

Teacher attitudes to aviation English programs

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In Iran, aviation English is taught either by English as a foreign language (EFL) teachers who are field specialists in the field of aviation or teachers whose major is Teaching English as a foreign language (TEFL). For the first time in Iran, the present research investigated the cognitions and attitudes of the two groups of teachers on teaching aviation English. Eight teachers were surveyed using semi-structured interview and questionnaire. The results revealed substantial inconsistencies between field specialists and TEFL instructors' attitudes. Field specialist teachers believed that aviation English should be taught practically with a focus on technical content, teacher-center education, and teacher-directed feedback. On the other hand, their TEFL counterparts contended that in such courses, the focus should mostly be on teaching methodology, participatory teaching, and peer feedback. The findings can be illuminating in better understanding of the status quo of aviation English programs in Iran and making more informed policy decisions on selecting the most qualified agents for teaching aviation courses in English for Specific Purposes.

Key words: Cognition, Field Specialists, TEFL Teachers, Aviation English, Iran.

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