THE EFFICIENCY OF A TEACHER-DESIGNED TEXTBOOK ON ENGLISH FOR

AIRLINE GROUND ATTENDANT SERVICE

A THESIS

BY

ARTHIT INTAKAEW

Presented in Partial Fulfillment of the Requirements for the

Master of Arts Degree in Teaching English as a Foreign Language

At Srinakharinwirot University

April 2012

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AN ABSTRACT

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Arthit Intakaew. (2012). *The Efficiency of a Teacher-Designed Textbook on English for Airline Ground Attendant Service.*Thesis, M.A. (Teaching English as a Foreign Language). Bangkok: Graduate School, Srinakharinwirot University. Advisor Committee: Dr.AnchaleeJansem.

This study aimed to create and determine the efficiency of a teacher-designed textbook on *"English for Airline Ground Attendant Service"*, and to measure students' satisfaction toward the designed textbook. The sample group was thirty 3rd year English major students at Rajamangkala University of Technology Thanyaburi who enrolled a free elective course on *"English for Airline Representatives"*. The research instruments were the designed textbook on English for airline ground attendant service, the pretest, the formative test, the posttest and the questionnaire.

The result revealed that the designed textbook on English for airline ground attendant service was efficient at 80.35/82.90. The result of the questionnaire surveying students' satisfactions toward the designed textbook showed that all the students were satisfied with the language use and expressions as they can be usedin their real life situation. They were also very satisfied with the language activities and exercises used in this designed textbook because they could apply those in their daily life and future careers. Furthermore, they were satisfied with the contents, the level of the language, the illustrations and the size of the designed material, respectively.

ประสิทธิภาพของเอกสารการสอนภาษาอังกฤษสำหรับพนักงานบริการภาคพื้นสายการบิน

บทคัดย่อ
ของ
อาทิตย์ อินต๊ะแก้ว

อาทิตย์ อินต๊ะแก้ว (2555). *ประสิทธิภาพของเอกสารการสอนภาษาอังกฤษสำหรับพนักงานบริการภาคพื้น สายการบิน*. ปริญญานิพนธ์. ศศ.ม. (การสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ). กรุงเทพ: บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินวิโรฒ. คณะกรรมการควบคุม: ดร. อัญชลี จันทร์เสม.

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อสร้างและหาประสิทธิภาพของเอกสารการสอนภาษาอังกฤษ สำหรับพนักงานบริการภาคพื้นสายการบิน และศึกษาความพึงพอใจของนักศึกษาหลังใช้เอกสารการสอน ภาษาอังกฤษสำหรับพนักงานบริการภาคพื้นสายการบิน กลุ่มตัวอย่างประกอบด้วยนักเรียนระดับชั้น ปริญญาตรี ชั้นปีที่ 3 สาขาวิชาภาษาอังกฤษเพื่อการสื่อสารนานาชาติ มหาวิทยาลัยเทคโนโลยีราชมงคล ธัญบุรี จำนวน 30 คน เครื่องมือที่ใช้ในการวิจัยได้แก่ ชุดการสอนภาษาอังกฤษสำหรับพนักงานบริการ ภาคพื้นสายการบิน แบบทดสอบก่อนเรียน แบบทดสอบระหว่างเรียน แบบทดสอบหลังเรียน และ แบบสอบถามความพึงพอใจของนักศึกษาที่มีต่อการใช้เอกสารการสอนภาษาอังกฤษสำหรับพนักงานบริการ ภาคพื้นสายการบิน

ผลการวิจัยพบว่า เอกสารการสอนภาษาอังกฤษสำหรับพนักงานบริการภาคพื้นสายการบินมี ประสิทธิภาพตามเกณฑ์การสร้างนวัตกรรมการสอน โดยมีค่าประสิทธิภาพเท่ากับ 80.35/82.90 และจากผล การตอบแบบสอบถามเพื่อวัดความพึงพอใจของนักศึกษาหลังใช้เอกสารการสอน ผลการสำรวจพบว่า นักศึกษาส่วนใหญ่มีความพึงพอใจต่อเอกสารการสอนภาษาอังกฤษสำหรับพนักงานบริการภาคพื้นสายการ บิน โดยนักศึกษาส่วนใหญ่มีความพึงพอใจอย่างมากด้านภาษาที่ใช้ในชุดการสอนที่สามารถนำไปใช้ได้ใน สถานการณ์จริง และด้านกิจกรรมทางภาษาและแบบฝึกหัดในชุดการสอนที่เป็นประโยชน์ต่อการประกอบ อาชีพในอนาคต นอกจากนี้นักศึกษามีความพอใจทางด้าน เนื้อหา ระดับของภาษา รูปภาพ และขนาดรูปเล่ม ของชุดการสอน ตามลำดับ

The thesis titled

"The Efficiency of a Teacher- Designed Textbook on English for Airline Ground Attendant Service"

by

Arthit Intakaew

has been approved by the Graduate School as partial fulfillment of the requirements for the

Master of Arts Degree in Teaching English as a Foreign Language of

Srinakharinwirot University

……………………………………… Dean of Graduate School

(Assoc. Prof. Dr. Somchai Santiwatanakul)

April……, 2012

Thesis Committee: Oral Defense Committee:

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                                      (Dr. Anchalee Jansem)

                                      ……………………… Committee

                                      (Dr. Wanlapa Thaijinda)

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Lastly, I would like to thank my parents who supported and encouraged me to study in the master's degree especially my dad, who passed away peacefully.This is also your success, dad.

Arthit Intakaew

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CHAPTER 1

INTRODUCTION

Background of the study

English has become a lingua franca, a bridge or vehicular language for people who speak different languages around the world (Fromkin, 2007). It is viewed as an international language; therefore, there are an increasing number of people who need to learn English to communicate around the world. Due to rapid progress in communication systems, people who previously engaged in only face-to-face interaction among their own community are now confronted by the need to communicate with people with diverse linguistic and cultural backgrounds. They increasingly need to use English as a lingua franca, for a growing number of occupational contexts. As a result, English for Specific Purposes (ESP) has become increasingly important in today's world (Hutchinson & Walters, 1994).

The use of English as the language of international communication contributes to the growth of tourism and hospitality industries. Belobaba, Odoni and Barnhart (2009) claim that the global airline business plays a significant role in tourism and hospitality as airlines can transport passengers and cargo worldwide. According to Belobaba et al., aviation industries comprise over 2,000 airline companies with more than 23,000 commercial aircrafts providing service in over 3,700 international airports. In 2007 alone, 29 million flights were scheduled and they transported more than 2.2 billion passengers. As the worldwide aviation expands, English is inevitably used in the global airline business.

Shen (2008) points out that in order to communicate with foreign passengers, the in-service and pre-service airline officers should constantly improve and develop their English

language skills in order to keep up with their ground attendant work. Furthermore, airline employees are not only the people who learn about the airline business, but other people are eligible to learn it as well, such as students and interested people. For those who want to learn about the airline business, the International Air Transport Association (IATA) provides on-line training courses for people who may be interested in aviation (IATA, 2010).

In order to get a job as an airline ground attendant, it is necessary to know the main duties or job description of airline ground attendants. The main duties for airline ground attendants are (1) to perform check-in procedures for passengers, (2) to extend services for its passengers and (3) to handle and coordinate with related officers to serve passengers with extra needs; for instance, VIPs guests and unaccompanied minors (Bangkok Airways, 2011). Egerton (2010) indicates that leading airlines only recruit competent and highly qualified candidates, so people who are interested in working in the airline business should meet airline requirements based on the job description. This has prompted educational institutions to prepare their students for the airlines industry.

In preparing students for the world of the airline business, a number of ESP courses are currently offered in many vocational institutes and universities, for example "English for Hotel", "English for Tourism", "English for Tourist Guides" , "English for Cabin Crew" and "English for Airline Business" (Commission of Higher Education, 2004). However, it is not always easy to select textbooks for ESP courses because commercial textbooks do not often fit the teacher's and the learners' specific needs. Therefore, most ESP teachers produce their own materials to be used and distributed within their school (Hutchinson & Walters, 1994).

The Courses on English for airline ground attendants and related training materials are needed in Thai higher educational settings (Commission of Higher Education, 2004).

Currently, commercial textbooks on "English for Airline Ground Attendant Service" are relatively limited. Therefore, this study aims to address these gaps by creating ESP materials based on airline requirements. The designed materials will be beneficial for future airline ground attendants and help them succeed in the global airline industry.

Purposes of the Study

The purposes of this study are: (1) to create ESP materials for future airline ground attendants, (2) to determine the efficiency of the designed materials in accordance with the criteria 80/ 80 and (3) to measure the students' satisfaction toward the designed materials.

Research Hypotheses

The main hypotheses of this study are:

1. The designed textbook on "English for Airline Ground Attendant Service" is efficient in accordance with the criteria 80/80.

2. The students will be satisfied with the designed textbook on "English for Airline Ground Attendant Service".

Significance of the study

Given the limited number of materials on English for airline ground attendant service, this study aimed to create teaching materials for those who wish to work as air ground attendants. It is hoped that the materials will help to promote the students' competence in language skills and equip them with the knowledge needed for airline ground service. The materials will be beneficial for students who decide to seek employment in the

airline and tourism businesses and people who are interested in learning about airline ground attendant services.

Scope of the Study

This research study aimed to create ESP materials on English for Airline Ground Attendant Service for third year English major undergraduates at the Faculty of Liberal Arts, Rajamangala University of Technology Thanyaburi who enrolled in the English for Airline Representative Course in the first semester of the 2011 academic year. There were thirty participants selected via purposive sampling. The materials consist of five units based on the Content-Based Approach. The efficiency of the ESP materials was measured in accordance with the criteria 80/80. Furthermore, the students' satisfaction toward the designed materials was explored.

Definition of Terms

The terms in this study are defined as follows:

English for Airline Ground Attendant Service:

It refers to English language register that contains functions of the communicative language in the context of an airline industry focusing on airline ground attendant services, such as check-in, passenger service and boarding procedures. It involves all four language skills (listening, speaking, reading and writing).

Content-Based Approach:

A teaching methodology that focuses on both airline ground attendant's work and integrated language skills. The design of the materials in each unit is based on this approach.

The efficiency of material 80/80:

It refers to a process that is employed to determine the efficiency of the designed material. The criteria 80/80 refers to the comparison between the mean score of the tests during the lessons (The first 80 (E1)) and the mean score of all students' post-tests (the second 80 (E2)). (See appendix G)

The student's satisfaction:

It refers to a survey of the student's satisfaction after using the designed textbook in English for airline ground attendant service which asking them to rate their satisfaction in four aspects: the content, the language, exercises, the illustration and the lay-out of the designed material.

This chapter has presented an introductory framework in this study and mainly aimed to set a background of how to create an instructional material, or the textbook, on English for Airline Ground Attendant Services and students' satisfaction towards the designed textbook. Theories and relevant literatures related to this study is presented in the next chapter.

Conceptual Framework

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┌─────────────────────────────────────────────────────────┐
│          Teaching English for Specific Purposes (ESP)      │
└─────────────────────────────────────────────────────────┘
                              │
┌─────────────────────────────────────────────────────────┐
│ ESP instructional material development on "English for Airline Ground Attendant Service" │
└─────────────────────────────────────────────────────────┘
                              │
        ┌──────────────────────────┐      ┌──────────────────────────┐
        │ The efficiency of ESP     │      │ The students' satisfaction toward │
        │ designed textbook         │      │ the designed textbook.    │
        └──────────────────────────┘      └──────────────────────────┘
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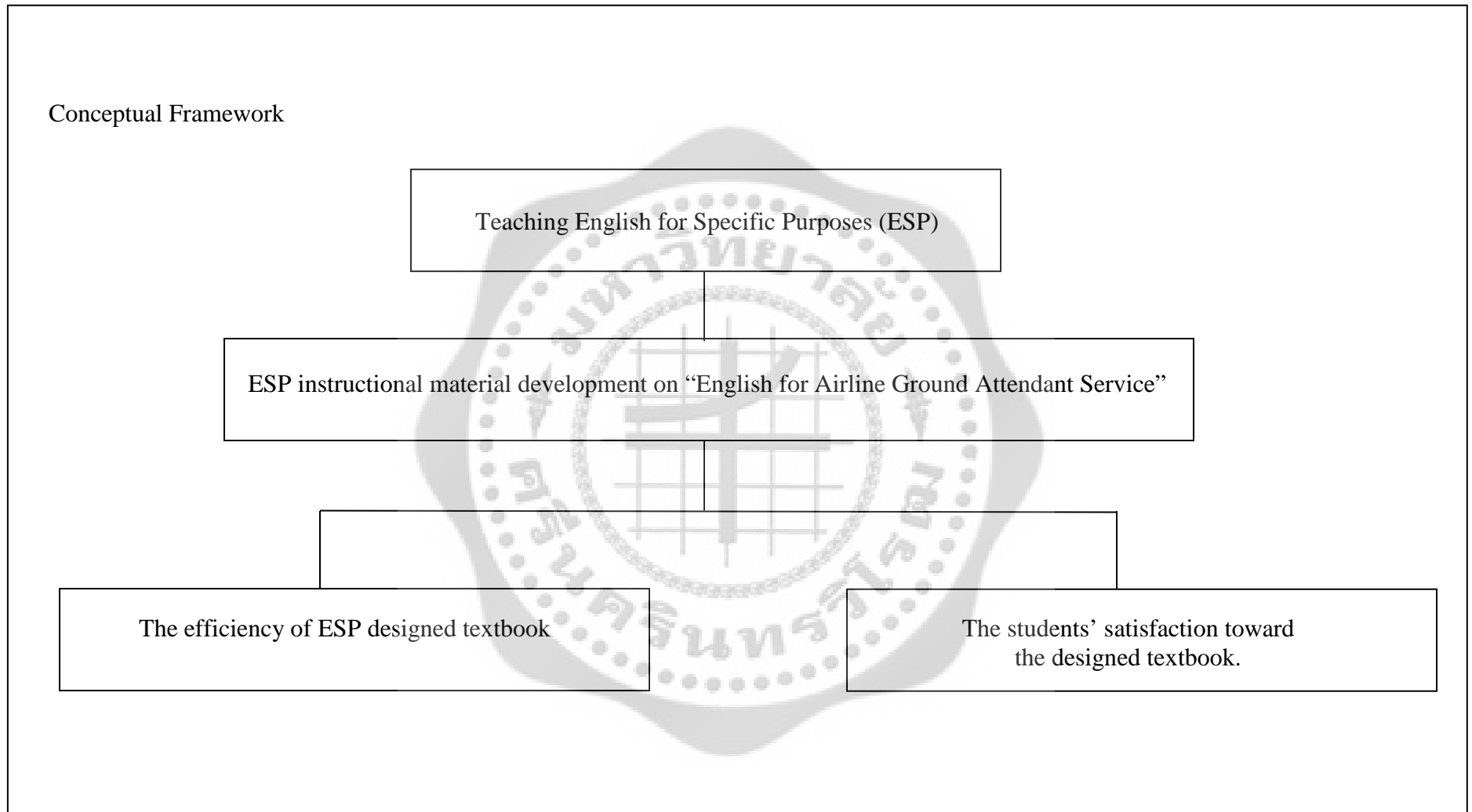
Figure 1 Conceptual Framework in this study

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter presents a literature review designed to lay the foundations for ESP material development. It is divided into four parts.

1. An overview of English for Specific Purposes (ESP)
2. The Content-Based Approach
3. Materials in Language Teaching
4. A Review of Previous Studies on ESP Material Development

1. An Overview of English for Specific Purposes (ESP)

By the end of World War II, the growth in science, technology and economy had expanded all over the world. People used English for international trade and business; accordingly, the English language played a very important role in global communication (Hutchinson & Walters, 1994). According to Hutchinson and Walters, using English for a variety of contexts in this period marked the beginning of English for specific purposes. The demand for ESP programs was further increased by the oil crisis in the early 1970s, when western countries took control of the world's businesses and became oil-rich countries. English was no longer limited in the educational setting, but people at that time needed to learn English to serve their specific needs, for example, international commerce, travel, and other businesses (Hutchinson & Walters, 1994).

