

ประสิทธิภาพของเอกสารการสอนภาษาอังกฤษสำหรับพนักงานบริการภาคพื้นสายการบิน

THE EFFICIENCY OF A TEACHER- DESIGNED TEXTBOOK ON ENGLISH FOR AIRLINE GROUND ATTENDANT SERVICE

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อสร้างและหาประสิทธิภาพของชุดการสอนภาษาอังกฤษสำหรับพนักงานบริการภาคพื้นสายการบิน และศึกษาความพึงพอใจของนักศึกษาหลังใช้ชุดการสอนภาษาอังกฤษสำหรับพนักงานบริการภาคพื้นสายการบิน กลุ่มตัวอย่างประกอบด้วย นักเรียนระดับชั้นปริญญาตรี ชั้นปีที่ 3 สาขาวิชาภาษาอังกฤษเพื่อการสื่อสารนานาชาติ ของมหาวิทยาลัยแห่งหนึ่ง จำนวน 30 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ ชุดการสอนภาษาอังกฤษสำหรับพนักงานบริการภาคพื้นสายการบิน แบบทดสอบก่อนเรียนซึ่งมีค่าความเชื่อมั่นทั้งฉบับเท่ากับ 0.79 แบบทดสอบระหว่างเรียน แบบทดสอบหลังเรียนซึ่งมีค่าความเชื่อมั่นทั้งฉบับเท่ากับ 0.81 และแบบสอบถามความพึงพอใจของนักศึกษาที่มีต่อการใช้ชุดการสอนภาษาอังกฤษสำหรับพนักงานบริการภาคพื้นสายการบินซึ่งมีค่าความเชื่อมั่นของแบบสอบถามทั้งฉบับเท่ากับ 0.76 ผลการวิจัยพบว่า ชุดการสอนภาษาอังกฤษสำหรับพนักงานบริการภาคพื้นสายการบินมีประสิทธิภาพตามเกณฑ์การสร้างนวัตกรรมการสอน โดยมีค่าประสิทธิภาพเท่ากับ 80.35/82.90 และจากผลการตอบแบบสอบถามเพื่อวัดความพึงพอใจของนักศึกษาหลังใช้ชุดการสอนผลการสำรวจพบว่านักศึกษาส่วนใหญ่มีความพึงพอใจต่อชุดการสอนภาษาอังกฤษสำหรับพนักงานบริการภาคพื้นสายการบิน โดยนักศึกษาส่วนใหญ่มีความพึงพอใจอย่างมากต่อชุดการสอนสูงสุด 3 อันดับแรก โดยเรียงตามลำดับคือ ด้านภาษาที่ใช้ในชุดการสอนที่สามารถนำไปใช้ได้ สถานการณ์จริง ด้านกิจกรรมทางภาษาและแบบฝึกหัดในชุดการสอนที่เป็นประโยชน์ต่อการประกอบอาชีพในอนาคต นอกจากนี้ นักศึกษายังมีความพึงพอใจอย่างมากทางด้านเนื้อหา ระดับของภาษา รูปภาพ และขนาดรูปเล่มของชุดการสอน ตามลำดับ

คำสำคัญ: ภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะ การสร้างชุดการสอน การสอนแบบเน้นเนื้อหา

Abstract

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 one University 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 reliability was 0.79), five formative tests, the posttest (the reliability was 0.81) and the questionnaire (the reliability was 0.76). The results 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 most students were satisfied with the designed textbook. Moreover, they were very satisfied with the designed textbook ranking from the first top three which were the language use and expressions as they can be used in their real life situation. Secondly, they were also very satisfied with the language activities and exercises used in this material because they could apply them in their daily life and future careers. Lastly, they were very satisfied with the contents, the level of the language, the illustrations and the size of the designed textbook, respectively.

Keywords: English for Specific Purposes (ESP), An Instructional Material Development, The Content-Based Instruction

Introduction

English has become a lingua franca, a bridge or vehicular language for people who speak different languages around the world (Fromkin, Rodman and Hyams) [1]. 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) [2].

The use of English as the language of international communication contributes to the growth of tourism and hospitality industries. Belobaba, Odoni and Barnhart [3] 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.

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) [4].

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) [5]. 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) [2].

