operational safety and efficiency. This study similarly identifies these challenges among Turkish aviation personnel, particularly in their interactions with diverse passenger groups and suggests that a more comprehensive approach to language training is necessary, especially one that includes accent comprehension and rapid speech handling, to address these issues effectively.

The study also highlights the need for specialized language training which will meet the demands of aviation professionals. Piven (2022) stressed the importance of developing language programs specifically for the aviation sector in line with the study's findings, which call for targeted English courses focusing on vocabulary which is specific to aviation, customer service interactions, and emergency protocols. Gould et al. (2004) also put emphasis on the value of needs analysis in designing these training programs, emphasizing the importance of identifying gaps between current skills and job requirements to ensure that training is both relevant and effective.

The study further highlights the effectiveness of simulation-based training, which Sotomayor and Maria (2020) found to significantly enhance language proficiency and situational awareness through practical, immersive environments. However, Dũng, Hanh, and Hang (2023) put emphasis on the facts that simulations must be carefully designed to reflect the real-life complexities and pressures of aviation scenarios accurately. They

argue that while simulations are valuable, they should be complemented by other training forms to better prepare staff for the unpredictable emergencies.

Ewen et al. (2020) also point out the psychological aspect that continuous language training can take on cabin crew and ground staff, which contrasts with this study's emphasis on continuous professional development. They suggest that the constant pressure to improve language skills, especially in a stressful environment like aviation, can lead to burnout and decreased job satisfaction. This could come to mean that these training programs can also involve mental well- being and stress management sessions.

The importance of ongoing professional development is another critical area identified by the study. Nguyen et al. (2018) emphasized the need for continuous training and regular assessments to maintain high communication standards which aligns with the study's suggestion that airlines should foster a culture of continuous learning.

The study emphasizes the need for training programs that not only focus on linguistic proficiency but also on developing cultural sensitivity and awareness. This corresponds to what Suthatorn and Charoensukmongkol (2018) point out, which is; cultural intelligence is essential for cabin crew members who regularly interact with passengers from diverse backgrounds. The role of cross-cultural communication in the aviation is identified to be crucial.

This study stands out from the others because it looks at the English language needs of both cabin crew and ground staff in the aviation industry, while most studies tend to focus on just one group. By considering both groups, this research provides a bigger picture of the communication challenges that affect the entire operation, from check-in to in-flight service. This broader approach helps in understanding how these roles connect and how their language skills impact overall efficiency of the personnel.

One key finding is the importance of specialized English training that meets the specific needs of both cabin crew and ground staff. While other studies have highlighted the need for language programs, this study shows how these programs can be designed to address the challenges faced by both cabin crew and ground staff.

In addition, this study addresses the issues related to understanding different accents, dealing with fast speech, and using technical vocabulary. These challenges are common in aviation, as noted by Liu (2023) and Shapiro, Ozanne, and Saatçioglu (2008), but this study digs deeper into how these challenges differ between cabin crew and ground staff. For instance, cabin crew might find it harder to pronuounce different accents when making announcements, while ground staff might struggle with quick conversations while dealing with busy operations. This detailed look at each group's specific needs makes it easier to design training that addresses these challenges effectively.

Another significant aspect of this study is that it didn't solely rely on one method to gather information. Both cabin crew and ground staff were surveyed and interviewed to get a deep understanding of their specific English language needs. By directly hearing from the people who are on the front lines, the study offers a more complete and deeper view of the challenges they face on a daily basis.

5. CONCLUSION AND SUGGESTIONS

For both cabin crew and ground staff, English proficiency is necessary when they interact with passengers, colleagues, and other stakeholders from different linguistic backgrounds. This study was conducted to identify and address the challenges regarding using English in the aviation industry such as managing communication breakdowns due to language barriers, handling demanding passengers, and providing clear guidance in stressful situations. The study identifies these obstacles and offer practical training approaches that will enable airline workers to become more proficient communicators.

Ground staff online questionnaire responses show a variety of experience levels. There are workers who have only one year and those who have over six years of experience. Despite these varying levels, most ground staff have only taken general education English classes, not aviation-specific ones. Ground staff often struggle with understanding different accents and rapid conversations. British English accents can be particularly challenging, leading to confusion and frustration for both staff and passengers. Unfamiliar words indicate language gaps which indicates the need to use translation tools, which can put obstacles on having effective communication. Despite their experience, many ground staff members reported taking extra English courses on their own, indicating that their former education didn't provide their language needs.

Similarly, cabin crew’s online questionnaire responses reveal a wide range of experience, from new recruits to experienced ones. However, like the ground staff, most cabin crew members have only had general English education and lack training specific to their jobs. Cabin crew constantly encounter communication challenges due to the diverse linguistic backgrounds of passengers. Accents, rapid speech, and unfamiliar terminology can create significant obstacles. British and Australian accents were noted by the participants as being particularly challenging on account of the fact that they can lead to misunderstandings and frustration. These difficulties highlight the need for ongoing accent training and listening exercises to improve comprehension.

Creating environments for organizations that values and rewards efforts of cabin crew and ground staff to improve English proficiency can be very supportive. Providing opportunities for practice, feedback, and professional growth in language skills can encourage improvement. The aviation sector must prioritize continuous improvement in language training programs to meet evolving communication needs.

Feedback from both cabin crew and ground staff puts emphasis on the critical importance of English proficiency in the aviation industry. Both groups face similar challenges, such as understanding different accents, rapid speech, and technical vocabulary. They use different kinds of strategies to overcome these barriers, including asking for repetition, using visual aids, and seeking help from colleagues. The findings of the study put emphasis on the crucial importance of English proficiency for both cabin crew and ground staff.

One of the most important aspects of the study is that the aviation industry needs language trainings to blend both practical and theoretical elements together. By implementing the suggestions that are mentioned in the study, airlines in Türkiye can develop the English language proficiency of their cabin crew and ground staff. Investing in language training programs and creating a supportive environment for continuous learning will make it possible that aviation professionals are educated, trained or prepared to handle the requirements of their roles. When both cabin crew and ground staff can communicate clearly and confidently, they're more likely to provide high quality service, respond more effectively to all types of situations that can come up, and deal with issues more quickly. This not only benefits passengers but also creates a more efficient and pleasant working environment.

