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**English for Specific Purposes (ESP) and its Potentials for
Teaching Aviation Technical Language**

**Trabajo de Titulación para optar al título de
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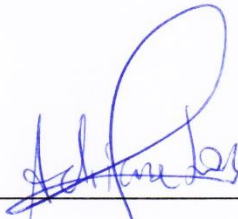
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DEDICATION

I want to dedicate this work to my mother, Pamela, for supporting and motivating me during all these years.

To my siblings, Amelia and Jesús, for putting up with me and supporting me during my long nights of study.

To my grandparents, Jorge and Martha, who always accompanied me in my sleepless nights.

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RESUMEN

La metodología de enseñanza del inglés con fines específicos, conocida como ESP por sus siglas en inglés (*English for Specific Purposes*) es muy utilizada en ámbitos técnicos particulares. Con base en lo anterior, el proyecto “English for Specific Purposes (ESP) and its Potentialities for the Teaching of Aeronautical Technical Language” tiene como objetivo demostrar la efectividad de la metodología del Inglés para Fines Específicos (ESP) para la enseñanza de este idioma a los estudiantes del curso de tripulantes de cabina en la Escuela del Aire de Quito.

El diseño metodológico responde al enfoque cualitativo, dirigido al análisis de cómo esta metodología, al centrarse en las necesidades reales de comunicación de estudiantes que se preparan como tripulantes de cabina en la Escuela del Aire en Quito, puede mejorar significativamente el aprendizaje preparándolos para su futuro desempeño laboral. El estudio consideró la perspectiva de los docentes, las percepciones y opiniones de los estudiantes, así como la verificación directa de la aplicación de la metodología mediante la observación directa en el aula de clases. A través del estudio se evaluó su utilidad de la metodología de Enseñanza del Inglés con Fines Específicos en temas clave como vocabulario técnico, procedimientos y manejo de instrucciones, especialmente en caso de emergencias.

El resultado principal demuestra que la metodología ESP se está aplicando en la Escuela de Aire en forma efectiva, responde a las características de la misma como lo establecen los autores, focalizándose en los aspectos relacionados con el ámbito de la aviación. Los estudiantes se muestran satisfechos con la forma de aprender y están desarrollando las competencias lingüísticas específicas requeridas en su trabajo. Las recomendaciones principales son continuar aplicando la metodología, dados sus resultados positivos, reforzar las conversaciones para mantener las interacciones profesor – estudiantes e incorporar mayor variedad de recursos de apoyo instruccional.

En conclusión, la investigación demuestra la utilidad y eficiencia del uso de la metodología ESP como una herramienta para mejorar la enseñanza del inglés y preparar a los estudiantes para sus necesidades laborales reales en el ámbito aeronáutico.

Palabras clave: Inglés para Fines Específicos, aprendizaje, efectividad, tripulación de cabina.

ABSTRACT

The methodology of teaching English for Specific Purposes, is widely used in particular technical areas. Based on the above, the project "English for Specific Purposes (ESP) and its Potentialities for the Teaching of Aeronautical Technical Language" aims to demonstrate the effectiveness of the English for Specific Purposes (ESP) methodology for teaching this language to students of the cabin crew course at Escuela del Aire.

The methodological design responds to the qualitative approach, aimed at the analysis of how this methodology, by focusing on the real communication needs of students who are preparing as cabin crew members at the Air School in Quito, can significantly improve learning preparing them for their future work performance. The study considered the perspective of the teachers, the perceptions and opinions of the students as well as the direct verification of the application of the methodology through direct observation in the classroom. Through the study, the usefulness of the Teaching English for Specific Purposes methodology was evaluated in key topics such as technical vocabulary, procedures and handling of instructions, especially in case of emergencies.

The main result shows that the ESP methodology is being applied in the Air School effectively, it responds to its characteristics as established by the authors, focusing on aspects related to the field of aviation. Students are satisfied with the way they learn and are developing the specific language skills required in their work. The main recommendations are to continue applying the methodology, given its positive results, to reinforce conversations to maintain teacher-student interactions, and to incorporate a greater variety of instructional support resources.

In conclusion, the research demonstrates the usefulness and efficiency of using the ESP methodology as a tool to improve the teaching of English and prepare students for their real work needs in the aeronautical field.

Key words: English for Specific Purposes, learning, effectiveness, cabin crew.

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CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1 Introduction

This new decade, marked by the turbulent start after the global pandemic caused by Covid 19, has shown that, even in isolation, people can relate to their friends, family or acquaintances through digital environments; this generates a need to develop communication skills not only in the mother tongue, but in a language as global as English. This need is not something new, as it has been developing throughout the industrial revolution that drove such an important phenomenon as globalization.

The Ramos study (2022), confirms:

Globalization was created to be able to have an economic growth for companies because they invest their capital in different countries where they find the raw material to make their products and to offer their services and thus, they generate income but also generate jobs (p. 4).

Based on this, English is a fundamental tool for the formation of professionals with high quality standards, as they will be ready to face the current globalized world. However, in Latin America it is estimated that the levels of mastery of this language are not adequate.

In 2016 a study was published in the journal *The Dialogue* which, based on the results of the applied tests confirms that English proficiency is very low. The educational system is simply not producing students with adequate levels of English proficiency. Often, schools cannot offer the English classes necessary to build solid learning in students and eventually, those that do have these classes are not of the best quality expected. Learning opportunities outside the educational system, although increasingly available, are unable to compensate for deficiencies within formal schooling (Cronquist & Fiszbein, 2017, p. 3).

This fact generates concern in the academic and scientific community, since the right number of professionals is not being encouraged to guarantee the presence of Latin Americans in different professional contexts, such as aviation, for example (Cronquist & Fiszbein, 2017). This demonstrates an important factor in the education of specific skills in the English language, since it is not enough to be trained in English as a foreign language; it is also important to be trained in the technical language appropriate to their professional field.

