TEACHERS' BELIEFS IN ESP TEACHING FOR AIRLINE STAFF: BETWEEN HOPES AND REALITIES

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Abstract

Teachers' beliefs in ESP have been known as the basis for teachers' application in their ESP teaching. Teacher beliefs are significant subjects in teacher education that have been designed to help teachers develop their thought and principles. Teachers' beliefs have a deep impact on their classroom principles. However, facts show that many of what teachers believe fail to be implemented in real teaching activities due to some reasons. This study examines teachers involved in ESP teaching for Airlines Staff at pre-service airlines schools in Indonesian setting. This study aims at (1) knowing teachers' beliefs in ESP teaching, (2) knowing whether what teacher's beliefs are implemented in real ESP teaching for airlines staff, (3) knowing teachers' recommendations for the improvement of the ESP teaching for airlines staff.This study employs qualitative research design. The research data are collected using open ended questionnaire. The collected data are analyzed using data reduction, data display, and conclusion drawing phases. The results of this research indicate that ESP for airlines staff applied in pre-service airlines training schools is still in line with the teachers' expectations. The recommendations given by the teachers are based on their beliefs in the features or criteria of an ideal or good pre-service training school in ESP teaching for airlines staff.

Keywords: *airlines staff, ESP, teachers' beliefs*

Sari

Keyakinan guru terhadap Bahasa Inggris untuk tujuan tertentu (ESP) telah dikenal sebagai dasar bagi guru dalam menerapkan pengajaran ESP. Namun, fakta menunjukkan bahwa banyak dari apa yang diyakini para guru mengenai pengajaran ESP gagal diimplementasikan secara nyata karena beberapa alasan. Studi ini mengkaji guru

yang terlibat dalam pengajaran ESP bagi calon Staf Maskapai di sekolah penerbangan di Indonesia. Penelitian ini bertujuan untuk (1) mengetahui keyakinan guru dalam pengajaran ESP, (2) mengetahui apakah keyakinan guru yang diterapkan secara nyata dalam pengajaran ESP bagi calon staf maskapai di sekolah penerbangan, (3) mengetahui rekomendasi guru untuk perbaikan pengajaran ESP bagi calon staf maskapai di sekolah penerbangan. Penelitian ini menggunakan desain penelitian kualitatif. Data penelitian dikumpulkan dengan menggunakan kuesioner terbuka. Data yang terkumpul dianalisis dengan tahapan reduksi data, display data, dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa ESP bagi calon staf maskapai yang diterapkan di sekolah penerbangan masih sesuai dengan harapan para guru. Rekomendasi yang diberikan oleh para guru didasarkan pada keyakinan mereka pada fitur atau kriteria sekolah penerbangan yang ideal atau baik dalam pengajaran ESP bagi calon staf maskapai.

kata kunci*: staf maskapai, ESP, keyakinan guru*

Introduction

In Indonesia, there is a huge market for aviation industry, including some ground handling companies and airlines such as Garuda Indonesia, Sriwijaya Air, Cilitink, Lion Air, Batik Air, Wings Air, Susi Air, and so on. These industries require pilots, air-traffic controllers (ATC), flight attendants, crew members, engineers, and ground staff to be able to use English language. A good command of the English language will enable them to communicate with their counterparts in the world and serve their passengers better on work-related issues, as English has been used widely in aviation industry. Therefore, in Indonesia the schools of Pre-service Airlines Staff emerge rapidly.

English language is deemed significantly important in almost every area of discipline especially in this globalized era where communications among individuals all over the world are borderless and through a variety of channels. With the globalization of trade and economy and the continuing increase of international communication in various fields, the demand for English for Specific Purposes is expanding, especially in countries where English is taught as a foreign language (Gao, 2007).

ESP teaching and research have been developed rapidly over the past years because all trades and professions need composite talents who have not only good grasp of English skills, but also a conscious command of professional knowledge (Aiguo, 2007). Bell (1981) as cited in Rajabi, et al (2011) believes that every language teaching program comprises three stages of input, process, and output; therefore, it is essential for an ESP teacher to have several roles which require both content and formal schema knowledge in a particular field of science. Moreover, ESP teaching definitely needs its own methodology and curriculum in different contexts because it has different objectives, different content and target (Aigio, 2007).

