

**BỘ GIÁO DỤC VÀ ĐÀO TẠO  
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

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**ISO 9001 : 2008**

# **KHOÁ LUẬN TỐT NGHIỆP**

**NGÀNH: NGOẠI NGỮ**

**HẢI PHÒNG - 2010**

**HAIPHONG PRIVATE UNIVERSITY  
FOREIGN LANGUAGE DEPARTMENT**

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**GRADUATION PAPER**

**A STUDY ON LANGUAGE USED BY FLIGHT  
ATTENDANTS**

**By:**

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**Class:**

**NA1002**

**Supervisor:**

**TRAN THI NGOC LIEN, MA**

**HAI PHONG - 2010**

**BỘ GIÁO DỤC VÀ ĐÀO TẠO**  
**TR- ỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

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**NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP**

Sinh viên: .....Mã số: .....

Lớp:.....Ngành: .....

Tên đề tài : .....

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# Nhiệm vụ đề tài

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp ( về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

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2. Các số liệu cần thiết để thiết kế, tính toán.

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3. Địa điểm thực tập tốt nghiệp.

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## CÁN BỘ HƯỚNG DẪN ĐỀ TÀI

### Người hướng dẫn thứ nhất:

Họ và tên: .....

Học hàm, học vị: .....

Cơ quan công tác:.....

Nội dung hướng dẫn:.....

### Người hướng dẫn thứ hai:

Họ và tên:.....

Học hàm, học vị:.....

Cơ quan công tác:.....

Nội dung hướng dẫn:.....

Đề tài tốt nghiệp được giao ngày 12 tháng 04 năm 2010

Yêu cầu phải hoàn thành xong trước ngày 10 tháng 07 năm 2010

Đã nhận nhiệm vụ ĐTTN

*Sinh viên*

Đã giao nhiệm vụ ĐTTN

*Người hướng dẫn*

*Hải Phòng, ngày tháng năm 2010*

**HIỆU TRƯỞNG**

**GS.TS. NGUYỄN Trần Hữu Nghị**

## PHẦN NHẬN XÉT TÓM TẮT CỦA CÁN BỘ HƯỚNG DẪN

### 1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp:

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### 2. Đánh giá chất lượng của khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...):

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### 3. Cho điểm của cán bộ hướng dẫn (ghi bằng cả số và chữ):

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*Hải Phòng, ngày ..... tháng..... năm 2010*

**Cán bộ hướng dẫn**  
*(họ tên và chữ ký)*

**NHẬN XÉT ĐÁNH GIÁ**  
**CỦA NGƯỜI CHĂM PHẢN BIỆN ĐỀ TÀI TỐT NGHIỆP**

1. Đánh giá chất lượng đề tài tốt nghiệp về các mặt thu thập và phân tích tài liệu, số liệu ban đầu, giá trị lí luận và thực tiễn của đề tài.

2. Cho điểm của người chăm phản biện :

*(Điểm ghi bằng số và chữ)*

Ngày..... tháng..... năm 2010

**Người chăm phản biện**

# ACKNOWLEDGEMENTS

In the completion of this graduation paper, I constantly received useful help, valuable advice, and encouragement from many of my teachers and friends.

First and foremost, I would like to express my sincere thanks to all the teachers in Hai Phong Private University (HPU) for their precious and useful lectures which have enriched my knowledge and helped me achieve the best results as today.

In particular, I wish to express my deep gratitude to my supervisor: Mrs Tran Thi Ngoc Lien, M.A who has given me useful advice, guidance and supervision which clarified my point and helped to shape the idea of the paper.

Constantly, rather than finally, I gratefully acknowledge my deep indebtedness to my family and all of my friends for their constant support and immeasurable consolidation, the completion of this graduation paper cannot come to an end without their encouragement.

*Hai Phong, June 2010*

Student

**Tran Thi Thu Huong**



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# **PART I: INTRODUCTION**

## **1. Rationale for study**

Prospects are good as the number looking for flight attendant jobs is projected to equal the number of jobs open. For the best prospects, one will need 2 or more years of college education as well as experience working with public. Through 2010, most of the job openings that become available will be a result of flight attendants who leave the work force or take on other jobs. The job attracts many due to the airlines associated glamour and the chance it grants to workers to travel. However, many employees eventually leave the industry as they desire higher paying jobs as well as an occupation that allows them to spend nights with their families.

Employment of flight attendants is projected to rise on pace with the average for all occupations through 2010. Increases in both population and income are projected to increase the amount of airline customers. Airlines can increase their capacity through increases in the size and number of their fleet. Employment of flight attendants can be very sensitive to economic conditions. When the economy is on the decline, the demand for flights falls, and thus many employees experience reduced hours or are laid off all together. New flight attendants will not be brought on until demand rises again. As an airline flight attendant you will be immersed into a new world of language that you cannot avoid or ignore. The aviation language standard around the globe is English.

Another reason many flight attendants and pilots speak airline English is due to the volumes and volumes of regulations the federal government and individual airlines impose. Some of these highly technical and legalistic regulations are meant to be passed along to passengers in some form or fashion. Individual airlines, and in some cases individual flight crews, are

allowed to create a more streamlined version of these passenger briefings, although the language must still match the spirit of the regulations.

## **2.Scope of study**

Language used by flight attendants is extremely large of the study. Due to the limitation of time, knowledge and experience, I am not ambitious to study all matters but focus on features of language, words, sentence, voice, mood of flight attendants language.

## **3.Aim of study**

- Introducing theoretical background of language, aviation and flight attendants.
- Giving an analysis of language used by flight attendants.
- Pointing out some difficulties, common mistakes possibly made by Vietnamese learners and suggesting several solutions to avoid misunderstanding.
- Moreover, this study helps students who are interested in aviation especially in flight attendants job know about their language ( purpose, characteristic, form, etc).

## **4.Method of study**

In order to study successfully and effectively in my studying process, the strategic methods of this one are:

- Consultation of supervisor
- Consultation of supervisor
- Information collecting
- Personal observation and valuation
- Precious studies' references Referencing difference books and websites on language, aviation to establish the theoretical background fot the paper.

## **5.Design of the study**

In this study, I devide into three main parts.

Part I is The ***Introduction*** which deals with the rationale, aims, scope, method and design of the study.

Part II is The ***Development*** which states - theoretical background of the topic in chapter 1, working environment and requirements of aviation in chapter 2, language requirements with airline vocabulary and idioms and expressions in chapter 3 and communication skills in chapter 4 with oral expression, speech clarity, oral comprehension, problem sensitivity.

Part III is The *Conclusion* which gives a summary of the paper, and some remarks and suggestions for further study.