The demand for ESP courses in educational contexts developed from English language teaching for students who needed to learn English for specific academic areas. Having originated from English as a foreign language, most ESP courses are commonly taught to non-native speakers. Figure 1 represents the development of ESP. This tree demonstrates how learning, communication, language teaching, English language teaching (ELT), English as a foreign language (EFL) and English for specific purposes (ESP) are connected. The roots of the tree represent learning and communication which are the educational foundation. The stem of the tree represents English Language Teaching (ELT) which ramifies into two branches: English as a Mother Tongue (EMT) and English as a Second Language (ESL). Above, ELT is English as a Foreign Language (EFL) which refers to English spoken by speakers of other languages. English as a Foreign Language (EFL) can be further classified into General English (GE) and English for Specific Purposes (ESP).
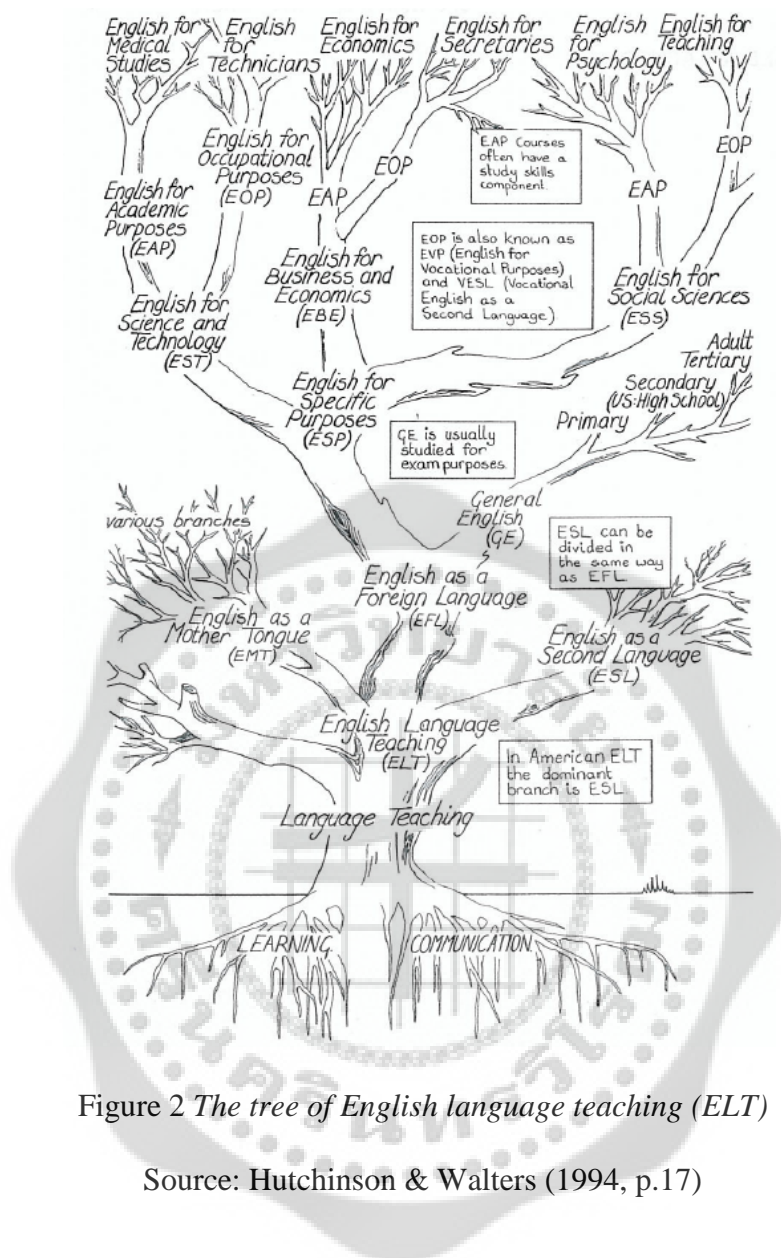
Figure 2 *The tree of English language teaching (ELT)*

Source: Hutchinson & Walters (1994, p.17)

From figure 2, it shows that ESP courses are based on English language teaching and mostly required by non-native speakers in learning English as a foreign language. Moreover, ESP courses can be classified into English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Sciences (ESS) which are in the area of English for Academic Purposes (EAP) and English for Occupational Purposes (EOP).

1.2 The Definition of ESP

Dudley-Evan and St. John (2000), and Hutchinson and Walters (1994), were among the first to develop ESP materials that were truly based on the definition of ESP. Dudley-Evan and St. John (2000, p. 4) define ESP and its goal as

"(a) it is designed to meet specified needs of the learners, (b)it makes use of underlying methodology and activities of the disciplines it serves, (c) it is centered on the language, skills, discourse and genres appropriate to these activities, (d) it may be related to or designed for specific disciplines, (e) it may use, in a specific teaching situation, a different methodology from that of general English, (f) it is likely to be designed for adult learners and (g) it is generally designed for intermediate or advanced students".

Hutchinson and Walters (1994, p. 19) define ESP as "an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning".

In summary, ESP is a specific course designed to serve the learners' needs and is based on the language usage and subject matter. Moreover, ESP programs are mainly offered to adult learners at intermediate or advanced level in order to help the learners prepare for their future careers.

1.3 Roles of ESP Practitioners

According to Dudley-Evans and St. John (2000), ESP teachers take the following roles: (1) *Teacher*: ESP teachers have to pay attention to the learners' needs and be flexible in terms of organizing classroom activities. They should also be able to give one-to-one advice or feedback to the learners; (2) *Course Designer and Material Provider*: An ESP

course requires materials that fit the course's objectives; therefore, ESP teachers should be able to find the appropriate materials, adapt the existing sources and create the right materials; (3) *Researcher*: A needs analysis is vital for ESP teachers in designing the course and writing materials. Consequently, the researcher is another role for ESP teachers; (4) *Collaborator*: ESP teachers need to cooperate with the subject or content teacher and co-teach classes. The subject teacher provides the contents to the learners, whereas the language teacher provides the related language usage; (5) *Evaluator*: ESP teachers have to evaluate not only the course, but also the materials. Furthermore, they need to assess the learners' language skills and learning outcomes.

In attempting to finding out who is eligible to teach ESP courses between language teachers or the specialists in the field, Maleki (2008) conducted research by randomly selecting forty second-year medical students at Iranian Medical Science University and dividing them into two groups. The first group was taught by a language teacher while the second group was taught by the specialists in the field. Everything was equally controlled for the study; the textbook and the duration of the course were the same. An achievement test and a questionnaire were used at the end of the course. The results revealed that language teachers are in a better position to teach ESP courses compared to teachers of the subject content areas. No matter who teaches ESP, ESP teachers should consider the roles of ESP teacher proposed above in order to deal with an ESP class properly.

1.4 Course and Syllabus Design in ESP Programs

Course and syllabus design is an important part of language instruction. Lightfoot (2010) has developed some key questions in designing an ESP course: (1) Why do the

students need to learn?; (2) What do the students need to learn?; (3) What type of language or skill do they need to learn?; (4) What are the learning outcomes that the course will need to address?; (5) What are the students' current strengths and weaknesses?; (6) How will the learning be achieved?; (7) Who is going to be involved in this process?; (8) Where is the learning to take place?; and (9) When will the learning be taken place?. These questions enable teachers to reflect and think carefully before designing an ESP course and writing a course syllabus.

According to Hutchinson and Walters (1994), factors that affect ESP course design are language description, theories of learning, and needs analysis. Figure 3 presents how such factors are related.
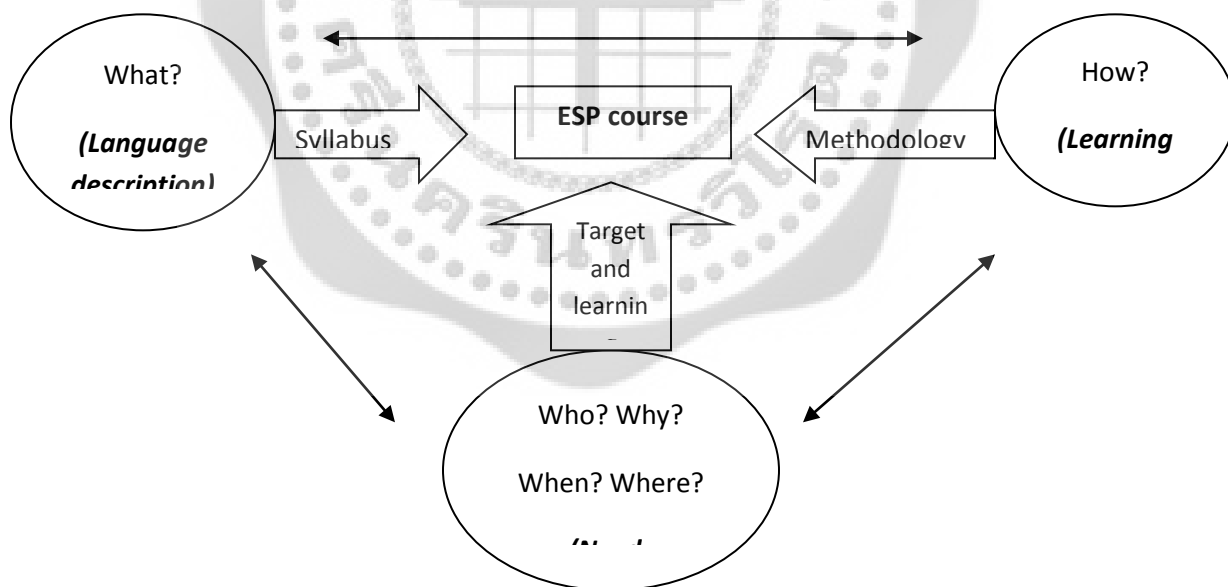
Figure 3 *Factors affecting ESP course design*

Source: Hutchinson & Walters (1994, p.22)

Figure 3 shows the three main factors affecting ESP course and syllabus design. Needs analysis is the first step in designing an ESP course. It involves collecting the information on the needs of the learners or employers. Language description is the way a teacher organizes the language in an ESP course, and learning theories inform the approaches and methodologies used in an ESP course, for example, communicative language teaching or task-based approach.

Similarly, Lightfoot (2010) describes six steps in designing an ESP course: (1) Focusing on the students' needs; (2) Planning the project; (3) Researching the content; (4) Writing the course; (5) Piloting the material; and (6) Final editing. There are several similarities between the methodology of course design proposed by Hutchinson & Walters and Lightfoot, including analyzing learners' needs, designing language and content, and writing a course based on language theories and methodologies.

After the course has been designed, syllabus writing is the subsequent task. A syllabus is broken down from the mass knowledge of the course into the manageable units, so each unit indicates what the students should learn in a sequence (Hutchinson & Walters, 1994). It provides the teacher with a framework for the teaching: sequence, material selection and justification of the content (Nunan, 1988).
Several types of syllabi have been developed to meet teachers and students' needs and suit their learning goals. For example,

(1) *Grammatical Syllabus or Structural Syllabus* presents the lists of grammatical items followed by the vocabulary and phonological items (Hutchinson & Walters, 1994; Mohammad, 2008; Nunan, 1988). It is a type of syllabus that presents units or chapters based on grammar points; for example, unit 1 Present Simple Tense, unit 2 Present Continuous

Tense and so forth. The grammatical syllabus is suitable for the Grammar Translation method in a language teaching situation and for students who need to improve their grammar usage.

(2) *Notional and functional Syllabus* is designed to meet the functional use of the language for communicative purposes (Hutchinson & Walters, 1994; Mohammad, 2008; Nunan, 1988). The examples of units in a notional and functional syllabus are: unit 1 Making Arrangements, unit 2 Attending Meetings, and unit 3 Using the Telephone and so forth. This syllabus is designed for learners who want to communicate in English in a variety of contexts.

(3) *Topic Syllabus* presents topics of content that students should learn. An example of this syllabus is the course *"English for the Oil Industries"*. Its content is divided into topics: unit 1 The Rig, unit 2 Traps and Geology, and unit 3 Reservoir Fluids and so forth (Hutchinson & Walters, 1994). This syllabus is designed to focus on topics of the course, so teacher and learners are able to follow the content topic by topic.

(4) *Skills Syllabus* is a syllabus designed by presenting the lists of skills and language abilities in each unit (Hutchinson & Walters, 1994; Mohammad, 2008). An example of the skills syllabus is unit 1 Reading a Newspaper, unit 2 Writing a Memo, and unit 3 Listening for specific purposes and so forth. This type is suitable for learners in practicing language for a specific skill.

(5) *Situational Syllabus* is designed to anticipate the target situation so that students are able to handle the situation professionally. An example of this syllabus is the course *"English for Secretaries"*. The areas covered in the units are unit 1 The Sales Report, unit 2 The Thanking Letter, and unit 3 A Telephone Message and so forth (Hutchinson & Walters,

1994; Mohammad, 2008). This syllabus is designed for learners who want to practice English in a variety of situations.

(6) *Task-based Syllabus* is designed to present the tasks and activities that students can perform with the language they are learning. Thus, this syllabus is appropriate for the task-based approach in language teaching (Hutchinson & Walters, 1994; Mohammad, 2008; Nunan, 1988). An example of units in this syllabus is unit 1 Making a Paper Plane, unit 2 Drawing your Favorite Pets, and unit 3 Coloring your Work and so forth. The task-based syllabus is mostly appropriate for young learners as they can perform and learn the language simultaneously.

(7) *Content-based Syllabus* is designed to focus on the subject area or the content that the students have to learn. The language is implicitly taught (Nunan, 1988; Mohammad, 2008). An example of units in this type is unit 1 A foundation of Education, unit 2 Education in Thailand, and unit 3 Roles of Teachers in Educational Settings and so forth. This syllabus mainly focuses on the content or the subject matter of that particular course and it is suitable for adult learners.

Nunan (1998) and Mohammad (2008) suggest that there is no single syllabus type that is appropriate for every context. Hence, language teachers may need to integrate and combine each syllabus type by choosing the parts that are relevant to the teaching and learning contexts.

In this study, the ESP materials that will be designed are based on the Topic Syllabus format and integrated with the Content-Based Approach to language learning, which is described in the next section.

2   The Content-based Approach

2.1 What is the Content-based Approach?

The Content-Based Approach is a way for students to learn language and subject content simultaneously. Brinton, Snow, and Wesche (1989) suggested that studying only the structure and the function of a language is insufficient, but learning the content of the text can enhance the students' language skills and the content knowledge at the same time.

The Content-Based Approach is comparable to English for Specific Purposes (ESP) as both of them focus on language learning and content at the same time (Snow & Brinton, 1997). Brinton et al. (1989) also stated that the Content-Based Approach plays an important role in both ESL and EFL settings at any educational level. An example of the Content-Based Approach taught in school is an immersion program or bilingual school.

There are three types of content-based approaches taught in various educational settings. They are: (1) the Theme-Based Model, (2) the Sheltered Model, and (3) Adjunct Model (Snow and Brinton, 1997). ESP teachers who wish to conduct a content-based classroom should be familiar with the three models in order to be able to properly apply them to their own teaching contexts. Differences among the three models will be clarified in the following section.

2.2 Models of the Content-based Approach

2.2.1 The Theme-Based Model

The Theme-based Model is language-oriented. It is content-based instruction where the teacher selects the topics and themes or the students choose their topic of interest to be learnt. As this model focuses primarily on language, the main objective of this model is to

learn the topics and to develop language proficiency. It is suitable for students with diverse linguistic backgrounds.

2.2.2 The Sheltered Model

The Sheltered Model is content-oriented. It focuses on teaching at the level of the students' language proficiency. Foreign language students and native students are separated. Such classification enables the learners to be in the same group of language proficiency, which helps reduce the students' anxiety. This model is applicable for secondary and post-secondary levels, especially in vocational and university settings.

2.2.3 The Adjunct Model

The Adjunct Model is language and content- oriented. It is a combination of a language and content course, where students enroll in both a subject matter course and a language course, for example "Biology" and "ESL". This course is taught by both language and content teachers. It is suitable for adults and the advanced language learners.

A summary of the three content-based approach models is presented in Table 1.

Table 1 *Three models of content-based instruction*

Source: Kwangsawat (2006, p.85)

	Theme-based Model	Sheltered Model	Adjunct Model
Aims/Goals	Develop second and foreign language	Develop the knowledge of content and subject matter	Develop the knowledge of content and subject matter Develop language skills
	Focus on language	Focus on the content	Focus on both language and contents
Teacher	A language teacher	A content teacher	Language and content teachers
Learners	Non-native speakers	Non-native speakers	Both native and non-native speakers
Evaluation	Language skills	Content	Content in a subject matter course

In summary, the selection of the three types of content-based instruction is under the consideration of the teacher, school administration, and local context. In this study, the ESP materials on English for Airline Ground Attendant Service are based on the "Theme-based Model" of the Content-Based Approach. This model is chosen because it fits the Thai educational context where English is taught by language teachers and the students are non-native learners of English. Moreover, this model is aimed primarily at developing the students' language skills.

