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TRAINING IN BUSINESS ENGLISH IN VOCATIONAL EDUCATION

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ABSTRACT

It is possible for such schools and their associated faculty to more efficiently train future professionals by applying the concept of work-study combination in higher vocational education. Using this method, the researcher can collect both qualitative and quantitative data simultaneously, without favoring one over the other. It does so by contrasting the two data types to see where they overlap and where they diverge. Those who took part in the study could be classified into two categories. Cluster sampling was used to select 352 students from four universities' Vocational School of Civil Aviation, while ten faculty members from those same universities and four active airline employees made up the second group. Research was conducted using a questionnaire and a semi-structured interview that the researcher had created. Descriptive statistics methods, such as frequencies, percentages, means, and standard deviations, were used to examine the questionnaire's quantitative data, while content analysis was utilized to decipher the survey's qualitative responses.

KEYWORD: Higher Vocational Education, English, School, students.

INTRODUCTION

Current trends indicate that passing the English application ability exam for universities has become a focal point of public English instruction in higher vocational institutions. However, such pedagogical aims will inevitably cause the following issues due to the needs of businesses seeking graduates with greater practical training:

1. The student's English application competence is tough to guarantee. Most upper-level vocational schools use standardized tests to evaluate both the quality of instruction and students' proficiency in English in light of the aforementioned learning goals. Vocational students may be able to pick up some English in such an environment, but exam-focused instruction is likely to keep them from using what they've learned in the classroom in the workplace for quite some time. Restrictions on English application skills will undoubtedly lead to students being harmed during job seeking or employment, since employers need that vocational students should be able to work as first-line skilled talents.

2. Students lack the ability to understand academic writing written in standard English. The scope of the test is relatively set in comparison to the fast expansion of the market; if the teacher can merely combine the material of the exam to begin

English teaching, then the students' mastery of professional English content is guaranteed to fulfill the expectations of the employer. Students pursuing a profession will find that the job market places great demands on their practical skills. Overly rigid teaching goals will certainly cause students to be hampered in the job-hunting process since most companies will analyze students' grasp of professional English throughout the recruiting process.

For upper vocational students, this section of the pupils has previously contacted and learnt much of the grammar, vocabulary and other information in the middle school. Most course materials still use these themes as their backbone when teaching public English in higher vocational education. Without being challenged by fresh material, pupils will lose interest in studying English in this setting. However, as was previously noted, after students graduate from a vocational school, they should be qualified to assume entry-level skilled employment in the workforce. In this sort of employment, a huge number of new concepts and approaches need to be utilized in practical work if the pupils are in English. Learning just what is in textbooks will inevitably slow the growth of specialized occupations.

The primary goals of English instruction are the development of students' language skills (listening, speaking, reading, and writing) and the enhancement of students' proficiency in the English language. Most English instructors in colleges and universities continue to rely on tried-and-true techniques when dealing with such prerequisites. As a result, it is difficult to ensure the efficacy of public English instruction in higher vocational education, and it is much more challenging to increase students' engagement and interest in the classroom. For example, some higher vocational English teachers are still using the traditional "cramming" method of teaching. In the classroom, they focus on a large amount of theoretical content. Students are not given enough time for reflection and drill. The students can do nothing except take it meekly. With professors explaining the material, pupils' motivation for learning English is certain to decline. However, efforts to improve English literacy among higher vocational students via instruction in the language have met with little success.

LITERATURE AND REVIEW

Pipit Muliyah et al (2020) Findings from a qualitative case study methodology are presented here. The purpose of this research is to better understand teachers' conceptions of their own roles as educators, to inquire into how those conceptions manifest themselves in their classroom practices, and to inquire into how those beliefs themselves are shaped by their interactions with students. Six English teachers from three Majenang-based vocational high schools took part in the research. All of the information was gathered through a combination of semi-structured interviews, written records, and classroom observations. The data was then analyzed line by line. As a subset of English as a Second Language (ESL), teaching English in a vocational high school is thought to be distinct from SHS English instruction, necessitating a different understanding of subject matter, teaching pedagogy, and pedagogical

approach. This finding demonstrates that there are a number of reasons why teachers may not be able to put their beliefs into practice in the classroom. Class size, time constraints, incompatibility of assigned textbooks, a heavy workload, and students' needs are all contributors to the gap between theory and practice.