# **PART II: DEVELOPMENT**

## **CHAPTER I: THEORETICAL BACKGROUND**

Flight attendants (also called stewardesses and stewards) help make flights safe, comfortable, and enjoyable for airline passengers.

A Flight Attendant's work begins when the plane's crew meets for a preflight briefing covering route, weather, type of food and beverage services to be offered, and passengers with medical problems or special requests. Each Flight Attendant is assigned a work station and specific in flight duties. On board the plane, Flight Attendants check to see that first-aid kits and other emergency equipment are aboard and that supplies, such as food, beverages, blankets, and, reading material are adequate. As passengers board the plane, Attendants greet them, check their tickets, and assist passengers by hanging up coats and stowing small pieces of luggage under the seats or in overhead compartments.

Flight attendants are responsible for passenger safety. They explain safety regulations and emergency procedures, check to see that seat belts are fastened during takeoff and landing, and assure that other Federal Aviation Administration (FAA) safety standards are followed. Flight Attendants are also concerned with their passengers' comfort. Depending on the length of the flight, they may operate movie and audio systems, sell and serve cocktails, and heat and distribute precooked meals. Before and after meals, Attendants make periodic trips through the cabin to ensure passenger comfort. For example, they might offer to help care for infants, bring magazines, or adjust seats. In the event of an illness or emergency, Flight Attendants may distribute medicine to alleviate symptoms or administer first aid or operate emergency equipment such as chutes to quickly evacuate passengers. At the

end of the flight they see the passengers off the plane, inspect and clean the cabin, and fill out any flight attendant reports required by the airline.

According to the law, airlines must employ flight attendants to ensure the safety of its customers. Besides ensuring the safety of passengers, flight attendants also are employed to ensure passengers are comfortable and that the flying experience is a pleasant one.

Approximately an hour before every flight, the captain or pilot of the plane will meet with the flight attendants and go over emergency evacuation procedures, crew coordination, and length of flight, expected weather conditions, and special passenger issues with them. Flight attendants are responsible for checking to see that first aid kits and other emergency equipment are available on the airplane and in operating condition and that cabin is nice and tidy for customers and that the plane is stocked with food, beverages, and blankets. Flight attendants will greet boarding passengers, examine their tickets, and show them where to put their coats and carry on luggage.

Prior to take off, flight attendants show passengers how to use the emergency equipment in case of a crash, ensure each passenger is properly buckled in, seats are in the upright position, and all luggage is stowed away. The biggest duty of a flight attendant, once the plane has left the ground, is to aid passengers in the event of an emergency. They might be called upon to calm passengers when planes pass through strong turbulence or usher passengers off the plane during emergency evacuation procedures. Additionally, flight attendants attend to the needs of the passengers by answering questions and concerns, distributing pillows and blankets, helping children, disabled and elderly people, and all others requiring aide. They might also perform first aide for those who are ill. They also offer beverages and snacks to passengers as well as meals on long flights. Before the plane

lands, flight attendants must inventory the number of headsets, alcoholic drinks, and revenues collected. They are also responsible for reporting medical issues passengers may have experienced as well as the state of the cabin equipment. On top of their flight assignments, flight attendants might also be asked to make public relations appearances for their corporation at career days held by high schools or at fundraising campaigns, sales meetings, conventions, and other goodwill events.

Some will work as lead or first flight attendants, taking the added responsibility of overseeing other flight attendants while still completing many of the same tasks.

Since planes are constantly in the air, flight attendants may work night shifts as well as during the holidays and weekends. For the most part, airlines and unions determine the acceptable amount of work done each month. Flight attendants are in the air approximately 75 to 85 hours each and they also spend about 75 to 85 hours every month working on the ground to prepare flights, writing up reports after landings, and waiting for planes to land. Due to unorthodox scheduling and limitations on in air work time, lots of flight attendants enjoy 11 plus days off every month. They might be working away from their home hub close to a third of the time. When they are working away from their home base, the airlines cover hotel fees and provided employees with money for meals.

Fight attendants reap the benefits of lots of free time as well cheap flying fares and thus are able to travel often and experience many parts of the nation or world. However, such a job can be very hard and fatiguing as well. Shorter flight times require fast service when meals are offered, and turbulent airways can make distributing drinks, snacks, and meals difficult. Despite having to stand most of the flight, attendants must still be courteous and productive, no matter how fatigued they are or how unkind passengers might



become. From time to time, flight attendants might have to handle problematic passengers.

They are also open to injury due to the conditions of working on their feet during flight. The opening of overhead bins often can result in back injuries and accidents. Additionally, flight attendants can experience health issues due to the irregular sleeping and eating habits, dealing with disruptive passengers, working in a pressurized environment, and inhaling recycled air.

In 2000, flight attendants occupied approximately 124,000 jobs. The majority of flight attendants worked for the major commercial airlines and worked out of the airline's main hub city. A small minority of attendants are employed by large companies which operate corporate jets for business activities.

While strange to some at first it will quickly become familiar to you when you are immersed into it as an airline flight attendant.

But why do airlines use this language? Simply the world is a small place when it comes to jet aircraft. In less than a day you can cross literally dozens of countries and all with local Pilots and Air traffic controllers that have accents that are native to their mother tongue.

To save confusion with accents and to have clarity and precision of identification over the airways around the world, the airline industry communicates with a system called the Phonetic alphabet. The Phonetic alphabet was developed during the mid 1900s so that soldiers of war could articulate messages over the radio to other soldiers in the heat of battle without misunderstanding due to poor reception and the noise of battle.

Basically the use of the Phonetic alphabet sounds a word that starts with the letter that you want to say. That way, letters like C and D although similar in letter sound, can be correctly identified. Charlie is very different to

Delta for example. It is then just a matter of sounding out the letters or spelling of the word that you need to communicate.

Operationally, this is always used to identify aircraft and anything that needs certain understanding. As a Flight Attendant you will need to know the phonetic alphabet as you will use it and hear it used often while at work. You will quickly find that it creeps into your everyday language as a type of short hand to operational understanding with other crew members.