Needs analysis is more crucial in ESP courses. ESP courses should be closely related to the field in which students are being trained. ESPs are defined to include specific parts of language, which a specific group of learners needs to know in order to perform appropriately in the according context. To attain the linguistic needs of the student there must be some familiarity with the end goals of the students in relation to their academic and communicative life and the researcher or syllabus designer should try to assess their needs according to these purposes (Owolabi, 2012).

According to Civil Aviation Safety Authority, all the aviation staff should comply English language proficiency requirements. However, the professional workforce in Indonesia is still lacking (Kompas.com, 18/12/2017). Such situation requires the teaching of English for pre-service airline staff on a large scale to college students. It comes to the necessity of teaching English for pre-service airline staff as ESP in Indonesia. English for Airline Staff has been an ESP course in Indonesia. The combination of ESP theory with teachers' beliefs in English teaching will likely be of interest to ESP professionals and researchers.

English for Airline staff can be a subdivision of ESP, in the same rank as English for Business, English for Science, English for Medical, English for Law, etc. A great progress has been made in the research of ESP, nevertheless English for Airline Staff has not been widely researched. English for Airlines is needed since the aviation industry in Indonesia grows rapidly. Another reason is the development and influence

of ESP theory in English language teaching has started to be taught in Airlines colleges. Karimi and Sanavi (2014) in their research studied the heavy needs of the English language in aviation professions. It was explained that effective English language instruction is greatly needed to perform the job effectively.

One aspect of the success in learning and teaching process is teachers' belief. Teachers' beliefs play an important role in the processes of learning and teaching. Pajares (1992) argued that beliefs are more influential than knowledge in determining how individuals organize and define problems and are strong predictors of behavior. Teachers' beliefs are defined by Johnson (1994) as something that is formed early in life as a result of a person's education and experience. This means that beliefs are a big factor that influences how teachers select strategies that can be implemented in their classrooms.

This study, therefore, aims at finding out teachers' beliefs in ESP for Airlines Staff and the most suitable method of English Language Teaching for Airlines Staff. Furthermore, it is hoped to know teachers' recommendations for the improvement of ESP teaching for airlines staff in their school. Aviation industry, in this case is commercial airline industry, began in early 1949 and is the milestone for commercial flights in Indonesia up to now. The number of international travelers per year increased from 25 million in 1950 to 664 million in 1999, an average of 7 percent annual growth. Furthermore, it is predicted that the number will reach 1.18 billion by 2020 (Griffin, 2002: 25). A lot of new airlines have been launched and ready to accommodate passengers going to and coming from Indonesia. As of now there are 17 scheduled commercial airlines that have aired in the Indonesian sky. The large number of airlines in Indonesia is due to the ease of flight permits from the government to companies to open their business in the field of air transportation in 1999. The high number of passengers in air transportation modes in Indonesia from year to year is also due to the large number of scheduled airlines operating. This is certainly an attraction for themselves when using air transportation with choices that suit their needs and of course financial conditions.

The development of the aviation industry in Indonesia involves the implementation of a Low Cost Carrier (LCC), government policies, laws and regulations, as well as world

economic conditions. However, it should be balanced with good service. One factor that influences service is professional employees and expertise in their fields, which demands skillful airlines staff who can communicate not only with passengers but also people from all over the world using meaningful English. Educational institutions of airlines staff program have to equip their students with good communication skills. According to International Civil Aviation Organization (ICAO), English is the language of international aviation communication. However, low English competency may cause miscommunication which leads to flight accidents. Numerous aviation incidents and accidents have involved miscommunication between pilots and air traffic controllers, many of whom are not native speakers of the language (Anderson, 2009).

