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Self-Perceived English Competence, Self-Esteem, and Interpersonal Relations in Cabin Crew Personnel*

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The purpose of this study is to examine the level of self-perceived English competence of Korean cabin crew personnel working for national or foreign airlines, and to determine whether its level influences their self-esteem with respect to their job duties and interpersonal relations with foreign colleagues and customers within their organization. The data was collected from 243 cabin crew personnel, 143 personnel in a national airline and 100 personnel in foreign airline, by means of a survey questionnaire. They are variant from 20's to 40's in ages, less than 1 year to over 20 years in work experience, and stewardess to senior purer in their position. The findings reveal that cabin crew personnel in the foreign airline have a higher level of self-perceived English competence than those who work for the national airline, and thus the former, cabin crew members working for the foreign airline, tend to be higher than those in the national airline in terms of self-esteem and interpersonal relations as members within an organization. The study uncovers the implication that English competence plays an important role in enhancing the self-esteem and interpersonal relations for cabin crew personnel. These are significant components for contributing to teamwork and carrying out job duties successfully.

[cabin service personnel/self-perceived English competence/self-esteem/ interpersonal relations]

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I. INTRODUCTION

Globalization has made more people travel across the countries on businesses or private purposes, and so travelling by airplanes is an integral and convenient means of transportation for them. In accordance to this trend, airlines have entered an era of limited competition to increase their market share by attracting more travelers. They are trying to differentiate themselves from their competitors by providing high quality services. These services are different from other ones in that they may not be as physically complex as high-tech product, but they are made up of a complex characteristic of airline services such as perishability, intangibility, variability, inseparability, and non-ownership (J. Fitzsimmons & M. Fitzsimons, 2010). Above all, the services in aviation industry may be made up of the human services provided by airline employees, particularly cabin crew personnel, and their roles are directly connected to the satisfaction of their customers.

Services such as tourism and hospitality may not be as physically complex as high-tech products, but they are made up of a complicated mix of intangibles (Mazanec, 1995), and the representative intangible service among them may be the human services provided by airline employees. Airlines deliver performances and experiences from their employees rather than physical products (Gursoy, Chen, & Kim, 2005), and the overall level of the quality of airline services is determined by the ability to respond effectively to the diverse requests of the service users. Interaction between customers and airline employees is likely to influence customer perceptions of the airline (Gursoy et al., 2005), and the level of the quality perceived by customers is an essential component for overall customer satisfaction. Therefore, human services provided by airline employees have a decisive effect on a customer's decision to fly the same airline in the future.

One of the typical human services offered by airlines is the cabin services provided by cabin crew personnel on board. These services may be a key factor for customers when those customers select an airline for travel. According to Wirtz, Heracleous and Pangarkar (2008), employees engaging in services, especially front-line employees who are expected to be fast and efficient in achieving tasks, are a key input for delivering service excellence and productivity, both of which can be primary sources of competitive advantage. Hence, airlines endeavor to enhance the quality of cabin services provided by cabin crew through training in safety, etiquette and second languages as a means of protecting their existing customers and attracting new ones. To alleviate customer discomfort caused by communications gaps in particular, airlines recruit foreign cabin crew personnel from other countries.

The primary purpose of this action may be to ensure better communication and understanding between customers and cabin crew personnel on board. However, in the

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case of national airlines, the relatively small number of foreign cabin crew personnel is not likely to be able to handle all requests from foreign customers during a flight. Thus Korean cabin crew personnel are required to be equipped with a command of English to smoothly communicate with customers. Together with this, under circumstances where the number of foreign cabin crew personnel and cockpit personnel who work for national airlines is increasing, English competence is a crucial element for cabin crew personnel to build close teamwork to complete their duties successfully in a limited period of time and space.

In spite of the great importance of English competence, it is difficult to find relevant research on the English abilities of cabin crew personnel and the influence these abilities have on their job-related attitudes. In circumstances where communication in English is fundamental to work with foreign colleagues, the formation of their interpersonal relations at work may differ from each other according to their levels of English competence. Subsequently, the differences are likely to affect their teamwork. Furthermore, their self-esteem, which determines their own values as cabin crew personnel, could be affected within the relationships at work. According to Mossholder, Bedeian, and Armenakis (1982), employee self-esteem indicates a person's capability within an organization. Thus, the higher the capability, the greater the self-esteem. Therefore, it is plausible to assume that the level of cabin crew personnel English competence has an impact on the level of self-esteem because English ability is one of the integral capabilities that someone working in this position should possess.