## **1. Semantic**

English for flight attendance can be defined as a comprehensive but specialized subset of English related broadly to aviation, including the “plain” language used for radiotelephony communications when phraseologies do not suffice. Not restricted to controller and pilot communications, Aviation English can also include the use of English relating to any other aspect of aviation: the language needed by pilots for briefings, announcements, and flight deck communication, and the language used by maintenance technicians, flight attendants, dispatchers, managers and officials within the aviation industry or even the English language studied by students in aeronautical and/or aviation universities. Used in radiotelephony communications between air traffic controllers (ATC) and pilots, radiotelephony English (RTFE) is the core of Aviation English. It includes (but must not be limited to) the phraseology set by the International Civil Aviation Organization (ICAO) and can require the use of general English at times. Accordingly, Aviation English can be a subdivision of ESP, in the same rank as English for Business and Economy, English for Science and Technology, English for Social Sciences while RTFE, the core of Aviation English, may be considered a kind of special English for occupational purposes (EOP), or a restricted language as Mackay & Mountford (1978: 4) clearly illustrated:

*[...] the language of international air-traffic control could be regarded as “special”, in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted “language” would not allow the speaker to communicate effectively in a novel situation, or in contexts outside the vocational environment.*

## **2. Syntactic**

Sometimes the term English for Aviation is used which is actually a bit more specific. It implies that the English taught is specific technical language that would be used in the context of aviation. Such language is normally (but not always beyond the realm that English language teachers are comfortable teaching – unless they have an aviation background or a deep interest in aviation. In contrast the term Aviation English is used to refer to teaching just the essential language used in aviation. Some subjects, themes and grammatical structures might be omitted. In that respect, Aviation English, combined with radio-telephony is its own language – distinct from regular English.

At Aviation English Asia we take the view that English should be a complete language. Some aspects of language should be prioritized – this is in line with the ESP perspective. Syntax refers to the rules for ordering and connecting words into sentences. More generally, it refers to the study of the interrelationships between all elements of sentence structure, and of the rules governing the arrangements of sentences in sequences. It allows various possibilities to be exploited for effective linguistic communication.

### **3. Stylistic**

A key difference is that the consequences of this fact are dramatically different in the aviation industry than in the academic/general English training industry. When learners in an academic or general English program do not achieve desired success, they often ‘blame themselves,’ go away, and find another training program somewhere else, and hope for better results.

A second key difference is that in the academic/general English training, programs always have available and make use of lots of differently sourced materials and training aids, as thousands are available. Indeed, a key factor in language learning is that the learners have access to ‘much comprehensible input.’ Programs typically draw on multiple sources of learning materials.

In contrast, by necessity, aviation English training is still in a state where all programs are pursuing individual, single-sourced solutions. This is inevitable, at this stage, but it should be understood that ‘best practice’ in aviation English training will be to provide as much opportunity for ‘comprehensible input’ as is possible. Language training is not a case in which ‘less is more.’ The more successful language training programs will make more materials available to the learners. The ‘richer’ that the language learning environment is, the more successful the language training is likely to be.

## **CHAPTER 2:**

### **WORKING ENVIRONMENT AND REQUIREMENTS**

#### **1. Working Environment**

A Flight Attendant's job is both physically and emotionally demanding. Flight Attendants are on their feet during most of the flight and under pressure to complete their tasks within the scheduled flight time. At times they have to serve meals and pour drinks under turbulent flying conditions. Despite stress or fatigue, they are expected to deal pleasantly with passengers of all personality types, including those who are difficult or rude. Although Flight Attendants enjoy the benefits of travel, they also may have to live out of suitcases for weeks at a time. They may be scheduled to fly at any hour, weekends and holidays. Attendants are usually required to purchase their first uniforms. Payment can be made through payroll deductions.

Most Flight Attendants belong to a union representing all flight attendants within their airline. Among the unions representing these workers are the Association of Flight Attendants, the Independent Federation of Flight Attendants, and the International Brotherhood of Teamsters.

In recent years the turnover rate for Flight Attendants has declined because a greater number of careers minded people have entered the occupation. The turnover rate has also been reduced by the fact that maximum age and marital restrictions were eliminated. However, the bulk of job openings occurring through the year 2005 will continue to be the result of Flight Attendants changing occupations or leaving the labor force altogether. Population growth and increased per capita spending power are expected to enlarge the size of passenger carriers and the frequency of flights. The result will be an increase in the number of passengers which will translate into an

increase in Flight Attendants, since FAA safety rules require at least one Flight Attendant for every 50 passengers.

The allure of the airline industry, with its travel opportunities and promise of adventure, attracts many job applicants and makes competition for available positions keen. Job seekers who fair best are those with a minimum of two years of college, experience in dealing with the public, and knowledge of a foreign language.

The prosperity of the passenger airline industry is vulnerable to periodic downturns in the economy. When consumer confidence hesitates, pleasure travel is looked upon as a nonessential luxury. Flight Attendants are often laid off or put on part time status during such recessionary times, with very few new hires taking place until the economy bounces back.

The flight attendant is the most highly visible employee to passengers of an aircraft. Flight attendants spend more time with passengers than any other airline employee, and tend to a wide variety of needs and requests. The flight attendant must offer the most personalized service possible to each and every passenger for the duration of flights.

While the flight crew in the cockpit is responsible for getting the passengers to their destination safely and comfortably, the flight attendants are in charge of the cabin, and they too, are responsible for the safety and comfort of the passengers.

A flight attendants primary objective is the safety of the aircraft cabin and the comfort of its passengers in-flight. Flight attendants spend most of their time in the passenger cabin of an airliner. In addition to passenger safety, flight attendants provide either elaborate service to a small number of first-class passengers or, less elaborate service to a large number of passengers.

Service includes tending to a wide variety of needs and requests. The flight attendant must offer the most personalized service possible to each and every passenger in the time allotted.

In-flight service to passengers and the operation of cabin equipment requires the flight attendant to stand, walk, kneel, bend, stoop, reach, lift heavy objects from the floor to above shoulder-level heights, and push and pull equipment. In-flight duties keep flight attendants on their feet most of the time. To accomplish all tasks during the few hours in the air, flight attendants frequently must work at top speed. At times, they must serve meals and pour beverages under rough and uncomfortable flying conditions. (No hot beverages are served in turbulent air.) While passengers can be annoying and demanding, it is the flight attendants responsibility to remain pleasant, and provide quality service.

Most flight attendant duties are performed onboard an aircraft, although you may be asked to assist station agents during boarding, or assist passengers to connecting flights. All of these duties are very important since passengers commonly choose their airline based on the quality of service and comfort throughout the duration of their flight.

The uniform is made to measure and is designed by top names in the fashion world to look like a coordinated high-style ensemble rather than a workday uniform. Airlines may provide flight attendants a small monthly allowance to cover cleaning and mending.

**Schedules/Hours:** Schedules and hours vary greatly since most airlines operate 24 hours. Hours are irregular, determined by the flight assignment and vary per day. Flight attendants may be away from home for several days in a row including weekends and holidays and therefore must be flexible. The maximum number of flying hours per day is set by union agreement, and on-duty time is usually limited to 12 hours per day, with a daily maximum of 14

hours. Generally, flight attendants fly from 65 to 85 hours per month. Some days you may fly as few as one leg, although it is not uncommon to fly between 7-8 legs in one day. In most cases, agreements between the airline and the union determine the total monthly working time.