The study puts emphasis on the key areas for training and improvement by examining the input that comes from both ground staff and cabin crew. These results offer a foundation for strategic language support activities that can be involved in the training programs. In addition, the study points out that while ground staff and cabin crew generally have avarage conversational skills, advanced proficiency in specific areas is critically needed in certain aspects of the job. The study also asserts that passengers often come across communication barriers when interacting with staff members who lack

sufficient English proficiency. This situation leads to dissatisfaction because of possible misunderstandings. High levels of English language instruction can expand productivity, boost confidence and motivation of the staff, and increase the standards of the traveler experience. Moreover, the research recommends an approach to language instruction that will meet the specific needs of the aviation industry and combines both theoretical knowledge and practical application. Providing these needs can make it possible for airlines to improve their operational efficiency and create a more welcoming atmosphere for international travelers. In the increasing global airline sector, staying competitive demands a comprehensive approach to language training.

In conclusion, meeting the English language proficiency needs of cabin crew and ground staff is inevitable for the aviation industry's success. Investing in specialized language training and promoting a culture of continuous learning can boost airlines' operational efficiency, passenger satisfaction, and competitive edge in the global market. This study offers valuable insights and practical guidelines for creating effective training programs for the specific challenges aviation personnel face. This study highlights the essential role of English proficiency within the aviation industry, particularly for cabin crew and ground staff. While the study's findings align with existing research, they also introduce new perspectives by exploring the needs of both cabin crew and ground staff, offering a comprehensive view of the industry's linguistic challenges. The integration of advanced technologies, the importance of cross-cultural communication, and the necessity for continuous professional development were emphasized as key areas for improvement. Implementing these programs will lead to a more efficient, and passenger friendly airline industry.

Questionnaires from both cabin crew and ground staff demonstrate a clear picture of their English language needs within the aviation industry. Most participants seem to have learned English through general education courses rather than specialized aviation training. This means they may be missing some of the key language skills needed for their jobs, like understanding and using aviation-specific vocabulary, communicating clearly in emergency situations, or following complex instructions related to flight operations. They might also struggle with things like picking up on different accents and dialects or adapting their language to suit the cultural backgrounds of passengers. These gaps can

make it harder for them to communicate effectively and confidently in a professional aviation setting.The absence of targeted English lessons for candidates in the training of aviation sector makes it challenging to meet the communication demands of their roles effectively. This indicates a significant need for specialized English training programs.

Cabin crew and ground staff members often face situations where their current English proficiency is insufficient, such as dealing with passenger complaints and providing detailed instructions when needed. These scenarios require not only a good command of general English but also specific vocabulary and the ability to convey information clearly and accurately.

Based on the findings of this study, several key areas for improvement have been identified to enhance the English language proficiency of aviation personnel. The following suggestions are organized into categories to provide a structured and comprehensive strategy for addressing the language challenges faced by cabin crew and ground staff. These recommendations reflect the feedback provided by participants during the study and the specific language issues they highlighted.

A key area for improvement is developing targeted training sessions that focus on industry- specific vocabulary, including technical terms related to aircraft operations, baggage handling, security procedures, and flight details. Respondents 9 and 10 from the cabin crew pointed out that they often struggle with using and understanding technical vocabulary when explaining baggage procedures or providing information on security protocols. This type of specialized training is essential for ensuring that aviation personnel can communicate accurately and effectively in professional contexts. To reinforce learning, tools such as glossaries, flashcards, and interactive quizzes can be used. Regular review and practice of these terms will help staff relate them to real-life situations and use them correctly. Additionally, incorporating hands-on practice sessions will allow employees to apply technical vocabulary in simulated scenarios, which will further build their confidence and proficiency in using these terms.

Another area that requires attention is the ability to comprehend various English accents and dialects commonly encountered in aviation. Respondents 2, 3, 6, 11, 12, and 13 from the cabin

crew, along with Respondents 2, 4, 5, 6, 8, and 11 from the ground staff, expressed difficulties in understanding passengers who speak quickly or with strong regional accents. Accent and dialect training should be integrated into existing programs to help staff become more comfortable understanding diverse speech patterns, such as Australian, Indian, or Scottish accents. Training sessions can include audio recordings and role-playing exercises that expose staff to different accents and speech patterns, improving their ability to respond effectively.

Listening exercises should also be included in daily routines, using pre-recorded audio clips that reflect real-world scenarios. By regularly practicing with these exercises, staff can become more adept at understanding diverse accents which will reduce the likelihood of miscommunication.

Digital tools and technology offer new opportunities for effective language training. Respondents 2 and 4 from the cabin crew mentioned that they would benefit from learning tools that provide more interactive and engaging content. The implementation of digital learning platforms can provide interactive content specifically designed for the aviation industry, such as customized app courses covering vocabulary and common scenarios in airport operations. Advanced technologies like virtual reality (VR) can be used to create realistic simulations where staff engage with virtual passengers from different linguistic backgrounds. This type of immersive training allows employees to practice their language skills in a controlled environment, making learning more engaging and effective. Digital tools can also provide real- time feedback on language use, enabling staff to track their progress and identify areas for improvement more accurately.

Simulation-based training should be a core component of language training for aviation personnel. Real-life simulations and scenario-based exercises allow staff to practice responding to typical situations, such as dealing with passenger complaints, managing emergencies, or providing assistance with connecting flights. Implementing such training would address the concerns shared by Respondents 12 and 13 from the cabin crew, who noted that dealing with passengers during emergencies or explaining complex procedures is often challenging. Utilizing VR for these scenarios can create a more immersive experience, helping staff develop their communication skills in a realistic setting. These

sessions will enable staff to gain practical experience in using English to handle complex and unexpected situations, thereby enhancing their overall communication competence.

To further support language development, peer learning and continuous professional development should be encouraged. Respondent 8 from the cabin crew expressed that discussing challenges and learning from peers has been beneficial for improving communication skills. Peer learning groups can be established, where staff regularly meet to practice their English language skills, discuss challenges, and share strategies for improvement. Organizing workshops and seminars led by experienced staff or English instructors can focus on specific language skills, such as pronunciation, clarity for in-flight announcements, and improving customer service interactions.