In order to afford airline employees who are proficient in English communication as a language that is widely used in the world of aviation, it is necessary to set ESP for pre-service airlines staff. ESP is considered more effective than general ESL since it is designed based on need analysis, which focused on students' interest and needs in particular field (Basturkmen, 2010; Hossain 2013). ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation and it may be related to or designed for specific disciplines (Hossain, 2013). Hence, ESP is the most appropriate method for organizing the educational process in an effective way with consideration of the students' motivation for their future professional activities, interests, skills and abilities. The analysis of literature shows that all efforts in ESP teaching are directed to form specific purpose language ability which is perceived as a professional macro-skill comprising knowledge and competencies related to disciplinary, academic, or professional domains, and to particular modes of communication and relationships typical of each (Schug & Le Cor, 2017). Since one of ESP's functions is developing teacher content and pedagogical knowledge in teaching, it relates to teachers' beliefs.

Much of the literature on teacher education has reported that student teachers' experiences and beliefs which they held prior to entering pre-service teacher education greatly influenced their teacher learning and instructional practices (Kiely & Askham, 2012; Borg, 2003; Johnson, 2009; Lortie, 1975). Over the past 10 years, several studies

have investigated teacher beliefs about various elements of L2 teaching (Larsen Freeman, 2003; Levine, 2003; Schulz, 2001). However, studies with a particular focus on teachers' beliefs in ESP for airline staff have been relatively underdeveloped.

'Belief' is a commonly seen concept in various research literatures from sociology, anthropology, psychology, philosophy and many other disciplines. Despite the diversity in using this term, the prior research and reviews on teacher beliefs and on teacher knowledge and beliefs (Fang, 1996; Kagan, 1992; Nespor, 1987; Pajares, 1992; Woolfolk Hoy, Davis, & Pape, 2006) contribute to an agreement on some characteristics of teacher beliefs. Johnson (1994) and Numrich (1996) indicated that teachers' beliefs are related to classroom practices. He argued that teachers' instructional decisions were based on pictures of teachers, materials, activities, and classroom organization made by their own learning experiences. Teachers' beliefs do not only affect teachers' behaviors in class but also impose or pass their beliefs about learning on students. However, in many empirical studies on teacher beliefs, the distinction between knowledge and beliefs proves to be 'blurry' and 'inextricably intertwined', which makes it impossible to distinguish whether teachers refer to their knowledge or beliefs when they plan and make decisions and act in classroom (Verloop et al., 2001:446).

Bisland, O'Conner and Malow-Iroff (2009) examines the teachers' teaching beliefs and their classroom practices. The obtained results did not show any relationship between teachers' beliefs and classroom practices. Whereas, Harcarik (2009) found that there is a relationship between teachers' beliefs and classroom practices in the areas of resources, classroom practices and time. Jones and Fong (2007) interviewed 30 pre-service and 27 in-service teachers and indicated that teachers' experience had played an important role in forming their teaching beliefs which were teacher-centered, textbook-based, and grammar-oriented.

Algozzine, Kissau, and Yon (2012) studied teachers' predetermined beliefs about teaching experiences and the significance of teaching grammar. It showed that the more experienced teachers, the stronger beliefs about the significance of teaching grammar

they had. Aiguo (2017) explored what the appropriate approach in teaching aviation English in non-English speaking country like China from the perspective of ESP curriculum development. Sullivan & Girgener (2002) conducted a research about ESP program in a Civil Aviation School in Turkey where students were in training to become pilots and air traffic controllers.

English for airlines staff can be defined as a comprehensive but specialized subset of English related broadly to aviation. It can also include the use of English relating to any other aspect of aviation: the language needed by airport announcers, ground staff, language used by maintenance technicians, flight attendants, dispatchers, or managers and officials within the aviation industry. English for airline staff includes but must not be limited to International Civil Aviation Organization (ICAO) phraseology and can require the use of general English at times. Accordingly, Aviation English can be a subdivision of ESP, the core of Aviation English, may be considered a kind of special language for occupational purposes (EOP).

Methods

This research is a case study by using qualitative approach. It was intended to have deep understanding of teachers' beliefs in ESP teaching for airlines staff in three pre-service airlines staff schools in Yogyakarta, Indonesia. Kitzinger (1995) argued that people's perspectives, experiences and feelings can be constructed through discussion and interaction processes by asking questions. In this study, three English teachers in airlines staff schools were intentionally recruited. The respondents graduated from English Education Department who had teaching experience starting from 4 years to 12 years.

