NEEDS ANALYSIS OF ENGLISH SKILLS AND INTERCULTURAL COMPETENCE IN INTERCULTURAL COMMUNICATION OF THAI STUDENT TRAINEES AT A THAI AIRPORT

การวิเคราะห์ความต้องการทักษะภาษาอังกฤษ และสมรรถนะระหว่างวัฒนธรรม ในการสื่อสารระหว่างวัฒนธรรมของนักศึกษาฝึกงานที่สนามบินในประเทศไทย

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Abstract

To provide work-based learning experiences for Thai university students, the Office of the Higher Education Commission has promoted a cooperative education programme for higher education combining university courses with real-life working situations. This can be challenging to those students who work with international organisations where English is used for communication. In such a context, not only English is required, but also intercultural competence plays an important role. This study, then, was conducted to explore and analyse the needs for English skills and intercultural competence. Eighty Thai student trainees working for airline companies at a Thai airport were selected as participants. Employing a mixed-methods approach, data was collected through questionnaires and semi-structured interviews. A statistical software was utilised to calculate data while interpretive analysis was employed to interpret data. The findings showed that the participants' needs for English skills were at mostly needed level. Among four skills, speaking had the highest score followed by listening, reading, and writing. The participants' needs for intercultural competence were at extremely needed level. Attitudes had the highest

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score followed by intercultural knowledge, awareness, and intercultural skills. The findings of this study also contribute to the understanding of the needs for English skills and intercultural competence in higher education and a cooperative education programme. This study is hoped to provide those in higher education with useful ideas in integrating English language and intercultural contents to design appropriate courses which might benefit students in higher education for their job trainings.

Keywords: Needs Analysis, English Skills, Intercultural Competence, Intercultural Communication

บทคัดย่อ

สำนักงานคณะกรรมการการอุดมศึกษาแห่งประเทศไทยได้ผลักดันหลักสูตรสหกิจศึกษาใน ระดับอุดมศึกษาที่มีการผนวกแผนการเรียนของมหาวิทยาลัยกับการทำงานจริงเข้าด้วยกันเพื่อจัด ประสบการณ์การเรียนรู้แบบอิงการทำงานจริงให้กับผู้เรียนในระดับอุดมศึกษา โดยหลักสูตรดังกล่าว นับเป็นความท้าทายต่อผู้เรียนที่เข้าฝึกงานในองค์กรระดับนานาชาติที่ใช้ภาษาอังกฤษในการสื่อสาร ในบริบทดังกล่าว ไม่เพียงแต่ภาษาอังกฤษที่มีความจำเป็น สมรรถนะระหว่างวัฒนธรรมยังมีบทบาท สำคัญอีกด้วย ดังนั้น การวิจัยนี้จึงเกิดขึ้นโดยมีจุดมุ่งหมายในการค้นหาและวิเคราะห์ความต้องการ ทักษะภาษาอังกฤษและสมรรถนะระหว่างวัฒนธรรม อาสาสมัครของโครงการวิจัยนี้ประกอบด้วย นักศึกษาฝึกงานด้านสายการบินจำนวน 80 คนที่ปฏิบัติงาน ณ สนามบินในประเทศไทย การวิจัยนี้ เป็นการวิจัยแบบผสมผสานที่ใช้แบบสอบถามและการสัมภาษณ์แบบกึ่งโครงสร้างในการเก็บข้อมูล โดยใช้ซอฟต์แวร์วิเคราะห์ข้อมูลทางสถิติในการคำนวณข้อมูลและใช้การวิเคราะห์แบบตีความข้อมูล เพื่อตีความข้อมูลที่ได้ ผลการวิจัยพบว่าอาสาสมัครมีความต้องการทักษะภาษาอังกฤษในระดับมาก โดยต้องการทักษะการพูดมากที่สุด ตามมาด้วยทักษะการฟัง ทักษะการอ่าน และทักษะการเขียน นอกจากนี้อาสาสมัครมีความต้องการสมรรถนะระหว่างวัฒนธรรมในระดับมากที่สุด โดยต้องการ สมรรถนะด้านทัศคติมากที่สุด ตามมาด้วยความรู้ระหว่างวัฒนธรรม ความตระหนักรู้ และทักษะ ระหว่างวัฒนธรรม ผลการวิจัยนี้ยังเป็นประโยชน์ต่อความเข้าใจเรื่องความต้องการทักษะภาษาอังกฤษ และสมรรถนะระหว่างวัฒนธรรมในการศึกษาระดับอุดมศึกษาและหลักสูตรสหกิจศึกษา โดยมุ่งหวัง ให้บุคลากรด้านการศึกษาระดับอุดมศึกษาได้รับแนวคิดสำคัญในการผสมผสานเนื้อหาการเรียน ภาษาอังกฤษกับเนื้อหาระหว่างวัฒนธรรม และออกแบบรายวิชาที่เหมาะสมที่จะเป็นประโยชน์ต่อ นักศึกษาในระดับอุดมศึกษาและการฝึกงาน