Flight attendants must be present for check-in to crew scheduling and briefing at least one hour before flight time. If the flight leaves at 5 A.M., the flight attendant is expected to report to the captain by 4 A.M.

In addition to flight time, about 35-50 hours a month duty time between flights are required.

When flight assignments require overnight stays in cities away from home base, hotel accommodations and travel allowances for meal expenses and transportation are provided. This expense money is paid in the form of per diem (Latin for, "by the day"). Per diem is tax free, and can amount to \$200-400 per month. Flight attendants receive an amount set by the airline for each hour they are away from their home domicile.

New flight attendants have to clock up time, filling in for other flight attendants who are ill or on vacation. This means working less popular routes and working on short notice.

Flight attendants frequently have between 12 and 18 days off per month and over a years time, average about 156 days off. (The average office worker has 96 days off and, works eight-hour days.) Of course, days off are not necessarily at home, buy many flight attendants use these days as mini vacations.

Depending upon seniority, the flight attendant may be directed by a senior flight attendant or may direct the work of a junior flight attendant. You may bid for flights, but the final assignment is determined by seniority. The longer the flight attendant has been employed, the more likely he or she is to



work on chosen flights. Domiciles and routes worked are bid for on a seniority basis, and almost all flight attendants work on a reserve status (on call) at one point in their career.

In addition to performing flight duties, flight attendants sometimes make public relations appearances for the airlines during career days at high schools, fund raising campaigns, sales meetings, open house and interview sessions, conventions, and other goodwill occasions.

Reserve After finishing initial training, flight attendants are assigned to a base or domicile of the airlines choice. New flight attendants are placed on reserve status and are called on either to staff extra flights or fill in for attendants who are sick or on vacation. Reserve flight attendants on duty must be able to report for flight on short notice. Flight attendants usually remain on reserve for at least one year; at some cities it may take five years or longer to advance from reserve to permanent status. Domiciles and routes worked are bid for on a seniority basis, and almost all flight attendants work on a reserve status (on call) at one point in their career. Reserve means that you are on call. New hire flight attendants are put on reserve for up to one year.

Ready Reserve: Ready reserve means that you are required to work standby at the airport. If operational and staffing needs require, an airport ready reservers standby time may be extended to ten hours or until the last flight departs, whichever is earlier. Other names or slang terms for ready reserve include Airport Alert and Flying the Couch.

Routine Duties are as follows

Pre-flight Duties: take part in a pre-flight briefing by the captain with the entire flight crew to learn about expected weather conditions, special passenger problems, etc. Check seat belts, seat backs and tray tables  
Screening passengers for carry-on limitations Verify destination and direct

passengers to seat assignments Ensure that carry-on luggage is stored in accordance with compliance regulations Ensure passengers are fully compliant with all Federal Aviation Regulations Check supplies, safety equipment and the public address system Assist the handicapped, elderly and children pre-board planes Check passenger cabin and galleys before passengers board to see that all supplies, safety equipment, and food are on board and in place Greet passengers Help passengers stow carry-on luggage and coats Check that passenger seat belts are fastened Ensure that passengers are in observance of “No Smoking” signs Make announcements over public address system regarding weather, altitude, estimated flight time, etc. Demonstrate use of safety equipment In-flight Duties In-flight duties keep flight attendants on their feet most of the time.

The chief responsibility of a flight attendant is to ensure safety of passengers and their evacuation in case of emergency Abide by and ensure all passengers abide by all Federal Aviation Regulations Perform emergency and evacuation procedures when necessary Ensure passengers are seated properly Maintain cabin safety under severe turbulence Communicate with the captain Explain and demonstrate safety features Distribute reading materials, pillows, and blankets to passengers who request them Serve refreshments and meals to passengers and crew during flight Give first aid assistance and help uncomfortable, ill or nervous passengers Answer passenger questions and reassure apprehensive travelers Take special care of unaccompanied children Safety demonstration and announcements Assist passengers with disabilities Operate mechanical and safety equipment Monitor cabin lighting and temperature Answer a wide variety of questions Distribute customs forms Maintain a friendly and helpful service during flights Make landing announcements Check that cabin is secure for landing Thank passengers for choosing your airline at the end of flights Post-flight Duties Write reports on minor medication given to passengers, lost and found articles, cabin and

equipment needing attention and numerous other matters that may need to be reported. If required by the airline, perform tidying chores such as folding blankets, wiping off the buffets, straightening curtains/shades etc.

## **2. General Requirements**

These are typical requirements and may vary per airline. Requirements are set high to maintain a high quality of service.

### *2.1 Age*

Typically, applicants must be at least 18 to 21 years of age. Some carriers may have higher minimum age requirements.

**Physical:** Flight attendants must maintain excellent health including an attractive, well groomed, conservative appearance, weight in proportion to height (Refer to the General Height / Weight Requirements chart below.), and good personal hygiene. Minimum heights are required to reach overhead bins and vary per airline. Vision may be corrected with eyeglasses or contact lenses. Men must have their hair cut above the collar and be clean shaven. Women can have short or long hair. If hair is long, it is usually required that it is pulled back off of the face. Both men and women should have well manicured hands. Airlines generally will not hire, or allow any applicants and employees to have visible tattoos, bizarre hairstyles or makeup, or body piercing. Every airline administers a pre-employment physical by an appointed physician to verify that you are an acceptable candidate and that you meet their physical requirements. The physical will include a drug screening.

### *2.2 Language*

Excellent language and communication skills are essential. Applicants must use good grammar and speak clearly with a pleasant voice. Often during

the interview process, applicants are asked to demonstrate basic abilities. Languages spoken will vary depending on the airline. Airlines require that you speak English fluently. Languages include but are not limited to: English, French, German, Spanish, Cantonese, Hindi, Chinese, and Japanese. Applicants who desire to fly internationally generally must be fluent in a foreign language such as French, Spanish, German or Japanese. Bilingual applicants are desired and, may help increase chances of initial employment with domestic carriers, and may be required by some airlines.

### *2.3 Personality*

Applicants must be poised, mature, emotionally stable, confident, outgoing and good conversationalists. Interpersonal skills and professionalism are very important.

### *2.4 Experience*

Applicants should have previous experience in a position with public contact, customer service or in the hospitality industry. Some airlines will overlook a lack of customer service experience if you have a college education.

### *2.5 Relocation*

Applicants must be willing to relocate to the base the airline is hiring for. After a certain period of service, flight attendants may have an opportunity to request a transfer.