As a qualitative research design, in this study one of the researchers functions as a human instrument. As a human instrument the researcher has many important roles, such as: choosing the subjects of the study as the data sources, collecting the research data, analyzing the collected data, interpreting the data analysis results, and drawing conclusion about the research findings. Another instrument used for data collection is questionnaire. The questionnaire used in this study consisted of sixteen questions to be

answered by the respondents. The sixteen questions were the open-ended questions, consisting of: fourteen questions related with every respondents' beliefs in the 14 aspects of ESP teaching and whether or not what they believed was implemented in their real ESP teaching. The fourteen aspects included: a) the general instructional objective, b) the specific instructional objective, c) standard of competence, d) indicators of basic competence, e) teacher's roles, f) students' roles, g) school's roles, h) credit points of ESP subject, i) time allotment of ESP teaching, j) teaching materials, k) classroom design, l) teaching media, m) method of assessment, and n) references. In addition to the fourteen questions above, one open-ended question (question no 15) was included in the questionnaire asking teachers' opinion concerning the concept of a successful ESP teaching for airlines staff, and one open-ended question (question no 16) asking each respondents' recommendations for the improvement of the ESP for airline staff teaching at their school.

The data of this study were collected in February until March of 2020. In gathering the data, triangulation technique was used by using questionnire, interview, and documentation. The relevant data were simplified and focused to the classification and categorization into those belonging to the materials which were used to answer the research questions of this study, namely: (1) What are the teachers' beliefs in ESP teaching for airlines staff?, (2) Are what teachers believe implemented in their real teaching activities?, (3) What do the teachers recommend for the improvement of the ESP teaching for airlines staff at their schools?. These data were presented in Table 1. In the table, the data analysis results covered a column for the ESP teaching aspects, a column for the ESP teacher at Total Outsource Development (TOD), a column for the ESP teacher at Patriot Bangsa (PB), and a column for the ESP teacher at Bina Avia Persada (BAP). The implemented aspect of ESP teaching was marked with a + symbol, and the unimplemented aspect was marked with a - symbol. The number of both the + symbol and that of the - symbol were then counted.. The third type of data analysis result dealt with teachers' recommendations for the improvement of the ESP teaching for airlines staff in their schools.

As a human instrument, the researcher was validated. As Sugiyono (2017, p. 222) states that the validation to the researcher as a human instrument is meant at knowing to what extent he/she masters the theoretical aspects and methodological aspects he/she has done in his/her study. To validate the data analysis results, therefore, this study used the triangulation of researchers, in which the data in the questionnaire were analyzed by three researchers. It was done to show the trustworthiness of the research findings. Trustworthiness is meant to ensure the accuracy of the research findings (Zuchdi and Afifah, 2019, p. 95).

Results and Discussion

Teachers' Beliefs in ESP Teaching Aspects

Table 1: ESP teaching aspects

ESP Teaching Aspects	Respondent RPS (TOD)	Respondent DC (PB)	Respondent CDS (BAP)
1. General Instructional Objectives	+	+	+
2. Specific Instructional Objectives	+	+	+
3. Standard of Competence	+	+	+
4. Indicators of basic Competence	+	+	+
5. Teacher's Roles	+	+	+
6. Student's Roles	+	+	+
7. School's Roles	+	+	+
8. ESP Subject's Credit Points	-	+	-
9. Time Allotment	-	+	-
10. Teaching Materials	+	+	+
11. Classroom Design	-	+	+
12. Teaching Media	-	+	+
13. Method of assessment	+	+	+
14. References	-	+	+
Total	9 aspects: +	14 aspects: +	12 aspects: +

Notes:

RP (Female), teacher in TOD

DC (Male), teacher in PB

CDS (Female), teacher in BAP

Table 1 above describes 4 components, namely: (1) The ESP teaching aspects for airlines staff, (2) The respondent from TOD pre-service-training school, (3) The

respondent from PB pre-service training school, (4) The respondent from BAP pre-service training school. The + mark means that the ESP teaching aspect was implemented in her real teaching situation, the – mark means that the ESP teaching aspect was not implemented in her real teaching situation.