คำสำคัญ : การวิเคราะห์ความต้องการ ทักษะภาษาอังกฤษ สมรรถนะระหว่างวัฒนธรรม การสื่อสาร ระหว่างวัฒนธรรม

Introduction

In Thailand, the role of English has been stressed in many parts of the country, such as education, tourism, business, and media. Pittpunt (2023) states that many Thai people tend to expose themselves to intercultural communication using English in order to communicate with foreigners through various channels such as online and face-to-face communication. However, the English proficiency, especially oral skills, of Thai people is reported to lag behind many countries. Khamkhien (2014) notes that English can be a main obstacle for Thai people who have inadequate knowledge and exposure to the language. English language teaching in Thai classrooms is reported to focus on reading, writing, and English grammar in order to pass the exams while listening and speaking are normally ignored. Phothongsunan (2016) claims that although the English language has been taught in all schools and universities, many Thai students are still not able to perform well in English. Moreover, Phithakphongphan (2021) adds that the exposure to English in real-life situations of many Thai students is limited. What is more, in his arguments, internal factors such as foreign language anxiety and lack of self-confidence have been discussed as factors obstructing Thai people's English speaking performance as well. With less interaction using English with people from other countries, this not only obstructs them to sharpen their English skills but also hinders them from being aware of cultural diversity. In fact, in an intercultural context, both English skills and intercultural competence play important roles (Fantini, 2020). Therefore, in intercultural contexts using English, it needs to highlight the needs for English skills and intercultural competence in order to raise awareness that potential problems regarding the use of English, various cultural backgrounds, traditions, religious and social practices etc. may occur in the interactions. Therefore, having effective English skills and intercultural competence in intercultural communication is necessary since it involves both language skills and competencies to understand the complexities of cultures between one's own and other people from different cultural backgrounds.

Due to the concerns about English skills and intercultural competencies of Thai students, in 2013, the Office of the Higher Education Commission announced the cooperative education programme as an elective course for higher education (Pinpetch & Baum, 2016). It combines university courses with relevant work-based

learning experience at private companies and governmental organisations. This programme is expected to provide higher education students with opportunities to experience real-life employment situations to enhance their educational and working skills. However, based on direct experiences of the researchers as supervisors of student trainees, many English major students are not able to communicate in English effectively and negotiate appropriately with other people from different cultural backgrounds as they lack effective English skills and understanding of cultural diversity. These situations have led the researchers to interests and investigations of the needs for English skills and intercultural competence of student trainees a. It is hoped to document the needs for English skills and intercultural competence in real-life intercultural communication where the students perform as trainees at an airport. Moreover, although previous studies from Phithakphongphan (2016) and Chiaravijit (2022) shed light on the needs of English skills in intercultural situations at hotels and airports, they suggest that there is still a particular need to focus on intercultural competence. For those reasons, a study on the needs for English skills and intercultural competence was conducted.

The main objectives of this study were to investigate the needs for English skills and intercultural competence of Thai student trainees at Donmueang international airport and understand more about those needs. The objectives were reached by the investigation through the two main research questions below.

1. What are the needs for English skills of Thai student trainees in intercultural communication?

2. What are the needs for intercultural competence of Thai student trainees in intercultural communication?

Research methodology

Research participants

Participants of this study included 80 student trainees from different universities working for international-related flights at Donmueang international airport. Although they shared some similarities such as educational backgrounds, there were some differences such as their genders, their challenges they experience during daily intercultural communication.