The main purpose of this article is to examine the level of self-perceived English competence of Korean cabin crew personnel in National Airline A or Foreign Airline B, and find out whether its level influences self-esteem as a cabin crew personnel, as well as the extent to which it affects the interpersonal relations with foreign colleagues and customers within the organization.

II. LITERATURE REVIEW

Cabin crew personnel mostly work on airplanes and communicate with people around the world, so their English use competence is concerned with intercultural communication competence. This competence is somewhat different from communicative competence which includes grammatical, sociolinguistic and strategic competence (Canale & Swain, 1980) partly because the former is based on intercultural communication, but the latter on communication in a society, and partly because the former is shaped by many disciplines such as anthropology, applied linguistics, psychology, sociology, and education. Intercultural communicative competence is

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essential when two groups and people have mutually incomprehensible language and culture. It also functions as mediation between mutually incomprehensible languages and cultures. Intercultural communicative competence may be defined as a composition of communicative competence and intercultural competence. Communicative competence defines the ability to use a language properly in terms of grammar, sociolinguistic appropriateness, appropriate use of communication strategies, and discourse structures such as cohesion and coherence (Canale, 1983) or, in short, of grammar and socially appropriate use (Savignon, 2004). Intercultural competence refers to the ability to act appropriately between cultures (Byram, 2012). Thus, intercultural communicative competence can be defined as people's ability to appropriately use a language and act between two cultures with different languages in order to communicate with each other.

According to the International Civil Aviation Organization (ICAO), all flight crew personnel engaged in international flights must be proficient and competent in the English language to reduce miscommunication caused by limited English ability (J. Bani-Salameh, M. Kabilan, & L. Bani-Salalmeh, 2011). In this sense, English competence in this paper has three meanings: cooperating with cockpit crew members to support safe flights through effective and clear communication in English, dealing with unexpected events or emergency situations and performing duties by maintaining continuous English communication with colleagues in a limited space and time, and responding to customer requests by using proper English communication strategies to satisfy English users from diverse backgrounds.

Jung (2010) put emphasis on the necessity for focusing on language learners' needs to achieve communicative competence. This elaboration of intercultural communication competence is closely related to meeting the needs of staff members and passengers necessary in the cabin and cockpit. In order to do it effectively, cabin crew personnel are required to have communicative competence with respect to affective as well as cognitive factors. Some research is concerned with the relationships between communicative competence and affective factors as in Ortega (2009), Gass and Selinker (2001), Skehan (1998), and Choi (2013). Ortega (2009) focuses on the effects of an individual's communicative confidence on her or his willingness to communicate. She indicates that a high communicative confidence brings about a high willingness to communicate with other people. Gass and Selinker (2001) address controversial issues about the relationships between prior success of using a second language and confidence, and indicate that "success can bring confidence, which results in greater success" (p. 356). Skehan (1998) implies that English use in the world is more concerned with an affective than with a cognitive approach. Choi (2013) examines the factors influencing a communication between native and non-native English speaker, and finds out that

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communication performance is shown differently in the interrelationship between conversational interactions, and intro-/intra-personal factors. In short, there is some research which shows the positive relation between communicative competence and affective sources.

As confidence is feeling sureness about one's abilities, qualities, or ideas, it comes out of one's evaluation of oneself and relates to self-esteem which means a personal evaluation reflecting what people think of themselves as individuals. Further, self-esteem is used as a cover term which includes such affective factors as confidence and efficacy (Brown, 2007; Lasen-Freeman & Long, 2001; Ellis, 1994). As in the organizational management sectors, in particular, self-esteem has been discussed rather than confidence with relation to organizational achievements (Pierce and Gardner, 2004; McAllister & Bigley, 2002; Qureshi, et al., 2011). So, we would continue to review research findings in terms of self-esteem rather than confidence in terms of communicative and organization performance. Brown (2007) indicates the interrelationships between self-esteem and language success by comparing them to those of chicken-or-egg. He then suggests that "both are interacting factors" (Brown, 2007, p.155). Lasen-Freeman and Long (2001) review some research about the effect of self-esteem on language success and imply that self-esteem has some bearing on success in second language acquisition. Ellis (1994) also studies some research about self-esteem, summarizing that it positively correlates with oral production in one study and fails to find a significant relation in the other one. These three findings are concerned with the relationship between self-esteem and success in second language acquisition.

