Elevating Employability: Analysing English Curriculum for Military Aviation Officers

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Abstract
Adequate English communication is vital for professional success, particularly in the aviation industry. As universities strive to enhance graduate employability, it is imperative to equip future employees with the necessary linguistic abilities to navigate the challenges and achieve organizational objectives within the workforce. One critical avenue for achieving this objective is the meticulous design of English language syllabi. The primary aim of this research, conducted in Malaysia, is to investigate feedback from aviation military officers former students of a defence university, regarding the existing English language curriculum and to identify their specific requirements for these courses. The study addresses two key questions: 1) Feedback on the existing English courses for military aviation officers, and 2) The English language requirements of military aviation officers. Semi-structured interviews were conducted with eight military aviation officers nationwide using a qualitative research method. These interviews were conducted online due to pandemic-related restrictions, with each participant interviewed individually. The study's main findings emphasize the significant role of English language proficiency in the aviation profession. Participants highlighted the critical need for improved curriculum designs, focusing on accent and jargon mastery. These insights underscore the urgency of refining the current English language courses to better address the specific language requirements of military aviation officers, thereby promoting their sustainable employment. In conclusion, this research provides valuable recommendations for curriculum enhancement and analyses future research in English language instruction. Emphasizing the critical role of English language skills in the aviation industry contributes to creating more effective and tailored English classrooms in the aviation sector and beyond. This study ultimately advances the broader goal of enhancing graduate employability in aviation.

Keywords: defence university, employability, English curriculum, military aviation officers, needs analysis

Introduction

In the pursuit of enhancing graduate employability, Higher Education Institutions (HEIs) play a crucial role in preparing students to become proficient and capable professionals in their prospective workplaces. This endeavor aligns with the overarching principles of Sustainable Development Goals (SDGs) set forth by the United Nations (UN, 2022), emphasizing the importance of job readiness, skill development, and equal opportunities in reducing income inequalities and promoting economic growth. While Sustainable Development Goals (SDGs) may appear vast in scope, it is crucial to recognize that even incremental steps can lead to meaningful change (Rafiq et al., 2021). Focusing on a specific domain, such as the field of language, mainly English, is just as significant as advancements in other industries.

This research aims to investigate feedback from aviation military officers regarding the existing English language curriculum at the defence university and to identify their specific requirements for these courses. The significance of this study lies in its potential to bridge the gap between the current English language curriculum and the practical language needs of military aviation officers. By addressing this disparity, the study aims to enhance the employability of aviation professionals and contribute to the broader goal of economic growth and reduced income inequalities.

One pivotal skill in achieving employability is proficiency in English communication (Mustafa et al., 2017; Lim & Yunus, 2021; Mahmood et al., 2023). The significance of this skill is underscored in the context of Malaysia, where an increasing rate of graduate unemployment can be attributed to inadequate English proficiency (Shin & Yunus, 2021). Mastery of all four language skills positions individuals as 'global players' (Rajendran & Yunus, 2021). It is deemed essential in educational systems worldwide, further highlighting its role in fostering employability (Lim et al., 2021).

The formal endorsement of English as the language of aviation by the International Civil Aviation Organization (ICAO) in 1944 marked a pivotal moment in the aviation industry (Abeyratne, 2014). This endorsement necessitated English as the medium of international communication between pilots and ground staff, transcending nationality and language (Hamzah & Fei, 2018; Shawcross, 2004; Mitsutomi & O’Brien, 2003). Subsequently, ICAO's 2008 mandate requiring proficiency in English for pilots and Air Traffic Control Officers (ATCOs) further solidified the language's role in enhancing pilot-controller communication (Kraśnicka, 2016).

The defence university in Malaysia, where English is a second language, actively promotes its use in English-related subjects and across various official modules and learning syllabuses. This unique institution tailors its learning objectives and environments to the specific needs of the armed forces, which is aligned with the nature of the university that is moving towards autonomous learning (Abd Rahman et al., 2022), necessitating careful curriculum design (Pasichnyk, 2021).

A notable research gap persists despite increased research in non-native speaker contexts following ICAO's language proficiency requirement. Much of the existing research has centered on aviation English materials, with less emphasis on military settings (Er & Kırkgöz, 2018). This gap motivates the current study to address two fundamental research questions:

1. What are the feedbacks on the current curriculum of the English courses offered to military aviation officers?
2. What are the military aviation officers’ needs for the English courses?
By exploring these research questions, this research aims to contribute to enhancing English language instruction for military aviation officers and, in a broader context, to developing practical ESP courses to enhance graduate employability.