Mario Pace (2021) Prior until recently, people didn't see eye to eye on the idea of combining language study with vocational training. Prior to the nineteenth century, VET was seen as in conflict with the traditional academic curriculum. Despite the rise of industrialization in the nineteenth century and the fact that many European nations now include vocational education in their primary and secondary curricula, vocational training is mostly seen as a phenomenon of the workplace and is often seen in a very limited context. It was just seen as a secondary option for high school students who weren't planning on continuing their education after graduation. Currently, the definition of VET is "education and training which aim to equip people with knowledge, know-how, skills, and/or competences required by particular occupations or more broadly on the labor market." Numerous studies have shown a direct correlation between linguistic competence and employability, making fluency in foreign languages not only an excellent tool to bridge gaps but also an instrument that enables workers to significantly improve career prospects. Despite the widespread agreement that knowing a language other than one's own is a valuable skill in the modern world, much work remains to be done in developing and implementing language teaching and learning strategies that are more learner-centered, more practically oriented, and, most importantly, more applicable to professional contexts. Combining Language Proficiency and Languages for Specific Purposes courses into one might be a solution for VET students. These classes would equip students with a means of acquiring, teaching, and evaluating foundational linguistic competence that is tailored to their individual needs and the demands of their chosen profession. Of course, this raises a variety of problems that need to be explored and analyzed from the teachers' and the students' perspectives.

Moh. Arif Mahbub (2019) This study delves into how specialized schools can best meet the English language instruction demands of their students. In this study, 32 students were given a questionnaire with two parts (A and B) adapted from the one created by Hutchinson and Waters (1987). Part A focuses on the learner's essential requirements, gaps, and desires that are directly applicable to the context at hand. Part B, in contrast, is concerned with what it takes to learn, including such things as inputs, procedures, the roles of both teachers and students, and the physical environment in which the learning takes place. To further investigate the outcomes of English teaching practices and to identify potential areas of difficulty for students learning English, interviews were also conducted with students and an English teacher. Conclusions drawn from the data indicated that students' views on their own needs, wants, and resource gaps varied widely. The results also showed that students had specific requirements in terms of learning inputs, teaching-learning procedures, the

roles of both teachers and students, and the environments in which instruction took place.

Kurnia Saly et al (2019) Vocabulary is a common challenge for ESL students. In order to learn English vocabulary effectively, students learning the language as a second need a teacher's guidance in locating appropriate learning materials. The purpose of this research was to examine how Microsoft Office 365 has been used to teach and learn English vocabulary at SMK Analis Kesehatan Nasional, a vocational high school. Twenty eleventh graders with a minimum of two years of experience using the Microsoft Office 365 application participated in this study. Applying methods from the field of descriptive qualitative research, this investigation utilized a questionnaire to amass data and provided a phenomenological account of the findings. The results of this study show that the students at SMK Analis Kesehatan Nasional can improve their English vocabulary through the use of the Microsoft Office 365 application. This conclusion is based on the data collected from student questionnaires that probed their level of understanding of the English vocabulary in Microsoft Office 365, the impact of Microsoft Office 365 on their English vocabulary, and their level of proficiency with the English vocabulary in Microsoft Office 365. According to the survey's findings, 97.5 percent of students acknowledged that Microsoft Office 365 had an impact on their English vocabulary, and 77.5 percent said they understood the vocabulary in English in Microsoft Office 365. Seventy-one percent of students, on average, understood the top 20 English vocabularies featured on the Microsoft Office 365 homepage.

Lei Zhang (2014) In this essay, we'll discuss the current state of English instruction in technical universities and introduce two contemporary theories of second language acquisition: the social cultural theory and the interaction hypothesis. The purpose of this article is to investigate cutting-edge approaches of teaching English in higher education in order to enhance the linguistic and intercultural competence of students majoring in technical fields.

METHOD

As one of the mixed methods models, the concurrent triangulation strategy was chosen as the research methodology for this investigation. When "the researcher gathers both quantitative and qualitative data simultaneously and then compares the two databases to see whether there is convergence, differences, or any combination," this method may be employed. Some features of this method include the fact that both kinds of data are given equal weight, so that one kind of data may be converted into the other so that findings can be compared more readily, and that both kinds of data are included in the discussion sections. Questionnaires and semi-structured interviews were used in this research. To arrive at "well-validated and verified conclusions," the quantitative results from the questionnaire were compared with the qualitative data from the interviews.