In addition to applied linguistics, there is a relationship between self-esteem and organizational performance in terms of organizational management (Pierce and Gardner, 2004; McAllister & Bigley, 2002; Qureshi, Shahjehan, Zeb, & Saifullah, 2011; Elloy & Petil, 2012). Pierce and Gardner (2004) review a decade of research on a conceptualization of self-esteem in organizations. They suggest that the organization-based self-esteem is related to job satisfaction, organizational commitment, in-role performance as well as other organizational attitudes and behavior. Qureshi et al. (2011) investigated the impact and effect of self-esteem on the organizational citizenship behavior based on analyses of data from teaching and administrative staff from a public sector university. They indicate that organizational identification and self-esteem are significant predicators of organizational citizenship behavior. On the other hand, Elloy and Petil (2012) investigate the negative impact on organization-based self-esteem based on analyses of data from employees working in a heavy manufacturing plant in the United States. They suggest that three dimensions of burnout, i.e., emotional exhaustion, depersonalization and reduced personal accomplishment, would have a negative impact on building an individual's organization-based self-esteem. In addition, it is reported that

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work context is related to organization-based self-esteem (McAllister & Bigley, 2002).

Although there are research findings on the relationship between self-esteem and language success in the field of applied linguistics and between self-esteem and organization-based performance in the sector of organizational management, little research can be found on the relationships among self-esteem, language success and organizational performance. Unlike other laborers, cabin crew members mostly perform their duties through communication partly with customers, and partly with cockpit or cabin staff. In these circumstances, it is essential to investigate the relationships between communication-based self-esteem and organizational performance. This integral need made the researchers set up the purpose of this study of investigating the impact of the self-perceived English competence of Korean cabin crew personnel in a national or a foreign airline on their self-esteem and interpersonal relations. Next, this research identifies whether there are any differences in the levels of their self-perceived English ability, self-esteem and interpersonal relations depending on the type of airline, and whether the differences in the levels of self-esteem and interpersonal relations are caused by the level of self-perceived English ability.

III. METHOD

1. Participants

The study participants were 243 cabin crew members who were drawn from one of the major national airlines in Korea and one of the world's leading international airlines that recruits many Korean cabin crew members. Among them 143 crew members were working at a national airline (51%) and 100 at an international airline (49%). In particular, there was a great difference between genders: 235 (97%) female crew members and 8 (3%) male members. This imbalance of gender ratios might be due to the nature of the job in which a greater number of female cabin crew personnel are recruited and employed than male personnel. The age of the crew members ranged from 20 to 45: 22 (9%) between 20 and 25, 76 (31%) between 26 and 30 years old, 105 (43%) between 31 and 35, 29 (12%) between 36 and 40, and 11 (4%) between 41 and 45 years old. The ratio of age ranges reflects the working environment that young crew members (less than 40's) usually work at the airlines.

2. Data Collection

In order to collect data for this study, self-reporting questionnaires were distributed to Korean cabin crew personnel in National Airline A and Foreign Airline B. 156

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questionnaires were given out to those in National Airline A from February to March in 2013, and a total of 143 questionnaires were utilized for this research, excluding 13 incomplete ones. In the case of Foreign Airline B, 132 questionnaires were distributed to Korean cabin crew personnel from February to May in 2013, and 102 questionnaires were collected. With the exception of two incomplete questionnaires, 100 questionnaires were finally used. The number of Korean cabin crew personnel who work for the foreign airline is much smaller than those for the national airline, and they work according to their individual schedule. For these reasons, it took a longer time for the foreign airline to collect the data. Also, the number of samples was relatively smaller compared to those of the national airline.