The finding above means that among the 14 aspects of ESP teaching, the beliefs of all teachers from the 3 pre-service schools in 9 aspects were implemented in their real teaching situation. These aspects include: (1) general instructional objectives, (2) specific instructional objectives, (3) standard of competence, (4) indicators of basic competence, (5) teacher's roles, (6) students' roles, (7) school's roles, (8) teaching materials, and (9) method of assessment.

One of the success factors of learning is influenced by the role of teachers and students. Mansour (2008a) expressed that teachers' teaching beliefs concerning their roles, learners' roles, the goals of science and their teaching methods were formed by personal religious beliefs obtained from the principles existing in religion. From the results of the study it was found that students play an active role in learning according to the learning objectives, while the teacher is a facilitator in the learning process.

> The teacher acts as a role model as well as a facilitator in teaching ESP. The teacher gives many examples of exposure to the use of language and provides opportunities for students to practice using it" – Participant 3

In teaching ESP, especially teaching English for airline staff, the teacher found obstacles due to the big class and the limited number of textbooks and teaching materials related to aviation.

> We are still having difficulties in classroom management because we have to handle large and heterogeneous classes. Besides that, we also have difficulty in getting learning materials because of the limited textbook on aviation. – Participant 1

This is in line with Johnson (1994), teachers' instructional decisions were based on pictures of teachers, materials, activities, and classroom organization made by their own learning experience.

The result of the data analysis concerning the teachers' beliefs in ESP teaching for airlines staff showed several evidences.

The teachers believe that the general instructional objectives of ESP teaching are: (1) developing students' oral and written English in the area of airlines staff, (2) developing students' knowledge in the specific English for airlines staff. (3) developing intercultural competence. This finding means that students in the ESP for airlines staff are commonly taught with oral and written English skills used for communication for airlines staff purposes. Setting priorities for teaching and learning a foreign language involves choosing the most suitable model of communicative competence to follow. In addition, the teaching also has to have the target to broaden students' knowledge of the specific English in the area of airlines staff, for example: vocabulary list needed in the job as an airlines staff

The teachers believe that the specific instructional objectives of ESP teaching are: (1) developing students' ability in using oral or written English for aviation communication, (2) developing students' understanding in the specific English for airlines staff. The finding means that the students in the ESP for airlines staff classes have been taught all English skills which are used for communication purposes, and vocabulary related with airlines staff. Other language components, such as grammar and spelling are integrated taught in speaking.

The teachers believe that the standards of competence in ESP teaching are: (1) the ability to speak, listen, read, and write for the purposes of airlines staff communication, (2) mastering vocabs related to airlines staff. The finding means that in taking the ESP for airline staff subject, the students must at least achieve the competence in (1) the four English skills for communications airlines staff purposes, and (2) meanings of words, terms, and expressions in the area of English for airline staff.

The teachers believe that the indicators of basic competence in ESP teaching are: (1) students are able to have conversations on topics related to airlines staff, (2) students are able to explain the meanings of vocabularies needed in a job as airlines staff. The finding means that when we give assessment of ESP for airlines staff to students, the

assessment type can be in the form of an oral test of a conversation model. Through this practical model a teacher can identify and measure the indicators of students' oral competence. For a theoretical model, to measure students; competence in the knowledge of vocabularies (meanings of words, terms, and expressions), the teacher can give written test on vocabularies. For meaningful result, it is better if the test items are put in contexts of reading passages.

The teachers believe that teachers' roles in ESP teaching are as facilitator, motivator, communicator, and role models. The finding means that in ESP class, a teacher is required to create activities of student-centered type in which the teacher functions as a facilitator and communicator. Another type of class situation is recommended when the teacher function as a model who gives an example of a particular English use performance. For example, in a role play, the teacher acts as a pilot who gives announcement to the passage.

 The teachers believe that students' roles in ESP teaching are the (1) targeted subjects of instructional activities, (2) the doers of learning and practicing, (3) active users of English for airlines staff. The finding means that ESP class activities should focus on fulfilling students' needs of knowledge and skills in the area of ESP for airline staff. The teaching-learning hours should be optimally oriented to the ESP practices in through reading, writing, speaking and listening skills.