Those who took part in the research might be classified into two categories. Vocational School of Civil Aviation students from four different institutions made up

the first group, while faculty members and active flight attendants made up the second. In order to draw broad conclusions from a study, it is crucial to have a large enough sample. Descriptive studies are generally considered sufficient with 100 participants, although researchers should strive for a larger sample size if at all possible, using their available time and resources. The sample for this research consisted of 352 students drawn from four different colleges using a cluster sampling technique. This is where the demographic breakdown is described. there were 188 women (53.4% of the total) and 164 men (46.6% of the total) in the data set. It was determined that participants, on average, were 19. There were only other students in the cabin services program there. In the most recent survey, 192 children (54.5%) were enrolled in first grade, while 160 students (45.5%) were enrolled in second grade.

RESULTS

Because of the variety of participants from whom data was compiled, the results are presented under several headings. In the following discussion section, we will compare and converge on these results.

Quantitative Findings Based on the Perceptions of the Students

Table 1 displays the data collected in response to the first research question, which aimed to uncover the contextual factors surrounding the importance of English and its potential applications in the students' future fields of work.

Table 1 Students' views about contextual issues regarding the necessity and uses English for their future work domain

	Categories	f	%
Necessity of English in	Yes	352	100
Aviation Sector	No	0	0
The aim for learning	For future career	298	84.7
English	For future education	54	15.3
Future job settings	Airport	338	96
	Business office	2	.6
	Travel agency	10	2.8
	Hotel, motel, café, restaurant	1	.3
	School	1	.3
Future Interlocutors	Native English	12	3.4
	Non-native English	20	5.7
	Both	320	90.9
Channel of communication in their future careers	Face to face conversations	262	74.4
	Phone conversations	54	15.3
	Radio contact	36	10.3

This table shows that all students (n= 352) agreed that English was required to work in the aviation industry, and that the vast majority (84.7% of the total) planned to study English in order to advance their careers or further their educations in the field.

They anticipated working primarily in airports (96%), but also in travel agencies (2.8%), offices (0.6%), hotels (0.3%), restaurants (0.3%), and educational institutions (0.3%). More than nine in ten said they expected to communicate with both native and non-native English speakers in the future. Finally, when asked about their preferred method of contact in the workplace, face-to-face interactions were found to be the most common choice (74.4%), followed by phone calls (15.3%) and radio contact (10.3%). The results show that learning English is crucial for the future success of this group of students. This is due to the fact that the majority of their time will be spent working in an airport, where they will encounter passengers with varying levels of English proficiency.

The results on the significance of four linguistic abilities for the graduates' prospective professional domains are shown in Table. Speaking ability (M= 4.79, SD=.64) was ranked as the most valuable linguistic asset, followed by listening ability (M= 4.52, SD=.71) in the table. However, they placed less weight on the necessity of reading and writing abilities for their future careers (M= 3.16, SD=1.5).

Table 2 Students' perceptions of the importance of the four language skills for their future work domain

	Very Competent		Competent		Moderately Competent		Incompetent		Very Incompetent			
Skills	f	%	f	%	f	%	f	%	f	%	M	SD
1.Reading	0	0	6	1.7	30	8.5	106	30.1	210	59.7	3.12	1.5
2. Writing	6	1.7	134	38.1	46	13.1	42	11.9	124	35.2	3.16	1.5
3. Speaking	156	44.3	72	20.5	72	20.5	8	2.3	44	12.5	4.79	.64
4. Listening	106	30.1	122	34.7	72	20.5	12	3.4	40	11.4	4.52	.71

The results for the students' levels in four linguistic abilities are shown in Table 3. The results showed that students' levels of competence ranged from best (M= 3.30, SD=.99) in reading to worst (M= 2.34, SD=1.16) in speaking.

Table 3 Students' perceptions of their proficiency level in the four language skills

	Very Competent		Competent		Moderately Competent		Incompetent		Very Incompetent			
Skills	f	%	f	%	f	%	f	%	f	%	M	SD
1. Reading	14	4	58	16.5	124	35.2	120	34.1	36	10.2	3.30	.99
2. Writing	26	7.4	78	22.2	156	44.3	62	17.6	30	8.5	2.98	1.02
3.Speaking	20	5.7	40	11.4	76	21.6	120	34.1	96	27.3	2.34	1.16
4.Listening	22	6.3	38	10.8	98	27.8	166	47.2	28	8	2.60	.99

Tables 2 and 3 show that despite the importance these students place on oral communication competence, they rank it as one of their weakest skills.

Table 4 shows data on how often students had problems with four different language skills. Statistics showed that students struggled the most with their speaking skills (M= 4.06, SD=1.08) and the least with their reading skills (M= 2.77, SD=1.08). These results are consistent with those reported in Tables 2 and 3.