3. Data Analysis

The data were analyzed in a quantitative manner. The survey was analyzed using a variety of statistical tools provided by SPSS 21.0. First, a frequency analysis was used to obtain the respondents' demographic information, and second, factor and reliability analyses were employed to check the validity and credibility of the questionnaires used for this research. Third, a correlation analysis was implemented to identify relationships among the variables such as the levels of self-perceived English competence, self-esteem and interpersonal relations. Fourth, an independent samples t-test was employed to verify if there were differences in the levels of the three variables according to the type of airline (a national or a foreign airline). Finally, a simple linear regression analysis was used to determine whether the level of self-perceived English competence impacted the levels of self-esteem and interpersonal relations.

IV. RESULTS AND DISCUSSION

1. Factor and Reliability Analyses

The results of the factor and reliability analyses are shown in Table 2. When conducting a factor analysis, this study drew on seven questions within four sub factors from self-perceived English competence, five questions within a single factor regarding self-esteem, and nine questions in total within six sub factors from interpersonal relations. The total variance of self-perceived English competence was 91.631%, and that of self-esteem was 56.638%. Also, the sum of variances of interpersonal relations was 87.691% in total. Each factor has an eigenvalue of more than 1.0, as well as a factor loading value (FLV) and communality of more than 0.5. This indicates that the

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instrument used in this study obtained validity by correctly measuring the factors that this research aims to evaluate. The reliability analysis revealed whether or not the instrument produced coherent results each time it was carried out. Cronbach's alpha typically varies between 0 and 1, and a value of less than 0.6 is regarded as having poor reliability. The Cronbach's alpha of self-perceived English competence was 0.944, and that of self-esteem was 0.808. Also, the value of Cronbach's alpha of interpersonal relations was 0.780. These figures indicate that all three factors are reliable.

TABLE 1

Result of factor and reliability analysis

Factor	Sub factor	FLV	Comm-unality	Eigen-value	Variance ratio	α if item deleted	Cron-bach α
Self-perceived English competence	Listening	0.781	0.903	1.938	27.686	0.933	0.944
		0.729	0.894			0.932	
	Reading	0.871	0.989	1.318	18.827	0.941	
	Speaking	0.770	0.954	1.369	19.559	0.932	
		0.585	0.866			0.931	
	Overall perception	0.895	0.949	1.789	25.559	0.943	
		0.685	0.859			0.932	
Self-esteem		0.782	0.611	2.832	56.638	0.759	0.808
		0.775	0.600			0.763	
		0.763	0.583			0.765	
		0.731	0.534			0.776	
		0.709	0.503			0.786	
Interpersonal relations	Sensitivity	0.928	0.883	1.767	19.633	0.765	0.780
		0.884	0.859			0.753	
	Trust	0.914	0.848	1.575	17.495	0.780	
		0.754	0.750			0.750	
	Communic-ation	0.850	0.827	1.522	16.915	0.756	
		0.809	0.794			0.753	
	Understand-ing	0.956	0.993	1.017	11.298	0.767	
	Openness	0.948	0.989	1.010	11.219	0.763	
	Intimacy	0.881	0.948	1.002	11.131	0.746	

2. Correlation Analysis

A correlation analysis was administered to determine whether or not the variables had relevance to each other, and the analysis results ranged in value from -1 to +1. The results of the correlation analysis are delineated in Table 3. According to the results, all

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three variables – self-perceived English competence, self-esteem, and interpersonal relations – are correlated to each other. A positive correlation is demonstrated in the relation between the level of self-perceived English competence and that of Self-esteem (r = .428, p < 0.001) and interpersonal relations level (r = .407, p < 0.001), which indicates that cabin – who have a higher level of self-perceived English competence tend to have a higher level of self-esteem and interpersonal relations as well. The relation between the levels of self-esteem and interpersonal relations displays another positive correlation (r = .527, p < 0.001), and this indicates that cabin – with a higher degree of self-esteem are likely to have a higher interpersonal relations level.