Training should also prepare staff for handling unpredictable and high-stress scenarios, such as medical emergencies, communicating with unruly passengers, or managing in-flight security incidents. According to the feedback from Respondents 4 and 9 from the cabin crew, dealing with stressed or aggressive passengers often requires advanced language skills and confidence in giving clear and accurate instructions. These sessions should involve scenario-based practice where staff can learn to provide instructions under pressure while maintaining calm and effective communication.

Another critical element of effective communication for aviation staff is cultural sensitivity. Several respondents, including Respondents 7, 11, and 15 from the cabin crew and Respondents 3, 5, and 9 from the ground staff, highlighted that communication issues often stem not just from language barriers but also from a lack of cultural understanding. They shared experiences of misunderstandings that arose due to differing cultural norms and expectations, which sometimes resulted in passengers feeling uncomfortable or misunderstood. To address this, integrating cultural sensitivity training into English language programs would be highly beneficial. This training can include interactive activities such as role-plays, case studies, and real-world scenarios that explore how cultural backgrounds influence communication styles. By learning how to adjust their language and approach based on cultural contexts, staff can provide more effective and respectful service, making interactions smoother and more positive for both passengers and crew members

The insights shared by respondents in this study point to several key areas that warrant further exploration to better understand the real-world challenges faced by aviation personnel. By looking deeper into these aspects, future research can contribute valuable knowledge that informs the development of more targeted and effective language training programs.

For example, Respondent 12 from the ground staff emphasized the difficulty of retaining newly learned vocabulary, especially in an environment that requires constant communication with passengers from diverse linguistic backgrounds. Future studies could investigate innovative methods to not only help aviation personnel acquire new vocabulary but also retain it over the long term.

Moreover, Respondent 4 from the cabin crew mentioned that both cabin crew and ground staff often rely on colleagues or passengers to overcome language barriers during conversations. This highlights the need for more comprehensive language training that equips staff with the ability to handle communication challenges independently and confidently. Further research could explore the effectiveness of intensive language courses that focus on the specific scenarios commonly encountered by aviation personnel.

Additionally, the respondents' feedback shows the importance of designing language training programs that are accessible and adaptable to the unique demands of the aviation industry. Given the time constraints, high-stress environments, and the need for precise communication, future research could look into the impact of short, intensive training modules that fit into the busy schedules of aviation personnel. Studies might also explore ways to provide continuous support and resources outside formal training sessions such as through mobile applications or online platforms, as suggested by respondents 1, 3, and 7 from the ground staff and respondents 5, 14, and 15 from the cabin crew. Overall, by addressing these areas through further research, we can develop more effective language training strategies that not only enhance the communication skills of aviation personnel but also contribute to more efficient, and more satisfying interactions between staff and passengers.

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APPENDIX

Appendix 1: Ethics Committee Approval Form

Çalışmanın/Araştırmanın Adı
Needs Analysis of The Use of English by Cabin and Ground Services Personnel in Communication with Passengers Kabin ve Yer Hizmetleri Personelinin Yolcularla İletişimde İngilizce Kullanımlarının Gereksinim Çözümlemesi

Çalışmanın/Araştırmaya Başvuranın Kurum İçinden mi Olduğu	
☒	Maltepe Üniversitesi Akademik/İdari Personeli veya Öğrencisi
☐	Maltepe Üniversitesi mezunu
☐	Maltepe Üniversitesi dışından
☐	Diğer (Belirtiniz)

- **Maltepe Üniversitesi dışından ise, bağlı olduğu kuruluş belirtilmelidir.**

Çalışmanın/Araştırmanın Yürütücüsü[1]					
Unvanı	**Adı Soyadı**	**Uzmanlık Alanı**	**Görev Yeri**	**E-posta**	**İmza**
Öğrenci	Esra Melis HARMAN	İngilizce Öğretmenliği			

Araştırmacılar[2]					
Unvanı	**Adı Soyadı**	**Uzmanlık Alanı**	**Görev Yeri**	**E-posta**	**İmza**
Öğretmen	Esra Melis HARMAN	İngilizce Öğretmenliği			

[1] **Araştırmanın Yürütücüsü**: Araştırma yüksek lisans ve doktora çalışması ise Araştırmanın Yürütücüsü olarak öğrenci sisteme giriş yapmalıdır. Diğer tüm çalışmalarda sisteme giriş yapan kişi Araştırmanın Yürütücüsü olup karar başvurucu adına çıkmaktadır. Tüm kutucuklar doldurulmalı imza atıldıktan sonra sisteme taratmalıdır.

[2] **Araştırmanın Yürütücüsü dışında** çalışmada yer alacak bütün kişilerin Araştırmacılar tablosunda yer alması gerekmektedir. Tüm kutucuklar doldurulmalı imza atıldıktan sonra taratılıp sisteme yüklenmelidir.

Çalışmanın/Araştırmanın danışman(lar)ı					
Unvanı	**Adı Soyadı**	**Uzmanlık Alanı**	**Görev Yeri**	**E-posta**	**İmza**
Dr. Öğretim Üyesi	Hakan DİLMAN	İngilizce Öğretmenliği	Maltepe Üniversitesi		

Etik Kuruluna Başvuru Türü	
☒	İlk Başvuru
☐	Tekrar Başvuru (Revizyon)
☐	Onaylanmış Başvuruda Değişiklik Bildirimi
☐	Daha Önce Onaylanmış Bir Araştırmanın Devamı
☐	Diğer (Belirtiniz)

Çalışmanın/Araştırmanın Türü	
☒	Yüksek Lisans Tezi
☐	Doktora / Sanatta Yeterlik/ Uzmanlık Tezi
☐	Akademik Personel çalışması/araştırması
☐	İdari Personel çalışması/araştırması
☐	Ön-lisans ya da lisans öğrencisi çalışması/araştırması
☐	Diğer (Belirtiniz)

Çalışmanın/Araştırmanın yapılacağı Yer(ler)/Kişiler/ Kurum ve Kuruluşlar
➢ Araştırma Türk Havayolları Ekip Terminalinde bulunan kabin memurları, adaylar ve yer hizmetlerinde görev alan çalışanlar arasında yapılacaktır.