Once the course and syllabus have been designed, considering the language teaching materials follows. ESP teachers have to choose appropriate materials and adapt the materials that they already have as well as develop new materials to match their students' needs based on the course syllabus (Nunan, 1991). An overview of materials in language teaching will be given in the following section.

3. Materials in Language Teaching

3.1 What are Materials in Language Teaching?

Richards and Schmidt (2002, p.322) define teaching materials as "anything which can be used by teachers or learners to facilitate the learning of a language. Materials may be linguistic, visual, auditory, or kinesthetic, and they may be presented in print, audio or video, CD-ROMS, on the internet or through live performance or display".

Nunan (1991) similarly points out that materials form part of a curriculum and syllabus. Once the learning goals and objectives have been set, the materials can then be developed. The materials help define the goal of the course, the role of the teachers and learners, and the detail of the course, including the content, task and activities (Wright, 1978).

In sum, materials in language teaching represent anything that the teachers and the learners use in language classes in order to promote and develop the students' language skills.

3.2 Processes of Developing Teaching Materials

Teaching material development involves three processes; (1) Material evaluation; (2) Material adaptation, and (3) Material development.

3.2.1 Material Evaluation

According to Richards and Schmidt (2002), material evaluation involves choosing the most appropriate materials to suit the learning and teaching goals. It involves the process of determining whether commercial materials or existing materials suit the learning purpose. This process saves time in producing in-house materials as ESP teachers can select and use commercial materials that are well designed in terms of language, content and organization (Howard & Major, 2009). Nevertheless, it can be difficult to find commercial materials that match perfectly with the teachers' and learners' needs.

Byrd (2001) indicates that when evaluating materials, the teachers have to consider the material's content including description, examples, exercises and tasks. Material evaluation can be done through the following steps: (1) obtaining an overview of the resource in the textbook; (2) analyzing of the content of the textbook; and (3) analysis of the exercises and tasks of the textbook (Byrd, 2001).

In conclusion, the process of material evaluation is to find the appropriate commercial materials in a market or to select the existing materials to fit the goal of teaching and learning as well as the students' needs.

3.2.2 Material Adaptation

Nunan (1991) points that commercial textbooks are typically written by reputable authors or teaching experts in the field and the materials are generally well-designed and well-organized. However, teachers may need to slightly modify them. Tanvir (2009) presents five ways in adapting the materials:

(1) *Addition* is the way the teacher adds supplementary elements to the   materials.

(2) *Deletion and omission* is the process of deleting or removing the unnecessary elements of the textbooks.

(3) *Modification* is the process of changing or modifying the element of the materials.

(4) *Simplification* involves the process of making the materials less complicated in order to suit the level of the students.

(5) *Rearrangement/re-ordering* is the process of re-sequencing the materials.

3.2.3 Material Development

Swales (1980) indicates that material development plays an important role in ESP programs as ESP teachers need materials that serve their specific teaching and learning purposes. Howard and Major (2009) note the benefits of a teacher self-producing materials. The first benefit concerns the notion of *Contextualization*. Teacher can produce their own materials that fit the learners' educational and cultural context. The second benefit is that it caters to *Individual student needs*. The teacher can create materials to suit individual learners in each context. The next benefit is *Personalization* or a "personal touch". Teachers can add to self-designed materials, and can encourage and motivate students in learning. Lastly,

Timeliness means teachers can add up-to-date local or international issues in self- designed materials; therefore, students are attracted to learn new current topics and events. Teachers who wish to produce their own teaching materials are required to be familiar with the process of textbook writing. Jolly and Bolitho (1998) present a teacher's path on textbook writing processes through on the production of new or adapted material, as illustrated in figure 4.
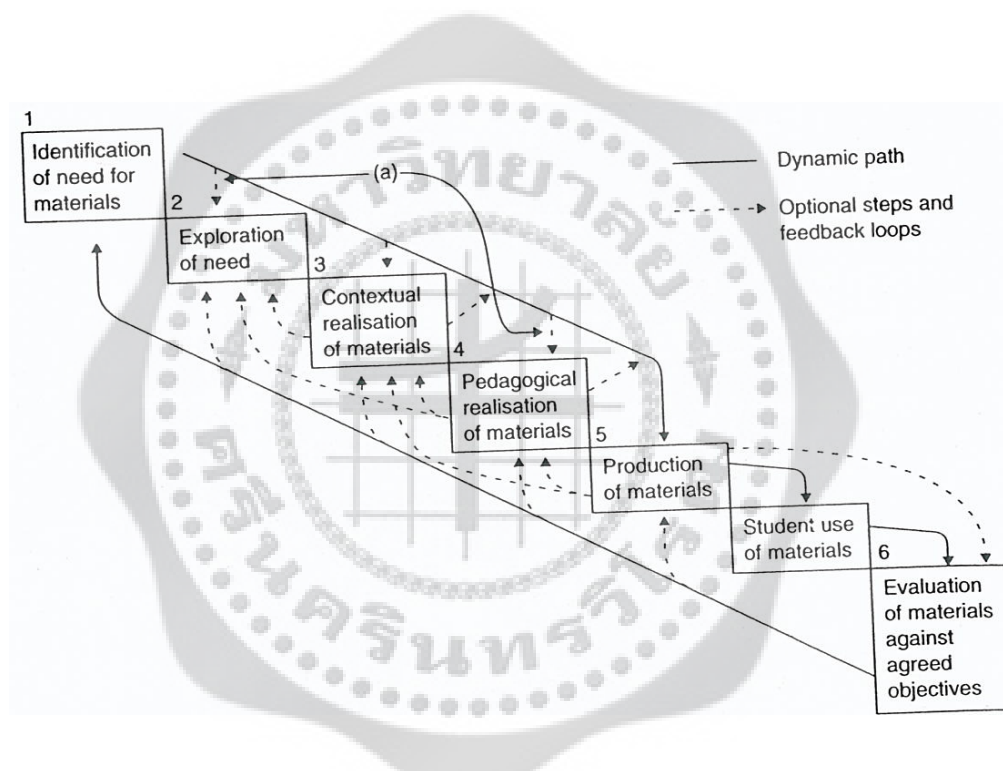
Figure 4 *A teacher's path through the production of new or adapted materials*

Source: Jolly and Bolitho (1998, p.98)

From figure 4, seven stages in creating materials are presented: (1) Identification of need for materials is the needs analysis process; (2) Exploration of need is the way to consider the language, meaning, functions and skills prior to creating materials; (3) Contextual realization of materials is the process of considering the contexts and texts prior

to creating materials; (4) Pedagogical realization of materials is the process of preparing the exercises, activities and the teaching technique before creating materials; (5) Production of materials is the process of creating the materials; (6) Student use of material is the process that teachers pilot the produced materials in class; and (7) Evaluation of materials against agreed objectives is the process of getting feedback from the students via peer-reviews or self-reflection.

Before starting to write the teaching materials, teachers have to consider the sequence of the material such as the textbook cover, copyright page, acknowledgements, content in the textbook, appendices, and references (Baichokayee, 1995). According to Baichokayee, the process of organizing the content is crucial because it affects both teaching strategies and the learners' knowledge acquisition. The content can be organized in three different ways: deductive, inductive and integrated (Panakool & Satthawoot, 2003). Deductive organization is a way of presenting the rule prior to examples and explanation. Inductive organization is a way of presenting examples and explanation first and then eliciting the rule or conclusion from the learners. Integration is the combination of both deductive and inductive ways in organizing and presenting the content.

This study adopts the material production process presented by Jolly and Bolitho (1998) which can be seen from Table 2 on the next page;

Table 2 *The process of producing ESP materials in this study*

Steps	How to create materials
(1) Identification of need for materials and (2) Exploration of needs	(a) The design of material content will be based on the job description of airline ground attendants. (See appendix H).
(3) Contextual realization of materials	(b) The content presentation will be based on the inductive method. Authentic materials will be used; for example, boarding passes, baggage tags and flight tickets.
(4) Pedagogical realization of materials	(c) Activities, exercises and teaching techniques will be based on the Communicative Language Approach and Content-Based Approach.
(5) Production of materials	(d) Start creating materials.
(6) Student use materials	(e) Pilot the designed materials with a small group of students.
(7) Evaluation of materials	(f) Revise the materials based on students' feedback during the pilot stage.

In the following section, related studies on ESP material development are presented.

2   Related Studies on ESP Material Development

Shen (2008) designed an ESP course and ESP materials for airline agents in China. The aim of the study was to improve and develop the airline agents' language proficiency and knowledge of airline ground attendant service. A needs analysis was conducted via an

interview of the airline administrators, former course instructors, and the participants.
A placement test and questionnaires were used in this study and the course duration was 80
hours. The subjects were 24 airline agents of China Eastern airlines. It was found that the
materials were effective and the airline agents were linguistically more competent, and they
were also more confident when they used the target language.

Siriboon and Denium (2005) developed ESP training materials on *"English for
Tourist Police"*. The aim of the study was to develop the English language skills of tourist
police. The sample group was twenty tourist police officers in Koh Samui, Suratthani. This
study explored the problems in English usage among the tourist police via a questionnaire.
The duration of the training course was one week. The results revealed that the tourist police
had problems in listening, reading, and writing. After using training materials, their English
achievement was significantly higher than it was before they used the materials.

Chimloy (2003) created an ESP learning package in *"English for Immigration
Officers"*. The aims of this study were (1) to find out the efficiency of the designed learning
package in the criteria 80/80, (2) to find the learners' achievement after using the designed
learning package and (3) to find learners' satisfactions toward the designed learning package.
The population was 2,927 immigration officers and the sample group was 30 immigration
officers at Mabthaput Immigration Point. The results revealed that (a) the designed learning
package was efficient in 81.97/86.73, which meets the criteria 80/80, (b) the immigration
officers' knowledge in *"English for Immigration Officer"* was significantly improved, and
(c) their satisfactions toward the designed learning package was rated at a "satisfied" level.

Komgumpol (1997) developed ESP Computer Multimedia Assisted Instruction on
"Practical Hotel English for Room Maids". The aims of this study were (1) to find the

efficiency of the designed computer multimedia assisted instruction in the criteria 80/80, and (2) to measure learners' satisfaction toward the designed computer multimedia assisted instruction. The population of this study was 51 students majoring in House Keeping at The Hotel and Tourism Training Institute. The sample was 20 students in the first year majoring in House Keeping in this institute. They learnt *"Practical Hotel English for Room Maids""* with a three-hour software program and took the post-test. The questionnaire was used to survey their satisfaction toward the designed computer multimedia assisted instruction. It was found that the efficiency of the designed computer multimedia assisted instruction was 95.83/89.00, and students' satisfaction toward the designed computer multimedia assisted instruction was rated at a "very satisfied" level.

Thephussadin na Ayuthaya (1990) created ESP materials on *"English for Hotel and Tourism"* for students in higher vocational schools. The sample group was thirty students who majored in tourism at the Rajamangkala Institute of Technology Borpitpimuk Mahamek Campus. The duration of this study was one semester. The aims of the study were to construct ESP materials and to determine the efficiency of the ESP instructional material via the students' achievement tests. It was found that the students' achievement after using the ESP materials was significantly higher than it was before they used the materials. The efficiency of ESP materials on English for Hotel and Tourism (80/80) was 96.31/82.80.

In summary, most research on the ESP materials mentioned above mainly aimed at creating materials on English for Careers and comparing learners' language and content knowledge before and after using the designed materials. This study aimed to create an ESP textbook on *"English for Airline Ground Attendant Service"* to be used by undergraduate English major students. Its design will be grounded on the Content-based Approach within

the Theme-based Model. The presentation and organization of the material content is based on the inductive method.

       The next chapter outlines the research methodology, including the population and samples, research instruments, data collection, and data analysis.

CHAPTER 3

METHODOLOGY

This chapter describes the methodology employed for the collection and analysis of research data. It is divided into four parts: research population and sample, research instruments, data collection and data analysis procedures.

1. Research population and sample

The population of this study consisted of 3rd year English major students at the Faculty of Liberal Arts, Rajamankala University of Technology Thanyaburi. A letter of consent was given to the Faculty of Liberal Arts (See Appendix I). The sample group comprised 30 students who were enrolled in the course *"English for Airline Representatives"* in the first semester of the 2011 academic year. The students were selected by purposive sampling because they were motivated and chose this course as their free elective course.

The course description of an English elective course *"English for Airline Representatives"* focuses on processes of ground passenger service, knowledge of check-in procedures and baggage loading, boarding and announcement, passengers with the extra needs and flight irregularities. In terms of language study, it focuses on an integrated language skills, listening, speaking, reading and writing used in passenger service at the airport. Conversational English in the various situations between an airline ground attendant and a passenger is also added.

This research was a pre-experimental study using A One Group Pretest- Posttest Design which is shown in table 3.

Table 3 *A research design in this study*

Pre-test	Treatment	Post-test
O_1	X	O_2

O_1 is the first observation to assess students' background knowledge by using

pre-test.

O_2 is the second observation to assess students' improvement on the knowledge

of English for Airline Ground Attendant Service by using post-test.

X   is the treatment given to students (the designed material)

2.Research instruments

The research instruments used to collect data for this study include materials on

"English for Airline Ground Attendant Service", a pre and posttest, five formative tests, and

a questionnaire.

2.1 Material on "English for Airline Ground Attendant Service"

The materials are designed based on the communicative language teaching and

content-based approach. There are five units in the designed textbook. The topics for each

unit are:

Unit 1, The World of Airlines, is an introduction of the course by introducing the

general aspects of the airline industry; for example, careers related to an airline business,

airline designator codes, alphabet code, and airline alliance members. In terms of language

use, the present simple tense, the expressions on how to give directions as well as the introduction of the airport are described.

Unit 2, Check-in Procedures, details what airline ground attendants should know for check-in; for example, flights and how to read seat maps, passengers with extra needs, frequently flyer card or mileage card, how to upgrade and downgrade passengers in each situation. Modal verbs and how to make suggestions to passengers are presented in the language section.

Unit 3, Baggage and Document Check, mainly describes what documents and baggage handling airline ground attendant should know during check-in as travel document check is highly necessary for passengers' departure. The content in this unit consists of baggage allowance, baggage tags and how to read them, passport and visa and Thailand immigration form. In terms of the language use in this unit, making requests (polite form), if-clause (real condition) and how to charge excess baggage are presented.

Unit 4, Ticketing and Reservation, presents the basic reservation systems as well as types of tickets that all airlines using nowadays. The content in this unit comprises types of tickets and how to read them, airport three letter codes, airline basic reservation system. Transition words, how to explain flight situations to passengers and how to give booking information to passengers are detailed as the language use in this unit.

Unit 5, Boarding and Flight Irregularities, describes how to handle passengers at the boarding gate. The contents are gate procedures, types of announcement and how to make the various announcements and flight irregularities: the delayed departure, flight cancellations. In terms of language use, this unit details the passive voice and the expression how to explain flight irregularities to passengers.

Based on Jolly and Bolitho (1998), the stages of creating the textbook on English for Airline Ground Attendant Services are as follows:

2.1.1   Study the job description. This stage was comparable to the stage of needs analysis and exploration of needs by studying job description of airline ground attendant from various airlines in order to explore the basic requirements of this position. (Bangkok Airways, 2011; Bangkok flight Services, 2011 & Lufthansa German Airlines, 2011)

2.1.2   Analyze topics. This stage was comparable to the stage of contextual and pedagogical realization of materials. After analyzing the job description of the position "airline ground attendant", topics were analyzed based on the exploration of the basic requirement of airlines which are: the general knowledge of airlines, check-in procedure, baggage, travel documents, ticketing and reservation and boarding gate procedure.

2.1.3   Design and create the textbook. This stage was similar to the stage of contextual and pedagogical realization of materials and the production stage. The Communicative Language Teaching and Content-based Approach are integrated in this textbook. The analysis of topics from the previous stage was presented and divided into units. The subsequent section to be added was the language use. The practicality and usefulness of this textbook were also considered.

2.1.4   Assess the designed textbook. In this stage, experts in the field of language teaching and aviation were asked to assess the language and content in the

designed textbook. This was to make sure that the designed textbook was

validated in terms of language use and appropriateness of its contents.

2.1.5   Revise the designed textbook. In this stage, the language and contents of the

textbook were revised according to experts' feedbacks and recommendation.