TABLE 2

Results of correlation analysis between variables

Variables	Mean	Std. Deviation	Correlation		
			1	2	3
Self-perceived English competence	3.491	0.737	1.00	-	-
Self-esteem	3.982	0.565	0.428*	1.00	-
Interpersonal relations	3.730	0.434	0.407*	0.527*	1.00

* Correlation is significant at the 0.01 level

3. Independent Samples T-Test

This analysis was conducted to find out if there were any differences in variables between the groups by comparing the means of two sample groups. The level of self-perceived English competence of cabin crew personnel in Foreign Airline B (M = 3.978, SD = .586) is higher than that of crew members in National Airline A (M = 3.150, SD = .633). It is thus evident that there is a difference in the perceived English competence of cabin crew personnel according to the type of airline. In this way, it has been shown that there are differences in the levels of their self-esteem and interpersonal relations according to the airline type by indicating that cabin crew personnel working for the foreign airline have higher degrees of self-esteem (M = 4.090, SD = .558) and interpersonal relations (M = 3.848, SD = .356).

As a result, it has been confirmed that cabin crew members in the foreign airline tend to have higher levels in all measuring variables than those who work for the national airline. The detailed results of the t-test are shown in Table 4.

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TABLE 3

Result of independent t-test between variables according to airline types

Variables	Mean		Std. Deviation		t	p
	National airline A	Foreign airline B	National airline A	Foreign airline B		
Self-perceived English competence	3.150	3.978	0.633	0.586	-10.325	0.000
Self-esteem	3.907	4.090	0.559	0.558	-2.501	0.013
Interpersonal relations	3.647	3.848	0.464	0.356	-3.823	0.000

4. Result of Regression Analysis

A simple linear regression analysis was performed to determine the relationship between the independent variable (Self-perceived English competence) and the dependent variables (Self-esteem and interpersonal relations). Table 5 and 6 show the results of the regression analyses in factors derived from the factor analysis.

As presented in Table 5, the level of cabin crew personnel self-esteem is influenced by their own perceptions on the level of their English ability in both airlines by indicating that 19.9% ($p < 0.05$) of the variance in self-esteem of National Airline A's cabin crew personnel is accounted for by self-perceived English competence level, and, in the case of crew members working for Foreign Airline B, 13.3% ($p < 0.05$) of the change in self-esteem is explained by self-perceived English competence level.

In Table 6, the relationship between the levels of self-perceived English competence and interpersonal relations within an organization is delineated. According to the results, the level of cabin crew personnel self-perceived English competence has an impact on interpersonal relations level in both airlines. 15.1% ($p < 0.05$) of the variance in the interpersonal relations of the cabin crew personnel in National Airline A and 7.0% ($p < 0.05$) of its change in Foreign Airline B crew members are interpreted by the level of self-perceived English competence.

Overall, the outputs show that there are positive relationships between self-perceived English ability, self-esteem and interpersonal relations in such a way that a higher level of self-perceived English competence of cabin crew personnel results in their higher self-esteem and interpersonal relations regardless of the type of airline.

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TABLE 4

Results of regression analysis for the influence of self-perceived English competence on self-esteem

	Independent variable	Dependent variable	Coefficient of nonstandard		β	t	Signifi -cance	Statistics value
			B	Std. Error				
National airline A	Self-perceived English competence	(Constant)	2.666	0.214	-	12.471	0.000	R=0.446 R^2=0.199 Adjusted R^2=0.193 F=35.067 p=0.000
		Self-esteem	0.394	0.067	0.446	5.922	0.000	
Foreign airline B		(Constant)	2.711	0.360	-	7.525	0.000	R=.364 R^2=0.133 Adjusted R^2=0.124 F=14.981 p=0.000
		Self-esteem	0.347	0.090	0.364	3.870	0.000	

TABLE 5

Results of regression analysis for the influence of self-perceived English competence of on interpersonal relations

	Independent variable	Dependent variable	Coefficient of nonstandard		β	t	Signifi -cance	Statistics value
			B	Std. Error				
National airline A	Self-perceived English competence	(Constant)	2.750	0.183	-	15.032	0.000	R=0.388 R^2=0.151 Adjusted R^2=0.145 F=25.012 p=0.000
		Interperson-al relations	0.285	0.057	0.388	5.001	0.000	
Foreign airline B		(Constant)	3.209	0.238	-	13.486	0.000	R=0.265 R^2=0.070 Adjusted R^2=0.061 F=7.394 p=0.008
		Interperson-al relations	0.161	0.059	0.265	2.719	0.008	

V. CONCLUSION AND IMPLICATIONS

This study aims to underscore the significance of cabin crew personnel English ability by comparing and analyzing the impact of self-perceived English competence of Korean cabin crew personnel in a national and foreign airline on their self-esteem and interpersonal relations. It also proposes that there is a need to cultivate a systematic and

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practical English education curriculum for airline cabin crew personnel in order to foster improvement.