Çok Uluslu/Çok Merkezli Bir Çalışma/Araştırma Olup Olmadığı	
☒	Hayır
☐	Evet
	➢ **Evet ise, açıklanmalıdır.**

Çalışma/Araştırma Desteği	
☒	**Araştırma desteği yoktur.**
☐	Araştırma desteğine başvurulacaktır.
☐	Araştırma desteğine başvuru yapılmış, değerlendirme süreci devam etmektedir.
☐	Araştırma desteği vardır.
	➢ **Araştırma desteğine başvurulacaksa veya desteği varsa hangi kurum veya kuruluş desteği olduğunu belirtilmelidir.**
	➢ **Araştırma destek sürecine ilişkin belirtmek istenen başka bir husus varsa, burada yazılabilir.**

Çalışmanın/Araştırmanın Kısa Özeti

Havacılıkta hem kabin ekibiyle, hem yer personeliyle, hem de yolcularla iletişim kaynaklı sorunlar yaşanıyor. Havacılık üyelerinin çoğunluğunun kullandığı dil İngilizcedir. Dünyadaki hemen hemen her havayolu şirketinde akıcı İngilizce konuşmak şarttır. İngilizce, kabin ve yer hizmetlerinde çalışanlar arasında da ortak dildir. İngilizce yeterliliği konusunda belirli bir standart olmaksızın, yolcuların karşılanması, konforun sağlanması, gerektiğinde acil durum ve sağlıkla ilgili konuların uçuş öncesi ve sırasında halledilmesi gibi yolcu memnuniyetine yönelik hizmetler eksik kalabilir.

Bu çalışma hem kabin hem de yer personelinin karşılaştığı sorunları anlamayı ve mesleki ihtiyaçlar doğrultusunda konuya bakış açılarını değerlendirmeyi amaçlamaktadır. Havacılık kabin memuru ve yer personeli adaylarının aldıkları eğitim programı, sadece belirli amaçlara yönelik İngilizce derslerini içermekte olup, beceriye dayalı dil eğitimini içermemektedir. Adayların yüksek düzeyde İngilizce bilgisine sahip olduğu değerlendirilmektedir. Adaylar iki çevrimiçi İngilizce sınavının yanı sıra bir İngilizce mülakatına da girerler. Ancak konu günlük iletişim kurmaya gelince sorunlar ortaya çıkmaktadır. Bu çalışmada, kabin ekibi ve yer hizmetleri personelinin İngilizce ihtiyaçlarının değerlendirilmesi amaçlanmıştır.

Çalışma/Araştırma Takvimi	
Çalışma/Araştırma Başlangıç ve Bitiş Tarihi	01.12.2023 – 01.09.2024
Veri Toplama Başlangıç ve Bitiş Tarihi[3]	18.12.2023 – 31.06.2024

[3] Bu tarih belirlenirken aşağıdaki hususlar dikkate alınmalıdır:

1. **Prospektif** (veri toplama süreci araştırma başlangıcından sonra elde edilecekse) çalışmalar için veri toplama başlangıç tarihi etik kurulu onayından öncesi olamaz.
2. Halka açık veriler veya daha önce etik kurulu izni alınarak toplanmış veriler (Örn: PISA testleri verileri, çok ayaklı bir projede toplanan veriler için- varsa proje numarası/etik kurulu onay numarası) veya **retrospektif** araştırmaların verileri kullanılacaksa, araştırmanın yöntem bölümünde mutlaka belirtilmelidir.
3. **Araştırmanın başlangıç-veri toplama tarihi, Etik Kurulu onay tarihinden önce başlamamalıdır.** Bu sebeple başvurunun gönderildiği tarihten itibaren, başvuru için onay bekleme, inceleme ve düzeltme alabilme sürelerini de kapsayacak şekilde ileri bir tarih verilmesi gerekmektedir.

Çalışmanın/Araştırmanın Amacı

Çalışmanın amacı, kabin ekibi ve yer hizmetlerinde İngilizce konuşan yolcular arasında karşılaşılan iletişim kaynaklı sorunlara açıklık getirmek ve ayrıca havacılık eğitim programlarında İngilizce iletişim temelli konuşma dersleri önerebilmek için bir ihtiyaç analizi yapmaktır. Bu çalışma aynı zamanda çalışanların yolcularla iletişim kurarken dil yeterliliğinin yeterli olmadığı bir durumla karşılaştıklarında ne yaptıklarını anlamayı da amaçlamaktadır.

Bu çalışmanın varsayımı hem kabin görevlilerinin hem de yer personelinin İngilizce açısından oldukça yetersiz bir eğitimden geçmiş olabileceği yönündedir. İkinci bir varsayım, yolcuların çoğunluğunun uluslararası olabileceği ve dolayısıyla İngilizce yeterliliğinin bazı durumlarda sorun olmayabileceği olabilir.

Çalışmanın/Araştırmanın Konusu ve Özgün Değeri

Bu çalışma, kabin görevlilerinin ve yer personelinin uçuş sırasında İngilizce konuşan yolcularla iletişimde yaşadıkları iletişim sorunlarının üstesinden gelebilmeleri için özel olarak tasarlanmış olması nedeniyle önemlidir. Bu çalışma aynı zamanda hizmet içi eğitimde kabin ekibi ve yer hizmetleri mezuniyet programlarında akademik olarak verilen mevcut İngilizce dil programlarının değerlendirilmesi açısından da önemlidir.

Çalışmanın/Araştırmanın Yöntemi	
Araştırmanın yöntemini en iyi açıklayan ifade/ifadeleri seçiniz[4].	
☒	Nicel
☐	Deneysel
☐	Sörvey/Tarama
☐	Reaktif olmayan araştırma (İkincil analiz, içerik analiz vb.)
☒	Nitel
☐	Derinlemesine görüşmeler
☐	Odak grup görüşmeleri
☐	Gözlem
☐	Karma (*nitel ve nicel birlikte)*
☐	Keşfedici
☐	Tanımlayıcı
☐	Açıklayıcı
☐	Kesitsel
☐	Boylamsal
☐	Zaman Serisi
☐	Panel
☐	Kohort
☐	Vaka çalışması

[4] Araştırmanın yöntemi, yukarıda ifade edilen seçenekler arasında birden fazla da olabilir, uygun olanların hepsi işaretlenmelidir.