2.1.6   Pilot the designed textbook. This stage was comparable to the stage of

"Student: Use of Materials". The designed textbook on English for Airline

Ground Attendant Service had been piloted with a small group of 3rd year

English major students who share the same characteristics of the target sample

group. The aim was to ensure the appropriateness of language use and

contents in this designed textbook.

2.1.7   Revise the designed textbook (second phase). This stage was comparable to

the stage of "Evaluation of materials against agreed objectives". In this stage,

students' feedback and recommendation towards the use of the designed

textbook, in a pilot stage, were considered. The revision of the language and

content in the designed textbook has done again to ensure the effectiveness of

the designed textbook before the data collection stage.

2.1.8   Try out the designed textbook. In this stage, the designed textbook with the

target sample group was used to measure the efficiency of the designed

material.

2.2 Pretest and Posttest

A pre-test was given to students before using the designed materials. The main aim

was to assess the students' background knowledge about airline ground attendant service. A

post-test was given at the end of the course. The aim was to evaluate the students'

achievement after using the designed materials. The stages of the pre and posttest

construction were:

2.2.1   Studying the designed textbook. This stage was to study and explore the

language use and content in the designed textbook.

2.2.2   Analyzing the language use and content in each unit. This stage was to

analyze and divide the language use and contents in each unit into a great

proportion.

2.2.3   Constructing the pre and posttest. There were 60 multiple- choice items in

each test- 12 items in each unit.

2.2.4   Assessing the pre and posttest. This stage was to ask experts both in the field

of language teaching and aviation to assess items to ensure the content validity

of the tests by using IOC procedure (Item-Objective Congruency Index).

2.2.5   Piloting the pre and posttest. Tests were piloted with a small group of 3rd year

English major students who shared the same characteristics of the target

sample group. The aim was to measure the reliability of the tests in terms the

item difficulty (p) and the item discrimination (r) calculated by using the

Kuder-Richardson Method (KR-20).

2.2.6   Revising the pre and posttest items. This stage was to consider test items in

terms of item difficulty and item discrimination. There were 30 multiple-

choice items left in each test- 6 items in each unit.

2.3 Formative tests

Formative tests aimed to evaluate the students' progress at the end of each unit. There were five formative tests which assess the students' knowledge and language in all four skills: listening, speaking, reading and writing. The formative tests consist of multiple-choice, cloze test items, matching questions and speaking and writing tests. The formative test was based on the language use and content in each unit which can be described as followed;

(1) Vocabulary test. There were 5 multiple- choice items in each test to assess students' vocabulary and terms.

(2) Content test. There were 5 multiple- choice items assessing student's knowledge.

(3) Listening test. It comprised true-fault or fill-in-the blank questions: there were 5 items in this section.

(4) Reading test. It comprised 5 multiple- choice items asking students' comprehension towards the passage provided in each unit. The passage detail in each unit was consistent to the topic of each unit.

(5) Writing test. This test asked students to write a short paragraph, numbers of sentences were limited, responding to the topic related to the content in each unit. There were 5 marks in this test.

(6) Speaking test. Students were asked to assess their oral ability by randomly selecting one of topics related to the content in each unit. There were 5 marks in this test.

Totally, there were 30 marks in each formative test and it was approved by three experts in the field of both language teaching and aviation to confirm the content validity. A

pilot study by using formative tests with a small group of English major students was conducted to measure the reliability of the tests.

2.4 Questionnaire

The participants were asked to rate their satisfaction toward the course materials on *"English for Airline Ground Attendant Service"* via a questionnaire in four aspects: the contents, the language, the exercises and design and lay-out. The questionnaire contains 10 items and one open ended-question. The participants were asked to indicate their degree of satisfaction with five choice rankings from "very satisfied" to "very dissatisfied". The content validity of the questionnaire was assessed by three experts in the field of both language teaching and aviation using an IOC procedure and it was piloted with a small group of English major students to ensure reliability.

3. Data collection

The data collection procedure started from the orientation section, this stage was an ice breaking stage which promotes the familiarity of students to the teacher and the course. Students were also informed about the course outline and the objectives of the study. Then, the pretest was given to students to assess their aviation and language background before the class began.

During the major phase of data collection, students learned through the designed textbook as well as the Communicative Language and Content-Based approach which mean that they could study the content in airline business and the language use together through the designed textbook. Based on the CLT approach, they were asked to use the language in many

language activities such as role play and pair work. At the end of each unit, students were

assessed their progress by taking the formative test.

At the end of the course, students were assessed their knowledge achievement by

taking the posttest. Moreover, the questionnaires were handed out to them asking their

satisfaction towards the designed textbook.

The duration of this study was twelve weeks, two weeks per unit, as presented in

Table 4 below.

Table 4 *Teaching and learning schedule (The duration of collecting data)*

Week	Topics	Duration
1st	Introduction & Pretest	2 hr 50 mins/ week
2nd -3rd	Unit 1: The world of airlines	2 hr 50 mins/ week
4th -5th	Unit 2: Check-in procedures	2 hr 50 mins/ week
6th- 7th	Unit 3: Baggage and document check	2 hr 50 mins/ week
8th -9th	Unit 4: Ticketing and Reservations	2 hr 50 mins/ week
10th -11th	Unit 5: Boarding and flight irregularities	2 hr 50 mins/ week
12th	Summary & Final examination (Posttest)	2 hr 50 mins/ week

4. Data analysis procedures

The efficiency of the materials on English for Airline ground Attendant Service was

measured by using the criteria 80/80 (see appendix G). This is the comparison between the

students' mean scores on the five formative tests and the students' mean scores in the

posttest.

The students' satisfaction toward materials on *"English for Airline ground Attendant Service"* was analyzed from the data of questionnaires by using mean and standard deviation. On the 5-point scale of response choices, each item was scored ranking from one to five with one representing the highest level of dissatisfaction and five representing the strongest satisfaction. The mean value is interpreted as follows:

4.51-5.00	very satisfied
3.51-4.50	satisfied
2.51-3.50	Neutral
1.51-2.50	dissatisfied
1.00-1.50	very dissatisfied

The findings of the study are presented in the next chapter.

CHAPTER 4

FINDINGS

This chapter consists of the research findings which are presented into two sections: the first section described the efficiency of the designed ESP material on *"English for Airline Ground Attendant Service"*, and the second section described the students' satisfaction towards the design textbook on English for Airline Ground Attendant Service.

1. The efficiency of the designed ESP material on *"English for Airline Ground Attendant Service"*.

The designed ESP material titled "English for Airline Ground Attendant Service" had been used with thirty 3rd year English major students at the Faculty of Liberal Arts, Rajamangala University of Technology Thanyaburi who were enrolled in an elective course on *"English for Airline Representative"* in the first semester of the 2011 academic year.

To determine the efficiency of the designed ESP materials on *"English for Airline ground Attendant Service"*, the mean score of students in five formative tests (E1) and the mean score of students in the post-test (E2) were compared. The instructional designed material is efficient according to the criteria 80/80 if each mean score (E1/E2) is higher than 80 percentage points.

It was found that the mean score of thirty 3rd year English major students in five formative tests (E1) which assessed their knowledge at the end of each unit was 80.35 percentage points and that on the post-test (E2) which assessed their achievement at the end

of the course was 82.90 percentage points. Table 5 and table 6 on the next page show the

students' score on the five formatives tests and the posttest respectively.

Table 5 *A summary of the students' mean scores on the five formatives tests.*

	Unit 1 (30 points)	Unit 2 (30 points)	Unit 3 (30 points)	Unit 4 (30 points)	Unit 5 (30 points)
Mean	24.03	24.3	24.17	23.43	24.6
E1	80.1	81	80.57	78.1	82

Mean of E1 = 80.35

Table 6 *A summary of the students' mean score on the posttest.*

	Posttest (30 points)
Mean	24.87
E2	82.9

Mean of E2 = 82.9

According to the table 5 and 6, the efficiency of the designed ESP material on

"English for Airline Ground Service", in summary, is shown in the table 7.

Table 7 *The efficiency of the designed ESP material on "English for Airline Ground Attendant Service" in accordance with the criteria 80/80.*

Formative tests			Post-test			The efficiency
Total score	Mean	E1	Total score	Mean	E2	E1/E2
150	120.53	80.35	30	24.87	82.9	80.35/82.90

As shown in Table 7, it is concluded that the percentage of the mean scores of thirty 3rd year English major students in both five formative tests (E1) and the percentage of the mean scores in the post-test (E2) are higher than 80 percentage points which is 80.35/82.90. Thus, it meets the criteria 80/80 of the designed instructional material.

Table 8 shows the descriptive statistics of students' mean score on the pre and posttest.

Table 8 *The descriptive statistics of the students' score on the pretest and posttest.*

	Mean	N	Std. Deviation	Std. Error Mean
Pretest score (30 points)	14.43	30	2.74	0.499
Posttest score (30 points)	24.87	30	2.75	0.502

2. The students' satisfaction towards the design ESP material on *"English for Airline Ground Attendant Service".*

After using the designed textbook at the end of the course, thirty 3rd year English major students as a sample group in this study were asked to rate their satisfaction toward the designed textbook on *"English for Airline Ground Attendant Service"*.

To measure the students' satisfaction toward the designed materials, the result of the questionnaire rated by students was analyzed by using mean and standard deviation (S.D.). In summary, all the students were satisfied with the designed material; the total mean was 4.29, which is shown on the table 9 on the next page.

Table 9 *The students' satisfaction toward the design ESP material on "English for Airline*

Ground Attendant Service".

Opinions	$\overline{X}$	S.D.	Level of Satisfaction	Ranking
1. The content is interesting. I really want to study this course.	4.37	0.49	Satisfied	4
2. The content is suitable to my level.	4.37	0.56	Satisfied	4
3. The content is beneficial for my future career.	4.43	0.63	Satisfied	3
4. The language is suitable to my level.	4.07	0.58	Satisfied	7
5. The language in this material can be used in real situations.	4.57	0.50	Very satisfied	1
6. The exercises are interesting. I really like them.	3.93	0.74	Satisfied	9
7. The exercises correlate with the content.	4.33	0.55	Satisfied	5
8. The exercises can be used for my future career.	4.53	0.57	Very satisfied	2
9. The illustrations are attractive and encourage me to study this course.	4.03	0.61	Satisfied	8
10. The size of material is appropriate for me.	4.27	0.58	Satisfied	6
Total mean	4.29	0.58	Satisfied	

The criteria for interpreting the mean of students' satisfaction towards the designed ESP material are as follows,

4.51-5.00	Students are very satisfied with the designed material
3.51-4.50	Students are satisfied with the designed material
2.51-3.50	Neutral
1.51-2.50	Students are dissatisfied with the designed material
1.00-1.50	Students are very dissatisfied with the designed material

According to table 9, the discussion in the result of the questionnaire was described in the chapter 5.
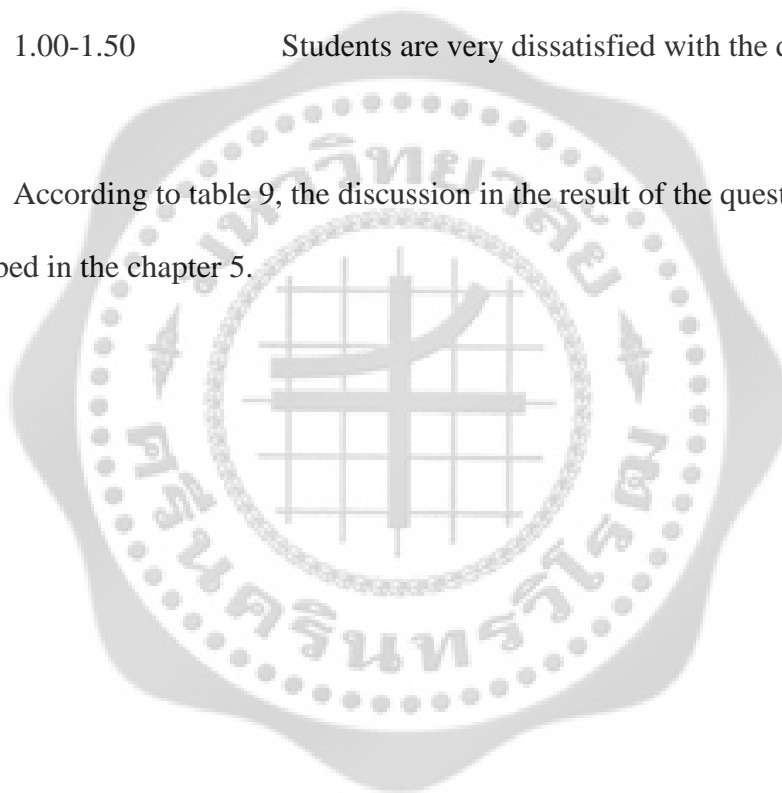
CHAPTER 5

CONCLUSION AND DISCUSSION

This chapter details the conclusion of the study, research methodology and the discussion of the findings. Furthermore, the limitations of the study and recommendations are also presented. This pre-experimental research aimed

1. To determine the efficiency of the designed ESP material on English for Airline ground Attendant Service used for 3rd year English major students at Rajamangkala University of Technology Thanyaburi,

2. To measure the students' satisfaction toward the designed material.

1. Summary of the Research

1.1 Significance of the study

This research aimed to create an ESP material in the field of airline business used for English major students. The designed material on *"English for Airline ground Attendant Service"* is based on the airlines' basic requirement and beneficial for students' future career. Moreover, the designed material can be used for further instruction and learning in a language classroom.

1.2 Population and sample group

The population of this study consisted of 3rd year English major students at the Faculty of Liberal Arts, Rajamankala University of Technology Thanyaburi. The sample group comprised 30 students who were enrolled in the course *"English for Airline*

Representatives" in the first semester of the 2011 academic year. The students were selected by purposive sampling because they were motivated and chose this course as their free elective course.

1.3 Research Methodology

The research design in this study was A One Group Pretest-Posttest Design. Students were assessed on their background knowledge of the airline business by taking the pre-test. The duration of using the designed material was twelve weeks. Five formative tests were used to assess the students' progress at the end of each unit and the posttest was used to assess their achievement at the end of the course. Besides, a questionnaire was given to students to survey their satisfaction towards the designed material.

1.4 Research Instruments

Research instruments used in this study were an ESP material on English for airline ground attendant service, the pre and post-test, formative tests and a questionnaire.

1.5 Data collection and Analysis

Students' mean scores from five formative tests and the posttest were collected to compare the criteria 80/80 of the efficiency of the designed material. The rating results from a questionnaire were collected and analyzed by using mean and S.D. to measure the students' satisfaction toward the designed material.

2. Summary of the main findings

The conclusion can be described into two sections according to the purposes of the study which are the efficiency of the designed material and students' satisfaction toward the designed ESP material.

2.1 The efficiency of the designed ESP material on "English for Airline Ground Attendant Service".

The result revealed that the ESP designed material on English for airline ground attendant service is efficient at 80.35/82.90 which is in accordance with the criteria 80/80 of the designed material. On average, most of the students got the highest mean score on the unit 5 *"Boarding and Flight Irregularities"*; they were really encouraged to make many types of the gate announcement and how to deal with passengers at the boarding gate in various situations. According to students' answer in an open-ended question, they really liked this material because the content was new and challenging for them. Moreover, they stated that the lessons in this material were useful for their future careers so these factors could promote students to get a high score in each unit. However, students got the lowest mean score on the unit 4 *"Ticketing and Reservation"*. In this unit, a basic ticketing and reservation system was introduced. This was a new learning experience for students and its content seemed to be far removed from their real life situation, so this also involved the need to remember specific details.

2.2 Students' satisfaction towards the ESP designed material on "English for

Airline Ground Attendant Service".

The survey result of thirty 3rd English major students on their satisfaction towards the

designed ESP material was at the satisfied level. Most students agreed that the designed

textbook on English for airline ground attendant service was very useful for their future

career especially in the field of airline industry, hotel and tourism industry and the other

hospitality services. Some excerpts of an open ended-question from students' feedback

toward their satisfaction of using the designed textbook are following;

"I like the language and the content used in this textbook because I can use it in my

daily life"

"The language and the content in this textbook are not difficult for me. The teacher

was nice and the class was fun. I love it!"

"Personally, I would like to work in the airline industry. I think I learn a lot from this

textbook and it will benefit me when I apply for aviation jobs in the near future"

"It's rare to find this kind of specific textbook from bookstore. The content is from

the author's real experience. Now, I want to work in the airline business"

From excerpts mentioned, it can be concluded that the designed textbook on English for Airline Ground Attendant Service was efficient and beneficial for students as the language and the content used in this textbook are practical and useful for their future careers.