### *2.6 Work Hours*

Flexibility and reliability are usually the most paramount qualities of all applicants. Once hired, flight attendants must be able to work flexible hours.

Flight schedules and flying assignments may include nights, weekends, holidays, extended hours, overnights and layovers.

### *2.7 Miscellaneous*

Employment must be scheduled around reserve or flying assignments. Applicants are sometime asked to show and maintain a valid passport and have the right to travel freely in and out of the without restriction. Employment with another airline is prohibited. She must be able to work in confined spaces of the aircraft and galley. She must be able to stand for long periods of time in order to cater to the needs of passengers. Virtually everything about you is investigated including your date of birth, place of birth, criminal records, school records, previous employment and gaps in employment. Employment is absolutely contingent upon a successful background check. You will not be offered a position or, you will be immediately dismissed if your background check shows any discrepancies.

### *2.8 Education*

Applicants must hold a high school diploma or equivalent. Today, many airlines prefer a college degree. Advanced degrees are often helpful when pursuing a management or supervisory position. Some schools and colleges offer flight attendant training that may give a candidate some advantage over other applicants. However, these graduates are usually required to complete an airlines own training program. Therefore, it is advisable for the candidate to check with the airlines for their policies regarding prior training.

### *2.9 Marital Status*

Married and unmarried men and women, with or without children are eligible. Person who is widowed or divorced, also are eligible.

It is the policy of most aviation companies to provide equal employment opportunity to all individuals regardless of their race, creed, color, religion, sex, age, national origin, disability, military and veteran status, sexual orientation, marital status, or any other characteristic protected by state or federal law. Most aviation companies are strongly committed to this policy, and believe in the concept and spirit of the law.

Most aviation companies are committed to assuring that: All recruiting, hiring, training, promotion, compensation, and other employment related programs are provided fairly to all persons on an equal opportunity basis without regard to race, creed, color, religion, sex, age, national origin, disability, military and veteran status, sexual orientation, marital status or any other characteristic protected by law;

Employment decisions are based on the principles of equal opportunity and affirmative action; all personnel actions such as compensation, benefits, transfers, training, and participation in social and recreational programs are administered without regard to race, creed, color, sex, age, national origin, disability, military and veteran status, sexual orientation, marital status or any other characteristic protected by law, and employees and applicants will not be subjected to harassment, intimidation, threats, coercion or discrimination because they have exercised any right protected by law.

Most aviation companies believe in and practice equal opportunity and affirmative action. All employees are responsible for supporting the concept of equal opportunity and affirmative action and assisting the company in meeting its objectives.

## *2. 10 Opportunities for Advancement*

Upon successful completion of the training course, new flight attendants begin work on a probation basis for approximately six months.

During this time, flight attendants are on call to work extra flights or as replacements for flight attendants who are ill or on vacation. During probation, work is periodically observed by the airlines management staff. If the probation period review is favorable, the new flight attendant can advance in time to become a senior flight attendant, supervising flight attendant, or an instructor.

Flight attendants also may be considered for positions with the airline including reservations or ticket sales, public relations, or personnel recruiting depending upon qualifications for such positions. Experience qualifies flight attendants for numerous jobs involving contact with the public. However, once hired, very few flight attendants leave or change jobs. The average tenure is now more than seven years and increasing. Today, flight attendant jobs are viewed as a profession for career-minded individuals.

About Outlook for the Future, the regulations require one flight attendant for every 50 seats on board an aircraft. Competition for flight attendant positions will forever remain strong. The perceived glamour of the airline industry and the opportunity to travel will continue to attract job applicants.

Deregulation of the airline industry, which began in the mid-1970s, resulted in the expansion of many carriers, particularly the regional airlines. A side effect, however, has been a certain amount of instability. Some airlines have prospered while others have failed or merged with other carriers. This has caused some dislocation of airline flight attendants. Individuals considering a career as a flight attendant should consider the possibility of downturns in the economy. When fewer people travel, flight attendants with low seniority could be put on part-time schedules or laid off. Job growth through the year 2006 is expected to grow faster than average, or increase by 21 to 35 percent.

## *2. 11 Training*

Just because you have been selected for training does not guarantee you a position with the airline. Training must be completed successfully before a position is offered to you. Training is intense and conducted in a way to “weed out” candidates that are not cut out for the position. Airlines operate flight attendant training programs on a continuing basis or as needed. Training classes are usually made up of 25-100 trainees. Airlines often invite more candidates to training to compensate for typical failure rates.

Large airlines have schools with campus-like facilities for training flight attendants. Training periods typically range from three to eight weeks and training hours vary. Methods of instruction differ from airline to airline, however, much of the training is provided in a classroom with some homework.

Successful completion of training is essential for employment. Trainees typically learn about the following subjects: The theory of flight, components of an airliner and their functions, airline terminology, air traffic control, airport codes, first aid, evacuation drills and commands, airline routes and regulations, serving methods, time calculations-adding and subtracting hours and minutes using the 24 hour clock, cabin service, meal and beverage service procedures, company history, policy and procedures, Federal Aviation Administration safety, emergency, and evacuation procedures, aircraft equipment familiarization, personal grooming, oral presentations and announcements. Training is provided on the various types of aircraft the airline operates. Customer service experience is generally required, and therefore, briefly touched on in training. Today, airlines also focus on security and bomb threat procedures.



Grooming regulations will be provided at training and must be strictly adhered to while employed. Trainees are often evaluated on appearance reliability throughout the training course.

Trainees that will fly international routes receive additional instruction in passport and customs regulations, as well as methods of dealing with terrorism. Progress is often observed by written and practical evaluation.

Trainees are drilled on all aspects of future duties including emergency evacuation procedures, first aid, hijackings, regulations, food and beverage service, assisting unaccompanied minors and handicapped passengers, company policies etc. Trainees must perform many drills and duties alone, in front of the training staff. Tests are given throughout training to weed out any unsuccessful applicants. Scoring standards are usually 90% and are kept high to allow only the best candidates to continue with training. At the end of training, students must pass an emergency procedures test successfully. Trainees may be allowed to retake one test, with the exception of the final exam. Some airlines allow retakes, some do not. Airlines want only the best candidates.

Each year flight attendants are also required to go through recurrent training and pass a safety examination in order to continue flying.

Training is often not paid. Room and board, room and school supplies are provided free, as well as air transportation from the trainees' homes to the school. The value of the airlines' flight attendant training program amounts to several thousand dollars per student.

After finishing initial training, flight attendants are assigned to a base chosen by the airline. New attendants are placed in reserve status and are called on either to staff extra flights or fill in for attendants who are sick or on vacation. Reserve attendants on duty must be available on short notice.