☐	Temel (Teorik) araştırma
☐	Uygulamalı araştırma
☐	Eylem araştırması
☐	Değerlendirme araştırması
☐	Sosyal Etki Belirleme Çalışması
☐	Ölçek geliştirme/uyarlama
☐	Dosya taraması
☐	Görüntü taraması
☐	Hücre veya doku kültürü çalışması
☐	Model geliştirme
☐	Diğer (Belirtiniz)

Katılımcı Grupları	
Araştırmanın katılımcı grubu/gruplarını/veri kaynağını en iyi tanımlayan ifade/ifadeler hangisidir?	
☐	Sağlıklı/ Hasta Erişkin Gönüllüler (Katılımcı olmayan grubun üzerini çiziniz).
☐	Sağlıklı/ Hasta Çocuklar (Katılımcı olmayan grubun üzerini çiziniz).
☐	Üniversite Öğrencileri
☒	Çalışan Yetişkinler
☐	Veliler/Ebeveynler (Katılımcı olmayan grubun üzerini çiziniz).
☐	Dosya vb. dokümanlar -veriler
☐	Diğer (Belirtiniz)
➢ **Araştırma kapsamında ortalama 50 kişiyle çalışılacaktır. Seçilen gruplar kabin memurları, yer hizmetleri görevlileri ve kabin memuru adayları tarafından oluşacaktır.**	
Araştırmanın katılımcı grubu/grupları aşağıda belirtilen dezavantajlı veya örselenebilir bir grubu kapsıyorsa işaretleyiniz.	
☐	18 yaşın altında (reşit olmayan) çocuklar
☐	Çocuk işçiler
☐	Suça sürüklenmiş çocuklar
☐	Hamile veya emziren kadınlar
☐	Yabancı ülke vatandaşları
☐	Mülteci veya göçmenler
☐	Türkçe okuma, konuşma veya yazması olmayan bireyler

☐	Okuryazar olmayanlar veya okuryazarlığı kısıtlı olanlar
☐	Zihinsel engelli bireyler
☐	Bedensel engelli bireyler
☐	Tutuklular
☐	İleri yaştaki yetişkinler
☐	Devlet korumasında yaşamını sürdüren bireyler (Örn: şiddete maruz kalan kadınlar)
☐	Hastalar
☐	Hasta yakınları
☐	Diğer (Belirtiniz)

Veri Toplama Araçları	
Araştırma kapsamında hangi veri toplama araçlarına başvurulacaktır? Aşağıdaki ifade/ifadelerden en uygun olanlarını işaretleyerek veri toplama araçları hakkında ilgili bölümde bilgi veriniz.	
☒	Anket
☐	Ölçek, Test, Envanter
☐	Gözlem
☒	Görüşme
☒	Görüntü ve/veya Ses Kaydı
☐	Giyilebilir Akıllı Cihazlar (Sensörler/Holter vb.)
☐	Ölçek Geliştirme Çalışması
☐	Dosya/arşiv taraması
☐	Veri kaynakları taraması
☐	Hücre veya doku kültürü çalışması,
☐	Diğer (Belirtiniz)

- **Veri toplama araçlarına ilişkin temel bilgileri** (kim tarafından geliştirildi, hangi özellikte kaç soru içermekte, nasıl sınıflandırılacak ya da analiz edilecek vb.) **burada belirtilmelidir.**
- Veri toplama araçları Doktor Öğretim Üyesi Hakan DİLMAN ve araştırma yürütücüsü Esra Melis HARMAN tarafından geliştirildi.
- Veri toplama aracı Google Forms üzerinden iki ayrı anket olup(kabin ve yer hizmetleri), toplamda 30 soru içermektedir.

- **Katılımcılarla nasıl iletişime geçileceği, veri toplama süresi ve verilerin kimler tarafından toplanacağı gibi soruların yanıtları açık olarak ifade edilmelidir.**
- Katılımcılarla yüzyüze görüşmeler yapılacak olup aynı zamanda çevrimiçi anket sorularıyla da veri toplanacaktır.
- Veri toplama süresi iki eğitim dönemini kapsayacaktır.
- Veriler araştırma yürütücüsü Esra Melis HARMAN tarafından toplanacaktır.

- **Varsa, araştırmada kullanılacak ve başkaları tarafından geliştirilmiş veri toplama araçlarının/ölçeklerin kullanım izinleri ile ilgili nasıl bir yol izlendiği/izleneceği mutlaka belirtilmelidir.**

Verilerin Analizi
➢ **Araştırma kapsamında hangi analiz yöntemlerinin kullanılacağı bu bölümde açıkça belirtilmelidir.** ➢ Araştırmada nicel(betimleyici istatistikler) ve nitel (içerik analizi) yöntemleri kullanılacaktır.

Gizlilik ve Veri Güvenliği[5]	
Araştırma verileri nasıl kayıt altına alınacaktır?	
☐	El ile Veri Giriş Tablosu
☐	Bilgisayar
☒	Çevrimiçi/Çevrimdışı Veri Tabanı
☐	Diğer (Belirtiniz)
Araştırma verileri nasıl depolanacaktır?	
☒	Bilgisayar (Elektronik arşiv, Hard disk, USB)
☐	Kilitli Dosya Dolabı
☐	Kilitli Ofis
☐	Çevrimiçi Bulut Sistemi
☐	Diğer (Belirtiniz)
➢ **Araştırma verilerinin saklanma süresi belirtilmelidir.** ➢ Veriler iki eğitim dönemi boyunca saklanacaktır.	

[5] Araştırmanızla ilgili olan seçenekleri işaretleyiniz.