English for Specific Purposes (ESP)

The demand for English for Specific Purposes (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. 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).

ESP defines as 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. (Hutchinson & Walters) [2].

Course and syllabus design is an important part for an ESP course. Hutchinson and Walters [5] show the three main factors affecting ESP course and syllabus design. First, needs analysis is the first step in designing an ESP course. It involves collecting the information on the needs of the learners or employers. Second, language description is the way a teacher organizes the language in an ESP course, and lastly, learning theories inform the approaches and methodologies used in an ESP course.

Content-Based Approach

The Content-Based Approach is a way for students to learn language and subject content simultaneously. Snow and Brinton [6] 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 [6]. Snow and Brinton [6] 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)[6]. 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.

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.

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.

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.

Materials in Language Teaching

Richards and Schmidt [7] 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 [8] 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 [8].

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.

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

Material Evaluation

According to Richards and Schmidt [7], 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) [9].

Material Adaptation

Nunan [8] 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 [10] presents five ways in adapting the materials which are addition, deletion, modification, simplification and rearrangement or re-ordering.

Material Development

Swales [11] 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 [9] also note the benefits of a teacher self-producing materials: (1) *Contextualization* is a teacher can produce their own materials that fit the learners' educational and cultural context, (2) *Individual student needs*. a teachers can create materials to suit individual learners in each context, (3) *Personalization or a "personal touch"* is teachers can add to self-designed materials, and can encourage and motivate students in learning, and (4) *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 [12] present a teacher's path on textbook writing processes through on the production of new or adapted material. Figure 1 shows the teacher's path through the production of new or adapted materials.

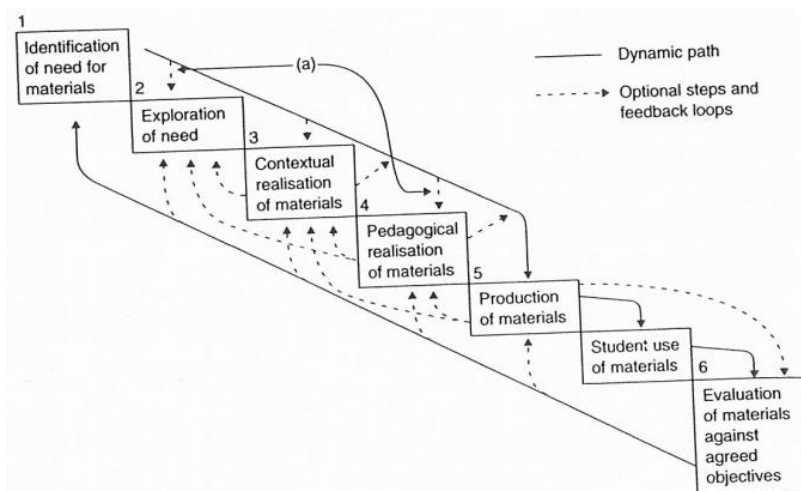


Figure 1 A teacher’s path through the production of new or adapted materials

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

From Figure 1, 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.

A preview of previous studies

Based on the ESP material development research, there have been many studies done on the ESP material development in many specific areas. Among of them are Chimloy [13] who created an ESP learning package in *“English for Immigration Officers”*. From this study, the ESP designed material on English for immigration officer was efficient in 81.97/86.73, which meets the criteria 80/80, and the immigration officers’ knowledge in English for immigration officer was significantly improved after using the designed material including their satisfactions toward the designed learning package was rated at a “satisfied” level.

Similarly, a relevant study done by Komgumpol [14] who developed ESP Computer Multimedia Assisted Instruction on *“Practical Hotel English for Room Maids”* was efficient in 95.83/89.00, and students’ satisfaction toward the designed computer

multimedia assisted instruction was rated at a “very satisfied” level.

In brief, the courses on English for airline ground attendants and related training materials are needed in Thai higher educational settings (Commission of Higher Education) [4]. 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.

Objectives

The Objectives of this study were

- 1) to create an ESP textbook for future airline ground attendants.
- 2) to determine the efficiency of the designed textbook in accordance with the criteria 80/ 80.
- 3) to measure the students’ satisfaction toward the designed textbook.

Research Hypotheses

The main hypotheses of this study were:

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”.