**Literature Review**

*English for Specific Purposes*

Many researchers and academics commonly use English for Specific Purposes (ESP) when dealing with learners’ needs. In the ESP concept, a teacher should be able to link the entire curriculum and the student’s goals by making the English language a means to help them accomplish their identifiable mission. According to Hutchinson and Waters (1987), ESP emphasizes English teaching that aligns with students' needs and purposes in their English language studies. They said that students would typically have already set beforehand goals they want to achieve by attending a language program, and the idea of language specificity triggered this action. So, when the students see a similarity in the approach provided by the teacher, a sense of accomplishment will take place and indirectly enhance the students’ enthusiasm.

Robinson (1991) says that the Needs Analysis is a central element in ESP curriculum design. To teach ESP, we must consider the students’ English proficiency, their learning backgrounds, and the proper use of teaching methods. We must teach students in accordance with their aptitude. Feedback shows that this approach is suitable for learners of ESP or other specialties in the aviation industry (Aiguo, 2007).

The Needs Analysis is the stage to be conducted before developing a curriculum, combining target-situation analysis with present-situation analysis (Dudley-Evans & St John, 1998; West, 1994; Hutchinson & Waters, 1987). In this context, it is crucial to recognize that ESP differs from general English because it incorporates specialized vocabulary, terminology, and context-specific language, which is particularly important for aviation professionals (Rafiq et al., 2021). Various methods, including primary interviews, observations, and questionnaires, will be employed to conduct a practical Needs Analysis to gather essential information about aviation officers’ specific language requirements and necessities. This understanding of the specialized language needs of aviation officers will serve as a foundation for developing a tailored curriculum (Hutchinson & Waters, 1987). With this comprehensive Needs Analysis, the curriculum can be thoughtfully designed and adapted to meet the specific language demands of aviation professionals, ensuring that their language training aligns with their future roles and enhances their employability.

*Aviation English*

This research will focus on Aviation English, the ESP subdivision. Moder (2013) characterized Aviation English as an exceptionally specialized language composed of specific interactional patterns employed by pilots, air traffic controllers, and other individuals in the aviation industry. It is a context-dependent language only used in the aviation circle. The language makes sense only if one understands the context in which it is spoken. Aviation English is made up of a specific structure that needs to be used by the aviation circle in the same way every time (Er&Kırkgöz, 2018). According to Mitsutomi and O’Brien (2003), aviation language consists of three main categories: ESP, English for General Purpose (EGP), and Air Traffic Control Phraseology. Aviation phraseology is used in routine communication between pilot and controller,
and it consists of prescribed and coded language that needs to be adhered to at all times. All parties involved in the communication generally know what to expect and follow the standard protocol.

**Importance of Effective Communication in Aviation**

Effective communication in aviation is a fundamental pillar that underpins safety, precision, and operational efficiency in the industry. This importance is underscored by the specialized language of Aviation English, noted by Moder (2013), serving as a linchpin for ensuring clear and standardized communication among aviation professionals, particularly between pilots and air traffic controllers. Adopting Aviation English as the industry standard for transmitting critical information, instructions, and reports, particularly during flight operations, further emphasizes its significance.

The repercussions of miscommunication or misunderstanding in aviation cannot be underestimated, carrying the potential for life-threatening accidents and near misses. This criticality is well-recognized by Mitsutomi and O'Brien (2003), who categorize aviation language into three key domains: ESP, EGP, and Air Traffic Control Phraseology. Among these, Air Traffic Control Phraseology stands out for its use of prescribed and coded language, which ensures consistency and precision in communication, a prerequisite for maintaining situational awareness and facilitating safe flight operations.

As demonstrated by Kaya (2021), the need for heightened proficiency in speaking and listening skills emerges as a recurring theme in the context of aviation professionals, highlighting an area of relative weakness in their skill set. This imperative becomes increasingly significant when considering the potential life-and-death consequences of communication breakdowns in aviation.

Furthermore, research by Kim (2023) reveals that communication difficulties within the aviation industry can be attributed to a range of factors, including inadequate English language proficiency, excessive reliance on plain language, rapid speech patterns, and deviations from standard English accents. These findings underscore the multifaceted nature of communication challenges in aviation and the need for targeted language training solutions.