Research instruments

This study employed a mixed methods approach. The data was collected through questionnaires and interviews. A 5-point Likert scale questionnaire, written in Thai, consisted of three main parts 1) Participant Information 2) The needs for English skills and 3) The needs for intercultural competence. Semi-structured interview was also employed to collect in-depth information from the participants. All interviews were conducted in Thai. To ensure the validity and reliability, the items of questions, contents, and questionnaire structure were checked and revised under the supervision of the research supervisor. Moreover, the responses from the initial pool of 15 participants were used for checking and revising the items of questions, contents, and questionnaire structure.

Data collection procedure

Employing snowballing sampling, 15 participants were directly contacted by phone, explained the research project, and asked to complete the questionnaire before the number of participants expanded to 80. Once agreed, the questionnaire together with the information sheets and consent forms were sent to them by email and/ or LINE application. Thirty-two participants were contacted for individual interviews. These participants were selected following their overall scores from the questionnaires ranging from the lowest score to the highest score. These participants possessed different levels of needs for English skills and intercultural competence. All the interviews were scheduled following participants' convenience. The interview duration was expected to be not over 30 minutes in order not to exhaust both the participants and the researcher. The researchers agreed that only one researcher conducted all the interviews in order to keep the consistency of the way interviews were conducted including researcher's techniques, questions used, and bias towards interviewers the interviewees might have. However, after finished the interviews, the collected data was analysed by two researchers for reliability.

Data analysis

The collected data was analysed by two researchers for reliability. For the questionnaire, the data was analysed using a statistical software. A 5-point Likert scale, ranging from 1 (Least needed) to 5 (Extremely needed), was used to rate the participants' level of needs for English skills and intercultural competence.

Table 1 Mean range of the needs for English skills and intercultural competence

Scale	Needs for English Skills and Intercultural Competence	Mean Range
5	Extremely needed	4.21 - 5.00
4	Mostly needed	3.41 - 4.20
3	Moderately needed	2.61 - 3.40
2	Slightly needed	1.81 - 2.60
1	Least needed	1.00 - 1.80

Interpretive analysis was used to analyse the data collected from the interviews. In interpretative analysis, Bhattacherjee (2012) notes that the data may be interpreted differently due to different frames of references of researchers such as personal backgrounds and experiences, areas of interests, contexts of studies, and research philosophy. In this study, the researchers interpreted data based on their backgrounds and experiences through the views of ELF speakers whose English is not the first language and the speakers who exposed themselves to various intercultural communication. Therefore, the data interpretation might be different if the researchers of this study were native English speakers or those who never interacted in intercultural situations.

Research ethics

Since this research involves human sensitivities, ethical consideration must be taken into account. This study is approved by the Research Ethics Committee for Humanities, Social Sciences, and Education, Prince of Songkla University (REC Number: psu.pn.2-030/66).

Results

This section presents some findings from the questionnaire and includes some extracts from the interviews as evidence to support each finding.

The needs for English skills

Listening skills

The findings revealed that the participants needed listening skills at the level of 'extremely needed'. This is clearly shown by the average mean score of 4.73 (sd. = 0.45). All three items were rated 'extremely needed' by the participants. From

the results, item ' 3. Listening to different accents (e. g. British, Indian, and Singaporean)' had the highest mean score of 4.83 (sd. = 0.38) followed by item '2. Listening to passengers' requests' ($\bar{x}$ = 4.70, sd. = 0.47) and item '1. Listening to passengers' personal details and information' ($\bar{x}$ = 4.66, sd. = 0.52).

Extract 1: An opinion towards Item 3

"I extremely need listening skills because of difficult English accents I have to deal with every day. Some passengers speak with difficult English accents like Indian and Japanese. I talked to my friends about this difficulty and they felt the same. I think we urgently need effective listening skills to deal with different English accents."

(Participant 21, personal communication, September 10, 2023)

Speaking skills

The findings revealed that the participants needed speaking skills at the level of 'extremely needed'. This is clearly shown by the average mean score of 4.76 (sd.= 0.46). All three items were rated 'extremely needed' by the participants. From the results, item '4. Providing information about flight itineraries and other services and explaining mistakes (if any)' had the highest mean score of 4.87 (sd.= 0.40) followed by item '6. Suggesting travel information (e.g. accommodation, tourist attractions)' ($\bar{x}$ = 4.73, sd. = 0.46) and item '5. Offering assistance to passengers' ($\bar{x}$ = 4.68, sd. = 0.52).