Attendants usually remain on reserve for at least one year; at some cities it may take five years or longer to advance from reserve to permanent status.

Everything in the aviation industry is based on seniority including bidding for schedules, vacations, length of reserve, and transfers. Depending upon seniority, the flight attendant may be directed by a senior flight attendant or may direct the work of a junior flight attendant. Flight attendants frequently work nights, weekends and holidays. They may bid for flights, but the final assignment is determined by seniority. The longer the flight attendant has been employed, the more likely he or she is to work on chosen flights.

## CHAPTER 3: LANGUAGE REQUIREMENTS

Fluency in a second language, such as French, Spanish, German, Japanese, or Chinese is a major plus in the eyes of flight attendant hiring departments; however, most airlines are only concerned with your ability to speak English. Fluency in English is a must. If you cannot speak English effectively, you won't get hired by an airline.

Very few airlines require you to be able to speak a second language. Airlines that have a second language preference do so because of certain international destinations. On these routes, a designated Language of Destination/Origin (also called LOD/O - pronounced "low-doe") flight attendant is assigned to the flight. Such positions are usually awarded to senior flight attendants, making these jobs difficult to obtain even for qualified applicants. Pay is also higher for LOD/O qualified flight attendants.

### 1. Lexical Features

*“Lexicology is the branch of linguistics concerned with the study of the vocabulary of a given language. It deals with words, their origin, development, history, formation, meaning and application”*, which is from An Introduction to English Lexicology, (Lin Chengzhang). Lexicon, in its most general sense, is synonymous such as legal English or journalism English, tourism English and English for flight attendants, has its own lexical features besides the very general use of English vocabulary.

#### 1.1. Technical Terms

Terms consist of words and idioms. There are a large number of English words or idioms, which are specially used on flight attendance. They are called terms of aviation English. For example, before the flight sets off, the flight attendants tell the passengers:

**“Please stow all hand or carry-on luggage under the seat in front of you or in the overhead compartments.”**

There are several terms on flight in the sentence, which might be unclear to the tourist who has a journey by plane for the first time. The things passengers bring aboard the plane are called “*hand or carry-on luggage*”. To “*stow*” them means to *put them away*. Thus, the whole sentence can be paraphrased as following: *Carry-on luggage can fit either under the seat or in a special compartment (enclosed space) above the seat over the heads of the passengers*. Other terms like “**package tour**” (the travel agency combining tours and packaging them along with the necessary transportation and accommodations), “**bed-board house**” (the hotel providing a continental breakfast of coffee as well as sleeping accommodation to the guests), or “**off season**” (a time of the year when most of tourists do not take vacations or holidays) may appear now and then during one's tour.

In an opening monologue not long ago, *Late Night* host Jay Leno told his audience that Air Force One had hit a patch of turbulence during a recent trip, forcing President Clinton to return the flight attendant "to her full upright and locked position."

What social historians of the future may find most notable about Leno's joke is not what it says about popular perceptions of Bill Clinton's sex life, but what it says about the language of air travel, and how its sui-generis vocabulary ("seat pocket," "ground personnel," "emergency flotation"), its stilted constructions ("We are now ready to pre-board those passengers who ..."), its sometimes counterintuitive rhythms and emphases ("The captain *has* turned off the seat-belt sign. ..."), its unblinking, look-you-in-the-eye reliance on euphemisms ("In the unlikely event of a water landing ..."), its blasé invocation of an all-enveloping legal regime ("We remind you that it is a federal offense to tamper with, disable, or destroy any lavatory smoke

detector. ..."), and its utter regularity across corporate and international boundaries- how all these things have become matters of mass familiarity.

Aviation English has, in a way, become the linguistic equivalent of the worldwide nonverbal graphic system that conveys such meanings as "ladies' room," "no parking," "first aid," and "information." It is just as streamlined, just as stylized, often in the same oddly archaic sort of way. The worldwide symbol for "cocktail lounge" is a martini glass with olive, even though martinis themselves are a relatively uncommon sight these days. The symbol for "pharmacy" is a mortar and pestle. Airline language is similarly atavistic. Whenever else does one hear the word "stow" being used, except as part of the command to "stow your belongings in the overhead bins"?

Actually, the other place where "stow" is frequently used is on board boats and ships. One significant element of airline language, including many of its archaisms, derives from the nautical terminology that the pioneers of air travel appropriated--not unnaturally, given the obvious parallels between the two modes of transportation (fragile means of conveyance, built to negotiate a boundless, often turbulent medium of fluid or gas). An airplane is a "craft," and its "crew," including a "captain," "first officer," and "purser," operates from a "deck" inside a "cabin." The aircraft is segmented by "bulkheads." Its kitchens are "galleys." It carries cargo in "holds."

But the compressed time of air travel gives its language a focused, liturgical quality that oceanic travel has never had (at least for passengers), from the initial welcome aboard to the cautionary homily to the ritual meal--on more and more flights, a merely symbolic activity--to the final "Good-bye. Good-bye. Good-bye. Good-bye." The linguistic contours of a typical airline flight are every bit as scripted as those of a religious service. For American carriers, the Nicene Creed of official cabin talk comes in the form of a number of Federal Aviation Administration regulations, such as No.

121.571 ("Briefing passengers before take-off") and No. 121.573 ("Briefing passengers: extended overwater operations"). The subject matter of these dense passages of text, which in their original versions date back to the early 1960s, concerns everything from seat belts and life jackets to emergency exits and oxygen masks. The regulations are distilled by each airline into detailed scripts which are reviewed by company lawyers and must be approved, finally, by the FAA. The scripts are then circulated to in-flight personnel.

Credal formulations aside, airlines have considerable latitude when it comes to routine announcements; again, though, the language is often fastidiously scripted, down to even the most casual remarks. ("*Would you like Coke or Sprite?*") appears in a script provided by the Association of Professional Flight Attendants.) Most of the dozen or so airlines contacted were reluctant to furnish actual transcripts of approved language manuals, although one veteran pilot (with United) asserted: "*You're gonna hear the same thing, but you'll hear it just a bit differently.*" Southwest Airlines did provide an example of an unusual rap announcement that some of its ground personnel have used. It reads, in part: "We board in groups of thirty,/ According to your card;/ One thru thirty boards first,/ It's really not that hard." And it goes on, "Federal law prohibits smoking/ On most domestic flights./ No smoking is permitted,/ So don't even try to light." Southwest's corporate culture of officially sanctioned iconoclasm, if there can be such a thing, is far from typical.