Shukri et al. (2021) emphasize the life-critical implications of miscommunication, highlighting that many aviation maintenance tasks demand extensive use of English. To ensure these tasks are executed accurately and seamlessly, maintenance personnel must exhibit fluency in English, further underscoring the vital role of effective communication within the aviation domain.

In summary, effective aviation communication is an indispensable cornerstone of the industry, with Aviation English playing a pivotal role in ensuring safety and operational efficiency. The identified challenges related to language proficiency, speaking and listening skills, accents, and speech rates collectively highlight the ongoing significance of tailored language training programs within the aviation sector. Miscommunication or misunderstanding can carry severe consequences in aviation, necessitating a proactive approach to address these challenges.

**The Need for Tailored English Language Training in Aviation**

The unique demands of Aviation English necessitate the customization of language training programs, a fundamental requirement highlighted by Hutchinson and Waters (1987). This approach aligns with the principles of ESP, emphasizing the importance of instruction that corresponds with the learners' objectives, particularly those of aspiring aviation professionals. As
students embark on language programs, their goals are intrinsically linked to their future aviation careers, making tailored instruction imperative.

Robinson (1991) reinforces the need for Needs Analysis in ESP curriculum design. This step is especially relevant in aviation language training, where considerations such as English proficiency, learning backgrounds, and teaching methodologies must be meticulously assessed. The educators' ability to pinpoint the specific language skills and competencies demanded by the aviation industry through this comprehensive Needs Analysis ensures that training programs are meticulously calibrated to meet the industry's unique requirements.

Furthermore, the study by Kaya (2021) yielded insights that extend to the development of vocational English language curricula. These findings, underpinned by needs analysis, offer practitioners a sample guide to navigate the intricate process of designing programs tailored to specific vocational contexts. Integrating these insights empowers educators to craft more effective training programs and materials, addressing the communication difficulties encountered within aviation operations and bolstering safety and efficiency.

Kim's research (2023) underscores the relevance of practical training, utilizing real transmission voice recordings and diverse vocabulary resources to enhance speaking and listening comprehension skills in non-routine situations. This study contributes to developing more targeted and efficacious training programs within the aviation sector by identifying the practical training methods that most effectively mitigate communication difficulties. These efforts are pivotal in enhancing safety and operational efficiency within aviation, addressing one of the core challenges identified.

The Role of Context and Specialisation in Aviation English

Aviation English, as a specialized subset of ESP, is highly context-dependent. As Moder (2013) notes, it involves specific language structures and interactional sequences unique to the aviation domain. It is a language that relies heavily on context; its meaning becomes evident only when understood within the aviation context in which it is used.

Moreover, Aviation English, as explained by Er and Kirkgöz (2018), adheres to a rigid structure that must be consistently applied. This consistency is vital to ensure unambiguous communication among aviation professionals. Deviating from this prescribed structure can lead to confusion and, potentially, serious safety risks.

In conclusion, the intersection of ESP and Aviation English presents a unique challenge and opportunity in preparing military aviation officers for their future roles. Understanding the specialized nature of Aviation English and tailoring language training programs is essential to ensure the safety and efficiency of aviation operations.

While the literature outlines the critical importance of Aviation English, there is limited exploration of the specific language competencies required for effective communication in the aviation industry. As tailored language training programs are acknowledged as vital, a gap exists in developing, implementing, and evaluating such programs. By addressing these research gaps, this study aims to contribute valuable insights into the specific linguistic requirements of military aviation officers and the development of practical language training programs tailored to their professional needs. This, in turn, will enhance safety, precision, and overall performance within the aviation sector, including sustainable employability.
Method

This research adopted a qualitative methodology with semi-structured interviews as its primary data collection technique. Subsequent sections delve into comprehensive descriptions of the participants, research instruments, and research procedures utilized throughout the study.

Participants

In mid-2020, this study was carried out in Malaysia, and the participants were deliberately selected using purposive sampling. The study involved eight aviation military officers who had previously undergone English language education at the defence university. These individuals were explicitly selected due to their unique perspectives and having first-hand experience with the English language curriculum at the university. Their insights and experiences were considered invaluable for assessing the alignment of the current syllabus with the language requirements within their organizational context. By drawing on the experiences of these former students, the research aimed to gain a comprehensive understanding of how well the existing curriculum catered to the linguistic needs of the organization they now served.

Research Instruments

The research design constitutes an unquestionably vital element of any research endeavor, serving as its foundational framework. According to Creswell (2012), research design encompasses a comprehensive study plan with objectives, aims, and methodologies. Additionally, it is characterized as the systematic blueprint guiding data collection, analysis, and interpretation (Creswell, 2012).