The teaching of the English Language is a priority because it is vital to achieve the integral formation of competent professionals, capable of facing the current challenges imposed

by a globalized society. The teaching of the English Language is a priority because it is vital to achieve the integral formation of competent professionals, capable of facing the current challenges imposed by a globalized society.

According to Medina-Carballosa, Hijuelos-Cruz, & Pérez-Almaguer (2020):

English for Specific Purposes refers to the teaching of this language with markedly utilitarian purposes, with the objective of attaining specific abilities of the language making use of real situations, so that students can use it in their future profession or understand issues related to their area of specialization (p. 119).

This study focuses on the teaching of the English language in the field of aviation, applying the English for Specific Purposes (ESP) methodology. The world's major airlines and international commerce have adopted English as their official language (Borzykowski, 2017). In this professional field, a solid knowledge of this language is required to ensure effective communication between flight crew, cabin crew, flight dispatch, air traffic control, aeronautical authorities, among others. From this point of view, it contributes to aviation safety and, consequently, to the improvement of operational efficiency and safety. On the other hand, mastering this linguistic competence offers greater job opportunities in the world of civil aviation, since airlines give priority to candidates who are fluent in English and in many cases, it is a requirement for admission.

Based on the above, promoting the learning of English as a second language in aeronautical personnel is of vital importance for the professional development and success of the industry as a whole.

As for aviation regulatory training, most of it is conducted in English, documents and manuals, as well as flight simulator training.

Based on the approach described, the central objective of this research is to specify the usefulness of English for Specific Purposes (ESP) for teaching English to students who are taking the cabin crew training program at the Escuela del Aire.

To achieve this objective, a qualitative field study is proposed, including observation and interview techniques, within the natural context where the training activity takes place.

1.2 Problem Statement

Access to information in today's world is an unprecedented phenomenon that has transformed the dynamics of societies globally. This has enabled individuals to prepare remotely and, most importantly, to foster the development of professional skills, making their resumes their primary advantage in an oversaturated job market (Palacios, et al., 2019). Labor

saturation refers to the situation where the number of available professionals and the limited job offers do not meet the labor market's demands. In this scenario, it is crucial for individuals to enhance their professional skills through continuous training, given the constant evolution of innovation across all sectors.

Proficiency in a second language, particularly English, is among the most valued skills by companies regarding today's professionals' profile. This is attributed to the globalized world we inhabit today, where English has become a universal language, considering the vast array of languages existing on the planet (Srinivas, 2019).

The study conducted by Roca and Véliz (2022) on English language teaching in the post-pandemic period showed deficiencies in English language proficiency. In 2019, the English Proficiency Index was 46.7 among Latin American countries (Matute, 2021, cited in Roca and Véliz, 2022) and, in a broader spectrum, it ranked 81st out of a list of 100 countries. "These results indicate that talking about educational innovation in Ecuador is increasingly a necessity and at the same time an obligation, to stimulate the development of a teaching-learning process in accordance with the times" (Roca & Véliz, 2022, pág. 371).

At the Escuela del Aire, it has been recurrently observed that students have a considerably low level of English language proficiency. This deficiency negatively impacts their ability to provide adequate customer service and ensure aviation safety. This situation poses a series of challenges and limitations for both the students themselves and the institution as a whole. During classroom observations, the researcher witnessed this problem firsthand, noting that students do not have a basic level of English. This shortcoming complicates the teaching of aeronautical technical English, since the English for Specific Purposes (ESP) method assumes that students already have a basic command of the English language. Consequently, it is crucial to address this deficiency in order to improve the training and performance of future aviation professionals.

Based on the above, the main intention of the study is to explore the potential of the ESP method for Cabin Crew members at the Escuela del Aire to achieve proficiency in English at a level that enables them to perform satisfactorily in the aeronautical field. Empirical evidence will be obtained to demonstrate the effectiveness of the method, information that can be used by educational institutions and teaching professionals to optimize teaching and learning processes, ultimately contributing to professional training and enhancing the competitiveness of graduates from Escuela del Aire as cabin crew members.

1.3 Problem Formulation

How does English for Specific Purposes (ESP) contribute to the effective teaching of English language applied to aviation in the students of cabin attendants of the Air School?

1.4 Justification

English language learning has become a priority in the educational and professional spheres, as it is an essential tool to promote a high positioning of people in these contexts. In this regard, a study conducted by Avendaño et al., (2022) confirms that “university students show a generally favorable perception towards learning English, and associate it directly with their professional, work and, particularly, personal life project” (p. 97).

The use and mastery of the English language is a priority in today's globalized world, because increasingly, easy access to information, the Internet and ICT allow people to be in constant communication and, given the wide variety of languages that exist on the planet, unifying one of them, facilitates communication at a general level, especially if it is in a professional field that crosses borders and is based on multiculturalism and technical knowledge, specific to their field.

This is the case of cabin crew members. Since the technical knowledge of their daily work is related to aviation, in this sense, it is estimated that their main task is to safeguard the physical integrity of all passengers and crew during a flight.

The importance of this study is related to the idea of unification of a global language that facilitates the ease of communication in emergencies, both with passengers, crew or security members on the ground that support the safeguarding of safety in the air, therefore, the study is based on the need for all cabin crew members to handle the relevant terminology for the performance of their duties, in the English language. To do this, the application of the English teaching methodology for Specific Purposes was analyzed, considering that it allows for greater effectiveness in the mastery of this language. This study seeks to identify the characteristics of the methodology and its effectiveness for the learning of aeronautical technical English of students and future aeronautical professionals of Escuela del Aire.