3. Discussion of the research findings

As previously stated, the research findings showed that the designed ESP material on English for airline ground attendant service was efficient and enhanced students' knowledge of airline business. In addition, the students' satisfactions towards the designed material were at a satisfied level. This section presents the discussion on these findings as follows:

3.1 The efficiency of the designed ESP material on "English for Airline Ground Attendant Service".

The designed ESP material on English for airline ground attendant service used for undergraduate English major students was efficient at 80.35/82.90 which is in accordance with the criteria 80/80 of the efficiency of the designed material. The efficiency of the designed material in this study was consistent with the efficiency of the designed material produced by the other researchers; for example, Siriboon and Denium (2005); Chimloy (2003); Komgumpol (1997) and Thephussadin na Ayuthaya (1990). Moreover, the designed ESP material on *"English for Airline Ground Attendant Service"* followed the process of textbook writing presented by Jolly and Bolitho (1998). This well-designed process of creating a textbook started from identifying and exploring the need of materials, considering

the contexts and texts, preparing exercises, activities and teaching techniques, creating

materials, piloting the produced materials in class and evaluating the produced materials. As

a result, creating an ESP textbook on "English for Airline ground Attendant Service" based

on this process has proved to be efficient and suitable for use in an ESP classroom.

According to Baichokayee (1995), the organization and sequence of the contents in

materials are essential for both teaching strategies and the learners' knowledge acquisition.

The designed textbook was efficiently organized and properly sequenced, starting from

warm-up activity, listening activity, grammar and language focus, speaking activity, to

reading and writing activity respectively. Therefore, students were able to comprehend both

the language and contents simultaneously. Besides, students were exposed to the English

speaking environment as the audio CD recorded by an English native speaker was also

provided for each listening activity and listening tests.

The way of presenting the language and contents in this textbook was the integrated

way in which vocabulary, contextualized grammar and all four language skills are combined

together (Panakool and Satthawoot, 2003). The integrated way of presenting content, an

inductive and deductive way, in this book was suitable to students because some parts or

contents in the designed material teacher can elicit students' knowledge as an inductive way;

for example, warm-up activities and the teaching of grammar. However, some were not

successful because of the technical issues and the specific context in the material; for

example, reading the reservation system, so the deductive way was used to present the

content in this setting.

Tasks, exercises and illustrations in this designed material were also the main factors

that contributed to students' achievement. They had been designed to be parallel with the

contents which could not be separated from each other; students could study the contents and do tasks and exercises at the end of section. In terms of illustrations of the designed textbook, pictures taken from the real work place could depict students to explore the real world; in some situations, they could get more comprehension in details from pictures. Thus, illustrations were also played an important role in this material.

In terms of an assessment and evaluation, the pretest was used to assess the students' background knowledge in airline business. Five formative tests were used to assess the students' knowledge at the end of each unit; this could help teacher to see students' progress while learning, and the posttest was used to assess the students' achievement after using the designed material. All tests had been constructed to assess their knowledge of airline business at any stage while using the designed material was beneficial for students to see their own progress and for teacher to help students with low level proficiency.

In terms of students' achievement, there was an improvement of students' knowledge before and after using the designed textbook as the mean score of pre and posttest were compared. The results of five formative tests, their four language skills were developed as most of them got the high score in each formative test which assessing their four language skills- listening, speaking, reading and writing; They could produce the target language in an airline context. According to the efficient criteria 80/80 of the designed textbook, students' achievement from the posttest also plays a significant role in supporting to the efficiency of the textbook as the second 80 (E2) of the formula. In this case, students' motivation was also indirectly contributed to their achievement. As the students' feedback on an open-ended question, the students were highly interested in working in the field of the airline industry; for instance, pilot, flight attendant, airport service officer, cargo officer, ticketing and

reservation officer. This kind of an intrinsic motivation played an important role in learning and acquiring the knowledge in this course which affects indirectly their achievement scores and the efficiency of the designed textbook.

From all the above-mentioned factors, students were willing to learn in this course by using this designed textbook.

3.2   Students' satisfaction towards the ESP designed material on "English for Airline Ground Attendant Service".

At the end of the course, thirty 3rd year English major students were asked to rate their satisfaction toward the designed material. They were satisfied with the designed material which is consistent with Howard and Major (2009) who claimed that ESP teachers can produce their own material in order to meet the students' needs and context. Jolly and Bolitho (1998) cited that a needs analysis is a primary process before creating the ESP material, so a survey of students or an employer's need can be a great information in creating the material in order to meet the learners' satisfaction. Based on a need analysis, this designed material on *"English for airline ground attendant"* had been through the process of a needs analysis by analyzing the basic requirement of an airline employer. Hence, the students were satisfied with the designed material as they could follow the airlines' requirement in the right track.

The result of the questionnaire in each aspect showed that, most students were very satisfied with the language use and expression as the first highest ranking because they can be used in real life situation. Some language use can be applied for them in their daily life

activities and some were applicable to them in relevant situations; for instance, buying ticket and making a hotel reservation. The second highest ranking of students' satisfaction was exercises used in this material because they could practice the language use and new contents they have learnt in this sector. This is the way they could prepare themselves for their future careers. The third highest ranking of students' satisfaction was the contents in this material, all contents had been designed and written based on the employers' requirement and the job description of an airlines ground attendant position. What students had learnt in this material was what the airlines need so students were extremely satisfied with the content which enhanced their knowledge in the field of airline business. However, the lowest ranking of students' satisfaction was exercises in this material. Some claimed that this could be the new experience for them to learn and some claimed that they were not familiar with topics in these exercises. Nevertheless, exercises used in this study were also rated by students at the satisfied level.

The additional comments from students indicated that they needed a specific course on *"English for Airline Ground Attendant Service"* in their own curriculum as a free elective course rather than a general course on *"English for Airlines Representative"*. In addition, they needed more units in the designed material; for example, airline job application, interviewing techniques and tactics for TOEIC.

4. Limitations of the study

Limitations of the study described as follows.

4.1 The frequency of the course *"English for Airline Ground Attendant Service"* was limited at only once a week because the researcher was not a lecturer at the university. Thus,

the researcher rarely had an opportunity to review the lessons to students and help those who

wanted to know the other specific airline aspects. A field trip to visit Suvarnabhumi

International Airport was initially also the main target but due to the time constraints as well

as the transportation problems, students were deprived of this opportunity.

4.2 The sample group of this study consisted of students who were enrolled in this

course as an elective course so it was far beyond the researcher's control to select them from

a population by using the probability sampling.

4.3 It is recommended to have a delayed post-test or another achievement test to

measure their retention of airline knowledge again. A study on the retention of the students

towards this issue would be interesting.

4.4 With equal numbers of male and female students as a sample group, T-Test can

be used to compare their mean score in both pre and posttest to measure the significant mean

score difference between male and female students in the group after using the designed

material. It is the way to control gender factor as an extraneous variable in this study.

5. Recommendations

According to the research findings, the recommendations for teachers in teaching

English for specific purposes and for further studies are presented below.

5.1 Recommendations for the Practice

5.1.1 The frequency of teaching on the course "*English for Airline Ground

Attendant Service*" should be longer in order that there will be an additional time for students

to practice the language and ask or share what they have learnt between students and teacher in class.

   5.1.2 The authentic materials must be prepared to the students in class to expose them to the real world; for example, boarding pass, baggage tag, frequent flyer card, immigration card and lounge invitation card. It is necessary for those who lack experiences.

   5.1.3 The audio CD recorded by the native English speaker is crucial because this can let the students expose to the English speaking environment. The uses of native speaker audio resulted in being semi-authentic materials.

   5.1.4 If possible, a field trip to the international airport is highly recommended as the students can explore the real workplace. It can help them to fulfill what they might not get from the textbook or in class.

5.2 Recommendations for Further Studies

   5.2.1 Another study on ESP instructional material development can be conducted by creating the material in English for another occupational field in order to meet the students and the other employers' needs. The process of creating an instructional material can be done followed by stages presented in chapter 3. Furthermore, creating the material for a specific purpose to staff at any workplace is strongly encouraged.

   5.2.2 To measure students' mean scores before and after using the designed material can be conducted with another group of students, with having different background, in order to measure their knowledge improvement; for example, conducting a study on 3rd year English major students at another universities or campuses.

5.2.3 When the material is proved to be efficient in the first phase, the experiment of using it can be conducted with another group of students. An extended phase of a study to measure the efficiency of the designed material again is recommended. This could ensure the material can be generalized to other ESP classes.

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APPENDICES

APPENDIX A

An Example of an ESP Material on

English for Airline ground Attendant Service

Unit 2: Check-in procedures

UNIT 2	CHECK IN PROCEDURES

Warm Up Activity

Look at these pictures below then answer the following questions:

1. Where are the passengers in the picture?
2. What do you normally do when passengers check-in?
3. What documents do passengers need to prepare in check-in?
4. What do passengers get after check in?

Exercise 1: Listen to the conversation between the check-in agent and a passenger, and then fill the missing word in each blank of the passage.

A passenger checks-in at the airport. He is going to (1)………………………. as his final destination with a connecting flight in (2)……………… He firstly wants a/ an (3)…………. seat, but he finally got a/an (4)…………….. seat from the departure port because the flight is (5)……… tonight. The Check-in agent asks him to (6)………….. to business class by using his (7)……………………. He has (8)……. luggage and one hand bag. He holds a (9)………………….. of Star alliance and he is also invited to use the (10)………………….. while waiting for his departure.

Exercise 2: Match the terms on the left to their definitions in the column on the right.

1. Boarding pass

A. An official document issued by the government of a particular country, identifying the holder as a citizen of that country.

2. Ticket

B. a frequent flyer card which collect travel points from the airline alliance. It benefits passengers; its points can be redeemed a free ticket or other rewards etc.

3. Passport

C. A written or printed piece of card or paper that gives the holder a certain right to travel by plane.

4. Mileage card

D. A printed card from check-in counters that gives a passenger a right to embark an airplane.

Language focus: Permission, Obligation and Prohibition

When you want to give *permission* to passengers, you can say

- You **can** select a seat by yourself.
- You **may** use your mileage card to collect miles on this flight.
- You **are allowed to** take a laptop as a carry-on.

When you want to give *a strong obligation* to passengers, you can say

- You are late. You **have to** proceed to the boarding gate quickly.
- You **must** show your passport and visa at the check in counter.

To give *no obligation* to passengers, you can say

- You **do not have to** wait in a queue because you've electronically checked in via our website.
- You **do not need to** fill out this form. It is for a non Thai passenger.

To show *a prohibition*, you can say

- You **can not** check in at this time. The flight is not opened for check in yet.
- **Do not** put any sharp items in your luggage, sir.

Exercise 3: Complete the sentences with the words from the box

don't need to	must	are allowed to	can't

1. You …………… take up to 30 kilograms of baggage in business class.
2. Passengers ………………. follow the airline's instructions.
3. You ……………… take more than 1,000 ml of liquid per person on board.
4. Passengers ……………… pay for the airport tax. It is already included.

Making suggestion:

Topics	Examples
1. How to greet a passenger	- Hello. /Good morning. / etc.
2. How to ask for a passenger 's documents	- May I have your …, please. - Ticket and passport, please.
3. How to ask for a passenger 's seat preference	- Would you like window seat or aisle seat? - Do you have a seat reservation? - You have 12A as your reserved seat.
4. How to refuse a passenger 's request	- Sorry, we don't have any window seats left. - I am terribly sorry, the flight is full

5. How to offer an alternative choice	today.
	- How about an aisle seat in the front instead? - Why don't you upgrade to business class using your mileage points? - I have an emergency exit seat for you. It is more comfortable and spacious.
6. How to brief a passenger of their flight	- This is your boarding pass from … to …. Your seat number is …….. Boarding gate number ……… your connecting flight is ……………….
7. How to invite passenger to use the lounge	- As the gold card holder, you are invited to use a Star alliance lounge. You can use any Star alliance lounge at the departure hall.
8. How to remind passengers	- Please be informed that boarding will be closed 15 minutes before departure. - Please be on time for your departure
9. How to thank passenger and say good bye	- Thank you and have a pleasant flight. - Thank you for flying with us. - Bon voyage.

Exercise 4: Boarding pass
Fill parts of the boarding pass below.

1. ………...............   5. ………...............   9. ………...............

2. ………...............   6. ………...............   10.
………...............

3. ………...............   7. ………...............   11.
………...............

4. ………...............   8. ………...............

Exercise 5: Match each picture to its definition correctly.

1. Sunee buys a flight ticket from Bangkok to Paris, flight AF241 (Air France). The flight time is approximately eleven hours.
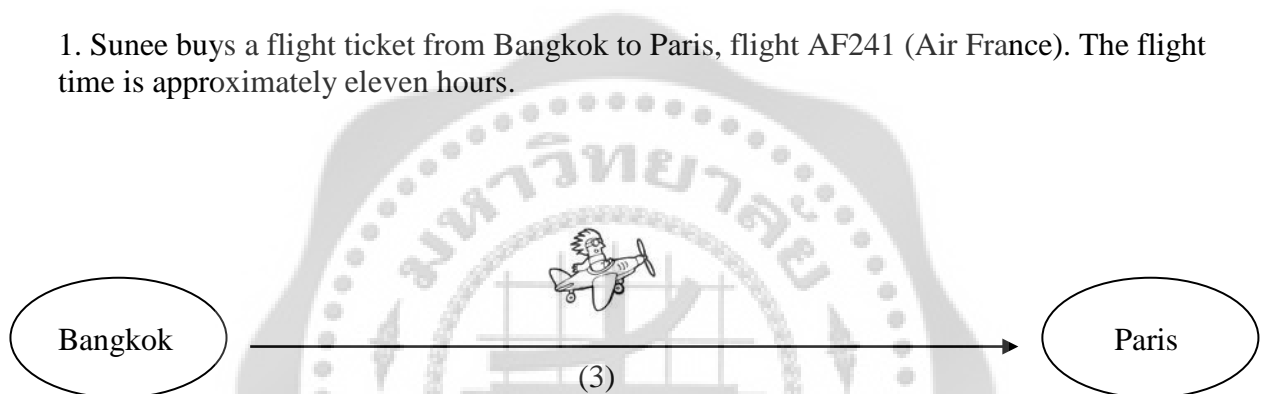
Bangkok ⟶ Paris
(3)

2. Somchai buy a flight ticket from Bangkok to Paris, flight LH779 (Lufthansa German Airlines). He flies from Bangkok to Frankfurt by LH779 and takes LH4752 from Frankfurt to Paris. The flight time is approximately thirteen hours.

Bangkok ⟶ Frankfurt X ⟶ Paris
(2) (1)
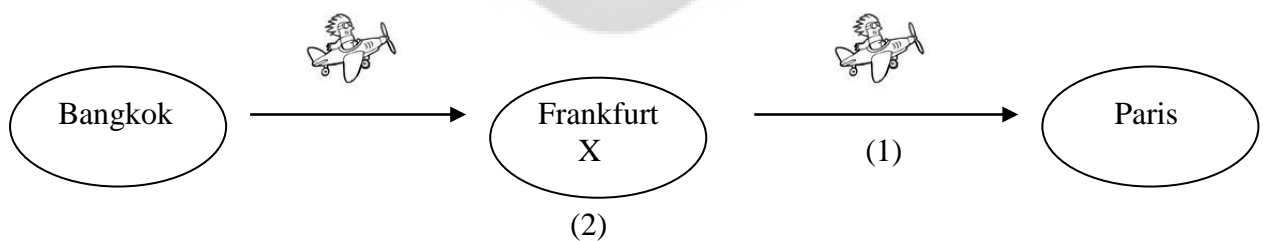
……… A. Direct flight/ non-stop flight
……… B. Connecting flight
……… C. Transit airport

Let's Think and discuss!

1. Why do some passengers take a connecting flight? Why don't they take a direct flight?

2. Why does Lufthansa German Airlines take this passenger to Paris? Does it operate a direct flight from Bangkok to Paris?

3. If a passenger flies from Bangkok to Oslo via Vienna, how many boarding passes will he/she get from the check-in counter in Bangkok?

Speaking: Work in pairs. Take turns being both check-in agent and passenger in the situation below and do a role play in front of the class.

| **Check-in agent** | **Passenger** |

Greet passenger and ask for documents

Give documents and request window seat

No window seat. Offer an aisle seat

Ask for an emergency exit seat

They are all occupied. Offer him/her another seat.