This study was conducted using a qualitative research methodology, primarily employing semi-structured interviews with ten questions as the primary investigative tool. The interview questions primarily revolve around the participants' experiences with English language courses and their practical usage in their roles as military aviation officers. These questions address their background in English courses, the relevance of these courses to their duties, the specific situations in which English is crucial in the workplace, the challenges they face during training, and the impact of English proficiency on their performance. Furthermore, participants were invited to provide insights and recommendations for enhancing English courses at the defence university and improving English teaching for aviation cadet officers.

The research process encountered a unique challenge due to the pandemic, which resulted in movement restrictions within Malaysia, rendering face-to-face interviews unfeasible. Consequently, the interview sessions were conducted online to adapt to the circumstances, ensuring that each interviewee participated in separate, dedicated sessions. This digital approach allowed for the continuation of the research process while adhering to safety guidelines and ensuring the comprehensive exploration of participants' insights and perspectives.

Research Procedures

Before the interview sessions, the participants actively engaged in the research process by providing informed consent and signing consent forms. Following the interviews, a meticulous transcription was undertaken to record every spoken word precisely, ensuring the participants' voices were accurately represented. Subsequently, the transcriptions were respectfully shared with the participants, allowing them to review and verify the content for member checking. This crucial
step was integral to maintaining the trustworthiness and validity of the transcripts, as it enabled the participants to confirm the accuracy of the recorded discussions from their perspective.

A thematic analysis was conducted to distill meaningful insights from the collected data. This analytical approach allowed for a comprehensive exploration of the interview content, identifying recurring themes, patterns, and noteworthy insights within the dataset. Through this rigorous analysis, the research aimed to uncover valuable and contextually relevant findings that would contribute to a deeper understanding of the research questions at hand.

Results

This study explores the answers to two research questions: (1) What is the feedback on the current curriculum of the English courses offered to military aviation officers? and (2) What are the military aviation officers’ needs for the English courses? The results gathered from this study help to answer those questions and are divided into two main categories. Further, several subcategories were identified: (1) confidence in performing duties, (2) learning significant language skills, (3) accents, and (4) jargon.

The Feedback on the Current Curriculum of the English Courses Offered to Military Aviation Officers

The interviewees said they only learned English during their first and second semesters at the university. After completing their degree, they did not attend any other English courses. However, they reported that English is a must-have language to perform their task efficiently. The interviewees gave two feedbacks on the current English courses offered to them back in their university years.

Confidence in Performing Duties

The first feedback mentioned is that the courses they took during their first year of university studies have helped them perform their task. They learned to be confident in speaking English as many assignments were given for them to present in front of the class.

“It helps a lot. First of all, in the class we need to give presentations. For the person who have lack of confidence, the class will build up our confidence level to talk in front of other people…even broken English, I need, and I have to speak in English...to give some sort like a briefing, maam.” (Informant Z)

Taking English courses also helped them master the language and perform their duties. One everyday task they must perform daily is giving briefings, which must be delivered in English.

“Here in KTU, we have our own curriculum. So, during the early part of the programme, we need to listen from our instructors for the briefings. Then, err…for another phase, we need to brief the instructors the profile that we will be carried out. In briefings, we need to use a lot of English. So, we need to have a high level of self-confidence.” (Informant S)

“If you have a better in English, so you have a more...err...better chance to perform better briefings...because briefing have to be in English and you need to build up your confidence to talk using English in front of other people.” (Informant Z)
Learning Significant Language Skills

Secondly, the courses interviewees took at the university helped them learn two major skills needed to perform their duties as an aviation military officer. The skills mentioned are speaking and writing skills.

“I don’t remember exactly maam but learning on writing subjects and presentation… I learned how to summarise, how to present the subject, aaa…and some public speaking, ma’am.” (Informant S)

Aviation military officers must communicate in English, especially among the pilots, Air Traffic Controllers (ATC) and radio telephonists. Thus, speaking skills are essential.

“Everything we do need to be in English…the ATC, maam…radio telephonist. When we contact with the tower, or we contact with other aircraft, we need to speak in English.” (Informant S)

Besides that, they also need to write reports after each flying session and letters. This is where the need to be good in writing comes in.

“…and then, besides briefings, talk in front of other people, we need to create a letter either formal or informal letter. Some sort of the letter we need to type it in English.” (Informant Z)

Thus, these two significant skills learned during the courses they took in their first year have helped them perform their duties as an aviation military officer. Despite the feedback on the current courses offered, the interviewees also mentioned the need to improve the courses to prepare them better to perform their tasks in the field. The areas to be improved on will be discussed in the subsection below.