1.5 Objectives

1.5.1 General Objective

To determine the usefulness of the English Specific Purposes (ESP) for teaching English to students of the cabin crew career at Escuela del Aire.

1.5.2 Specific Objectives

- To identify the characteristics of the ESP from the teachers' narratives.
- To describe the methodological process carried out in the application of the approach through the observation of a practical class.
- To interpret the level of student satisfaction when learning English through the ESP methodology.

CHAPTER II

2. THEORETICAL FRAMEWORK

This chapter addresses the theoretical constructs that support the research approach on the study variables; this is fundamental to better understand the study phenomenon, taking into account that it addresses an important method for strengthening the learning of English in a professional field as demanding as the cabin crew member.

2.1 Theoretical Background

In the construction of solid foundations to ensure compliance with the objectives established in this research, it is considered relevant to address the study of Torres & Niño (2021), entitled "English reading plan supported by digital magazines using the ESP methodology for disciplinary courses of a civil engineering program", which was based on the application of ESP in the field of Civil Engineering. Although it is not related to aviation, it is important to take into account the procedure they applied to build a magazine that promotes the learning and mastery of the English language in the specific terminology necessary for the execution of their functions in the labor field.

For the creation of the proposal, they first identified the learning needs of the students, and then relied on educators with experience in the English terminology of the civil engineering career, as well as in the students to create the tool through the point of view of the pedagogical teaching-learning process.

In this order of ideas, the research by Hernández (2021), entitled "English teaching material for specific purposes for medical science students", focused on the identification of terminology necessary for the application of English in the context of medicine, for which a bibliographic and quantitative research was applied through the construction of a dictionary or glossary of terms, which, according to the results of the research, favored learning among medical personnel.

Regarding the studies that focused on the application of ESP for teaching and learning English, the research developed by Restrepo (2021), entitled "Qualitative needs analysis for the teaching and learning of English for pilots of the Helicopter School", is taken into consideration; this is based on a mixed approach with the support of interviews, surveys and literature review to collect the aspects that were most interesting for the community of the aforementioned

institution. The results showed that the use of ESP provides essential strategies to improve the learning of technical language in the work field of pilots and controllers.

2.2 Theoretical Foundation

The theoretical bases that support the research work are presented below, based on the description of the methodology of teaching English for Specific Purposes, which constitutes the guiding element of it, with special emphasis on its applicability in the field of aviation.

2.2.1 English for Specific Purposes

English for Specific Purposes (ESP) is an approach to language teaching that is aimed at very specific areas such as scientific, technological, economic and academic. “The ESP is based on the design of specific courses to respond to the needs of students who, beyond learning the common language, require practice related to certain professional areas” (Catalá Hall, 2013, pág. 1).

In order to have a clearer idea of what ESP implies, we take into account the contribution of Espinosa Veas, Gómez & Romero (2019) in which he confirms that this method:

It should be designed according to the needs of the students and focused on the use of English, in this case, the use that the student gives to the language in specific disciplines, vocations or professions to achieve some specific objectives (p. 18).

The authors also emphasize the importance of the existence of previous bases of approach to the English language, since this method is based on this pre-knowledge to focus on the needs of the professional environment that requires it. On the other hand, Hijuelos Medina & Pérez (2020) states that the ESP has a very narrow tendency to seek the development of the mastery of specific terminology on English as a foreign language for a specific professional area, since it is not done in a broad manner, but identifies the needs of the market, to develop communicative skills in the professional.

2.2.2 Classification of ESP

Hutchinson and Waters (1987) offer insights into the classification of English for Specific Purposes by categorizing it into three main strands: English for Academic Purposes (EAP), English for Occupational Purposes (EOP), and English for Science and Technology (EST). They argue that these classifications reflect the distinct language needs arising from academic disciplines, professional fields, and technical domains, respectively. Hutchinson and Waters stress the importance of recognizing the specific linguistic features and communication skills required within each strand, advocating for targeted ESP courses that address the unique

demands of learners in academic, occupational, or scientific contexts. This classification provides a practical framework for educators to design ESP programs that align with the diverse linguistic requirements of learners across different specialized areas.

Below is a brief description of each to establish the distinctions among these categories of the ESP.

English for Academic Purposes (EAP): It is a modality of ESP (English for Specific Purposes) in which "the content of teaching is explicitly adjusted to the linguistic, practical and study needs of the students" (University of Cape Town. English Language Centre, 2024).

It emphasizes its content in the language itself, the linguistic and cultural practices and the specific needs of the participants with the purpose of joining a study program. It is applicable in the case of courses for international and immigrant students with the intention that they develop linguistic skills of the language for insertion into courses or training programs.

English for Occupational Purposes: this branch of ESP (English for Specific Purposes) focuses on a work-occupational field and "covers situations in which students study English for work-related reasons" (Swift, 2012), therefore, the course focuses on the language needs of the job. These types of courses provide participants with the opportunity to acquire the vocabulary and communication skills required for specific jobs or work tasks.

English for Science and Technology (EST): This category or type of teaching English for specific purposes was proposed by Louis Trimble in 1985, who "claims that rhetorical elements in scientific and technical English discourse must be understood to learn more scientific texts" (Mohamed, Karuppanan, Kumar, & Abd Ghani, 2022). This category or type of teaching English for specific purposes was proposed by Louis Trimble in 1985, who "claims that rhetorical elements in scientific and technical English discourse must be understood to learn more scientific texts." It is important because of lexical problems such as sub technical vocabulary and compound nouns used in science and technology that represent difficulties for non-native speakers of this language in learning scientific English.