The various analyses for this research delineate four key outcomes of which we should take account of. First, it has been revealed that three variables – the levels of self-perceived English competence, self-esteem and interpersonal relations – are closely interrelated to each other. Although little literature is directly concerned with the relation among the three variables, there are some literature which deals with two variables: communicative competence and teamwork (Gladwell, 2008; Lauring & Slemer, 2011), self-esteem and job performance (Pierce, Cummings & Dunham, 1989), communication and interrelationship (Gherghita, 2012). From these researches, it is conjectured that there is a possibility that the three variables, the levels of self-perceived English competence, self-esteem and interpersonal relations, might be interrelated to each other. Second, this study has found that the English competence level of Korean cabin crew personnel working for Foreign Airline B is higher than that of the Korean cabin crew personnel working for National Airline A. This feature is partly due to the differences of recruiting procedures between two airlines and partly due to those of working settings (Yu, I., 2005; Park, S., 2006). In this vein, Ryum (2003) states that cabin crew members for foreign airlines are equipped with noticeably higher English competence than those of national airlines. Also, the same results appeared in the levels of their self-esteem and interpersonal relations. Park (2006) suggests that ESP (English for Specific Purposes)-based in-service training is essential for the cabin crew members working at national airlines in order to enhance their English communicative competence. Third, by conducting an analysis on whether the level of self-perceived English competence of airline cabin crew personnel impacts their self-esteem, it has been exposed that in both airlines, their level of self-esteem is influenced by their English ability, which indicates that the more they perceive that they are proficient in English, the higher the level of self-esteem tends to be. Lastly, the level of interpersonal relations of cabin crew personnel in both airlines, as in the case of the relationship between self-perceived English competence and self-esteem, is enhanced when they perceive that they have a high level of English competence.

Overall, this study shows that there are differences in the perception of English competence level between Korean cabin crew in National Airline A and those in Foreign Airline B. Consequently, their levels of self-esteem and interpersonal relations differ according to the level of self-perceived English ability. In order words, as the self-perceived English competence level of cabin crew personnel in Foreign Airline B increases, these employees show higher levels of self-esteem and interpersonal relations as a member of an organization than those in National Airline A. Cabin crew personnel in National Airline A, on the contrary, indicate a lower level of self-perceived English

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competence compared to the members in Foreign Airline B, and thus, their levels of self-esteem and interpersonal relations are relatively lower.

As presented in the results of this study, the importance of the English ability of cabin crew personnel should not be overlooked since it affects their self-esteem and interpersonal relations levels, which are significant components for improving teamwork and job performance, as well as influencing customer satisfaction. Consequently, national airlines need to put forth a multilateral effort to enhance the practical English ability of Korean cabin crew personnel rather than just relying on the personal effort put forward by these individuals.

At this point, I would like to suggest some practical methods that would help to achieve this goal. First, it has been pointed out that the materials and programs for English education for cabin crew personnel tend to not be very motivation-oriented. They don't use visual or auditory supplementary material, and they force students to memorize key example sentences. In addition, the frequency of English education is insufficient with respect to improving their English communicative skills. As such, systematic and practical English training curriculums and materials should be developed. Second, it has also been noted that the hiring processes used by foreign airlines that employ Korean cabin crew personnel are various and advanced. National airlines would do well to introduce similar English interview methods to determine the actual English competence of each applicant and recruit cabin crew personnel with a sufficient level of English. Finally, national airlines should change their perceptions regarding the English competence of cabin crew personnel. Currently, they tend to downgrade its importance by putting more emphasis on other second languages such as Japanese or Chinese. Since the significance of English in particular has been shown through this research, it is recommended that airlines deal with English competence as a fundamental issue.

This study has limitations as follows. First, the two airlines selected for this study may not be representative of the industry overall. Second, other elements such as gender, age, position and work experience were excluded from analysis for this study. Third, the number of respondents of the two airlines was not distributed equally due to the different working environments. Fourth, the results of this study were presented by analyzing the overall factors without considering each sub factor of the questionnaire. Lastly, the results of this study were based on the level of the cabin crew personnel's perception of their English abilities, not the objective English proficiency proven by results of standardized English tests. Thus, further research is needed and may provide richer findings regarding the importance of English ability to job-related attitudes and performances within organizations.