Katılımcıların verilerinin mahremiyeti nasıl korunacaktır?	
☐	Kodlama/Rumuz Sistemi
☐	Veri/Numunelere Sınırlı Erişim
☒	Veri Anonimleştirmesi (Katılımcıların tanımlayıcı bilgilerinin kaldırılarak verinin anonimleştirilmesi)
☐	Şifre Korumalı
☐	Diğer (Belirtiniz)
Araştırma kapsamında araştırmacılar tarafından katılımcılara yönelik herhangi anket ve görüşme formlarında bulunmayan başka bir tanımlayıcı bilgi toplanacak mı?	
☒	Hayır
☐	Evet
☐	Diğer (Belirtiniz)
Evet ise, hangi tanımlayıcı bilgilerin kullanacağı gerekçeleri ile birlikte belirtilecektir.	
☐	Doğum tarihi
☐	Posta ve/veya e-posta adresi
☐	Sağlık kayıtları
☐	Fotoğraf, görüntü ve/veya ses kaydı
☐	İmza ve/veya el imzası örnekleri
☐	Kimlik bilgileri (İsim/ soyadı, T.C. kimlik numarası ehliyet, ruhsat ve/veya taşıt plakası vb.) ya da kişisel gizlilik gerektiren veriler
☐	Yukarıda belirtilmeyen diğer kişisel bilgiler (Belirtiniz)

- **Eğer yukarıdakilerden herhangi birine "Evet" işaretlenmişse ve gizlilik gerektiren bu verilerin kullanımı zorunlu ise, bu zorunluluğun gerekçesi ile bu bilgilere ilişkin güvenlik önlemleri ayrıntılı olarak belirtilecektir.**

Çıkar Çatışması

Sizin ve / veya bu başvuruda tanımlanan proje ile bağlantısı olan diğer araştırmacılardan herhangi birisinin bu araştırma ile ilgili mevcut veya potansiyel çıkar çatışması var mıdır?

☒	Hayır
☐	Evet
☐	Diğer (Belirtiniz)

- **Evet ise, açıkça belirtilecektir.**

Çıkar Çakışması

Sizin ve / veya bu başvuruda tanımlanan proje ile bağlantısı olan diğer araştırmacılardan herhangi birisinin bu araştırma ile ilgili mevcut veya potansiyel çıkar çakışması var mıdır?

☒	Hayır
☐	Evet
☐	Diğer (Belirtiniz)

- **Evet ise, açıkça belirtilecektir.**

Kişisel Verilerin Korunması Kanunu (KVKK) ve Avrupa Birliği Genel Veri Koruma Regülasyonu (GPDR) bağlamında araştırma sonuçları ile yapılacak akademik yayınlarda katılımcıların ismi veya kişisel tanımlayıcı bilgileri paylaşılacak mıdır?

☒	Hayır
☐	Evet

☐	Diğer (Belirtiniz)

- **Evet ise, gerekçesini belirtilecektir.**

Kaynakça

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(Aşağıda çalışmalarda/araştırmalarda kullanılmak üzere araştırmacılara **asgari taslak BİLGİLENDİRİLMİŞ ONAM FORMU örnekleri** sunulmaktadır. Çalışmanızın/araştırmanızın yapısına, içeriğine, kimlerle görüşüleceğine ve yöntemine göre bu formları yeniden tasarlayabilirsiniz.)

BİLGİLENDİRİLMİŞ ONAM FORMU (YETİŞKİNLER İÇİN)

(Aşağıda yer alan kısmı Veri Toplama Formunun başına yerleştiriniz)

Kabin ve Yer Hizmetleri Personelinin Yolcularla İletişimde İngilizce Kullanımı Tez Çalışması adlı çalışma Esra Melis HARMAN tarafından gerçekleştirilecektir. Araştırma yüksek lisans tez çalışması amacıyla planlanmıştır. Bu araştırmaya katılmak gönüllülük esasına dayanmaktadır. Çalışmaya katılmayı kabul ettikten sonra veri toplama formunu doldurmaya başlamış olsanız bile istemediğiniz takdirde çalışmaya katılmaktan vazgeçebilirsiniz. Formu eksiksiz doldurup araştırmacıya vermiş olmanız/göndermeniz çalışmaya katılma konusunda gönüllü olduğunuz anlamına gelmektedir.

Sizden elde edilen tüm bu bilgiler bilimsel bir araştırmada kullanılacaktır. Araştırma sonuçları kimlik belirtecek herhangi bir isim ya da işaret içermeyecektir. Bu araştırmada sizinle ilgili tutulan tüm kayıtlar gizli kalacaktır.

Bu nedenle soruların tümüne doğru ve eksiksiz yanıt vermeniz büyük önem taşımaktadır. Çalışma ile ilgili herhangi bir sorunuz olduğunda aşağıda iletişim bilgileri yer alan sorumlu araştırmacı Esra Melis HARMAN ile çekinmeden iletişime geçebilirsiniz.

Çalışmamız için zaman ayırarak bilim dünyasına verdiğiniz katkı için teşekkürler...

Araştırma yürütücüsünün

Unvanı, Adı Soyadı: Esra Melis HARMAN

Telefon Numarası:

E-posta adresi:

Çalışmaya Katılım Onayı:

- Yukarıda yer alan ve araştırmadan önce katılımcıya/gönüllüye verilmesi gereken bilgileri okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları tamamen anladım.
- Çalışma hakkında yazılı ve sözlü açıklama bu yukarıda adı belirtilen araştırmacı tarafından yapıldı, soru sorma ve tartışma imkanı buldum ve tatmin edici yanıtlar aldım.
- Bana, çalışmanın muhtemel riskleri ve faydaları sözlü olarak da anlatıldı.
- Bu çalışmayı istediğim zaman ve herhangi bir neden belirtmek zorunda kalmadan bırakabileceğimi ve bıraktığım takdirde herhangi bir olumsuzluk ile karşılaşmayacağımı anladım.
- Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.
- Aşağıda uygun yere katılımcının kendi el yazısı ile imzası atılacaktır.

Katılımcının imzası:	
Katılımcının adı ve soyadı:	
Tarih:	

(İsteğe Bağlı Doldurulacaktır)

Not: Bu form, iki nüsha halinde basılacak ve düzenlenip bu kopyalardan biri, imza karşılığında gönüllü kişiye verilecek ve diğeri araştırmacı tarafından saklanacaktır.