Hutchinson and Waters' (Hutchinson & Waters, 1987) typology provides a practical framework for educators and language specialists to design ESP programs that cater to the distinct linguistic demands of learners in academic, occupational, and technical contexts

2.2.3 History of ESP

The historical development of English for Specific Purposes (ESP) can be traced back to the mid-20th century. Robinson (1980) notes that the origins of ESP can be linked to the

practical language needs arising during World War II. Military personnel and diplomats required targeted language training to communicate effectively in specific operational contexts. This pragmatic necessity laid the foundation for ESP as a distinct field within language education. Subsequently, in the 1960s, the field gained momentum with the work of linguists such as John Swales and Michael Halliday.

It allowed not only the acceleration of technical language learning, but also the development of professionals in their field of action around the world (Liu & Huc, 2021).

Their contributions, highlighted in Swales' "Genre Analysis: English in Academic and Research Settings" (1990), further shaped the theoretical framework of ESP by emphasizing the importance of analyzing specific discourse communities and tailoring language instruction accordingly. The historical evolution of ESP reflects its responsiveness to real-world language demands and its continuous adaptation to the changing needs of learners in various professional and academic domains.

2.2.4 Importance of English in Aviation

From the fourth decade of the 20th century, English was established as the official language for all areas and professions related to aviation; this was granted under a specific need, which focused on unifying the highly technical language that is implicit in operations both in the air and on the ground, because according to World Aviation (2020):

The International Civil Aviation Organization (ICAO) requires the completion of an aeronautical language proficiency test to ensure that industry personnel have a significant level of the English language, especially pilots and air traffic controllers operating and serving on international flights (p. 10).

The most important element for aviation is safety, which in turn is linked to communication, ground monitoring and attention to all people in the airspace. This is complemented by the multiculturalism that is evident in airports as a direct consequence of globalization, where people visit any part of the world. This makes the tendency to unify a language a priority in this professional environment (Pérez, 2023).

In conclusion, the use of English is essential in all aspects of aviation, even though the professionals may be from any country and therefore have a totally different mother tongue.

2.2.5 English Language Teaching in the Aviation Field

According to information provided by the portal A21 (2022), the main problems of teaching English to aviation professionals such as pilots, aviation guides and flight attendants, is related to the lack of trained personnel to develop an effective pedagogical process, as would be the case of native teachers. therefore, they do not have a total command of the language that in addition to teaching them the terms in a mechanized way, can be performed optimally with phonetic awareness in pronunciation and with tools that guarantee a total mastery of English.

This is given as an important step to improve the quality of work of people who are related to aviation, therefore, it is essential that there are agreements focused on the needs of people and this is determined through fluid communication, which is presented through the mastery of the English language (Ureña Salazar, 2017). This fact implies not only the teaching of a second language as such, but also the search for effective strategies to guarantee the learning of this language in professionals whose importance and relevance is high.

2.2.6 Characteristics of the English with Specific Purposes

This methodology is mainly characterized because its design responds to the particular needs of the group of students or thematic area in question.

As Romero, Espinoza, Paz, & Gómez (2019) said:

Make use of the underlying method logy and the activities of the disciplines that serve it; focused on the appropriate language for these activities in terms of grammar, lexicon, register, techniques of study, discourse and genre. Within the variable characteristics, ESP: can be related to or designed for specific disciplines and can be used in teaching situations, as a methodology different from that of General English. (pág. 17)

The main characteristic of English for Specific Purposes is that it emphasizes implementing didactic procederes for students who need to learn the language for a purpose other than just learning the English language as a second or third language.

Another important characteristic of this methodology refers to the interaction between the student and the teacher, where the latter has an advisory role and the students contribute their experience and knowledge on the subject.

Regarding the methodology, as it has been pointed out in previous lines, it must incorporate distinctions or methods specific to the disciplines or professions in question; this means that assignments and tasks must reflect the area of specialization. In the case of aviation, applying this methodology in teaching English to cabin crews, they must use the terminologies, commands and linguistic systems of aeronautics. This implies that the English teacher must

have solid knowledge of this specific field of knowledge, preferably having had work experience in aviation.

2.2.7 Methodology Used for Teaching Aviation English

The methodology used to teach English in aviation must comply with the standards and objectives established by the International Civil Aviation Organization (ICAO), an entity of the United Nations that regulates and promotes standards in world aviation, mainly to strengthen its efficiency and security. In this sense, the ICAO mentions six English language skills, among which are vocabulary, fluency, structure, pronunciation, comprehension and interaction. However, according to Gutierrez et al., (2018) at the end of the English module, a significant portion of them confirm not having the minimum results to be able to corroborate English proficiency. In this order of ideas, the same authors determine that they should improve the English strategies for specific purposes.

In the same way, Bullock (2019) “argued for a change of perspectives in Language for Specific Purposes (LSP) teaching towards a methodology that would adopt a more inclusive communication and knowledge-based approach” (pág. 79). This means that when an ESP teacher approaches his classes, he must do so in a comprehensive manner, taking into account the fundamental aspects to be developed in his students, but through meaningful learning, since memorization is a strategy with little impact on the search for total mastery of the English language in aviation.

A fundamental contribution to the ESP implementation process, according to Torres & Niño (2021), is based on the following steps:

- Analysis of the strategies addressed by ESP teachers
- Diagnosis to determine the needs and appropriation of the English language
- Description of the students' shortcomings to determine the aspects that merit reinforcement
- Construction of interactive material based on lexicon and discourse
- Active participation with students in forums, conversations, online chats and discussions
- Post evaluation to evaluate improvement.

Teaching English for Specific Purposes requires rigorous preparation of teachers, taking care of the quality of the classes and the instructional design for the development not only of

skills, but also of attitudes. Likewise, the evaluation must have the same level of rigor from the first level to the most advanced, so that solid linguistic knowledge is built.