Ask check in agent about mileage card
Ask to collect miles and use lounge

Reply to a passenger and brief about boarding pass.

Thanks the check-in agent

Thank the passenger
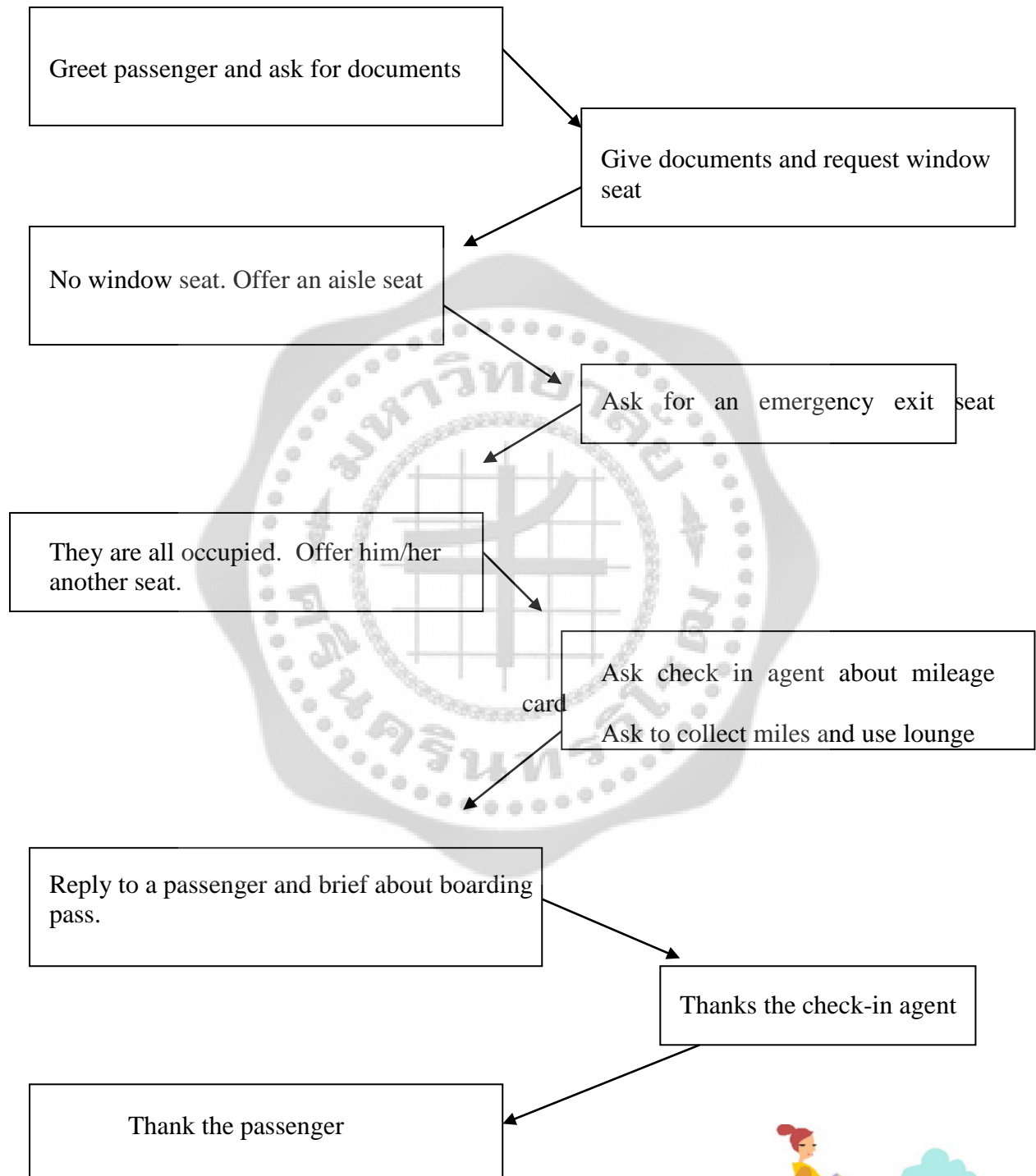
Flights and Seat maps:

Exercise 6: Indicate parts of the aircraft by using the words below.

Economy class	Cockpit	Business class	Emergency exit

Exit

A

Galley
Exit

1

2   B C

3

4

5

6

7

8

9

10

11

Exit   12   Exit

14

15

16

17

18

19

Lavatory
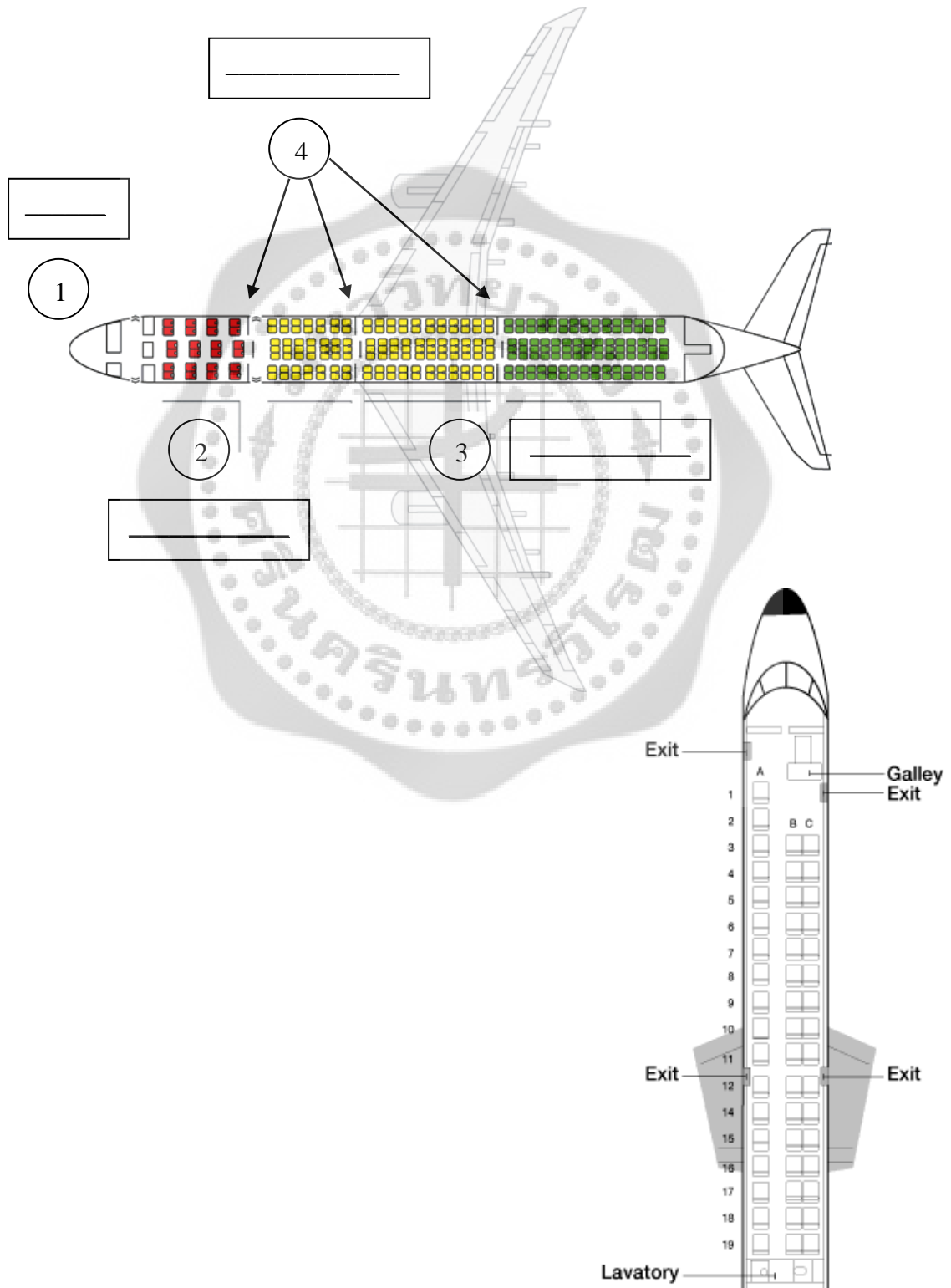
Passengers with extra needs:

Exercise 7: Work in pairs. Discuss and write the characteristics of each passenger, including what type of seat you will offer. Then share with the class.
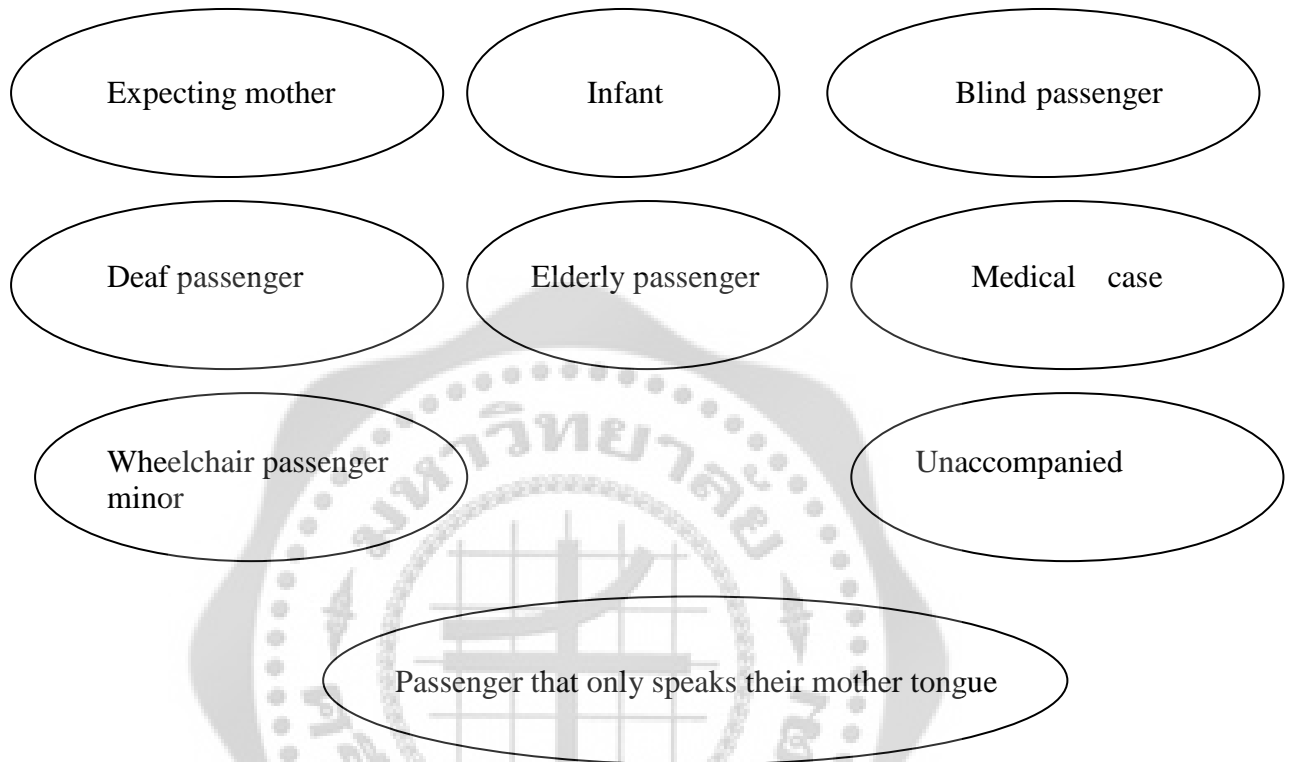
1.Expecting mother …………………………………………………………………...

2.Infant ………………………………………………………………………………….

3.Blind passenger …………………………………………………………………..

4.Deaf passenger …………………………………………………………………..

5.Elderly passenger …………………………………………………………………..

6.Medical case ………………………………………………………………………….

7.Wheelchair passenger …………………………………………………………..

8.Unaccompanied minor ………………………………………………………….

9.Passenger that only speaks their mother tongue …………………………....................

Role play:

Work in pairs by being both check-in agent and a passenger with extra needs in each situation below.

Situation 1: A parent accompanying a child who will travel to the USA alone come to your check-in counter. They need a window seat for their kid in the first row and they also ask you for the procedure of young passenger travelling alone.

Situation 2: A pregnant passenger wants to have an emergency exit seat. You offer her the best seat and explain why you offer her that type of seat.

Situation 3: A wheelchair passenger who can not walk at all wants an aisle seat in the front. You offer him/her the best seat and explain why you offer her that type of seat.

Situation 4: A couple wants to have a window seat at the first row, but you've got only window seat at the last row. You offer them the best seat you can.

Mileage card/ frequent flyer card

Exercise 8: Work in groups of 3-4 and discuss the benefits of Mileage cards/ frequent flyer cards that passengers will get. One representative from each group writes the benefits on the board and compare with the other groups' information.

………
………
………
………
………
………
………
………
………
………
………
………

How to upgrade passengers to a higher class

When passengers buy an economy class ticket, they can possibly be upgraded to higher service classes: business and first class. There are three ways that you can upgrade passengers to higher classes;

1. Payment. This is the easiest way that you can upgrade passengers to business or first class. You should contact the reservation and ticketing office for pricing first. Award economy class ticket is not permitted to pay upgrade to a higher class.

2. Deduction of mileage point. You should check the passengers' mile points before upgrading. Make sure that passengers hold the member card of the same airline alliance. Award economy class ticket is not permitted to deduct to a higher class.

3. Free upgrading due to flight overbooked. A number of passengers always ask you for free upgrade to first and business class. When the economy class is overbooked, you need to upgrade someone in economy class to a higher class for free in order to make space in economy class available. You are asked to invite passengers to pay extra or deduct their mileage point to upgrade first- to tell the passengers about the flight situation is not recommended. In the case where there is nobody paying or deducting mileage points to a higher class, frequent flyer gold card holders are a priority in upgrading.

Exercise 9:

Can you think of how to invite passengers to upgrade to a higher class ? Write the sentences offering passengers an upgrade in each situation or refusing a free upgrade.

   A. Offer passengers to upgrade by paying extra
………………………………………………………………………………
………………………………………………………………………………
………………………………………………………………………………
………………………………………………………………………………
………………………………………………………………………………

   B. Offer passengers to upgrade by deducting mileage points
………………………………………………………………………………
………………………………………………………………………………
………………………………………………………………………………
………………………………………………………………………………
………………………………………………………………………………

C. Explain to passengers that there is no free upgrade today and why
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………

How to downgrade passengers to a lower class

When a passenger buys the airlines' business class ticket, that passenger deserves to get the class he/she paid for. Depending on marketing strategy, you as a check-in agent may encounter the oversold-flight situation especially in a high season or holiday.

To allow the space in business or first class, check in agents need to downgrade some passengers to a lower class. In this case, most passengers are not willing to downgrade; consequently, the compensation from the airlines will be paid to the volunteer in downgrading. Award tickets and discounted tickets in first and business class are also acceptable.

Exercise 10:

Think of expressions of how to offer passengers a downgrade to a lower class.

……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
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……………………………………………………………………………………

Exercise 11:
Game: Find the appropriate word and fill in each blank.
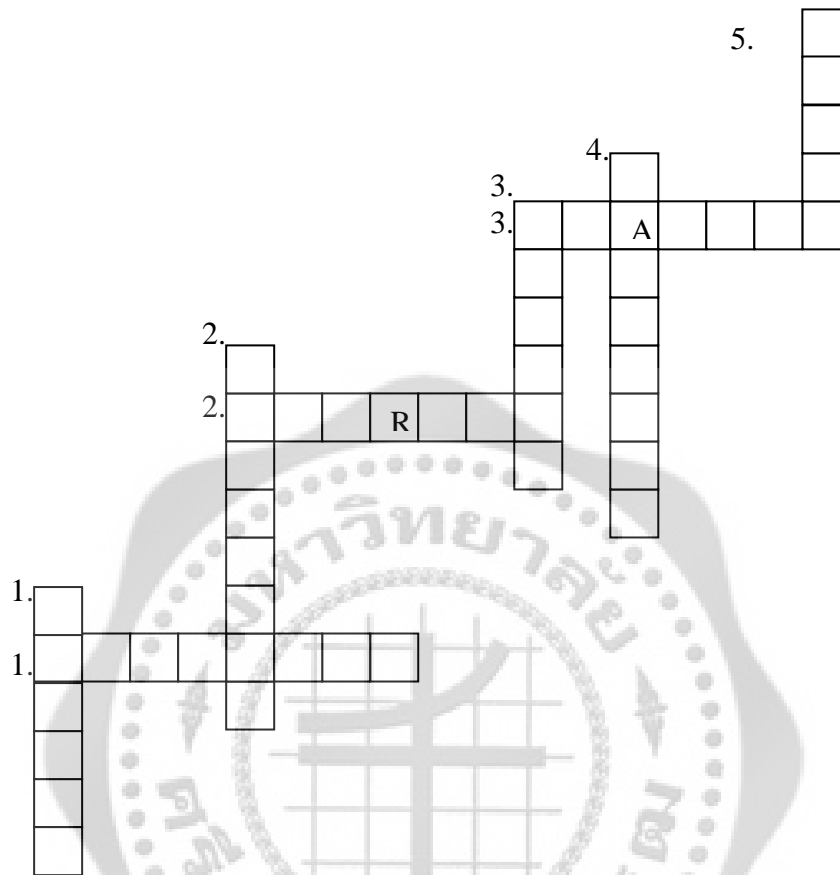
Down
1. A place where passengers can wait for their departure flight.
2. A service class which is higher than economy class
3. A document that shows evidence of flying
4. A document to identify the passengers' nationality and origin.
5. The most comfortable service class provided on a passenger aircraft.