(Aşağıda yer alan kısmı Veri Toplama Formunun başına yerleştiriniz)

Kabin ve Yer Hizmetleri Personelinin Yolcularla İletişimde İngilizce Kullanımı adlı çalışma Esra Melis HARMAN tarafından gerçekleştirilecektir. Araştırma yüksek lisans tez çalışması amacıyla planlanmıştır. Bu araştırmaya katılmak gönüllülük esasına dayanmaktadır. Çalışmaya katılmayı kabul ettikten sonra veri toplama formunu doldurmaya başlamış olsanız bile istemediğiniz takdirde çalışmaya katılmaktan vazgeçebilirsiniz. Formu eksiksiz doldurup araştırmacıya vermiş olmanız/göndermeniz çalışmaya katılma konusunda gönüllü olduğunuz anlamına gelmektedir.

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Çalışmamız için zaman ayırarak bilim dünyasına verdiğiniz katkı için teşekkürler...

Araştırma yürütücüsünün

Unvanı, Adı Soyadı: Esra Melis HARMAN

Telefon Numarası:

E-posta adresi:

Çalışmaya Katılım Onayı:

- Yukarıda yer alan ve araştırmadan önce katılımcıya/gönüllüye verilmesi gereken bilgileri okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları tamamen anladım.
- Çalışma hakkında yazılı ve sözlü açıklama aşağıda adı belirtilen araştırmacı tarafından yapıldı, soru sorma ve tartışma imkanı buldum ve tatmin edici yanıtlar aldım.

- Bana, çalışmanın muhtemel riskleri ve faydaları sözlü olarak da anlatıldı.
- Bu çalışmayı istediğim zaman ve herhangi bir neden belirtmek zorunda kalmadan bırakabileceğimi ve bıraktığım takdirde herhangi bir olumsuzluk ile karşılaşmayacağımı anladım.
- Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.
- Katılımcının (Kendi el yazısı ile) İmzası: (Varsa) Velayet veya Vesayet Altında Bulunanlar İçin; Veli veya Vasisinin (kendi el yazısı ile) İmzası:
- (Varsa) Velayet veya Vesayet Altında Bulunanlar İçin; Veli veya Vasisinin (kendi el yazısı ile) İmzası.

Katılımcının ya da veli/vasisinin imzası:	
Katılımcının ya da veli/vasisinin adı ve soyadı:	
Tarih:	

(İsteğe Bağlı Doldurulacaktır)

Not: Bu form, iki nüsha halinde basılacak ve düzenlenip bu kopyalardan biri, imza karşılığında gönüllü kişiye verilecek ve diğeri araştırmacı tarafından saklanacaktır.

TAAHHÜTNAME

(Her maddeyi okuyun ve kabul ettiğinize dair yandaki kutucukları işaretleyin.)

Başvuruda sağlanan bilgilerin doğru olduğunu;	✓
Araştırmanın protokole, yönetmeliklere, güncel kılavuzlara, güncel Helsinki Bildirgesi ve İyi Klinik Uygulamaları ilkelerine uygun olarak gerçekleştirileceğini;	✓
Araştırma ekibini araştırma hakkında bilgilendirdiğimi;	✓
Araştırma etik ilkelerine uyacağımı;	✓
Şüphe edilen ciddi olumsuz etkilere ilişkin raporları ilgili kılavuzlara uygun olarak sunacağımı;	✓
Araştırmanın uygulanması sırasında beklenmeyen ters bir etki ya da bir olay olduğunda Sosyal ve Beşeri Bilimler Araştırmaları Etik Kurulunu haberdar edeceğimi;	✓
Araştırma sırasında çalışma protokolünde değişiklik yapılması gerektiğinde, bunu yazılı olarak Sosyal ve Beşeri Bilimler Araştırmaları Etik Kuruluna bildireceğimi;	✓
Araştırma durdurulmuş ise, bunu derhal Maltepe Üniversitesi Etik Kuruluna bildireceğimi taahhüt ederim.	✓

Araştırmanın Yürütücüsünün

El Yazısıyla Adı ve Soyadı:

İmzası:

Tarih:

BU BÖLÜM, ETİK KURULU ÜYELERİNCE DOLDURULACAKTIR.

DEĞERLENDİRME SONUCU

Sayın Etik Kurulu Üyesi,

Aşağıda yer alan üç seçenekten birini işaretleyerek değerlendirmenizi tamamlayınız. Lütfen "Revizyon Gereklidir" ve "Ret" değerlendirmeleri için gerekli ayrıntılı açıklamaları yapınız.

Değerlendirme Tarihi:

Adı ve Soyadı:

☐ **Herhangi bir değişikliğe gerek yoktur. Veri toplama/uygulama başlatılabilir.**
☐ **Revizyon gereklidir** ☐ Gönüllü Katılım Formu yoktur. ☐ Gönüllü Katılım Formu eksiktir. Gerekçenizi ayrıntılı olarak açıklayınız. ☐ Katılımcılar için rahatsızlık kaynağı olabilecek sorular/maddeler ya da prosedürler içerilmektedir. Gerekçenizi ayrıntılı olarak açıklayınız. ☐ Diğer Gerekçenizi ayrıntılı olarak açıklayınız.
☐ **Ret** Ret gerekçenizi ayrıntılı olarak açıklayınız.

Appendıx 2: Online Questionnaire Form

Bu çalışma havacılık sektöründe İngilizce ihtiyaçlar üzerine bir tez çalışması için düzenlenmiştir.

1. Havacılık sektöründe kaç senedir çalışmaktasınız?

2. Kaç yaşındasınız?

3. Lise ve/veya üniversite eğitiminizde İngilizce eğitim geçmişiniz ile ilgili bilgi verir misiniz? Devlet/ Vakıf Üniversitesi, okuduğunuz bölüm

4. Havacılık sektöründe eğitimdeki adayların ve kabin memurlarının yabancı dil ihtiyaçları size göre nelerdir?

5. Kabin memurları/ Yer Hizmetleri Personeli İngilizce iletişimlerinde ne çeşit problemlerle karşılaşırlar?

6. İngilizce kabin memurları/ yer hizmetleri personeli tarafından ne amaçla kullanılır?

Uygun olanların tümünü işaretleyin.

a) Bagaj problemleri
b) İstekler(yastık,battaniye, ek kemer gibi) Servis
c) Acil durumlar Günlük konuşma
d) Aktarmalı uçuşlarla ilgili sorular/ kişisel sorular
e) Diğer:.....