The design of English courses under the ESP methodology requires fulfilling certain interdependent phases as explained by Dudley-Evans and St. John (1998), which go through the analysis of the need, the design of the instructional script or syllabus, the preparation of support material, teaching, learning and evaluation actions.

Regarding the ESP methodology used in the field of aviation, the ICAO has established guidelines that "there is no accreditation or certification system for schools and teachers who organize and deliver the teaching of English for aviation." English for Aviation teaching, like testing, is an unregulated activity" (Organización de Aviación Civil Internacional, 2010).

Since aeronautics is a sector with technical specificities, a particular language and an undeniable need to guarantee safety in all aspects, the appropriate method or approach for teaching English is ESP, given that English in aviation has objectives, contents, technical expressions, functions and a unique context of use, where "the definitive criterion by which competence is evaluated is operational effectiveness, rather than the irreproachable performance of the speaker from a linguistic point of view" (Organización de Aviación Civil Internacional, 2010).

The ICAO guidelines for English language teaching contemplate four learning objectives. These are:

- Use of relevant operational language related to the work
- Development of linguistic skills to communicate
- Application of the rating scale and comprehensive descriptors to the six skills
- Achievement of ICAO operational level 4 in all six skills

The practices must include the language and commands used in aeronautical operations, with special emphasis on radiotelephone communications.

Instructors must design strategies that combine the linguistic and technical components, always trying to reinforce the strengths and mitigate the weaknesses of their students, exposing them to simulated situations and going beyond a list of requirements.

The above means that the design of the learning experience must combine specific competencies with the understanding of the operational environment where aeronautical activities are carried out.

Keep in mind that aeronautics is a highly regulated activity, where all processes aim to strengthen operational safety.

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1 Research Approach

The research focus of this study is the qualitative approach, from which the research context was evaluated in an open way, mitigating the bias of the information through the recording of data with instruments that allowed the full expression of the research units. According to Tenny et al., (2022) "Qualitative research collects the experiences, perceptions, and behaviors of the participants" (p.1).

3.2 Research Modality

The modality addressed in the present study is Field, which is defined by Hernández & Mendoza (2018) as an "Experiment carried out in a more real or natural situation in which the researcher manipulates one or more independent variables" (pág. 72). This applies because the research was focused on the Escuela del Aire in Quito, the institution where the research is based, and where the problem of low English proficiency levels was identified. Through this approach, was possible to determine the reasons behind the low levels of English proficiency and the implementation of English for Specific Purposes in this academic context.

3.3 Level or Type of Research

The type and level of the research accounts for its design, that is, the path to follow to answer the questions and meet the objectives set. In this case, given the nature of the problem and the objectives, the qualitative route was chosen, whose design is open and flexible (Hernández & Mendoza, 2018, p. 522). They are unique investigations that are subject to the conditions of each context and "the fact that the researcher is the instrument of data collection and that the context or environment evolves over time make each study unique" (Hernández & Mendoza, 2018, p. 524)

3.3.1 Exploratory

According to Dr. Hernández Sampieri & Mendoza (2018), exploratory research is defined as "exploratory studies that serve to familiarize ourselves with relatively unknown phenomena. Obtaining information about the possibility of conducting a more complete

investigation on a particular context of real life and investigating behavioral problems" (pág. 108).

This study adopted an exploratory approach due to the need to understand and become deeply familiar with the methodological process used, being also an object of study little researched.

3.3.2 Interpretive

According to Durán & Luz (2021) "Interpretive research is aimed at describing, transferring, analyzing and inferring about the meanings of events or phenomena occurring in the social world" (p. 110). For this reason, this research required the interpretive perspective for a better understanding of the role of the student and teacher during the process of teaching and learning English using the ESP methodology.

3.4 Study Population

The population for this study was the students of the J-4 course of the Air School in Quito. This course was taken as a reference due to its population, taking into account the period in which this research was carried out in order to know the use of the English method for specific purposes in the teaching of aeronautical technical language.

3.5 Sample Size

The population is small, so a sample was not needed.

For this reason, the entire population of the J-4 course was considered as research subjects for the application of the instrument through which their perception of their level of English language proficiency under the ESP methodology was known, as well as their perception of the effectiveness of said methodology.

3.6 Data Collection Techniques and Instruments

This research was developed by applying data collection techniques that allowed the achievement of the specific objectives of the study, consulting the perspectives of teachers and students within the classroom, as well as direct observation of the class session by the researcher.

3.7 Techniques

The information collection techniques that were used for the development of the research are described below.

3.7.1 Observation

According to Romero et al., (2021):

Observation is the process of knowledge of factual reality, through the direct contact of the cognizing subject and the object or phenomenon to be known, through the senses, mainly sight, hearing, touch and smell. However, it is necessary to clarify that observation is not the same as seeing, looking, which are primary functions of the human being since he comes into the world (págs. 159-160)

Considering that it refers to describing the situation or context of the study, the information was collected through the use of a checklist or observation protocol. In this case, several sessions of aeronautical technical English classes were observed in which the ESP method was used to teach aeronautical technical language. Observations on how the method is implemented, how students responded, and what impact the methodology used had on their understanding and production of technical language were recorded.

3.7.2 Interview

The interview was considered as an instrument to gather information, this:

Is a kind of formal conversation between the researcher and the researched or between the interviewer and the interviewee or informant; it is a modality of the survey, which consists of asking questions in verbal form with the objective of obtaining answers or information and with the purpose of verifying or verifying the working hypotheses (Romero, et al., 2021, p. 183).

This instrument was applied to ESP teachers at the Quito air school, to determine the mastery of methodologies to ensure student learning, as well as their planning around the same objective.