The teachers believe that school's roles in ESP teaching are: (1) giving support for ESP for optimal ESP teaching learning activities, and (2) providing media and infrastructure needed for ESP teaching. This finding means that in relation to the ESP teaching for airlines staff, the duty to facilitate the teaching-learning activities in such a way so that students can absorb optimally the knowledge and skills taught by the teacher. The school also has the responsibility to provide infrastructures, such as language laboratory, SAC (Self Access center), miniature airplane, and teaching media (such as laptop, LCD, white board, and others, needed in the ESP for airlines teaching.

 The teachers believe that the need of credit points for of the ESP subject are at least 3 SKS and the maximum are 10 SKS. The finding shows that every pre-service training school has its own vision and mission which are different from other schools. This difference affects the need level of the ESP subject credit points. An ESP subject which has 3 SKS may teaches students with only the basic knowledge and skills of ESP for airlines staff. An ESP subject which has 10 SKS can teach a lot of and various kinds of knowledge (for theoretical teaching materials) and skills (for practical performances). Students also have a plenty of time to learn things related with ESP for airlines staff from the general up to the very specific or detailed materials.

The teachers believe that the need of time allotment for ESP teaching is at least 135 minutes per week and the maximum is 450 minutes per week. The finding means that the vision and mission of a school affects the need of the ESP for airline staff teaching time. The minimum learning hours of the ESP for airlines staff subject is 135 minutes per week in which only basic knowledge and skills are taught. But, the 450 minutes of learning hours per week offer much opportunity for broader knowledge, many kinds of skills, and various kinds of   practices.

The teachers believe that the teaching materials in ESP teaching include the four skills (reading, writing, speaking, listening) and vocab in the area of airlines staff. The finding shows that the materials which are necessary to be taught to students include the four English skills and vocabulary.   Grammar, spelling, and pronunciation are not necessarily taught.

The teachers believe that the criteria of a classroom design for ESP teaching are comfortable, tidy, flexible and supportive to pair works, group works, or other teaching learning activities, and can function as a laboratory. The finding means that a good classroom design for teaching ESP for airlines staff should fulfill the criteria, some of which are: (1) it can be used for individual, pair and group works, (2) it is tidy, comfortable, and has good smell. Therefore, some equipment may be needed to create such kind of classroom. An air conditioner is needed for having a fresh and cool

learning area. Perfume is needed for having a learning area with good smell. In addition, a classroom needs to be designed to function as a language laboratory.

The teachers believe that the ESP for airlines staff teaching needs such media as LCD, whiteboard, speaker and headset, internet, computer, laptop, audio equipment and teaching modules. The finding shows that many kinds of high technology equipment are needed for the teaching media of ESP for airlines instruction. This fact shows that ESP for airline staff is an expensive educational program. It is the school's responsibility to provide such kinds of media.

The teachers believe that assessment methods in ESP for airline staff teaching can be in the forms of class attendance, daily participation, creativity, tasks, mid-term test, final test; and they can focus on testing students' competence in vocabulary, speaking/conversation. The finding means that in the case its assessment, ESP for airlines staff is flexible. A teacher may use various kinds of assessment instrument models for measuring students' competence in ESP for airlines staff.

The teachers believe that the references used for ESP teaching are books or other materials in the areas of speaking and listening for ESP teaching for airlines staff. The finding means that relevant references needed for learning sources of ESP for airlines staff are references mainly on speaking, listening and vocabulary in the area of ESP for airlines staff. Other English areas of references are not compulsory but they are just recommended.

A successful ESP teaching is characterized by the following condition: (1) if the teaching is able to achieve general and specific objectives, (2) if students give positive feedbacks to the ESP teaching, (3) if students master vocabs related to English for airlines staff, able to communicate on topics related to airlines staff. The finding shows that a status of a successful teaching can be seen from the teacher or student angle.

The second type of findings dealt with whether or not the ESP teaching aspects that teachers believe were applied in their real teaching activities. The ESP objectives are

developing students' oral and written English in the area of airlines staff, developing students' knowledge in the specific English for airlines staff and developing intercultural competence. Acknowledging that intercultural competence is inseparable element of intercultural communicative competence, as in Byram's model (1997), seems to be a natural approach in Indonesian educational contexts.