The Military Aviation Officers’ Needs for the English Courses

In performing their duties, the interviewees mentioned a few challenges they must face, which can be grouped into two subcategories. These include difficulties understanding different accents while communicating and finding the meanings of jargon or aviation terms.

Accents

The main challenge the interviewees faced revolved around difficulties in understanding different accents. This may be due to the lack of exposure on different English accents used worldwide. Having a problem understanding accents may lead to miscommunication.

“Yes maam…there have some trouble because aa…sometimes the pronunciation is a bit different, maam. Because there are some from MAHA or other private flying schools, it's different. The slangs, its different. So, it is a little bit difficult for us to understand.” (Informant S)

Besides that, having trouble understanding what is being said will result in spending so much time making decisions. This will lead to severe issues as pilots must make prompt decisions when performing their tasks. This is because they are highly responsible for all the risks when flying.

“In Butterworth, one of the officers, when he speaks, he has the British accent. It is a bit weird. So, it’s going to take longer time to get what he is saying…like us, the training is for students, so the ATCs speak slowly. Word by word. But if we go to the operation base, they will speak fast. So, it will take longer time to understand what is being said.” (Informant S)
Thus, based on their experiences, the interviewees suggested including this topic – accent – in the English course to familiarise military aviation officers with the accents used worldwide.

“My suggestions, I think the students need to more involve in the public speaking, maam. And have to familiarise with different kind of slangs of English…you need to know that because in the tower there are different kind of people like sometimes, we get a person who speaks British accent, it will be a bit weird but if US slang easier to understand.” (Informant S).

**Jargons**

Another issue faced while performing their duties is finding the correct terms to be used. When flying, pilots and controllers must use jargon while communicating. Finding the right words may take time if they are unfamiliar with them. This will result in them not being fluent in speaking English.

“In the aviation of words and aviation terms in English, we have aa...we already have the examples of words and the aviation terms to use. So, for the basic, we need to use the terms… For the term...when I am giving a briefing or in flights, I have a problem in word searching, maam. So, the word searching when I need to talk, I need to think, and it takes err 2 seconds or 3 seconds thought to find a suitable word to talk to the other people. So, aa when I err word searching, I err make my speaking not fluent.” (Informant Z)

Other than flying, aviation terms are also used during delivering briefings. Having trouble finding the right words will also affect their fluency.

“...but the main problem is when we give briefings, so we have a problem of word searching that make the briefing is not clear and err not fluent in giving briefings, maam.” (Informant Z)

In order to lessen the challenges of using jargon, the interviewees suggested that this topic be included in the English course for military aviation officers.

“Maybe the aviations term, maam. Because the aviation terms and basic, normal civilians’ terms are different, maam. So, exposures need to be given to them for the aviation terms.” (Informant S)

“If you decide to give a class before we join at that pilot school for the pilot students, I suggest to give class more on the aviation words, maam. About the aviation, about the terms, maam.” (Informant Z)

The challenges discussed above show a need to improve the English courses offered to military aviation officers. A new English course for future aviation military officers needs to be offered to help them perform their duties better. On the other hand, an English course specifically designed for future aviation officers will help them perform their duties better, thus promoting sustainable employability.

**Discussion**

This study provides insights into the feedback and needs of military aviation officers regarding their English language courses. The findings address two primary research questions: (1) What is the feedback on the current curriculum of the English courses offered to military aviation officers? and (2) What are the military aviation officers’ needs for the English courses? In response to the first question, the research indicates that the courses taken during their university studies, while beneficial, leave room for improvement. These courses have enhanced their
confidence in performing their duties, emphasizing the importance of English in briefings and daily tasks. Furthermore, they have learned significant language skills, mainly speaking and writing. However, there is a consensus among the interviewees that the courses should be enhanced to better prepare them for their future roles, emphasizing the need for improved public speaking skills, accent familiarity, and aviation jargon comprehension.

In addressing the second question regarding the military aviation officers’ needs, the research highlights two main challenges: difficulties understanding different accents and finding the correct aviation terms or jargon during communication. The officers face potential miscommunication issues due to unfamiliar accents and may spend more time making decisions, which can be critical in aviation operations. Additionally, they may experience fluency issues when delivering briefings or reports due to finding the correct aviation terms. The interviewees suggest incorporating accent familiarisation and aviation terminology into the curriculum to address these challenges and improve the English courses for military aviation officers. These findings underscore the need for tailored English language training programs for future aviation officers, enhancing their job readiness and performance and promoting sustainable employability within the aviation industry.