3.7.3 Focus Group

The Focus Group is a qualitative research technique that involves the participation of a group of individuals specifically selected to discuss a topic or issue in depth. In this case, the Focus Group was used to gather students from the Escuela del Aire and facilitate an enriched discussion about their satisfaction level with the application of the ESP method of English language teaching. During the Focus Group session, their perceptions, experiences, and opinions regarding this pedagogical approach were explored.

3.8 Instruments

3.8.1 Observation Guide

According to Alves and Acevedo (1999), it is the instrument in which the details and circumstances of the events as they occur (phrases, gestures, expressions) are clearly described.

For this research, the observation guide allowed obtaining relevant information related to the proposed objectives, responding to the interpretation of the execution using the ESP method in the teaching action.

3.8.2 Interview

This instrument was applied to the ESP teachers to determine their mastery of the pedagogical tools in order to take into consideration all the information that the teachers have to contribute about their perspective on the functioning of these tools as well as the disposition and motivation of their students. This instrument is known as the one that is based "on a guide that is not so formal and rigid, it allows the interviewer to introduce some questions to clarify gaps in the information" (Romero, et al., 2021, p. 184).

3.8.3 Focus Group Discussion Guide

The instrument for the Focus Group consisted of a discussion guide specifically designed to direct the conversation and address relevant issues related to the level of student satisfaction with the ESP method. The elaborated guide contains twenty-three open-ended questions that allowed participants to express their opinions freely and in detail.

CHAPTER IV

4. RESULTS AND DISCUSSION

This chapter presents the results of the research whose main objective was to determine the usefulness of the Specific Purposes of English (ESP) for teaching English to students of the cabin crew career at the Air School. To this end, three techniques were applied with their respective instruments that allowed the information to be collected, which were: interview, direct observation in the classroom and focus group.

These techniques and instruments made it possible to collect the information required to respond to the three specific objectives proposed. The first objective was aimed at identifying the characteristics of the methodology of teaching English for specific purposes based on the teachers' narratives. The second objective was to describe the application of the methodology in a real situation through classroom observation. Finally, the third objective was aimed at interpreting the level of satisfaction of students in their learning of English with the ESP methodology.

After applying the information collection instruments associated with each of the selected techniques within the methodological design, they were processed, interpreted and analyzed in the light of the theory that supports the research and are articulated with the objectives that guide it. These results are presented below.

4.1 Results

An interview was conducted with one of the English teachers of the Air School, who uses the methodology of teaching English for specific purposes. It was held on Saturday, June 8, 2024 at the institution's facilities. With this technique and instrument, it was intended to collect information to meet specific objective 1 which expresses: To identify the characteristics of the teaching of English for Specific Purposes from the teachers' narratives.

From what was expressed by the interviewee, it can be summarized that in the teaching of English with the ESP methodology for aeronautical students, emphasis is placed on the technical expressions of the specialty, which does not occur in the teaching of general English, as stated by Romero et al. (2019) and described in the theoretical framework of this research; so that the teacher's response is consistent with the approach of the methodology. The vocabulary and expressions necessary to give instructions in the passenger cabin are taught, as well as the parts of the plane, with the technique of repetition being the most used, although the

main emphasis of his didactic method is that students avoid translating so that they learn to think in English.

The aspects that are most frequently emphasized and worked on are words and command expressions. The aim is for the cabin crew member to be able to explain and understand the different procedures of the aircraft. As expressed by Torres and Niño (2021), this methodology should encourage the active participation of students and prepare interactive material that includes vocabulary and elements of discourse.

From the interviewee's answers, it can be stated that the characteristics of the method of teaching English for specific purposes for Cabin Crew students at the Air School are aimed at the student learning:

1. Technical vocabulary and expressions related to emergency procedures and pre-flight checks.
2. Have long conversations, be able to understand what is said to them.
3. Give directions, know the parts of the plane and think in English.
4. That it is understood in English without translating into Spanish. In this way, learning is fixed and language becomes fluid for the cabin crew member because it is incorporated into repetitions, improving memorization until it flows naturally.
5. By learning in this way thinking in English, they do not need to translate as significant learning occurs.
6. Aeronautical technical English without first going through general English.

As a conclusion of this section, the objective set with it was achieved since through the interview it was expected to know the teacher's perspective in relation to the characteristics of the application of the method in this institution, which is summarized in the numbers from 1 to 6 indicated in the previous paragraph. The teacher's answers show that he applies the methodology of Teaching English for Specific Purposes in his academic activity, stimulates the student to think in English, and the most important or substantive thing is that he emphasizes the vocabulary and technical expressions of the aeronautical field, preparing the student for his future work performance.

In relation to the second objective focused on describing the methodology of teaching English for specific purposes, classroom observation was carried out, applying the direct observation technique. The result obtained can be summarized as follows:

During the class the objectives were always explicitly and clearly stated at the beginning of the class and these are related to the aeronautical technical language, as established by the

methodology, since there must be an instructional script that is based on the analysis of the learning needs of the students in that specific field of knowledge (Ureña Salazar, 2017). This allows the student to know what they are expected to learn, articulate the content with the objectives, and be able to self-evaluate and be aware of their learning.

The ESP methodology used is interactive and focused on learning the technical language of aviation in English, encouraging the active participation of students being the dynamics related to the context of aviation. This demonstrates what is defined as a strategy for the application of the technique, as Torres and Niño (2021) point out, that is, that materials must be developed that promote meaningful learning or, as stated by the ICAO (2010), the teaching of aeronautical technical English should use the relevant operational language and language skills to communicate should be developed. This means that the construction of significant learning is encouraged and that another of the characteristics of this method is fulfilled in terms of the interaction between students and teachers, keeping the focus on the student as the center of the process and within the work context where the future cabin crew will work developing the class with the vocabulary and expressions of the world of aviation.