Extract 2: An opinion towards Item 4

"I think we extremely need this skill especial when we communicate with passengers. Passengers always approach me and ask questions about their flights. A few times I had to give answers to them about the delayed flights. I did try my best but I believe that if I was more fluent in speaking English I would be able to handle the situations better. I also asked my supervisor and she told me that particular situations such as explaining mistakes to passengers required good English speaking skills. Passengers would get the message and understand the situation better if we could give them clear explanation in English."

(Participant 2, personal communication, September 2, 2023)

Reading skills

Findings revealed that the participants needed reading skills at the level of 'mostly needed'. This is clearly shown by the average mean score of 3.56 (sd. = 0.55). Two items (item 7 and 8) were rated 'mostly needed' while one item (item 9) was rated 'moderately needed' by the participants. From the results, item '7. Reading passengers' travel documents' had the highest mean score of 3.85 (sd. = 0.54) followed by item '8. Reading any English manuals (e.g. Passenger Handling Manuals)' ($\bar{x}$ = 3.82, sd. = 0.57). Item '9. Reading e-mails, telexes, faxes' had the lowest mean score of 3.38 (sd. = 0.54).

Extract 3: An opinion towards Item 9

"To be honest, student trainees rarely have a chance to read email or faxes between the airlines and passengers. It might be because they are confidential or they might be beyond our job responsibilities as student trainees. So, I think this item is least needed for me."

(Participant 10, personal communication, September 5, 2023)

Writing skills

Findings revealed that the participants needed writing skills at the level of 'slightly needed'. This is clearly shown by the average mean score of 2.60 (sd.= 0.48). Two items (item 10 and 12) were rated 'slightly needed' while one item (item 11) was rated 'moderately needed' by the participants. From the results, item '11. Writing daily reports' had the highest mean score of 3.21 (sd. = 0.53) followed by item '12. Writing e-mails, telexes, faxes' ($\bar{x}$ = 2.35, sd. = 0.48). Item '10. Writing messages for passengers' had the lowest mean score of 2.25 (sd. = 0.43).

Extract 4: An opinion towards Item 10

"I'm not sure if writing skill is needed for student trainees because I've never wrote anything to passengers. I've been working here for two months. But I do speak English with passengers all the time. If they want some information from me, I talk to them instead of writing messages. So, I feel that student trainees should better improve listening and speaking skills."

(Participant 24, personal communication, September 11, 2023)

Table 2 Summary of the needs for English skills

English skills	$\bar{x}$	sd.	Level
Listening	4.73	0.45	Extremely needed
Speaking	4.76	0.46	Extremely needed
Reading	3.56	0.55	Mostly needed
Writing	2.60	0.48	Slightly needed
Total	3.91	0.48	Mostly needed

Table 2 presents the summary of the needs for English skills including listening, speaking, reading, and writing. The table reveals that the participants' level of needs for English skills is 'mostly needed'. This is clearly shown by the average mean score of 3.91 (sd. = 0.48). From the results, speaking skills had the highest mean score of 4.76 (sd. = 0.46) at the 'extremely needed' level followed by listening skills ($\bar{x}$ = 4.73, sd. = 0.45) at the same level. Reading skills had the average mean score of 3.56 (sd. = 0.55) at the 'mostly needed' level while writing skills had the lowest mean score of 2.60 (sd. = 0.48) at the 'slightly needed' level.

The needs for intercultural competence

Intercultural knowledge

The findings revealed that the participants needed intercultural knowledge at the level of 'extremely needed'. This is clearly shown by the average mean score of 4.34 (sd. = 0.55). All three items were rated 'extremely needed' by the participants. From the results, item '1. Essential norms and taboos of the different cultures' had the highest mean score of 4.46 (S.D. = 0.52) followed by item '3. Various behavioural patterns in different cultures' ($\bar{x}$ = 4.35, sd. = 0.57) and item '2. Important historical and socio-political factors of the different cultures' ($\bar{x}$ = 4.23, sd. = 0.58).

Extract 5: An opinion towards Item 1

"Since we have to deal with passengers from all around the world, I think we need to learn more about their norms, Dos and Don'ts. I feel that the knowledge about norms and taboos should be taught in classrooms at our universities because we can apply that knowledge in our real-life situations when we perform our job training. So, I feel that this kind of knowledge is needed for student trainees."