Table 4 The frequency of difficulties encountered in four language skills

		Always		Often		Sometimes		Seldom		Never			
	Skills	f	%	f	%	f	%	f	%	f	%	M	SD
1.	Reading	28	8	54	15.3	11	33	116	33	38	10.8	2.77	1.08
2.	Writing	32	9.1	102	29	120	34.1	68	19.3	30	8.5	3.11	1.09
3.	Speaking	166	47.2	84	23.9	70	19.9	22	6.3	10	2.8	4.06	1.08
4.	Listening	40	11.4	204	58	80	22.7	16	4.5	12	3.4	3.69	.86

Following these general considerations, specific difficulties in four linguistic abilities were examined. When reporting these results, we tallied the number of students who said they had an issue "always" or "often," as well as the percentage of respondents who said they had never or rarely had that issue.

The results, summarized in Table 5, reveal the specific challenges students face when attempting to improve their speaking abilities. The table shows that the students had the most trouble with "wording what they wanted to say quickly enough" (M= 4.06, SD=1.08) and the least trouble with "knowing how to say something in English" (M= 2.77, SD=.83). However, it is fair to say that almost all of the speaking-related items presented challenges for the students.

Table 5 Students' perceptions of their speaking difficulties

How often do the following happen to you?	Always		Often		Sometimes		Seldom		Never			
	f	%	f	%	f	%	f	%	f	%	M	SD
1. Have difficulty giving oral presentations	72	20.5	98	27.8	156	44.3	12	3.4	14	4	3.57	.98
2. Have trouble wording what you want to say quickly enough.	96	27.3	154	43.8	80	22.7	14	4	8	2.3	3.90	.93
3. Worry about saying something in case you make a mistake in your English.	120	34.1	126	35.8	62	17.6	26	7.4	18	5.1	3.86	1.12
4. Not know how to say something in English.	134	38.1	46	13.1	152	43.2	12	3.4	8	2.3	2.77	.83

5. Not know the best way to say something in English.	74	21	126	35.8	74	21	64	18.2	14	4	3.28	1.11
6. Have difficulty with your pronunciation of words.	100	28.4	118	33.5	58	16.5	56	15.9	20	5.7	3.09	1.15
7. Have difficulty remembering the English equivalent of the word I want to say.	72	20.5	158	44.9	68	19.3	8	2.3	46	13.1	3.23	.98

Table 6 displays the results in terms of the specific challenges students had with listening. As can be seen in the table, the students had the greatest trouble "understanding quick talks" (M=4.05, SD=1.02) and the least trouble "remembering the Turkish equivalent of the phrases they heard" (M=3.32, SD=.78). The results mirror those in the previous table, which showed that the majority of the students struggled with the listening comprehension questions.

Table 6 Students' perceptions of their listening difficulties

	Always		Often		Sometimes		Seldom		Never			
I have trouble in…	f	%	f	%	f	%	f	%	f	%	M	SD
1.understanding lengthy descriptions of English.	48	13.6	148	42	124	35.2	24	6.8	8	2.3	3.58	.89
2.understanding spoken instructions.	42	11.9	114	32.4	130	36.9	58	16.5	8	2.3	3.35	.97
3.understanding informal English.	70	19.9	160	45.5	76	21.6	38	10.8	8	2.3	3.70	.98
4. understanding the subject matter of a talk.	80	22.7	86	24.4	114	32.4	72	20.5	0	0	3.49	1.08
5.understanding fast conversations.	136	38.6	144	40.9	32	9.1	32	9.1	8	2.3	4.05	1.02
6. remembering the Turkish equivalent of the words I hear.	24	6.8	110	31.3	174	49.4	44	12.5	0	0	3.32	.78
7. understanding the grammar people use.	62	17.6	76	21.6	158	44.9	44	12.5	12	3.4	3.38	1.02
8.understanding conversations	104	29.5	124	35.2	104	29.5	12	3.4	8	2.3	3.86	.96

in different accents.													

Qualitative Findings Based on the Views of the Instructors and Flight Attendants

As indicated before, a similar form to the ones students filled out was used to gather information on the importance of English in the workplace and how students plan to utilize it in the future. Findings revealed that there was consensus among instructors about the necessity of English for the students' future job settings which was reported to be airports (f=14), future linguistic settings which included Turkey, an English-speaking country and a non-English speaking country (f=14) and future interlocutors who included both native and nonnative speakers of English (f=14). However, opinions varied on the best method of contact. They pointed to face-to-face interactions and radio contacts (f=11) and phone calls (f=3). These results corroborate the conclusions of the students' perspectives.