The students do not have basic knowledge of English, what may suggest that the diagnosis of learning needs was not carried out properly, as required by the methodology (Tony & St John, 1998).

The students memorize what they have to say, which could be interpreted as a lack of comprehension and as Bullock (2019) points out, memorization is a strategy with little impact on the pursuit of total English language proficiency in aviation and the lowest form of learning (Näslund - Hadley, 2021) and being mechanical it can create barriers and tend to forget quickly, so it is recommended to aim more at the understanding of English terms and expressions so that the student really learns the meanings, internalizes them and thinks in English. This is the technique that should be used to a lesser extent or suppressed, since it contradicts the principles of meaningful learning.

In the classroom activity, from the didactic point of view, coherence could be observed between the teacher's explanations and the practical activities, which demonstrates the emphasis on meaningful learning (Bullock, 2019). On the other hand, it is evidence that the instructional design of the class is centered on the participant and not on the teacher, and is located within the context of the professional area in question, which in this case is aeronautics. This is one of the characteristics of the method, which emphasizes the implementation of didactic procedures

in which language is applied to the specific area, and these methods are different from the teaching of general English as a second or third language.

The student-teacher interaction shows that the teacher always encourages the active participation of students to practice the use of aeronautical technical language and offers them feedback on their performance, therefore they improve their skills in the use of it, as required by the methodology (Torres & Niño, 2021). This accounts for formative assessment, orientation to meaningful learning and maintaining dynamism in the learning session so that students have the opportunity to demonstrate what they have learned, mistakes can be corrected and continuous practice is carried out so that they can really think in English and put themselves in the situation of a cabin crew member through practices that simulate the moments when indications are given or instructions.

The teacher applies communicative and contextual approaches that reflect real situations in the specific field. Project didactic strategies, case studies, and hands-on activities that mimic real-world scenarios are incorporated. This means that teachers are planning and executing according to what the methodology establishes. However, beyond the opinion that students and teachers may express, it will be the results of their evaluations that will complement the judgment and introduce the necessary improvements in the teaching methodology.

As a result of the observation of the class, it responds to the design of the methodology for the teaching of English for Specific Purposes, where the practices are carried out with vocabulary and expressions typical of the aeronautical environment as established by the methodology (Romero, Espinoza, Paz, & Gómez, 2019).

From the results of the application of the observation instrument in the classroom, it can be stated that objective No. 2 of the research was achieved. It was possible to directly appreciate the application of the method in the classroom in order to describe the methodological process of teaching English for Specific Purposes in the real scenario where the academic event occurs.

In accordance with objective 3: To interpret the level of student satisfaction when learning English through the ESP methodology, a focus group was designed to find out the opinion of the students. The group was selected considering those with the best level of language proficiency.

It should be noted that the students said that they did not know the ESP methodology, nor did they know that it was the method used by the teacher, which is why it was necessary to offer them a brief explanation about it.

The dynamic was conducted through seven questions that revolved around their level of satisfaction with the learning in the course through the application of the ESP methodology. In general, the students discussed their experience, what was most significant to them, the benefits of what they are learning, the methodology and the aspects that they consider can be improved.

The students described their experience as very good and said that they consider that they are learning aeronautical meanings that they did not know before, they are gaining a better understanding of the world of aviation and generating more confidence in their abilities to communicate in English.

In relation to the importance of English to work as cabin crew, the students stated that they were aware of the importance of mastering the language for the exercise of their profession, not only for the activity inside the aircraft but also in the general context of their work such as working in airports.

When students are asked in the focus group about the benefits of learning English with this methodology, students consider that the most valuable thing is to practice with each other and get to know the components of the aircraft using technical language, especially in emergency management, as well as to communicate with the crew and passengers.

4.2 Discussion

The results described above, demonstrate that the methodology of teaching English for Specific Purposes is effective and allows the achievement of learning that will be useful and applicable in the performance of the functions of future cabin crew.

One of the main challenges that teachers face with the application of the method is for students to learn aeronautical technical English without having to first learn general English, however, authors such as Espinosa et al. (2019) highlight the convenience of having general English bases to teach English for specific purposes. Consequently, leveling courses could be incorporated so that students have a better base and the groups are more homogeneous for a better use of aeronautical technical English classes.

As far as the teachers' performance is concerned, they use the technical language of aeronautics in their class sessions, emphasizing technical vocabulary, placing examples and exercises of simulated situations of the reality corresponding to this field of work, which constitutes the application of the ESP methodology.

Regarding the level of satisfaction of the students with the methodology applied, they believe that its usefulness and efficiency in learning is high and they express their satisfaction with the way of teaching, they consider that this method is beneficial because it prepares them better for their field of work since they practice technical vocabulary and expressions typical of the work of the cabin crew during class sessions. The students are satisfied with the learning achieved through this methodology, suggesting incorporating more videos that support learning and that more emphasis be placed on technical topics.

In summary, the ESP methodology in the training of future cabin crew members is efficient and has been shown to be effective from the point of view of the students and teachers, to which it is added that the observation of the class confirms this.

ESP methodology applied to students for cabin crew at Escuela del Aire reports important benefits for the language learning process.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

Once the research has been concluded and the results of the application phase of instruments to collect the information based on the objectives set and the theoretical support have been processed, the following can be concluded based on the evidence presented.

5.1 Conclusions

The characteristics of the ESP methodology used by the teachers at the Air School for the teaching of English, focuses on the teaching of this language in situations typical of the aeronautical environment, emphasizing the use of vocabulary and technical expressions offering feedback and addressing areas for improvement. Another of its characteristics is the continuous interaction between teachers and students, with the teacher being a guide in learning, indicating tasks or assignments in the area of specialization that in this case is related to the work of the cabin crew. The method is effective and allows for better language teaching because the student is encouraged to think in English and not to translate, so the use of the language becomes natural.