From time to time, passengers may notice a crew member reading an announcement from a laminated text--changes do get made and are distributed airline-wide--but for the most part the scripts are committed to memory, and the habits born of rigorous training die hard. Not long ago, one of my sisters discovered that she was to be the only passenger on a commercial flight, and settled in for the journey. As she prepared for the plane to push back, a flight attendant materialized for the safety briefing, and in the one concession to the

circumstances, sat down in the seat next to my sister instead of standing in the aisle at the front of the cabin. The dull monotone was the same as ever. "As we prepare for takeoff", the flight attendant said, looking at my sister from six inches away, "please check that your seat belt is fastened"--and here she made the requisite clicking and unclicking movements with the demonstration model--"and do take time to look through the safety information in the seat pocket in front of you. Our aircraft is equipped with four emergency exits. ..."

## **1.2. Proper Names**

Proper names can be seen almost everywhere in aviation and constitute a large part of tourism English vocabulary. Proper names in aviation range from the name of the destination of one's tour, such as a country, a city, or a tourist spot, to the name of hotel, a restaurant, or even a railway station, etc, which are involved in tourism and aviation. These proper names are usually unchangeable and are accepted by people with fix pronunciations and spellings sometimes even when they are translated from other languages.

For example, The Forbidden City can be divided into two parts-the outer palaces and the inner palace. The outer palace mainly comprises three magnificent halls- the hall of supreme Harmony, The Hall of Complete Harmony and The Hall of Preserving Harmony. They are flanked by wings- the hall of literary Glory, Wenyuan Pavilion and the Inner Pavilion and the Hall of Military Proves. They also have the Hall of Delight Longevity, The Hall of Ultimate Greatness and so on. They are so many halls and pavilions in Forbidden City, not only in Forbidden City, but in other resorts. Lijiang, in YunNan province, boasts of breath-taking wonderful sights, such as Black Dragon Pool, Jade Dragon Snow Mountain, Tiger Leaping Gorge, Lugu Lake and so on. From above, we can see, proper names are very important in aviation English.

### 1.3 Words and Idioms from Other Languages

One example of airline English is the nautical terminology associated with air travel. Passengers do not put their suitcases into the overhead cabinets, they "*stow*" their "*cargo*" into the overhead "*holds*." The staff on board an airplane is actually "crew members" who answer to a captain. Flight attendants routinely use this nautical terminology in complete sentences, which can be a little confusing to first time passengers.

This odd mixture of legal jargon and informal speech often comes across to passengers as a mechanically-delivered social contract peppered with such memorable bits of euphemistic trivia as "*In the event of an unplanned water landing, your seat can be used as a flotation device*". Some flight attendants have been known to refer to a laminated card when delivering the same speech over and over again, which can result in an odd speech cadence which places unusual emphasis on certain words.

Some passengers have even noticed that certain flight attendants continue to use a very stiff and impersonal form of airline English even when addressing minor passenger requests. This may be a deliberate effort to maintain a professional distance and demeanor when dealing with a large group of passengers. Airline regulations often require a specific and legally approved response to even the most minor passenger queries or requests. Flight attendants must be careful not to expose the airline to future litigation by providing a less-than-professional response.

Airline English can also be the result of repetitive social greetings, particularly the mandated "*goodbye*" to disembarking passengers. The prospect of saying "*goodbye*" to hundreds of passengers can cause many flight attendants to come up with their own variants, delivered in an odd cadence or impossibly polite pitch. While passengers may be hearing these pre-flight instructions or greetings for the first time, flight crews may deliver



these euphemistic and succinctly-worded bits of airline wisdom several times a week.

Like English itself, English for flight attendants in its development has managed to widen its vocabulary by borrowing words or idioms from other languages. Because aviation means to travel in different places, go through different Cultures and communicate with people who speak different languages, it is more likely for aviation English to borrow words from other languages.

For example, in the sentence, “**Mapodoufu is a special food in Sichuan province. It was created by an old woman**”. The idiom “*Mapodoufu*” is borrowed from Chinese character.

Another example, “**The large airplane is en route to a country which most of its passengers have never visited before,**” the idiom “*en route*” is borrowed from French with the meaning of “on the way” in English.

Due to the booming of international tourism, the communication between English and other languages becomes more frequent and many words or idioms from other languages which are remote from English step into English vocabulary and become English expressions, such as, “*Yangtze*”, “*cheongsam*” from Chinese, and “*kimono*” from Japanese.

## **2. Grammatical Features**

As a particular variety of English, English for flight attendants has its own grammatical distinctive Features.

### **2.1. Sentence Structures**

During the flight, tourists always need to communicate with those who provide all kinds of necessary information or services, such as the air hostess, or guides. The communication between the tourists and these persons happens orally at any time, and in order to make the communication clear and

effective, the simple sentence structure instead of the complex one is often adopted. This can be well proved by the following conversation between a tourist and an air hostess on flight.

**Air hostess:** Anything to drink, sir?

**Tourist:** Yes. I'd like some coffee, please.

**Air hostess:** Do you want cream and sugar?

**Tourist:** No. I'd like black.

**Air hostess:** Can I get you anything else?

**Tourist:** What do you have for dessert?

**Air hostess:** We have fruit pies, chocolate cake, custard pudding and chocolate, vanilla, or strawberry ice cream.

**Tourist:** I'd like a dish of strawberry ice cream please.

The sentence of English on flight is very simple compared with the technology English. The sentence structure of technology English is very long and complex. For example, it was understood that atoms were the smallest elements. It is known now those atoms are further divided into nuclear and electrons, neutrons and such as atoms, nuclear, electrons, neutrons, protons are included in it.

## **2.2. Voices**

Unlike other English varieties aviation English tends to use the active voice instead of the passive. Generally speaking, the passive voice is objective and is used to express the object concerned, which can make the meaning of the text clearer and more concise and avoid confusing, but it is rather cold and has little to do with human emotions. Whereas, the active voice is more subjective and flexible in communication, and can easily express the speakers or writers' feelings. Since aviation English is often used for the function of directive or evocative. As explained above, the active voice is preferable than the passive.

For example, Today's Beijing is not only famous for its long history, but also for its rapid economic and social development. Tian'anmen Square, the Forbidden City, Jingshan Mountain and Beihai Park situated in its center symbolize a profound traditional Culture, whereas modern skyscrapers represent the openness and fast tempo of the modern lifestyle. Visitors to Beijing should learn about its past and its present, so let's have a look at modern Beijing. The passage is used to introduce the modern beauty of Beijing besides its historic sites. The writer uses active voice throughout the whole paragraph to describe Beijing's scenery, which makes a vivid and delightful impression on tourists.