Codes and motifs from instructors' and flight attendants' perspectives are summarized in Table 7. Three overarching concepts, "skill priority," "content," and "objectives," emerged from the content analysis results. Furthermore, "terminology" and "career phases" emerged as sub-themes under the second topic content. According to the data in the table, teachers ranked improving students' listening and speaking abilities as more important than their students' reading and writing abilities (f=14). A teacher (i7) even said that listening and speaking are equally, if not more, important.

Table 7 The themes and the corresponding codes for the use of English in Civil Aviation Department

Themes	Sub-themes	Codes	f	%
1. Skill priority		1.1. Listening & speaking as first priority	14	100
		1.2. Reading & writing as second priority	11	78.6
2. Content	2.1. Terminology	2.1.1. Aviation terminology	10	71.4
		2.1.2. Foods & drinks	8	57.1
		2.1.3. Time	7	50
		2.1.4. Prices	4	28.6
		2.1.5. Duty-free items	5	35.7
		2.1.6. Emergency cases	5	35.7
		2.1.7. Emergency equipment	4	28.6
		2.1.8. Forbidden objects	4	28.6
	2.2. Career stages	2.2.1. Duties in reservations	3	21.5
		2.2.2. Duties in ground operations	4	28.6
		2.2.3. Duties in baggage	6	42.9
		2.2.4. Duties in ticketing	4	28.6
		2.2.5 Duties in gate check-in	3	21.5

		2.2.6. Duties in the ramp	4	28.6
		2.2.7. Occurrences before the flight	8	57.1
		2.2.8. Occurrences during the flight	8	57.1
		2.2.9. Health issues	10	71.4
		2.2.10. Food service	12	85.4
		2.2.11. After-flight duties	8	57.1
		3.1. Asking/answering questions	10	71.4
		3.2. Accepting/refusing requests	8	57.1
		3.3. Apologizing	4	28.6
		3.4. Making requests	6	42.9
		3.5. Making explanations	7	50
		3.6. Making suggestions	6	42.9
		3.7. Giving advice	5	35.7
3. Objectives		3.8. Offering help	3	21.5

To begin with, participants agree that the aviation industry is one in which students will find it vital to have a working knowledge of English. This result demonstrates how different pupils have various requirements. The second nugget of information was that they would most likely find work at airports. With this in mind, an ESP course catered to the students of cabin services might include instruction on the speech patterns and terminology most often heard in an airport context. Conversations in person were voted as the preferred method of contact in their chosen fields of work. Taking into account the diversity of the passengers, English will be the de facto language of communication. Thus, pupils need more regular opportunities to practice their speaking abilities than are offered for the development of any other talent. This conclusion was consistent with the students' opinions, the instructors' perspectives, and the flight attendants' views on the most significant language skills for their profession, suggesting that future employees should focus on developing their listening and speaking abilities. As the research on this topic attests, there is a wide range of linguistic competence among the participants.

Then, the students' self-reported levels of competence in the four linguistic abilities were analyzed. Students also reported having the greatest trouble with speaking, followed by listening, which provided further confirmation of these findings. Because of the importance of effective communication in the workplace, it is imperative that teachers place a greater focus on teaching students how to talk and listen in the classroom. Following these assessments, research was conducted to identify the exact challenges or problematic subskills experienced while executing certain linguistic tasks. Students "had difficulty in giving oral presentations," "had difficulty in wording what they wanted to say quickly enough," "worried about saying something in case they made a mistake in English," "did not know how to say something in English," "did not know the best way to say something in English," "had difficulty with their pronunciation of words," and "had difficulty remembering the English equivale" were

some of the problems identified in the findings related to difficulties in speaking skills. That's right, they struggled with everything. Students had trouble understanding long descriptions in English, informal English, fast conversations, and conversations with different accents, according to the research on listening difficulties. These results suggest that students' weakest areas of proficiency were in their ability to express themselves orally, followed by their ability to listen, then write, and finally read.

CONCLUSION

In conclusion, these students would benefit from a curriculum that is centered on their individual interests and needs. To this end, students should be engaged throughout the course of instruction, with the teacher serving as a facilitator who gives students ample opportunity for practice. Specifically, they should be pushed to use English as much as possible, but only to discuss topics that are relevant to their future careers. Based on the findings of the needs assessment, the aforementioned steps can be used as a blueprint for creating an ESP course outline. This investigation was meticulously planned and executed, but it does have some caveats. Please be aware that this is not a finalized curriculum and has room for expansion in terms of additional topics and goals. Future studies could use observation plans to confirm these results further.

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