The ESP methodology has been applied in Escuela del Aire respecting the phases of the class with positive results. The teacher presents the objectives at the beginning of the class, uses an interactive methodology encouraging the active participation of the students, emphasizes the technical language of aviation, uses relevant materials linked to the subject, facilitating understanding so that the students develop specific linguistic skills.

Finally, students feel satisfied with the learning they are achieving through this methodology; they believe that they have increased their self-confidence to face their future roles as cabin crew because they are exposed to situations that require the use of English vocabulary and expressions from their training. They recognize a greater understanding of the instructions and announcements that must be made on the plane because with the ESP method they have improved their interpersonal communication skills and the ability to interact with passengers and other crew members.

5.2 Recommendations

In accordance with the results obtained and the conclusions derived from the study, the following are the recommendations to continue strengthening the teaching of English in the Air School, applying the ESP methodology.

First of all, continue to apply the ESP methodology for the teaching of English to cabin crew students with the characteristics as has been done so far, maintaining the emphasis on aeronautical technical vocabulary, commands and indications of this field of work. It is recommended to continue strengthening the practical aspects and student-teacher interaction, emphasizing conversations for the student to understand and not memorize, as well as to continue using varied instructional support resources that favor learning.

Additionally, with regard to the observation of the development of the classes and their effectiveness, it is recommended to follow the application of the methodology in all its phases as it is carried out, since its effectiveness was demonstrated and that teachers comply with the stages of the method to teach technical English improving fluency in oral language.

Finally, since students' express satisfaction with the methodology used and the learning they achieve with the ESP methodology, it is recommended to strengthen the method, extend it to all courses at Escuela del Aire, continuing with the emphasis on dialogue between students to reinforce this skill and improve pronunciation and comprehension. that simulate real aviation scenarios, concentrating class dynamics on the specific language skills required by this professional field, as well as training for airline job interviews.

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ANNEXES



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS
Y TECNOLOGÍAS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES
Y EXTRANJEROS

ANNEXE N°1

TEACHER INTERVIEW

Objective: To identify the characteristics of English for Specific Purposes (ESP) through teachers' narratives, focusing on its potential for teaching aviation technical language.

Introduction: As part of our research focus on English for Specific Purposes (ESP) and its application in the field of aviation, this interview aims to gather insights from experienced teachers regarding the characteristics and effectiveness of ESP, particularly in teaching aviation technical language. Your perspectives and experiences as educators in this specialized area are invaluable in understanding how ESP can be utilized to enhance language learning in aviation contexts. Thank you for your participation in this interview.

1. What is your opinion on the effectiveness of the ESP methodology compared to other traditional approaches for teaching English to cabin crew students? Could you please provide some reasoning for your answer?
2. What specific aspects of the ESP methodology do you consider most useful for aeronautical students? Please explain your answer and if possible, provide examples of how these aspects have benefited students.
3. Which aspect of teaching English to cabin crew students using the ESP methodology do you believe occurs most frequently in your experience? Why do you think this is the case?
4. What specific aspects of the ESP methodology do you find most useful for cabin crew students at Escuela del Aire? Could you provide concrete examples of how these aspects have improved student learning?
5. What have been the main challenges you have faced when applying the ESP methodology with these students?
6. From your experience, do you believe that students have improved their English skills thanks to the ESP methodology? How have you demonstrated this?
7. What process does the teacher follow to plan an ESP class, especially after conducting an initial needs analysis?



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ANNEXE N°2

OBSERVATION SHEET

Objective: To describe the methodological process carried out in the application of the approach through the observation of a practical class

Observation	ALWAYS	OFTEN	SELDOM	NEVER	OBSERVATIONS
1. Class Objectives:					
Are class objectives clearly defined and related to aviation technical language?					
2. Methodology Used:					
Is an interactive approach employed in teaching, focusing on aviation technical language?					
Is active student participation encouraged in activities specific to aviation?					
3. Use of Didactic Materials:					
Are specific and relevant didactic materials used for learning aviation technical language?					
Do materials facilitate understanding and mastery of aviation-specific technical language?					

4. Class Dynamics:					
Does the class progress smoothly and focus on practicing aviation technical language?					
Is there a balanced mix of teacher explanation and aviation-focused practical activities?					
5. Teacher-Student Interaction:					
Does the teacher encourage active student participation in practicing aviation technical language?					
Is specific feedback provided to enhance aviation technical language skills?					
6. Assessment of Learning:					
Are formative assessment activities conducted to assess mastery of aviation technical language?					
Is feedback related to correct and effective use of aviation technical language provided?					
7. Additional Observations:					
Are there other relevant aspects specifically related to teaching ESP observed in the class?					



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ANNEXE N°3

FOCUS GROUP DISCUSSION GUIDE

Objective: To interpret the level of student satisfaction when learning English through the ESP methodology.

Questions:

1. How would you describe your experience learning English using the ESP methodology in the context of aviation?
2. To what extent do you believe the ESP methodology has contributed to your understanding and mastery of aviation technical language in English?
3. What specific aspects of the ESP methodology applied in the aviation context do you find most beneficial to your learning?
4. How has the ESP methodology influenced your ability to communicate effectively in aviation-related situations?
5. What suggestions do you have for improving the implementation of the ESP methodology in teaching English for specific purposes in the aviation field?
6. How do you perceive the usefulness of English learned through the ESP methodology in your future career in aviation?
7. What changes or adjustments do you consider necessary to optimize your English learning experience in the aviation context through the ESP methodology?