### **2.3. The Moods in English for flight attendants**

Imperative sentences are often used to give directions and orders sometimes, or express the speakers' feelings or wishes. For instance:

*“Your passport, please?”*

*“Please gather in the lobby at the moment”*

*“Enjoy your flight”*

*“Welcome to China.”*

These imperative sentences are usually used by customs officers, flight attendants, clerks in hotel or tourist guides who take charge of providing services and operating the details of the tour for tourists. What is noticeable in such imperative sentences is the use of the word *“please”*, which shows the respect and politeness to the tourists from the employee in tourism industry.

# CHAPTER 4: COMMUNICATION SKILLS

## 1. Oral Expression

Oral Expression is the ability to communicate information and ideas in speaking so others will understand. The desire to improve your oral expression is the first step to clearly communicating what's on your mind. Good communication skills can help you avoid being misunderstood or overlooked. A person who speaks well exudes confidence and is more likely to attain his professional or personal goals.

Oral expression-dedicated courses provide conceptual frameworks, theories, and vocabulary that deepen others' understanding of oral expression. Dedicated courses provide instruction to strengthen skills associated with oral expression, such as discourse conventions, delivery, persuasion, and argumentation. Thought, meaning, and intention are directly linked to speech just as non-speaking means such as gestures can support effective communication during oral expression. Thus, oral performance is appropriate for learning objectives that focus on the physical execution/delivery of speech and the dramatization of speech. Oral performance is the ability and right to speak freely and clearly, unashamed, to fully vocalize, to choose to make contact with a word and to communicate that word successfully. Oral performance includes the learning of vocal skills for a free and articulate delivery. Oral performance may focus on production of speech, dramatization of speech and dramatic interpretation.

To improve the oral expression skill, these tips should be followed:

- Think before you speak. This cliché rings true for all those who speak well. If feel you must pause to gather your thoughts, do so. People who communicate effectively think about what they want to say and how to say it.
- Use only words you can define and pronounce correctly. Confident and effective speakers express themselves clearly because they remain within

their vocabulary range. Pay attention to pronunciation guides in the dictionary to correctly pronounce tricky words.

- Expand your vocabulary by exploring a dictionary. Once you have mastered a list of words, consistently learn new ones and utilize them when the timing is right. When you're reading, underline or list words you don't know and look them up later.
- Add lilt to your voice. Lilt is the rising and falling of the voice when speaking. The content of your vocally expressed thoughts will be greatly enhanced if communicated in a varying, rhythmic pattern. If you speak with a monotone, listeners often will tune you out.

## **2. Speech Clarity**

Speech Clarity is the ability to speak clearly so others can understand you. Being able to hear clearly what is said is essential if pupils are to achieve their learning potential. Sounds obvious, doesn't it? The fact is, however, that most aviation courses have not been designed with speech clarity in mind. In a typical course, with the teacher at one end, sound reaches the pupils both directly from the teacher and via sound reflection. Having clear speech requires a relaxed face, jaw and two tips:

Try tongue twisters. Start off slowly, and gradually build up until you say them at normal conversation speed. When speaking them, over exaggerate the words, making your tongue, jaw and lips work hard. As you become much sure of them, begin to project your voice and over exaggerate the words more. This helps you gain skill.

Have a conversation with yourself in front of the mirror. It may sound silly, but it does help. Again, over exaggerate your words as you speak.

### **3. Oral Comprehension**

Oral Comprehension is the ability to listen to and understand information and ideas presented through spoken words and sentences. Some people are deficient in oral comprehension due to their inability to integrate the information presented orally in the aviation course. Deficiency in oral comprehension makes them deficient in understanding of the given lecture. The following tips may be used to help flight attendants deficient in oral comprehension:

1. Present information in short and simple sentences.
2. Always check to ensure that the child understands by repeating or rephrasing the instructions/directions. Use voice intonation to keep his/her attention.
3. Whenever possible, use visual aids and or charts to reference as talking.
4. Use organizers whenever possible such as sub-titles, lists of instructions, sequence of tasks to be done and reference them as giving instructions/directions.
5. Review orally presented material regularly and provide taped versions if necessary.

### **4. Problem Sensitivity**

Problem Sensitivity is the ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem. A major question in transatlantic airline alliances is

whether, for time-sensitive passengers, competition should be assessed by reference to direct non-stop services between each of the relevant transatlantic city pairs, or whether indirect flights should be included in the relevant market for such long-haul routes. Another question is whether these traditional route-by-route or city-pair based approach to market definition is still appropriate in view of the trend towards network competition between alliances.

Although it is true that airlines find it very important to increase the size of their network through the conclusion of global alliances, and, from a commercial point of view, present a large network to the public as being an advantage, this does not mean that this is the appropriate market definition for competition law purposes. Competition law is concerned with effects on the consumers of goods and services, and the first step in any market definition is to identify a group of products or services that consumers consider as substitute for each other. The question whether and to what extent indirect flights should be included in the relevant market for the assessment of the different transatlantic air alliances is not yet finally settled. Further empirical market investigations will be undertaken on a case-by-case basis.

# **PART III: CONCLUSION**

## **1. Summary of the Paper**

The paper mainly deals of the use of English for flight attendants. The features of aviation English include working environment and requirements, lexical feature, grammatical feature, communication skills. Through the research, the distinctive features of English for flight attendants stand out more clearly. It is believable that the research on the topic can promote the development of airline English and also can push forward the development of tourism and hotel culture and the detailed study on aviation English itself can help the translation and practice of English for flight attendants.

This paper also critically analyzes the use of English as a second language in the field of aviation. International air traffic has played an important role in the recent globalization. Many flight attendants whose native languages are not English are important part of it. As the common communicative tool, English proficiency is a crucial prerequisite for them to participate in the field. However, fatal accidents due to miscommunication involving limited English proficiency have still occurred. It then introduces some attempts to avoid such communication breakdowns and analyzes limitations of those attempts. Finally, the paper proposes few suggestions for the non-native English-speaking aviation personnel to achieve a safer environment.

## **2. Some Remarks and Suggestions**

This topic is a tremendous task, as it requires from the writer knowledge of the English language, especially English for flight attendants. Being a student, who has never been outside of her country, the writer of this



paper obviously lacks much of this knowledge. The writer myself has tried her best in exploiting all the materials relating to the topic from different sources such as books, newspapers, journals, internet as well as from the lectures given by her teachers, especially by my supervisor.

With my love of English, with the helps of the teachers, friends and family's, the writer succeeds in her paper. I believes my paper can meet all the requirements of a B.A graduation thesis.

All comments advice from teachers and readers are welcome, I would be very grateful to receive them. They are very useful to me and to those who want to do further study on this topic.

Once again, I would like to express my deep thanks to my supervisor, without her I can not complete this graduation paper. She is always the most enthusiastic guide for me from choosing the topic to finish it.

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