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APPENDIX A

Self-Perceived English Competence

The following questions are to examine how you perceive your English competence. Please mark [√] on one of the five choice alternatives.

SD= Strongly Disagree
D= Disagree
N= Neither disagree nor agree
A= Agree
SA= Strongly agree

	Questions	SD	D	N	A	SA
1	To be able to read and comprehend newspapers or books written in English	①	②	③	④	⑤
2	To be able to read and comprehend work-related English documents	①	②	③	④	⑤
3	To be able to listen and understand native speaker's conversation when he or she speaks at the usual rate	①	②	③	④	⑤
4	To be able to listen and understand English conversation with foreign colleagues or passengers	①	②	③	④	⑤
5	To be able to have a conversation with native speakers without difficulty	①	②	③	④	⑤
6	To be able to freely convey what I mean while working and communicating in English	①	②	③	④	⑤
7	I believe that I am good at English	①	②	③	④	⑤
8	I believe that my English competence is sufficient for performing my work	①	②	③	④	⑤
9	I feel comfortable to work with foreign colleagues in English	①	②	③	④	⑤
10	I actively participate in English conversation with foreign colleagues	①	②	③	④	⑤
11	I have confidence in English conversation with foreign colleagues	①	②	③	④	⑤

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APPENDIX B

Self-Esteem

The following questions are to examine the degree of your self-esteem. Please mark [√] on one of the five choice alternatives.

SD= Strongly Disagree
D= Disagree
N= Neither disagree nor agree
A= Agree
SA= Strongly agree

	Questions	SD	D	N	A	SA
1	On the whole, I am satisfied with myself	①	②	③	④	⑤
2	At times, I think I am no good at all	①	②	③	④	⑤
3	I feel that I have a number of good qualities	①	②	③	④	⑤
4	I am able to do things as well as most other people	①	②	③	④	⑤
5	I feel I do not have much to be proud of	①	②	③	④	⑤
6	I certainly feel useless at times	①	②	③	④	⑤
7	I feel that I am a person of worth, at least on an equal plane with others	①	②	③	④	⑤
8	I wish I could have more respect for myself	①	②	③	④	⑤
9	All in all, I am inclined to feel that I am a failure	①	②	③	④	⑤
10	I take a positive attitude toward myself	①	②	③	④	⑤

APPENDIX C

Interpersonal relations within an organization

The following questions are to examine the degree of your interpersonal relations. Please mark [√] on one of the five choice alternatives.

SD= Strongly Disagree
D= Disagree

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N= Neither disagree nor agree
A= Agree
SA= Strongly agree

	Questions	SD	D	N	A	SA
1	I have no difficulty in expressing my own opinion when having a conversation with other people	①	②	③	④	⑤
2	I have no difficulty in listening what other people say	①	②	③	④	⑤
3	I am good at mediating differences of opinions	①	②	③	④	⑤
4	I trust other people	①	②	③	④	⑤
5	When other people express a favorable impression about me, I trust it	①	②	③	④	⑤
6	When other people express a unfavorable impression about me, I accept it	①	②	③	④	⑤
7	I satisfactory maintain relationships with other people	①	②	③	④	⑤
8	I feel a sense of closeness toward other people	①	②	③	④	⑤
9	I treat other people warmly	①	②	③	④	⑤
10	I am good at understanding what other people want	①	②	③	④	⑤
11	I am good at understanding what other people want from me	①	②	③	④	⑤
12	I have confidence in human relationships	①	②	③	④	⑤
13	When I am favorably impressed by other people, I express it to them	①	②	③	④	⑤
14	When I am unfavorably impressed by other people, I express it to them	①	②	③	④	⑤
15	I can have a conversation with other people about personal interests	①	②	③	④	⑤
16	I understand well about my feelings	①	②	③	④	⑤
17	I understand well about other people's feelings	①	②	③	④	⑤
18	I understand well how to maintain interpersonal relations with other people	①	②	③	④	⑤

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Examples in: English
Applicable Languages: English
Applicable Levels: Tertiary/In-service

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