The students in the ESP for airlines staff classes have been taught all English skills which are used for communication purposes, and vocabulary related with airlines staff. A study conducted by Tokar and Fainman (2018) shows that teaching aviation vocabulary can be done by practicing word recognition and production in a meaningful context (in collocations, phrases, sentences, and on out-of-phrase level - dialogues or monologues. Other language components, such as grammar and spelling are integrated taught in speaking. Integrated grammar delivery is defined as the teaching of grammar as an integrated part of an instruction that is focused on the meaning or use of language through communicative tasks (Murtisari, et al, 2020).

Teachers' beliefs in ESP for airline staff that teachers' roles in the classroom are as facilitators, role models, communicators, and motivators. The learners' level of motivation and effort can be raised when teachers use communicative strategies and adopt a language facilitating role by encouraging students to assess their performance in a positive light (Burden, 2004). While teachers believe that the teaching materials in ESP teaching include the four skills (reading, writing, speaking, listening) and vocabulary in the area of airlines staff. Teaching materials form an important part of most English teaching programs (Howard and Major, 2004). From textbooks, videotapes and pictures to the Internet, teachers rely heavily on a diverse range of materials to support their teaching and their students' learning.

The teachers believed that technology equipment is needed for the teaching media of ESP for airlines instruction, such as LCD projector, audiovisual, video player, etc. According to Morris (1962) in Taiwo (2009), the function of technological media is to supplement the teacher through enhancing his effectiveness in the classroom. In three aspects, teaching media, classroom design, and references, not all teachers; beliefs were

implemented. In two aspects, credit points and time allotment, only teachers' beliefs from one school was implemented in real teaching. It means that the credit points of the ESP for airlines staff subject is vary varied. It can be caused by the different vision and mission among pre-service training schools, which affects the need level of credit points and time allotment (learning hours). This finding also shows that in the case of the implementation of teachers' beliefs, PB is the best compared to TOD and BAP pre-service. This finding supports Borg's theory of teachers' beliefs stating that teachers' beliefs can powerfully shape both what teachers do and consequently the learning opportunities learners receive (Borg, 2006, p.6).

The third type of findings dealt with the recommendations given by the teachers for the improvement of the ESP teaching for airlines staff at their schools. The recommendations included (1) ESP for airlines staff teaching at TOD needs more practices outside classroom, (2) PB needs to provide conducive atmosphere for ESP teaching for airlines staff, and (3) ESP for airlines staff at BAP needs to have more class meetings and conducive class atmosphere. The finding means that to the eyes of the teachers, schools need improvement in giving ESP for airlines staff services. The recommendations given by the teachers are based on their beliefs in the features or criteria of an ideal or good pre-service training school in ESP teaching for airlines staff.

Conclusion and Recommendation

Teachers' beliefs in ESP teaching greatly affect student achievement in learning. Therefore, a study of teachers' beliefs in ESP is needed to improve the quality of teaching. There are aspects related to teachers' beliefs in ESP for airline staff, ESP objectives, competence, teachers' roles, students' roles, schools' roles, teaching materials, assessment methods, teaching media, classroom design, references, credit points, and time allotment. The results of this research indicate that ESP for airlines staff applied in pre-service airlines training schools is still in line with the teachers' expectations. It means that teachers' beliefs on ESP had been implemented in real teaching ESP for airlines staff. The aspects which the teachers gave negative response were on ESP subject's credit points and time allotment. They suggested that training schools add the ESP subject credits and enhance learning hours with the result that the

students' needs of ESP learning were fulfilled. Furthermore, learning process is constrained in the classroom management because the class is large and heterogeneous. In addition, the challenge comes from the limitations of relevant textbooks on aviation as well as the limited ability of English teachers in aviation science. Schools need improvement in giving ESP for airlines staff services. The recommendations given by the teachers are based on their beliefs in the features or criteria of an ideal or good pre-service training school in ESP teaching for airlines staff. The finding of this study supports Borg's theory of teachers' beliefs stating that teachers' beliefs can powerfully shape both what teachers do and consequently the learning opportunities learners receive (Borg, 2006, p.6).

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Conflict of Interest

No potential conflict of interest is reported.

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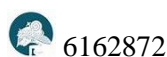
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