Across
1. The flight situation in which we need a volunteer passenger to upgrade and downgrade.
2. The action of transferring passengers to a higher class.
3. The place where passengers change aircraft for their connecting flight.

Reading: Read the following passage and answer the questions.

Airport Lounge

An airport lounge is a lounge owned by a particular airline (or jointly operated in the case of an alliance). Many offer private meeting rooms, phone, fax, wireless and Internet access and other business services, along with provisions to enhance comfort such as free drinks and snacks. At lounges, passengers will also find more comfortable seating, quieter environments and better access to customer service representatives than in the airport terminal.

Access to airport lounges may be obtained in several ways. A common method to gain access is by purchasing an annual or a lifetime membership. Membership fees are sometimes discounted for elite members of an airline's frequent flyer program, and may often be paid using miles. Certain high-end credit cards associated with an airline, such as the Continental Presidential Plus and the Delta Reserve Credit Card, include membership to the lounges for as long as one owns the card. Travelers flying in first class or business class are often offered free access on their days of travel.

Lounge access can also be attained with an airline status card. The top levels often offer access to any of an airline's lounges or partner airlines' lounges, when traveling in any class of travel on any of the partner airlines (usually it is required for the cardholder to be booked on one of the carrier's flights within the next 24 hours).[3]

Exercise 12: Put **T (True)** in front of the correct statement, and put **F (False)** in front of the wrong statement.

……. 1. An airport lounge is a place that every passenger can use while waiting for their departure.
……. 2. Passengers travelling in economy class holding a gold member card can use the lounge.
……. 3. Economy Passengers holding a gold card can use any airline alliance's lounge.
……. 4. Some economy passengers can pay or deduct miles in order to use the lounge.

---

[3] From: http://en.wikipedia.org/wiki/Airport_lounge

Exercise 13: Unit Review
Write the expression on how you will respond to passengers in each situation.

1. This is an evening flight to Hong Kong. You greet the passenger(s) and ask for their documents.
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………

2. You ask a passenger what type of seat he/she prefers.
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………

3. A parent of unaccompanied minor asks you for an emergency exit seat for their child. Reply to them.
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………

4. A passenger has a reserved aisle seat but he/she wants a window seat instead. You don't have any window seat left. How will you offer a passenger an alternative?
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………

5. A passenger is interested in enrolling for a mileage card but he/she doesn't know its benefits. Explain the benefits to him/her.
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………

6. An economy class passenger without a privilege card asks you to use an airport lounge. Explain to him/her why he/she can not use lounges.
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………

7. The economy class today is overbooked; you need to find someone to be upgraded. Invite a passenger to upgrade by paying.
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………

8. The economy class today is overbooked; you need to find someone to be upgraded. Invite a passenger to upgrade by deducting miles.
   …………………………………………………………………………………………
   …………………………………………………………………………………………

9. Your flight today is overbooked in business class. Invite a passenger to downgrade to economy class with compensation.
………………………………………………………………………………………
………………………………………………………………………………………

10. When the check-in procedure is completed, you brief about a passenger his/her flights, thank the passenger and say good bye. (Bangkok-Vienna-Prague, Dep. 22.30, Gate D7)
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………

APPENDIX B

Research Instruments

The Pre and posttest and the questionnaire

Pre-test

Directions: Choose the best answer to complete the questions or sentences.

The world of airlines

1. Thai Airways is a national ………. of Thailand.

A. fleet   B. freight   C. charter   D. carrier

Choose the synonym of the underlined word in item 2.

2. <u>Cargo</u> aircrafts carry lots of goods from one place to another place by air.

A. container   B. freight   C. charter   D. fleet

3. Thai Airways ……….. flights to 71 destinations in 34 countries.

A. operate   B. operates   C. is operated   D. are operated

4. Airline careers ……….of captains and crews, technician, catering, flight operation, check in agents, ticketing and reservation, lost and found officers etc.

A. consist   B. consisted   C. will consist   D. are consisted

5. What is the airline designator code of "Korean Air"?

A. KU   B. KL   C. KE   D. KQ

6. What is the alphabet code of "T "?

A. tango   B. Thailand   C. tommy   D. teddy

Check-in procedure

7. A boarding pass is ………..
   A. an official document issued by the airlines for departure.
   B. an official document issued by customs at the departure port.
   C. an official document issued by immigration at of the departure port.
   D. an official document issued by the government of a particular country.

8. A lounge at the airport is where ……………
   A. passengers claim their baggage.
   B. passengers can wait for their departure or transit.
   C. passengers can claim their vat refund for tourists.
   D. the immigration officers check your travel documents.

9. Passengers …… show their passport and visa at the check in counter.

A. must   B. should   C. may   D. can

10. Passengers …………….. take a dangerous goods on board.

A. may not   B. might not   C. must not   D. don't have to

11. Who is eligible for a window seat?
   A. A deaf passenger
   B. A child travelling alone
   C. A wheelchair passenger who can not walk
   D. A passenger who speaks only his/her mother tongue

12. A passenger's route is Bangkok- (X) Vienna- Paris- Bangkok. What do we call Vienna airport in this itinerary?

A. direct airport   B. non-stop airport   C. transfer airport   D. transit airport

Baggage and document check

13. The baggage ……….. of economy class passengers is up to 20 kilograms per person.

A. fee   B. tag   C. overloading   D. allowance

14. What is a visa?
   A. an authorized document issued by the transit territory
   B. an authorized document issued by an airline passengers
   C. an authorized document issued by the country passengers live
   D. an authorized document issued by the destination country passengers will visit

15. A: I can not pay for the excess weight.

B: .... taking out some of it?

A. What about   B. Would you please   C. why don't   D. Do you mind if

16. If it snows today, all flights ……………..

A. cancel   B. cancelled   C. has cancelled   D. will be cancelled

Passport

17. What is no.1?

A. country number   B. ID number C. Passport number   D. Visa number

Visa

18. What is no.1?

A. age   B. duration of stay C. number of visiting   D. code of issuing place

Ticketing and reservation

19-20 choose the synonym or phrase of the underlined word.

19. Her booking on a flight to Nepal, TG320, is <u>confirmed</u>.
    A. She can fly definitely.
    B. She can fly but on another flight.
    C. She can not fly. The flight is oversold.
    D. She can not fly as her booking is on a waiting list.

20. A passenger is asked to show his travel <u>itinerary</u> while checking in.
A. booklet   B. schedule   C. card   D. insurance

21. You can purchase a flight ticket at the airport …… via our online website.
A. but   B. or   C. so   D. n/a

22. There are many privileges for gold card holders; ……………, they can get more baggage allowance, lounge access and baggage and boarding priority.
A. so   B. indeed   C. that's why   D. for example

23. What type of ticket do most of airlines prefer issuing now?
A. ATB ticket   B. TAT ticket   C. e-ticket   D. paper ticket

Read the passenger booking and answer item 24.

```
--- TST RLR ---
RP/BKKOS0100/BKKOS0100        PI/SU  7JUN10/0850Z  2HSPKP

     1.PHINJAROENPHAN/THANITA MS
     2 OS 026 Q 12JUN 6 BKKVIE RR1    2255    2355 0535+1 *1A/E*
      3  OS7257 Q 16JUN 3 VIEHAM RR1  1855    1940 2105    *1A/E*
      4  OS 176 Q 27JUN 7 HAMVIE HK1    2      1100 1235   *1A/E*
      5  OS 025 Q 27JUN 7 VIEBKK HK1   2220    2320 1420+1 *1A/E*
```

24. What is the departure time of the flight from Vienna to Hamburg?
    A. 11.00   B. 18.55   C. 19.40   D. 21.05

Boarding and announcement

25. Air France, flight AF246 ……… for Paris.
A. go   B. fly   C. bound   D. take off

26. Before boarding, any mobile phone and electronic devices must be ………..
    A. closed   B. switched off   C. kept away   D. out of order

27. Any sharp items and liquids ……….. on board.
A. are prohibited   B. are not prohibited   C. are permitted   D. are obligated

28. Passengers ……………. their travel documents again at the immigration section.
    A. check   B. will check   C. will checking   D. will be
        checked

29. "Due to traffic control congestion, our Asiana Airlines, flight OZ528 to Seoul
    will be ……………….. for one hour. We kindly ask for your understanding.
    Thank you."
    A. delayed   B. cancelled   C. on ground   D. posted
    pone

Read the announcement below and answer the question.

Ladies and gentlemen, we will start boarding flight OS026 to Vienna in a few minutes. Please prepare your boarding pass and passport ready for inspection. Passengers needing any assistance; please contact our staff at the gate prior to boarding. Thank you

30. What type of announcement is this?
A. paging for a passenger   B. pre boarding announcement
C. boarding announcement   D. final call announcement

** End of the test **

Post-test

Directions: Choose the best alternative to answer the questions or to complete the sentences.

The world of airlines

Choose the synonym of the underlined word in item 1-2.

1. Passengers <u>get off</u> the airplane when it lands.

A. embark   B. disembark   C. board   D. take off

2. Passengers can check-in at the main passenger <u>terminal</u>.

A. building   B. counter   C. desk   D. point

3. Most airlines ………….. their package and promotion during the holiday season.

A. promote   B. promotes   C. is promoted   D. are promoted

4. "Code share" ………. the airline's partner share the flight and benefit each other on a particular flight: TG4756/LH772.

A. mean   B. means   C. meant   D. is meant

5. What is the airline designator code of "Nok Air"?

A. DD   B. FD   C. PG   D. TG

6. What is the alphabet code of "O"?

A. Orio   B. Omega   C. Oscar   D. Oman

Check-in procedure
　　　Select only one word to answer questions 7-8.

A. boarding pass   B. frequent flyer card   C. itinerary   D. e-ticket   E. priority tag

7. Passengers get this document to show at the gate before boarding.

(Answer ……….)

8. Passengers simply check-in without having a paper ticket.

(Answer ……….)

9. For self-check-in from the website, passengers having baggage ……….. load their baggage at the check-in counters.

A. can   B. must   C. should   D. may

10. You ………… smoke in the passenger terminal.

A. may   B. can   C. are allowed to   D. are not allowed to

11. A passenger gets all of these documents from check-in staff , *except* …

A. a boarding pass
B. baggage tag
C. lounge invitation card
D. declaration card

12. What do we call a flight if a passenger buys a Bangkok- Amsterdam ticket?

A. transit flight   B. non-stop flight   C. transfer flight   D. charter flight

Baggage and document check

Choose the synonym of the underlined word in items 13-14.

13. The baggage <u>allowance</u> in business class is thirty kilograms.

A. extra   B. excess   C. promotion   D. limit

14. Passport <u>fraud</u> can be committed in a variety of different ways.

A. production   B. identification   C. fake   D. expiration

15. A: I have a meeting in London next week, but I must spend twelve hours on board.

B: I ……… you to buy a business class ticket.
A. ask   B. praise   C. request   D. recommend

16. If you check in late, you ……….. the flight.
A. missed   B. may miss   C. are missed   D. have missed

Passport

17. What is no.1?

A. date of issue   B. date of expiry

C. date of birth   D. date of immigation

Visa

18. What is no.1?

A. type of visa   B. type of visitor   C. number of use   D. number of entries

Ticketing and reservation

19-20 choose the synonym of the underlined word.

19. "Your reservation on this flight is on a <u>waiting list</u>".

A. confirmed   B. unconfirmed   C. delay   D. cancelled

20. "Your <u>reservation code</u> is B72QT5 so you can check-in by showing this code".

A. booking code   B. flying code   C. data code   D. alphabet and number code

21. Our airline is a premium airline. ……………, it is voted to be the best airline in Southeast Asia 2011.

A. In addition   B. Alternatively   C. For instance   D. In other words

22. All flights are delayed for one hour ………….. the heavy rain.

A. because of   B. moreover   C. consequently   D. and

23. What type of ticket is it?

A. e-ticket   B. ATB ticket   C. TAT ticket   D. manual ticket

Read a passenger booking and answer item 24.

PITIKUL/ CHOKCHAI MR

     1   QF 002 N 21MAR 1 BKKSYD **HL1**   1725 0625+1 744 E 0
         SEE RTSVC

     2   QF 429 N 22MAR 2 SYDMEL HK1   1130 1305   734 E 0
         SEE RTSVC

24. What is the passenger's flight status on QF002 to Sydney?

A. the booking is confirmed   B. the booking is not confirmed

C. the booking is cancelled   D. the booking is fully booked

Boarding and announcement

25. "First and business class passengers are invited to board the aircraft, for economy class passengers please remain ……….. until the next announcement".

A. seated   B. boarded   C. rested   D. took off

26. "Final call for Singapore Airlines, flight SQ412 to Singapore. We kindly ask all …………. passengers to board the aircraft at gate F3. Thank you".

A. left   B. grounded   C. boarded   D. remaining

27. "Smoking at the gate …………".

A. prohibit   B. is prohibited
C. is not prohibited   D. will be prohibited

28. Passengers …………. to be at the gate 45 minutes before the departure.

A. request   B. is requesting
C. are requested   D. will be requested

29. When an airline does normally opens the boarding gate?

A. 30 minutes before the departure time.
B.   45 minutes before the departure time.
C. 60 minutes before the departure time.
D. 75 minutes before the departure time.

Read the announcement below and answer the question.

Ladies and gentlemen. Mr. Andrew Park, please contact the ground staff at the boarding gate. Thank you.

30. What type of this announcement?

A. Paging for passengers   B. Pre boarding announcement
C. Boarding announcement   D. Final call announcement

** End of the test **

QUESTIONNAIRE

Students' satisfaction toward materials on English for Airline Ground Attendant Service

The aim of this questionnaire is to measure students' satisfaction toward materials on English for Airline Ground Attendant Service. All respondents' data will be beneficial for further language material development.

Part 1: General information of the respondents

Directions: Please mark ✓ on the right answer based on your personal data

1. Sex
   ☐ Male   ☐ Female

2. Education
   ☐ Grade 12   ☐ Vocational   ☐ Higher vocational

   ☐ Bachelor degree   ☐ Higher than bachelor degree

3. Age ………… years old

4. How many years have you been studying English?

   ………… years

5. Have you ever taken a course on "English for Airlines"?

   ☐ Yes, I have. (Please specify)..   ☐ Never

   ....

   ....

6. Have you ever been on the job training in airline business?

   ☐ Yes, I have. (Please specify)..   ☐ Never

   ....

   ....

Part 2: Students' satisfaction toward materials on English for Airline Ground Attendant Service

Directions: Please indicate the level of your agreement with the following statements by marking ✓ in the boxes.

Materials on "English for Airline Ground Attendant Service"	Level of satisfaction				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Content					
1. The content is interesting. I really want to study this course.					
2. The content is suitable to my level.					
3. The content is beneficial for my future career.					
Language					
4. The language is suitable to my level.					
5. The language in this material can be used in real situations.					
Exercises					
6. The exercises are interesting. I really like them.					
7. The exercises correlate with the content.					
8. The exercises can be used for my future career.					
Design and lay-out					
9. The illustrations are attractive and encourage me to study this course.					
10. The size of material is appropriate.					