7. İngilizce okuma becerinizi nasıl değerlendirirsiniz?

a) İleri b) Orta c) Düşük

Diğer:

8. İngilizce yazma becerinizi nasıl değerlendirirsiniz?

a) İleri b) Orta c) Düşük

Diğer:

9. İngilizce konuşma becerinizi nasıl değerlendirirsiniz?

a) İleri b) Orta c) Düşük

Diğer:

10. İngilizce dinleme becerinizi nasıl değerlendirirsiniz?

a) İleri b) Orta c) Düşük

Diğer:

11. Aşağıdaki durumlardan hangileri okuma becerileriniz için doğrudur?

Uygun olanların tümünü işaretleyin.

a) En çok sıklıkta kullanılan kelimeleri içeren kısa, basit metinleri anlayabilirim.
b) İlgi alanlarımla ilgili konularda basit, gerçeklere dayalı metinleri yeterli bir anlama düzeyiyle okuyabilirim
c) Geniş bir aktif okuma kelime dağarcığına sahibim ,fakat deyimlerde bazı zorluklar yaşayabilirim
d) Edebi yazılar, gazete veya dergi makaleleri ve özel akademik veya profesyonel yayınlar da dahil olmak üzere çok çeşitli metinleri anlayabilirim.
e) Zor bölümleri yeniden okuyabilmek koşuluyla, herhangi bir konu hakkında uzun, karmaşık metinleri ayrıntılı olarak anlayabilirim.

Diğer:

12. Aşağıdakilerden durumlardan hangileri İngilizce dinleme becerileriniz için doğrudur?

Uygun olanların tümünü işaretleyin.

a) Standart İngilizce haricinde kullanılan İngilizce'yi anlamakta zorlanıyorum.

b) Hangi aksan olursa olsun İngilizce'yi rahatça anlayıp konuşmaları takip edebiliyorum. Farklı ifadeler, deyimler kullanıldığında İngilizce'yi anlamakta zorlanıyorum.
c) Çok sayıda argo ve deyim kullanımı içeren konuşmaları takip edebilirim. Vurgu ve/veya güçlü bir tonlamaya rağmen söylenenleri anlayabilirim.
d) Hızlı olmadığı sürece konuşmaları gerekirse tekrar sorup iletişime devam edebilirim.

Diğer:

13. Aşağıdakilerden hangi durumlar İngilizce konuşma becerileriniz için doğrudur?

Uygun olanların tümünü işaretleyin.

a) Temel dil işlevlerini(görüş ve taleplerini basit bir şekilde ifade etmek) gerçekleştirebilir ve bunlara yanıt verebilir, bilgi alışverişi sağlayabilirim
b) En basit gündelik kullanılan cümleler kullanarak temel sosyal iletişim kurabilirim.
c) Konuşma hızlı olsa bile biraz çaba göstererek grup tartışmalarına ayak uydurabilir ve katkıda bulunabilirim
d) Kendimi özgüvenle, açık ve kibar bir şekilde ifade edebilirim.
e) Yanlış veya tereddütlü başlangıçlara rağmen belli konular hakkında cümleler kurabilirim.
f) Bir noktayı vurgulamak veya açıklamak için bir fikri detaylı bir şekilde yansıtabilirim.
g) Akıcı ve kendiliğinden, neredeyse hiç çaba harcamadan kendimi doğal bir şekilde ifade edebilirim.

Diğer:

14. Aşağıdaki durumlardan hangileri yazma becerileriniz için doğrudur?

Uygun olanların tümünü işaretleyin.

a) Basit sözcükleri ve temel ifadeleri kullanarak kişisel önem taşıyan konular (örneğin, hoşlandığı ve hoşlanmadığım şeyler, aile, evcil hayvanlar) hakkında bilgi verebilirim.
b) "Ve", "ama" ve "çünkü" gibi basit bağlaçlarla bağlantılı bir dizi basit ifade ve cümle üretebilirim.
c) Bir dizi kısa ayrık öğeyi birleştirerek, kendi ilgi alanım hakkında bir metin yazabilirim.
d) Çeşitli konularda farklı kaynaklardan bilgi ve argümanları sentezleyip bir metin yazabilirim.
e) Karmaşık konularda net, iyi yapılandırılmış metinler üretebilir, önemli konuları vurgulayabilirim.
f) Etkili bir üslupla okuyucunun önemli noktaları belirlemesine yardımcı açık ve akıcı metinler yazabilirim.

Diğer:

15. Kabin memurları/ Yer hizmetleri personeli yolcularla İngilizce konuşurken ne sıklıkta problem yaşar?

Uygun olanların tümünü işaretleyin.

a) Hiç b) Nadiren c) Bazen d) Sıklıkla e) Neredeyse her uçuşta f) Her uçuşta

Diğer:

Appendıx 3: Semi-Structured Interview Questions

A. Sözlü İletişim Becerileri

1. İngilizce seviyenizi sözlü iletişimde nasıl değerlendirisiniz?

2. Yolcularla veya yabancı çalışanlarla İngilizce iletişimde ne tür problemlerle karşılaşırsınız?

3. İşinizin icrası esnasında İngilizce iletişim kurarken karşılaştığınız problemleri nasıl çözersiniz?

B. Dil Yetkinliğini Geliştirme

4. İngilizce becerilerinizi geliştirmek için herhangi bir yöntem uygulamakta mısınız?

C. Hedef dilin profesyonel kullanımı

5. İngilizce konuşma ve dinleme becerileri kabin hizmetlerinde/yer hizmetlerinde ne derecede önemlidir?

6. İşinizin icrası esnasında İngilizce iletişim kurarken en sık karşılaştığınız konular nelerdir?

Appendıx 4: Ethics Committee Decision

Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli "Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge" ile bildirilen 6698 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.

CURRICULUM VITAE

Esra Melis HARMAN

Eğitim

2016	Lisans:	İstanbul Üniversitesi /Hasan Ali Yücel Eğitim Fakültesi, İngilizce Öğretmenliği
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İş/İstihdam

İngilizce Öğretmeni / Esenşehir Bilfen Okulları 2017-2019

İngilizce Öğretmeni / Konuşma Kulübü 2019-2021

İngilizce Öğretmeni / Koşuyolu Bilfen Okulları 2021-2022

Kabin Memuru 2022-