(Participant 4, personal communication, September 2, 2023)

Attitudes

The findings revealed that the participants needed attitudes at the level of 'extremely needed'. This is clearly shown by the average mean score of 4.44 (sd. = 0.52). All three items were rated 'extremely needed' by the participants. From the results, item '5. Willingness to communicate in English and behave in appropriate ways, as judged by passengers' had the highest mean score of 4.51 (sd. = 0.48) followed by item '4. Willingness to learn passengers' language and culture' (M = 4.46, sd. = 0.51) and item '6. Willingness to adapt my behavior to communicate appropriately in intercultural communication' ($\bar{x}$ = 4.35, sd. = 0.57).

Extract 6: An opinion towards Item 5

"This kind of attitude is important and it is really needed in intercultural communication. I think when we're communicating with foreign passengers, we have to behave appropriately because we don't want to offend them or make them feel awkward. This attitude will motivate student trainees to adjust their behaviors. For example, we cannot be too friendly with passengers. We don't touch passengers when we talk to them. Something like that. If we talk to our friends and we touch them in a friendly way, that's OK. But it's not OK if we do that to passengers."

(Participant 16, personal communication, September 8, 2023)

Intercultural skills

The findings revelaed that the participants needed intercultural skills at the level of 'mostly needed'. This is clearly shown by the average mean score of 4.05 (sd. = 0.57). One item (item 7) was rated 'extremely needed' while two items (item 8 and 9) were rated 'mostly needed' by the participants. From the results, item '7. Capacity to interact appropriately in a variety of different intercultural situations' had the highest mean score of 4.34 (sd. = 0.57) followed by item '8. Adjustments of my behaviour, dress, etc., as appropriate, to avoid offending others from different cultures' ($\bar{x}$ = 4.08, sd. = 0.52). Item '9. Ability to resolve cross-cultural conflicts and misunderstandings when they arose' had the lowest mean score of 3.75 (sd. = 0.64).

Extract 7: An opinion towards Item 9

"Personally, I don't think we really need this skill. It's because we are student trainees and we don't have that power to resolve any conflicts. I don't want to get involved in any conflicts. It's not my business. I only work here as a student trainee. I'll let my supervisor do her job. Sometimes, it's difficult for student trainees to deal with conflicts."

(Participant 32, personal communication, September 15, 2023)

Awareness

The findings revealed that the participants needed awareness at the level of 'extremely needed'. This is clearly shown by the average mean score of 4.29 (sd. = 0.50). One item (item 12) was rated 'extremely needed' while two items (item 10 and 11) were rated 'mostly needed' by the participants. From the results, item '12. The importance of diversity in the culture (such as differences in race, class, gender, age, ability, etc.)' had the highest mean score of 4.61 (sd. = 0.41) followed by item '10. The importance of differences and similarities across my own and those of different language and culture' ($\bar{x}$ = 4.14, sd. = 0.53). Item '11. The importance of dangers of generalising individual behaviours as representative of the whole culture' had the lowest mean score of 4.12 (sd. = 0.58).

Extract 8: An opinion towards Item 12

"This is the most important thing that we need now, not just student trainees but all people in this world. They must be aware of diversity and appreciate the differences. They have to be aware that the diversity of cultures, people, races are real. If they are aware of it, I believe that will respect each other more. I think we're in globalisation, we have to be able to open our minds and embrace the diversity. And I insist that this awareness is extremely needed not only for us as student trainees but also for airline staff, passengers, and all human beings."

(Participant 4, personal communication, September 2, 2023)

Table 3 Summary of the needs for intercultural competence

Intercultural competence	$\bar{x}$	sd.	Level
Intercultural knowledge	4.34	0.55	Extremely needed
Attitudes	4.44	0.52	Extremely needed
Intercultural skills	4.05	0.57	Mostly needed
Awareness	4.29	0.50	Extremely needed
Total	4.28	0.53	Extremely needed

Table 3 presents the summary of the needs for intercultural competence including intercultural knowledge, attitudes, intercultural skills, and awareness. The table reveals that the participants' level of needs for intercultural competence is 'extremely needed'. This is clearly shown by the average mean score of 4.28 (sd. = 0.53). From the results, attitudes had the highest mean score of 4.44 (sd. = 0.52) at the 'extremely needed' level followed by intercultural knowledge ($\bar{x}$ = 4.34, sd. = 0.55) and awareness ($\bar{x}$ = 4.29, S.D. = 0.50) at the same level. Intercultural skills had the lowest mean score of 4.05 (sd. = 0.57) at the 'mostly needed' level.