Methods

Population and Sample

The population of this study was 3rd year

English major students at one University near Bangkok. The sample group was 30 students who 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 themselves to choose this course as their free elective course. The course was conducted on Thursday afternoon for twelve weeks in a three-hour session.

Research Instruments

The research instruments consisted of the designed textbook on “*English for Airline Ground Attendant Service*”, a pretest and posttest, five formative tests, and a questionnaire. They were initially approved by three experts in the field of both language teaching and aviation to confirm the content validity of the research instruments as well as the pretest, five formative tests and the posttest were also piloted with a small group of English major students by using the Kuder-Richardson Method (KR-20) to ensure the reliability of the tests: the item difficulty (p) and the item discrimination (r).

The textbook was designed based on the communicative language teaching approach and content-based approach. There were five units in the textbook. The topics for each unit were (1) the world of airlines; (2) check-in procedures; (3) baggage and document check; (4) ticketing and reservation; and (5) boarding and flight irregularities.

A pre-test was given to students before the use of the designed textbook. The main

aim was to assess the students' background knowledge on 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. Language skills and the content knowledge of airline ground attendant service were assessed by the pretest and posttest. There were 30 multiple-choice items in each test.

Formative tests aimed to evaluate the students' progress at the end of each unit. There were five formative tests which assessed the students' knowledge and language in all four skills: listening, speaking, reading and writing. The formative tests consisted of multiple-choice, cloze test items, matching questions and speaking and writing tests.

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 the design and lay-out. The questionnaire contains 10 items. The participants were asked to indicate their degree of satisfaction with five choice rankings from "very satisfied" to "very dissatisfied".

Data Collection and Analysis

The students' scores were collected from: (1) the pretest at the beginning of the course, (2) formative tests at the end of each unit, and (3) the posttest and (4) the questionnaires at the end of the course.

The efficiency of the textbook on "*English for Airline Ground Attendant Service*"

was measured by using the criteria 80/80. This is the comparison between the students' mean scores on the five formative tests and the students' mean score 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 lowest level of satisfaction and five representing the highest level of satisfaction. The mean value is interpreted as: 4.51-5.00 very satisfied, 3.51-4.50 satisfied, 2.51-3.50 Neutral, 1.51-2.50 dissatisfied, and 1.00-1.50 very dissatisfied.

Results

The designed textbook on "*English for Airline Ground Attendant Service*" was efficient in 80.35/82.90 as the mean score of thirty 3rd year English majors in five formative tests was 80.35% and the mean score in the post-test was 82.90%, respectively. Table 1 shows the efficiency of the designed textbook.

Table 1 The efficiency of the designed textbook

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

The results of the questionnaire rated by students showed that all students were satisfied with the designed textbook ($\bar{X} = 4.29$)

Conclusions and Discussion

The efficiency of the designed material in this study was consistent with the efficiency of the designed materials produced by the other researchers; for example, Siriboon and Denium [15]; Chimloy [13]; Kongumpol [14] and Thephussadin na Ayuthaya [16]. 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 needs for materials, considering the contexts and texts, preparing exercises, activities and teaching techniques, creating materials, piloting the produced materials in class to 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 to use in an ESP classroom. According to Baichokayee [17], the organization and sequence of the contents in materials are essential for both teaching strategies and the learners’ knowledge acquisition. This 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 in the right track 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 result of the questionnaire in each aspect showed that most students were satisfied with the designed textbook. Moreover, they were very satisfied with the designed textbook ranking from the first top three which were (1) the language use and expression as they can be used in real life situation, (2) the language activities and exercises used in this textbook because they could apply them in their daily life and future career, and (3) the content, the level of the language, exercises and language activities, the illustrations and the size of the designed material, respectively. From an open-ended question, 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 textbook; for example, airline job application, interviewing techniques and tactics for TOEIC.

Limitations of the study

1. The sample group of this study was students who enrolled in this course as elective course so it was far beyond the researcher’s control to select them from a population by using the probability sampling.

2. 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.

3. 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.

Recommendations for further studies

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. Furthermore, creating the material for a

specific purpose to staffs at the workplace is strongly encouraged.

2. To measure students’ mean scores before and after using the designed textbook 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.

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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