The results of the study shed light on the feedback regarding the current curriculum of English courses offered to military aviation officers and the specific needs of these officers in the context of Aviation English. These findings, in conjunction with the literature review, provide valuable insights for the discussion of the study.

First and foremost, the results highlight the critical role that English courses during the early stages of university education play in shaping the confidence and proficiency of military aviation officers. The interviewees' feedback underscores these courses' importance in building the confidence necessary for performing tasks requiring precise and efficient English communication. As highlighted in the literature, the aviation industry places a premium on effective communication, especially when professionals must present briefings or interact with others in English (Moder, 2013; Mitsutomi and O'Brien, 2003). This underlines the alignment of the study's findings with the importance of communication skills emphasized in the literature review.

Moreover, the results show that these courses are instrumental in honing two essential language skills: speaking and writing. Speaking English fluently is indispensable for aviation professionals who must communicate with pilots, Air Traffic Controllers (ATC), and radio telephonists. In line with the literature review, which emphasized the significance of precise and standardized communication in aviation (Mitsutomi and O'Brien, 2003), the results corroborate that speaking skills are a fundamental component of aviation language proficiency. Additionally, the requirement to write reports and letters in English further underscores the relevance of developing strong writing skills, as suggested by the literature (Shukri et al., 2021).

However, the results also reveal challenges military aviation officers face in their communication efforts, particularly in understanding different accents and using aviation-specific jargon. The accent-related difficulties align with the literature's emphasis on comprehending different accents and speech patterns in aviation communication (Moder, 2013). The results mirror the need, as discussed in the literature, for future aviation officers to familiarise themselves with various English accents used globally to avoid potential miscommunications. This points to the importance of addressing accent-related challenges within military aviation officers' tailored language training programs.
The challenges related to using aviation jargon also have significant implications for effective communication within the aviation industry, as underscored by the literature (Mitsutomi & O'Brien, 2003). Precisely, the use of aviation-specific terms is paramount for maintaining situational awareness and safety. Thus, the study's findings, which emphasize the challenges related to aviation terminology, substantiate the need to incorporate comprehensive training in aviation jargon within the tailored language courses.

In light of these findings and the literature, it is evident that the current English courses for military aviation officers have played a valuable role in building their confidence and language skills. However, the study's results also highlight the need to improve the existing courses to equip future aviation military officers better. These improvements must address specific challenges related to understanding accents and mastering aviation jargon, both crucial aspects of effective aviation communication.

In conclusion, the study's results align closely with the findings and themes discussed in the literature review. They emphasize the importance of tailored language training programs for military aviation officers, which should focus on enhancing their communication skills, addressing accent-related challenges, and familiarising them with aviation-specific terminology. By bridging these gaps, the study aims to contribute to the aviation sector's safety, precision, and performance and promote sustainable employability for future military aviation officers.

**Conclusion**

In conclusion, this study has shed light on the paramount importance of English language proficiency within the aviation field, as expressed by military aviation officers. The participants articulated that English serves as the primary language of their profession, and their career demands a high level of competence in this global lingua franca. The motivations behind their commitment to improving their English skills are diverse yet interconnected. Their work often involves collaboration with English-speaking colleagues, navigating international flights, deciphering technical manuals, and maintaining effective pilot-controller communication. These factors underscore the multifaceted nature of their language requirements, which extend beyond mere fluency to include specific accents and jargon. The findings of this study underscore the critical role that English language instruction plays in the careers of aviation professionals. To excel in their roles and ensure the safety of flight operations, military aviation officers must receive targeted training that aligns with their unique language needs. This study underscores the urgent need for curriculum designers and educators to tailor English language courses to meet these pressing demands carefully. Moreover, the outcomes of this research have broader implications for the design and development of courses, particularly within the aviation industry. It highlights the need for curricular adjustments, content revisions, and innovative teaching approaches to effectively address the specific language needs of aviation professionals. In essence, this study contributes to a growing awareness of the significant language requirements of military aviation officers. It is a valuable tool for educators, curriculum designers, and stakeholders in promoting practical learning experiences that empower students to thrive in their future careers. Addressing these language needs is conducive to individual professional development and crucial for ensuring the safety and sustainability of employment in the aviation sector.
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