Part 3: Additional comments

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………

--Thank you for your participation--

APPENDIX C

List of Experts

The List of Experts who assessed the Material on English for Airline Ground Attendant Service, the Pre and Posttest and the questionnaire

Experts who assessed the Material on English for Airline Ground Attendant Service and the Pre and Posttest

1. Lecturer Nicole Lasas

Linguistics Department, Faculty of Humanity, Srinakharinwirot University

2. Mr.PattanachatMungsuk

Senior Customer Service Officer, Qatar Airways

3. Ms.NpakMayuredsakul

Senior Customer Service Officer, British Airways

Experts who assessed the questionnaire

1. Dr. UsapornSukharom

Western Language Department, Faculty of Humanity, Srinakharinwirot University

2. Dr. PhnitaKulsirisawat

Western Language Department, Faculty of Humanity, Srinakharinwirot University

3. Lecturer Nicole Lasas

Linguistics Department, Faculty of Humanity, Srinakharinwirot University

APPENDIX D

The result of Assessing and Evaluating

The Item Objective Congruence (IOC), Item Difficulty (p) and

Discrimination (r) of the pre and posttest

Table 10 *The result of Assessing and Evaluating the Item Objective Congruence (IOC),*
  Item Difficulty (p) andDiscrimination (r) of the pretest

Item No.	IOC	p	r
1	1	0.42	0.46
2	0.67	0.50	0.65
3	0.67	0.61	0.46
4	1	0.73	0.38
5	1	0.26	0.24
6	0.67	0.35	0.27
7	0.67	0.66	0.50
8	0.67	0.61	0.42
9	0.67	0.70	0.31
10	0.67	0.58	0.38
11	1	0.50	0.65
12	1	0.50	0.72
13	1	0.61	0.55
14	1	0.58	0.38
15	0.67	0.66	0.46
16	0.67	0.42	0.55
17	0.67	0.61	0.31
18	0.67	0.25	0.24
19	1	0.66	0.46
20	1	0.50	0.65
21	1	0.75	0.38
22	1	0.58	0.42
23	1	0.50	0.50
24	0.67	0.25	0.27
25	0.67	0.33	0.27
26	1	0.50	0.46
27	1	0.61	0.66
28	1	0.50	0.72
29	0.67	0.66	0.50
30	1	0.73	0.42

Good items: IOC $\geq$ 0.5, 0.2 $\leq$ p $\leq$ 0.8 and r $\geq$ 0.2

The reliability of the pretest is 0.79

Table 11 *The result of Assessing and Evaluating the Item Objective Congruence (IOC),*
Item Difficulty (p) and Discrimination (r) of the posttest

Item No.	IOC	p	r
1	1	0.73	0.38
2	1	0.50	0.65
3	0.67	0.50	0.42
4	1	0.75	0.46
5	1	0.33	0.50
6	1	0.26	0.27
7	1	0.58	0.66
8	1	0.61	0.55
9	1	0.42	0.46
10	1	0.66	0.50
11	0.67	0.50	0.72
12	0.67	0.48	0.38
13	1	0.58	0.31
14	1	0.35	0.42
15	0.67	0.66	0.55
16	1	0.50	0.72
17	1	0.79	0.38
18	0.67	0.48	0.55
19	1	0.70	0.46
20	1	0.61	0.50
21	0.67	0.50	0.66
22	0.67	0.68	0.42
23	1	0.42	0.46
24	1	0.50	0.66
25	1	0.73	0.31
26	1	0.61	0.55
27	1	0.50	0.42
28	1	0.50	0.75
29	1	0.48	0.65
30	0.67	0.75	0.27

Good items: IOC $\geq$ 0.5, $0.2 \leq p \leq 0.8$ and r $\geq$ 0.2

The reliability of the posttest is 0.81

APPENDIX E

The result of Assessing and Evaluating

The Item Objective Congruence (IOC) and the reliability of the questionnaire

Table 12 *The result of Assessing and Evaluating the Item Objective Congruence (IOC)*
and the reliability of the questionnaire

Part 2: Students' satisfaction toward materials on English for Airline Ground Attendant Service

|	IOC	Scale mean if item deleted	Scale variance if item deleted	Corrected item-total correlation	Alpha if item deleted
Item one	1	38.1429	7.8095	0.9564	0.6723
Item two	1	38.1429	7.8095	0.9564	0.6723
Item three	1	38.1429	9.1429	0.2502	0.7793
Item four	1	38.4286	8.9524	0.369	0.754
Item five	1	37.8571	9.1429	0.5325	0.7324
Item six	1	38.8571	9.4762	0.4121	0.7462
Item seven	1	38.4286	11.619	-0.3142	0.8069
Item eight	1	38.1429	9.1429	0.4714	0.7383
Item nine	1	38.8571	7.8095	0.6086	0.7134
Item ten	1	38.1429	10.1429	0.1538	0.7764

Reliability Coefficients

N of Cases =   7.0   N of Items = 10

Alpha =   .7633

Good items: IOC ≥ 0.5

The reliability of the questionnaire is 0.7633
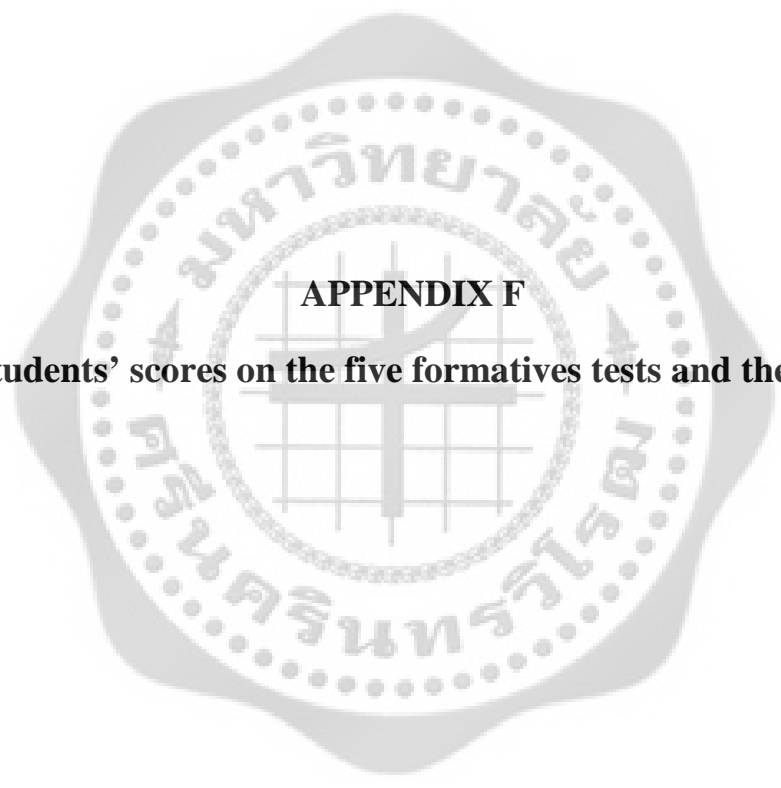
APPENDIX F

The students' scores on the five formatives tests and the posttest

Table 13 *The students' scores on the five formatives tests.*

Student No.	Unit 1 (30 points)	Unit 2 (30 points)	Unit 3 (30 points)	Unit 4 (30 points)	Unit 5 (30 points)
1	24	28	26	30	27
2	27	26	24	27	29
3	29	27	26	28	28
4	26	25	25	28	22
5	28	28	27	26	29
6	28	29	29	27	27
7	27	27	26	25	28
8	26	29	25	24	27
9	24	26	25	24	26
10	26	25	27	26	24
11	27	27	26	29	28
12	23	24	28	27	27
13	24	28	27	25	26
14	25	26	25	23	24
15	26	23	24	20	27
16	24	24	26	26	26
17	27	21	23	23	23
18	23	23	25	23	24
19	26	24	27	26	20
20	23	22	26	24	25
21	21	21	22	20	20
22	24	20	23	19	24
23	23	24	24	18	22
24	19	19	17	17	21
25	22	21	20	22	22
26	20	22	21	20	23
27	18	21	20	21	22
28	19	20	19	19	21
29	21	26	22	17	23
30	21	23	20	19	23
$\sum X$	721	729	725	703	738
	24.03	24.3	24.17	23.43	24.6
E1	80.1	81	80.57	78.1	82

Mean of E1 = 80.35

Table 14 *The students' scores on the posttest.*

Student No.	Posttest (30 points)
1	28
2	22
3	18
4	26
5	27
6	26
7	24
8	19
9	29
10	28
11	27
12	28
13	26
14	29
15	22
16	24
17	25
18	28
19	23
20	23
21	27
22	26
23	23
24	21
25	26
26	23
27	25
28	22
29	27
30	24
$\sum X$	746
	24.87

Mean of E2 = 82.9

APPENDIX G

The Efficiency of the Design Material Formula (80/80)

The Efficiency of the Design Material Formula (80/80)

$$E1 = \frac{\frac{\sum X}{N}}{A} \times 100$$

and

$$E2 = \frac{\frac{\sum F}{N}}{B} \times 100$$

E1   is the percentages of the average score in five formative tests of all students

E2   is the percentages of the average score of all students in the posttest

$\sum X$ is the sum of the score of all students in five formative tests

$\sum F$ is the sum of the score of all students inthe posttest

N   is the amount of students

A   is the total score of five formative tests

B   is the total score of an achievement test (posttest)

APPENDIX H

Job Description of Airline Ground Attendants

Job Description of Airline Ground Attendants

Check in counter First / Business / Economy / Transfer

- Check and ensure that the ticket is valid for the flight

- Check travel document (passport, visa etc.) for the flight(s) concern

- Carry out seat allocation, issue boarding pass, detach applicable flight coupon

- Weight and/or check measure checked and/or cabin baggage

- Excess baggage; determine, collect charge

- Tag checked and/or cabin baggage for; initial flight, subsequent flight

- Effect conveyance of checked baggage to the baggage sorting area

- Effect conveyance of oversized baggage to the baggage sorting area

- Collect airport and other service charges from departing passenger (PSC)

Boarding Gate

- At gate perform: check-in, check baggage, verify doc, upgrade & downgrade, handing standby list, verification of cabin baggage, manage boarding process, reconciliation of passenger number with a/c docs prior departure

- Assistant to arrival and departure passenger (also if flight interrupt, delayed, cancelled)

- Arrival board information and Cabin check for boarding

- Transit card distribution / control at gate and Jet way direction information

- Headcount on arrival and departure and Gate announcement

- Arrival/ transit/ departure passengers' direction guide

- Left behind items or found item both on board and at the gate

- Transfer Baggage

Flight control clearance

- Manifest preparation and General Declaration preparation

- Departure immigration

Others

- INAD arrival/departure and document Handle

- When requested by Carrier provide: VIPs, UM, disable Passengers deportee, Twovs, meda provide check-in position, services counters for other propose and Provide transfer desk

Source: www.lst.com/vacancies

APPENDIX I

Letters of Consent

ที่ ศธ 0519.12/๔๗๓๓

บัณฑิตวิทยาลัย
มหาวิทยาลัยศรีนครินทรวิโรฒ
สุขุมวิท 23 กรุงเทพฯ 10110

๑๙ สิงหาคม 2554

เรื่อง ขอความอนุเคราะห์เพื่อการวิจัย

เรียน คณบดีคณะศิลปศาสตร์ มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี

            เนื่องด้วย นายอาทิตย์ อินต๊ะแก้ว นิสิตระดับปริญญาโท สาขาวิชาการสอนภาษาอังกฤษ
ในฐานะภาษาต่างประเทศ มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำปริญญานิพนธ์ เรื่อง
"ประสิทธิภาพการสร้างชุดการสอนภาษาอังกฤษสำหรับพนักงานบริการภาคพื้นสายการบิน" โดยมี
อาจารย์ ดร.พณิตา กุลสิริสวัสดิ์ และ อาจารย์ ดร.อัญชลี จันทร์เสม เป็นคณะกรรมการควบคุมการทำ
ปริญญานิพนธ์ ในการนี้ นิสิตมีความจำเป็นต้องเก็บข้อมูลเพื่อการวิจัย โดยขอใช้ห้องเรียน จำนวน 1 ห้อง
เพื่อทดลองใช้ชุดการสอนวิชาภาษาอังกฤษสำหรับพนักงานบริการภาคพื้นสายการบิน / แบบทดสอบ
ภาษาอังกฤษสำหรับพนักงานบริการภาคพื้นสายการบิน (แบบทดสอบก่อนเรียนและหลังเรียน) และ
แบบสอบถามความพึงพอใจของนักศึกษาที่มีต่อการใช้ชุดการสอนวิชาภาษาอังกฤษ สำหรับพนักงานบริการ
ภาคพื้นสายการบิน ในระหว่างเดือนกรกฎาคม - กันยายน 2554

            จึงเรียนมาเพื่อขอความอนุเคราะห์ ได้โปรดพิจารณาให้ นายอาทิตย์ อินต๊ะแก้ว ได้เก็บข้อมูล
เพื่อการวิจัย และขอขอบพระคุณเป็นอย่างสูง ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ ดร.สมชาย สันติวัฒนกุล)
คณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย
โทร. 0-2649-5067
หมายเหตุ : สอบถามข้อมูลเพิ่มเติม กรุณาติดต่อนิสิต โทรศัพท์ 089-730-0087

บันทึกข้อความ

ส่วนราชการ บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ โทร. 5730

ที่ ศธ 0519.12/4 732   **วันที่** 29 สิงหาคม 2554

เรื่อง ขอเชิญเป็นผู้เชี่ยวชาญ

เรียน คณบดีคณะมนุษยศาสตร์

      เนื่องด้วย นายอาทิตย์ อินต๊ะแก้ว นิสิตระดับปริญญาโท สาขาวิชาการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำปริญญานิพนธ์ เรื่อง "ประสิทธิภาพการสร้างชุดการสอนภาษาอังกฤษสำหรับพนักงานบริการภาคพื้นสายการบิน" โดยมี อาจารย์ ดร.พณิตา กุลสิริสวัสดิ์ และ อาจารย์ ดร.อัญชลี จันทร์เสม เป็นคณะกรรมการควบคุมการทำปริญญานิพนธ์ ในการนี้ บัณฑิตวิทยาลัยขอเรียนเชิญ อาจารย์ ดร.อุสาห์ภรณ์ สุขารมณ์ และ อาจารย์ Nicole Lasas เป็นผู้เชี่ยวชาญตรวจแบบสอบถามความพึงพอใจของนักศึกษาที่มีต่อการใช้ชุดการสอนวิชาภาษาอังกฤษ สำหรับพนักงานบริการภาคพื้นสายการบิน และ ชุดการสอนวิชาภาษาอังกฤษสำหรับพนักงานบริการภาคพื้นสายการบิน

      จึงเรียนมาเพื่อขอความอนุเคราะห์ ได้โปรดพิจารณาให้บุคลากรในสังกัดเป็นผู้เชี่ยวชาญให้ นายอาทิตย์ อินต๊ะแก้ว และขอขอบพระคุณเป็นอย่างสูง ณ โอกาสนี้
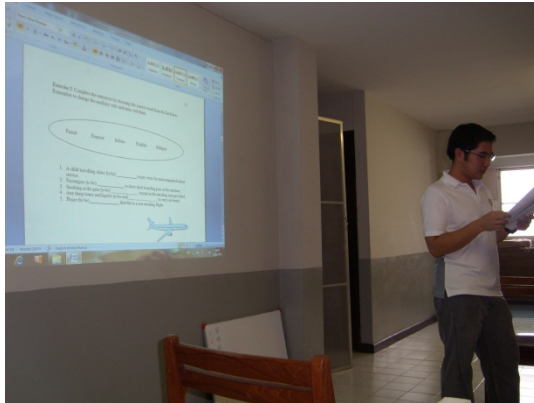
(รองศาสตราจารย์ ดร.สมชาย สันติวัฒนกุล)

คณบดีบัณฑิตวิทยาลัย

APPENDIX J

Pictures on Data Collection

The pilot stage

The data collection stage

The data collection stage (Continued)

VITAE

Name: Mr. Arthit Intakaew

Date of Birth: June 16, 1981

Place of Birth: Chiang Rai

Address: 390 Moo.1 Soi 22 Maekham sub-district,

                               Maechan district, Chiang Rai (57240)

Working Experience: Passenger Service Agent and Passenger Service
                               Trainer, Lufthansa German Airlines

Educational background:

2002   Diploma in Tourism Management and Tour Guide

                from Hotel and Tourism Training Institute

2004   Bachelor of Arts (English)

                from Ramkhamhaeng University

2009   Bachelor of Arts (Mass Communication)

                from Ramkhamhaeng University

2011   Bachelor of Arts (French)

                from Ramkhamhaeng University

2012   Master of Arts (Teaching English as a Foreign
                Language) from Srinakharinwirot University