Discussion and conclusion

In the discussion of the needs for English skills, speaking and listening skills were the greatest needs for the Thai student trainees at 'extremely needed' level while reading skill had the 'mostly needed' level. Writing skill had the lowest need at the 'slightly needed' level. Due to job responsibilities, speaking and listening skills were needed more than reading and writing skills since they communicated using English with passengers as much as they listened to them in their daily routine jobs. Moreover, in some situations, the access to use reading and writing skills is limited by job responsibilities as assigned by supervisors. It can be said that job responsibilities concerning customer services, especially face-to-face communication, tend to use listening and speaking skills as medium of communication most. Among all items of the needs for English skills, English speaking skill in providing information about flight itineraries and other services and explaining mistakes had the highest score while writing skills in writing messages for passengers had the lowest score. These findings are in line with Phithakphongphan (2016) and Chiaravijit (2022) findings that the use

of English speaking skills is highly important among ground service staff and the appropriate communication consequently increases more passengers' satisfaction.

In the discussion of the needs for intercultural competence, attitudes had the greatest need at the 'extremely needed' level followed by intercultural knowledge and awareness at the same level. Intercultural skills had the lowest need at the 'mostly needed' level. The discussion reveals some factors which participants brought with them to their intercultural communication through English in their job training experiences. These include participants' attitudes, intercultural experiences, and own cultural background. These factors are crucial elements needed for successful intercultural communication since they have impacts on participants' needs for intercultural competence. Among all items of the needs for intercultural competence, the awareness of the importance of diversity in the culture (such as differences in race, class, gender, age, ability, etc.) had the highest score while the intercultural skill of ability to resolve cross-cultural conflicts and misunderstandings when they arose had the lowest score. In addition, the participants of this study needed intercultural competence (extremely needed level) more than English skills (mostly needed level) during their job trainings. It may imply that English language education in the Thailand lacks the integration of cultural content into their curricula. This need is emphasised by many participants who mutually reported that the knowledge about norms and taboos should be taught in classrooms at their universities since they could apply that knowledge in their real-life situations when they performed their duties. This is also in line with Fantini (2020) and Phithakphongphan (2020) studies which reports that intercultural competence is necessary among speakers of different cultural backgrounds. It integrates culturally relevant contents, attitudes, and intercultural experiences, and own cultural background as they play roles in the development of their participants' intercultural competence and awareness which are crucial elements needed for successful intercultural communication.

This study has fulfilled its objective to investigate the needs for English skills and intercultural competence of Thai student trainees in intercultural communication at Donmueang international airport. The participants' needs for English skills are at 'mostly needed' level while their needs for intercultural competence are at 'extremely needed' level. The discussion reveals some factors which participants brought with them to their intercultural communication through

English in their job training experiences. These include participants' attitudes, intercultural experiences, and own cultural background. Comparing the needs for English skills and the needs for intercultural competence, the level of the needs for intercultural competence is higher than the needs for English skills. It may imply that English language education in the Thailand lacks the integration of cultural content into their curricula. This also sheds light on the need for the selection and integration of contents and learning activities for intercultural education.

Contribution

This study might provide those in higher education such as lecturers, academic staff, and educational practitioners with useful ideas in implementing and designing appropriate contents for the English language, airlines-related, and cooperative education courses since this study documents needs for English skills and intercultural competence reported by Thai student trainees. It is important to seriously focus on the exact and existing needs required for intercultural communication using English. More effective English teaching and intercultural contents should be added in higher education courses and employee training courses. The contribution of this study would benefit students in higher education for their job training in airline businesses and related fields and employees for their work. Therefore, the integration of the findings in this study should be promoted and incorporated into university courses and training courses.

Limitation and recommendation

This study mainly focused on 80 participants. Although the number of participants could represent the whole group of student trainees in airlines at Donmueang international airport, this small number and a single research context still make generalisations difficult. With a larger number of participants, the level of needs for English skills and intercultural competence may be different. However, it is hoped that the findings will be useful to other airports and relevant contexts and can be transferred to the application of the research findings in other similar situations. Therefore, further studies replicating a similar research design in different contexts could be of great value such as hotels and tourism.

For further studies, more extensive study in different group of participants and field sites is recommended since it may give rise to different results. New

emerging data will be beneficial for relevant contexts and can contribute to understandings of needs for English skills and intercultural competence and implementing those understandings with their own contexts.

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